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**Programme Specification**

**Title of Course: FdSc Animal Behaviour and Welfare**

**Date Specification Produced: March 2013**

**Date Specification Last Revised: November 2016**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** |  |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | *Guildford College* |
| **Location:** | *Merrist Wood Campus* |
| **Programme Accredited by:** | *N/A* |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The Animal Behaviour and Welfare Foundation Degree provides a fascinating insight into the management of captive and wild animals in a range of settings. This includes but is not limited to companion animals, production livestock, zoos and aquaria and free ranging wild animals. Through academic course-based delivery, supported by integrated professional development, students will be able to engage with National Occupational Standards (NOS) and enhance their employment opportunities. Study of the subject area can open up a broad range of career pathways.

Assessments are generally designed to allow students to research into their topics of interest and subject areas they would wish to specialise in. The teaching team undertake vocational continuous professional development to keep up to date with their subject specialism. This vocational currency gives a real edge to course content and value is added through guest speakers, visits and realistic work-based learning assignments. These are shared with our colleagues employed within the animal behaviour and welfare sector to ensure that we remain agile and focused on the needs and skills required by the industry.

Teaching and learning takes place on the 400 acre Merrist Wood campus and is supported by an extensive animal collection that is utilised throughout the course where learners will encounter a range of familiar and unusual species. Some of these are of conservation importance; including our red squirrels which arrived here in 2012 and bred successfully in February 2013. As of June 2013 the animal collection comprises 728 specimens from a range of mammals, birds, reptiles, amphibians, fish and invertebrates. Foundation degree students utilise the animals for practical work including enrichment, training and investigative projects. Popular species for these include our meerkats, pigs, birds of prey and parrots. The animal collection is currently evolving with an exciting multimillion redevelopment on the horizon and due for completion in September 2014. Our collection plan has highlighted a wider range of exciting species that will enhance the learning experience for HE students in particular. This will give opportunities for the development of further practical and research skills in a realistic working environment. The Merrist Wood Animal Management Unit is a member of the International Species Information System (ISIS); our educational licence allows our students to experience firsthand the software used to manage global species populations using the Zoological Information Management System (ZIMS).

On completion of the course students are equipped with the knowledge and skills necessary to support the start of their career in this competitive sector of the animal industry. Many progress though to the BSc (Hons) Animal Behaviour and Welfare programme. Our graduates can be found working in a range of animal collections, welfare organisations and educational establishments.

1. **Aims of the Programme**

The main aims of the field are to:

* provide excellence in terms of industry standards and prepare the learner for employment
* achieve a recognised level five qualification enabling learners to progress to employment. within the animal behaviour/welfare sector, or progress to a full honours degree qualification.
* enable learners to develop skills for independent work and learning.
* create opportunities for learners to gain practical experience with a range of companion, exotic and commercial species.
* introduce learners to a breadth of topics related to the behaviour and welfare of animals in human care.
* allow learners the opportunity to explore a range of career areas within the animal behaviour/welfare industry and develop aspirations in chosen fields through the use of professional development and module delivery.
* refine skills and knowledge important in the development of the learners chosen career.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences, the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

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| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | Draw from theory, practicals, investigations, and application of principles to develop knowledge and understanding of Animal Behaviour in a range of species. | B1 | Recognise and apply theory, concepts and principles from diverse disciplines appropriately. | | C1 | Collect and record information or data from primary or secondary sources, summarizing it using appropriate qualitative and quantitative techniques. |
| A2 | Appreciate the welfare implications of exploitation and concerns over ethical, legal, and cultural issues involving animals in the wild captive or domesticated. | B2 | Critically analyse information synthesizing and summarising the outcomes | | C2 | Devise, plan and undertake investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, legal requirements and sensitivity to impact of investigations on the environment and stakeholders. |
| A3 | Identify gaps in knowledge and understanding of issues which are of current concern to society or the world in the field of behaviour and welfare. | B3 | Apply knowledge and understanding to address both familiar and novel problems | | C3 | Appreciate and analyse animal behaviour and husbandry information and use in decision making leading to enhanced welfare standards. |
| A4 | Recognise the links of the subject to biology, the environment, society and human behaviour. | B4 |  | | C4 | Recognise and interpret animal behaviour to plan, develop and improve welfare standards through training, behaviour modification and enrichment protocols. |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection/analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes classroom delivery through lectures, practicals, guest speakers and the use of embedded elearning. In addition to individual work, group work and peer learning are encouraged to develop key learning skills. Industry led visits are integral to a wider appreciation of animal behaviour and welfare. | | | | | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the Fields include the following; research reports, examination (unseen and open book), poster presentation, PowerPoint presentations, essay, case study analysis and article writing. | | | | | | |
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1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A levels: 160 UCAS points normally in science based subjects

BTEC: 160 UCAS points normally in science based subjects

Access Diploma: Pass

Plus: English and maths GCSE and it is advantageous to have a science (biology) or psychology

A minimum IELTS score of 6, TOEFL equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered in full-time/part-time mode, and leads to the award of Foundation Degree. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

*N/A*

**E2. Work-based learning, including sandwich programmes**

Work based learning is an essential component of the Foundation Degree and each student must complete 200 hours at level 4 and again at level 5. This is assessed through a 30 credit Professional Development in the workplace module at each level. It is the responsibility of individual students to source and secure such work-based learning experiences. Assessment design facilitates student reflect ion upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. 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.

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| **Level 4** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Professional Development in the Work Environment I | SG4001 | 30 | 4 | 1 & 2 |
| Animal Behaviour | SG4002 | 30 | 4 | 1 & 2 |
| Animal Welfare, Health and Husbandry | SG4003 | 30 | 4 | 1 & 2 |
| Practical Projects, Enrichment and Training | SG4005 | 30 | 4 | 1 & 2 |
| Progression to level 5 requires passes in all modules.  Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. | | | | |

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| **Level 5** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Professional Development in the Work Environment II | SG5001 | 30 | 5 | 1 & 2 |
| Investigative Project | SG5002 | 30 | 5 | 1 & 2 |
| **Optional Modules** |  |  |  |  |
| Animal and Human Interactions | SG5004 | 30 | 5 | 1 & 2 |
| Management, behaviour and welfare of Captive Animals | SG5003 | 30 | 5 | 1 & 2 |
| Behaviour and Welfare of Companion Animals | SG5007 | 30 | 5 | 1 & 2 |
| Progression to level 6 requires a merit profile overall.  Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. | | | | |

1. **Principles of Teaching Learning and Assessment**

The Foundation Degree in Animal Behaviour is designed to develop a student’s knowledge, understanding, cognitive skills, practical skills and key transferable skills at Level 4 and Level 5 and as a suitable progression into Level 6 honours level in an appropriate discipline. A variety of teaching and learning strategies are employed to include formal lectures, group discussion, seminars, individual study, independent research, practical workshops and field work. Where appropriate guest speakers and a range of working environments are used to support the learning.

The programme has been designed to extend the academic knowledge and understanding through application to the workplace environment and through the development of vocational skills and competencies. Consideration has been given to the balance of intellectual and practical skills. Throughout the field emphasis is placed on developing self awareness skills, communication skills, interpersonal skills, research and information literacy skills, numeracy skills, management and leadership skills and creativity and problem solving skills.

All students are provided with an opportunity to gain experience in a related workplace setting through the Professional Development Modules in levels 4 and 5. Expectations of the student experience in the workplace are fully articulated at the commencement of the placement. This is by means of a workplace learning contract / agreement and handbook/feedback for employers. The modules relating to Professional Development in the Work Environment provide a mechanism for students to identify and apply self-awareness techniques for their own skill development and create a professional development plan to support career choices.

Students are encouraged to recognise the workplace as a learning environment and to apply the knowledge and skills gained to the other fields of study and taught modules. Although learners may have specific career paths and aims, the programme has been designed to reflect the necessary skills development leading to the autonomy required should they progress to level 6. By liaising with industry professionals we have developed a programme with a sound grounding to specific animal behaviour and welfare needs at level 4. At level 5 we develop the specifics of the two key industry sectors; zoological and companion. The underpinning knowledge is developed in the classroom and supported further with assessment, both formative and summative.

Feedback on assessment performance and feed forward advice is provided on all assessment activities to enhance student development and progression. This comprises mainly individual comments but also group feedback to the cohort so that generic issues such as technical writing and referencing skills can be enhanced. Feed forward opportunities will also be provided via self assessment and peer assessment following presentations.

The students are expected to exercise increasing autonomy in their learning as they progress from Level 4 to Level 5 as preparation for progression to Level 6 Honours. Up take for the level 6 is high so it is essential that the learners are equipped with the research and evaluative skills that are required to succeed. Independent research, critical thinking and scientific objectivity is developed further at level 5 where the learner undertakes an investigative project (SG5002). This prepares for the dissertation at BSc level.

Throughout the programme of study, students are supported by a highly skilled and passionate team of tutors.  These tutors all take part in regular industrial updating to ensure their knowledge and skills are current within their area of expertise.  Practice informed teaching ensures that students are given the highest quality of lessons throughout the programme. To support teaching and learning the team remain committed to their relevant industry sectors and have embedded good practise. One such recent development is the application and use of QR codes across the Animal Management Centre. This project is continuously evolving and will give HE students the opportunity to embrace technology both as a learner and facilitator through the use of pod casts, audio clips and videos through our Youtube education channel. Technology is key to the learning opportunities available with embedded in taught sessions and though our VLE. Behaviour and Welfare students will have the opportunity to manage our animal collection on the Zoological Information Management System (ZIMS); an industry standard. The rebuild also has the provision for behavioural studies with equipment for video recording, CCTV and nocturnal observation.

The programme manager sits on the ethical review committee of a major animal collection and is an active member of the British and Irish Association of Zoos and Aquariums (BIAZA) South-east region education panel. The teaching team all engage with their respective industries including animal cognition and learning, behavioural modification and wildlife management.

1. **Support for Students and their Learning**

Throughout the two year programme of study, students are allocated a personal tutor who is available to give support and guidance in relation to professional development, academic support and pastoral care.  In addition to this, Level 4 students are supported by a high achieving Level 5 student mentor who assists with study skills, professional development and general academic queries. This mechanism was launched in September 2011 and feedback is positive and wholly constructive. The mentor gives a ‘real feel’ to the learning experience and is approachable as a peer.

Students are supported by a wide range of means to include;

* Module leader for each module studied
* Individual tutorials with the Programme manager to support academic progress and personal development
* Group tutorials to develop study skills and allow feedback
* A professional development coordinator to assist with placements across level 4 and 5
* Professional development and study skills timetabled weekly
* Additional learner support. Students are introduced to this department during induction and again during initial tutorials. This department extensively supports those students with a DSA and offers guidance to though needing to refine their studentship skills at level 4/5. This can be support with organisation, effective research or structural issues.
* Comprehensive induction and handbook issued
* Level 5 student mentor to support and guide
* HE centre for taught sessions and independent research
* Learning Resource centre and induction to elearning
* Moodle site for course specific material
* Staff student Course Consultative meetings
* Students Union
* Careers Service supporting job application and CV development.

1. **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 review and development plan
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies for assignment briefs and cross marking

1. **Employability Statement**

Graduates from this programme are entering a very competitive field where the importance of practical experience to support the qualification cannot be underestimated. With this in mind each student is fully briefed on the limitations within the field and supported with their career path through the professional development module and the tutorial process. Each year level 5 students support the level 4 students with skills workshops that allow transferable skills to be taken into the work place.

Guest speakers and industry visits are integral throughout the qualification to ensure that each learner has the opportunity to explore the diversity of employment pathways or specialise further. Realistic assignments supported by industry links are praised by the external examiners. The professional development module provides an excellent platform for refining career choice and links to modules and practicals taught at Merrist Wood. A dedicated coordinator supports students to secure relevant placements and provides an excellent link to these providers.

Guest speakers include but are not limited to;

* Canine behaviourists
* Wild animal trainers
* Wildlife managers
* Zoo vet
* Surrey Police Wildlife Officer

Industry visits include;

* Chessington Zoo
* Birdworld
* ZSL - London Zoo & Whipsnade Zoo
* UK Wolf Trust
* WWT Arundel
* Petworth Park
* Pirbright Vet Labs (Institute Animal Health)
* Laverstoke Park

Many of the level 5 students continue onto level 6. Others seek employment within animal collections or follow a animal training/behaviour route. Some follow a welfare pathway and others secure positions with charities. The NSS data for 2012 indicated that 95% of our students who did not progress to level 6 were in employment. Approximately 50% of the level 5 students choose to continue onto the level 6 programme of study.  Others seek employment within animal industry going on to open their own business, work in collections and animal rescue whilst others follow the conservation route.  To date, Level 5 students who have entered employment within the animal industry have gone on to work at Chessington World of Adventures, Compassion in World Farming, RSPCA and Battersea Cats and Dogs home.

1. **Approved Variants from the UR**

There are no variants.

1. **Other sources of information that you may wish to consult**

Please visit the Unistats site ([www.unistats.co.uk](http://www.unistats.co.uk)) for our most current feedback. That published in 2011 and 2012 gives a 100% satisfaction on the course, with teaching, personal development and organisation being key strengths.

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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|  |  |  | **Level 4** | | | | **Level 5** | | | |  |
|  | **Module Code** |  | SG4001 | SG4002 | SG4003 | SG4005 | SG5001 | SG5002 | SG5004 | SG5003 | SG5007 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | FS | FS | FS |  | FS | FS | FS | FS |
| A2 |  |  | FS | FS |  |  | S | F | FS |
| A3 | FS | F | F | F | FS | FS | S | S | FS |
| A4 |  | FS | F | FS |  |  |  | F | FS |
| **Intellectual Skills** | B1 |  | F | F | FS |  | FS | FS | S | FS |
| B2 |  | FS | FS | FS |  | FS | FS | FS | FS |
| B3 | FS | FS | FS | F | FS | FS | FS | S | S |
| B4 |  |  |  |  |  |  |  |  |  |
| **Practical Skills** | C1 | F | F | FS | FS | F | FS |  | F | F |
| C2 |  | F | FS | FS |  | FS | F |  |  |
| C3 | F |  |  |  | F | F |  | F | F |
| C4 |  |  |  |  |  |  |  |  |  |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

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|  | Self Awareness Skills | | | | | Communication Skills | | | Interpersonal Skills | | | | | Research & Information Literacy Skills | | | | | | Numeracy Skills | | | | | | Management & Leadership Skills | | | | Creativity& Problem Solving Skills | |
| Module Ref | AK1 | AK2 | AK3 | AK4 | BK1 | | BK2 | BK3 | CK1 | CK2 | CK3 | CK4 | CK5 | | DK1 | DK2 | DK3 | DK4 | DK5 | | EK1 | EK2 | EK3 | EK4 | FK1 | | FK2 | FK3 | FK4 | GK1 | GK2 |
| SG4001 | FS | FS | FS | F | FS | |  | S | FS | FS | F | F | F | |  | F | F |  |  | |  |  |  | F | FS | | FS | FS | FS | FS | FS |
| SG4002 | F | F | FS | F | FS | | FS | F | F | F | F | F | F | | FS | FS |  | FS | FS | | FS | FS | FS | F | FS | | FS | FS | FS | FS | F |
| SG4003 | F | F | FS |  | FS | | FS | FS | FS | F | F | FS |  | | FS | FS | F | FS | F | |  |  |  |  | F | | F | F | F | FS | F |
| SG4005 | FS |  |  |  | FS | | F |  | FS | F | F | F |  | | FS | F | F | FS | S | |  |  |  |  | FS | | FS | FS | FS | F | F |
| SG5001 | FS | FS | FS | F | FS | |  | F | FS | FS | F | FS | F | |  | F | F |  |  | |  |  |  | F | FS | | FS | FS | FS | FS | FS |
| SG5002 | FS | FS | FS | F | FS | | FS |  |  | FS |  | F |  | | FS | FS | FS | FS | FS | | FS | FS | FS | F | FS | | FS | FS |  | FS | FS |
| SG5003 | F | F | FS | F | FS | | F |  | F |  | F |  | FS | | FS | FS |  | FS | FS | | F | F | F | F | F | |  | FS | F | FS | FS |
| SG5004 | F | F | FS | FS | FS | | FS | F | F | F | F |  | FS | | FS | FS | F | FS | FS | |  |  | F | F | F | | F | FS | F | FS | FS |
| SG2007 | F | F | F | FS | FS | | FS | FS | F |  | F | F | FS | | FS | FS |  | FS | FS | | FS | FS | FS | F | FS | |  | FS | F | FS | FS |

**Technical Annex**

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| **Final Award(s):** | *Foundation Degree* |
| **Intermediate Award(s):** | *Cert HE* |
| **Minimum period of registration:** | *Min: FT 2years PT 3years* |
| **Maximum period of registration:** | *Max: FT 4 years PT 6 years* |
| **FHEQ Level for the Final Award:** | *5* |
| **QAA Subject Benchmark:** | *Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences* |
| **Modes of Delivery:** | *2 years full-time or up to 4 years part-time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Science, Engineering and Computing* |
| **School:** | *Geography, Geology and Earth Science* |
| **JACS code:** | *D300* |
| **UCAS Code:** | *CD33* |
| **Course Code:** |  |
| **Route Code:** |  |
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