BSc (Hons) Animal Management

Programme Specification

Primary Purpose

Course management, monitoring and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Contents

Programme Specification

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1. Named Awards

BSc (Hons) Animal Management

2. Course Code (and UCAS Code if applicable)

R0132F and R0132P

UCAS code D320

3. Awarding Body

University of Portsmouth

4. Teaching Institution

Sparsholt College Hampshire

5. Accrediting Body

N/A

6. QAA Benchmark Groups

QAA Benchmark Statement for Biosciences (2007)

7. Document Control Information

31.03.2014

8. Effective Session

2014/15

9. Author

Kerry Hunt

10. Faculty

Science

11. Department

School of Biological Sciences in collaboration with Sparsholt College

12. Educational Aims

The Mission Statement of the College is: *To inspire learners to recognise and achieve their full potential.*

a. The general aims of the Higher Education provision for the land-based industries are to:

- To provide, within our operating environment a curriculum that meets the identified needs of learners and stakeholders, the rural and land-based sector and local communities together with encouraging access and participation.

- To become the leading centre of excellence and innovation for education and training for the rural and land-based sector.
- To encourage the development and use of current and emerging technologies to support the delivery of the curriculum.
- Provide a systematic, coherent and balanced education through study within the course programmes on offer.
- Develop, test and assess at appropriate level, each student's intellectual capabilities.
- Equip each student with the necessary transferable skills and applied knowledge to enable them to make an immediate contribution in employment or to progress to further study.
- Provide course programmes that ensure equality of opportunity and encourage access and participation.

b. The aims of the BSc (Hons) Animal Management programme are:

The overall aim of the course is to provide education to first-degree level for learners who wish to expand their knowledge of animal management systems and who are interested in developing research techniques in aspects of animal collections management and animal wildlife management.

The course is based on a firm science foundation including biological science, biochemistry and vertebrate anatomy and physiology. Business studies and communication skills are also included to prepare students for managerial positions in research, industry, or academia.

13. Reference Points

The programme outcomes have been developed taking account of:

- UK Quality Code for Higher Education
- The scholarship and research expertise of academic members of staff
- Framework for Higher Education Qualifications (FHEQ)
- QAA Benchmark Statement for Biosciences (2007)
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- University of Portsmouth Curriculum Framework

14. Learning Outcomes

Students will be able to demonstrate, at a threshold level:

A. Knowledge and Understanding of:

A1. A broadly based Biosciences core providing essential facts, concepts, principles and theories associated with animal use and laboratory science. (B)
A2. Underlying principles of the physical, social, economic, cultural and ethical aspects of animal care, management and use.
A3. Policy and legal framework applied to animal use in global, regional and local contexts.
A4. Current knowledge, gaps and future development in animal management and the Biosciences. (B)

A5. Animal welfare, animal disease, animal behaviour.
A6. Human - animal interactions.
A7. The terminology, nomenclature, and classification systems used in the biological and veterinary sciences. (B)
A8. The career opportunities in animal management along with key skills requirements of a range of industrial applications.
A9. The nature and diversity of the animal industries and trade.
A10. Scientific principles of sustainable ecosystems and environmental conservation.
A11. A range of practical and presentational techniques and methodologies relevant to Animal Management and Biosciences, including basic data analysis. (B)
A12. The principles of disciplined research and scientific method. (B)
A13. Concepts, theories and methods of a range of quantitative and qualitative analytical methods.
A14. Experimental design and ethics (B)

(B - Reference to benchmark statement for Biosciences. The Benchmark Statements are used for guidance and are not repeated verbatim).

Learning and Teaching Strategies and Methods

Core knowledge and understanding (A1-A13) will be delivered using a combination of lectures, visits, seminars, exercises, case studies, investigations and guided independent study. Students engage in independent and/or specific group projects in order to pursue more advanced knowledge and understanding. A 14 will underpin all of the above to ensure the appropriateness and relevance of all procedure and is incorporated into taught sessions on experimental design and through dissertation tutorials.

Assessment

Level 4 and 5 work is assessed primarily through examinations and coursework including assignments, presentations and seminars (A1-A11, A14). Level 6 work is assessed through examinations, coursework and a dissertation (A1-A14). A14 is primarily assessed through the dissertation

B. Cognitive (Intellectual or Thinking) Skills:

B1. Recognise and use appropriate theories, concepts and principles from disciplines associated with Biosciences and animal use (B).
B2. Collect and evaluate information from a variety of sources.
B3. Demonstrate awareness of the provisional nature of the facts and principles associated with a field of study.
B4. Recognise the moral and ethical issues of investigation and appreciate the need for ethical standards and professional codes of conduct (B).
B5. Collect and integrate different lines of argument and apply them in a balanced way in an argument.
B6. Design and conduct an experiment, investigation, survey or other means to test a hypothesis or proposition.
B7. Critically analyse information, synthesising and summarising outcomes, including published research (B).

Learning and Teaching Strategies and Methods

Cognitive Skills (B1-B7) will be delivered using a combination of guided and independent work, practical exercises and case studies. Tutors will use individual dissertation support tutorials to focus on B5 – B7.

Assessment

Cognitive skills (B1-B7) will be assessed using a combination of seminar presentations, vocationally relevant case studies, practical exercises and written assignments, culminating in the dissertation.

Level 4:

At level 4 the students' abilities to recognise appropriate theories, concepts and principles is tested in both the anatomy and physiology lab file and the animal management husbandry assignments. The ability to collect and evaluate information from a variety of sources is a skill that will be constantly looked at. All assignments require this to some extent; however it is most obvious in the academic skills unit. Emphasis on this will not only be in assignments but also form basis of group tutorial sessions. Collecting and integrating lines of arguments to apply them is also a skill that will be built on throughout the year, however this can evidenced in the academic skills portfolio at the end of the year where students are reflecting on the work they have done, the feedback they have received and how this can be built upon in the future.

Level 5:

At level 5 all elements of the cognitive skills are looked at in some way across the units. We build on the skills mentioned at level 4 in the nutrition lab files, and population biology reports. Level 5 also builds on skills of evaluation in particular of the facts and principles associated with a field of study this is most clearly highlighted in the seminar for animal health 1. All of the assignments at this level require the students to analyse sources of information and summarise the findings but the population biology report really focuses those particular skills to have them at the front of the students mind as they move towards the third year and starting their dissertation. The new ethology and ethics unit ties in ethics codes of conduct and also build on the student's ability to argue their point with research to consolidate the reasoning. A field trip early in the second year gives the students the opportunity to work in groups to design a behavioural observation study to review a hypothesis set for them, prior to producing an individual written report.

Level 6:

The dissertation unit covers a lot of the cognitive skills as the students design an experiment to test their hypothesis. This requires extensive research with a real focus on evaluating to utilise the best sources. They are required to submit a proposal which outlines the project prior to commencing the research which identifies if there are any ethical considerations to be reviewed. Most of the students under take their data collection during the summer at other institutions, (zoos, farms & kennels to name a few) which they organise themselves. Field work for the animal industry and trade report gives the students the opportunity to devise forms for conducting facility inspection in an area of industry they are interested in. The emphasis at this level of study is on the student demonstrating these skills with less prompting from the teaching team to ensure they are independent learners and also are using these skills but whilst learning about an area of the industry most relevant to the careers they would like to progress to.

C Practical (Professional or Subject) Skills:

C1. Plan, conduct and report on investigations, including the use of secondary data (B).

C2. Collect and record information or data in the library, laboratory or field and summarise it using appropriate qualitative and/or quantitative techniques (B).

C3. Devise, plan and undertake field and/or laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, relevant health and safety regulations, and legal requirements (B).

C4. Appreciate and analyse financial and other management information and use it in decision-making.

C5. Develop practical management skills relevant to the animal management industry including personnel management skills.

C6. Critically appreciate and apply techniques in animal handling, animal husbandry and animal management.

C7. Demonstrate environmental, social, cultural and economic awareness and responsibility for sustainable development.

Learning and Teaching Strategies and Methods

Skills (C1-C7) will be delivered using a combination of practical exercises, lectures, seminars, visits and case studies as well as through the dissertation tutorials. C3-6 will be developed through relevant work placements.

Assessment

Level 4

Practical skills (C1-3) are assessed in most assignments is some way but can be most readily seen in the academic skills portfolio, where IT skills are reviewed with an in class assessment using a data set gathered for the students. The lab files for both anatomy and physiology and analytical techniques units also assess practical skills C1-3. Financial skills are developed in the Business Environment unit throughout the year. C5-7 are reviewed in the work practise units and also the practical handling components of Animal Management 1.

Level 5

The behavioural research field trip enables students to work as a group to further develop practical skills C1-3 including independent work to analyse the group data. This is also undertaken in the laboratory work conducted for the nutrition unit. Animal Management 2 and work placement units build on skills in safe handling and awareness whilst the finance unit builds on the knowledge developed in Business Environment for C4. Data Analysis 1 builds on skills of quantitative and qualitative analysis.

Level 6

Laboratory and or field work for the data collection for the dissertation will assess some of the practical skills. Laboratory work for applied animal health and field work for applied animal behaviour and welfare also build on practical skills and safe working practises. Professional industrial development allows the student to reflect on a number of these skills and review what they could do to improve them prior to graduation. Quantitative and qualitative analysis is assessed in the dissertation and Data Analysis 2 units.

D Transferable (Graduate and Employability) Skills:

D1. Appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory and the difficulties of incomplete information.

D2. Prepare, process, interpret and present data and solve problems using appropriate qualitative and quantitative, computer based and non-computer based techniques and packages.
D3. Receive, evaluate and respond to a variety of information sources.
D4. Communicate accurately, clearly, concisely, confidently and appropriately to a variety of audiences in written, verbal, computer-based and graphical forms.
D5. Contribute constructively to group discussions and listen to, appreciate and evaluate the views of others.
D6. Use the Internet critically as a means of communication and the source of information.
D7. Demonstrate competence in the use of computer-based information handling and data processing tools.
D8. Organise teamwork and identify realistic targets, goals and responsibilities.
D9. Reflect on and evaluate own performance as an individual and as a team member.
D10. Take responsibility for personal and professional learning and develop.

Learning and Teaching Strategies and Methods

Transferable (graduate & employability) skills are developed through computer based and non-computer based workshops, field and laboratory practicals, group work, independent guided learning and individual tutorial support. In the final year students plan and undertake an independent research project on a topic of their choosing and present this as a seminar with PowerPoint presentation, as a written thesis and an academic poster.

Assessment

Transferable skills (D1-D10) will be assessed using a combination of seminar presentations, vocationally relevant case studies, personal development portfolios, written assignments and teamwork exercises.

Level 4

IT sessions and a pass/fail IT test in the academic skills unit build on and highlight skills in using a range of software. Responsibility for personal development is also highlighted in this unit as it requires students to reflect on the feedback they have received and also to set their own SMART targets for progression. All assignments require the use of clear communication, written communication in the Animal Management 1 essays and verbally in the work practise seminars

Level 5

Build on the skills previously mentioned at level 4, but with communication requiring more depth and analysis. Again the PDP unit requires reflection on feedback from assignments over the year and the formulation of SMART targets. Group work is encouraged in all sessions however paired presentations in Animal Health 1 and group data collection for Ethology and Ethics highlight these skills.

Level 6

The dissertation again highlights a large proportion of these skills as students are required to work independently to undertake data collection before presenting it verbally, graphically and as a typed thesis. This requires use of a variety of software including but not limited to PowerPoint, word, excel, Minitab and publisher. Formative assignments review the students' abilities to critically evaluate a source and Data Analysis 2 provides the opportunity for students to use a range of statistical tests appropriately.

15. Course Structure, Progression and Award Requirements

Total unit value: 360 credits for the full Honours degree of award. (Standard university rules apply. The regulations must be consulted for a full description of exit awards.)

There are three intermediary exit awards:

- Certificate of Higher Education requiring 120 credits
- Diploma of Higher Education requiring 240 credits
- BSc Animal Management requiring 300 credits

Mode of study:

BSc (Hons) Animal Management is offered as a 3-year full-time programme. A flexible part-time route is available for students to complete a full or part-time Foundation Degree and then complete Level 6 of the honours degree as a top-up, also full or part time.

Grade Reporting: At the end of the programme using individual Student Report Forms

One credit is equivalent to 10 hours of learning. Each Level comprises of a minimum of 120 credits. Units are offered as 10, 20 credits with the final year dissertation being 30 credits.

Initial assessment during induction includes an array of tests including on-entry skills assessment and learning styles test (for example VARK). The results of these are used to produce a profile of each student for the personal tutor, and a group profile for the course team. Where appropriate, students are referred to the Learning Support Advisors for diagnostic testing and support. Each student and tutor set aims and objectives as part of an individual Personal Development Plan (PDP), which is developed and monitored through the individual tutorial system during the course and a portfolio developed through Work Placement units. Study skills, employability skills and career management skills are developed throughout the curricula, especially through the Work Placement units and the Dissertation and through individual and group tutorials.

Sparsholt College operates a 'flying start' programme for students to ensure developmental formative assessment, with feedback, occurs within the first two weeks of the academic year.

Progression arrangements for FdSc students for entry to Level 3 of the BSc (Honours) Animal Management course.

. ***Direct entry to Level 6 to holders of Foundation degrees or Higher National Diplomas***

Students who have previously completed the Foundation degree in Animal Management at Sparsholt College, or a foundation degree or an HND in a similar discipline through another institution will be considered for direct entry to Level 6 of the BSc (Hons) Animal Management, subject to the following conditions.

a) For an FdSc Animal Management and Applied Science degree undertaken at Sparsholt College: achievement of 240 credits.

b) For an FdSc or HND obtained in an Animal Management discipline through another institution, each application will be considered on an individual basis the following criteria will form the basis for considerations:

- The Programme Management Team must be satisfied that the learning outcomes are broadly similar to Levels 4 and 5 of the degree programme. This is to ensure that the student has sufficient background in the subject discipline to be able to benefit from and succeed on the Level 6 programme.
- HND: Two-thirds of the HND modules studied in Year 2 are obtained at Merit Level or above. This must include the Thesis / Project module.
- FdSc: An overall achievement of 240 credits in appropriate units.

16. Employability Statement

Sparsholt College benefits from a high profile locally, regionally and nationally in the land-based industries, and has been recognised as a provider of high quality vocational education and training.

The College maintains close links with lead industry bodies, including BIAZA (British and Irish Association of Zoos and Aquaria), ZSL (Zoological Society of London), Marwell Zoological Trust, Hampshire Wildlife Trust, World Pheasant Association, Natural England, Defra, Institute of Ecology and Environmental Management and the Wildlife Heritage Foundation, which ensures our courses incorporate the skills and understanding required by the employers. A key strength of the provision at Sparsholt College is the link to employers in developing a higher level vocational curriculum.

Through their time at the college, students are exposed to a great swathe of the animal related industries through visits, guest lectures and their work placements. They are encouraged to become student members of the Institute of Biology.

Employability skills are developed across the curriculum and specifically through the Work Placement units. Personal Development Planning is embedded in the programme and explored in personal and group tutorials.

The Work Placement units develop student's personal development portfolios and career management skills. This may, for example, be through seminars and tutorials to develop career decision-making strategies and strategies for self presentation at application stages and at interview. *Business Management and Human Resource units* provide guidance for students, especially those wishing to develop their own businesses. Employability skills linked to communication, numeracy and information technology are embedded across the curriculum through the identification of key skills opportunities.

Part and full time students are likely to be gaining employability skills through work-place learning opportunities and all students will directly benefit from the on-site physical resources at the College. On site facilities provide real-work environments where students can begin to develop their applied knowledge and understanding of animal management/and business skills.

Specialist units make use of realistic simulations and case studies associated with the real-work environments provided by the facilities at the College. Students will be aware of the importance of voluntary work and of extra-curricular activities to develop the skills needed by employers and the industry. Employers are be involved in specialist units as guest speakers and, visits will relate directly to the requirements employers and industry.

It is expected that some students will already be working in the industry (or an associated industry) on a part-time basis and other prospective students will be encouraged to gain experience of the industry through voluntary work or part time employment.

Previous students have gone on to careers in many industry relevant sectors including working in zoo's and safari parks, in laboratories as animal technicians, work at guide dogs for the blind, animal health inspectors and teaching animal management at other institutions and postgraduate study.

17.Support for Student Learning

- The Course is managed by a Course Tutor
- Collaborative programmes are managed on a day-to-day basis by the Partner Contact who may or may not be the Course Tutor
- Extensive induction programme introduces the student to the University of Portsmouth, Sparsholt College and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- College support services include careers, financial advice, housing, counselling etc
- Learning Support and Disability Advisors provide DSA assessments and required learning support.
- Excellent library facilities at both U of Portsmouth and Sparsholt College
- A well-equipped teaching block, the Sainsbury Building, with a lecture theatre, laboratories and other teaching facilities is available.
- Student, course and unit handbooks provide information about the course structure and University/College regulations etc.
- Feedback is provided for all assessments, both summative and formative
- Personal Development Planning (PDP) for all awards
- Group and individual briefings are given prior to all placements with employers and students receiving handbooks to support the learning whilst on placement

18. Academic Admissions Criteria

Entry requirements are:

- Academic judgment that the student will benefit from the programme and successfully complete the course

This may be evidenced by:

- 240-280 UCAS points.
- Two A-levels at grade C or above
- Merit in a relevant BTEC Extended National programme e.g. DMM in a National Diploma
- Merit at City & Guilds Extended Diploma with 6 units at distinction.
- equivalent/professional qualifications
- appropriate experience and interest

Pre-college experience in an appropriate work area or as a volunteer strongly recommended.

We welcome applications from mature students (over 21 years) with experience or interest in all aspects of land based industries and we consider each application on an individual basis. If appropriate, prior learning may be assessed and accredited through the University of Portsmouth Accreditation of Prior Experience and Learning (AP(E)L) process. .

Applicants wishing to start the course in the autumn after leaving school are expected to have completed 14 years of schooling and normally be aged 18 or over.

International students will be expected to demonstrate an IELTS score of 6.5 in proficiency in English language

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Sparsholt on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Tutor's Annual Standards and Quality Evaluative Review (ASQER)
- University Academic Contact's Annual Standards and Quality Report
- Partner Contact's Annual Standards and Quality Report
- Curriculum Area Annual Self-Assessment Reports, forming the basis for the Annual College Self-Assessment Report (SAR)
- Annual Standards and Quality Evaluative Review for Collaborative Programmes including consideration of Subject and Award External Examiner Reports
- Boards of Study
- Unit and Course Level student feedback considered at Exam Boards
- Unit Assessment Boards (UAB) consideration of student performance for each programme
- Periodic Collaborative Programme Review
- Periodic Collaborative Partner Review
- Student Representatives/Learner Voice/Student Council
- National Student Survey
- Staff Appraisals and Performance and Development Review
- Peer Review including Teaching and Learning observations
- Ethics and Research Standards Group's Annual Report

B. Responsibilities for Monitoring and Evaluation

- Unit tutors for unit content and delivery
- Course Tutor for day-to-day running of course
- Partner Institution Academic Contact

- Sparsholt HE development and Quality Manager
- University Contact
- Board of Studies
- Head of Department
- Ethics and Research Standards Group for ethical review and project approval
- Associate Dean (Academic)
- Associate Dean (Students)
- UAB, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student representation on the Governing Board
- HE Student Council and Cross College Learner Voice
- Board of Studies
- Unit, Course and College level student feedback questionnaires
- University participates in external student surveys, eg National Student Survey (NSS),
- Sparsholt Learner Surveys

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support, guidance and professional certification
- Annual Teaching observations inform CPD requirements
- Annual staff appraisal reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake PTTLS, or equivalent, initially (Staff teaching in both FE and HE are required to undertake PGCE-PCET equivalent)
- All academic staff are required to seek Higher Education Academy Fellowship and/or participate in the University of Portsmouth APEX programme
- Academic staff new to teaching required to undertake New Teaching Staff Induction
- Support Staff are encouraged to attend short courses in areas such as specific IT packages

20. Assessment Strategy

Assessment will be both formative and summative throughout the programme. Formative assessments throughout the duration of studies will allow for skill development and the potential for learners to develop both research and study skills as well as the technical and subject specific knowledge.

Level 4

The assessment approaches for the core units include all the different assessment types the student is likely to encounter at the higher levels (bar the research project), but at a learning level

that befits a level 4 student. The assessments have been selected so as to enable students to practice research and referencing, writing essays and reports, preparing short presentations and learning to collect information for lab reports and portfolios, as well as building confidence in their ability to learn. The Academic Skills unit, for example, requires students to reflect and comment on their progress throughout the programme and provides numerous opportunities to identify key areas for development. The in-class tests and limited number of exams will provide an opportunity for the students to demonstrate their knowledge base, as well as prepare those students to move on to level 5. Formative assessment will enable students to demonstrate practical industrial skills (for example in Animal Management 1 and Work Practice 1A) and to practice for summative assessment (for example via the use of mock examinations in Anatomy & Physiology and Principles of Biology)

Core units at this level do not allow students great scope to choose their assessment topics, or to provide extensive evidence of critical thinking or in-depth analysis as these areas test higher cognitive skills that are best suited to level 5 and particularly 6. The optional units allow the students to choose a route that is more science based or more animal behaviour based depending upon their chosen career paths.

Level 5

The assessment approaches for level 5 units expand on those for level 4, for instance presentations will require greater evaluative content and students will be able to exercise more choices in assessment topics. Students will be expected to use a wide range of published source material and will be expected to correctly acknowledge all the sources. Increased use of essays and portfolios will demonstrate their ability to work both independently and in groups, and examinations will continue to prepare them for level 6. Practical industrial skills will be developed alongside theoretical input through units such as Animal Management 2 (restraint & health check procedures), Nutrition (laboratory analysis), Ethology and Ethics (behavioural observations) and Work Practise. Formative assessment is again used (for example the use of mock examinations in Animal Health and Ethics & Welfare) to allow students to practice in advance of summative assessment.

Level 6

The assessment approach for level 6 involves the students being given as much scope as possible to develop their personal interests within each of the subject areas. Assessments are designed to gauge higher level cognitive skills and the ability to critically evaluate and utilise knowledge appropriately this can be seen in the Applied Animal Behaviour and Welfare report and the Animal industry and trade essay. Seminars and case studies will be used throughout the year, in particular in Applied Animal Health, professional industrial development and the dissertation unit so that all students can be drawn into an atmosphere of intellectual curiosity. Examination questions will be designed for students to demonstrate their wider reading and ability to analyse problems. Formative assessment in the professional industrial development unit highlights at the start of the year the critical evaluation and reflective skills that will be essential at this level. Employability skills are reviewed in the professional industry development unit with students being required to research the industry they would like to enter upon graduation and reflect on the skills they require and compare this to their current skill set to identify areas of CPD that would be beneficial. The process culminates in a production of an experimental project/dissertation of the student‘s own design.

21. Assessment Regulations

Rules apply as stated in the Collaborative Assessment and Examination Regulations for Sparsholt College

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- review unit assessment strategy;
- sample assessment artefacts;
- present report to Grade Review meetings.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression (Examination) Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Not Applicable

B. Periodic Programme Review (or equivalent)

The outcomes from the periodic Review in January 2014 confirmed fitness of purpose of curriculum, it also found the annual monitoring and review processes effective.

The key strengths of provision were as follows;

- Employability skill development which is integrated and evidenced throughout the programmes.
- The balance and quality of academic and industrial experience of staff and commitment to professional development.
- Students value the role of staff in supporting their learning and development.
- Excellent engagement in the use of Moodle as a learning resource.
- Extensive, effective and proactive student engagement in enhancing quality

C. Quality Assurance Agency

The College underwent QAA Higher Education Review in March 2014. The indicative letter was received on March 26th and states:

The draft report will confirm that:

- The maintenance of the threshold academic standards of the awards offered on behalf of the degree-awarding bodies **meets UK expectations**
- The quality of student learning opportunities **meets UK expectations**
- The quality of the provider's information about learning opportunities **meets UK expectations**
- The enhancement of student learning opportunities **meets UK expectations**

The full report will be available in June 2014

D. Others

None.

24. Other Sources of Information

Other sources of information may be found in:

- Course Approval Document
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- Sparsholt College Higher Education Prospectus
- Assessment Regulations
- ***University of Portsmouth*** (www.port.ac.uk) and **Sparsholt College** (www.sparsholt.ac.uk) websites

Unit Assessment Map for BSc (Hons) Animal Management

UNITS						COURSEWORK				EXAMINATION			
Level	Name	Code	Credit	Delivery	Core/ Option	Total %	Type of Artefact	Duration/ Length	Weighting %	Total %	Open/ Closed	Duration (hrs)	Weighting %
4	Academic Skills	U23022	20	Sept - June	C	100	Portfolio	3000 words	100				
	Animal Management 1	U23104	20	Sept - June	C	50	Essay	1000 words	50	50	C	1	50
							Practical Assessment		P/F				
	Anatomy & Physiology	U22748	20	Sept - June	C	50	Lab File	1000 words	40	50	C	1	50
							Set assessment other	1000 words	10				
	Principles of Biology	U23518	20	Sept - June	C	50	Essay	1500 words	50	50	C	1	50
	Work Practice 1A	U22526	20	Sept - June	C	100	Portfolio inc P/F logbook	1500 words	80				
							Presentation	15 minutes	20				
	Analytical Techniques(H)	U22747	10	Sept - June	C	50	Practical Lab Report	1000 words	50	50	C	1	50
	Business Environment	U22766	10	Sept - June	C	40	Report	1500 words	40	60	C	1.5	60
5	Animal Health 1	U22752	20	Sept - June	C	60	Essay	1500 words	30	40	C	1	40
							Seminar	20 minutes	30				
	Financial Studies(H)	U22793	10	Sept - June		40	Report	1500 words	40	60	C	2	60
	Work Placement 2	U22860	10	Sept - June	C		Logbook		P/F				
						100	Portfolio & Report	1500 words	80				

							Presentation	15 minutes	20				
	Animal Management 2	U22755	10	Sept - June	C	50	Report	1500 words	50	50	C	1.5	50
	Ethology and Ethics	U23519	20	Sept - June	C	60	Report	1500 words	30	40	C	1	40
							Essay	1500 words	30				
	Population Biology(H)	U22829	20	Sept - June	0	50	Report	1500 words	25	50	C	1.5	50
							Essay	1500 words	25				
	Data Analysis 1	U22617	10	Sept - June	C	50	Case Study	1500 words	50	50	C	1	50
	Nutrition(H)	U22825	10	Sept - June	0	50	Lab Report	1500 words	50	50	C	1	50
	Personal & Professional Development	U23076	10	Sept - June	0	100	Portfolio	2000 words	100				
6	Dissertation	U22623	30	Sept - June	C	100	Dissertation	~6000 words	75				
							Viva	20 minutes	20				
							Poster	A1	5				
	Species manipulation & Monitoring	U22841	20	Sept - June	C	40	Report	2000 words	40	60	C	2	60
	Applied Animal Behaviour & Welfare	U22758	10	Sept - June	C	40	Report	1500 words	40	60	C	1.5	60
	Animal Industry & Trade	U23521	20	Sept - June	C	40	Essay	2000 words	40	60	C	2	60
	Applied Animal Health	U23520	20	Sept - June	C	40	Essay	800 words	40	60	C	2	60
							Post mortem	P/F	0				
	Data Analysis 2	U22625	10	Sept -	C	60	Report	1500 words	30	40	C	1	40

				June										
							Report	1000 words	30					
	Professional Industrial Development	U23024	10	Sept - June	C	100	Portfolio	1500 words	90					
							Presentation	10 minutes	10					

Unit Learning Outcomes Map[1]

Unit name	Unit code	Credits	Status C/O	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Level 4																																									
Anatomy and Physiology	U22748	20	C	X														X																					X		
Academic Skills	U23022	20	C	X		X		X						X					X			X				X							X		X		X	X			
Analytical Techniques (H)	U22747	10	C	X												X	x								X	X	X												X		
Animal Management 1	U23104	20	C	X	X			X										X												X											
Principles of Biology	U23518	20	C	X			X			X							x		x											x				x							
Business Environment	U22766	10	C																									X	X												
Work Practice 1A	U22613	20	C								X	X																		X									X	X	
Level 5																																									
Animal Health 1	U22752	20	C		X	X		X		X										X														X	X		X		X		
Population Biology	U22829	20	C				X			X			X						X					X						X				X			X				
Ethology and Ethics	U23519	20	C			x		X	x						X		X	x			x	x	X													x			x	x	
Animal Management 2	U22755	10	C	X	X			X																						X											
Work Placement 2	U22860	10	C							X	X																									X				X	X	
Data Analysis 1	U22617	10	C											X		X	x															X	X					X			
Financial Studies	U22793	10	C																									X													
Personal & Professional	U23076	10	C								X	X																	X							X				X	X	

[1] A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills

Unit name	Unit code	Credits	Status C/O	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Development																																									
Nutrition (H)	U22825	10	C													X			X						X	X	X														
Level 6																																									
Dissertation	U22623	30	C											X	X	X	x		X		X	X	X	X	X		X					X			X	X				X
Animal Industry and Trade	U23521	20	C		X	X	X		X			X								X				X		X				X						X				
Species Manipulation and Monitoring	U22841	20	C			X							X					X						X										X						
Applied Animal Behaviour & Welfare	U22758	10	C					X																										X			X				
Applied Animal Health	U23520	20	C	x	X	X	x	X		X	x			x	x				X													x		X	x		x				
Data Analysis 2	U22625	10	C											X		X	x															X	X					X			
Professional Industrial Development	U23024	10									X	X																	X							X				X	X