

Programme Specification 2011 Intake

Section 1. Basic Data:

Awarding institution/body	University of the West of England
Teaching institution	Hartpury College
Faculty responsible for programme	Hartpury
Programme accredited by	
Highest award title	FdSc Animal Behaviour & Welfare
Default award title	
Interim award title	Certificate in Animal Science CertHE Animal Behaviour & Welfare
Modular Scheme title	Undergraduate Modular Scheme, Hartpury College
UCAS code	BUWE B80 D328A
Relevant QAA subject benchmarking group(s)	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
On-going	
Valid from (insert date if appropriate)	September 2011
Authorised by: Rosie Scott	Date: March 2011
Version Code	
6.0	

Section 2. Educational aims of the programme:

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

1. Access a coherent and relevant programme of study that enhances their ability to work within animal behaviour and animal welfare related industries
2. Apply practical skills to the animal behaviour and animal welfare industries
3. Think constructively, discuss concepts and theories, propose sound and reasoned solutions to problems
4. Obtain knowledge and critical understanding of the well-established principles of animal behaviour and animal welfare sciences
5. Meet the needs of the industry sector providing the foundation for a range of careers
6. Transfer skills to different working environments
7. Make full use of vocational opportunities and experiences within a vocational setting and the workplace
8. Effectively communicate information, arguments and analysis in a variety of forms and deploy key techniques of the discipline effectively in their field of study and in a work context
9. Access opportunities and awards, which previously they might not have been able to.

Section 3. 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:

A. Knowledge and understanding of:

On successful completion of the programme, the student will have:

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.

Teaching/learning methods and strategies:

Essential principles and a range of concepts are introduced in the first year and the depth and the breadth of the subject is progressively explored over the next year through lectures, seminars, laboratory-based practicals, visits, demonstrations, self-evaluation and interactive learning through the world wide web (1 & 2).

Underpinning principles and processes are examined theoretically and practical skills developed within the laboratory during the two years with continuous assessment of these skills throughout (3 & 4).

Learners are exposed to a range of modules throughout the programme, which will introduce and develop knowledge and understanding of underpinning sciences, communication skills and diagnostic concepts, through laboratory practicals, seminars, lectures and interactive learning through the world wide web (4, 5 & 6).

Throughout the programme, learners are encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject (5).

Assessment:

The assessment of knowledge and understanding (1-6) will be undertaken by a variety of means depending on the module. These could include written assignments, unseen examinations, oral and poster presentations, role play and practical assessment.

B. Intellectual Skills:

On successful completion of the programme the student will be able to:

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.

Teaching/learning methods and strategies:

Intellectual skills (1-6) are developed through the use of enquiry-based and problem-based learning. For example, case studies will be used to enable students to develop an understanding of real-life situations and problem-solving.

Reflective skills (3) are developed through the use of lecture, seminars and personal support. Skills of critical thinking (2 & 3) are developed through the use of debate, discussion and exploration both within group seminar work and in contact with employers in the relevant industry through visits and guest lectures. Study skills tutorial support is available through the Graduate Development Programme. Assignment feedback gives direction and offers insights to students to establish their competency levels.

The formulation of a Personal Development Plan (PDP) is encouraged through personal tutor support and group tutorial support. This encourages the student to be self-reflective (3).

Principles of problem-solving (1 & 2) are explored and integrated throughout the modules. Problem-solving activities are used within scenario-based teaching and learning activities as the students' progress through the programme. Skills of judgement are created through exploration of current decisions made within the context of animal behaviour measurement and animal welfare assessment.

A variety of learning methods are employed that are designed to move the student towards taking responsibility for their own learning and to promote the ethos of lifelong learning through key lectures, student-led seminars, small group work, skills-based practice sessions, student-directed study including web-based study and learning through professionally-based staff and employers in the industry (6.)

Assessment

The assessment of intellectual skills (1-6) are undertaken by a variety of means depending on the module. These include written assignments, unseen or part-seen written examinations, seminar, oral and poster presentations.

<p>C. Subject/Professional/Practical Skills:</p> <p>On successful completion of the programme the student will be able to:</p> <ol style="list-style-type: none"> 1. Undertake skilled and competent animal behaviour measurement and animal welfare assessment skills 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. 	<p>Teaching/learning methods and strategies:</p> <p>Skills (1 & 2) are developed through formal teaching, seminars, workshops and integrated practical sessions;</p> <p>Visits and guest speakers from the industry help the students appreciate the standards required in this field (3 & 4)</p> <p>Seminars and learner-led discussions enable the student to appreciate ethical and welfare issues (5 & 6).</p> <p>Assessment</p> <p>Due to the applied nature of the programme a significant proportion of the modules include practical assessments, or assessment of case study/practical project reports.</p>
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D. Transferable skills and other attributes:

On successful completion of the programme the student will be able to:

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.

Teaching/learning methods and strategies:

The acquisition of key and transferable skills (1-8) is facilitated through small group work, lectures and seminars. These discussions are extended with employers in the industry through visits and guest lecturers. Students are encouraged to explore skills development and inter-professional working through scenario- and problem-based learning, as well as independent study that includes web-based learning resources.

Students are expected to attend the Graduate Development Programme, which incorporates learning opportunities to develop study skills and identify career opportunities in conjunction with UWE Careers.

Assessment

Key transferable skills are assessed in undertaking formative class work and other module assignments.

Section 4. Programme structure				
ENTRY ↓		Compulsory modules	Option modules	Interim awards
Level 1		UIN XGG-20-1: Animal Behaviour UIN VGY-20-1: Employment Skills UIN XMR-10-1: Introduction to Animal Welfare 8 week placement	UIN XGX-10-1: Companion Animal Behaviour UIN XMS-10-0: Principles of Animal Biology UIL XDJ-20-1: Principles of Ecology UIN XGB-20-1: Anatomy & Physiology UIN VGC-20-1: Introduction to Veterinary Science UIN XGV-10-1: Animal Genetics UIN XGE-10-1: Evolution and Biodiversity	Certificate in Animal Science Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above CertHE Animal Behaviour & Welfare Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above
Level 2		UIN XHF-20-2: Ethics & Welfare UIN VLE-20-2: The World at Work UIN VHT-10-2: Animal Welfare Assessment	UIN VHD-10-2: Laboratory Animal Management UIN XHE-20-2: Applied Veterinary Science UIN VLD-10-2: Behavioural Measures UIN XLU-10-2: Companion Animal Behaviour & Training UFM EFE-20-2: Statistics & Research Methods UIN XLQ-20-2: Behavioural Interactions UIN VLR-10-2: Field Course UIE XBJ-10-2: Introduction to Equine Behaviour UIN VHU-10-2: Exotic Animal Management UIN XHM-20-2: Behavioural and Evolutionary Ecology	Target award FdSc Animal Behaviour & Welfare Credit Requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above

→ **GRADUATION**

Section 5. Entry requirements:

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at foundation degree level and are likely to achieve the required standard. Applicants will have achieved five subjects including English, Mathematics and Science at GCSE level and either 120 UCAS Tariff Points or 24 International Baccalaureate points (to include one A2 preferably in a biological science) or equivalent.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

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

Section 6. Assessment Regulations:

MAR 3.0

Section 7. Student learning: distinctive features and support:

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

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 the varied range of vocational opportunities to be found operating in animal behaviour. 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 and supports the development of vocational skills to equip the student with the skills and knowledge relevant to their employment and to the needs of employers. The programme embraces the government's commitments to the expansion of higher education experience by 2010. The flexibility of the Foundation degree allows people 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 life long learning and the opportunity to progress to Honours degree programmes.

Students undertaking Foundation degrees at Hartpury College study alongside Honours degree students for many of their modules. The majority of lectures and practical work are shared, and 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 vocationally based modules within their programme, which contribute to the overall ethos of work related learning that forms the basis of the Foundation degree. Level 1 students undertake the "Employment Skills" module, which prepares the learner for work, after which the student undertakes an eight week work placement (or part-time equivalent) in a relevant industry, which underpins the knowledge and practical capabilities gained throughout Level 1. Knowledge and understanding from this work-based learning is then used in the Level 2 "World at Work" module, which helps the student to identify how businesses are run and prepares the student for future careers. 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.

Students are encouraged to maintain a Personal Development Plan (PDP). The PDP underpins the learners' ability to be reflective of their own academic, vocational and professional performance with feedback from tutors and visiting speakers from the industry.

Learners are supported throughout the programme through online web-based support such as the Virtual Learning Environment (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, RHS qualifications, safe use of pesticides, all-terrain vehicle training, and chainsaw operation. Opportunities to develop information technology skills are available, again through complementary studies, where students can undertake the European Computer Driving Licence (ECDL).

Section 8. Reference points/benchmarks:

QAA Subject Benchmark Statement:

- Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences

In addition the following benchmarks have been taken into consideration at subject level

- Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2001);
- The Framework for Higher Education Qualifications in England Wales and Northern Ireland (QAA 2001) Foundation Degree QAA document
- Foundation Degree: qualification benchmark (QAA 2004)
- University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001)
- Employer interaction/feedback: Field of Animal Science Vocational Panel meetings.

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.