

Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Animal		
Programme Title	FdSc Animal Behaviour and Welfare		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	FdSc Animal Behaviour and Welfare		
Default Award Title	None		
Interim Award Titles	Certificate of Higher Education in Animal Behaviour and Welfare Certificate in Animal Science		
Mode(s) of Study	Full time / Part time		
Codes	UCAS: D328A		UNIT-e: FDSAABWX
Relevant QAA Subject Benchmark Statements	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences		
Last Major Approval Date	31 August 2018	Valid from	1 September 2018
Amendment Approval Date	V2.2 – 13 February 2019	Amended with effect from	V2.2 - 01 September 2019
Version	2.2		
Review Due By	1 September 2024		

Part 2: Educational Aims of the Programme

The Foundation Degree in Animal Behaviour & Welfare aims to equip students with knowledge, practical ability and intellectual skills to enable them to develop new ideas and to analyse current processes and practices in animal behaviour and welfare sciences. They should develop a range of key skills to enable them to quantify the behaviour expressed by animals and to use this to assess welfare. The programme will prepare the learner with a foundation for lifelong learning and enable them to:

1. Obtain knowledge and critical understanding of the well-established principles of animal behaviour and animal welfare sciences;
2. Apply practical skills to the animal behaviour/welfare industries;
3. Think constructively, discuss concepts and theories, and propose sound and reasoned solutions to problems that are encountered in the management of animals;
4. Meet the needs of the industry providing the foundation for a range of careers;
5. Transfer skills to enable students to work at different levels within the animal related industries;
6. Make full use of vocational opportunities within the animal industry and use the workplace to improve animal related competencies;
7. Effectively communicate information and developments in a variety of forms appropriate to an academic and industry environment;
8. Access a coherent and relevant programme of study that enhances their ability to work within animal behaviour and animal welfare related industries, or progress onto further study to BSc (Hons) level.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This qualification prepares students for employment through a work placement in an approved role, giving extensive opportunity to engage with employers and to apply knowledge gained in the lecture theatre. These hours in the work place will be used to develop and demonstrate core competencies which are integral to the animal industry. Extensive self-reflection will form part of the learning process to ensure students are able to identify strengths and address weaknesses. Placements will be sought in local and national animal welfare charities, zoos, wildlife parks and similar in order to provide a clear opportunity to work closely with species of choice.

Through the broad range of teaching methods employed students will demonstrate confidence in their understanding and application of knowledge of scientific principles. Transferable skills will form an integral part of all assessment so students will demonstrate communication, IT, team work and presentation skills.

Part 3: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 award requirements that are in addition to those described in the Hartpury Academic Regulations
- 3 module diet, including compulsory and optional modules

Note: As discussed with a personal tutor, Principles of Animal Biology is a requirement if a student does not hold A-level Biology grade E or above, or equivalent.

		Compulsory Modules	Optional Modules	Awards
	Year 1	Animal Behaviour (HANXNS-30-4) Animal Practice (HANVX3-30-4) Introduction to Animal Welfare (HANXK9-15-4) Biodiversity (HANXK6-15-4) Animal Health & Disease (HANXKK-15-4)	Principles of Animal Biology (HANXK8-15-4) OR Systems Biology (HANXK4-15-4)	<u>Certificate in Animal Science</u> <u>CertHE Animal Behaviour & Welfare</u> <u>FdSc Animal Behaviour & Welfare</u>
	Year 2	Animal Industry (HANVLS-30-5) Animal Welfare Assessment (HANXSM-15-5) Ethics & Welfare (HANXSW-15-5)	Students are normally required to select 60 credits from the optional modules listed below: Measuring Animal Behaviour (HANXSS-15-5) Management of Domestic Animals (HANXT8-30-5) Behavioural & Evolutionary Ecology (HANXSR-30-5) Companion Animal Behaviour & Training (HANXST-15-5) New Venture Creation (HSPXTX-15-5) Field Course (HANXSY-15-5) Independent Report (HANXRX-15-5) Undergraduate Research Process (HANXU5-15-5)	

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**. This is an example only; the route would be considered with the student in order to support module choices.

		Compulsory Modules	Optional Modules	Awards
	Year 1.1	Animal Behaviour (HANXNS-30-4) Animal Practice (HANVX3-30-4) Principles of Animal Biology (HANXK8-15-4)		<u>Certificate in Animal Science</u> <u>CertHE Animal Behaviour & Welfare</u>
	Year 1.2	Introduction to Animal Welfare (HANXK9-15-4) Systems Biology (HANXK4-15-4) Biodiversity (HANXK6-15-4) Animal Health & Disease (HANXKK-15-4)		<u>FdSc Animal Behaviour & Welfare</u>
	Year 2	Animal Industry (HANVLS-30-5) Ethics & Welfare (HANXSW-15-5)	Measuring Animal Behaviour (HANXSS-15-5) Management of Domestic Animals (HANXT8-30-5) New Venture Creation (HSPXTX-15-5) Field Course (HANXSY-15-5)	
		Animal Welfare Assessment (HANXSM-15-5)	Behavioural & Evolutionary Ecology (HANXSR-30-5) Companion Animal Behaviour & Training (HANXST-15-5) Independent Report (HANXRX-15-5) Undergraduate Research Process (HANXU5-15-5)	

Part 4: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:		Animal Behaviour	Animal Practice	Principles of Animal Biology	Systems Biology	Biodiversity	Introduction to Animal Welfare	Animal Health & Disease	Animal Industry	Animal Welfare Assessment	Undergraduate Research Process	Measuring Animal Behaviour	Management of Domestic Animals	Behavioural & Evolutionary Ecology	Ethics & Welfare	Companion Animal Behaviour & Training	New Venture Creation	Field Course	Independent Report
A) Knowledge and understanding of:																			
1	An understanding and awareness of the problems and/or new insights into animal behaviour and animal welfare sciences.	✓	✓			✓	✓	✓	✓	✓		✓		✓	✓	✓			
2	The skills and ability to collect and manage biological data, including behavioural data and parameters of animal welfare assessment.	✓		✓		✓	✓				✓	✓					✓	✓	
3	An understanding of the ethical issues in relation to captive animal management and welfare.	✓	✓				✓	✓	✓	✓			✓		✓	✓			
4	An understanding of government policy and legislation relating to animal welfare.		✓			✓	✓		✓	✓					✓				
5	The ability to apply the knowledge gained during the programme, together with an understanding of how established techniques of enquiry are used to create and interpret knowledge in applied science.	✓	✓	✓	✓	✓	✓	✓			✓	✓					✓	✓	
6	An understanding of basic business principles and a sound knowledge of employer expectations, in the context of good working practices, needed by the individual in the work place.		✓						✓				✓				✓		
7	An understanding of biological principles that affect animal behaviour at all levels, from cellular to ecosystem functioning.			✓	✓	✓							✓	✓					
(B) Intellectual Skills																			
1	Use problem-solving skills and decision-making strategies to support investigations in the context of animal welfare assessment.				✓		✓			✓			✓		✓				
2	Identify, analyse and discuss key themes/problems in written and oral communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Use skills of reflective thinking to support effective methods of animal behaviour and welfare measurement.	✓					✓		✓	✓		✓							
4	Demonstrate the ability to apply informed decision-making in the management of captive animals.		✓				✓	✓	✓	✓			✓						
5	Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of animal behaviour and/or animal welfare.	✓					✓				✓	✓					✓	✓	
6	Discuss an aspect of animal behaviour or animal welfare science based on knowledge gained in the programme, which highlights both implications and recommendations for developing current and future animal behaviour and animal welfare practices.	✓					✓			✓						✓			✓
(C) Subject/Professional/Practical Skills																			
1	Undertake skilled and competent animal behaviour measurement and animal welfare assessments	✓			✓		✓			✓		✓							
2	Describe, organise and interpret numerical data and conceptual written information	✓			✓	✓					✓	✓					✓	✓	

3	Communicate effectively with individuals, establishing professional relationships within the animal management community	✓						✓											
4	Maintain the standards and practices required of the UK Animal industry, through vocational experience and its required practical competencies	✓		✓	✓			✓				✓							
5	Recognise moral/ethical dilemmas and issues.	✓			✓	✓	✓	✓		✓		✓			✓				
6	Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study.	✓						✓											✓
(D) Transferable skills and other attributes																			
1	Communicate effectively with a wide range of individuals and groups using a variety of means.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Reflect on their own academic, vocational and professional performance.	✓	✓	✓	✓	✓	✓	✓	✓										
3	Utilise problem-solving skills in a variety of theoretical and practical situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Manage change effectively and respond to changing demands.	✓								✓									
5	Take responsibility for personal and professional learning and development.	✓								✓								✓	
6	Manage time, prioritise workloads and recognise and manage personal emotions and stress.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Understand career opportunities and challenges ahead and begin to plan a career path.	✓								✓									
8	Use information management skills, for example: information technology; library resources; the use of information technology in the workplace.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 5: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

There is a policy for a minimum average requirement of 15 hours in year one and 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdSc Animal Behaviour and Welfare programme there is a mixture of teaching approaches including:

Scheduled Learning

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent Learning

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement Learning

This programme includes an essential work placement component.

Virtual Learning Environment (VLE) or equivalent

This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

Careers

To support learner's career preparations, careers personnel visit the institution on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of any Distinctive Features

The purpose of the programme is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a basis for pursuing a career in animal behaviour/welfare.

The programme has been designed to build on the competencies of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within a variety of vocational opportunities to be found operating in the sector. There has been substantial employer input in the design of the programme through vocational panels representing employers from the local area, thus identifying employer's needs and current skills gaps in animal behaviour.

In the Foundation degree programme academic knowledge and understanding reinforces the development of vocational skills to equip the student with the skills and knowledge relevant to the needs of employer. The flexibility of the Foundation degree allows those already in work to re-engage in higher education whilst making full use of, and awarding credit for, prior experiential learning within the working environment. The Foundation degree also provides a pathway for lifelong learning and the opportunity to progress to Honours degree programmes.

Students undertaking Foundation degrees at the institution study alongside Honours degree students for many of their modules. The majority of lectures and practical work are shared, and

Part 5: Student Learning and Student Support

students benefit from the differing strengths and experiences of each student cohort. The shared teaching experience makes for a smooth progression from Foundation degree to Honours degree, where appropriate. Separate seminar work, assessment and tutorials maintains distinction between the two programmes.

Learners undertake two work based modules which contribute to the overall ethos of work related learning that forms the basis of the Foundation degree. Level 4 students undertake the 'Animal Practice' module, which prepares the learner for work and incorporates work placement in a relevant industry, which underpins the knowledge and practical capabilities gained throughout Year 1. Knowledge and understanding from this work based learning is then used and developed in the Year 2 'Animal Industry' module, which helps the student to identify how businesses are run and prepares the student for future careers through engaging with further work placement. As part of this module students compile a portfolio that reflects the work placement providers' organisation or business (how it was run, how decisions were made, etc) which is assessed.

Learners are supported throughout the programme through online web-based support such as the VLE and Digital collection, and individual tutorial sessions with a designated tutor.

Through complementary studies, students are able to acquire additional professional qualifications such as first aid, health and safety, risk assessment, safe use of pesticides, all-terrain vehicle training, and chainsaw operation.

Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpurv.ac.uk>

Assessment Strategy

There is an element of formative assessment in each of the compulsory and optional modules. Testing of the knowledge base is through written examinations, assessed coursework, oral presentations, portfolio development and through practical tasks undertaken in controlled conditions. Due to the applied nature of the programme a significant proportion of the modules will include practical assessments, however at least 50% of the assessment will be carried out under controlled conditions. Work-based learning will be assessed through logs of hours, assessment of competencies and self-reflection of student achievement and progress.

In line with the institutions commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

Assessment Map for FdSc Animal Behaviour and Welfare

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 4	Animal Behaviour	A (26.64)		A (13.36)				B (30)	B(30)		
	Animal Practice						B (100)				A (P/F)
	Introduction to Animal Welfare	A (50)						B (50)			
	Principles of Animal Biology	A (50)							B (50)		
	Systems Biology				A (50)				B (50)		
	Biodiversity	A (50)							B (50)		
	Animal Health & Disease	A (70)							B (30)		
Compulsory Modules Level 5	Animal Industry						B (100)				A (P/F)
	Animal Welfare Assessment	A (40)							B (60)		
	Ethics & Welfare	A (50)					B (50)				
Optional Modules Level 5	Companion Animal Behaviour & Training	A (40)						B (60)			
	Measuring Animal Behaviour			A (100)							
	New Venture Creation						A (100)				
	Management of Domestic Animals					A (30)		B (70)			
	Behavioural & Evolutionary Ecology	A (30)							B (70)		
	Undergraduate Research Process								A (100)		
	Field Course						A (25)		B (75)		
	Independent Report		A (25)						B (75)		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institutions website (www.hartpury.ac.uk).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015

The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'.

Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021

These have been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

Part 8: Reference Points and Benchmarks

Staff research projects

The proposed modules for the Animal Behaviour and Welfare programme are based on well-established teaching areas within the institution. These modules will be taught by staff who are either research active or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

Employer interaction/feedback


Vocational Panel meetings provide a forum for discussion about the purpose of the programme, features that make the programme distinctive and the skills and knowledge that the programme needs to provide to ensure that it is current and relevant to the needs of the industry.

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the Institution's website.

Programme Amendment Log

Programme Title:	FdSc Animal Behaviour and Welfare
Programme Code:	D328 / FDSAABWX
Initial Approval Date:	1 September 2013
Approved by:	Hartpury Curriculum Approval Committee
Approved until:	01 September 2023
Original version number:	6.2

Changes:

Current version number: V2.1 01 September 2018	
Outline Change Details: Module name change from "Behavioural Measurement" to "Measuring Animal Behaviour"	
Material Alteration: No	
Rationale: Proposed name change makes the module clearer in terms of content covered.	
Module description for Course Information Sheets: No changes to description, same as before. Only change is module name.	
Change requested by: Sienna Taylor <input checked="" type="checkbox"/> I can confirm that all programme managers have been consulted and support this change <input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I have retained evidence of this consultation which has been placed in the Module File <div style="text-align: center; margin-top: 20px;">  </div> <div style="display: flex; justify-content: space-between;"> <div>Signature:</div> <div>Date: 20/11/2018</div> </div>	
Name of Head of Department: Jane Williams Yes I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department <div style="display: flex; justify-content: space-between;"> <div>Signature: Jane Williams</div> <div>Date: 20/11/18</div> </div>	
Approval Committee and Date:	CVC 2019 02 13
Change approved with effect from:	1 September 2019
Resulting new version number:	V2.2 (intakes 2018 and 2019)

Version2.1

Rationale: 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Award Titles amended to replace (SW) with (IP). 3. Removed BUWE B80. 4. Subject Benchmark Statements updated where required	
Material Alteration: Yes and Course Information Sheet amended appropriately: Not required	
Outline Change Details: 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University.	
Change requested by:	Academic Registrar
CVC approval date:	31 August 2018

Change approved with effect from:	01 September 2018
New version number:	2.1