

APPENDIX A: PROGRAMME SPECIFICATION

PROGRAMME SPECIFICATION

for the award of

BSc (Hons) Animal Behaviour and Welfare

Managed by the Faculty of Health and Life Science

delivered by Solihull College & University Centre

Date approved:	29 th November 2023
Applies to students commencing study in:	September 2026

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Solihull College & University Centre, Blossomfield campus
Language of study:	English
Final award/s:	BSc Animal Behaviour and Welfare (Top Up)
Programme title:	BSc Animal Behaviour and Welfare
Interim exit awards and award titles available:	Ordinary Degree
Brookes course code:	BSCH-ABW
UCAS code:	C867
JACS code:	D300
HECoS code:	100522
Mode of delivery: (Mode of study is given in brackets)	Face to face/on-campus (full-time) Face to face/on-campus (part-time)
Duration of study:	Give normal expected, and maximum possible, duration for each mode of study*. 1-year full time 2 years part time
Subject benchmark statement/s which apply to the programme:	Biosciences (2023) Agriculture, Horticulture, Forestry, Nutrition and Consumer Sciences
Professional accreditation attached to the programme:	NA
Apprenticeship Standard:	NA
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

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 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, pet behaviour consultancy, 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.

The BSc (Hons) Animal Behaviour and Welfare has the following aims:

- To build on existing knowledge through the development of graduate level technical and management skills which will enable students to progress into a range of animal related careers.
- Apply knowledge from contemporary research to enhance the development of the animal management industry.
- Initiate and lead advances within contemporary and currently developing areas of their sector.
- To develop critical, academic, and professional skills to enable further study at postgraduate level and entry into the industry.
- To produce graduates who are disciplined independent learners, self-critical reflective thinkers with the desire to continue their personal and professional development.

SECTION 3: PROGRAMME LEARNING OUTCOMES

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

3.1 ACADEMIC LITERACY

List relevant programme learning outcomes...

- 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

List relevant programme learning outcomes...

- 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 to work productively and effectively with colleagues, members of the public, staff, and industry professionals.

3.4 DIGITAL AND INFORMATION LITERACY

List relevant programme learning outcomes...

- 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

List relevant programme learning outcomes...

- 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
ANBW6002	Pet Behaviour Consultation Techniques	15	6	Compulsory	40:60
ANBW6003	Epidemiology	15	6	Compulsory	50:50
ANBW6004	Conservation Strategies	15	6	Compulsory	100:00
ANBW6005	Dissertation	30	6	Compulsory	100:00
ANBW6006	Advanced Animal Learning and training	15	6	Compulsory	100:00
ANBW6007	Human Animal Interventions	15	6	Compulsory	100:00
ANBW6008	International Animal Welfare	15	6	Compulsory	100:00

4.2 PROGRESSION AND AWARD REQUIREMENTS

120 credits at Level 6 must be achieved to be awarded the BSc (Hons). An Ordinary Bachelor's degree (level 6 award) can be awarded with 60 credits at level 6 if progressing from an Oxford Brookes programme or 90 credits if progressing from another university.

4.3 PROFESSIONAL REQUIREMENTS

NA

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. Part time study would enable students to complete four modules per year and graduate after two years of study.

The teaching methods used on modules are varied and are informed by contemporary and industry-based practices. All modules make use of the college's Virtual Learning Environment for locating module resources, quizzes, discussion forums, coursework submissions and feedback. Students are fully enrolled Oxford Brookes University students and as such have access to all facilities at Oxford Brookes University as well. We actively encourage students to take part in shaping the course and inclusive learning as much of the feedback received has been about how students feel a sense of belonging at Solihull College and University Centre.

Where appropriate, modules make use of interactive classroom lectures/ seminars to provide a framework for learning and for introducing more complex concepts (digital inclusion, inclusive learning, employability sustainability). Practical field work, applied industry practices and laboratory work are features of several of the modules, enhancing learning and progressing advanced academic and industry 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.

The integration of contemporary technologies (digital inclusion) and practical (employability) facilities allow undergraduates to develop their academic literacy and vocational skills to industry standards (assessment for and of learning). Academic sessions are widely supported using the wide range of species and extensive practical animal facilities, including farm livestock, exotic and companion animals (inclusivity and diversity). Students are encouraged throughout their programme to appreciate the relationship between theory and industry practices.

Visiting speakers from relevant industries/professions also help create links with potential employers and are encouraged throughout all the modules. Students have the opportunity to apply the knowledge gained from field trips, conferences, and study tours to their academic studies in addition to developing valuable contacts with the industry (networking, employability skills).

Research literacy will be developed specifically in the Dissertation, where students will have the opportunity to conduct a study of their own into a chosen animal related topic. All modules will help advance skills of locating and evaluating suitable sources of information as well as developing a

sustainable mindset. Alongside researching skills, digital and information literacy will be progressed via the use of digital information sources (digital skills) and will be developed more generally via varied use of the VLE (Virtual Learning Environment). In some modules the use of specific types of animal husbandry 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 active 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 (developing a 'safe' and 'brave' space where students are comfortable about discussing opinions).

The assessment for six modules is based on performance in coursework only and for two modules on coursework and examination. Coursework assignments are diverse and support the development of digital and information literacy. Assignments may include reports, essays, posters, case studies, discussion boards, presentations (seminars) 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.

Students will progress towards meeting programme outcomes whilst experiencing a balance of assessments within and between modules and equity in module workloads which are industry relevant and applicable to real life scenarios. Within some assessments students can tailor their submission to their own vocational area of interest (inclusivity). Solihull College and University Centre is committed to providing students with clear assessment criteria, and useful and timely feedback on all 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 (employability learning). 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 (inclusivity) 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 OCAED (Oxford Centre for Academic Enhancement and Development) at Oxford Brookes University.

Student Support and Guidance

Firstly, an induction process is conducted where initial course expectations, rules, and regulations (via handbooks), enrolment and team building activities are undertaken in the week prior to commencing the course. This helps students gain an understanding of what the course involves and allows them to interact with their peers. Late enrollers are given a shorter but none the less comprehensive induction.

Tutors also monitor student progress regularly in 1:1 tutorials, to check that they are maximising their potential. If they experience academic difficulties, we can arrange for them to receive academic mentoring support. For tutors, access to the student profile plus risk indicators and an outline of additional learning support is key to monitoring student progress and achievement. Close links between specific learning difficulty (SpLD) co-ordinators and tutors is utilised on a regular basis for tracking students with additional learning needs. If students are faced with challenges that affect their ability to study, such as illness, bereavement, depression, financial difficulties, or accommodation issues, we will work with them in finding a way forward.

Thirdly, careers advice (academic and employment) is provided through-out the course and within the programme.

There are also several general support services both at Solihull College and University Centre, and Oxford Brookes, that the students will have access to, including learning and personal support services. These range from programme liaison managers, advisers, support co-ordinators, mental health team to specialist subject librarians, career advisers and other learning support staff all designed to ensure that students get the best out of their studies.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Prior qualifications necessary for entry to the programme, including English language requirements. Students will usually have achieved a merit in a relevant animal related level 5 qualification of 240 CAT points, or equivalent.

Students who have studied the HND in Animal Management or equivalent HND will usually need an overall merit profile.

Students who have not studied the Oxford Brooke University FdSc in Animal Behaviour and Welfare will need to produce a transcript of the modules and learning outcomes they have studied on their level 5 course to allow credit rating by Oxford Brookes University and evidence coverage of sufficient comparable content to allow entrance to this BSc year.

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/ element 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.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Not usually required, but may be applicable depending on the individual projects completed

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

NA

SECTION 7: PREPARATION FOR EMPLOYMENT

The teaching staff have designed the modules to prepare the students for the world of work. Each module has been carefully adapted to the ever-changing industry, therefore demonstrating the relevance of the curriculum to employability. The assessments reflect theoretical and practical application of knowledge and understanding. Any expectations are set at the start of the course to

develop professionalism and employability attributes from punctuality and attendance to correct personal protective equipment during practical sessions.

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, animal welfare positions, veterinary pharmaceutical sales, or zoological specialist (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.

Students may wish to gain further relevant work experience in a range of establishments during this year which will be supported but is not compulsory. This will aid with their networking skills as well as developing further practical and employability skills (confidence)

Staff within the Land based Industries department have high vocational expertise and strong connections with animal-related organisations and businesses which can help students develop valuable networking and industry contacts.

Visits to various organisations during the course and guest speakers also increase the industry links. Students are provided with opportunities to gain careers advice during the course.

