

## PROGRAMME SPECIFICATION

for the award of

**BSc Animal Behaviour & Welfare****Managed by the Faculty of Health & Life Sciences****delivered by Solihull College & University Centre**

<b>Date approved:</b>	October 2013
<b>Applies to students commencing study in:</b>	September 2021

## RECORD OF UPDATES

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
<b>April 2019</b>	<b>Updated module information</b>	<b>Periodic Review</b>
<b>October 2019</b>	<b>Updated module information</b>	<b>Periodic review recommendations</b>
<b>January 2021</b>	<b>New module information</b>	<b>To replace ANBW6001</b>

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Solihull College & University Centre
<b>Language of study:</b>	English
<b>Final award/s:</b>	BSc
<b>Programme title:</b>	Animal Behaviour & Welfare
<b>Interim exit awards and award titles available:</b>	None
<b>Brookes course code:</b>	BSCH-ABW
<b>UCAS code:</b>	C867
<b>JACS code:</b>	D300
<b>HECoS code:</b>	100522
<b>Mode of delivery:</b> (Mode of Study given in brackets)	Face to face/on-campus (full-time) Face to face/on-campus (part-time)
<b>Duration of study:</b>	1 year (full time) 18 months (part time)
<b>Subject benchmark statement/s which apply to the programme:</b>	Subject Benchmark Statements - Biosciences (2015)
<b>Professional accreditation attached to the programme:</b>	n/a
<b>Apprenticeship Standard:</b>	n/a
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## SECTION 2: WHY STUDY THIS PROGRAMME?

The Animal Behaviour and Welfare BSc (Hons) top-up degree programme is designed to enable people who have successfully completed a Level 5 qualification in animal related studies to upgrade their qualifications to a vocationally relevant, BSc (Hons) qualification. It has been developed due to student demand for a BSc year for the OBU FdSc in Animal Behaviour & Welfare, to be undertaken within the college environment, and prospective employers seeing the need for graduates to have a Level 6 qualification.

The FdSc in Animal Behaviour and Welfare promotes an understanding of contemporary aspects of animal behaviour and welfare, and their application in present-day situations, the BSc (Hons) year develops this on further allowing students to have the opportunity to shape their learning more to their specific needs and interests.

The programme extends student expertise in diverse areas including advanced animal learning and training, clinical behaviour management, , animal assisted interventions, population health, welfare and conservation which are new, rapidly expanding areas of opportunity within the sector. Graduates will be equipped with the knowledge required to pursue employment in advanced animal behavioural or welfare-based roles, e.g. research officers in zoos, animal behaviour therapists, animal trainers and roles within animal assisted therapies.

The programme encourages the use of contemporary research to highlight advances in animal behaviour and welfare, emphasising its application within applied aspects of the animal industry. Students have the opportunity to shape their learning to their specific needs and interests. The curriculum allows for continued progression into level 7 courses.

Staff teaching on the programme have a range of expertise, professional experience and academic qualifications. Most teaching staff hold post-graduate qualifications and teaching qualifications. Some are Fellows of the Higher Education Academy.

## SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### 3.1 ACADEMIC LITERACY

- a. Apply extensive knowledge of a range of scientific, business and animal-based disciplines.
- b. Critique animal training and pet behaviour consultancy techniques when advising on and training companion animals or managing inappropriate behaviours in these species.
- c. Review major issues affecting animals by evaluating conservational problems and threats to wildlife populations on a local and global scale.
- d. Critically review current research in human-animal interactions and their implications for animal assisted interventions.
- e. Investigate and apply knowledge of current animal diseases and design effective prevention and treatment methods.

### 3.2 RESEARCH LITERACY

- a. Apply acquired knowledge to develop appropriate solutions to work-related problems in the animal industry.
- b. Design, implement and statistically analyse data as part of an independent relevant research project with a specific focus on monitoring and improving animal behaviour and welfare within the industry.
- c. Apply independent learning skills to research, organise, synthesise, evaluate and summarise subject-specific research literature.
- d. Demonstrate effective problem-solving skills within the academic and working environment.

### 3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- a. Demonstrate confidence, flexibility and reflection as independent learners to enhance employability and manage own learning effectively.
- b. Manage themselves and others, maintaining professional standards, in accordance with the ethical and legislative framework, recognising their own abilities and limitations.
- c. Communicate ideas and findings, both verbally and in writing, with clarity in an appropriate manner for a diverse range of both professional and non-professional audiences.
- d. Apply team-working skills in order to work productively and effectively with colleagues, members of the public, staff and industry professionals.

### 3.4 DIGITAL AND INFORMATION LITERACY

- a. Apply IT resources effectively, including the internet and library databases, to search for and retrieve comprehensive information on a specific research problem.
- b. Select and demonstrate effective use of IT programmes to communicate applied issues in academic and industry contexts.
- c. Apply an understanding of current and rapidly changing technologies used within the animal based industry to enhance animal welfare.

### 3.5 ACTIVE CITIZENSHIP

- a. Evaluate alternative husbandry and management strategies in relation to different international contexts, demonstrating due regard for welfare of animals and staff.
- b. Appreciate the role graduates play in the future of the animal industry both nationally and internationally.
- c. Evaluate the importance of animals between different cultures and sectors of society.
- d. Develop new approaches in response to worldwide ethical issues affecting animal welfare.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
TBC	<b>International Animal Welfare</b>	15	6	Compulsory	100:0
<b>ANBW6002</b>	<b>Pet Behaviour Consultation Techniques</b>	15	6	Compulsory	50:50
<b>ANBW6003</b>	<b>Epidemiology</b>	15	6	Compulsory	50:50
<b>ANBW6004</b>	<b>Conservation Strategies</b>	15	6	Compulsory	100:0
<b>ANBW6005</b>	<b>Dissertation</b>	30	6	Compulsory	100:0
<b>ANBW6006</b>	<b>Advanced Animal Learning And Training</b>	15	6	Compulsory	100:0
<b>ABW67</b>	<b>Human-Animal Interactions</b>	15	6	Compulsory	100:0

### 4.2 PROGRESSION AND AWARD REQUIREMENTS

120 credits at Level 6 must be achieved to be awarded the BSc.

## SECTION 5: TEACHING AND ASSESSMENT

Over the course of the Animal Behaviour and Welfare Studies BSc top-up degree students will study a minimum of 8 single module equivalents over 2 semesters (full-time). There are 6 single modules (15 credits) studied and one double module (30 credits). Single modules run over one semester and the double module will run over a whole year.

The teaching methods used on modules are varied and are informed by contemporary and industry based practices. Throughout the modules case examples will be used to link the theory to real-life situations and students, alongside tutors, will be asked to share their work experiences with peers. Visits and guest speakers will also be used to ground the learning within the work environment and help students make links within the industry. Students have the opportunity to apply the knowledge gained from field trips, conferences and study tours to their academic studies.

All modules make use of the Solihull College's Virtual Learning Environment (called Moodle) (typically for locating module resources, but often also for quizzes, discussion forums and coursework submissions and feedback). Most modules make use of interactive classroom lectures/seminars (on average over 20 hours for a single credit module) to provide a framework for learning and for introducing more difficult concepts. Practical work handling animals and undertaking laboratory work are features of a number of the modules, enhancing learning and progressing advanced practical skills. Other teaching methods include seminar discussions or debates, one-to-one or small group tutorials and assessment workshops. Reflective learning is encouraged through use of self, peer and staff formative feedback on assignments, clinical case studies work, and reflective logbooks. All these activities develop critical self-awareness and personal literacy. Research literacy will be developed specifically in the Dissertation Module, where students will have the opportunity to conduct a study of their own into a chosen behaviour or welfare topic. All modules will help advance skills of locating and evaluating suitable sources of information.

Alongside researching skills digital and information literacy will be progressed via the use of digital information sources and will be developed more generally via varied use of the VLE. In some modules the use of specific types of veterinary and wildlife monitoring technology will be covered. Learners will be supported to learn how to use any new digital technology/ computer programme via tutorials and workshops.

Development of global citizenship attributes will form a part of the core ethos of the programme and will be considered in detail in discussions and debates around ethical topics within national and global animal management methods and when case studies and work experiences are discussed and reviewed.

The assessment for five modules is based on performance in coursework and for two modules on course work and examination. Coursework assignments are diverse and support the development of digital and information literacy. Assignments may include reports, essays, posters, case studies, presentations and literature reviews. Where assessments include examinations, these will be timetabled at the end of the module. The dissertation module requires a presentation in addition to the written assessment.

Assessment is aligned to the [University Assessment Compact \(available at https://www.brookes.ac.uk/aske/brookes--assessment-compact/\)](https://www.brookes.ac.uk/aske/brookes--assessment-compact/) ensuring that students' progress towards meeting programme outcomes while experiencing a balance of assessments within and between modules and equity in module workloads. Within some assessments students are able to tailor their submission to their own vocational area of interest. Solihull College & University Centre is committed to providing students with clear assessment criteria, and useful and timely feedback on all of their work.

Discussions between programme staff have ensured that programmes are characterised by an appropriate breadth and depth of content that is informed by relevant benchmark statements, the requirements of accrediting bodies and the latest research. The quality of academic provision for students is assessed regularly by programme teams, principally through the annual monitoring report and quality improvement plan for the course via student evaluations of each module, regular student questionnaires, programme quality board meetings, and through critical evaluation of the annual external examiner report. Dissemination and encouragement of good practice is facilitated through staff development activities, peer lesson observations, regular staff team meetings, and support from the Teaching and Learning Coaches at Solihull College & University Centre and the OCSLD (Oxford Centre for Staff and Learning Development) at Oxford Brookes University.

## SECTION 6: ADMISSION TO THE PROGRAMME

### 6.1 ENTRY REQUIREMENTS

~~Students will usually have achieved an average GPA of 55% in a relevant animal-related level 5 qualification of 240 CAT points, or equivalent (overall merit grade at HND).—~~ *Students will usually have a relevant animal related level 5 qualification of 240 CAT points, or equivalent.*

*It may be possible, in certain situations, to gain accreditation of prior learning to enable students to enter the course with advanced standing or gain exemption from an element/ elements of the programme. This is assessed on an individual basis and is awarded in line with Oxford Brookes University's regulations on accreditation of prior learning, available at <https://www.brookes.ac.uk/regulations/current/core/a2/a2-5/>*

All applicants will be interviewed (telephone interviews are carried out for international applicants if they cannot attend in person). Offers of a course place are dependent on a successful interview and a strong UCAS application with an appropriate reference.

#### **English Language Requirements.**

Applicants whose first language is not English must also demonstrate that their level of English is acceptable, by achieving a score in a recognised test such as:

- British Council IELTS: normally minimum level 6.0 overall with a minimum of 6.0 in the reading and writing components;
- TOEFL minimum score of 550 paper-based or 213 computer-based or 80 internet-based.

### 6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

May be applicable depending on the individual projects completed

## SECTION 7: PREPARATION FOR EMPLOYMENT

Currently there are considerable amounts of animal related roles within the UK and internationally that include a range of roles and responsibilities. Our graduates will be equipped with advanced skills and knowledge to:

- undertake a wider range of roles and responsibilities within their current or future employment
- to progress to senior/ leadership positions within medium and large-sized small animal based businesses or
- undertake more specialised roles within animal behaviour, welfare and health sectors or
- consider a change of career and move into education, clinical companion animal behavioural management, veterinary pharmaceutical sales, , animal welfare positions, conservation, zoo keeper or zoo education officer positions (further specific study may be required for some of these careers).

A number of careers open to our graduates offer the opportunity to set up their own business and to be self-employed.