



Programme Specification

Part 1: Basic Data			
Awarding Institution	University of West of England		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	N/A		
Department responsible for programme	Animal		
Programme Title	Postgraduate Diploma in Animal Behaviour and Welfare		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	Postgraduate Diploma in Animal Behaviour and Welfare		
Default Award Title	None		
Interim Award Titles	Postgraduate Certificate in Animal Behaviour and Welfare Postgraduate Certificate in Animal Studies		
Mode(s) of Study	FT, PT		
Codes	UCAS: NA	JACS: D328	
	ISIS2: D32E4	HESA: NA	
Relevant QAA Subject Benchmark Statements	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences (QAA Master's Degree)		
Last Major Approval Date	07 December 2016	Valid from	01 September 2017
Amendment Approval Date		Amended with effect from	N/A
Version	1		
Review Due By	01 September 2023		

Part 2: Educational Aims of the Programme

The Postgraduate Diploma in Animal Behaviour and Welfare offers students the opportunity to enhance their knowledge and critical understanding of animal behaviour and welfare science fully supported by expert staff and good facilities. This enhances career prospects and allows specialist study in the field of animal behaviour and welfare, at an advanced level.

This programme involves a combination of taught and research based modules. Taught modules provide underpinning knowledge and a framework for critical analysis, whilst the research-based modules develop application, higher level graduate skills and critical thinking. Students have the option to formulate and execute an investigative project of research in their subject area to consolidate and extend their specialist knowledge and critical thinking. Students will also have the opportunity to develop and use a range of specialised research skills and methods benefitting from application of new skills in the practical environment offered. The programme will:

- 1 Provide students with a detailed knowledge and understanding of animal behaviour and welfare;
- 2 Promote an increased understanding and awareness of the application of scientific principles to animal behaviour and welfare;
- 3 Develop the ability to critically analyse and evaluate scientific knowledge, research findings and technical skills in the field of study;
- 4 Promote active and reflective students with the desire to progress within their field;
- 5 Develop the ability to solve complex problems by critical understanding, analysis and synthesis;
- 6 Enhance the ability to communicate, in writing and verbally, scientific results and information in research.

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

Graduates who have completed the Postgraduate Diploma programme will have expanded their knowledge and understanding of animal behaviour and welfare and developed skills in critical analysis, synthesis and evaluation. They will also be able to apply the critical skills they have developed to solve complex problems, develop new ideas and evaluate current processes and practices in theoretical and practical situations. Students will have developed the ability to communicate effectively with a wide range of individuals using a variety of means. They will be able to manage their own time, prioritise workloads and evaluate their own academic, vocational and professional performance.

Part 3: Programme Structure

This structure diagram demonstrates the student journey from Enrolment through to Graduation for a typical student, including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules

ENTRY			Interim Awards
Year M	Compulsory Modules	Optional Modules	<p>Interim Awards: Postgraduate Certificate Animal Studies requires completion of at least 60 credits from HE level 3 (FHEQ level 6) or above and at least 40 credits from level M (FHEQ level 7) or above.</p> <p>Postgraduate Certificate Animal Behaviour and Welfare: requires completion of at least 60 credits from HE level 3 (FHEQ level 6) or above and at least 40 credits from level M (FHEQ level 7) or above and must include UINXKL-15-M and UINXKM-15-M</p> <p>Target Award: Postgraduate Diploma in Animal Behaviour and Welfare</p>
	Advances in Animal Behaviour (UINXKL-15-M)	Postgraduate Independent Project (UINV5D-30-M)	
	Contemporary Issues in Animal Welfare Science (UINXKM-15-M)	Postgraduate Independent Study (UINVL4-15-M)	
		Reflection on Practice (UINV6B-15-M)	
		Wildlife Conflict (UINV6D-15-M)	
		Equine Behaviour and Welfare (UIEXQW- 30-M)	
The Research Process (UINXKT 15-M)			



GRADUATION

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. The following matrix identifies the modular opportunities where learning outcomes can be achieved:

Learning Outcomes:	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)	Postgraduate Independent Study (UINVL4-15-M)	Equine Behaviour and Welfare (UIEXQW-30-M)	Wildlife Conflict (UINV6D-15-M)	Reflection on practice (UINV6B-15--M)
A) Knowledge and understanding of:								
1. A broad knowledge and understanding of theories, concepts, research paradigms and critical awareness of problems associated with the field of animal behaviour and welfare, pertaining to the individual's subject specialism.	✓		✓	✓	✓	✓	✓	✓
2. A comprehensive understanding of techniques applicable to research in the area of animal behaviour and welfare;	✓	✓			✓			
3. Knowledge and understanding of theoretical and practical scientific methodology to enable them to be competent, within their field, in analysing and interpreting research	✓	✓	✓	✓		✓	✓	
(B) Intellectual Skills								
1. Apply the skills needed for academic study or enquiry;	✓	✓	✓	✓	✓	✓	✓	✓
2. Apply critical analysis, evaluation and synthesis to their subject area;	✓		✓	✓	✓	✓	✓	✓
3. Evaluate research hypotheses, methodologies and evidence within the context of animal behaviour and welfare, and their individual field;	✓	✓	✓	✓	✓	✓	✓	
4. Evaluate best practices and apply to problem solving in the context of their subject field;	✓			✓	✓	✓		✓
5. Engage directly with current research and employ knowledge gained to apply a multidisciplinary approach to solve and propose solutions to research paradigms in their field;	✓		✓	✓	✓	✓	✓	
6. Complete and disseminate the results of independent research to the wider field of animal behaviour and welfare.	✓		✓		✓		✓	✓

Part 4: Learning Outcomes of the Programme

(C) Subject/Professional/Practical Skills									
1.	Display advanced critical skills in their area of expertise;	✓	✓	✓	✓	✓	✓	✓	✓
2.	Display fluent practical competency in the use of technical equipment related to their field of research;	✓		✓	✓			✓	
3.	Communicate information regarding scientific studies to academic, professional and lay audiences;	✓		✓			✓	✓	
(D) Transferable skills and other attributes									
1.	Communicate effectively with a wide range of individuals using a variety of means;	✓	✓	✓	✓	✓	✓	✓	✓
2.	Evaluate his/her 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.	Develop information management skills e.g. IT skills.	✓	✓	✓	✓	✓	✓	✓	✓

Part 5: Student Learning and Student Support

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

On the Postgraduate Diploma programme, teaching is a mix of scheduled and independent sessions with a distinct emphasis on supporting the development of autonomous learning. Students will be expected to engage in a significant amount of independent study during this programme. Successful completion of the programme will be dependent on undertaking the required amount of independent learning. This independent study will be a combination of individual, pair and group activities to ensure that students remain engaged with their programme while not on campus. Furthermore, during these learning activities students will be required to assimilate complex theories and concepts to solve real world problems and advance current scientific thinking. Engagement with staff research currently undertaken within the faculty will further these skills.

The delivery mode encompasses a flexible approach with taught component delivery incorporating condensed block delivery geared to meet the needs of National and International students, facilitate access to specialist resources and enable utilisation of specialist external consultants/academics. Students will be supported throughout the programme through the VLE, individual module material and individual tutorial sessions with a designated academic tutor. Additional support will be provided remotely via email, phone and current technologies (e.g. video-conferencing, Skype).

In order to support students progressing onto postgraduate level study, students will receive a detailed induction and tutorial support (either in person or via electronic means) to ensure they develop appropriate skills and depth of knowledge. Students will be allocated subject specialist tutors for modules as appropriate. The flexibility of the regularity and mode of support will ensure all students, regardless of location or academic experience will be supported.

Scheduled learning may include lectures, seminars, tutorials, demonstration, practical work; fieldwork. Scheduled sessions may vary depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Description of the teaching resources provided for students

In addition to scheduled learning sessions and set and recommended reading, the programme is supported by a VLE where students will be able to find all necessary programme information. Direct links to information will also be provided from within the VLE. The programme utilises the extensive land and animal facilities present on site including the farm and the animal management unit which has an extensive range of small and large mammals and vivarium species (including reptiles, amphibians and invertebrates). There is an optional residential field trip available within the programme to South Africa as part of the 'Wildlife Conflict' module. This provides students with an opportunity to explore African ecology and ethology.

Description of any Distinctive Features

1. The delivery mode encompasses a blended approach with taught component delivery incorporating condensed block delivery, designed to meet the needs of national and international students, facilitate access to specialist resources and work alongside specialist external consultants/academics, with further learning materials provided via the VLE.
2. Students will be supported throughout the programme through the VLE, individual module material and tutorial sessions with a designated academic tutor.

Part 5: Student Learning and Student Support

3. Academic guidance in relation to module content rests primarily with the module leader. Where students are experiencing continuing difficulties, they may seek general support from their personal tutor, or approach the award leader.
4. Hartpury has an outstanding reputation for the quality of its animal programmes, events and facilities. The resources that support the programmes are state-of-the-art and are continually developing.
5. Our established record of individual academic and research success offers exceptional facilities to help a student achieve their full potential. The lecturing team are highly qualified in a broad range of specialisms and are enthusiastic in imparting knowledge to, and supporting, keen and willing students. We strongly encourage students to attend and participate in National and International Conferences.
6. An optional residential field course will provide students with first-hand experience of solving real world problems and engaging with practitioners to develop their depth of knowledge and skill set.
7. Students will have the opportunity to interact with other postgraduate students during a series of events both at Hartpury and virtually (e.g. webinars). The events will comprise of seminars by postgraduate students upon their research and workshops and discussion on research-related topics and experiences as well as opportunities to interact informally.

Part 6: Assessment

This programme will be assessed according to the published academic regulations and associated procedures.

Assessment Strategy

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

Assessment throughout the programme has been designed to promote effective learning and engagement and to ensure that student knowledge, understanding, abilities and skills required for this programme can be comprehensively evaluated. The student's ability to apply theoretical principles to practice in order to resolve and make an impact on real world issues within the field of animal behaviour and welfare will be assessed.

This will be achieved via a wide variety of assessment methods, including innovative utilization of media (such as video production, webinar delivery and e-portfolios), traditional examinations, reports and assignments, and poster presentations.

Such assessments will focus on skill development as well as assessing critical skills and knowledge and understanding, This will be facilitated through formative and summative group tasks, activities both in person and online, and engagement with academic and industry professionals within the international animal behaviour and welfare field.

Development of research skills and autonomy in learning will be crucial for the successful graduate from this programme, with independent learning inherent within all assessment. Students will be expected to independently research topics thoroughly and conduct comprehensive literature reviews to inform future developments. On completion of the programme students will be expected to be autonomous learners, able to enter further postgraduate study or appropriate employment.

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.

Part 6: Assessment

Assessment Map

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

Assessment Map for Postgraduate Diploma Animal Behaviour and Welfare

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	Poster Assessment and/or presentation	Practical Exam	Visual Media Assessment and/or presentation	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio/E-portfolio
Compulsory Modules Level M	Advances in Animal Behaviour (UINXKL-15-M)	A (50)		B (50)							
	Contemporary Issues in Animal Welfare Science (UINXKM-15-M)				A (50)				B (50)		
Optional Modules Level M	Postgraduate Independent Project (UINV5D-30-M)								A (100)		
	Postgraduate Independent Study (UINVL4-15-M)							A (100)			
	The Research Process (UINXKT-15-M)						A (30)	B (70)			
	Equine Behaviour and Welfare (UIEXQW-30-M)						A (40)	B (60)			
	Wildlife Conflict (UINV6D-15-M)					A (G) (50)			B (50)		
	Reflection on Practice (UINV6B-15-M)					A (30)					B (70)

*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

The Institution's Standard Entry Requirements apply and applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website (www.hartpury.ac.uk).

Candidates should have at least a lower second class Honours Degree in animal science or another relevant topic. The university will also consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of a postgraduate degree programme within this subject area.

All applicants must complete an interview, either in person or via alternative means.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

The learning outcomes for the programme have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications. In particular, the learning outcomes for the programme and modules have been considered and are consistent with the award of a postgraduate degree, as compared to the QAA Qualification Benchmark Statement for Masters' Degrees. Graduates will gain a broad knowledge and understanding of theories, concepts, research paradigms and critical awareness of problems associated with their field. They will have a comprehensive understanding of techniques applicable to research in their area that will enable them to be competent, within their field, in designing research and facilitating management of research projects, including data interpretation and analysis, and scientific writing and presentation. The undergraduate Subject Benchmark Statement for Agriculture, forestry, agricultural sciences, food sciences and consumer sciences were used to inform content.

University's Mission Statement

The programme builds on subjects currently delivered at Hartpury which have a high reputation for teaching excellence, and makes extensive use of advanced learning strategies which build on the successes of consultancy and research.

Teaching, Learning and Scholarship Strategy

This 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.

Hartpury and UWE Bristol 2020 Strategy

This 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 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.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

Research carried out by staff

Research and consultancy is undertaken in the following areas of particular relevance to Postgraduate Diploma Animal Behaviour and Welfare:

- Efficacy of wildlife surveying techniques
- Mating strategy and dominance of vertebrate and invertebrate species
- Mammal density and population structure in wild mammals
- Welfare of captive exotic species
- Welfare of domestic species
- Anthrozoology
- Animal performance
- Animal personality
- Animal production
- Human-animal interaction

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.