

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 Zoo Management
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)	CC30
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)	Subject Benchmark Statement - Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition
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.	<ul style="list-style-type: none"> • QAA Characteristics Statement: Foundation Degree • QAA Quality Code for Higher Education: Advice and Guidance for Work-Based Learning (2018) • QAA Framework for Higher Education Qualifications. • 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
Duration of the programme for each mode of study	Full time – 2 years Part time – 4 years

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 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.

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:

1. Achieve a recognised level five qualification and provide excellence in terms of industry standards to prepare the learner for employment, or progress to a full honours degree qualification.
2. Enable learners to develop skills for independent work and learning.
3. Create opportunities for learners to gain practical experience with a wide range of zoological animal species.
4. Introduce learners to a breadth of topics related to the management of captive wild animal collections.
5. Allow learners the opportunity to explore a range of career areas within the zoological field and develop aspirations in chosen fields through the use of professional development and module delivery.

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 – Animal Management*
- *Level 3 Extended Diploma in Animal Management.*
- *T – Level Animal Care*

(and equivalent courses)

Level 5: Continuation from Level 4 FD Zoo Management

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.

The below table provides a breakdown of opportunities and associated notional hours to make up the 60 credit (600 hours) of work-based learning on the programme over both years

<i>Module</i>	<i>Credit Value</i>	<i>Level</i>	<i>Semester</i>	<i>Notional Hours</i>
Development of Personal & Professional Skills	30	4	All	75 hours of work-based learning across a minimum of 2 sources.
Continuing Professional Development	30	5	All	75 hours of work-based learning across a minimum of 2 sources.
<i>Additional: Educational talks from industry expert guest speakers and external work-based learning visits.</i>				
Total Hours:				150 hours

2.4 List of all exit awards

Certificate in Higher Education in Zoo Management

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 Zoo Management

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
Practical Zoological Management 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
Practical Zoological Management skills	30	N/A	N/A	No	All (Year 2)	No

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

<u>Programme Structure - LEVEL 5 – Full Time</u>						
						registerable module?
Continuing Professional Development	30	N/A	N/A	No	All	N/A
Research Methods	30	N/A	N/A	No	All	N/A
Management of Zoological Collections	30	N/A	N/A	No	All	N/A
Conservation of Global Biodiversity	30	N/A	N/A	No	All	N/A
<u>Programme Structure - LEVEL 5 – Part Time</u>						
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)	N/A
Research Methods	30	N/A	N/A	No	All (Year 2)	N/A
Management of Zoological Collections	30	N/A	N/A	No	All (Year 1)	N/A
Conservation of Global Biodiversity	30	N/A	N/A	No	All (Year 2)	N/A

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

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Draw from theory, practicals, investigations, and application of principles to develop knowledge and understanding of animal behaviour in a range of species.</p> <p>A2 Recognise and apply the scientific principles underpinning the care and management of animals in captivity.</p> <p>A4 Explore habitat requirements for a range of species and analyse factors influencing the effective exhibition of captive species</p>	<p>Active and experiential learning</p> <p>Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work.</p> <p>Theoretical knowledge in Zoo Management will be put into practice within practical sessions and project-based learning.</p> <p>Formal approaches and assessment</p> <p>A variety of teaching and learning strategies are employed throughout this programme 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.</p> <p>Students are encouraged to carry out independent research and develop self-assessment skills.</p> <p>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.</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>Guest speakers will also be invited to share their industry-based knowledge.</p> <p>Assessment strategies</p> <p>Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes posters, presentations, peer teaches, reports, practical assessments and portfolios.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Recognise and apply theory, concepts and principles from diverse disciplines appropriately.</p> <p>B3 Attain knowledge and understanding to address both familiar and novel problems.</p>	<p>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.</p> <p>Active and experiential learning</p> <p>Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Zoo Management will be put into practice within practical sessions and project-based learning.</p>

3B. Cognitive skills	
	<p>Formal approaches and assessment</p> <p>A variety of teaching and learning strategies are employed throughout this programme 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.</p> <p>Students are encouraged to carry out independent research and develop self-assessment skills.</p> <p>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.</p> <p>Guest speakers will also be invited to share their industry-based knowledge.</p> <p>Assessment strategies</p> <p>Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes posters, presentations, peer teaches, reports, practical assessments and portfolios.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Collect and record information or data from primary or secondary sources, summarising it using appropriate qualitative and quantitative techniques.</p> <p>C2 Plan and undertake investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, legal requirements and sensitivity to impact of investigations on the environment and stakeholders.</p> <p>C4 Justify construction of a planned enrichment or behavioural modification programme that will have immediate and long term solutions for animals in controlled environments.</p>	<p>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 prevalent within the professional development modules where students are encouraged to partake in work based learning of up to 75 hours each year.</p> <p>Active and experiential learning</p> <p>Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work.</p> <p>Theoretical knowledge in Zoo Management will be put into practice within practical sessions and project-based learning.</p> <p>Formal approaches and assessment</p> <p>A variety of teaching and learning strategies are employed throughout this programme 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.</p> <p>Students are encouraged to carry out independent research, work based learning and develop self-assessment skills.</p> <p>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</p>

3C. Practical and professional skills	
	<p>part in group projects, presentations, journal critiquing, essays, reports and case studies.</p> <p>Guest speakers will also be invited to share their industry-based knowledge.</p> <p>Assessment strategies specific to these learning outcomes:</p> <p>Practical skills will be assessed through portfolios, data collection and observational records.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Begin to develop skills in:</p> <p>D1 Self-Awareness Skills</p> <ul style="list-style-type: none"> • 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. <p>D2 Communication Skills</p>	<p>Active and experiential learning</p> <p>Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Zoo Management 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.</p> <p>Formal approaches and assessment</p> <p>A variety of teaching and learning strategies are employed throughout this programme 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.</p>

3D. Key/transferable skills	
<ul style="list-style-type: none"> • Express ideas clearly and unambiguously in writing and the spoken word. • Present, challenge and defend ideas and results effectively orally and in writing. • Actively listen and respond appropriately to ideas of others. <p>D3 Interpersonal Skills</p> <ul style="list-style-type: none"> • 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. <p>D4 Research and information Literacy Skills</p> <ul style="list-style-type: none"> • Search for and select relevant sources of information. • 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. <p>D5 Numeracy Skills</p>	<p>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.</p> <p>Guest speakers will also be invited to share their industry-based knowledge.</p> <p>Assessment strategies</p> <p>Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes posters, presentations, peer teaches, reports, practical assessments and portfolio</p>

3D. Key/transferable skills	
<ul style="list-style-type: none"> • 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. • 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. <p>D6 Management & Leadership Skills</p> <ul style="list-style-type: none"> • Determine the scope of a task (or project). • Identify resources needed to undertake the task (or project) and to schedule and manage the resources. • Evidence 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. <p>D7 Creativity and Problem Solving Skills</p> <ul style="list-style-type: none"> • Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems 	

3D. Key/transferable skills	
<ul style="list-style-type: none"> • Work with complex ideas and justify judgements made through effective use of evidence 	

Certificate of Higher Education in Zoo Management

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Derive from theory, practicals, investigations, and application of principles to develop knowledge and understanding of animal behaviour in a range of species.</p> <p>A3 Demonstrate understanding of the legal framework in managing animal collections in private and public zoological environments and recognise the challenges in managing animal collections.</p> <p>A4 Evaluate habitat requirements for a range of species and analyse factors influencing the effective exhibition of captive species.</p>	<p>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 Zoo Management 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.</p> <p>Formal approaches and assessment A variety of teaching and learning strategies are employed throughout this programme 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.</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>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.</p> <p>Guest speakers will also be invited to share their industry-based knowledge.</p> <p>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 portfolio</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Apply theory, concepts and principles from diverse disciplines appropriately.</p> <p>B2 Critically analyse information synthesising and summarising the outcomes.</p> <p>B3 Apply knowledge and understanding to address both familiar and novel problems.</p> <p>B4 Utilise research skills that enhance contribution to the animal industry.</p>	<p>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.</p> <p>Active and experiential learning</p> <p>Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work.</p>

3B. Cognitive skills	
	<p>Theoretical knowledge in AZoo Management will be put into practice within practical sessions and project-based learning.</p> <p>Formal approaches and assessment</p> <p>A variety of teaching and learning strategies are employed throughout this programme 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.</p> <p>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.</p> <p>Guest speakers will also be invited to share their industry-based knowledge.</p> <p>Assessment strategies</p> <p>Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes media articles, workshop presentations, websites, reports and exams.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C2 Devise, plan and conduct investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, legal requirements and sensitivity to impact of investigations on the environment and stakeholders.</p> <p>C3 Recognise and interpret animal behaviour and husbandry information and use in decision making leading to enhanced welfare standards.</p>	<p>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 prevalent within the professional development modules where students are encouraged to partake in work based learning of up to 75 hours each year.</p> <p>Active and experiential learning</p> <p>Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work.</p> <p>Theoretical knowledge in Zoo Management will be put into practice within practical sessions and project-based learning.</p> <p>Formal approaches and assessment</p> <p>A variety of teaching and learning strategies are employed throughout this programme 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.</p> <p>Students are encouraged to carry out independent research, work based learning and develop self-assessment skills.</p> <p>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</p>

3C. Practical and professional skills	
	<p>part in group projects, presentations, journal critiquing, essays, reports and case studies.</p> <p>Guest speakers will also be invited to share their industry-based knowledge.</p> <p>Assessment strategies specific to these learning outcomes:</p> <p>Practical skills will be assessed through portfolios, data collection and observational records.</p>
3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Enhance skills in:</p> <p>D1 Self-Awareness Skills</p> <ul style="list-style-type: none"> • 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. 	<p>Active and experiential learning</p> <p>Tutors will direct students to be responsible for their own independent learning, but there will be opportunities for group work. Theoretical knowledge in Zoo Management 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.</p> <p>Formal approaches and assessment</p> <p>A variety of teaching and learning strategies are employed throughout this programme 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.</p>

3D. Key/transferable skills	
<p>D2 Communication Skills</p> <ul style="list-style-type: none"> Express ideas clearly and unambiguously in writing and the spoken work. Present, challenge and defend ideas and results effectively orally and in writing. Actively listen and respond appropriately to ideas of others. <p>D3 Interpersonal Skills</p> <ul style="list-style-type: none"> 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. <p>D4 Research and information Literacy Skills</p> <ul style="list-style-type: none"> Search for and select relevant sources of information. 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. <p>D5 Numeracy Skills</p>	<p>Students are encouraged to carry out independent research and develop self-assessment skills.</p> <p>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.</p> <p>Guest speakers will also be invited to share their industry-based knowledge.</p> <p>Assessment strategies</p> <p>Summative assessment strategies for this programme are varied to encourage modern transferable skills. This includes media articles, workshop presentations, websites, reports and exams.</p>

3D. Key/transferable skills	
<ul style="list-style-type: none"> • 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. • 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. <p>D6 Management & Leadership Skills</p> <ul style="list-style-type: none"> • Determine the scope of a task (or project) • Identify resources needed to undertake the task (or project) and schedule and manage the resources. • Evidence 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. <p>D7 Creativity and Problem-Solving Skills</p> <ul style="list-style-type: none"> • Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems 	

3D. Key/transferable skills	
<ul style="list-style-type: none">• Work with complex ideas and justify judgements made through effective use of evidence	

Foundation degree in Zoo Management

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 (not compulsory)

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 of 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

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 Programme 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 reflect [Subject 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.

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.

Level	Study module/unit	Programme outcomes														Available as single registerable module?									
		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								No
	Development of Personal and Professional Skills									x				x	x								x		No
	Breeding Programmes and Animal Husbandry				x			x			x				x										No
	Practical Zoological Management skills		x			x								x					x						No

Level	Study module/unit	Programme outcomes														Available as single registerable module?									
		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			No
	Research Methods	x							x		x							x					x		No
	Management of Zoological Collections			x	x	x						x					x								No
	Conservation of Global Biodiversity			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.