

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	NA
What type of accreditation does this programme lead to?	NA
Is accreditation in some way dependent on choices made by students?	NA
Final award/s available eg BSc/DipHe/CertHE	FdSc Animal Studies The programme includes the exit award: Certificate of Higher Education Animal Studies
Award title	FdSc Animal Studies
JACS 2 code	
UCAS code (available from Admissions)	D300
Relevant QAA subject benchmark statement/s	Framework for Higher Education Qualifications Foundation Degree Benchmark Statement
Other external and internal reference points used to inform the programme outcomes	The Sector Skills Council for Land-based Industries (LANTRA) Employers Students External Examiner Industry professionals
Mode/s of study (<i>p/t, f/t, distance learning</i>)	Full time Part Time
Language of study	English
Date at which the programme specification was written or revised	July 2013 Revised November 2014

Criteria for admission to the programme

In accordance with Glyndŵr University's admission policy, the programme seeks to offer opportunities to anyone able to benefit from this programme of study regardless of age, gender, and ethnicity, social or educational background. Students should normally have a minimum of 120 UCAS points or equivalent in a cognate subject area for entry to a Foundation Degree.

As a guideline these requirements can be met from the following range of qualifications:

- GCSE passes in four subjects including English/Welsh and Maths ('C' grade or better) plus GCE 'A' level passes equal to 120 points.
- A vocational qualification at level 3 (e.g. BTEC, GNVQ, NVQ)
- Scottish Certificate in Education with at least two higher certificates at level C or above
- Irish Leaving Certificate with at least three higher certificates at grade C or above
- Welsh Baccalaureate
- Other overseas recognised programmes of study (Plus IELTS score of 6.0 or a TOEFL score (paper-based) of 550)

Applications are welcomed from candidates who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully. In these instances, entrance is dependent on an assessment of past experience, a successful interview, references and diagnostic assessment to determine suitability for the course.

Applications would be considered in accordance with the University's Standing Order for Accreditation of Prior Learning / Accreditation of Prior Experiential Learning.

With respect to arrangements for the admission of students with disabilities and / or specific learning differences, the University has embraced the spirit and content of the Special Education Needs and Disability Act (SENDA) documentation.

Identifying an appropriate work based placement is the responsibility of the individual student as part of the Level 4 Working in the Animal Sector module and Level 5 Applied Project module. We do not consider that students will have any difficulty in finding an appropriate placement however students can expect guidance, support, and industry contacts to be provided by the programme team. Some work placements, for example those that involve contact with primates, require students to be vaccinated against specific diseases such as Hepatitis B. Arrangements for such precautions are the responsibility of the student. Students are expected to comply with the rules and regulations of placement providers.

Aims of the programme

- 1) To produce graduates with the knowledge and practical skills essential for them to operate effectively in the Animal Care sector.
- 2) To equip students with the critical understanding of the core concepts that underpin Animal Husbandry, Behaviour, Science, Health and Welfare.
- 3) To develop the qualities and transferable skills necessary for employment and/or progression to other qualifications by integrating theoretical and practical knowledge and applying this to the work context

Distinctive features of the programme

The proposed programme has been shaped by national and international interest and concern for animal behaviour and welfare. As with many land-based industries, the Animal industry is influenced by several external forces. The Animal Welfare Act 2006, EU legislation, revision of the Veterinary Surgeons act and climate change have been identified as key drivers for change in the industry. Therefore demand is increasing for highly skilled workers in the industry to drive up standards of animal welfare and enable businesses to comply with codes of practice and legislation. In addition to this higher level skills and knowledge are required to ensure the maintenance of biodiversity, sustainability and disease control (Lantra, 2009). The Animal Studies Foundation Degree serves to play a part within these sector-specific developments. Being a non-specialist programme i.e. not focusing on a particular species or niche area, it can support people entering into a variety of roles within the sector. The Sector Skills Council for Land-based Industries (Lantra) is the leading organisation supporting Land-based industries, including the Animal Care Industry. Sector research by Lantra (2005) has identified the need for people working in the Animal Care industry to have greater access to training at advanced level. Research demonstrates that employers expect graduates to have advanced skills in the following areas:

- Animal Handling
- Animal health and welfare (including Identifying diseases)
- Animal nutrition and exercise
- Restraining animals
- Basic animal first aid
- Transporting animals
- Providing information and advice to customers
- Communication

The programme will provide a balanced package of skills and knowledge, tailored for those wishing to enter a profession attached to the Animal Care sector, or simply wanting to obtain higher level education and enter a different career path.

Many of the skills delivered on the programme, with further specialist training, will enable students to pursue careers in several different sectors. Students will be made aware of relevant professional bodies such as the Association for the Study of Animal Behaviour, Institute of Ecology and Environmental Management and the Association of Pet Dog Trainers.

The proposed programme provides a progression route for students who have completed animal related qualifications at FE Colleges, the previously validated FdSc Animal Studies course was particularly popular with students studying at Deeside college on the shared campus at Northop. The FdSc course enabled these students to progress their studies without having to move away from home, this programme therefore serves to strengthen the collaboration between Glyndŵr University and Deeside College.

Progression from the FdSc Animal Studies includes access to the BSc (Hons) Animal Studies Top up Degree Programme and similar courses at other institutions (subject to their admissions policies) or employment. Students moving into employment could expect to progress to careers within the animal industry such as, Welfare Centre managers, Zoo keepers or careers allied to the industry, for example research and consultancy work. These opportunities exist at a local level, but are more likely to be available nationally or internationally. Locally, there are a number of small animal welfare charities, and local councils employ animal welfare officers. There are also a number of animal businesses both within the county, and over the border in England.

The majority of careers within the industry require “well–rounded” graduates with theoretical and practical knowledge of a variety of aspects of the industry, and an array of transferable and vocational skills. This programme aims to produce graduates with the broad knowledge and skills relevant to a career in the Animal Care sector, but the transferable skills developed could be applicable to other career paths.

The graduates from this programme are needed by industry both in Wales and the rest of the UK. Employment, across the sectors comprising the Animal Care Industry, offers graduates significant choice in a chosen career path including:

<ul style="list-style-type: none"> • Veterinary Nursing (NB. Additional BVNA qualification needed for professional recognition) 	<ul style="list-style-type: none"> • Pet shop manager 	<ul style="list-style-type: none"> • Pre Veterinary qualification
<ul style="list-style-type: none"> • Kennel and cattery management 	<ul style="list-style-type: none"> • Ecologist 	<ul style="list-style-type: none"> • Education
<ul style="list-style-type: none"> • Animal Behaviourist (NB. Additional study and practical experience needed for professional recognition) 	<ul style="list-style-type: none"> • Nutritional advisor 	<ul style="list-style-type: none"> • Research
<ul style="list-style-type: none"> • Environmental Health officer 	<ul style="list-style-type: none"> • Rescue and Rehabilitation 	<ul style="list-style-type: none"> • Animal technician
<ul style="list-style-type: none"> • Zoo keeper 	<ul style="list-style-type: none"> • Wildlife officer 	<ul style="list-style-type: none"> • Sales and Marketing
<ul style="list-style-type: none"> • Conservationist 	<ul style="list-style-type: none"> • Animal Charity worker 	<ul style="list-style-type: none"> • Self Employment

The proposed programme will also continue the excellent partnership arrangements that currently exist with animal organisations and businesses within the region. Examples of these include the Welsh Mountain Zoo in Colwyn Bay, Loggerheads Country Park in Denbighshire, Wildlife Trust, Wagtail Specialist Detection Dogs in Mostyn, and World Horse Welfare at Preston. The programme team communicate with professionals in the animal care industry, and have industry experience themselves; and this has influenced the programme specification and objectives.

The programme team demonstrate a diversity of relevant expertise appropriate for the proposed programme. Staff keep abreast of research relevant to the subject area, and engage with CPD where-ever possible e.g. the During 2011-2012 the programme leader completed her MSc, and is currently engaged with a Strategic Insight Programme which aims to improve animal welfare. She is also a qualified animal behavioural counsellor and has experience of training a wide range of animal species including dogs, cats and horses. Rosie MacDiarmid is a member of the Royal College of Veterinary Surgeons and is currently practising in Wrexham. She regularly attends veterinary conferences, clinics and other CPD events. Denise Wareham is actively engaged in ecology and conservation projects, such as surveying bat populations in Wales. She is currently undertaking a PhD examining the long term post mitigation monitoring of protected species in the UK. Richard Lewis is currently managing a number of industry projects including work in Africa to enable local communities to grow crops and access fresh water. Barry Hills is a sociologist and principal lecturer in the department of Environment and Biology, he has published a number of papers and regularly attends conferences.

Industry feedback from employers involved with the previous FdSc Animal Studies has been positive and many students have been given employment opportunities following work experience placements. This indicates that the skills gained by students are akin to those demanded by the industry.

It is envisaged that links with organisations such as the Wildlife trust will be further developed through student participation in voluntary work, for example by undertaking nationwide and local wildlife surveys. Links with Environmental Consultants will be developed who will be able to provide students with practical experience, and access to current case work they have undertaken. These links will enhance student learning particularly in relation to the survey techniques for the Survey Skills for Conservation module, and may provide potential placements for the 'Applied Project' module.

Programme structures and requirements, levels, modules, credits and awards

The programme will be offered on a full time basis over two years or part time basis over a four year period.

- Students will complete 120 HE credits at level 4 and 120 at level 5 giving a total credit value of 240 HE credits. Figure 1 outlines the programme structure. Figures 2 & 3 show indicative timetables.
- All modules are core and students would complete at least 150 hours relevant industry experience at level 4 and 100 hours at level 5.
- Students may exit with a Certificate of Higher Education Animal Studies as an exit award upon completion of 120 credits at Level 4 or above.
- Students must complete all level 4 and 5 modules for the award of FdSc Animal Studies.
- There are no pre-requisites for any modules and therefore modules could be accessed as “stand alone” modules. Modules such as “Survey Skills for Conservation”, “Animal Learning and training” and “Animal Husbandry” could prove attractive to those already in industry who cannot complete a full Foundation Degree.
- Students who successfully complete the FdSc Animal studies award will be eligible to progress onto the top up programme- BSc (Hons) Animal studies at Glyndŵr University.

Fig 1 Programme Structure

Level 4

Module Title	Academic and Personal Development * SCI411	Working in the Animal Sector* ANM404	Ethics and Animal Welfare*ANM406	Foundation Zoological Science*ANM405	Ethology and Anthrozoology ANM402	Animal Husbandry and Enclosure Design ANM408
Semester delivery	1&2	1&2	1	1&2	2	1&2
	(Core)	(Core)	(Core)	(Core)	(Core)	(Core)
Credit Rating	20	20	20	20	20	20
Module Leader	Denise Wareham	Denise Wareham	Angela Winstanley	Rosie MacDiarmid	Angela Winstanley	Rosie MacDiarmid

Level 5

Module Title	Bio-veterinary Science * ANM507	Survey Skills for Conservation ANM506	Animal Learning and training* ANM510	Research Methodologies*AUR567	Applied Project* ANM511
Semester delivery	1	2	1	2	1&2
	(Core)	(Core)	(Core)	(Optional)	(Core)
Credit Rating	20	20	20	20	40
Module Leader	Rosie MacDiarmid	Denise Wareham	Angela Winstanley	Barry Hills	Richard Lewis

**Indicates modules shared with BSc (Hons) Equine Science and Welfare Management*

Fig 2 Indicative timetable – FdSc Animal Studies (Level 4)

	9–10	10-11	11-12	12-1	1-2	2-3	3-4	4-5
Monday Semester 1		Ethics and Welfare (AW)				Ethics and Welfare (AW)		Tutorial
Semester 2		Ethology and Anthrozoology (AW)				Ethology and Anthrozoology (AW)		Tutorial
Tuesday Semester 1/2								
Wednesday Semester 1		Working in the Animal Sector (DW)				SC1411 Academic and Personal Development (DW)		
Semester 2		Working in the Animal Sector (DW) (students on placement)				SC1411 Academic and Personal Development (DW)		
Thursday Semester 1		Animal Husbandry and Enclosure Design (RM)				Foundation Zoological Science (RM)		
Semester 2		Animal Husbandry and Enclosure Design (RM)				Foundation Zoological Science (RM)		
Friday Semester 1/2								

Figure 3. Indicative timetable – FdSc Animal Studies (Level 5)

	9-10	10-11	11-12	12-1	1-2	2-3	3-4
Monday Semester 1		Applied Project (RL)				Applied Project (RL)	Tutorial
Semester 2		Applied Project (RL)				Applied Project (RL)	Tutorial
Tuesday Semester 1		Applied Learning and Training (AW)				Applied Learning and Training (AW)	
Semester 2		Research Methodologies (BH)				Research Methodologies (BH)	
Wednesday Semester 1,2							
Thursday Semester 1,2							
Friday Semester 1		Bio-veterinary Science (RM)				Bio-veterinary Science (RM)	
Semester 2		Survey Skills For Conservation (DW)				Survey Skills For Conservation (DW)	

Intended learning outcomes of the programme

The Foundation Degree Qualification benchmark statements¹ and the benchmark statements for Agriculture, horticulture, forestry, food and consumer sciences, Section 9 of the Code of Practice for the Assurance of academic quality and standards in HE have been used to ensure quality in work-based and placement learning.

The programme provides opportunities for learners to achieve the following outcomes that have been taken from these statements.

On completion of the Certificate of Higher Education the student should be able to:

Knowledge

- A1. Demonstrate an understanding of the well-established principles in Animal studies and the way in which those principles have developed.
- A2. Analyse information and propose solutions to problems within Animal Studies and in a work context.
- A3. Integrate theory, investigation and field work and the development of principles into practice.
- A4. Identify areas of continuing change and development of the subject.

Intellectual Skills

- B1. Apply theoretical concepts and principles of Animal Studies in a work context.
- B2. Collect and integrate evidence and apply to an argument.
- B3. Analyse information and summarise the outcomes.
- B4. Undertake further training, develop existing skills, and acquire new competencies that will enable the students to assume responsibility within organisations.

Practical Skills

- C1. Employ basic Animal Husbandry Skills.
- C2. Work safely with due regard for animal welfare.
- C3. Plan and undertake field investigations in a responsible and safe manner, paying due attention to risk assessment, ethics, relevant health and safety regulations, legal

¹ The Quality Assurance Agency for Higher Education (2010) *Foundation Degree Qualification Benchmark*. 2nd Ed, Mansfield, U.K.: The Quality Assurance Agency for Higher Education.

requirements, and sensitivity of the impact of investigations on the environment and stakeholders.

- C4. Plan, conduct and report on investigations in the library or field and summarise using appropriate qualitative and / or quantitative techniques including the use of secondary data.

Transferable/ key skills

- D1. Apply knowledge in Animal Studies and practical skills to the work –based context
- D2. Effectively communicate and analyse information and arguments
- D3. Contribute constructively to group discussions, listening to, appreciating and evaluating the views of others.
- D4. Work and communicate as part of a team; planning and evaluating the work of self, individuals and teams.
- D5. Utilise relevant ICT to support the learning process, data handling and presentation of results.
- D6. Learn and study independently and take responsibility for management of independent investigation, learning and time management.

On completion of the FdSc the student will be able to:

Knowledge

- A1. Apply knowledge and critical understanding of the well-established principles in Animal studies and the way in which those principles have developed.
- A2. Critically analyse information and propose solutions to problems within Animal Studies and in a work context.
- A3. Integrate and synthesise theory, investigation and field work and the development of principles into practice.
- A4. Identify and evaluate continuing change and development of the subject.

Intellectual Skills

- B1. Analyse and apply theoretical concepts and principles of Animal Studies in a work context.
- B2. Collect and integrate several lines of evidence and apply to balanced argument.
- B3. Analyse information and synthesise and summarise the outcomes.

B4. Identify further training needs, develop existing skills, and acquire new competencies that will enable the students to assume responsibility within organisations.

Practical Skills

- C1. Deploy a broad range of superior animal husbandry skills and reflect on their effective deployment
- C2. Work safely with due regard for animal welfare.
- C3. Plan and undertake field investigations in a responsible and safe manner, paying due attention to risk assessment, ethics, relevant health and safety regulations, legal requirements, and sensitivity of the impact of investigations on the environment and stakeholders.
- C4. Plan, conduct and report on investigations in the library or field and summarise using appropriate qualitative and / or quantitative techniques including the use of secondary data.

Transferable/ key skills

- D1. Apply knowledge in Animal Studies and theoretical and practical skills to the work –based context
- D2. Effectively communicate and analyse information and arguments
- D3. Contribute constructively to group discussions, listening to, appreciating and evaluating the views of others.
- D4. Work and communicate as part of a team; planning and evaluating the work of self, individuals and teams.
- D5. Utilise relevant ICT to support the learning process, data handling and presentation of results.
- D6. Learn and study independently and take responsibility for management of independent investigation, learning and time management.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

CURRICULUM MATRIX for Certificate of Higher Education Animal Studies

		<i>Knowledge understanding, intellectual skills, practical skills , professional and employability skills</i>																		
	<i>Module Title</i>	<i>Core / Opt</i>	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6
Lev 4	Working in the animal sector	C	*		*	*	*	*	*	*	*	*		*	*	*	*		*	*
	Ethics and Animal Welfare	C	*			*		*	*					*		*	*	*	*	*
	Foundation Zoological Science	C	*		*	*		*	*					*		*			*	*
	Academic and Personal Development	C						*	*					*		*	*	*	*	*
	Ethology and Anthrozoology	C	*			*		*	*		*	*	*	*		*	*		*	*
	Animal Husbandry & Enclosure Design	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

CURRICULUM MATRIX for FdSc Animal Studies

		<i>Knowledge understanding, intellectual skills, practical skills , professional and employability skills</i>																		
	<i>Module Title</i>		A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6
Lev 5	Applied Project	C	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*
	Bio-veterinary science	C	*		*	*		*	*		*	*			*	*			*	*
	Animal Learning and training	C	*	*	*	*	*	*	*		*	*	*		*	*	*		*	*
	Survey Skills for Conservation	C	*		*	*		*	*						*	*			*	*
	Research Methodologies	C		*		*		*	*						*	*	*	*		*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The learning and teaching strategy that will be deployed is suitable to maximise opportunities for attainment of the programme aims. This aims to:

- (a) have a continued emphasis on student-centred learning
- (b) employ teaching methods that promote effective student learning, self- development and reflection
- (c) deploy a variety of learning and teaching methods in the class, practical settings and the workplace, including
 - Lectures and demonstrations
 - Seminars and workshops
 - Tutorials
 - Group and project work
 - Reflective reports
 - External speakers
 - Educational visits and study days
 - Tutor and student led sessions
 - Critical appraisal
 - Portfolio development
- (d) strike a balance between 'class' activity and directed study 'out of class'
- (e) provide sound feedback to students and attempt to involve them in identifying their own learning needs
- (f) use directed and supported group work for sharing experience and knowledge and developing interpersonal skills
- (g) provide realistic and relevant learning activities
- (h) make use of a variety of assessment methods to allow students the opportunity to demonstrate their own particular capabilities.

All FdSc Animal Studies students will have a user account on Moodle which will give them access to a wide variety of information. This will be used for:

- Announcements: Lecturers will use the VLE to post important information, such as changes to teaching rooms, re-sit information, guest lecturer updates, or news about seminars and other events.

- Course information: The VLE will host the online version of their module handbook.
- Module information: Each module will have its own space. There will be a wide range of information, including the module handbook, worked seminar solutions and other relevant information. Students will also receive a work placement specific handbook.
- Lecture notes will be made available to students. The VLE will also be used to allow student access to multimedia displays and documents such as diagrams and handouts. The VLE module area will include links to online resources, such as library information systems and useful websites.
- The VLE will be used to allow students to provide anonymous feedback to module organisers.

The team will work with the University's Library to provide the best possible on-line information services to students. A full list of useful sources of information, including electronic journals, will be detailed in the Student Handbook. Library and Support Service staff regularly updates such information on the Intranet.

As part of the induction process, all students will undertake an initial assessment to assess their level of working in literacy and numeracy. Subsequent Diagnostic Assessment will identify student strengths and skills gaps which enable Study Skills Lecturers to provide individualised numeracy or literacy support. This may be provided in small groups, through drop-in sessions or electronically via email or Moodle.

Students will capture the development of key transferable / study skills through portfolio development in the level 4 module 'Academic and Personal Development'. The skills gained from this module will be built upon throughout the course as students become more confident autonomous learners, reflecting upon and self managing their approach to studying. For example in modules such as 'Working in the Animal Sector' students are expected to evaluate their skills, take responsibility for identifying a suitable work placement, apply skills gained in a work based context and subsequently reflect upon their performance. Both work experience modules, Working in the Animal Sector at Level 4 and 'Applied Project' in the Animal Sector at Level 5, encourage students to engage directly with industry as befitting a Foundation Degree.

Students are expected to attend all timetabled sessions and, in those instances where they are unable to do so, they are expected to inform staff with responsibility for registers and retention.

Timetabled sessions may occur at both Wrexham and Northop, in addition to off-site visits. An indication of the Full time programme delivery is included in Figure 4 and part time in Figure 5. It is anticipated students will also spend time working independently on both campuses and will be encouraged to utilise resources at both sites. Electronic journals and use of the VLE will also ensure students can adopt flexible working arrangements.

Ethics and animal welfare will be embedded as a key theme throughout the programme. Students will be introduced to a range of moral philosophies and encouraged to develop a cohesive understanding of animal welfare. Teaching and learning on the majority of modules within the programme will incorporate ethical and welfare themes. These themes will also be visited on a weekly basis in group tutorial sessions.

Figure 4: Module Delivery Full Time

Full Time students will study 120 credits per year as shown

Level 4

SEMESTER 1	SEMESTER 2	
Academic and Personal Development		
Working in the Animal Sector		
Ethics and Animal Welfare		
Foundation Zoological Science		
	Ethology and Anthrozoology	
Animal Husbandry & Enclosure Design		

Level 5

SEMESTER 1	SEMESTER 2	
Applied Project		
Bio-veterinary Science		
	Research Methodologies	
Animal Learning and training		
	Survey Skills for Conservation	

Figure 5: Module Delivery part time

Part Time students will study 60 credits per year as shown

Year 1	Year 2	
Academic and Personal Development	Ethology and Anthrozoology	
Working in the Animal Sector	Animal Husbandry & Enclosure Design	
Foundation Zoological Science	Ethics and Animal Welfare	
Year 3	Year 4	
Bio-veterinary Science	Applied Project	
Animal Learning and training	Survey Skills for Conservation	
Research Methodologies		

The work-based/placement learning statement

Throughout the programme there is a strong 'employability' focus, as exposure to the work environment is an integral part of the degree programme and is prevalent at both levels of study. The team has adopted the approach that learning in the workplace takes many forms and serves a variety of purposes. The approach seeks to ensure that the student is able to apply the knowledge, skills, attitudes and values expected by employers, customers, and external bodies.

Students will complete approximately 150 hours of full-time work experience during semester 2 of the first year as part of the Working in the Animal Sector module. The remaining 30 hours of the module will take the form of a series of lectures and tutorials linking to the development of a work-based learning plan. They complete a further 100 hours of work-based enquiry during semester 2 of the second year as a part of the 'Applied Project' module. Work placements at level four and five will be undertaken following the Christmas break in the assessment period. Any remaining placement hours will be undertaken during semester two at times convenient for the student.

There are a wide number of potential work placement partners, all of which have close working relationships with Glyndŵr University.

These include:

- K9 Academy
- Welsh Mountain Zoo, Colwyn Bay
- Leahurst Veterinary Hospital, Wirral
- North Clwyd Animal Rescue, Trelogan
- Chester Zoo, Cheshire
- Knowsley Safari Park, Sefton
- Cranmore Veterinary Centre
- RSPB, Scotland
- Wagtail UK Ltd, Mostyn
- Dogs Trust, Heighton
- RSPCA Colwyn Bay
- Loggerheads Country Park, Mold
- Blue Planet Aquarium, Ellesmere Port
- Seaquarium, Rhyl
- Yorke Ecological, Conwy

The management of workplace learning is undertaken in accordance with the QAA Code of Practice for the assurance of academic quality and standards in higher education Section 9: Work-based and placement learning (QAA, 2007). Glyndŵr University 'Managing Health and Safety of Students on Placements in the United Kingdom' policy states that:

'Placement organisations are employers in their own right and therefore must ensure as far as is reasonably practicable the health, safety and welfare of their employees. Students on

placements are treated as employees and are owed a duty of care. 'Therefore the primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation'.

The main legislation which is relevant to this subject is the Health and Safety at Work, etc Act 1974, the Management of Health and Safety at Work Regulations 1999 and the Workplace (Health, Safety and Welfare) Regulations 1992.

The programme leader will ensure that all placements are monitored directly by the module leader for the 2 work experience modules. It will be the responsibility of the module leader to ensure that the student and their workplace mentor are fully aware of their responsibilities, as outlined below, in meeting the requirements of the placement. Specifically:

Student:

- Agree with the Module Leader the suitability of the placed workplace provider and nature of the activities to be undertaken
- Negotiate the learning contract for the placement with the workplace employer and module leader
- Identify and manage learning opportunities within the placement with support from the module leader.
- Ensure workplace policies and procedures are adhered to at all times and ensure familiarity with relevant policies and procedures, e.g. lone working, handling of specialist equipment and working with specific populations.
- Act responsibly and professionally within the workplace provider.
- Maintain a safe environment and ensure health and safety measures.
- Maintain appropriate relationships with other organisational staff, participants and volunteers.
- Maintain confidentiality at all times.
- Alert the workplace manager/mentor and the module leader to problems that may interfere with attainment of aims specified in the learning contract and/ or safety.

Employer manager / mentor:

- Attend induction and update events as required on an annual basis
- Completion of relevant health and safety documentation prior to commencement of the student placement

- Make arrangements for the required learning opportunities required by the student, prior to the commencement of the placement, as detailed in the agreed learning agreement devised with the student and module leader.
- Maintain regular contact with the module leader, attending mentor support study days as determined by the individual learning agreement.
- Enable students to have every opportunity to meet the agreed learning contract.
- Ensure student is fully inducted in all relevant policies and procedures to maintain a safe environment including; lone working, handling of specialist equipment and working with specific populations. Maintenance of a safe environment throughout the duration of the placement
- Liaise with the module leader to discuss the student's performance at designated reference points throughout the placement
- Complete a witness statement on completion of the placement.

Module leader:

- Ensure that health and safety checklists and workplace profiles have taken place prior to commencement of the work placement
- Confirm the qualifications and experience of the nominated Employer manager / mentor are appropriate to support the students needs
- Maintain regular contact with the student and the workplace mentor/manager to discuss issues as they arise.
- Ensure that student has adequate access to learning tools and opportunities.
- Negotiate and agree the learning opportunities to be provided to the student, with the student and their employer manager/mentor.
- Ensure all learning outcomes can be addressed
- Provide training and on-going support to the employer manager/mentor.
- Provide modular support sessions to individual or groups of students on location.
- Maintain own development in monitoring of health and safety of placements and developing the role of the link tutor.
- Establish and encourage placement feedback from students and mentors and contribute to the development of quality assurance of placements.

These responsibilities will form the basis of an individually agreed student placement handbook developed within the 'Working in the Animal Sector' module and the 'Applied Project' module at level 5. Once an appropriate placement has been confirmed the module leader will contact the placement provider initially to confirm the nature of the activities to be undertaken during the

proposed placement. Thereafter communication arrangements will be agreed as part of the learning agreement and as a minimum contact will be made monthly by the module leader to monitor progress. In the event of any concern expressed by either the student or their workplace mentor, the module leader will report immediately to the programme leader who will advise on the various courses of actions open to resolve any issues. The mentor will be required to complete a witness statement at the end of the placement to aid the student in the completion of their learner journal.

Learning about the workplace is not, however, limited to the level 4 and Level 5 work-based modules. It is embedded throughout the entire programme of study, so maximising learning within a work context. This will include role plays, scenario work, exposure to guest speakers and going on educational visits. Selected examples to illustrate this approach are as follows:

- Ethology and Anthrozoology – Practical observations and investigation of animal behaviour and husbandry practices in a range of captive animal establishments. (e.g. Deeside College Animal unit and farm park, Zoos, Safari parks, Aquaria, Kennels)
- Animal learning and training – Development of a range of animal handling and training techniques on site at Glyndŵr University, application of learning theory and practice to real life situations with a range of animals e.g. life skills for pets, training for routine veterinary inspection and handling and site visits (e.g. North Clwyd Animal Rescue, Dogs for the Disabled, Wag Tail and Pro Dog Challenge) to witness and implement a range of training practices.
- Applied Project - investigation of workplace issues through a consultancy activity in an animal setting (e.g. ESDGC, compliance with animal related legislation and welfare needs, Customer service, cost effectiveness and time budgets).
- Ethics and Animal Welfare – Attendance at relevant conferences and seminars in relation to welfare issues identified by those working in the industry. Guest speakers from a range of industry backgrounds will highlight the implementation of current guidelines and best practice.
- Animal Husbandry and Enclosure Design – Practical skills will be developed and implemented through working in the Deeside College Animal unit and Farm park. Visits to a range of local animal establishments will enable students to observe how animal husbandry techniques are used within the industry.

This approach is in line with the QAA Code of Practice (2007, paragraph 14), which embraces a wide variety of experiences, describing *“learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is*

learning which is achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, as its core, activities designed around the individual's occupation".

The work experience modules aim to expose students to the diversity of employment opportunities within the animal sector, with guest speakers, lectures and interactive seminars used to expose students to the range of careers available. Students will investigate different sectors of the industry and will gain an appreciation of the diversity of job roles through engagement in peer-led seminars.

At the beginning of the modules, students will use a pre-placement skills workbook to self-assess their level of confidence and competence in a range of areas. This includes:

- Writing skills
- Social skills
- Information technology
- Verbal skills
- Numeracy skills
- Analytical / problem solving skills.

In addition they will complete a self-assessment on their perceived level of confidence and competence in a range of relevant Animal Care practical skills. This includes:

- Handling skills
- General Animal Care practical skills

The aim of the placement is to provide students with the opportunities to develop these generic and Animal Care-specific practical skills.

The location and nature of the placement will be shaped by the results of the self-assessment, the student's career aspirations and direction from their Module Leader. For those students already employed or volunteering within the sector they may either undertake the placement within their host organisation or within another setting. The exact nature of the placement will therefore be negotiated by the student with the Module Leader and will depend on the student's experiences, competencies and career aspirations.

Regular action sets, individual tutorials and site visits will form the primary modes of delivery for the second part of this module which is centred on the student placement. This will allow students to learn from ongoing, meaningful and active involvement in a specific work environment. The work experience will enable students to develop personal and interpersonal skills and to explore work aptitude and opportunities.

Witness statements will be completed by the host organisation to assist the module leader in assessing student progress/achievement of the module learning outcomes on placement. The placement may be in the form of paid employment or voluntary work.

Welsh Medium Provision

In line with University's Welsh Language Policy, students are entitled to submit assessment in Welsh. The programme however will be delivered through the medium of English.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The approach to assessment has been guided by the QAA Code of Practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students - September 2006.

Course design is defined using explicit statements of intended learning outcomes. These are linked to objective assessment criteria by which the completeness and quality of student achievement is judged. Assessment is seen by the programme team to be an integral part of effective teaching, with the avocation of a diverse range of methodologies to aid meaningful formative and summative assessment. Formative assessment completed during the modules also enables students to identify areas of work they need to develop, and informs staff of areas of weakness.

The diversity of assessment methods, accuracy of marking and excellence of feedback provided by staff to students was praised by the external examiner in their report on the existing FdSc Animal studies. The proposed FdSc will continue to utilise a diverse range of assessment methods and maintain high standards of practice and quality. A matrix of assessment methods employed can be seen in Figure 6.

The assessment strategy will use methods that most effectively assess the learning outcomes of each module. Assessment methods will align with the overall aims of the programme, and include the development of disciplinary skills (such as critical evaluation) and support the development of vocational competencies (such as communication or ICT skills.). The assessment practice has been designed to ensure that, in order to pass the module and / or programme, students have the opportunity to achieve the intended learning outcomes. Assessments methods are varied and designed to stretch-and-challenge all students, and address complex and debated issues within Animal Studies. They are also designed so that the programme team is confident in the authenticity of student work.

The Department of Biology and Environment recognise that there is scope for both flexibility and innovation in the use of different assessment methods. Reference has been made to Glyndŵr University's 'Assessment Guidance' to facilitate deployment of a range of assessment methodologies. The precise format of assessed work, such as reports, essays or presentations, is presented to every student in a 'module guide,' and available for every module. The guides, issued at the start of the academic year, provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided for all assignments.

All assessments will adhere to the Equality Act 2010 and will therefore offer equality of access and take account diversity and inclusion.

The assessment briefs issued to students will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. Likewise there will be no barriers to achievement in the assessment requirements in terms of gender, age, race, sexual orientation and religion / belief.

All students will be issued with an assessment schedule at the start of each academic year. Figure 7 serves as an indicative assessment schedule, but hand in dates of coursework in particular may be altered in accordance with other events happening during the academic year.

Students may choose to submit their assessments in Welsh but must inform the Assessment Office of their request within two weeks of starting their studies.

The assessment schedule has been devised to minimise bunching of coursework, and is intended to help students plan ahead and organise their own study schedule to meet their individual needs. The Department of Environment and Biology is committed to providing equality of opportunity for all students, and has an inclusive assessment policy. However,

students registered with a disability or learning difference with Glyndŵr University Student Services may be eligible for additional support to take account of their individually assessed needs.

Similar to written work, oral assessments (for example, presentations and seminar discussions) are subject to both standardisation and moderation scrutiny. Where necessary oral assessments are video recorded for consideration by the assessor, moderator and the External Examiner. External Examiners approve module guides containing coursework briefs and check a representative sample of completed students work.

The programme will operate within the parameters set by Glyndŵr University's Academic Regulations, with no request for derogation.

Fig 6 Matrix of assessment methods at Level 4 & 5

Module	Presentation	Negotiated Learning Contract	Reflective practice assignment	Group project	Learning log / Journal	Portfolio	Poster presentation	practical	Report	Essay
working in the animal sector	✓	✓	✓							
Ethics and Animal Welfare				✓	✓					
Foundation Zoological Science						✓				✓
Academic and personal development						✓				
Ethology and Anthrozoology	✓						✓			
Animal Husbandry & Enclosure Design								✓	✓	

Module	Coursework	Case study	Report	Reflective practice assignment	Presentation	In class test	Presentation	Portfolio	Research Proposal
Applied Project			✓	✓	✓				

Bio-veterinary science					✓			✓	
Animal Learning and training		✓			✓	✓			
Survey Skills for Conservation	✓	✓							
Research Methodologies					✓				✓

Figure 7. Assessment Matrix FdSc Animal Studies

		Level 4					Level 5 (2014-15)					
		Foundation Zoological Science	Ethology and Anthrozoology	Working in the Animal Sector	Academic and Personal Development	Ethics and Welfare	Animal Husbandry and Enclosure	Bio-vet Science	Animal Learning and Training	Survey Skills For Conservation	Research methodologies	Applied Project
9	23 Sept13	Induction/Enrolment										
10	30 Sept13	Teaching begins 30 th Sept										
11	07 Oct 13											
12	14 Oct 13											
13	21 Oct 13											
14	28 Oct 13			✓								
15	04 Nov 13											
16	11 Nov 13											
17	18 Nov 13					✓						
18	25 Nov 13	✓						✓		✓		
19	02 Dec 13			✓								
20	09 Dec 13									✓		
21-23	16, 23, 30 Dec 13	Christmas Holiday										
24-26	06, 13, 20 Jan 14 (Directed Study)	✓				✓		✓				
27	27 Jan 14						✓					
28	03 Feb 14											
29	10 Feb 14								✓			
30	09 Feb 14											
31	24 Feb 14		✓									
32	03 Mar 14										✓	
33	10 Mar 14											
34	17 Mar 14								✓			
35	24 Mar 14											✓
36	31 Mar 14										✓	
37	07 Mar 14			✓					✓			✓

38-39	14 Apr 14 21 Apr 14	Easter Holiday										
40	28 Apr 14		✓		✓		✓					✓

Assessment regulations that apply to the programme

Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Programme Management

Programme Leader: Angela Winstanley

Module Leaders – Denise Wareham, Rosie McDiarmid , Angela Winstanley, Richard Lewis, Barry Hills.

The monitoring and evaluation of academic standards year-on-year will be achieved through the External Examiner system in addition to formal programme monitoring and evaluation. The Programme Leader is responsible for monitoring the day-to-day operations of the programme, and feedback is gathered regularly from student representatives. This feedback is formalised in Staff-Student Consultative Committees, which meet once per semester. Attendance at such meetings would include both staff and student representatives from the FdSc Animal Studies programme. This provides the opportunity for students to feedback on programme, modular and University wide issues, to help continually improve on the student experience offered at Glyndŵr. Student representatives are invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and assessment methods; university resources and services; and the overall student experience. Minutes of all meetings are published on the year notice board and made available online via Moodle.

In addition, all students complete monitoring and evaluation at both the programme and modular level (via the Student Evaluation of Module Questionnaires). Students are also encouraged to complete the National Student Survey. More informal student feedback will also be gathered through the personal tutor system, along with half yearly reviews in each module (Mid-Module Review forms). The relationship between staff and students on the current FdSc Animal Studies is such that feedback is regularly invited and offered; staff will ensure that this will continue on the proposed programme. The key outcomes will be reported within the programme's annual monitoring report (AMR).

A range of methods will be put in place to ensure the appropriateness of the learning, teaching and assessment mechanisms - from peer observation to moderation – which is further enhanced by the collective and collaborative approach to curriculum design, delivery and assessment adopted by the programme team. Staff development needs will be identified and implemented through the University appraisal process.

The Programme Leader has overall responsibility for the operation and development of the course. They work closely with the Module Leaders, Personal Tutors and Administrative Support personnel to provide the day to day general academic support to students. The Academic Head of Department holds a meeting for staff within their academic area each semester to review programme issues and to plan ahead. The pursuit of research and scholarly activity, and completion of staff development are important activities that can be undertaken by module leaders during the academic semesters when released from lecturing responsibilities. Staff absences will be covered by sessional staff or other competent Biology and Environment employees. These activities are also undertaken when time is available when students are on vacation. Targets for both of these are set as part of the staff appraisal process, and are therefore in agreement with the staff member's Academic Head of Department and in accordance with the budget available. The nature of staff development activities undertaken, e.g. presentation at conferences, also means that they are planned well in advance of attendance. This ensures that module delivery can be mapped around such activities so the student experience is not affected.

Each module is managed by a designated module leader. This person is deemed responsible for the planning and weekly management of the module. They are also responsible for ensuring that assessment is completed accurately and that feedback and grades are received by the students. The module leader must also report grades to the module board. The module delivery is however shared between a number of individuals, for example sessional staff, guest speakers and educational visits. This improves the student experience as a range of knowledge and skills contribute to the module delivery, and it also releases the module leader to complete other activities.

Workplace mentors will be invited annually to share their experiences at an employers' forum and there will be regular dialogues, including site visits to the host organisations. The purpose of the forums will be to identify any issues with the programme, to consult employers on specific proposals, to monitor and evaluate the mentoring arrangements, to consider proposals for increased employer involvement including the possibility of employer involvement in assessment. All employers will be invited to complete an annual employer perception of course

questionnaire, the outcomes of which will be reported within the programme's annual monitoring report (AMR).

As stated earlier, the programme team are research active, engaging in continuous scholarly activity through Continued Professional Development (CPD), membership of professional bodies and active links with animal industries. This serves to ensure that students will be able to acquire contemporary, coherent and detailed knowledge, at least some of which is at the forefront of their discipline area. Glyndŵr University endorse staff pursuing research and working with industry, not only as a means of CPD, but also as a means by which teaching is underpinned through combinations of theoretical knowledge, application and practice.

Glyndŵr University staff are expected to keep abreast of changes in the animal industry. Angela Winstanley is a qualified animal behaviour counsellor. She is currently working on a SIP project in collaboration with animal rescue centres in North Clwyd and Battersea. Angela has experience of training a wide range of animal species and maintains close links with industry. She is a practicing provisional member of the APBC providing one to one advice to owners and consultancy to animal charities and businesses. Membership of the APBC mandatorily requires 30hrs of CPD under the categories required for Clinical Companion Animal Behaviourists.

Denise Wareham is actively engaged in ecology and conservation projects, such as surveying bat populations in Wales. She is currently undertaking a PhD examining the long term post mitigation monitoring of protected species in the UK.

Rosie MacDiarmid is a member of the Royal College of Veterinary Surgeons and is currently practising in Wrexham. She regularly attends veterinary conferences, clinics and other CPD events.

Richard Lewis is currently managing a number of industry projects including work in Africa to enable local communities to grow crops and access fresh water.

Barry Hills is a sociologist and principal lecturer in the department of Environment and Biology. Barry's research interests are: Sociology of the Environment, Semiotics and linguistics, Sociology of Minorities, Sociology of East Europe, Rural Communities; and Social Anthropological aspects of Communities. Barry's recent Conference papers and publications have covered symbolic steganography; witchcraft, sorcery and residential codes; the social

anthropology of housing rites de passage; the semiotics of rural communities and sociological aspects of non-zero sum theories.

Particular support for learning

The support for learning process would begin for a Glyndŵr University student from the moment that they join the university. The induction period is an important time enabling students to familiarise themselves with the support facilities offered by the university via small group taster sessions and talks provided by support staff. Students would also have opportunities during that period to have individual meeting with their personal tutors and support staff should they wish. Such provisions aim to determine additional support required by students, and highlight any potential issues to academic staff concerning individual needs.

Supportive formative and summative feedback to students is an important element of the learning process. All students will be allocated a personal tutor who is a member of staff teaching on the programme. While tutorials have an appropriate pastoral function as part of the teaching/learning, they will be used for a number of purposes including: assessment of students' personal development and progress; helping students to develop learning skills; assisting students to make informed and realistic choices within their Foundation Degree course; and providing support for individual or group project work.

There are a variety of established procedures and policies with respect to the learning support mechanisms available to students, which are co-ordinated with strategies in place at the Institutional level. The team will be able to draw on their considerable experience of teaching students with differing needs, particularly dyslexia, and have a proven track record of working with students from varied educational backgrounds, including mature students. Tutors will direct students to the wide range of additional support services available within the University's Disability and Learning Support team. Services offered by this support team include educational support, welfare services, healthcare provision and disability services as well as practical services including photocopying and e-learning. The support team may choose to offer the students diagnostic testing to assess their learning needs before offering help.

The learning infrastructure and support extends beyond staffing and student support systems. There are excellent specialist facilities available to students studying on the programme. There are specialist Animal Care facilities at Glyndŵr University Northop available to students studying on the programme. A wide range of animal species and accommodation are available

for study and practical experience, including a practical animal unit and rare breed's farm park, together with adjoining classrooms and laboratory facilities. Students will have timetabled access to the units and will be supervised by the module tutor and animal unit staff.

The equine unit at Glyndŵr University Northop is a BHS approved establishment that was purpose-built in 1997, and includes practical facilities that consist of an American style barn building incorporating stables, a tack room, feed room, locker room and office. Adjoining the stabling are both indoor and outdoor arenas. The indoor arena has a modern viewing containing seating and a classroom complete with interactive whiteboard. The equine unit also has the use of two large fields and a paddock for grazing and riding and there is a cross-country course nearby within the college campus.

Such facilities will be utilised to enable students to develop their practical skills, for example when learning about animal husbandry or training.

On the both the Northop and Wrexham campuses, students will be able to utilise IT and library facilities.

Equality and Diversity

The course has been designed to offer equality of access and takes account of all current regulations and legislation in relation to diversity and inclusion, including the Equality Act 2010. Learning, teaching and assessments are structured so that they do not discriminate on the grounds of disability or previous ability. Where individuals may have difficulty in completing the more physical aspects of coursework, tasks will be modified to avoid discrimination but without jeopardising the equity and parity of the assessment process. Students with specialised individual learning needs are signposted to the student services department who are able to provide assessment and appropriate Additional support. This has previously included provision of note takers and audio equipment. Module tutors are made aware of students individual needs and adapt their teaching and assessment methods accordingly. Any information provided for students will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. Likewise there will be no barriers to achievement in the assessment requirements in terms of gender, age, race, sexual orientation and religion / belief.