

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		
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	MSci Animal Behaviour and Welfare		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BSc (Hons) Animal Behaviour and Welfare BSc Animal Behaviour and Welfare DipHE Animal Behaviour and Welfare CertHE Animal Behaviour and Welfare		
UWE Progression Route	None		
Mode(s) of Delivery	Full time/Part time		
Codes	UCAS: D32X	JACS: D300	
	ISIS2: D32X	HESA:	
Relevant QAA Subject Benchmark Statements	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences Biosciences		
Initial CAP Approval Date	18 February 2016	Revised CAP Approval Date	V1.1- 07 July 2016
			V1.2- 28 March 2017
Valid From	01 September 2017		
Valid Until	01 September 2022		
Version	1.2		

Part 2: Educational Aims of the Programme

The Integrated Masters programme in Animal Behaviour and Welfare aims to equip students with knowledge, practical skills and intellectual skills to challenge orthodox thinking about animal behaviour and welfare. Students will develop the confidence to formulate new ideas and evaluate current processes and practices in animal behaviour and animal welfare sciences. Students will develop a range of key skills to enable them to quantify the behaviour expressed by animals and to assess the welfare of animals during small group teaching within practical animal environments in the animal management collection, the College farm, the equestrian centre and within the animal; behavior laboratory. These skills prepare students for employment in the animal sector enabling them to use their behavior and welfare expertise to promote the health and welfare of, and propose optimal management environments for domestic and captive animal species. The educational aims of this undergraduate programme are to enable students 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 Evaluate and discuss concepts, recognise and utilise theories and critically analyse information.
- 3 Apply knowledge and critical understanding of the well-established principles of animal behaviour and animal welfare sciences to create solutions to practical animal management issues meeting the needs of the animal industry and providing the foundation for a range of careers.
- 4 Transfer academic, vocational and interpersonal skills to different working environments making them an effective team member and prepare them for progression into management.
- 5 Make full use of vocational opportunities and experiences within a vocational setting and the workplace within the animal behaviour and welfare sector, and related animal, laboratory and veterinary industries.
- 6 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.
- 7 Provide students with progressive and developmental opportunities to design, construct and undertake scientific research relevant to the field of animal behaviour and welfare science.
- 8 Access opportunities including undertaking individually focused research projects in areas of their own interest, which enable students to become 'research ready' graduates capable of progressing onto doctoral level study or research positions within a range of animal related subject areas.
- 9 Develop the students' transferable skills, knowledge and capacity for critical analytical thought in a rigorous and constructive way through a range of assessment modalities; including case study analysis, practical assessments, written reports and verbal exploration;
- 10 Develop students' practical skills through the application of a range of professional techniques and equipment including behavioural analysis, clinical assessment of health and welfare, and husbandry techniques.

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

MSci Animal Behaviour and Welfare graduates will possess a detailed knowledge of animal behaviour and welfare which will enable them to design, evaluate and manage animal collections to promote animal health and welfare. Graduates will possess skills in critical enquiry and be able to utilise current processes and practices in animal behaviour and animal welfare science to provide solutions to industry based vocational challenges. They will also develop a range of key skills to enable them to quantify the behaviour expressed by animals and to assess the welfare of animals within practical animal environments. Graduates will have completed independent scientific investigations demonstrating the key subject specific, project management, data handling and analysis skills required to effectively demonstrate research competence.

Part 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:

Learning Outcomes:		Animal Behaviour	Systems Biology	Animal Genetics	Wildlife Ecology	Introduction to Animal Welfare	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	Applied Research Project	Animal Trade and Welfare	Pet Behaviour Counselling	Wildlife and Zoo Management	Developments in Animal Science	Biodiversity and Conservation	Animal Psychology	Anthozoology	The Research Process	Postgraduate Independent Project	Postgraduate Independent Study	Cont. Issues in Animal Welfare Science	Advances in Animal Behaviour	Reflection on Practice	The Human-Animal Bond	Equine Behaviour and Welfare	
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1	An understanding and a critical 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓			✓	

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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.	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Learning Outcomes:		Animal Behaviour	Systems Biology	Animal Genetics	Wildlife Ecology	Introduction to Animal Welfare	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	Applied Research Project	Animal Trade and Welfare	Pet Behaviour Counselling	Wildlife and Zoo Management	Developments in Animal Science	Biodiversity and Conservation	Animal Psychology	Anthozoology	The Research Process	Postgraduate Independent Project	Postgraduate Independent Study	Cont. Issues in Animal Welfare Science	Advances in Animal Behaviour	Reflection on Practice	The Human-Animal Bond	Equine Behaviour and Welfare		
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			✓	✓				✓					✓	✓			✓	✓	✓		✓	✓	✓							✓	✓	✓				✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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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 policy for a minimum average requirement of 12 hours/week contact time over the course of the full 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. Specifically, students will be assigned a personal tutor to provide additional guidance and support throughout the duration of their programme. Upon registration a student will have access to an induction programme incorporating literature searching skills and a library induction, which will include exercises to develop academic study skills. Study skills support throughout the programme will also be available for students that are successfully accepted to the programme using Hartpury's established student support mechanisms. Support for students with varied learning requirements is available and students may apply for alternative forms of assessment and other methods of support as applicable to their individual circumstances. Support is also available for students to develop their career aspirations with events, group sessions and individual appointments with dedicated careers staff.

On the MSci 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.

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.

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 platform for pursuing a career in animal behaviour and welfare or progressing to further 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. 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.

Work in the Science and Behaviour laboratories and the field (on and off-site) 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), the animal management department (which has an extensive range of small and large mammals and vivarium species including reptiles, amphibians and invertebrates) and the equestrian centre (incorporating access to different equine management systems and competitive environments). 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. Students are supported by staff members who have industry and research experience within animal behaviour and welfare science.

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. Students also have the opportunity to present their research to their peers, with staff support, at various conferences including UFAW and Animal Research Seminar events.

Student study week runs once every semester providing opportunities for 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.

The MSci Animal Behaviour and Welfare equips the student with the knowledge base and skills relevant to this broad area of applied science through the enhancement and reinforcement of academic knowledge and practical skills.

Years 1 and 2 of this programme are run in parallel to the BSc (Hons) Animal Behaviour and Welfare provision whereby compulsory modules at level 1 provide the student with a basic understanding of science and anatomical concepts. This knowledge is expanded in the subsequent modules at level 2 with a selection of optional modules enabling the student to begin specialising in areas of particular interest to them.

Years 3 and 4 are unique to this programme and are designed to offer a supportive, facilitated and structured progression from undergraduate to postgraduate study. Core modules at level 3 are focused around the development of a confident approach to the understanding, design, development and critique of research protocols and reports. In preparation for the Postgraduate Independent Project at level M, level 3 requires the student to undertake a research project within their undergraduate dissertation to develop their investigative research skills which can then be built on/ refined or modified for their final research project. The level M project is supported by concurrent enrolment on the postgraduate level research process module which is designed to support students on postgraduate study from a variety of research and statistical backgrounds. Integration of this postgraduate level module offers an introduction to the postgraduate study ethos and modality which students will then be fully engaged within in the following year. Modules within year 4 are offered via block delivery which allows students to engage in employment or relevant industry work experience to complement their programme of study.

Progression:

Years 1 and 2 of the MSci Animal Behaviour and Welfare are run in parallel with years 1 and 2 of the BSc (Hons) Animal Behaviour and Welfare. Successful continuation and progression on to year 3 of the MSci will normally require students to complete year 2 with 240 credits contributing to the award and a minimum overall average grade of 60% at level 2. Students achieving less will usually be transferred to year 3 of the BSc (Hons) Animal Behaviour and Welfare programme, and could then apply for future postgraduate study provided they meet the entry requirements.

Overall, the programme combines the development of knowledge via teaching, research and practical skills, and facilitated progression from undergraduate to postgraduate study, to develop a graduate who can make an effective contribution to the applied science industries; both within animal behaviour and welfare, and external fields. The balance of skills developed on the programme will enable graduates to continue with postgraduate education.

Part 5: Assessment

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

Assessment Strategy

The assessments within this programme are aimed at encouraging an 'assessment for learning' approach, in line with the College's Teaching, Learning and Scholarship strategy. These assessments should facilitate the process of reaching the learning outcomes of the modules rather than assessment being primarily a task orientated process. Assessments will be designed to encourage the concept of Education for Sustainable Development (ESD) whereby students will be required to think critically about proposed scenarios and produce methodical, evidence based enquiries within an industry based context. Further to this and in line with College and University practices, assessments will be written to discourage plagiarism by encouraging the use of intellectual skills to synthesise information acquired following analysis and evaluation of appropriate literature. The range of assessment modalities offers a holistic assessment experience both across the levels and throughout the programme

To enable the learning outcomes to be achieved and demonstrated, knowledge is tested through a variety of methods including written assignments, poster presentations/ defence, unseen written examinations, oral examinations, case study scenarios and the development of evidence portfolios. Elements of formative assessment appear in some modules on the programme to provide additional support.

The assessment strategy for intellectual skills is intended to:

- Consolidate learning;
- Ensure appropriate and developmental feedback is provided;
- Strengthen motivation;
- Develop analytical skills;
- Encourage reflection on theoretical and practical learning;
- Facilitate academic progression.

A variety of assessment methods are utilised throughout the programme and these are monitored to ensure they relate to learning outcomes and support academic progression between levels. In year 3 HE level 3 and M modules are delivered with level M assessment being introduced in semester 2 only.

Professional skills are assessed through a range of appropriate forms of written coursework, examinations, and oral based scenarios, under controlled conditions.

Transferable skills are developed and assessed through the assessment strategy using a carefully selected range of coursework and examinations, which complement the assessment of transferable skills for example; group work, coursework which requires the use of I.T. skills, presentations, and oral examinations.

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 MSci 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 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)				
	Wildlife Ecology	A (50)					B (50)				
	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	Applied Research Project									A (100)	
	Animal Trade and Welfare	A (100)									
	Postgraduate Independent Study								A (100)		
Optional Modules Level 3	Pet Behaviour Counselling						A (50)		B (50)		
	Wildlife and Zoo Management						A (25)		B (75)		
	Developments in Animal Science	A (100)									
	Biodiversity and Conservation						A (30)		B(70)		
	Animal Psychology	A (60)							B (40)		
	Anthrozoology		A (100)								

Compulsory Level M	The Research Process					A (30)	B (70)		
	Contemporary Issues in Animal Welfare Science				A (50)		B (50)		
	Postgraduate Independent Project						A (100)		
	Advances in Animal Behaviour	A (50)				B (50)			
Optional Level M	Reflection on Practice					A (30)			B (70)
	The Human-Animal Bond	A (50)					B (50)		
	Equine Behaviour and Welfare					A (30)	B (70)		
<p>*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.</p>									

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
↓	Year 1	Animal Behaviour (UINXNS-30-1) Animal Genetics (UINXNV-15-1) Animal Health and Disease (UINXKK-15-1) Introduction to Animal Welfare (UINXK9-15-1) Systems Biology (UINXK4-15-1) Wildlife Ecology (UINXNQ-30-1)		<u>CertHE Animal Behaviour and Welfare</u> Credit 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> 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 at level 2 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)	<u>BSc Animal Behaviour and Welfare</u> Credit 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 <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 3	Applied Research Project (UINV3S-30-3) Animal Trade and Welfare (UINV37-15-3) Postgraduate Independent Study (UINV4-15-M)	Students are normally required to select 45 credits from the optional modules listed below: Pet Behaviour Counselling (UINV3K-15-3) Animal Psychology (UINV4X-15-3) Anthrozoology (UINV38-15-3) Wildlife and Zoo Management (UINV3N-15-3) Developments in Animal Science (UINV3G-15-3) Biodiversity and Conservation (UINV39-15-3)	<u>TARGET AWARD</u> <u>MSci Animal Behaviour and Welfare</u> Credit requirements: 480 credits at level 0 or above of which not less than 460 credits are at level 1 or above, not less than 320 credits are at level 2 or above and not less than 220 credits at level 3 or above of which not less than 120 are at level M.
	Year 4	Postgraduate Independent Project (UINV5D-30-M) The Research Process (UINXKT-15-M) Advances in Animal Behaviour (UINXKL-15-M) Contemporary Issues in Animal Welfare Science (UINXKM-15-M)	Students are normally required to select 45 credits from the optional modules listed below: Reflection on practice (UINV6B-15-M) Equine Behaviour and Welfare (UIEXQW-30-M) The Human-Animal Bond (UINV6C-15-M)	
GRADUATION				

Part time:

The route that a part time student can take to graduate will depend upon the specific student's requirements and will be designed on an individual basis with support from the programme manager-

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants will have achieved tariff points as appropriate for the year of entry. Up to date requirements are available through the courses data base.

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#). Further progression of applicants for this programme will be subject to interview following submission and scrutiny of their official application.

We 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 usually 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. 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 or equivalent 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:

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.

Relevant subject benchmark statements (Agriculture, horticulture, forestry, food and consumer sciences (2009)) 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.

The Master's Degree Characteristics (QAA 2010) has been used to ensure that the assimilated structure of the programme conforms to the quality requirements of an Integrated Masters as outlined by the QAA and that students are supported to achieve within the challenging postgraduate component within the programme.

University Strategies and Policies:

The Academic Regulations and Procedures 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 and Hartpury 2020 Strategy

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.

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:

The current programme was proposed as an outcome of the Animal Periodic Curriculum Review (2015). The programme design and content was informed via discussions within extensive student and employer feedback in preparation for the PCR. The programme has been refined and represented to industry and student representatives who have endorsed the proposal and report that the features included make the programme distinctive and should provide graduates with current and relevant skills and knowledge that meet the needs of the animal 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, within Departmental Committee 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](#).