

Programme specification

1. Overview / factual information

Programme/award title(s)	BSc (Hons) Animal Behaviour Welfare and Conservation Top Up
Teaching Institution	University Centre Kingston Maurward
Awarding Institution	The Open University (OU)
Date of first OU validation	June 2024
Date of latest OU (re)validation	n/a
Next revalidation	2029
Credit points for the award	120
UCAS Code	D401
HECoS Code	100522, 101318
LDCS Code (FE Colleges)	n/a
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	QAA Subject benchmark statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	n/a
Professional/statutory recognition	n/a
For apprenticeships fully or partially integrated Assessment.	n/a
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT, face to face
Duration of the programme for each mode of study	1 year FT, 2 Years PT

Please note: 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 s/he 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 each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Dual accreditation (if applicable)	n/a
Date of production/revision of this specification	May 2024

2. Programme overview

2.1 Educational aims and objectives

The primary aim of this programme is to provide a clear progression route from the Foundation Degree Animal Behaviour Welfare Conservation at Kingston Maurward to a full honours degree.

The programme aims to building the core learning from the foundation degree in:

- Concepts in the three core areas of Welfare, Behaviour and Conservation
- practical and professional skills with underpinning knowledge within the animal industries;
- scientific concepts and sound knowledge of animal science that can be applied in practical contexts.

The BSc (Hons) develops skills in wider application and learning within the animal industry and conservation through the following:

- application of ethics and welfare in education and to affect change
- broaden aspects of behaviour management through understanding of animal cognition
- apply principles of behaviour, conservation science and welfare to the *in-situ* and *ex-situ* conservation of animals and habitats
- Apply principles of welfare and behaviour to managing animals within complex collections

- Apply wider skills such as communication and marketing to appreciate the purpose and management of animal collections.

Wider skills developed during the programme will include:

- The ability to synthesise objective opinions, recommendations and solutions from prior learning in response to new situations and challenges;
- Demonstrating skills and knowledge for further academic study at post graduate level;
- Displaying communication and managerial skills that can be applied within the animal industry;
- Using ICT skills to use a variety of platforms and methods successfully;
- marketable and transferable skills to seek alternative employment in related industries.

The Level 6 Honours Top-Up programme will specifically provide progression for existing Foundation degree students to prepare them for employment in a range of professional contexts requiring graduate level skills within the animal industry, locally, within the UK and abroad.

It will provide a potential route for 'non-traditional' students drawn from a variety of academic backgrounds to progress from a Foundation degree to a full Honours degree in a subject area currently oversubscribed and therefore subject to extreme academic competition in those institutions only offering a Bachelor of Science programme e.g., University of Bristol.

A developing global interest in all aspects of animal welfare and the associated study of behaviour, not least as an assessment index, has resulted in a rapid expansion in specialist careers within every aspect of the animal care and conservation industries. This in turn has generated a demand for suitably qualified individuals demonstrating both sound theoretical knowledge and applied practical skills and experience.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme is designed as the primary route for progression from the FD in Animal Behaviour Welfare Conservation at UCKM
There is eligibility for other foundation degrees in related subjects, as well progression for students on Pearson BTEC HND in Animal and Equine Management.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

n/a.

2.4 List of all exit awards

Ordinary Degree in Animal Behaviour Welfare Conservation
BSc (Hons) in Animal Behaviour Welfare and Conservation

3. Programme structure and learning outcomes

Programme Structure - LEVEL 6							
Compulsory modules	Credit points	Compensatable?	Semester	Optional modules	Credit points	Is module compensatable?	Semester runs in
Independent Research Dissertation	40	No	Both	Advanced Collections Management	20	Yes	2
Wildlife Population Recovery				Animal Cognition	20	Yes	1
Behavioural Ecology	20	Y	1				
Role of the Modern Collections	20	Y	2				
	20	Y	1				

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Critically analyse the relationship between environmental and evolutionary pressures and the subsequent impact of each on the development of species-specific behaviours;</p> <p>A2 Relate underpinning knowledge of the study of animal behaviour, welfare and conservation;</p> <p>A3 Critically evaluate the role of field research and animal collections in conservation including captive breeding and reintroduction;</p> <p>A4 Apply a critical understanding of animal cognition and self-awareness principles of animal behaviour, welfare, and conservation in non-human species;</p>	<p>A1 is taught and assessed in several modules in the programme, including Cognition and Behavioural Ecology specifically. It could also form the basis for a dissertation topic.</p> <p>A2 will relate to all aspects of the programme as learners will need to apply this knowledge in a range of specific areas across all the modules.</p> <p>A3 will be a major aspects of Dissertation projects to collect primary data for analysis, but has relevance to behavioral ecology, cognition, collection modules and wildlife population recovery.</p> <p>A4 will be mainly covered within Animal Cognition through teaching and assessment, but it will be considered in Behavioural Ecology.</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A5 Critically evaluate techniques to successfully manage animal collections to meet their diverse aims and objectives alongside welfare and husbandry considerations.

A5 will also relate to collections modules for welfare considerations and Animal Cognition in context of meeting complex behavioural needs, as well as aspects of conservation in Wildlife Population Recovery

3B. Cognitive skills

Learning outcomes:

- B1** apply knowledge based well beyond the directly taught programme
- B2** demonstrate thorough understanding of subject-specific theories, paradigms, concepts and principles as well as in-depth understanding of more specialised areas
- B3** demonstrate the ability to define problems, devise and evaluate possible solutions, and to solve both routine and unfamiliar problems confidently

Learning and teaching strategy/ assessment methods

Modules will use a range of assessment methods including timed presentations, written reports, practical tasks. Some assessments will be conducted in time controlled conditions. The majority of tasks will aim to frame the assessment within an industry relevant, authentic scenario. Examples of these are the development and application of health and welfare assessment tools, developing a webpage, writing protocols that could be applied in industry settings, using standard structure for reports such as biodiversity action plans.

3B. Cognitive skills	
<p>B4 seek out, analyse, synthesise, summarise and critically evaluate information</p> <p>B5 show a well-developed ability to integrate lines of evidence from a wide range of sources to formulate and test hypotheses</p>	<p>All assessments will include the need for clear referencing and citations to demonstrate evidence of research. Some assessments include the task of providing an annotated bibliography to show evaluation of sources.</p> <p>The applied nature of many assessments within the programme requires the use of a multidisciplinary approach. This includes the application of biology in the context of welfare and health assessment, exploring ethical issues with conservation and application of skills in workplace settings</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 suggest, plan, conduct and present an independent investigation using appropriate support from a supervisor</p> <p>C2 relate investigations to prior work, be aware of recent research developments and reference it appropriately</p>	<p>The Independent Research Dissertation will develop skills across all learning outcomes in this area and assess them within project planning, implementation and conclusion. Within other modules, learners will also apply research skills as well as principles to collect data (e.g. behavioural observations) this will form part of assessment.</p> <p>All assessments will be expected to be referenced and cited correctly, and feedback will be provided in all assessment on the use of these skills.</p>

3C. Practical and professional skills	
<p>C3 Demonstrate practical competence in a range of fieldwork and monitoring techniques using relevant equipment and demonstrating safe working practices</p> <p>C4 describe clearly and record accurately both in situ and ex situ</p> <p>C5 interpret practical results perceptively and present research findings effectively in a number of formats</p> <p>C6 demonstrate effective practical skills to create engaging presentations, and industry relevant marketing and educational materials</p>	<p>Several units will involve active investigations in field settings or within a collection setting to collect data, and using methods and equipment, in both formative and summative assessment. The accuracy of record keeping is essential within this learning. The application of these investigations will be to present, interpret and analyse results appropriately. Dissertations may include fieldwork, observational studies, literature review or desk-based surveys that will need to be conducted to ethical and professional standards.</p> <p>Assessments are designed to be 'authentic' where possible and linked to industry. Examples include grant proposals, cognition testing, educational materials and marketing/ business plans.</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 demonstrate proficiency in project planning, including the ability to plan and implement fieldwork for successful completion;</p> <p>D2 select, justify and apply a range of appropriate methods to solve challenging problems in an authentic manner</p> <p>D3 Synthesise actions to affect change within industry with consideration for issues from a wide range of multidisciplinary and interdisciplinary perspectives</p> <p>D4 manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways;</p>	<p>Module delivery will support the use of group discussion, presentations and practical activities, with scope for peer learning and feedback.</p> <p>The Independent Research Dissertation module will cover criteria on skills applied in the process of planning and managing a research based project to a successful conclusion. Although supported by a supervisor, learners will only be able to complete their dissertation by demonstrating appropriate key skills in time, personal and project management</p> <p>Learners will be expected to meet deadlines for assessments throughout the programme, and communicate with teaching and technical staff, and external organisations and individuals as appropriate</p>

[BSc (Hons) in Animal Behaviour Welfare and Conservation]

4. Distinctive features of the programme structure

Key distinctive features of the programme is the practical nature of some modules, and the use of 'authentic' assessments. These features prepare graduates for entry into the animal management industry with experience of both practical elements of the subject and experience of industry standard documentation or formats. Examples include:

- Grant Proposals
- Business/ marketing plans
- Preparing forms used for surveying or assessment in industry
- Educational materials
- Academic Posters
- Portfolios of evidence demonstrating industry standards

Alongside the practical nature of some elements of the programme the programme still retains key elements of a science degree. Several modules promote and assessment skills in scientific investigation and data analysis. These activities include:

- Data collection through field work and desk based studies
- Analysis of direct data collections, including statistical testing
- Application of a range of scientific methods in conservation and behaviour
- Application of literature reviews to plan investigations

The programme is designed to allow students on the programme to select modules to follow career routes for both employment and preparation for postgraduate study.

The option modules allow pathways in Collection Management or an Animal Behaviour route. Students can select options from either pathway but it is expected that students will aim to follow particular routes. The options are as follows:

Collection Management	Animal Behaviour
Advanced Collection Management	Animal Cognition

5. Support for students and their learning

University Centre Kingston Maurward, as a part of Kingston Maurward College, has a dedicated Student Support team which provides help and advice on personal, emotional and / or practical problems and can also provide a confidential counselling service. Access to specialist support services, such as sex health services, community police, chaplaincy and drug and alcohol services, are also available either on campus or in the local community.

We encourage students to contribute to the running of the University Centre and have a very active and influential Student Engagement Group (SEG) which includes representatives from all courses and levels. There is also a student member position on the Higher Education Academic Board (HEAB). An HE student can also be voted on to the board of governors as a student representative to the Corporation.

We are proud of our commitment to equality and diversity, supporting students of all abilities and from all backgrounds.

The careers library at the College includes computer packages which students can use to explore ideas about different occupations and skills such as writing applications. The college employs a careers advisor and students can book appointments for advice and guidance at any time.

The College is fully committed to widening access and improving the quality of the support offered to students with Additional Learning Needs (ALN's). They offer help in accessing the Disabled Students' Allowance from Local Education Authorities and in obtaining exam concessions within the College. They also advise on assessments for dyslexia and offer individual tuition sessions as well as liaison with Local Education Authorities, academic and support staff, and other organisations. Additionally, there are specially designed classrooms for 1:1 tutoring which are equipped with software such as Claro Read, Text Write and Inspiration.

Students can be assessed for eligibility for exam access arrangements (EAA) such as extra time, readers, scribes, rest breaks and IT support.

Pastoral support, help and advice are offered through the College 1-2-1 student support services. They provide information in relation to a variety of issues and details of relevant agencies and counselling services as applicable. Students studying on the FdSc Animal Welfare and Conservation may also raise academic matters with the Programme Manager, First Year Tutor, Student Services Manager or HE Coordinator as well as individual module leaders.

Part-time students are also fully eligible to access support from student services and are expected to engage in pastoral support such as tutorials as full-time

students are. There may be a need for flexibility with this to reflect the hours in college expected for a part-time student to attend based on modules selected in an academic year.

The University Centre's HE Team offers international students advice on the following issues:

- Immigration
- Fee status
- Money matters
- Health matters
- Welfare issues
- Academic issues

6. Criteria for admission

Applicants should confirm their ability to study on a Foundation Degree by presenting evidence of:

- a) achievement of 240 credits to Level 5 in a suitable subject or qualification:
 - I. Foundation degree in Animal Behaviour Welfare and Conservation, or equivalent
 - II. HND in Animal or Equine Management
 - III. 240 credits to Level 5 achieved in suitable subjects such as Animal Behaviour, Welfare and Conservation. At least 120 Credits should have been achieved at Level 5.

International students required to meet IELTS (Academic) 6.0 or above (with minimum 5.5 in each component)

b) Potentially suitable students may be interviewed so that their interest, motivation and academic suitability can be assessed.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

n/a

9. For apprenticeships in England End Point Assessment (EPA)

n/a

10. Methods for evaluating and improving the quality and standards of teaching and learning

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions. The role of the External Examiner will include meeting with delivery staff and students to discuss the structure, delivery and quality of the programme. This may include recommendations to adapt and improve the programme further during re-validation opportunities.

Each programme has a Programme Board which meets at least twice a year to discuss, inter alia, the student experience (including feedback) but may also discuss programme design and planning. The SEG includes representatives of each level/ year of each programme, programme leaders and Head of Higher Education, as well as a senior manager to discuss student feedback.

Any actions and the minutes of these meetings will be presented within the Higher Education Academic Board where necessary, particularly where

feedback or other matters need consideration by the board such as changes to programme structure or delivery, or wider cross college impact.

Student feedback both qualitative and quantitative is collected for each module studied through internal surveys (Student Unit Evaluation SUE). In addition the University Centre actively engages in the National Student Survey (NSS) and publishable data from this survey also informs quality improvement actions.

The Head of Higher Education completes an annual Self Assessment Review of provision that is reviewed and ratified by the College Governing body Quality and Standards committee. This report is informed by programme reports completed by Programme Leaders to review performance of programmes. As part of the exam board process there will be a module review board where unit tutors will review outcomes to 3-year trends and benchmarks. The department SAR also includes an annual Quality Improvement Plan (QIP) which feeds into the overall College SAR and QIP.

Other measures to monitor, evaluate and improve programme delivery include graded lesson observation of teaching staff, regular professional development opportunities and the College appraisal process.

UCKM has an Ethics and Research Policy and process. This requires students that are planning to undertake research projects/ dissertations, or projects that may include data collection and analysis, to submit an ethical review of their proposal via their module tutor or project supervisor. The Ethics and Research Review panel (ERRP) will consider proposals. This may include co-opted panel members, for example the manager of the College Animal Park collection, to advise the panel on the suitability of proposals. The aim of the panel is not necessarily to stop projects going ahead but to advise students to adjust project proposals to fit within ethical and research guidelines. Projects should not be initiated unless projects have been approved by the ERRP to go ahead.

10. Changes made to the programme since last (re)validation

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																			
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
6	Independent Research Dissertation	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	Animal Cognition	✓			✓			✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓
	Advanced Collections Management			✓		✓	✓		✓	✓							✓	✓	✓	✓	✓
	The Role of the Modern Collection			✓		✓	✓		✓	✓							✓		✓		✓
	Behavioural Ecology	✓	✓					✓		✓	✓	✓	✓	✓	✓	✓		✓			✓
	Wildlife Population Recovery			✓		✓			✓	✓			✓			✓				✓	✓

