

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	Hartpury College		
Delivery Location	Hartpury College		
Faculty Responsible for Programme	Hartpury College		
Department Responsible for Programme	Animal and Land Science		
Modular Scheme Title	Undergraduate Modular Scheme, Hartpury College		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Animal Behaviour and Welfare		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BSc Animal Behaviour and Welfare DipHE Animal Behaviour and Welfare CertHE Animal Behaviour and Welfare Cert Animal Behaviour and Welfare		
UWE Progression Route	None		
Mode(s) of Delivery	Full time/Part time		
Codes	UCAS: BUWE B80 Year 1: D329A Foundation Year: DF29		JACS: D300
	ISIS2: PA= D329 D329 (FT/PT) With Foundation Year: PA= D329 DF29 (FT/PT)		HESA:
Relevant QAA Subject Benchmark Statements	Agriculture, Horticulture, Forestry, Food and Consumer Sciences.		
First CAP Approval Date	29 May 2014	Revised CAC Approval Date	V5.5- 12 December 2014 V6- 07 July 2016 V6.3 – 28 March 2017 V7.0- 27 April 2017
Valid From	01 September 2013 (2015 entry)	Revised with effect from	01 September 2016 V6.3 01 September 2017 V7.0 01 September 2017
Review Date	01 September 2023		
Version	7.0		

Learning Outcomes:		Animal Behaviour	Systems Biology	Animal Genetics	Biodiversity	Introduction to Animal Welfare	Fundamental Skills for the Animal Scientist	Animal Health and Disease	Animal Welfare Assessment	Undergraduate Research Process	Management of Domestic Animals	Behavioural and Evolutionary Ecology	Behavioural Measurement	Ethics and Welfare	Companion Animal Behaviour & Training	Field Course	New Venture Creation	Independent Report	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Undergraduate Dissertation	Animal Trade and Welfare	Pet Behaviour Counselling	Wildlife and Zoo Management	Undergraduate Independent Study	Developments in Animal Science	Animal Psychology	Anthropology	Biodiversity & Conservation		
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
(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	Analyse data using statistical analysis, interpret the statistical analysis obtained and use statistics effectively in the presentation of an argument.	✓				✓			✓		✓	✓					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Use skills of reflective thinking to support effective methods of animal behaviour and welfare measurement.	✓				✓		✓	✓		✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Demonstrate the ability to apply informed decision-making in the management of captive animals.					✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of animal behaviour and/or animal welfare.	✓				✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Critically evaluate an aspect of animal behaviour or animal welfare science based on systematic rigorous research processes which highlights both implications and recommendations for developing current and future animal management practices.	✓				✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(C) Subject/Professional/Practical Skills																																
1	Undertake skilled and competent animal behaviour measurement and animal welfare assessment skills	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Organise, analyse and interpret numerical data and conceptual written information towards a given purpose	✓				✓		✓	✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Communicate effectively with individuals, establishing professional relationships within the animal management community			✓	✓	✓			✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning Outcomes:		Animal Behaviour	Systems Biology	Animal Genetics	Biodiversity	Introduction to Animal Welfare	Fundamental Skills for the Animal Scientist	Animal Health and Disease	Animal Welfare Assessment	Undergraduate Research Process	Management of Domestic Animals	Behavioural and Evolutionary Ecology	Behavioural Measurement	Ethics and Welfare	Companion Animal Behaviour & Training	Field Course	New Venture Creation	Independent Report	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Undergraduate Dissertation	Animal Trade and Welfare	Pet Behaviour Counselling	Wildlife and Zoo Management	Undergraduate Independent Study	Developments in Animal Science	Animal Psychology	Anthrozoology	Biodiversity & Conservation			
4	Maintain the standards and practices required of the UK Animal industry					✓	✓			✓					✓																	✓	
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 4: Student Learning and Student Support

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

At Hartpury, there is a commitment for a minimum average requirement of 15 hours/week contact time over the Foundation Year and Year One of the undergraduate programme. This contact time encompasses a range of face to 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 BSc (Hons) Animal Behaviour and Welfare 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. Scheduled sessions may vary slightly depending on the module choices made. Within the Foundation Year a feature will be the facilitated workshops and individual study, enabling students to benefit from small-group study.

Independent learning

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning

This programme includes an optional sandwich year and the option of an overseas field course.

International Academic Study

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

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 Hartpury 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 an intellectually challenging, vocationally relevant foundation for pursuing a career in animal behaviour and welfare or progressing to post-graduate study. The award 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 enterprises to be found operating within the animal based industries. There has been substantial employer input in the design of the honours degree in Animal Behaviour and Welfare through vocational panels representing employers from the local area, thus identifying employers' needs. In the programme academic knowledge and understanding will reinforce and support the development of abilities to equip the student with the skills and knowledge relevant to their employment and to the needs of employers.

Having entry points into both a Foundation Year and Level One, enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range of study backgrounds. The Foundation Year will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally the Foundation year includes an internship enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability.

The core modules, such as Animal Behaviour and Animal Welfare Assessment provide an understanding of the biological basis behind aspects of animal science as well as developing the necessary investigative skills

for research. This knowledge is developed and expanded throughout the subsequent modules such as Ethics and Welfare and Dissertation. Optional modules enable students to specialise in the type of animals they select to study, such as exotics or companion animals, or in the focus of the study, with opportunities to study topics such as behavioural ecology, animal psychology, management of domestic animals or the management of pet behavioural problems.

Work in the laboratory and field provides students with experience in the application of the theories learned in lectures. The programme utilises the extensive land and animal facilities present on site including the farm (which includes a dairy unit, a flock of Romney X Cheviots sheep and a red deer herd) and the animal care department (which has an extensive range of small and large mammals and vivarium species including reptiles, amphibians and invertebrates). Guest lecturers and visits to external organisations (including Bristol Zoo, Sequani, Guide Dogs etc.) allow students to appreciate how these theories are applied in commercial organisations and real-life situations.

There are also two optional residential field trips available as part of the programme. A field course module to South Africa runs in the second year of the programme. This provides students with an opportunity to explore African ecology and ethology. In the third year of the course there is a residential visit to Marwell Wildlife Park that is part of the Wildlife and Zoo Management module. This trip enables students to identify and evaluate the environmental and behavioural needs of a range of non-domestic animal species and provides the opportunity to investigate the necessary criteria for the reintroduction of animals into the wild.

Student study week which runs once every semester allows students to engage in a full programme of relevant short courses (such as animal first aid, animal handling, animal management, domestic animal microchipping, and lambing etc.) which often leads to either additional qualifications or the ability to gain relevant practical work experience.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between Hartpury College and an approved International Institution for BSc (Hons) Animal Behaviour and Welfare.

Part 5: Assessment

Approved variant to University [Academic Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment within the Foundation Year had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study.

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based, laboratory, farm and estate), seminars and debates, industry based visits and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. Module assessments are designed to apply the knowledge and experience gained from these learning opportunities to a real world context using a range of skills.

In line with the College's 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** including written examinations, essays, individual and group oral presentations, poster presentations, practical exams, laboratory reports and research dissertations.

These are detailed in the following assessment map:


Assessment Map for BSc (Hons) 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 Foundation Year	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice							A (25)	B (75)		
	Reviewing Literature							(A100)			
	Foundation Animal Studies			B (50)				A (50)			
	Foundation Biological Principals				A (50)						B (50)
Compulsory Modules Level 1	Animal Behaviour	A (26.64)		A (13.34)				B (30)	B (30)		
	Introduction to Animal Welfare	A (50)						B (50)			
	Systems Biology				A (50)				B (50)		
	Animal Genetics						A (100)				
	Biodiversity	A (50)							B (50)		
	Fundamental Skills for the Animal Scientist					A (100)					
	Animal Health & Disease	A (70)							B (30)		
Compulsory Modules Level 2	Animal Welfare Assessment	A (40)							B (60)		
	Ethics & Welfare	A (50)					B (50)				
	Undergraduate Research Process								A (100)		
Optional Modules Level 2	Companion Animal Behaviour & Training	A (40)							B (60)		
	Management of Domestic Animals					A (30)			B (70)		
	Behavioural & Evolutionary Ecology	A (30)							B (70)		
	Behavioural Measurement			A (100)							
	Field Course						A (25)		B (75)		
	Independent Report		A (25)						B (75)		
	New Venture Creation						A(100)				
	International Academic Study Portfolio										A (100)
	International Academic Study Project						A (25)				B (75)
International Academic Study Extended Project						A (25)				B (75)	
Compulsory Modules Level 3	Undergraduate Dissertation									A (100)	
	Animal Trade and Welfare	A (100)									
Optional Modules Level 3	Developments in Animal Science	A (100)									
	Pet Behaviour Counselling						A (50)		B (50)		
	Wildlife and Zoo Management						A (25)		B (75)		

Part 6: 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 interim award requirements
- 3 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Foundation Year	Foundation Skills Development (UINV8A-30-0) Academic Skills in Practice (UINV8B-30-0) Reviewing Literature (UINV8C-15-0) Foundation Animal Studies (UINV8G-15-0) Foundation Biological Principals (UINV8E-30-0)		<u>CertHE Animal Behaviour and Welfare</u> Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above <u>DipHE Animal Behaviour and Welfare</u> 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 at level 2 or above
	Year 1	Animal Behaviour (UINXNS-30-1) Animal Genetics (UINXNV-15-1) Animal Health and Disease (UINXKK-15-1) Biodiversity (UINXK6-15-1) Fundamental Skills for the Animal Scientist (UINV69-15-1) Introduction to Animal Welfare (UINXK9-15-1) Systems Biology (UINXK4-15-1)		<u>BSc Animal Behaviour and Welfare</u> Requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 at level 3 or above TARGET AWARD <u>BSc (Hons) Animal Behaviour and Welfare</u> Credit Requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above.
	Year 2	Animal Welfare Assessment (UINXSM-15-2) Ethics and Welfare (UINXSW-15-2) Undergraduate Research Process (UINXU5-15-2)	Students are normally required to select 75 credits from the optional modules listed below: Behavioural and Evolutionary Ecology (UINXSR-30-2) Behavioural Measurement (UINXSS-15-2) Companion Animal Behaviour and Training (UINXST-15-2) Field Course (UINXSY-15-2) Independent Report (UINXRX-15-2) Management of Domestic Animals (UINXT8-30-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2) International Academic Study Extended Project (UINXRR-45-2) New Venture Creation (UISXTX-15-2)	
	Year 3	Undergraduate Dissertation (UINV3R-45-3) Animal Trade and Welfare (UINV37-15-3)	Students are normally required to select 60 credits from the optional modules listed below: Developments in Animal Science (UINV3G-15-3) Pet Behaviour Counselling (UINV3K-15-3) Wildlife and Zoo Management (UINV3N-15-3) Undergraduate Independent Study (UINV3M-15-3) Animal Psychology (UINV4X-15-3) Anthrozoology (UINV38-15-3) Biodiversity & Conservation (UINV39-15-1)	
GRADUATION				

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

It is possible to graduate on a part time route. As an example the structure diagram would vary according to individual module choices.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Foundation Year	Foundation Skills Development (UINV8A-30-0) Academic Skills in Practice (UINV8B-30-0) Reviewing Literature (UINV8C-15-0) Foundation Animal Studies (UINV8G-15-0) Foundation Biological Principals (UINV8E-30-0)		<u>CertHE Animal Behaviour and Welfare</u> Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above <u>DipHE Animal Behaviour and Welfare</u> 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 at level 2 or above
	Year 1.1	Animal Behaviour (UINXNS-30-1) Fundamental Skills for the Animal Scientist (UINV39-15-1) Animal Health and Disease (UINXKK-15-1)		<u>BSc Animal Behaviour and Welfare</u> Requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 at level 3 or above
	Year 1.2	Systems Biology (UINXK4-15-1) Introduction to Animal Welfare (UINXK9-15-1) Animal Genetics (UINXNV-15-1) Biodiversity (UINXK6-15-1)		TARGET AWARD <u>BSc (Hons) Animal Behaviour and Welfare</u> Credit Requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above.
	Year 2.1	Animal Welfare Assessment (UINXSM-15-2) Undergraduate Research Process (UINXU5-15-2)	30 credits of optional modules	
	Year 2.2	Ethics and Welfare (UINXSW-15-2)	45 credits of optional modules	
	Year 3.1	Animal Trade and Welfare (UINV37-15-3)	45 credits of optional modules	
Year 3.2	Undergraduate Dissertation (UINV3R-45-3)	15 credits of optional modules		
GRADUATION				

Part 7: Entry Requirements

This programme has two entry points:

- Entry into a Foundation Year
- Entry into Year One

All applications will be considered individually. Non-academic and academic achievement will be considered. Current details can be found on our website, however the following examples from 2017/18 have been included. We may discuss applications with applicants.

Entry into Foundation Year:

Applicants will have achieved a minimum of 5 GCSE A* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points as appropriate for the year of entry, which for the academic year 2017/18 was 120 (UCAS old) or 48 (UCAS new) tariff points.

We welcome students with equivalent qualifications, including the International Baccalaureate.

Entry into Year One:

Applicants will have achieved a minimum of 5 GCSE A* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points equivalent to A-levels BBC. This must include a minimum of two A Levels including a Biological Science and excludes

General Studies. Vocational Award: Typical offer is a DMM in an Extended Diploma or equivalent in a relevant subject.

We welcome students with equivalent qualifications, including the International Baccalaureate.

In the case of international applications, we will attempt to establish the equivalency of qualifications and the same criteria and assessment is used as for home students. An IELTS English qualification is expected for international applicants without a GCSE Grade C or above (or 9 to 4 where numeric grades are being awarded) in English Language.

Part 8: Reference Points and Benchmarks

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

All of the reference points and benchmarks below have been consulted or considered during the design of the programme aims, learning objectives and assessment strategies to ensure parity across the sector and the quality of the student's learning experience.

- 1 QAA UK Quality Code for HE
- 2 University strategies and policies
- 3 Staff research projects
- 4 Employer interaction and feedback

QAA UK Quality Code for HE:

This has been used to define the minimum level of achievement that students need to attain to succeed on this programme and achieve the qualification. This 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 within the programme.

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

Work based and Placement Learning (QAA 2007)) have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

Events, Hospitality, Leisure, Sport and Tourism (2016)

Have informed the characteristics of the subject matter and curriculum development of the BA (Hons) Equine Business Management, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

Business and Management (2015)

The three key strands of these statements have been integrated throughout the BA (Hons) Sports Business Management:

- 1 Study of organisations, their management and the changing external environment in which they operate.
- 2 Preparation for and development of a career in business and management.
- 3 Enhancement of lifelong learning skills and personal development to contribute to society at large.

University Strategies and Policies:

The Academic Regulations and Procedures 2012-13 has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The university's Policy on Word Count has also been used to inform the assessment strategy detailed in this document (part 5) and this is stated on the module descriptors.

University of the West of England 2020 Strategy

Has 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.

Teaching, Learning and Scholarship Strategy

Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

Staff research projects:

The proposed modules for the Animal Behaviour and Welfare programme are based on well-established teaching areas within the Associate Faculty. 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:

Field of Animal and Land Sciences 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.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The Animal and Land Sciences Vocational Panel meetings include a range of interested stakeholders such as employers, former graduates and academic staff from programmes likely to feed into this programme. Current students also provide feedback on the programme at specific staff-student liaison forum meetings and through more generic means such as module and programme surveys.

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 University's website.