

## Nottingham Trent University Course Specification

Basic Course Information		
1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	School of Animal, Rural & Environmental Sciences / Brackenhurst Campus
3.	Final Award, Course Title and Modes of Study:	FdSc Animal Science (Full Time, Sandwich)
4.	Normal Duration:	Full Time (2 years); Sandwich (3 years)
5.	UCAS Code:	D325; D326

6. Overview and general educational aims of the course
<p>The animal industry stretches from animal conservation, animals used for food, work, recreation or companion animals through a host of sectors from farms, the retail industry, scientific procedures or zoos. This course aims to support the link between science and the animal industry. It responds to the most controversial subjects by examining the impact on the animals.</p> <p>The course aims to equip students with a combination of scientific knowledge and management skills in animal studies. The course is vocational in nature with strong industry links applied during work experience and career planning. These are further developed through various methods, ranging from external visits to the different animal industries (e.g. zoos, aquaria, farms and breeding centres), alumni and guest lecturers. These visits are educationally strengthened through on-site lectures and field activities. Student experience is further enhanced by the use of visiting speakers and alumni. Practical skills are taught at level 4 in the laboratory and the animal unit. This serve to provide students with those skills that will be applied during a period of work experience flexibly facilitated throughout the duration of the course. These skills are developed and applied at level 5. The identification of skills necessary for career progression and the provision of facilities and networking opportunities allows students to be well equipped to perform a proactive role in a range of animal related industries.</p> <p>Alongside the vocational activities, students develop academic skills, which will prepare them for continued development onto a BSc Degree (Animal Biology or Zoo Biology).</p> <p>The overall aims of the course are:</p> <ul style="list-style-type: none"> <li>• To provide students with the skills, knowledge and application necessary to work within the animal industry</li> <li>• To impart a critical awareness of the fundamental principles of animal science, welfare and ethics</li> </ul>

- To develop vocational skills that enable students to respond to the changing needs of the animal industry
- To provide transferable skills that will support your personal, academic and career development
- To enhance knowledge and experience gained through work by providing a part-time learning route

**7. Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

**Knowledge and understanding**

By the end of the course you should be able to:

- Demonstrate familiarity with a wide range of subject-specific facts and principles in combination with an awareness of the current limits of theory and applied knowledge (B)
- Integration of theory, experiment, investigation and fieldwork, and the development of principles into promoting animal welfare (B)
- Consider awareness of risks of exploitation in the animal industry and the requirement for sustainable solutions (B)
- Critically evaluate current issues of wider concern to society and the world in the management of animal populations (B)
- Identify current gaps in knowledge, skills or understanding in order to maintain a career progression in the animal industry (B)

(B) Indicates those outcomes based on specific reference to the QAA Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences Benchmark statements (2016).

**Skills, qualities and attributes**

By the end of the course you should be able to:

- Tackle problems by collecting, analysing and evaluating appropriate qualitative and quantitative information, and using it creatively and imaginatively to solve problems, introduce and develop innovations, and make decisions inherently to the animal industry (B)
- Devise, plan and undertake field, laboratory or other investigations in a responsible, sensitive and safe manner, paying due diligence to risk assessment, ethical and data protection issues, rights of access, and relevant health and safety issues (B)
- Prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques and packages (B)
- Develop subject-specific and generic skills, problem solving and a professional approach to study and lifelong learning (B)

- Communicate accurately, clearly, concisely, confidently and appropriately to a variety of audiences using a range of formats and employing appropriate scientific language (B)
- (B) Indicates those outcomes based on specific reference to the QAA Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences Benchmark statements (2016).

#### 8. **Teaching and Learning Methods**

Level 4 teaching provides a fundamental understanding of scientific principles and basic practical skills. The methods used are therefore based around a core delivery of formal lectures and practical sessions. The practical elements of these occur on the animal unit and in current industry practice through a range of visits to animal establishments and by visiting speakers. The use of group exercises and tasks assist in the development of interpersonal, team working and communication skills. Controversial animal related topics provide valuable opportunities for the development of discussion as well as rational and analytical thinking based on scientific evidence.

A further feature of level 4 is the provisioning of opportunities to explore career opportunities in a diverse range of industries. This is tied in with a supportive tutorial framework, which aims to ensure that you get the most out of the learning opportunities. The development of oral presentation skills is facilitated through taught skills and assessed presentations in different topic areas.

The foundation for later specialist development is also facilitated at level 4 whereby assessments allow a specialism to be selected or for a broad experience to be gained at student's discretion. This provides vital underpinning for level 5.

At level 5 the development of autonomous learning becomes a feature as teaching styles become more student centred with projects and the development of research skills. Ideals are focused on the realities of the workplace with opportunities to make a genuine difference presented. Independent learning motivates the desire for continued learning in the workplace. The professional development work experiences are shared in order to enhance and strengthen this learning. A research project can be undertaken in the workplace and provides an ideal opportunity to not only develop the knowledge and skills acquired but also to test them in a real industry. This permits continued development of the specialism selected at level 4 or the broadening of experience across new areas of interest.

The course is enhanced considerably by the animal unit, which currently holds approximately 150 animals across 40 species. This valuable resource provides opportunities for the development of handling skills and the application of knowledge on site. It also facilitates research and projects in the areas of behaviour and nutrition.

#### 9. **Assessment Methods**

The course uses a variety of assessment techniques, which reflect the vocational and applied nature of the provision. Subject knowledge and understanding is assessed primarily through academic essay, reports, project, unseen examinations and oral presentations. Assessment will be both summative and formative in nature for all elements of the course.

At level 4 the assessment methods used are academic essay, practical observation, presentation and scientific reports/practical observation, laboratory reports and an unseen exam.

At level 5, the assessment methods used include academic essay, a research project, a presentation and a video guide.

Opportunities for formative assessment occur throughout the course with the use of class tests, seminars and Q&A sessions. Through these staff will provide students with a mix of formal/informal feedback on their progress and development.

#### **10. Course structure and curriculum**

The course is studied on either a full-time (2 year) course or part-time (3 year) course. There is the option of an industrial placement between years 1 and 2 or 2 and 3 for those students who consider topping up to a BSc degree.

The modules have been chosen to address the course outcomes and to allow the development of the basic knowledge and skills as progression is made.

##### **Level 4**

Animal Health and Disease – 20cp

Animal Management and Welfare – 40cp

Professional Skills for Animal Industry– 20cp

Fundamentals of Animal Biology – 40cp

##### **Level 5**

Animal Nutrition – 20cp

Disease Control and Epidemiology – 20cp

Animal Project – 20cp

Animal Training – 20cp

Animal Industry Placement– 20cp

Animal Reproduction and Breeding – 20cp

##### **Sandwich Award**

If you take the sandwich placement you will be eligible for a Placement Diploma in Professional Skills award if you:

- a) satisfactorily complete at least 36 weeks of supervised work experience;
- b) receive satisfactory reports from the placement tutor and/or workplace supervisor in respect of the competencies or learning outcomes or experience gained;
- c) submit all required tasks for the award

##### **Interim Award**

If a student does not progress to the final stage they may receive a Higher Certificate in Animal Science if 120 credits have been completed at Level 4.

#### **11. Admission to the course**

### **Entry requirements**

For current information regarding all entry requirements for this course, please see the course information web page.

### **12. Support for Learning**

Student support is provided in the first instance through an induction programme providing all of the essential information about the course and the support we provide for your learning. This includes IT, library and animal unit inductions. During induction students will be able to access a detailed course information pack and more detailed module information will come with each topic. The induction is an informal opportunity for students to get familiar with their peers and with second year students, enhancing the community feel of the course and providing students with a vertical and horizontal buddying system. During the year, further support is provided through the tutorial process where lecturers meet their personal tutees at various times in the term to provide pastoral and academic support.

Further support is provided by the student support services, which offers weekly time slots for students who want to discuss personal queries. An additional resource comes in the form of students mentors who can provide academic support to their colleagues and guide them towards pastoral care if necessary. Additional learning support is also provided for students with specific learning needs such as dyslexia. Specialist careers advice is provided by the University Careers Service.

### **13. Graduate destinations / employability**

Students can pursue a variety of careers, including working with retail organisations, local authorities, veterinary practices, wildlife parks, animal welfare charities, conservation organisations and zoos.

Students who successfully complete the FdSc Animal Science course can progress onto the final year of a BSc Degree (Animal Biology or Zoo Biology). Students are equipped with a wide range of transferable skills applicable to a range of subject and non-subject specific graduate opportunities.

Regular consultation with employers ensures the continued relevance of the curriculum to employment opportunities. Industrial advisory committee meetings are one way in which such consultation is carried out, and also provide valuable opportunities for you to meet employers and identify the skills which industry needs.

### **14. Course standards and quality**

There are well established systems for managing the quality of the curriculum within the School.

- Induction questionnaires, mid-year reviews, end-of-year reviews, module feedback questionnaires and School end-of-year questionnaires are all used to gather feedback from

students on their learning experiences.

- Employer involvement in the reviews of the course.
- An external examiner submits an annual report on the standards and quality of the course. This report also informs the course standards and quality report.
- Termly course committee meetings, attended by student representatives and academic staff, provide an opportunity for students to raise any issues relating to the course.

The outcomes of all the above inform quality management committees through the annual reporting process and inform action plans for the following year, leading to curriculum modifications and development. An action plan produced as a result of monitoring provides a focus for the course teams and the School. This is monitored through the course committees to ensure that the action loops are closed and there are no outstanding issues. In this way, you are updated on the actions taken in response to issues raised previously and have the opportunity to feed back to staff on the impact of any changes made.

**15. Assessment regulations**

This course is subject to the University's Common Assessment Regulations (located in its [Academic Standards and Quality Handbook](#)). Any course specific assessment features are described below:

The award classification will be calculated using 20% of the aggregate mark for level 4 and 80% of the aggregate grade at level 5.

**16. Additional Information**

Collaborative partner(s):

Course referenced to national QAA  
Benchmark Statements:

Agriculture, Horticulture, Forestry,  
Food, Nutrition and Consumer  
Sciences (2016)

Course recognised by:

Date this course specification  
approved:

June 2019

Any additional information:

Some modules may be delivered with other cohorts from different courses, in particular the BSc Animal Biology. This provides an opportunity for students to broaden their experience and gain confidence from the class interactions.