

## Template C4



# Programme Specification

**Title of Course:** *BSc (Hons) top-up Animal Management, Behaviour & Welfare*

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<b>Version number</b>	3
<b>Faculty</b>	Faculty of Health, Science, Social Care & Education
<b>School</b>	School of Life Sciences, Pharmacy and Chemistry
<b>Department</b>	Department of Applied & Human Sciences
<b>Delivery Institution</b>	Activate Learning

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) top-up Animal Management, Behaviour & Welfare
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	BSc top-up Animal Management, Behaviour & Welfare
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	D300

<b>RQF Level for the Final Award:</b>	Honours degree level 6
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Activate Learning
<b>Location:</b>	Merrist Wood College
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time Full-time
<b>Available as:</b>	
<b>Minimum period of registration:</b>	Part-time - 2 Full-time - 1
<b>Maximum period of registration:</b>	Part-time - 4 Full-time - 2
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are:</p> <p>From Foundation Degree (FdSc) or Higher National Diploma (HND): Pass in a related subject area. Entry from courses completed at other Higher Education Institutions is subject to satisfactorily meeting the KU requirements applicable to RPCL / RPEL.</p> <p>Plus: Candidates are normally required to hold five GCSE subjects at grades A*–C or 4+ including Mathematics and English Language.</p> <p>A minimum IELTS score of 6 with a minimum 5.5 in each component, TOEFL 5.5 or equivalent is required for those for whom English is not their first language.</p>
<b>Programme Accredited by:</b>	N/A

<b>QAA Subject Benchmark Statements:</b>	<i>All subject benchmark statements can be found <a href="#">here</a>. For PG provision where there is no QAA subject benchmark make reference to the <a href="#">QAA Master's Degree Characteristics</a>.</i>
<b>Approved Variants:</b>	There are no variants
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	n/a
<b>Recruitment, Selection and Admission process:</b>	n/a
<b>End Point Assessment Organisation(s):</b>	n/a

## SECTION 2: THE COURSE

### A. Aims of the Course

The main aims of the programme are to: -

- Present a cohesive programme of study building on the underpinning knowledge gained in the Foundation Degree in Animal Behaviour and Welfare
- Produce graduates equipped with in-depth knowledge and critical understanding of key concepts relating to animal behaviour and welfare
- Enable students to carry out independent research into current issues related to animal behaviour and welfare
- Develop students' practical skills to enhance management of animal behaviour and welfare
- Guide students in the use of scientific information to inform decision-making processes in the field of animal behaviour and welfare
- Prepare graduates for employment in a wide range of contexts where animal behaviour and welfare will be applied, or for further study
- Provide opportunity for the development of key transferable skills relevant to the student's future careers

It provides both academic rigour and vocational skills needed to meet the demands of employment in a wide range of animal related industries.

### B. Intended Learning Outcomes

The programme outcomes are referenced to the QAA subject benchmarks for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences 2016, the [Framework for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas: Animal Welfare D328, Animal Science D300.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	Evaluate the behavioural and welfare needs of animals, and how management systems meet those needs	B4	Demonstrate creativity and innovation balanced by ethical awareness	C3	Acquire subject-specific practical and professional competencies
A3	Recognise appropriate theories, concepts and principles from a range of disciplines and apply them in practice to a range of animal behavioural and welfare scenarios	B3	Collect, analyse and integrate several lines of evidence to develop balanced arguments demonstrating critical thinking and synthesis	C2	Devise, plan and undertake field, laboratory or other investigations in a responsible, sensitive and safe manner, paying due diligence to risk assessment, ethical and data protection issues, rights of access, and relevant health and safety issues
A2	Demonstrate a systematic understanding of the knowledge base and its interrelationship with other fields of study	B1	Critically analyse, synthesise and summarise information from a variety of sources	C1	Collect and record diverse types of information generated by a wide range of methodologies and summarise it using appropriate qualitative and/or quantitative techniques
A1	Exhibit understanding of the defining elements of animal behaviour and welfare as a result of in-depth study or research	B2	Recognise and use appropriate theories, concepts and principles from a range of subjects	C4	Take account of safety regulations, legal requirements including intellectual property rights, and the impact of investigations on the environment

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

This programme is offered in full-time or part-time mode, and leads to the award of BSc (Hons) Animal Behaviour & Welfare and is available as a full-field. Entry is at Level 6 with FdSc or equivalent qualifications (see section D). Intake is normally in September. The programme is made up of four modules, each worth 30 credits. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

#### BSc (Hons) top-up Animal Management, Behaviour & Welfare

Level 6							
BSc (Hons) top-up Animal Management, Behaviour & Welfare							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Animal Cognition	SG6962	30	6	All			
Concepts in Animal Welfare	SG6961	30	6	All			
Practical Experiments in Animal Behaviour	SG6968	30	6	All			
Research Project	SG6906	30	6	All			
<b>Optional Modules</b>							

### D. Principles of Teaching, Learning and Assessment

This programme is designed to develop a student's knowledge, understanding, cognitive and practical skills and key transferable skills at Level 6. Regular work will be completed in the animal management centre with a range of species, in particular to assess welfare and complete behaviour experiments. A range of teaching styles and activities will be used to

reflect the diversity of the group's learning needs. These include lectures, tutorials and seminars, student-led seminars, practical classes, literature and field-based research, educational visits, specialist external lectures, directed self-study, working in groups, and e-learning technologies including the use of Moodle;- the VLE. The teaching and learning strategies selected enable the development of reflective and critical approaches to the study of animal behaviour and welfare. The ultimate goal of student learning is the considered application of knowledge and skills together with an appreciation of the integrative nature of the subject areas in an appropriate context. This range of strategies accommodates different learning styles and enables the programme delivery to be more inclusive, engaging and interesting for all.

Different types of media are used to assist the delivery of course content in addition to the use of Moodle. Students can use Moodle to access course materials, engage in discussion forums with staff and students, complete activities and share resources in support of their independent study. Furthermore, the increase in technological equipment being used in the Animal Management Centre allows for more innovative approaches to learning. These resources include webcams, CCTV and video recording for remote behavioural observation. Students will also utilise various pieces of technology to assess and monitor welfare e.g. thermal imaging cameras. Students might also use 3D printing technology to create mazes for animal behaviour experiments at the Innovation Room at our Stoke Park campus.

Where appropriate, guest speakers and educational visits to a range of working environments are used to support the learning. This is of considerable benefit to students as it enables new and unique experiences, this potentially might include visits to observe police dog training, viewing specialist animal training for husbandry, assistance or entertainment purposes e.g. at a zoo and gain experience of welfare organisations such as Battersea, RSPCA and CIWF. These additional learning experiences enable students to support their learning in context and allow a network of contacts to develop.

Although placements are not compulsory, students are encouraged to engage with voluntary placements to support their teaching, learning and assessment. Suitable placements would be recommended at welfare organisations, with animal behaviourists or at a captive wild animal collection to observe and work with animal training for example.

Emphasis is placed on developing evaluative and analytical approaches and problem-solving skills and this is a key focus within the assessment programme. The assessment strategy promotes authentic learning and flexibility to equip students to work in this diverse field. Assessments are designed to allow students to develop subject specific skills and knowledge, and to research topics/species of interest linked to subject areas they would wish to specialise in and career aspirations. Assessments include formative opportunities to receive developmental feedback; and summative assessment which assesses progress formally. Students are expected to fully engage with the formative approach in order to take control of their own development. The assessment loading is carefully planned to balance workloads across the year, as far as possible. The summative assessment schedule is made available at the beginning of the year and provides a clear plan against which students can identify their workloads. Further detail on assessment for each module is available in the module guides and module descriptors.

Students are expected to take charge of developing their own learning, through independent research, reflection and further study. Students should use the time allocated for self-guided study to plan, critically analyse and reflect on their learning, undertake extensive further research through private study and engage in the library resources through wider reading. Students will be required to enhance their skills in time management, complex problem solving and self-motivation. By developing these skills as independent learners, it will allow

for the enhancement of graduate skills and contribute towards future employability. Further detail is provided for each module via the support for guided independent study document.

The research project provides students with the opportunity to design and undertake an investigation in a topic that matches their interests, opportunities and abilities. Support will be given by the module leader and learning coaches through a system of lessons and supervisory meetings throughout the year. Clear guidelines, processes and assessment criteria will be provided, supported by a research project handbook.

Equality and diversity are fully embedded within the content and delivery of the course giving an inclusive programme for the learner. Equality is a fundamental value of the teaching and learning, with all learners having the ability to demonstrate academic and practical strengths and develop further through support and self-directed study.

## **E. Support for Students and their Learning**

Students are supported by:

- A personal tutor who is available to give support and guidance in relation to professional development, academic support and pastoral care via one-to-one tutorials, email, phone or Skype
- Module leader for each module studied
- Group tutorials to develop study skills and allow feedback
- Additional learner support (ALS) is available at the skills centre. Students are introduced to this department during induction and again during initial tutorials. This department extensively supports those students with a DSA.
- Comprehensive induction and handbook issued
- Guided Independent Learning document per module
- Research project handbook
- Learning Resource centre and induction to e-learning
- Moodle site for course specific material
- Student Staff Course Consultative meetings
- Students Union
- Peer mentors
- Careers Service supporting job application and CV development
- Mental health and student wellbeing team

The Personal Tutor Scheme (PTS) has been designed to enable us to give the best possible academic support and guidance to all of our students, and to ensure that they are able to access the wider services that the college provides. The role of the personal tutor and aims of the PTS:

- To build rapport between staff and students and contribute to personalising students' experience at Merrist Wood
- To provide appropriate academic advice and guidance to students throughout their time at Merrist Wood by monitoring their progress and helping to identify individual needs
- To foster a close and engaged academic relationship with students and advise and refer students to other services as appropriate
- To help to develop students' ability to be self-reliant and self-reflective and their ability to use feedback to best advantage

## **F. Ensuring and Enhancing the Quality of the Course**



The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs, level surveys and the NSS
- Moderation policies
- Feedback from employers

## **G. Employability and work-based learning**

This course provides an excellent grounding for onwards progression within the animal management industry, be it working directly with animals or for an animal-related organisation. Potential employers for graduates include: zoos and wildlife parks; aquariums; animal welfare organisations and charities; wildlife rehabilitation centres; animal reserves and sanctuaries; local and national authorities; educational establishments; animal training organisations; and pet behaviour counsellors. Examples of employers graduates have worked for include London Zoo, League Against Cruel Sports, Animal Reception Centre Heathrow, Chessington Zoo, Cats Protection, DEFRA, Compassion in World Farming, Chester Zoo, RSPCA, Australia Zoo, Guide Dogs, Battersea Dogs and Cats Home, The Dogs Trust, Company of Animals and Orangutan Appeal UK. Graduates have also gone on to set up their own specialist businesses for example, in dog walking, pet sitting and behaviour consultancies. Furthermore, graduates could progress to further studies such as a Master's degree.

Employability skills are embedded in the course throughout all modules, building on professional development skills developed across earlier modules at levels 4 and 5, providing coherence and opportunities to develop graduate attributes. This is achieved through the range of different teaching, learning and assessment methods which relate theory to practice. To enable the development of employability skills, there is a strong emphasis on student's individual professional, personal and academic development requirements. Throughout the tutorial programme students will be encouraged to pay particular focus in developing skills relevant to industry and to tailor their learning in-line with their career aspirations.

Modules will be supported by industry links and students will have the opportunity to work in some real-world situations in order for them to develop their professional working relationships outside of the taught curriculum. The range of learning activities included in this programme will enable students to create a portfolio of evidence to showcase their skills and attributes which will improve their employment prospects after graduation. Students may also wish to participate in the initiative to build networks with other students via a programme of seminars and master classes provided by current students, graduates and external contacts which will be of particular benefit in sharing specialist subject knowledge and experience.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Work placements are actively encouraged but are not a compulsory requirement of the course. It is the responsibility of individual students to source and secure such placements. Completing work placements allows students to reflect upon their own personal

experience of working in an applied setting and relate to theoretical concepts, providing the opportunity to evaluate the relationship between theory and practice.

#### H. Other sources of information that you may wish to consult

Merrist Wood course page  
Kingston University Policies and Regulations  
Subject benchmark statements

#### I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 6			
		SG6906	SG6968	SG6962	SG6961
Knowledge & Understanding	A4			S	S
	A3	S	S		S
	A2		S	S	S
	A1	S	S	S	S
Intellectual Skills	B4	S			S
	B3	S	S		
	B1	S	S	S	S
	B2		S	S	S
Practical Skills	C3	S	S	S	S
	C2	S	S		
	C1	S	S		
	C4	S	S		

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.