

## Programme Specification

### 1. Overview/ Factual Information

Programme / award title(s)	BSc (Hons) Animal Management and Welfare (Top up)
Teaching Institution	University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	7th March 2022
Date of latest OU (re)validation	N/A
Next revalidation	2027
Credit points for the award	120
UCAS Code	D302
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement for Biosciences
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	Part-time and Full-time
Duration of the programme for each mode of study	Full-time - 1 year Part-time - 2 years
Dual accreditation (if applicable)	N/A
Date of production / revision of this specification	N/A

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 they take 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.

## 2.1 Educational Aims and Objectives

Overall aim:

To provide an integrative framework for Animal Management and Welfare students to develop and enhance their knowledge, skills and scientific / technical competence in the assessment of animal health, welfare, conservation and behaviour to improve the management of animals in a variety of contexts.

Objectives:

- To provide a comprehensive programme of study, based on QAA benchmarks and professional standards in the field of animal management and welfare.
- To provide students with the necessary practical / technical and academic skills to enable them to progress into a career in the animal management sector of the land-based industries.
- To produce graduates with developed intellectual, practical, scientific and other transferable skills and attributes for personal and career success.
- Support students in developing a range of transferable skills and competencies required to adapt to the rapidly changing animal management and allied industries.
- Appreciate and investigate the effectiveness of interdisciplinary interventions in the field of animal management and welfare.
- Encourage students to develop a systematic, creative and flexible approach to solving complex problems in the fields of animal management, welfare and conservation.
- Develop the student as an independent learner and reflective practitioner capable of sustaining project work both individually and in team settings.
- To offer students a structured, flexible and progressive programme of study, in preparation for careers in a wide variety of animal related fields.

- To provide students with a secure knowledge base that will enable them to develop within their chosen career in the animal management and welfare sector.
- To instil a lifelong passion for animal management and welfare.
- To graduate students with independence of mind and developed critical faculties to enable them to participate fully in civic life.
- To promote access to further progression within higher education, research and professional development.

## 2.2 Relationship to Other Programmes and Awards

The BSc (Hons) in Animal Management and Welfare (Top up) provides the necessary level 6 progression opportunity for students currently studying Pearson's level 5 Higher National Diploma at the Stamford Campus of UCP.

The level 6 modules have been designed specifically to build on and enhance the student's knowledge and skills in animal management acquired at level 4 (developing a broad knowledge and awareness of animal management) and 5 (application of synthesis and criticality from exposure to relevant concepts theories and modules) with opportunities for students to shape their own learning and demonstrate autonomy and creativity in their own specific interests and research fields.

Upon successful completion of the BSc (Hons) Animal Management and Welfare Top up, students may be eligible to progress onto MSc animal related qualifications at other Higher Education Institutions. Typically, a BSc grade of 2.1 or 1st, an academic reference and interview may be required. Students would need to check with the MSc programme provider as to their specific entry requirements.

Examples of MSc qualifications include topic areas such as:

- Animal Behaviour
- Animal Management
- Animal Welfare
- Animal Science
- Conservation
- Zoology
- Veterinary

PhD progression could also be possible upon successful learner academic reference, application and successful interview with the relevant provider. A higher BSc (Hons) Top-up grade of 2.1 or 1st is normally required.

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

BSc Animal Management and Welfare

Programme Structure – Level 6 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Animal Welfare and Ethics	15			Yes	Sem 1
Applied Animal Behaviour	15			Yes	Sem 2
Wild Animals in Captivity	15			Yes	Sem 1
Research Methods and Data Analysis	15			Yes	Sem 1
Applied Animal Health	15			Yes	Sem 2
Human-Animal Coexistence	15			Yes	Sem 2
The Dissertation	30			No	Sem 1/2

Programme Structure - Level 6 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Animal Welfare and Ethics	15			Yes	Y1 S1
Applied Animal Behaviour	15			Yes	Y2 S1
Wild Animals In Captivity	15			Yes	Y1 S1
Research Methods and Data Analysis	15			Yes	Y2 S1
Applied Animal Health	15			Yes	Y1 S2
Human-Animal Coexistence	15			Yes	Y1 S2
The Dissertation	30			No	Y2 S1 & 2

Intended learning outcomes at level 6 are listed below:

Learning Outcomes – Level 6	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>A1 Critically evaluate current theories, methods, factors, principles and concepts relevant to the field of animal management and welfare.</p> <p>A2 Assess animals and their environments to implement management strategies to enhance animal health, welfare, behaviour and conservation outcomes.</p> <p>A3 Review and evaluate complex issues related to the management and welfare of animals on a local and global scale.</p> <p>A4 Consolidate, deepen and extend knowledge of the principles and practice of animal management and welfare.</p>	<p>A diverse range of teaching and learning strategies are employed to meet the knowledge-based learning outcomes for level 6. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Lectures supported by seminars</li> <li>● Case studies</li> <li>● Practical/field work</li> <li>● Work based learning at ZSL</li> <li>● Class discussions</li> <li>● Peer and collaborative learning</li> <li>● Use of animal management software and related IT technology.</li> <li>● Virtual Learning Environment (Canvas).</li> </ul> <p>At level 6 students are supported to take greater responsibility for their own learning. This provides the in-depth material required for subject knowledge through wider-reading of books, papers and online articles. This helps students develop their own learning and research practices as well as providing source material for specific tasks and projects.</p>

<p>A5 Demonstrate practical and theoretical methods of acquiring, interpreting and analysing information with a critical understanding of the appropriate contexts for their use through the study of texts, original papers, reports and data sets</p>	<p>Formative assessment opportunities will be utilised throughout each of the level 6 modules for each applicable assessment instrument.</p> <ul style="list-style-type: none"><li>• Report</li><li>• Essay</li><li>• Discussion</li><li>• Presentation</li><li>• Practical demonstration</li></ul>
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3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>B1 Critically analyse, synthesise and summarise information from a variety of sources to develop and produce sound conclusions based on scientific principles.</p> <p>B2 Evaluate legislative and ethical implications in a range of animal management contexts and for a range of scenarios discussing their impact on animal welfare.</p> <p>B3 Construct reasoned arguments to support their position on improvements and advances in animal management and welfare.</p> <p>B4 Apply subject knowledge and understanding to formulate and test hypotheses in the field of animal management and welfare.</p>	<p>A diverse range of teaching and learning strategies will be utilised to meet the intellectual and cognitive learning outcomes at level 6. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Case studies</li> <li>● Practical / field work</li> <li>● Work based learning at ZSL</li> <li>● Class discussions</li> <li>● Peer and collaborative learning</li> <li>● Virtual learning environment (Canvas).</li> </ul> <p>At level 6 students are supported to take greater responsibility for their own learning. This provides the in-depth material required for subject knowledge through wider-reading of books, papers and online articles. This helps students develop their own learning and research practices as well as providing source material for specific tasks and projects.</p> <ul style="list-style-type: none"> <li>● Report</li> <li>● Essay</li> <li>● Discussion</li> <li>● Journal article</li> <li>● Presentation</li> <li>● Dissertation</li> <li>● Research Methods Portfolio</li> </ul>



3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>C1 Demonstrate professional competence in the practical management of captive and domestic species in line with welfare, legislation and codes of practice.</p> <p>C2 Collect, analyse and evaluate appropriate qualitative and quantitative information, and use it creatively and imaginatively to solve animal management problems, introduce and develop innovations, and make decisions</p> <p>C3 Devise, plan and undertake field, laboratory or other investigations relating to animal management in a responsible, sensitive and safe manner, paying due diligence to risk assessment, ethical and data protection issues, rights of access, and relevant health and safety issues</p> <p>C4 Plan, execute and present an independent piece of work, in which qualities such as time management, problem solving and independence are evident, as well as interpretation and critical awareness of the quality of evidence</p>	<p>A diverse range of teaching and learning strategies will be utilised to meet the practical and professional learning outcomes at level 6. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Lectures supported by seminars</li> <li>• Case studies</li> <li>• Practical competencies in animal husbandry (ZSL), nursing, behaviour and welfare assessment.</li> <li>• Field / Laboratory work</li> <li>• Reflective practice</li> <li>• Class discussions</li> <li>• Peer and collaborative learning</li> <li>• Virtual learning environment (Canvas).</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Dissertation</li> <li>• Practical assessment</li> <li>• Research Methods portfolio</li> </ul>

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>D1 Communicate appropriately about animal management and welfare topics to a range of audiences using a range of methods and employing appropriate scientific language.</p> <p>D2 Reference and cite work effectively demonstrating academic integrity.</p> <p>D3 Demonstrate confidence, flexibility and reflection as independent learners and team members to enhance autonomy and employability skills in the animal management sector.</p> <p>D4 Demonstrate effective teamwork through the productive participation of group activities and by recognising and respecting the views of others.</p> <p>D5 Understand and manipulate data relating to animal management and welfare.</p>	<p>A diverse range of teaching and learning strategies are utilised to meet the key/transferable learning outcomes at level 6. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Lectures supported by seminars</li> <li>• Case studies</li> <li>• Field/Laboratory work</li> <li>• Work based learning</li> <li>• Communication skills development</li> <li>• Reflective practice</li> <li>• Class discussions</li> <li>• Peer and collaborative learning</li> <li>• Virtual learning environment (Canvas).</li> </ul> <p>A range of assessment methods are employed to assess these skills including:</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical assessment</li> <li>• Discussion</li> <li>• Report</li> <li>• Essay</li> <li>• Portfolio</li> <li>• Journal Article</li> <li>• Dissertation</li> </ul>

BSc (Hons) in Animal Management and Welfare

#### 4. Distinctive Features of the Programme Structure

Where applicable, this section provides details on distinctive features such as:

- Where in the structure above a professional / placement year fits in and how it may affect progression.
- Any restrictions regarding the availability of elective modules.
- Where in the programme structure students must make a choice of pathway / route.

Additional considerations for apprenticeships:

- How the delivery of the academic award fits in with the wider apprenticeship.
- The integration of the 'on the job' and 'off the job' training.
- How the academic award fits within the assessment of the apprenticeship.

The BSc (Hons) Animal Management and Welfare top up programme at UCP offers a progression route for students with level 5 qualifications including Pearson Higher National Diplomas and Foundation Degrees in related subjects.

The Animal Management provision at the UCP Stamford Campus offers students an opportunity to develop essential industry skills in the on-site Animal Management Centre which opened in October 2014. The Animal Management Centre is a bespoke state of the art facility which is home to over a hundred different species of exotic and domestic animals ranging from hamsters, rats and budgies to meerkats, hedgehogs and crabs. The Animal Management Centre also has its own breeding, nocturnal, isolation and animal handling / demonstration facility.

The Animal Management Centre at Stamford is currently undergoing significant developments, including the acquisition of an Animal Activities' Licence to operate commercial ventures such as dog boarding, grooming and teaming up with the RSPCA animal charity to offer an exotic animal fostering and rehoming service. The new facilities are expected to be operational from Sept 2022.

Teaching and technical staff have extensive knowledge and industry experience within the animal environment and are actively engaged in research and professional development which directly informs and enhances course content and delivery. Small class sizes and high staff to student ratios provide excellent levels of contact and interaction with teaching staff and your fellow peers.

The Animal Management and Welfare top up degree offers students the chance to study with conservation and animal husbandry professionals at

ZSL Whipsnade. Students will be given the opportunity to contextualise their learning by working behind the scenes with a range of rare and endangered species and learn about their husbandry, behaviour, captive breeding and success of their global collaborative conservation efforts with species such as the Amur leopard, Black rhino and Chinese giant salamander. Visits to Whipsnade throughout the course will be integrated within the captive animal management and applied animal behaviour modules. No other top up degree offers this unique opportunity for animal management students.

Students will benefit from a visit to Wood Green Animal Shelter where they will be given the opportunity to learn about the welfare of companion and domestic animals and the challenges in rehoming animals. Students will also have the opportunity to attend interactive workshops addressing animal behaviour issues and behaviour modification strategies.

The top up programme provides students with the opportunity to work with Lincolnshire Wildlife Park, an established collection of exotic animals including tiger, tapirs, lemurs and otters and is home to one of the largest parrot sanctuaries in the world. Students will engage with issues relating to the trade in exotic animals including ecological impact of invasive species and animal welfare of captive exotic species.

UCP also works closely with the Nene Park Trust, a charity which owns and runs a number of parks rich in biodiversity. From lakes and wetlands, to meadows, woodlands and large agricultural landscapes, these sites are vitally important for native species conservation and act as a safe haven for wildlife. Nene Park also works with local farmers to provide habitats for ethical, nature friendly farming practices known as the 'Park to Plate' initiative. Students will have the opportunity to work with the trust on a number of native species conservation, re-wilding and farming projects in line with their research project / dissertation. Nene park is also a key employer in the local area and provides opportunities for highly skilled animal management graduates.

#### 5. Support for Students and Their Learning.

While studying at UCP, students are provided with both academic and pastoral support through a variety of mechanisms.

Regular tutorial sessions are built into all programmes delivered at UCP to provide students with the opportunity to access weekly additional support from their tutor. These sessions provide both group and one-to-one contact. Each tutorial scheme has learning partnership as its core theme, level 6 focusing on autonomy and academic enquiry as well as preparation for postgraduate employment and study.

To support our student-centred approach, tutors have an open office policy and will facilitate one-to-one sessions outside of tutorial time to most appropriately support students. The Higher Education Managers also host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6.

Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensure that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, will provide crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

#### 6. Criteria for Admission

Applicants should hold a relevant level 5 qualification (240 credits) in an animal related subject (animal studies, welfare, behaviour), such as a foundation degree or Higher National Diploma at Merit grade or above. Applicants will also need a suitable academic reference.

Applicants must hold a GCSE grade C/4 in English Language and Mathematics.

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.
<p>The UCP has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.</p> <p>Each member of staff has consistently been graded in observations as good or better by the UCP or Peterborough College quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.</p> <p>Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.</p> <p>UCP has a Learning and Teaching Lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.</p> <p>All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.</p>

Annual Programme Monitoring Reviews (APMRs) are a self-evaluative process undertaken annually as part of the HE quality assurance cycle. The APMRs analyse and reflect on feedback acquired through student surveys, module evaluations, focus groups and committee meetings to continually improve and enhance the programme.

11. Changes Made to The Programme Since Last (Re)Validation
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N/A
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### 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	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	Animal Welfare and Ethics	✓	✓		✓		✓	✓			✓		✓	✓	✓	✓			
	Applied Animal Behaviour	✓	✓		✓		✓		✓		✓	✓							✓
	Wild Animals in Captivity		✓	✓					✓		✓				✓	✓			
	Research Methods and Data Analysis	✓				✓	✓			✓		✓		✓	✓	✓			✓
	Applied Animal Health				✓			✓	✓		✓		✓						✓
	Human-Animal Coexistence			✓			✓		✓			✓	✓		✓		✓	✓	
	The Dissertation	✓				✓		✓	✓	✓		✓	✓	✓	✓		✓		✓