

## PROGRAMME SPECIFICATION

**for the award of**

**FdSc Animal Behaviour and Welfare**

**Managed by the Faculty of and Life Sciences**

**delivered by Solihull College & University Centre**

<b>Date approved:</b>	September 2013
<b>Applies to students commencing study in:</b>	September 2020

## RECORD OF UPDATES

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
<b>April 11<sup>th</sup> 2019</b>	<b>Updated module information</b>	<b>Periodic Review</b>
<b>October 2019</b>	<b>Update to programme aims and name of Cert HE exit award</b>	<b>RBS accreditation requirements and periodic review recommendations</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>	FdSc
<b>Programme title:</b>	Animal Behaviour and Welfare
<b>Interim exit awards and award titles available:</b>	CertHE
<b>Brookes course code:</b>	FdSc/SH13
<b>UCAS code:</b>	C866
<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>	Full-time: 2 years Part time: 3 years
<b>Subject benchmark statement/s which apply to the programme:</b>	QAA Foundation Degree Characteristics Statement (2015)  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 FdSc in Animal Behaviour and Welfare promotes an understanding of contemporary aspects of animal behaviour and welfare, and their application in present-day situations. In their first year, students are introduced to the principles of animal behaviour, welfare and ethics alongside studying essential animal science theory. They develop practical animal husbandry skills, and gain experience working in the industry. Then, in the second year, students explore the complexities of welfare issues in a diverse range of contextualised scenarios such as animal breeding, the exotic animal trade, zoos, and other animal collections. They undertake applied behaviour studies to inform improvements in husbandry & management practices and finish by researching their own chosen project with a specific focus on monitoring animal behaviour and/ or enhancing welfare within the sector.

The redevelopment of this programme has been guided by student feedback and aligned to employers' requirements. This has created a stronger emphasis on animal welfare throughout the modules, and in particular allowed closer exploration of conservation versus welfare issues in captive wild animals. It has also led to the introduction of a further behaviour module in the second year facilitating behavioural studies and enabling smooth progression into animal training topics covered in the BSc in Animal Behaviour & Welfare.

A key feature of the programme is the emphasis on practical opportunities for work-based learning, which takes advantage of the College's close links to the industry, including Cotswold Farm Park, Twycross Zoo, Dudley Zoo, The Blue Cross, West Midlands Safari Park, RSPCA, Guide Dogs Association, The Wildlife Trusts, the Police and armed services. In addition, practical learning is facilitated through our excellent award-winning animal facilities (the Animal Care Centre), which holds a wide range of domestic, exotic and farm animal species and the proximity to a wide range of external animal-based establishments.

The FdSc will enable students to develop interpersonal skills and to be critically informed and resourceful individuals, aware of the wider impact of land-based activities on the environment, society and organisational stakeholders.

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. Several are Fellows of the Higher Education Academy.

### 2.1 PROGRAMME AIMS

- to enhance the animal management industry by providing skilled graduates, who are knowledgeable and industry competent in current practices in animal behaviour and welfare;
- to provide a broad range of studies directly relevant to animal behaviour and welfare careers;
- to provide flexibility, knowledge, skills and motivation as a basis for technical and management careers and progression to Level 6 undergraduate studies and beyond;
- to develop students' ability through effective use and combination of the knowledge and skills gained in different parts of the programme and in the workplace;
- to develop a range of independent study skills, creativity and innovation, personal qualities and attitudes essential for reflective learning and practice leading to successful performance.

## SECTION 3: PROGRAMME LEARNING OUTCOMES

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

### 3.1 ACADEMIC LITERACY

- a. Explore the main scientific principles of animal behaviour and welfare, applying theory to develop own practical methods of animal training, health and husbandry.
- b. Demonstrate an understanding of a range of scientific, business and animal-based disciplines.
- c. Actively contribute and communicate ideas using a range of accepted formats, using appropriate technical, practical and subject-specific nomenclature and terminology.
- d. Demonstrate practical competence at industry standards in the essential components of handling and caring for a variety of animals.
- e. Critically evaluate zoological collections and their roles in conservation and welfare.
- f. Appraise the international trade in exotic and domesticated animals in the context of welfare issues.
- g. Analyse the importance of nutrition and its relationship to animal anatomy and physiology.
- h. Assess the importance of breeding control methods including genetic evaluation with specific reference to behaviour and welfare.
- i. Explain the principles of starting up a business within the sector to meet the demand of the animal based industry.

### 3.2 RESEARCH LITERACY

- a. Develop research skills that enhance the student's contribution to the animal industry.
- b. Design and implement a guided relevant research project with a specific focus on monitoring and improving animal behaviour and welfare within the industry.
- c. Collect, present, analyse and interpret statistical data to provide evidence based animal management strategies.

### 3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- a. Set goals, manage time and tasks, and reflect on feedback to ensure that industry standards are achieved.
- b. Apply team-working skills in order to work productively and effectively with colleagues, members of the public, staff and authority figures.
- c. Manage themselves, their own professional practice, in accordance with the professional, ethical and legal framework, recognising their own abilities and limitations.

### 3.4 DIGITAL AND INFORMATION LITERACY

- a. Apply IT resources effectively, including the internet and library databases, to search for and retrieve reliable information.
- b. Demonstrate effective use of IT programmes to enhance business management through data presentation and graphing.
- c. Demonstrate an understanding of the current and rapidly changing technologies used within the animal based industry to enhance animal welfare.
- d. Engage productively with relevant on-line communities and explore alternative routes for the dissemination of knowledge

### 3.5 ACTIVE CITIZENSHIP

- a. Explore 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 companion and non-companion animals amongst different cultures and sectors of society.
- d. Develop an appreciation of different cultural and ethical perspectives towards animal training and welfare.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
<b>ABW41</b>	Animal Anatomy & Physiology	15	4	Compulsory	50:50
<b>ABW42</b>	Principles of Animal Behaviour	15	4	Compulsory	60:40
<b>ABW43</b>	Animal Ethics	15	4	Compulsory	100:0
<b>ABW44</b>	Animal Welfare	15	4	Compulsory	100:0
<b>ABW45</b>	Animal Biology	15	4	Compulsory	50:50
<b>ABW46</b>	Self-employment Skills for the Animal Sector	15	4	Compulsory	100:0
<b>ABW47</b>	Professional and Academic Skills	15	4	Compulsory	100:0
<b>ABW48</b>	Practical Animal Husbandry	15	4	Compulsory	100:0
<b>ABW51</b>	Animal Breeding and Genetics	15	5	Compulsory	40:60
<b>ABW52</b>	Animal Nutrition	15	5	Compulsory	60:40
<b>ABW53</b>	Exotic Animal Trade	15	5	Compulsory	50:50
<b>ABW54</b>	Research Methods for Industry	30	5	Compulsory	100:0
<b>ABW55</b>	Animal Health and Disease	15	5	Compulsory	60:40
<b>ABW56</b>	Zoo Practices and Conservation	15	5	Compulsory	100:0
<b>ABW57</b>	Applied Animal Behaviour	15	5	Compulsory	100:0

### 4.2 PROGRESSION AND AWARD REQUIREMENTS

Exit award of Cert HE Animal Sciences requires 120 credits at Level 4

Progression from Level 4 to 5 requires 120 credits at Level 4

FdSc award requires 120 credits at Level 4 and 120 credits at Level 5

### 4.3 PROFESSIONAL REQUIREMENTS

No professional requirements attached to this course

## SECTION 5: TEACHING AND ASSESSMENT

Completion of the FdSc in Animal Behaviour and Welfare requires full-time students to pass 16 modules: with eight in each year spread over two semesters. Most modules run over a single semester, though some are double modules that will normally run over a whole year. Part time students normally complete the programme over 3 years.

Teaching methods are varied and informed by contemporary practice in science teaching in higher education. All modules use the Solihull College's Virtual Learning Environment - Moodle (typically for locating course and module resources, but also for discussion forums, collaborative information gathering, journal logs and coursework submissions and feedback). Most modules use lectures (on average 22 hours for a single credit module) to provide a framework for learning and to introduce more difficult concepts. Practical work and fieldwork (on average 12 hours for a single credit module) are key features of most modules, enhancing learning and enabling development of skills needed for a successful career. Other teaching methods include seminar discussions or debates, one-to-one or small group tutorials and problem-solving workshops. Reflective learning is encouraged through use of self,

peer and staff formative feedback on assignments, group work and project work, and reflective diaries. All these activities develop academic literacy, critical self-awareness and personal literacy.

The integration of contemporary technologies and practical facilities allow undergraduates to develop their academic and vocational skills to industry standards. Academic sessions are widely supported using the wide range of species and extensive practical animal facilities, including farm livestock, exotic and companion animals. In addition sessions are delivered using laboratories where students have access to practical activities such as dissections and have the opportunity to develop laboratory skills. Students are required to complete a minimum of 240 hours of industry experience to appreciate the relationship between theory and industry practices.

Research literacy is widely taught and practised throughout the modules culminating in the Industry Based Project module where students will be able to undertake a guided project focused on monitoring and improving animal behaviour and welfare within the industry.

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 and welfare topics to do with animal management in national and global contexts and when case studies and work experiences are discussed and reviewed. In particular the following modules lend themselves to the development of global citizenship: Animal Welfare, Animal Ethics, Exotic Animal Trade, International Zoo Practices and Conservation and Animal Breeding and Genetics.

Summative assessments for modules are vocationally contextualised and are either combined coursework and examination or coursework only. Coursework assignments are diverse and develop research literacy and digital and information literacy. Indicative assignments include essays, laboratory and field notebooks, work diaries, practical reports, video diaries, seminar and poster presentations and problem-solving exercises. Where assessments include examinations, these will be scheduled at the end of the module.

Assessment is aligned to the [University 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 course's annual monitoring report and quality improvement plan 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 and the OCSLD (Oxford Centre for Staff and Learning Development) at Oxford Brookes University.

The Brookes Assessment Compact is jointly prepared by students and staff of the University. It can be found at [http://www.brookes.ac.uk/services/ocslld/resources/assessment/assessment\\_compact\\_09.pdf](http://www.brookes.ac.uk/services/ocslld/resources/assessment/assessment_compact_09.pdf)

## SECTION 6: ADMISSION TO THE PROGRAMME

### 6.1 ENTRY REQUIREMENTS

Entrants to the programme should normally possess the following:

Either:

- A minimum of two years' relevant work experience and a current role in an appropriate workplace setting, and

- A Line Manager's letter of support and recommendation;

Or:

- A BTEC Subsidiary Diploma, Diploma, Extended Diploma or other equivalent qualifications, such as GNVQ/NVQ or other Level 3 vocational qualifications.
- A minimum of one pass at A-level or 6-unit Vocational A-level, plus three passes at GCSE (grades A–C or 9 - 4), or O-level (grades A–C) normally including Mathematics, English Language and Science.

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.

### **Accreditation of Prior Learning (APL)**

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/>

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

DBS checks are not usually required, but may be necessary if a work placement requires it

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

The skills and knowledge gained on this course are directly relevant to a number of careers in the area of animal behaviour and welfare. Many of our graduates will find employment within careers such as animal scientists, rehoming and rescue organisations, retail managers, nutritionists, lecturers, animal facility technicians and managers, zoo keepers, education officers at animal collections and welfare officers. Previous students from our current HE level 5 courses have gained employment in areas of the animal industries outlined and in addition some have progressed to self-employment.

An Animal Behaviour and Welfare foundation degree also offers an excellent general university education and can provide a gateway to careers in management or other graduate level positions.

Graduates will have the opportunity to apply for the Oxford Brookes BSc (Hons) Animal Behaviour and Welfare or similar animal related top-up courses at other institutions. (Acceptance onto these courses is always subject to individual HE providers admissions and APL policies).