UNIVERSITY OF HULL

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

a. BSc Computer Science (full-time) – *single honours degree*
b. BSc Computer Science (Part-time) – *single honours variant*
c. BSc Computer Science with a Year in Industry – *single honours variant*
d. BSc Computer Science with a Year Abroad – *single honours variant*
e. BSc Computer Science with a Foundation Year – *single honours variant*
f. BSc Computer Science (Games Development) – *single honours with pathway*
g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
h. MEng Computer Science – *integrated masters*
i. MEng Computer Science (Games Development) – *integrated masters with pathway*
j. Diploma Computer Studies – *named exit award*
k. Diploma Computer Studies – *named exit award*
l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	**Partner institution** *Please state the name of the partner institution.*
	Grimsby Institute of Further and Higher Education (TEC Partnership)
2	**Programme awards and titles** *State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.* *Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.*
	a. BSc (Hons) Animal Management Top-Up
3	**Cluster to which the programmes and their variants belong** *If new, please state NEW. For existing clusters please state the rationale for inclusion.*
	NEW
4	**Type of programmes** *Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.*
	UG Single honours

Integrated Masters		
PG Cert		
PG Dip		
Taught Masters		
Apprenticeship/Work Based Learning		
Dual Award		
Foundation Degree		*Please indicate articulation routes:*
Honours Stage (Top-up)	a	
Other		*Please detail:*
Is this programme being used to underpin a Higher/Degree Apprenticeship	¥/N	*Please ensure that Annexe 1 is completed*

5	**Validation category**
	Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.

Franchised	
Consortium	
Validated	a

6	**UCAS codes**
	If known, please include the UCAS code for these programmes.
	D3H8

7	**HECoS codes**
	If known, please include the appropriate HECoS codes for the programmes.
	100518

8	**Awarding Institution**
	University of Hull

9	**Locations within Partner Institution**
	State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.
	Animal Care Department Faculty of Health, Wellbeing and Society

10	**Partner Institution Programme Leader's name and email**
	Please identify one lead person per programme.
	Timothy Hooper – hoopert@grimsby.ac.uk

1 1	**University Link Faculty and School** *Please state the primary link faculty and school at the University of Hull*
	School of Environmental Sciences
1 2	**University Link Faculty Academic Contact** *Please provide a contact name, title, address, email and telephone number*
	Dr Helga Bartels-Hardege h.hardege@hull.ac.uk
1 3	**Locations of delivery** *Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.*

Hull	
Off campus UK	a
Off campus overseas	
Online	
Other (please specify)	

1 4	**Types of Study** *Please place the relevant programme identifiers (a,b,c etc.) against each type of study.*

Full-time	a
Part-time	

1 5	**Modes of study** *Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.*

On campus/blended	a
Blended (face-to-face & online)	
Distance-taught (online only)	
Distance-taught (flying faculty)	
Off-campus delivery	
Other (please specify)	

1 6	**Duration** *Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.*

	For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)
	a – 1 year
1 7	**Trimesters** *Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.*
	<table><tr><td>Trimester 1 – T1</td><td>a</td></tr><tr><td>Trimester 2 – T2</td><td>a</td></tr><tr><td>Trimester 3 – T3</td><td></td></tr></table>
1 8	**Number of weeks per academic year** *Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.*
	a, Week 1 – Orientation to this level of study Triune one – Beginning September - 8 weeks' delivery (plus two weeks of assessments) – a Triune two – Beginning December - 8 weeks' delivery (plus two weeks of assessments) – a Triune three – Beginning March - 8 weeks' delivery (plus two weeks of assessments) - a Academic year total = 31 weeks <table><tr><td>TEC Partnership Triune</td><td></td></tr><tr><td>Triune 1</td><td>x</td></tr><tr><td>Triune 2</td><td>x</td></tr><tr><td>Triune 3</td><td>x</td></tr></table>
1 9	**Balance of credits across trimesters** *Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.*
	40 credits per triune
2 0	**Classification weighting** *Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).*
	100 (Honours Top-Up)
2 1	**Progression arrangements for Integrated Masters and/or Preliminary Stage** *Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).*
	NA

2 2	**Professional, Statutory or Regulatory Bodies** *Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.*
	NA
2 3	**Relevant Subject Benchmark Statements** *State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.*
	Subject Benchmark Statement: Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences October 2019 (AHFFNCS) Subject Benchmark Statement: Business and Management November 2019(BM)
2 4	**Other references used in designing the programmes** *e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.*
	A broad range of external employers/organisations consulted in the module design stage. Feedback and comment from current and past students Secondary and Further Education qualifications considered to inform progression Professional judgement of existing experienced TEC Partnership staff Advice and guidance from University of Hull partner academic contacts Advice and guidance from External Examiners
2 5	**Anticipated student numbers** *Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.*

Identifiers	First intake		Second intake		Third intake	
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas
a	**10**	**0**	**10**	**0**	**10**	**0**

2 6	**Minimum number of students** *Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.*
	10

2 7	**Programme cohort start dates**
	Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.

T1 – 2020	a
T2 – 2020	
T3 – 2020	
T1 – 2021	
T2 – 2021	
T3 – 2021	
T1 – 2022	
T2 – 2022	
T3 – 2022	

B	**PROGRAMME DESIGN**
	Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.

2 8	**Programme Rationale and Overview**
	Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?

The programme will equip learners with the skills and knowledge required to pursue a successful career in the animal care sector within an ever changing social, political, legal and economic landscape. The BSc (Hons) in Animal Management Top-up has been specifically designed to focus not only on present industry trends but also in consideration for how the industry is expected to develop in the future. The need and emphasis for sustainable development and the reduction of negative environmental impacts is now central to the world's governments agenda. Animal management has a central role to play for governments to meet aims set out both within the United Nations Paris Agreement 2015 and Sustainable Development Goals. This programme aims to develop graduates who will have the skills set required to overcome the challenges of meeting these aims.

Students will be encouraged to review how practices and technology will change to meet the needs of future generations and provide opportunities for students to develop the knowledge and skills required to work effectively and be of value to tomorrow's animal care sector. Students will develop knowledge and understanding of how innovation drives the evolution of key areas within animal management such as veterinary medicine, in-situ and ex-situ wildlife conservation, animal rescue, animal behaviour and nutrition.

Specifically, the programme will develop qualities, which will enable learners to be successful in careers demanding higher skills. The programme has been planned in close partnership with industry experts and through consultation with organisations within the animal care sector. As such the programme will meet the needs of industry and supply much needed candidates into an area which is highlighted as having a skills

shortage. Our strong links with potential employers who provide a large proportion of work-based learning will give students a distinct advantage when it comes to gaining employment once graduated.

Graduates from this programme will have developed key attributes required to succeed in higher skills careers such as management, establish subject related businesses and prosper within self-employed environments both now and in the future. The programme is designed to instil confidence in learners promoting lateral thinking, problem solving skills and perseverance in overcoming challenges and meeting aims set. The programme will provide opportunities for the development of both theoretical knowledge and practical competencies in a range of topics key to enabling the effective management of both wild and captive animal populations, with a core theme of future advancements placed in all modules. To support the wider understanding of the economics and business management of the animal management industry, opportunities will exist for students to engage in a range of enrichment opportunities which will review the dynamics of the organisations within the industry. Such enrichment opportunities will include visits to national organisations such as veterinary practices, zoos / animal collections, animal rescue centres and local small / medium size enterprises. Students will therefore develop a wider understanding of the factors driving the animal management industry on a global scale. Students will be encouraged to analyse the strengths and areas of potential development for organisations within competitive business environments in order to develop wider understandings of enterprise and the attributes which drive business success. Students will also have the opportunity to apply theoretical understandings and practical competencies within the animal management industry through work-based learning elements within the programme of study for the BSc (Hons) in Animal Management Top-up. Undergraduates on this programme will also develop and apply analytical skills through undertaking research focused on further investigating holistic and sustainable approaches to managing animal populations.

This programme fits with the existing FdSc Animal Management programme at the Grimsby Institute as a Top-Up programme and the Animal Care department has a strong HE student community. A BSc (Top-up) in Animal Management will provide existing level 5 FdSc Animal Management students and previous level 5 Animal Management students from the Grimsby Institute of Further and Higher Education with an opportunity to continue their studies within a familiar and local environment.
Distinctive features:

•A core theme of the programme of study is given to considering the needs of the animal management industries in the future and reviewing how technologies and practices are expected to change in line with research and development together with a dynamic social, political, legislative and economic environment.

•Opportunities to engage in subject relevant non-mandatory enrichment national visits. Visits to national organisations will include animal management businesses such as veterinary practices, zoos and animal collections, animal rescue centres and local small / medium size enterprises.
•Opportunities to develop subject relevant research skills linked with key national and international subject relevant organisations.

•The development of employability skills and careers through strong departmental links with leading subject relevant national and international organisations

•Small groups with tuition from industry expert members.

•Excellent practical resources at the Nunsthorpe campus with access to developing practical skills within The Grimsby Institute Animal Care Departments commercial and non-commercial areas including BlueCross cattery, kennels and dog grooming, and animal collections.

2 9	**Programme Aims**
	As a guide, you should have four to six programme aims.
	Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.

	• Analyse innovative and sustainable practices and technology which meet the needs of the present and future animal management industry
	• Develop academic research skills which enable questions related to the animal management industry to be investigated and conclusions drawn.
	• Research business practices and review attributes driving present and future success within the animal management industry
	• Develop and apply competencies in the management of animals and reflect on personal performance to improve employability now and in the future
	• Inspect and report on the development and potential future of anthrozoological interactions and the role of animals in human society

3 0	**Programme Outcomes**
	As a guide you should have six to eight programme outcomes.
	Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.
	Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.
	Reference: University of Hull Learning Outcomes Tool

	On successful completion of this programme, students will be able to:

	POs	**Programme Outcome Text**	**Programme/ Variant Identifier**

	PO1	Critically evaluate key areas of development and innovation identified as contributors to the improved effectiveness of delivering the management of both wild and captive animal individuals and populations. (AHFFCS; 3.7.9, 3.10.5, 3.10.6, 3.16.2)	a	
	PO2	Independently identify, select and analyse data/information/literature relevant and appropriate to enabling the development and reporting of a research project aimed at investigating questions related to the animal management industry. (AHFFCS; 3.7.3, 3.7.4, 3.7.5, 3.10.4, 3.12.3, 3.16.9)	a	
	PO3	Appraise past, present and future relationships between human and non-human animal species with consideration to maintaining the health and welfare of animal species. (AHFFCS; 3.11.2, 3.7.1, 3.10.2)	a	
	PO4	Review the breadth of businesses and organisations concerned with the management of animals on a local, national and international setting enabling the development and presentation of a business plan. (AHFFCS; 3.5.5 BM; 3.2, 3.9.5)	a	
	PO5	Critically reflect on and evaluate own strengths, limitations and performance and the implications and their relevance for personal development within the working animal management environment. (AHFFCS; 3.11.5, 3.15.8, 3.16.4, 3.16.7)	a	
	PO6	Assess the development of anthrozoological interactions and the role animals play in society, with consideration to future trends and how ethics and legislation has and will continue to influence the approach taken in the management of animal populations. (AHFFCS; 3.6.5, 3.7.9, 3.10.5, 3.10.6, 3.12.2, 3.14.1, 3.16.2)	a	

3 1	**Learning and Teaching Approach** *Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice-based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.*
	Theoretical concepts will be delivered within classroom-based settings where key concepts and findings within animal management will be considered. Delivery of theoretical concepts will be approached using a range of techniques to encourage inclusivity and meet a wider range of learning needs. A teacher focused pedagogical approach will be applied to introduce new topics and to underpin acquired knowledge within the classroom. Theoretical lessons will also be delivered with a flipped classroom approach, where students will collaborate and deliver to each other on researched topics in order to provide an opportunity for higher order thinking to

be applied in the learning process. Students will be encouraged to apply understanding in student focused tasks where problems are solved through using existing knowledge to draw conclusions within familiar and unfamiliar scenarios. The programme is further designed to develop and provide the opportunity for students to exercise higher order thinking skills through undertaking research aimed analysing information and data in a line of enquiry in order to make conclusions. Through classroom and forum discussions students will be encouraged to develop skills in making effective judgements and communicating decisions or conclusions made.

Practical competencies and professional qualities will be developed through providing students with the opportunity to undertake work-based learning. Work placements will be monitored by the TEC Partnership's Higher Education's Work Placement Team to ensure that all students are safeguarded and effectively complete work placement hours. All students will be required to have evidenced proof of Tetanus vaccination and have a DBS certificate if applicable prior to undertaking work-based experience.

Students will further have the opportunity to apply knowledge and understanding, making effective judgements to manage animal populations competently. Within the practical environment students will be encouraged to review their own competencies and identify areas for development in relation to animal management. Within practical lessons, demonstrations on standard and correct approaches to animal management techniques will be provided. The development of skills in the practical setting will be further underpinned through encouraging peer reviews where competencies are analysed by fellow students.

A differentiated approach to learning and assessment facilitated through practical and theory engagement supported with emerging technologies such as virtual and augmented reality

A focus on developing networks and collaborating through video conferencing and guest speaking with international organisations and individuals acclaimed within their field of study.

Both theoretical and practical teaching and learning will be further supported through the use of online learning within virtual learning environments. Curriculum content including lecture content and supportive material in line with assessments will be available to students on the virtual learning environment Canvas.

3 2	**Assessment Approach** *Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice-based approaches to assessment.*
	Theory Assessment Theory based modules will be assessed using a range of techniques such as presentations, posters, formal essays, websites, business plans and research project dissertations. **Websites** The use of a website to present evidence will enable students to develop wider skills sets, which will add value to their overall employability on graduation. Students will be provided with structured guidance and tutorials on how to effectively set up and develop content on a website. The use of a website to present information

will provide an opportunity for students to use lateral thinking and develop creative design in problem solving. The use of a website will provide an interactive approach to presenting a range of information to meet P06 within which AHFFNCS benchmark statements 3.12.2 and 3.14.1 is embedded.

Essay

An essay will enable students to explore and develop a greater understanding of the range of businesses, which operate within the animal management industry. Key areas of focus will include the pet trade, veterinary practices, animal rescue, assistant and therapy animals together with wildlife conservation and ecotourism. Students will assess the changing face of the animal management industry over time and review the factors which have influenced the development of specific businesses. An essay will enable students to meet module outcomes against P04.

Business plan

A business plan will enable students to design and develop an effective business plan for a proposed animal management enterprise. This process will enable student understanding of the workings of a business to be developed. Students will also gain skills sets in undertaking effective PEST and SWOT analysis which will drive the success of a planned enterprise. The business plan assessment is design to encourage lateral and entrepreneurial thinking within students and to broaden their overall skills set for employment on graduation. A business plan will enable students to meet module outcomes against P04.

Presentation

A presentation will enable students to present their findings from research undertaken into the future demands and problems facing the animal management industry and recommend suitable solutions in how these could be overcome. A presentation will enable students to present their personal suggestions for solutions which will potentially benefit the animal management industry. A presentation will enable students to meet module outcomes against P01.

Research project dissertation

This assessment will develop student's competencies and understanding of following scientific method to find conclusions against hypotheses set. The assessment will enable students to explore challenges or questions posed by the animal management industry and design a research project, which attempts to find solutions or answers in line with a hypothesis set. The assessment will provide an opportunity for students to demonstrate the ability to follow a line of enquiry and independently undertake research where a conclusion can be drawn. The assessment encourages students to carefully consider the ethics of research and how their own proposed research project may be impacted upon by ethics and legislation. Students will also have the opportunity to self-evaluate on their own personal performance in completion of the research project where areas of strength are identified together with an analysis of where, why and how future improvements could be made. A presentation will enable students to meet module outcomes against P02.

Practical Assessment

Practical work related and based modules will be assessed again using a range of techniques such as student reflection and supervisor observations / feedback.

Continuous Assessment of Practice Document

	A 'Continuous Assessment of Practice' document will enable students to review their professional qualities, set career development targets, gain supervisor feedback, reflect upon work completed and how this relates to the assessment and maintenance of animal health and welfare together with designing career plans and mapping pathways for development based upon placement reflection / feedback, targets set and personal aspirations. Completion of a Continuous Assessment of Practice document will enable students to meet module outcomes against P03 and P05.
3 3	**Key Areas of Study** *Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.*
	The BSc (Hons) Animal Management Top-Up will develop students applied understanding how animals are presently managed and will encourage consideration to be placed on how practices may evolve in the future. Students will be challenged to evaluate the challenges that the animal care industry faces and how these can be overcome through the use of innovation. The programme will consider the sustainability of the wider animal management industry and aims to prepare individuals for the future world of animal management giving thought to evolving employment opportunities and advancements in both practice and technology within the industry. Focus will be given in reviewing the animal management industry from a business perspective and considering how it coordinates with other sectors such as leisure and tourism. Within the context of coordination of industries students will research and apply skills and knowledge to find solutions to effectively manage animal populations both within captivity and within the wider in-situ environment. The programme is designed to enable students to develop competencies in practices fundamental to maintaining the overall health and wellbeing of animals. Programme and module outcomes will provide an opportunity for students to gain opportunities to develop their employability within the animal management industry through undertaking work-based experience. Students will undertake independent research projects designed to develop individual competence in following lines of enquiry and interpreting information / data in order to make effective conclusions in line with an original problem or question set. The programme will focus on the wider aspects of animal husbandry together with enabling the development of applied knowledge and skills in undertaking effective husbandry aimed at maintaining the health and wellbeing of animals. The programme will be designed with the following suggested modules: • Advances in Animal Management The aim of this module will be to develop understandings in the emerging technologies and practices that will shape the global animal management industry. This module will encourage students to identify the current and future challenges which face the industry and evaluate potential solutions. • Research Project The aim of this module is to develop the student's ability to follow lines of enquiry and will encompass the development of academic skills such as undertaking primary and secondary research together with building competencies in data analysis and academic report writing. • Entrepreneurship and Business Management in the Animal Care Industry

This module is designed to enable students to build understandings and competencies in business management focused on the animal care industry. Students will analyse the key attributes behind successful businesses and entrepreneurs whilst also reviewing the present and forecast finances of the animal care industry on a local, national and international scale. Consideration will be given to the present and potential future challenges that the industry faces and enable an opportunity for creative thought to be given in researching and synthesising ideas for potential solutions.

- Professional Workplace Development

This module aims to develop student employability through providing work-based opportunities. Students will undertake work-based experience within the animal management industry. Students will also be encouraged to reflect upon their practice, appraising their own strengths and evaluating areas and methods for personal improvement within a professional context. Students will be challenged to consider the skill sets that may be required in the future as the industry evolves and advances and how this knowledge and competencies can be developed.

- Anthrozoology

This module aims to further students' knowledge and understanding for the roles of animals in human society. Students will analyse how the interactions between humans and animals has evolved through time and assess how this may change in the future. Students will develop an understanding of how human and animal interactions have influenced legislation and moral standings of society with consideration of the influencing factors that will create further changes in anthrozoological relationships.

3 4	**Curriculum Structure** *In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:* - ***Progression:*** *how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;* - ***Coherence and Integrity:*** *the overall coherence and intellectual integrity of the programmes and student experience.* *Note: A diagrammatic structure is often helpful to establish the composition of a programme.*

At Level 6, the focus for students is the final research project dissertation together with the further development of theoretical knowledge and practical application of animal management. A total of 40 credits will be achievable in each triune, with the Research Project module having aspects of delivery in triune 1 and 2 to prepare students for triune 3 where they will solely focus on completing this module's assessment in order to achieve its 40 credits (as shown in figure 1.1). The programme is designed to enable students to further develop their professional competencies through work-based learning. The programme is designed with a strong emphasis on enabling students to consider the changing role of the animal management industry and the present and future skills sets required to be successful at working in the industry. With a high proportion of animal management businesses being classed as small enterprises there is also a focus to develop student's understandings of key aspects related to the success of an animal management business now and in the future.

Subjects build upon what is learnt at level 4 and 5 and students will be able to critically evaluate, problem solve and synthesise what has been researched, taught and learnt in order to assess and critique effectively the impact of animal management theory on animal management practice. At this level, the balance shifts again to student-led but tutor-facilitated sessions and projects.

Graduates from this programme will have the opportunity to progress to employment requiring higher management and analytical skills. Graduates from this programme will also have the opportunity to continue within academia through progression to relevant master programmes, research opportunities or through specialist teaching qualifications such as the Post Graduate Certificate in Education. There will be a potential for students who graduate with a 1st or strong 2:1 with honours to progress to PhD or related research into animal management or science-based discipline.

BSc (Hons) Top-Up in Animal Management module map

3 5	**Compensation/Condonement rules** *Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).*
	Research Project
3 6	**Internationalisation** *'Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.*
	As an institution, the TEC Partnership recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts. Individual programmes ensure they embed transferable skills to enable learners to engage with their subject specialism nationally and internationally, reflecting the needs of employers. Graduates should emerge with the competence to communicate and compete in a diverse and rapidly changing global context. All modules will hold a central global theme with topics considered not only on a local and national level but also in a wider international context. Modules such as Anthrozoology, Entrepreneurship and Business Management in the Animal Care Industry and Advances in Animal Management will encourage students to

	critically evaluate the application of animal management on a global context to meet the industry needs now and in the future.
37	**Inclusivity** *Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.*
	The needs of learners with disabilities inherent in the design of all learning programmes, as per the requirements of the Equality Act 2010. Students will be 'screened' at induction to identify those with individual learning support needs. The Institute has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition that is required. All students identified attend a meeting for advice and support through the DSA procedure. Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition, the Institute employs a range of strategies to support students in the development of their study skills abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one-to-one support and furthermore they will have timetabled study skills workshops. Within the Faculty of Health, Wellbeing and Society, curriculum content reflects a broad and inclusive ethos. Emphasis is placed on individual interpretation of projects and themes, with students encouraged in taking responsibility for their own learning. Curriculum is designed to ensure that all learners have equal opportunity to participate in all aspects of programmes, regardless of disability, age, race, religion or gender. The learning and teaching approach is designed to be inclusive and celebrates diversity within the student body. The Faculty also places strong emphasis on response to the student voice as a mechanism to incorporate inclusivity. Student feedback is gathered at the end of each module, and at various student representative meetings. It is acted on, where necessary, and fed into the quality cycle. Representation of gender, race, nationality, sexuality, disability, etc. is a recurrent theme, within business and management; strategic human resources for example will include employment law covering all aspects of EU and UK law.
38	**Employability** *Please outline the approach taken by the programmes to engage students in gaining employability skills.*
	The focus on employability is driven institutionally and at programme level. As an institution, TEC Partnership students benefit from a designated employability team, who runs dedicated HE events and workshops. An alumni association provides networking contacts for employment and internships.

The development of employable skills in support of student career progression will be a central theme of the proposed programme. Whilst developing employability will be a common theme running throughout all modules, specific modules such as 'Entrepreneurship and Business Management', 'Anthrozoology' and 'Professional Workplace Development' will be strongly geared towards career progression. These modules have been specifically designed with consideration to the industry which is dominated by both microbusinesses which employ less than 10 people or individuals who are self-employed.

3 9	**Student engagement in curriculum and pedagogic design** *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.*
	Student engagement is built into the curriculum design process at the TEC Partnership. Representatives attend each semester faculty and programme team meetings to give input on curriculum design, as well as whole cohort feedback in the form of module evaluation questionnaires, which then inform module delivery. Changes are then signalled in subsequent module handbooks, clearly indicating to students where their feedback has been acted upon and fed forward into programme development. Current level 4/5 students have been consulted and provided feedback on the curriculum design and module outcomes for the proposed programme of study at level 6.
4 0	**Ethical issues and risk** *Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).*
	Maintaining the highest standards of teaching and learning are fundamental aims of the TEC Partnership. The TEC Partnership has clear and transparent policies and procedures in place for ethical review of research. An appropriate ethical framework is incorporated throughout programme and module design to uphold the highest standards of academic integrity. The TEC Partnership's Ethics Committee is made up of a panel of academics and Quality representatives. It is responsible for the ethical scrutiny of research proposals and practical project work, which ensures that a discussion of potential issues of ethical concern takes place before a project commences. It also ensures consistency of approach to ethical concerns. The ethical framework is used alongside the Institute's existing codes, policies and guidance documents, and guides students in how to act with integrity and use good judgment at all times. All proposals for a research project will be reviewed within an ethics committee for approval prior to commencements where primary research involves live animal species. Research project proposals will be rejected where project activities are considered to have potential negative impacts on the animals health and well-being and/or do not meet current standards of animal welfare in line with legislation. Research projects which are not GDPR compliant will also be rejected.

4 1	**Sensitive issues and safeguarding**
	Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.
	All external visits and external / internal enrichments will be fully risk assessed prior to any student attending. Visits and enrichments will also be fully supervised at all times by first aid trained TEC Partnership members of staff. Safeguarding concerns and disclosures will be directed through to the TEC Partnership safeguarding team. Safeguarding will be continually monitored by all members of TEC Partnership staff including the programme leader and success coach who also oversee students pastoral care. Students will be notified in advance of any subject matter which may review the ethics of practice within animal management. Students will not be expected to attend any sessions where they may be uncomfortable with discussions or research which raise questions on ethics. The ethics of all planned research will be fully reviewed prior to the commencement of any activity as highlighted in box 40. Prior to commencement of a work-based activities, identified providers will be reviewed by the TEC Partnership's Higher Education Work Placements team to ensure all placements are fully compliant with legislation regarding health and safety and safeguarding. Placements will continue to be monitored by the Higher Education Work Placements team once students are undertaking work-based activity.
4 2	**Other information/programme special features**
	Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools' qualifications) and specific student support arrangements associated with these programmes.
C	**RECRUITMENT AND ADMISSIONS INFORMATION**
4 3	**Proposed marketing strategies**
	Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.
	All TEC Partnership students benefit from small group sizes and high levels of support and access to staff. Tutors are all subject specialists with industry experience in their disciplines, and commit to carrying out industrial updating as well as research and scholarly activities. As well as the TEC Partnership usual marketing strategies, the Programme Leader will promote the marketing of the programme through:

	1. Networking with local, national and international businesses 2. Progression Events for FE colleges and Sixth Forms 3. Local Media 4. Social Media 5. Contacting previous level 5 Animal Management graduates from the Grimsby Institute HND in Animal Management programme which ran from 2008 – 2018
44	**Academic entry requirements** *Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.*
	240 credit Level 5 Qualification in Animal Management or equivalent subject. A minimum of grade 'C' or level 4 in both GCSE Maths & English. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL) (see HE07 Admissions, Admissions Appeals and APL (Student Transfers)). Students who have successfully completed another relevant programme of study at least at the equivalent level may be eligible to apply for APcL. Claim forms must be supported by the official transcript or certificate of the awarding body of the original qualification and any guidance explaining the allocation of credit and grading scheme used to enable module comparison.
45	**Other entry requirements** *e.g. relevant IELTS score, Disclosure and Barring Service etc.*
	International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.
D	**IMPLEMENTATION STRATEGY**
46	**Implications for other areas of the Partner Institution** *Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.*

Estates:	a 1. Lecture theatres 2. Seminar classrooms 3. Computer rooms 4. Practical Animal Management area with a range of animal taxa in collection NB: This is already in place at UCG.
Library:	A - With all validations at TEC Partnership, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.

	Admissions:	NA
	Careers:	NA
	Visa Compliance:	NA
	Other (*Please specify*):	*NA*

4 7	**Existing programmes/students affected by this proposal** *Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.*
	NA
E	**POST PROGRAMME OPPORTUNITIES**
4 8	**Progression opportunities to further academic or professional programmes** *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?*
	• Master's degree in a relevant animal management or science-based discipline • Potential for students who graduate with a 1st or strong 2:1 with honours to progress to PhD or related research into animal management or science-based discipline • Post Graduate Certificate in Education
4 9	**Employment opportunities** *Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.*
	Graduates would be able to gain employment within graduate level positions within the animal management industry. Such positions are available in key areas such as zoos and aquariums, animal related eco-tourism and wildlife conservation, together with the management of animal related businesses such as pet shops. The programme will also develop students' skills sets for a successful career within small or medium sized businesses. Graduates will also have the opportunity to gain employment working within research and development within the animal management industry. Students can also progress into a career within education as technical managers or teachers from primary to post 16 and at degree level in associate tutor posts. Further qualifications are often required for teaching but they can progress onto these courses and teach alongside studying in non-paid or paid roles.

F	**CURRICULUM MAPS**
	Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.
	Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.
	*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*
	*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*
	*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm)or Optional (Op) **
	*In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes*
	Definitions:
	CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.
	COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.
	OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.
	Note:
	• *There should be no optional modules at Level 4 (unless an exemption request has been approved by PMC).*
	• *Optionality should be minimised throughout the programme.*
	• *Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.*
	• *Levels of optionality should be clearly linked to the number of students taking the module.*

KEY:	
P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3
Co = Core Module	Cm = Compulsory Module
Op = Optional Module	

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Titles and Identifiers: BSc Animal Management Top-Up

1	2	3	4	5	6					
Module Title	Level	Credit	Assessment Method	P/V	PO1	PO2	PO3	PO4	PO5	PO6
Honours Stage										
Triune 1										
Advances in Animal Management	6	20	SA1 Essay 60% SA2 Presentation 40%	Cm	F		F	P		
Entrepreneurship and Business Management in the Animal Care Industry	6	20	SA1 Essay 40% SA2 Business Plan and Pitch 60%	Cm	F			F	P	
Triune 2										
Professional Workplace Development	6	20	SA1 Continuous Assessment of Practice Document 100%	Cm			P	P	F	
Anthrozoology	6	20	SA1 Website 100%	Cm		P	F			F
Triune 1, 2 & 3										
Research Project	6	40	SA1 Research Project Dissertation 100%	Co		F			F	P