Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	Foundation Degree in Wildlife and Conservation
Teaching Institution	Merrist Wood College and University Centre – Activate Learning
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2025
Date of latest OU (re)validation	
Next revalidation	
Credit points achieved for the award	240
UCAS Code (if applicable)	Course Code: D4D4 Institution Code: O25
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only	
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement - Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (2024)
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	• QAA Characteristics Statement - Foundation Degrees (2020) • QAA Quality Code: Advice and Guidance: Work-based Learning (2018) • QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024) • IAG Matrix Self-Assessment (2024) • Landex Peer Review Report (2024)
Professional/statutory/ accreditation recognition	N/A
For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT, Face-to-Face

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Duration of the programme for each mode of study	Full time – 2 years Part time – 4 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	N/A

2. Programme overview

2.1 Educational aims and objectives

The aims and objectives of the programme are to:

Aims at Level 4:
At level 4 the degree offers a foundation understanding of wildlife and conservation. This cultivates the development of fundamental knowledge, cognitive skills, practical and professional skills, and transferable skills across multiple themes including animal health, welfare, nutrition, breeding, husbandry, conservation and ecology, all of which will be driven by evidence-based approaches towards best practice. This serves to enhance learner's ability to effectively apply accrued knowledge and skills in a dynamic animal industry and equip them to continue in higher education at level 5.

Objectives at Level 4:

1. To achieve a recognised level four qualification and provide excellence in terms of industry standards to prepare the learner for employment, or continue to a level 5 foundation degree qualification in wildlife and conservation or equivalent.

2. To enable learners to develop knowledge, cognitive, practical, professional and transferable skills for a sustainable career in the wildlife and conservation sector that supports learner's individual development.

3. To provide opportunities for learners to gain practical experience and technical competencies with a wide range of species in conservation contexts.

4. To equip learners with the foundational knowledge of a breadth of relevant topics related to the conservation of flora and fauna.

5. To allow learners the opportunity to explore a range of career areas within the wildlife and conservation industry and develop aspirations in chosen fields through work-based learning opportunities.

6. To inspire a life-long passion for wildlife and conservation and encourage meaningful opportunities that supports learner's knowledge, skills and aspirations.

Aims at Level 5:
At level 5 the course delivers a comprehensive foundation degree for learners studying wildlife and conservation. This further develops the knowledge, cognitive skills, practical and professional skills, and transferable skills gained at level 4 and advances learner understanding across multiple themes including wildlife management, ecological field skills, conservation of global biodiversity, and contemporary conservation-based research, all of which will be driven by evidence-based approaches towards best practice. This foundation degree serves to provide learners with a well-rounded and versatile skillset and knowledge base to apply within the evolving animal industry and equip them to progress in higher education at level 6.

Objectives at Level 5:
1. To achieve a recognised level 5 qualification that provides learners with a comprehensive understanding of wildlife and conservation that builds upon level 4 (or equivalent).

2. To equip learners with a higher level of understanding of the core principles and contemporary developments that underpin wildlife and conservation in practice.

3. To enable learners to enhance and apply knowledge, cognitive, practical, professional and transferable skills that underpins a successful career within the wildlife and conservation sector or supports progression to higher level academia.

4. To foster a mindset of autonomous growth and continuing professional development by supporting the integration of work-based learning opportunities, relevant to the individual leaners aspirations and skills, and the needs of the wildlife and conservation industry.

5. To cultivate a diverse set of enhanced skills and competencies necessary for navigating the conservation industry and higher level academic opportunities including primary research and analytical skills.

6. To encourage learners to be reflective practitioners for the conservation industry and empower them to engage in impactful projects that directly contributes to the conservation of flora and fauna.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Level 4: Progression from the following courses:
- Access to HE Diploma in Animal Management/Animal Science
- Level 3 Extended Diploma in Animal Management
- T – Level Animal Care/Animal Science/Animal Management

(or equivalent courses)

Level 5: Continuation from Level 4 Wildlife and Conservation

Level 5: Direct entry from equivalent Level 4 qualification from other institution, subject to Activate Learning's Recognition of Prior Learning Procedure.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Module	*Credit Value*	*Level*	*Semester*	*Notional Hours*
Development of Personal & Professional Skills	*30*	*4*	*All*	*Total of 300hrs: 75 hours of work-based learning across a minimum of 2 scenarios. 80 hours direct teaching/supervision. 145hrs independent study and assessment.*
Continuing Professional Development	*30*	*5*	*All*	*Total of 300hrs: 75 hours of work-based learning across a minimum of 2 scenarios. 80 hours direct teaching/supervision. 145hrs independent study and assessment.*
Additional: Educational talks from industry expert guest speakers and external work-based learning visits.				
Total Hours:				*600 hours*

2.4 List of all exit awards

Certificate of Higher Education Wildlife and Conservation
To be eligible for this exit award a student must successfully completed 120 credits at Level 4. Progression to level 5 requires successful completion of all Level 4 modules

Foundation degree in Wildlife and Conservation
To be eligible for this exit award a student must have passed 240 credits in total. 120 credits at Level 4 and 120 credits at Level 5.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)
Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4 – Full Time						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	**Available as single registerable module?**
Animal Health, Welfare and Nutrition	30	N/A	N/A	No	All	No
Development of Personal and Professional Skills	30	N/A	N/A	No	All	No
Breeding Programmes and Animal Husbandry	30	N/A	N/A	No	All	No
Fundamentals of Ecology and Ecological Field Skills	30	N/A	N/A	No	All	No
Programme Structure - LEVEL 4 – Part Time						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	**Available as single registerable module?**
Animal Health, Welfare and Nutrition	30	N/A	N/A	No	All (Year 1)	No
Development of Personal and Professional Skills	30	N/A	N/A	No	All (Year 1)	No
Breeding Programmes and Animal Husbandry	30	N/A	N/A	No	All (Year 2)	No
Fundamentals of Ecology and Ecological Field Skills	30	N/A	N/A	No	All (Year 2)	No

Programme Structure - LEVEL 5						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	**Available as single**

Programme Structure - LEVEL 5						
						registerable module?
Continuing Professional Development	30	N/A	N/A	No	All	No
Research Methods	30	N/A	N/A	No	All	No
Wildlife Management and Ecological Field Skills	30	N/A	N/A	No	All	No
Conservation of Global Biodiversity	30	N/A	N/A	No	All	No
Programme Structure - LEVEL 5 – Part Time						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	**Available as single registerable module?**
Continuing Professional Development	30	N/A	N/A	No	All (Year 1)	No
Research Methods	30	N/A	N/A	No	All (Year 2)	No
Wildlife Management and Ecological Field Skills	30	N/A	N/A	No	All (Year 1)	No
Conservation of Global Biodiversity	30	N/A	N/A	No	All (Year 2)	No

Intended learning outcomes at Level 4 and 5 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Be aware of theory and principles to develop knowledge and understanding of wildlife and conservation. A2 Demonstrate a foundational understanding of animal husbandry practices and their importance for welfare. A4 Describe the threats to global biodiversity and contemporary approaches to wildlife conservation.	**Active and experiential learning** Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Wildlife and Conservation will be put into practice within practical sessions and project-based learning. **Formal approaches and assessment** A variety of teaching and learning strategies are employed throughout this module to include tutor lead lectures, group discussion, individual study, debated case studies, independent research, guest speakers, field trips, individual/ group presentations, assignment workshops and practical husbandry sessions. Students are encouraged to carry out independent research and develop self-assessment skills. The assessment strategies are designed to include formative and summative assessment through out the year which will challenge the learning outcomes of the programme and will also give the students an opportunity to receive feedback in a variety of ways.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	Students will take part in group projects, presentations, journal critiquing, essays, reports and case studies. Guest speakers will also be invited to share their industry-based knowledge. **Assessment strategies** Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes posters, presentations, peer teaches, reports, practical assessments and portfolios.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Apply theory, concepts and principles in wildlife conservation contexts appropriately. B2 Review information related to wildlife and conservation, synthesising the key findings. B3 Use knowledge and understanding to address both familiar and novel problems regarding conservation.	The teaching and learning strategy used will encourage students to develop the cognitive skills relevant to this programme such applying theory into practice, evaluations, critical analysis and applying their knowledge into assessments. Students will use independent research within their learning both summatively and formatively to evidence their skills development. **Active and experiential learning**

3B. Cognitive skills	
	Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Wildlife and Conservation will be put into practice within practical sessions and project-based learning. **Formal approaches and assessment** A variety of teaching and learning strategies are employed throughout this module to include tutor lead lectures, group discussion, individual study, debated case studies, independent research, guest speakers, field trips, individual/ group presentations, assignment workshops and practical husbandry sessions. Students are encouraged to carry out independent research and develop self-assessment skills. The assessment strategies are designed to include formative and summative assessment throughout the year which will challenge the learning outcomes of the programme and will also give the students an opportunity to receive feedback in a variety of ways. Students will take part in group projects, presentations, journal critiquing, essays, reports and case studies. Guest speakers will also be invited to share their industry-based knowledge. **Assessment strategies**

3B. Cognitive skills	
	Assessment strategies for this programme are varied to encourage modern transferable skills. This includes posters, presentations, peer teaches, reports, practical assessments and portfolios.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Record information or data from primary or secondary sources, presenting it using appropriate qualitative and quantitative techniques. C3 Recognise and interpret ecological and animal husbandry information and use in decision making leading to improved management of fauna and flora. C4 Identify and develop individualised core professional skills and technical competencies relevant to careers in the animal industry and environmental sector.	The teaching and learning strategy will provide students with opportunities to develop their practical and professional skills and apply them to real life practices. This is particularly prevalant within the professional development modules where students are encouraged to partake in work based learning of up to 75 hours each year. Students will be encouraged to ensure their own professional development within sectors of the industry that are specific to them. Tutors will support and facilitate students to take independent responsibility and benefit from opportunities which are aligned to the employment. This will be assessed within their reflective report within the Level 4 Developing Professional and Personal Skills module. **Active and experiential learning** Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work.

3C. Practical and professional skills	
	Theoretical knowledge in Animal Wildlife and Conservation will be put into practice within practical sessions and project-based learning. **Formal approaches and assessment** A variety of teaching and learning strategies are employed throughout this module to include tutor lead lectures, group discussion, individual study, debated case studies, independent research, guest speakers, field trips, individual/ group presentations, assignment workshops and practical husbandry sessions. Students are encouraged to carry out independent research, work based learning and develop self-assessment skills. The assessment strategies are designed to include formative and summative assessment through out the year which will challenge the learning outcomes of the programme and will also give the students an opportunity to receive feedback in a variety of ways. Students will take part in group projects, presentations, journal critiquing, essays, reports and case studies. Guest speakers will also be invited to share their industry-based knowledge. **Assessment strategies specific to these learning outcomes:** Practical skills will be assessed through portfolios, data collection and observational records.

3C. Practical and professional skills	

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Begin to develop skills in: **D1 Self-Awareness Skills** • Take responsibility for own learning and plan for and record own personal development. • Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback. • Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets. • Work effectively with limited supervision in unfamiliar contexts. **D2 Communication Skills** • Express ideas clearly and unambiguously in writing and the spoken Work.	**Active and experiential learning** Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. **Active and experiential learning** Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Wildlife and Conservation will be put into practice within practical sessions and project-based learning. Transferable skills will be encouraged through work-based learning, practical elements of the programme and formative and summative assessments. **Formal approaches and assessment** A variety of teaching and learning strategies are employed throughout this module to include tutor lead lectures, group discussion, individual study, debated case studies, independent research, guest speakers, field trips, individual/ group

3D. Key/transferable skills	
• Present, challenge and defend ideas and results effectively orally and in writing. • Actively listen and respond appropriately to the ideas of others. **D3 Interpersonal Skills** • Work well with others in a group or team. • Work flexibly and respond to change. • Discuss and debate with others and make concession to reach agreement. • Give, accept, and respond to constructive feedback. • Show sensitivity and respect for diverse values and beliefs. **D4 Research and information Literacy Skills** A1 Search for and select relevant sources of information. A2 Critically evaluate information and use it appropriately. • Apply the ethical and legal requirements in both the access and use of information. A3 Accurately cite and reference information sources. Use software and IT technology as appropriate.	presentations, assignment workshops and practical husbandry sessions. Students are encouraged to carry out independent research and develop self-assessment skills. The assessment strategies are designed to include formative and summative assessment throughout the year which will challenge the learning outcomes of the programme and will also give the students an opportunity to receive feedback in a variety of ways. Students will take part in group projects, presentations, journal critiquing, essays, reports and case studies. Guest speakers will also be invited to share their industry-based knowledge. **Assessment strategies** Assessment strategies for this programme are varied to encourage modern transferable skills. This includes posters, presentations, peer teaches, reports, practical assessments and portfolios.

Certificate of Higher Education in Wildlife and Conservation

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Discuss theory, and principles to extend knowledge and understanding of wildlife and conservation. A3 Appraise the structure and functioning of the natural world at an organism, population, community and ecosystem levels. A4 Discuss the threats to global biodiversity and contemporary approaches to wildlife conservation.	**Active and experiential learning** Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Wildlife and Conservation will be put into practice within practical sessions and project-based learning. **Formal approaches and assessment** A variety of teaching and learning strategies are employed throughout this module to include tutor lead lectures, group discussion, individual study, debated case studies, independent research, guest speakers, field trips, individual/ group presentations, assignment workshops and practical husbandry sessions. Students are encouraged to carry out independent research and develop self-assessment skills. The assessment strategies are designed to include formative and summative assessment through out the year which will challenge the learning outcomes of the programme and will also give the students an opportunity to receive feedback in a variety of ways.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
	Students will take part in group projects, presentations, journal critiquing, essays, reports and case studies. Guest speakers will also be invited to share their industry-based knowledge. **Assessment strategies** Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes media articles, workshop presentations, websites, reports and exams.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Challenge and present theory, concepts and principles from diverse wildlife and conservation contexts appropriately. B2 Analyse information related to wildlife and conservation, synthesising and assessing the key findings. B3 Apply knowledge and understanding to address both familiar and novel problems regarding conservation. B4 Engage with research and develop investigative skills that enhance contributions to wildlife and conservation.	The teaching and learning strategy used will encourage students to develop the cognitive skills relevant to this programme such applying theory into practice, evaluations, critical analysis and applying their knowledge into assessments. Students will use independent research within their learning both summatively and formatively to evidence their skills development. **Active and experiential learning** Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work.

3B. Cognitive skills	
	Theoretical knowledge in Wildlife and Conservation will be put into practice within practical sessions and project-based learning. **Formal approaches and assessment** A variety of teaching and learning strategies are employed throughout this module to include tutor lead lectures, group discussion, individual study, debated case studies, independent research, guest speakers, field trips, individual/ group presentations, assignment workshops and practical husbandry sessions. Students are encouraged to carry out independent research and develop self-assessment skills. The assessment strategies are designed to include formative and summative assessment throughout the year which will challenge the learning outcomes of the programme and will also give the students an opportunity to receive feedback in a variety of ways. Students will take part in group projects, presentations, journal critiquing, essays, reports and case studies. Guest speakers will also be invited to share their industry-based knowledge. **Assessment strategies** Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes media articles, workshop presentations, websites, reports and exams.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Collect and manage information or data from primary and secondary sources, summarising it using appropriate qualitative and quantitative techniques. C2 Devise, plan and undertake investigations in a responsible and ethical manner, paying due attention to health and safety regulations, legal compliance, and the impact of research on animals, the environment and stakeholders. C4 Demonstrate the use of diverse professional skills and technical competencies relevant to careers in the animal industry and environmental sector.	The teaching and learning strategy will provide students with opportunities to develop their practical and professional skills and apply them to real life practices. This is particularly prevalant within the professional development modules where students are encouraged to partake in work based learning of up to 75 hours each year. Students will be encouraged to ensure their own professional development within sectors of the industry that are specific to them. Tutors will support and facilitate students to take independent responsibility and benefit from opportunities which are aligned to the employment. This will be assessed within their reflective report within the Level 4 Developing Professional and Personal Skills module. **Active and experiential learning** Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Wildlife and Conservation will be put into practice within practical sessions and project-based learning. **Formal approaches and assessment** A variety of teaching and learning strategies are employed throughout this module to include tutor lead lectures, group

3C. Practical and professional skills	
	discussion, individual study, debated case studies, independent research, guest speakers, field trips, individual/ group presentations, assignment workshops and practical husbandry sessions. Students are encouraged to carry out independent research, work based learning and develop self-assessment skills. The assessment strategies are designed to include formative and summative assessment through out the year which will challenge the learning outcomes of the programme and will also give the students an opportunity to receive feedback in a variety of ways. Students will take part in group projects, presentations, journal critiquing, essays, reports and case studies. Guest speakers will also be invited to share their industry-based knowledge. **Assessment strategies specific to these learning outcomes:** Practical skills will be assessed through portfolios, data collection and observational records.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Enhance skills in: **D1 Self-Awareness Skills** • Take responsibility for own learning and plan for and record own personal development. • Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback. • Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets. • Work effectively with limited supervision in unfamiliar contexts. **D2 Communication Skills** A4 Express ideas clearly and unambiguously in writing and the spoken word. A5 Present, challenge and defend ideas and results effectively orally and in writing. A6 Actively listen and respond appropriately to ideas of others. **D3 Interpersonal Skills** A7 Work well with others in a group or team.	**Active and experiential learning** Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Wildlife and Conservation will be put into practice within practical sessions and project-based learning. Transferable skills will be encouraged through work-based learning, practical elements of the programme and formative and summative assessments. **Formal approaches and assessment** A variety of teaching and learning strategies are employed throughout this module to include tutor lead lectures, group discussion, individual study, debated case studies, independent research, guest speakers, field trips, individual/ group presentations, assignment workshops and practical husbandry sessions. Students are encouraged to carry out independent research and develop self-assessment skills. The assessment strategies are designed to include formative and summative assessment throughout the year which will challenge the learning outcomes of the programme and will also give the students an opportunity to receive feedback in a variety of ways. Students will take part in group projects, presentations, journal critiquing, essays, reports and case studies. Guest speakers will also be invited to share their industry-based knowledge.

3D. Key/transferable skills	
A8 Work flexibly and respond to change. • Discuss and debate with others and make concession to reach agreement. A9 Give, accept and respond to constructive feedback. A10 Show sensitivity and respect for diverse values and beliefs. **D4 Research and information Literacy Skills** A11 Search for and select relevant sources of information. A12 Critically evaluate information and use it appropriately. • Apply the ethical and legal requirements in both the access and use of information. • Accurately cite and reference information sources. Use software and IT technology as appropriate. **D5 Numeracy Skills** • Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data. • Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems. • Present and record data in appropriate formats.	**Assessment strategies** Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes media articles, workshop presentations, websites, reports and exams.

3D. Key/transferable skills	
• Work with complex ideas and justify judgements made through effective use of evidence. • Interpret and evaluate data to inform and justify arguments. • Be aware of issues of selection, accuracy, and uncertainty in the collection and analysis of data. **D6 Management & Leadership Skills** • Determine the scope of a task (or project) • Identify resources needed to undertake the task (or project) and schedule and manage the resources. • Evidence of ability to successfully complete and evaluate a task (or project), revising the plan where necessary. • Motivate and direct others to enable an effective contribution from all participants. **D7 Creativity and Problem-Solving Skills** • Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems • Work with complex ideas and justify judgements made through effective use of evidence	

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

Placement year – Between level 5 – 6 (Optional)

Students must make a choice of pathway/route: At the end of Level 5, before Level 6

5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

Students are supported by:

- A personal tutor who is available to give support and guidance in relation to professional development, academic support and pastoral care via one-to-one tutorials, email, phone or virtual calls.
- Module leaders for each module studied who can provide academic tutorial support.
- Individual or Group tutorials with an Academic Study Tutor to develop study skills and provide feedback where appropriate.
- Additional learner support (ALS) which is available through the Skills Centre. This department extensively supports those students with a DSA as a result of a learning difficulty, health problem or disability.
- A supportive induction during the first week of the programme.
- A Student Handbook
- A Programme Handbook specific to the study area that contains the timetable and assessment schedule.
- Core/Key Reading Lists for each module.
- A Research Project Supervisor if relevant to the programme and year of study.
- A Learning Resource centre and induction to e-learning and digital resources.
- Canvas (Activate Learning Online, or ALO) for all programme specific materials.

- Student-Staff Consultative meetings throughout the academic year to collate student feedback.
- Elected Student Representatives.
- Access to a Graduate Teaching Assistant to provide peer support.
- A Careers Service to support progression including for job applications, interview preparation and CV development.
- An accessible Safeguarding team.
- And a Mental health and student wellbeing team, including a counselling service.

- The Personal Tutor Scheme (PTS) has been designed to enable us to give the best possible academic support and guidance to all our students, and to ensure that they are able to access the wider services that the college provides. The role of the personal tutor and aims of the PTS:
- To build rapport between staff and students and contribute to personalising students' experience at Merrist Wood
- To provide appropriate academic advice and guidance to students throughout their time at Merrist Wood by monitoring their progress and helping to identify individual needs
- To foster a close and engaged academic relationship with students and advise and refer students to other services as appropriate
- To help to develop students' ability to be self-reliant and self-reflective and their ability to use feedback to best advantage

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The minimum entry qualifications for the programme are:

- From A levels: 64 UCAS points
- BTEC National: 64 UCAS points from Level 3 Animal Management/Animal Science/Equine Management
- Relevant Access Diploma (Animal Management/Care/Science): 64 UCAS points from Access to HE Animal Management however access courses with science units will be considered
- Plus: English and maths GCSE grade A*-C (4 or above/ or equivalent)
- It is advantageous, but not essential, to have biology or psychology A level

A minimum IELTS score of 6 with a minimum 5.5 in each component, TOEFL 5.5 or equivalent is required for those for whom English is not their first language.

For further details about our admissions procedure please see Activate Learning's Admissions Policy and Procedure.

If you don't meet the entry requirements listed above, but have relevant experience, or would like any relevant prior certificated learning to be considered, please see our Recognition of Prior Learning Policy and Procedure.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award
(

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

The programme is enhanced through the following mechanisms:

- Activate Learning Quality and Consistency Committee
- Activate Learning Board of Study Committee
- Activate Learning Student Voice Committee
- Employer Engagement Forum
- National Student Survey data
- Activate Learning Internal Survey data
- Activate Learning Module and Course Enhancement Planning processes

11. Changes made to the programme since last (re)validation

- Modernisation of the reading list.
- Updated the TLA strategy for each module to be in line with OU guidelines and to reflect the QAA Subject benchmark (where necessary)

- Updated indicative content of each module to reflectSubject Benchmark Statement: Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition. and Characteristics Statement: Foundation Degree
- Updated two modules that include an element of work-based learning in accordance with the UK Quality Code
- Level 5 Continuing Professional Development – Updated learning outcomes.
- Development of all Programme aims, objectives and Learning Outcomes.
- Updated Module titles.
- Updated Curriculum map.
- Development of an assessment map.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes. Please amend this mapping to suit frameworks used within the different nations if appropriate.

		Programme outcomes																			Available as single registerable module?
Level	**Study module/unit**	**A1**	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**	**D7**	
4	Animal Health, Welfare and Nutrition	x	x					x		x							x				No
	Development of Personal and Professional Skills						x			x			x	x	x						No
	Breeding programmes and animal husbandry				x			x					x		x						No
	Fundamentals of Ecology and Ecological Field Skills	x				x						x			x	x					No

		Programme outcomes																			Available as single registerable module?
Level	**Study module/unit**	**A1**	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**	**D7**	
5	Continuing Professional Development						x							x	x				x		No
	Research Methods	x							x		x							x		x	No
	Applied Wildlife Management	x			x		x			x			x							x	No
	Conservation of Global Biodiversity			x		x	x	x								x	x				No

Annexe 3: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.