

# FdSc Animal Management & Applied Science (University Centre Sparsholt)

## *Programme Specification*

### **Primary Purpose**

Course management 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. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Course Details

### 1. Named Awards

FdSc Animal Management and Applied Science.

### 2. Course Code (and UCAS Code)

R0249F and R0249P (D329)

### 3. Awarding Body

University of Portsmouth

### 4. Teaching Institution

University Centre Sparsholt, Sparsholt College, Hampshire

### 5. Accrediting Body

Not applicable

### 6. QAA Benchmark Groups

QAA Benchmark Statement for Biosciences (2015)

### 7. Document Control Information

July 2018

### 8. Effective Session

2018/19

### 9. Author

Jo Bond

### 10. Faculty

Faculty of Science

### 11. Department

School of Biological Sciences

## Curriculum

### 12. Educational Aims

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

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.

The aims of the FdSc Animal Management and Applied Science 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 (2015)
- University of Portsmouth Code of Practice for Work-based and Placement Learning (2015)
- University of Portsmouth Curriculum Framework (2016)

### 14. General Learning Outcomes

#### Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

## Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

## **15. Learning Outcomes**

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

### **A. Knowledge and Understanding of:**

- A.1 A broadly based Biosciences core providing essential facts, concepts, principles and theories associated with animal use and laboratory science (B)
- A.2 Underlying principles of the physical, social, economic, cultural and ethical aspects of animal care, management and use
- A.3 Policy and legal framework applied to animal use in global, regional and local contexts
- A.4 Current knowledge, gaps and future development in animal management and the Biosciences (B)
- A.5 Animal welfare, animal disease, animal behaviour
- A.6 Human - animal interactions
- A.7 The terminology, nomenclature, and classification systems used in the biological and veterinary sciences (B)
- A.8 The career opportunities in animal management along with key skills requirements of a range of industrial applications
- A.9 The nature and diversity of the animal industries and trade
- A.10 Scientific principles of sustainable ecosystems and environmental conservation
- A.11 A range of practical and presentational techniques and methodologies relevant to Animal Management and Biosciences, including basic data analysis (B)
- A.12 The principles of disciplined research and scientific method (B)
- A.13 Concepts, theories and methods of a range of quantitative and qualitative analytical methods
- A.14 The need for ethical standards and professional codes of conduct in experimental design.

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

## **B. Cognitive (Intellectual or Thinking) Skills, able to:**

- B.1 Recognise and use appropriate theories, concepts and principles from disciplines associated with Biosciences and animal use (B)
- B.2 Analyse, summarise, and synthesize information from a variety of sources, considering issues from a number of perspectives to arrive at a considered judgement (B)
- B.3 Demonstrate awareness of the provisional nature of the facts and principles associated with a field of study
- B.4 Recognise the moral and ethical issues of investigation and appreciate the need for ethical standards and professional codes of conduct (B)
- B.5 Collect and integrate different lines of argument and apply them in a balanced way in an argument
- B.6 Design and conduct an experiment, investigation, survey or other means to test a hypothesis or proposition
- B.7 Critically analyse information, synthesising and summarising outcomes, including published research (B)

## **C. Practical (Professional or Subject) Skills, able to:**

- C.1 Plan, conduct and report on investigations, including the use of secondary data (B)
- C.2 Collect and record information or data in the library, laboratory or field and summarise it using appropriate qualitative and/or quantitative techniques (B)
- C.3 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)
- C.4 Appreciate and analyse financial and other management information and use it in decision-making
- C.5 Develop practical management skills relevant to the animal management industry including personnel management skills
- C.6 Critically appreciate and apply techniques in animal handling, animal husbandry and animal management
- C.7 Demonstrate environmental, social, cultural and economic awareness and responsibility for sustainable development

## **D. Transferable (Graduate and Employability) Skills, able to:**

- D.1 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
- D.2 Prepare, process, interpret and present data and solve problems using appropriate qualitative and quantitative, computer based and non-computer based techniques and packages
- D.3 Receive, evaluate and respond to a variety of information sources; textual, numerical, verbal, and graphical (B)
- D.4 Communicate accurately, clearly, concisely, confidently and appropriately to a variety of audiences in written, verbal, computer-based and graphical forms, employing appropriate scientific language (B)
- D.5 Contribute constructively to group discussions and listen to, appreciate and evaluate the views of others
- D.6 Use the Internet critically as a means of communication and the source of information
- D.7 Demonstrate competence in the use of computer-based information handling and data processing tools
- D.8 Organise teamwork and identify realistic targets, goals and responsibilities
- D.9 Reflect on and evaluate own performance as an individual and as a team member
- D.10 Develop the skills necessary for independent lifelong learning and work towards targets for personal, academic, professional, and career development (B)

## 16. 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. A14 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.

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.

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

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. If students continue onto a BSc Top Up, 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.

## 17. Assessment Strategy

Level 4 and 5 work is assessed primarily through examinations and coursework including assignments, presentations, academic posters and seminars (A1-A11, A14).

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.

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.

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

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 be evidenced in the academic and industry skills portfolios 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.

Practical skills (C1-3) are assessed in most assignments in some way but can be most readily seen in the lab files for both anatomy and physiology and the optional unit, analytical techniques. Industrially relevant practical competencies are developed in the Industry Skills unit throughout the year. C5-7 are further reviewed in the work practise units and also the practical handling components of Animal Management 1.

Structured workshop sessions 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 well as Industry skills as both require 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

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.

### 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 ethology and ethics unit ties in ethical 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.

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 for C4. Data Analysis 1 builds on skills of quantitative and qualitative analysis.

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.

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 Ethology and ethics) to allow students to practice in advance of summative assessment.

## 18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

Total unit value: 240 credits for the foundation degree award. Standard university rules apply. The regulations must be consulted for a full description of exit awards.

There are one exit award:

- Certificate of Higher Education requiring 120 credits

Mode of study: FdSc Animal Management and Applied Science is offered as a 2-year full-time programme.

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). As part of Academic Skills students will also review personal emotional intelligence via Daniel Goldman's Emotional Intelligence questionnaire. 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, BSc (Hons) Zoo Biology and BSc (Hons) Applied Animal Behaviour subject to the following conditions:

- a) For an FdSc Animal Management and Applied Science degree undertaken at University Centre Sparsholt 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.

Students who have completed the Foundation degree in Animal Management and Applied Science at University Centre Sparsholt can progress directly to Level 6 to the BSc (Hons) Animal Management, BSc (Hons) Zoo Biology or BSc (Hons) Applied Animal Behaviour.

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

## 19. Employability Statement

University Centre Sparsholt at 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, EAZA (European Association of Zoo and Aquaria), 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.

Employability skills are developed across the curriculum and specifically through the Work Placement units.

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. Employability skills linked to communication, numeracy and information technology are embedded across the curriculum through the identification of key skills opportunities.

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 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.

## Course Management

### 20. 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, University Centre Sparsholt 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 University Centre Sparsholt at 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

## 21. Admissions Criteria

### A. Academic Admissions Criteria

Entry requirements are:

- Academic judgment that the student will benefit from the programme and successfully complete the course
- 96-112 UCAS points which may be evidenced by:

	A Level	BTEC Extended Diploma	City & Guilds Extended Diploma	BTEC Diploma	City & Guilds Diploma	Access to HE	International Baccalaureate
<b>FdSc &amp; BSc Animal Man</b>	GCSE math & English at Grade C or above or L2 Functional skills in maths and English						
<b>FdSc</b>	2 A level passes, including 1 at Grade C or above. The grade C must be in a Life Science	MMP	P + 6 units at Merit	MM	M with at least 3 merits from listed units.	A merit profile in a relevant Access course with 45 credits at level 3	Appropriate IB certificates considered.

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 Recognition of Prior Experience and Learning \(RP\(E\)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 6.0 in proficiency in English language.

### B. Disability

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.

## 22. 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
- Annual Standards and Quality Evaluative Review for Collaborative Programmes including consideration of Subject and Award External Examiner Reports

- Unit and Course Level student feedback considered at Unit Assessment Boards, Boards of Study and Exam Boards
- Unit Assessment Board (UAB) consideration of student performance for each unit
- Periodic Collaborative Programme Review
- Periodic Collaborative Partner Review
- Student Representatives/ Learner Voice/ HE Student Council
- 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
- University Contact
- Board of Studies
- Head of Faculty
- Assistant Principal of Higher Education University, Centre Sparsholt
- Associate Dean (Academic)
- Associate Dean (Students)
- Unit Assessment Boards, Award and Progression Board of Examiners
- Ethics and Research Standards Group for ethical review and project approval

#### **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, e.g. 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

## 23. Assessment Regulations

The current University of Portsmouth academic regulations for Collaborative Partners will apply to this programme (see [Regulations and Handbooks<sup>2</sup>](#)).

## 24. 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 Unit Assessment Boards

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

- Oversee and attend Award/Progression 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

## 25. 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 report confirms 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 is available at [QAA report – Sparsholt College<sup>3</sup>](#)

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<sup>2</sup>

[www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/CollaborativePartnerships/documentat ion/RegulationsandHandbooks/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/CollaborativePartnerships/documentat ion/RegulationsandHandbooks/)

<sup>3</sup> [www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10006050#.VR1SfKNwaUk](http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10006050#.VR1SfKNwaUk)

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)<sup>4</sup>).

## **D. Teaching Excellence Framework**

The Teaching Excellence Framework (TEF) is the UK Government's first assessment of teaching excellence in higher education. University Centre Sparsholt has been awarded a 'Gold' TEF rating.

### **26. Further Information**

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- Sparsholt College Higher Education Prospectus
- [University of Portsmouth](#)<sup>5</sup>, [School of Biological Sciences](#)<sup>6</sup> and [Sparsholt College](#)<sup>7</sup> websites

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<sup>4</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

<sup>5</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>6</sup> [www.port.ac.uk/school-of-biological-sciences/](http://www.port.ac.uk/school-of-biological-sciences/)

<sup>7</sup> [www.sparsholt.ac.uk/](http://www.sparsholt.ac.uk/)