

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University / University of Wales
Teaching institution	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body	N/A
Final award/s available	BSc (Hons) BSc
Award title	BSc (Hons) Animal Studies
UCAS code	
Relevant QAA subject benchmark statement/s	QAA Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences subject benchmark statements
Other external and internal reference points used to inform the programme outcomes	N/A
Mode/s of study	Full time and Part Time
Language of study	English
Date at which the programme specification was written or revised	August 2011 Updated January 2013 Updated November 2015

Aims of the programme

The programme aims to produce graduates that can:

- demonstrate competency with a wide range of Animal Studies theories and principles as well as an awareness of the current boundaries of theory and applied knowledge;
- understand the provisional nature of researched information and evaluate the implication of the contested and transient nature of such material;
- address issues through the collection, collation, analysis and evaluation of appropriate qualitative and quantitative information and using it to formulate solutions;
- plan and execute research or development work and evaluate the outcomes and draw logical conclusions;
- demonstrate awareness of legal, moral, ethical and social issues relevant to the Animal sector.

Intended learning outcomes of the programme

On completion of the **BSc (Hons) Animal studies** students will be able to:

A) Knowledge and Understanding:

A1 Understand underlying principles, current knowledge and developments within Animal Studies

A2 Apply and analyse relevant concepts, theories and methods associated with animal behaviour, welfare and ecology

A3 Acquire, analyse and interpret biological information

A4 Identify and critique current gaps in knowledge and or understanding and current issues of wider concern in relation to animal behaviour and welfare;

A5 Demonstrate an understanding and critical awareness of the moral, ethical and sustainable issues that underpin the subject area.

B) Subject and Intellectual Skills:

B1 Recognise and use appropriate theories, concepts and principles from a range of animal related disciplines;

B2 Collect and integrate several lines of evidence and evaluate them in a critical way to produce a balanced argument;

B3 Design an experiment, investigation, survey or other means to test an hypothesis or proposition related to animal studies

B4 Analyse critically information, synthesising and summarising the outcomes;

B5 Apply knowledge and understanding to address familiar and novel problems within animal studies;

B6 Demonstrate awareness and understand the impact of the provisional nature of researched facts and principles associated with animal studies.

C) Practical Professional and Employability Skills:

- C1 Plan, conduct, and report on animal studies related investigations, including the use of secondary data and qualitative and/or quantitative techniques;
- C2 Devise, plan and undertake animal studies related investigations in a responsible, safe and ethical manner;
- C3 Solve numerical problems using computer-based and non-computer based techniques;
- C4 Communicate accurately, clearly, concisely, confidently and appropriately to a variety of audiences in written, verbal and graphical forms;
- C5 Demonstrate competence in the use of computer-based information handling and data processing tools;
- C6 Assume responsibility for one's actions and develop the skills necessary for self-managed and lifelong learning (e.g. working independently, time management and organisation skills);
- C7 Demonstrate the potential for competence, behaviour and attitudes required in a professional working life, including appreciation of the need for professional codes of conduct where applicable.

On completion of the **BSc Animal studies (without honours)** students will be able to:

A) Knowledge and Understanding:

- A1 Understand underlying principles, current knowledge and developments within Animal Studies
- A2 Apply and analyse relevant concepts, theories and methods associated with animal behaviour, welfare and ecology
- A3 Acquire, analyse and interpret biological information
- A4 Identify and critique current gaps in knowledge and or understanding and current issues of wider concern in relation to animal behaviour and welfare;
- A5 Demonstrate an understanding and critical awareness of the moral, ethical and sustainable issues that underpin the subject area.

B) Subject and Intellectual Skills:

- B1 Recognise and use appropriate theories, concepts and principles from a range of animal related disciplines;
- B2 Collect and integrate several lines of evidence and evaluate them in a critical way to produce a balanced argument;
- B3 Analyse critically information, synthesising and summarising the outcomes;
- B4 Apply knowledge and understanding to address familiar and novel problems within animal studies;

- B5 Demonstrate awareness and understand the impact of the provisional nature of researched facts and principles associated with animal studies.
- C) Practical Professional and Employability Skills:
- C1 Plan, conduct, and report on animal studies related investigations, including the use of secondary data and qualitative and/or quantitative techniques;
- C2 Solve numerical problems using computer-based and non-computer based techniques;
- C3 Communicate accurately, clearly, concisely, confidently and appropriately to a variety of audiences in written, verbal and graphical forms;
- C4 Demonstrate competence in the use of computer-based information handling and data processing tools;
- C5 Assume responsibility for one's actions and develop the skills necessary for self-managed and lifelong learning (e.g. working independently, time management and organisation skills);
- C6 Demonstrate the potential for competence, behaviour and attitudes required in a professional working life, including appreciation of the need for professional codes of conduct where applicable.

CURRICULUM MATRIX

The following matrix identifies how the overall programme outcomes are achieved for the **BSc (Hons) Animal Studies** degree, and where the skills are developed and assessed within individual modules.

A) Knowledge and Understanding:

Module Title	Core Option	A1	A2	A3	A4	A5
SPT 651 Personal and Professional Development	Core	✓				✓
SPT 652 Applied Research Skills	Core					✓
SPT 653 Research Project	Core	✓	✓	✓	✓	✓
Advanced Animal Welfare	Core	✓	✓	✓	✓	✓
ANM607 Conservation Policy	Core	✓	✓	✓		✓
Animal Behaviour Modification	Core	✓	✓		✓	✓

B) Subject and Intellectual Skills

Module Title	Core Option	B1	B2	B3	B4	B5	B6
SPT 651 Personal and Professional Development	Core	✓			✓	✓	✓
SPT 652 Applied Research Skills	Core	✓	✓		✓		✓

SPT 653 Research Project	Core		✓	✓	✓		✓
Advanced Animal Welfare	Core	✓	✓		✓	✓	✓
ANM607 Conservation Policy	Core					✓	✓
Animal Behaviour Modification	Core				✓	✓	✓

C) Practical Skills

Module Title	Core Option	C1	C2	C3	C4	C5	C6	C7
SPT 651 Personal and Professional Development	Core		✓				✓	✓
SPT 652 Applied Research Skills	Core		✓	✓				
SPT 653 Research Project	Core	✓	✓	✓	✓	✓	✓	✓
Advanced Animal Welfare	Core	✓			✓		✓	
ANM607 Conservation Policy	Core	✓	✓	✓	✓		✓	✓
Animal Behaviour Modification	Core		✓			✓	✓	✓

The following matrix identifies how the overall programme outcomes are achieved for the **BSc Animal Studies (ordinary) degree**, and where the skills are developed and assessed within individual modules.

A) Knowledge and Understanding:

Module Title	Core Option	A1	A2	A3	A4	A5
Advanced Animal Welfare	Core	✓	✓	✓	✓	✓
ANM607 Conservation Policy	Core	✓	✓	✓		✓
Animal Behaviour Modification	Core	✓	✓		✓	✓

B) Subject and Intellectual Skills

Module Title	Core Option	B1	B2	B3	B4	B5
Advanced Animal Welfare	Core	✓	✓	✓	✓	✓
ANM607 Conservation Policy	Core				✓	✓
Animal Behaviour Modification	Core			✓	✓	✓

C) Practical Skills

Module Title	Core Option	C1	C2	C3	C4	C5	C6
Advanced Animal Welfare	Core	✓		✓		✓	
ANM607 Conservation Policy	Core	✓	✓	✓		✓	✓
Animal Behaviour Modification	Core			✓		✓	✓

Distinctive features of the programme

The proposed programme has been shaped by national and international interest and concern for animal behaviour and welfare. As with many land-based industries, the Animal industry is influenced by several external forces. The Animal Welfare Act 2006, EU legislation, revision of the Veterinary Surgeons act and climate change have been identified as key drivers for change in the industry. Therefore demand is increasing for highly skilled workers in the industry to drive up standards of animal welfare and enable businesses to comply with codes of practice and legislation. In addition to this higher level skills and knowledge are required to ensure the maintenance of biodiversity, sustainability and disease control (Lantra, 2009). The Animal Studies Degree serves to play a part within these sector-specific developments. Being a non-specialist programme i.e. not focusing on a particular species or niche area, it can support people entering into a variety of roles within the sector. The Sector Skills Council for Land-based Industries (Lantra) is the leading organisation supporting Land-based industries, including the Animal Care Industry. Sector research by Lantra (2005) has identified the need for people working in the Animal Care industry to have greater access to training at advanced level.

Research demonstrates that employers expect graduates to have advanced skills in the following areas:

- Animal Handling
- Animal health and welfare (including Identifying diseases)
- Animal nutrition and exercise
- Restraining animals
- Basic animal first aid
- Transporting animals
- Providing information and advice to customers
- Communication

The programme will provide a balanced package of skills and knowledge, tailored for those wishing to enter a profession attached to the Animal Care sector, or simply wanting to obtain degree level education and enter a different career path.

Many of the skills delivered on the programme, with further specialist training, will enable students to pursue careers in several different sectors. Students will be made aware of relevant professional bodies such as the Association for the Study of Animal Behaviour, Institute of Ecology and Environmental Management and the Association of Pet Dog Trainers.

The proposed programme forms a progression route for students who have completed the FdSc Animal studies at Glyndwr University and for students who have completed HND, FdSc or Dip HE (240 credits) in a related subject at other institutions. Currently there are no Top up

degree courses available through UCAS in Wales or in the North West of England, in a related subject for these students to progress on to.

Progression from the BSc (Hons) Animal Studies includes employment or post-graduate study. Students moving into employment could expect to progress to careers within the animal industry such as, Welfare Centre managers, Zoo keepers or careers allied to the industry, for example research and consultancy work. These opportunities exist at a local level, but are more likely to be available nationally or internationally. Locally, there are a number of small animal welfare charities, and local councils employ animal welfare officers. There are also a number of animal businesses both within the county, and over the border in England.

Students may also progress to postgraduate level study with MSc courses in Animal Behaviour and Welfare for example. PhD research opportunities related to Animal Studies are also increasingly being offered, and can be frequently found as advertised on www.jobs.ac.uk.

The majority of careers within the industry require “well–rounded” graduates with theoretical and practical knowledge of a variety of aspects of the industry, and an array of transferable and vocational skills. This programme aims to produce graduates with the broad knowledge and skills relevant to a career in the Animal Care sector, but the transferable skills developed could be applicable to other career paths.

The graduates from this programme are needed by industry both in Wales and the rest of the UK. Employment, across the sectors comprising the Animal Care Industry, offers graduates significant choice in a chosen career path including:

<ul style="list-style-type: none"> • Veterinary Nursing (NB. Additional BVNA qualification needed for professional recognition) 	<ul style="list-style-type: none"> • Pet shop manager 	<ul style="list-style-type: none"> • Pre Veterinary qualification
<ul style="list-style-type: none"> • Kennel and cattery management 	<ul style="list-style-type: none"> • Ecologist 	<ul style="list-style-type: none"> • Education
<ul style="list-style-type: none"> • Animal Behaviourist (NB. Additional study and practical experience needed for professional recognition) 	<ul style="list-style-type: none"> • Nutritional advisor 	<ul style="list-style-type: none"> • Research
<ul style="list-style-type: none"> • Environmental Health officer 	<ul style="list-style-type: none"> • Rescue and Rehabilitation 	<ul style="list-style-type: none"> • Animal technician
<ul style="list-style-type: none"> • Zoo keeper 	<ul style="list-style-type: none"> • Wildlife officer 	<ul style="list-style-type: none"> • Sales and Marketing
<ul style="list-style-type: none"> • Conservationist 	<ul style="list-style-type: none"> • Animal Charity worker 	<ul style="list-style-type: none"> • Self-Employment

The proposed programme will also further develop the excellent partnership arrangements that currently exist with animal organisations and businesses within the region. Examples of these include the Welsh Mountain Zoo in Colwyn Bay, Loggerheads Country Park in Denbighshire, Wildlife Trust, Wagtail Specialist Detection Dogs in Mostyn, and World Horse Welfare at Preston. The programme team communicate with professionals in the animal care industry, and have industry experience themselves; and this has influenced the programme specification and objectives. Industry feedback from employers involved with the FdSc Animal Studies has

been positive and many students have been given employment opportunities following work experience placements. This indicates that the skills gained by students are akin to those demanded by the industry.

It is envisaged that links with organisations such as the Wildlife Trust will be further developed through student participation in voluntary work, for example by undertaking nationwide and local wildlife surveys. Links with Environmental Consultants will be developed who will be able to provide students with practical experience, and access to current case work they have undertaken. These links will enhance student learning, and may provide potential student research projects.

The programme team have also developed close links with an animal charity North Clwyd Animal Rescue. Students will have the opportunity to work with rescued animals as part of the behaviour modification module.

These examples illustrate that the level 6 top-up programme will reinforce learning within an applied context.

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The learning and teaching strategy that will be deployed has been designed to maximise opportunities for attainment of the programme and the module learning outcomes aim to:

- (a) have a continued emphasis on student-centred learning
- (b) employ teaching methods that promote effective student learning, self- development and reflection
- (c) deploy a variety of learning and teaching methods in the class, practical settings and sessions delivered within the workplace, including:
 - Lectures and demonstrations
 - Seminars and workshops
 - Tutorials
 - Group and project work
 - Reflective reports
 - External speakers
 - Educational visits and study days
 - Tutor and students led sessions
 - Critical appraisal
 - Portfolio development
- (d) strike a balance between 'class' activity and directed study 'out of class'
- (e) provide sound feedback to students and attempt to involve them in identifying their own learning needs
- (f) use directed and supported group work for sharing experience and knowledge and developing interpersonal skills
- (g) provide realistic and relevant learning activities
- (h) make use of a variety of assessment methods to allow students the opportunity to demonstrate their own particular capabilities.

Data on the linguistic preferences of students will be collected during the registration process. This data will be used to offer students academic and other support in the Welsh language, and enable the University to assess the demand to develop bilingual educational provision further.

A range of advisory and study support services provided for students and prospective students are available in both English and Welsh in the University.

Additionally the programme team aim to develop the language skills of students taking this programme. The University already offers modules in Welsh as a second language at HE level to students studying degrees, which involve working with the public e.g. social work, nursing, youth and community work. It is anticipated that the Animal Studies students whose first language is not Welsh or who wish to improve their Welsh skills (either an improver or a new learner), would be offered these sessions as an extra module outside the programme.

All BSc (Hons) Animal Studies students will have a user account on Moodle which will give them access to a wide variety of information. This will be used for announcements where lecturers will use the VLE to post important information, such as changes to teaching rooms, re-sit information, guest lecturer updates, or news about seminars and other events. In addition course information will also be made available such as the online version of the module handbook. Each module will have its own space on Moodle. There will be a wide range of information, including the module handbook, worked seminar solutions and other relevant information.

Lecture notes will be made available to students via Moodle. The VLE will also be used to allow student access to multimedia displays and documents, such as diagrams and handouts. The VLE module area will also include links to online resources, such as library information systems and useful websites.

The team will work with the University's libraries to provide the best possible on-line information services for students. A full list of useful sources of information, including electronic journals, will be detailed in the Student Handbook. Library and Support Services staff regularly update such information on the Intranet.

Where necessary, diagnostic assessment will identify student strengths and skills gaps which enable Study Skills Lecturers to provide individualised numeracy or literacy support. This will be provided in small groups, through drop-in sessions or electronically via email or Moodle.

Students will capture the development of key transferable / study skills through portfolio development in the Personal and Professional Development module. The skills gained from this module will be built upon throughout the course as students become confident autonomous learners, reflecting upon and self managing their approach to studying.

Students are expected to attend all timetabled sessions and, in those instances where they are unable to do so, they are expected to inform staff with responsibility for registers and retention.

Timetabled sessions will occur at the Northop campus, in addition to off-site visits. It is anticipated students will also spend time working independently on both campuses, and will be encouraged to utilise resources at both sites. Electronic journals and use of the VLE will also ensure students can adopt flexible working arrangements.

Ethics and animal welfare will be embedded as a key theme throughout the programme. Teaching and learning on the majority of modules within the programme will incorporate ethical and welfare themes. These themes will be visited on a weekly basis in group tutorial sessions.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The approach to assessment has been guided by the QAA Code of Practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students - September 2006.

Course design is defined using explicit statements of intended learning outcomes. These are linked to objective assessment criteria by which the completeness and quality of student achievement is judged. Assessment is seen by the programme team to be an integral part of effective teaching, with the avocation of a diverse range of methodologies to aid meaningful formative and summative assessment.

The assessment strategy will use methods that most effectively assess the learning outcomes of each module. Assessment methods will align with the overall aims of the programme, and include the development of disciplinary skills (such as critical evaluation) and support the development of vocational competencies (such as communication or ICT skills.). The assessment practice has been designed to ensure that, in order to pass the module and / or programme, students have the opportunity to achieve the intended learning outcomes.

Assessments methods are varied (Figure 1, overleaf), designed to stretch-and-challenge all students, and address complex and debated issues within Animal Studies. They are also designed so that the programme team is confident in the authenticity of student work.

Figure 1. Assessment Methods BSc (Hons) Animal Studies

Module	Portfolio	Research Proposal	Literature Review	Dissertation	Seminar Discussion	Report	practical task
SPT 602 Research Skills		✓					
SPT 603 Research Project			✓	✓			
Advanced Animal Welfare					✓	✓	
ANM607 Conservation Policy						✓	✓
Animal Behaviour Modification						✓	✓
SPT 601 Personal and Professional Development	✓						

The modules shaded out would not be undertaken for the BSc Animal Studies (ordinary) degree.

Natural and Built Environment recognise that there is scope for both flexibility and innovation in the use of different assessment methods. Reference has been made to Glyndŵr University's

'Assessment Guidance' to facilitate deployment of a range of assessment methodologies. The precise format of assessed work, such as reports, essays or presentations, is presented to every student in a 'module guide,' and available for every module. The guides, issued at the start of the academic year, provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided for all assignments.

All assessments will adhere to the Equality Act 2010 and will therefore offer equality of access and take account diversity and inclusion.

The assessment briefs issued to students will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. Likewise there will be no barriers to achievement in the assessment requirements in terms of gender, age, race, sexual orientation and religion / belief.

All students will be issued with an assessment schedule at the start of each academic year. Figure 2 serves as an indicative assessment schedule, but hand in dates of coursework in particular may be altered in accordance with other events happening during the academic year e.g. timings of the Ethics Committees may influence the timing of the submission of the Research Proposals.

Students may choose to submit their assessments in Welsh but must inform the Assessment Office of their request within two weeks of starting their studies.

Figure 2. Indicative Assessment Schedule

Wk	Date		Wk	Date	
0	21 Sept -11		13	9-Jan-12	
1	26-Sep- 11	Induction/Enrolment	14	16-Jan- 12	
2	3-Oct- 11	Teaching begins	15	23-Jan- 12	
3	10-Oct- 11		16	30-Jan- 12	
4	17-Oct- 11		17	6-Feb-12	
5	24-Oct- 11		18	13-Feb- 12	
6	31-Oct- 11		19	20-Feb- 12	
7	7-Nov- 11		20	27-Feb- 12	Animal behaviour Modification CW1 in
8	14-Nov- 11	Advanced Animal Welfare cw1 Seminar Discussion hand in.	21	5-Mar-12	
9	21-Nov- 11	SPT602 Research proposal Hand in	22	12-Mar- 12	ANM607 Conservation Policy CW2
10	28-Nov- 11	ANM607 Conservation Policy CW1	23	19-Mar- 12	
11	5-Dec- 11		24	26-Mar- 12	Animal behaviour Modification CW2 in

12	12-Dec-11	Teaching ends 16 th Dec. Advanced Animal Welfare cw2 Report hand in.		2-Apr-12	Easter Holiday
	19-Dec-11	Christmas Break		9-Apr-12	
	26-Dec-11				
	2-Jan-12		16-Apr-12	16-Apr-12	
			26	23-Apr-12	ANM607 Conservation Policy CW3
			27	30-Apr-12	SPT603 Research Project hand in.
			28	7-May-12	
			29	14-May-12	Animal behaviour Modification CW3 in SPT 601PDP Portfolio in
				21-May-12	
				28-May-12	

The assessment schedule has been devised to minimise bunching of coursework, and is intended to help students plan ahead and organise their own study schedule to meet their individual needs. Natural and Built Environment is committed to providing equality of opportunity for all students, and has an inclusive assessment policy. However, students registered with a disability or learning difference with Glyndŵr University Student Services may be eligible for additional support to take account of their individually assessed needs.

Similar to written work, oral assessments (for example, presentations and seminar discussions) are subject to both standardisation and moderation scrutiny. Where necessary oral assessments are video recorded for consideration by the assessor, moderator and the External Examiner.

External Examiners approve module guides containing coursework briefs and check a representative sample of completed students work.

The arrangements for double marking and internal moderation is as per the Academic Regulations, section 4: assessment and examination. All research projects will be double marked and are subject to moderation. Moderation will routinely be conducted on a sample of assessments for each coursework and each assessed component. The sample will be agreed

by the programme team, and will take account of the level of the work and the contribution of the assessment to the overall mark. It will: represent at least 10% of the full population of scripts, or 5 scripts whichever is the greater, and will include a variety of papers across a range of grades. Following this process the moderator and the assessor will discuss the sample and if necessary make any adjustments to these scripts and any others falling within the same banding.

The programme will operate within the parameters set by Glyndŵr University's Academic Regulations, with no request for derogation. Only level 6 performance will be considered for the conferment of the BSc (Hons) award.

Assessment regulations that apply to the programme

Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Programme structures and requirements, levels, modules, credits and awards

The proposed programme will be delivered over one academic year, if studied on a full time basis (Figure 3).

Figure 3. Module delivery of the BSc (Hons) Animal Studies (full time)

Semester one	Semester two
Advanced Animal Welfare (20 credits) Module leader: Tamsin Young	Animal Behaviour Modification (20 credits) Module leader: Angela Winstanley
SPT 602 Applied Research Skills (10 credits) Module leader: Tamsin Young	
SPT 601 Personal and Professional Development (10 credits) Module leader: Tamsin Young	
ANM607 Conservation Policy(20 credits) Module leader: Tamsin Young	
SPT 603 Research Project (40 credits) Module leader: Tamsin Young	

If pursued on a part-time basis (Figure 4), the programme may be studied over 2 years.

Figure 4. Structure of the part-time BSc (Hons) Animal Studies

	Semester one	Semester two
Year One	Advanced Animal Welfare (20 credits) Module leader: Tamsin Young	Animal Behaviour Modification (20 credits) Module leader: Angela Winstanley
	ANM607 Conservation Policy(20 credits) Module leader: Tamsin Young	
Year Two	SPT 602 Applied Research Skills (10 credits) Module leader: Tamsin Young	
	SPT 601 Personal and Professional Development (10 credits) Module leader: Tamsin Young	
	SPT 603 Research Project (40 credits) Module leader: Tamsin Young	

Students who have a Glyndŵr University FdSc Animal Studies qualification may be awarded the BSc Animal Studies upon completion of the following modules:

Advanced Animal Welfare
Animal Behaviour Modification
ANM607 Conservation Policy

Indicative timetables for both routes are detailed in Figures 5 and 6:

Figure 5. Indicative Timetable BSc (Hons) Animal Studies (Full time)

	9 - 11	Break	11:30 – 1:30	Lunch	2:30 – 3:30	Break
Day1	Semester 1 - SPT 602 Applied Research Skills (Glyndŵr, Northop)		All year – SPT 603 Research Project (Glyndŵr, Northop)		All year – SPT601 Personal and Professional Development (Glyndŵr, Northop)	
	10 - 11		11:30 – 12:30		1:30 – 4:30	
Day 2	All year - ANM607 Conservation Policy – lead lecture (Glyndŵr, Northop)		All year – ANM607 Conservation Policy Practical session (Glyndŵr, Northop)		Semester 1 - Advanced Animal Welfare Semester 2 – Animal Behaviour Modification	

Figure 6. Indicative Timetable BSc (Hons) Animal Studies (Part time)

	10 – 11	Break	11:30 – 12:30	Lunch	2:00 – 5:00	Break
Year 1 (join in with full time day 2)	All year - ANM607 Conservation Policy – lead lecture (Glyndŵr, Northop)		All year – ANM607 Conservation Policy Practical session (Glyndŵr, Northop)		Semester 1 - Advanced Animal Welfare Semester 2 – Animal Behaviour Modification	
	9 - 11		11:30 – 1:30		2:30 – 3:30	

Year 2 (Join in with full time day 1)	Semester 1 -		All year –		All year –	
	SPT 602 Applied Research Skills (Glyndŵr, Northop)		Research Project (Glyndŵr, Northop)		SPT601 Personal and Professional Development (Glyndŵr, Wrexham)	

Criteria for admission to the programme

The proposed top-up degree will facilitate an opportunity for successful progression from Glyndŵr University's FdSc Animal Studies. This need was established on validation of the Foundation Degree, and has since been voiced by existing FdSc Animal Studies students. In addition, the degree will offer a top-up route for those students who have completed other equivalent courses (which equate to 120 Level 4 and 120 Level 5 HE credits) such as:

- Animal Studies HND University of Glamorgan
- Foundation Degree, HND or equivalent in an animal-related discipline from other institutions

Applicants for the BSc (Hons) Animal Studies will be interviewed to establish their profile at Foundation Degree level or equivalent, and to ascertain the content of their previous course unless they were progressing from Glyndŵr University's FdSc Animal Studies. For students progressing from other courses a mapping exercise would have to be undertaken to compare their previous curriculum with the FdSc Animal Studies programme to ensure they were ready to undertake the top-up year.

This may result in students who have significant gaps in their previous education being advised to enrol onto the FdSc Animal Studies on a part time basis, before entry onto the top-up year. For applicants with less significant gaps in knowledge or skills, individual arrangements would be made to ensure these students were ready for the top up year of study. These arrangements would be likely to include the students attending a one to one tutorial with a module leader to ensure the student was aware of how to access underpinning information prior to starting the course, and undertaking reading around key topics. These methods would be monitored with respect to this programme, and findings would be clearly reflected in the student feedback gathered during semester one. Those progressing from Glyndŵr University's FdSc Animal Studies will not be required to enter into this arrangement.

With respect to arrangements for the admission of students with disabilities and / or specific learning differences, Glyndŵr University has embraced the spirit and content of the Equality Act 2010. All programmes in Natural and Built Environment have a clear and effective strategy for ensuring that access on to programmes is as wide as possible for students with declared disabilities. The process is officially initiated by application, although in many cases the

discussion / dialogue commences with the first enquiry at visit days. Once on the programme the student would be exposed to the full range of support and guidance offered by the university as detailed on page 12 of this document.

Programme Management

Programme Leader: Angela Winstanley

Module Leaders –Tamsin Young, Denise Wareham, Angela Winstanley

(Denise Wareham will be appointed on a sessional basis and will teach on the survey skills for conservation module. In addition Angela Winstanley and Denise Wareham will share supervision of students undertaking the research project lead by Tamsin Young.)

The monitoring and evaluation of academic standards year-on-year will be achieved through the External Examiner system in addition to formal programme monitoring and evaluation. The Programme Leader is responsible for monitoring the day-to-day operations of the programme, and feedback is gathered regularly from student representatives. This feedback is formalised in Staff-Student Consultative Committees, which meet once per semester. Attendance at such meetings would include both staff and student representatives from the BSc (Hons) and FdSc Animal Studies programmes, and the FdSc and BSc (Hons) Equestrian Psychology programmes. This provides the opportunity for students to feedback on programme, modular and University wide issues, to help continually improve on the student experience offered at Glyndŵr. Student representatives are invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and assessment methods; university resources and services; and the overall student experience. Minutes of all meetings are published on the year notice board and made available online via Moodle.

In addition, all students complete monitoring and evaluation at both the programme and modular level (via the Student Perception of Module Questionnaires). Students are also encouraged to complete the National Student Survey. More informal student feedback will also be gathered through the personal tutor system, along with half yearly reviews in each module (Mid-Module Review forms). The relationship between staff and students on the FdSc Animal Studies is such that feedback is regularly invited and offered; staff will ensure that this will continue on the proposed programme. The key outcomes will be reported within the programme's annual monitoring report (AMR).

A range of methods will be put in place to ensure the appropriateness of the learning, teaching and assessment mechanisms - from peer observation to moderation – which is further enhanced by the collective and collaborative approach to curriculum design, delivery and assessment adopted by the programme team. Staff development needs will be identified and implemented through the University appraisal process.

The Programme Leader has overall responsibility for the operation and development of the course. They work closely with the Module Leaders, Personal Tutors and Administrative Support personnel to provide the day to day general academic support to students. The academic leader holds a meeting for staff within their academic area each semester to review programme issues and to plan ahead. The pursuit of research and scholarly activity, and completion of staff development are important activities that can be undertaken by module leaders during the academic semesters when released from lecturing responsibilities. Staff absences will be covered by sessional staff or other competent NABE employees. These activities are also undertaken when time is available when students are on vacation. Targets for both of these are set as part of the staff appraisal process, and are therefore in agreement with the staff member's academic leader and in accordance with the budget available. The

nature of staff development activities undertaken, e.g. presentation at conferences, also means that they are planned well in advance of attendance. This ensures that module delivery can be mapped around such activities so the student experience is not affected.

Each module is managed by a designated module leader. This person is deemed responsible for the planning and weekly management of the module. They are also responsible for ensuring that assessment is completed accurately and that feedback and grades are received by the students. The module leader must also report grades to the module board. The module delivery is however shared between a number of individuals, for example sessional staff, guest speakers and educational visits. This improves the student experience as a range of knowledge and skills contribute to the module delivery, and it also releases the module leader to complete other activities.

As stated earlier, the programme team are research active, engaging in continuous scholarly activity through Continued Professional Development (CPD), membership of professional bodies and active links with animal industries. This serves to ensure that students will be able to acquire contemporary, coherent and detailed knowledge, at least some of which is at the forefront of their discipline area. Glyndŵr University endorse staff pursuing research, not only as a means of CPD, but also as a means by which teaching is underpinned through combinations of theoretical knowledge, application and practice.

Glyndŵr University staff are expected to keep abreast of changes in the animal industry. This is achieved through conference attendance and participation during the year, e.g. the 7th International Veterinary Behaviour Meeting, Edinburgh, U.K, the 4th International Equitation Science Conference, Dublin, 2008, seminars e.g. Sports Science (Hartpury College, 2007), and specific courses relevant to CPD exams such as BHS stages examination training. Members of the programme team are also currently undertaking research and postgraduate qualifications including PhD and MSc. For example, Tamsin Young's research aims at using physiological and behavioural measures to assess stress levels in horses so that welfare recommendations can be made where necessary. Much of this research will underpin the behaviour and welfare theme of the proposed BSc (Hons) degree, and the findings of this research have been presented at various conferences (see C.V.).

Angela Winstanley is a qualified animal behaviour counsellor and is currently researching the links between behaviour and injuries observed by animal osteopaths as part of her MSc. Angela has experience of training a wide range of animal species and maintains close links with industry. She is a practicing provisional member of the APBC providing one to one advice to owners and consultancy to animal charities and businesses. Membership of the APBC mandatorily requires 30hrs of CPD under the categories required for Clinical Companion Animal Behaviourists.

Denise Wareham is actively engaged in ecology and conservation projects, such as surveying bat populations in Wales. She also intends to register for a PhD commencing 2011/12.

Particular support for learning

The support for learning process would begin for a Glyndwr student from the moment that they join the university. The induction period is an important time enabling students to familiarise themselves with the support facilities offered by the university via small group taster sessions and talks provided by support staff. Students would also have opportunities during that period to have individual meeting with their personal tutors and support staff should they wish. Such

provisions aim to determine additional support required by students, and highlight any potential issues to academic staff concerning individual needs.

Supportive formative and summative feedback to students is an important element of the learning process. All students will be allocated a personal tutor who is a member of staff teaching on the programme. While tutorials have an appropriate pastoral function as part of the teaching/learning, they will be used for a number of purposes including: assessment of students' personal development and progress; helping students to develop learning skills; assisting students to make informed and realistic choices within their degree course; and providing support for individual or group project work.

There are a variety of established procedures and policies with respect to the learning support mechanisms available to students, which are co-ordinated with strategies in place at the Institutional level. The team will be able to draw on their considerable experience of teaching students with differing needs, particularly dyslexia, and have a proven track record of working with students from varied educational backgrounds, including mature students. Tutors will direct students to the wide range of additional support services available within the University's Disability and Learning Support team. Services offered by this support team include educational support, welfare services, healthcare provision and disability services as well as practical services including photocopying and e-learning. The support team may choose to offer the students diagnostic testing to assess their learning needs before offering help.

In keeping with the university's policy, all students are offered the opportunity to engage with the Personal Development Planning (PDP) process. This seeks to foster active dialogue between staff and students, with formalised PDP checkpoint meetings to review progress. At level 6, there is a strong 'employability' focus. This complements the Personal and Professional Development module, in which students 'negotiate' with the module leader, what activities they need to attain to enhance their employability and / or career progression.

The learning infrastructure and support extends beyond staffing and student support systems. There are excellent specialist facilities available to students studying on the programme. There are specialist Animal Care facilities at Glyndwr Northop available to students studying on the programme. A wide range of animal species and accommodation are available for study and practical experience, including a practical animal unit and rare breeds farm park, together with adjoining classrooms and laboratory facilities. Students will have timetabled access to the units and will be supervised by the module tutor and animal unit staff.

The equine unit at Glyndwr University Northop is a BHS approved establishment that was purpose-built in 1997, and includes practical facilities that consist of an American style barn building incorporating stables, a tack room, feed room, locker room and office. Adjoining the stabling are both indoor and outdoor arenas. The indoor arena has a modern viewing containing seating and a classroom complete with interactive whiteboard. The equine unit also has the use of two large fields and a paddock for grazing and riding and there is a cross-country course nearby within the college campus.

Such facilities will be utilised to enable students to develop their practical skills, for example when investigating animal behaviour in the Advanced Animal Welfare module. Students will be able to video animals for analysis using the Observer (Noldus Technology), or use the Polar heart rate monitor to investigate heart rate. Students requiring animals for the Research Project may also utilise the equine and animal facilities (subject to ethics committee approval).

On the both the Northop and Wrexham campuses, students will be able to utilise IT and library facilities.

Equality and Diversity

The course has been designed to offer equality of access and takes account of all current regulations and legislations in relation to diversity and inclusion, including the Equality Act 2010. Learning, teaching and assessments are structured so that they do not discriminate on the grounds of disability or previous ability. Where individuals may have difficulty in completing the more physical aspects of coursework, tasks will be modified to avoid discrimination but without jeopardising the equity and parity of the assessment process.