

Programme Specification

BSc (Hons) Animal Behaviour & Training

The BSc (Hons) Animal Behaviour and Training curriculum is designed around the need to provide the animal industry with graduates that possess a wider range of competencies in animal handling, behaviour science, behaviour modification and animal training. The modules are structured to facilitate the development of real world transferable skillsets. The emphasis is on application of theory to real world case studies and on the practice of common skills required in a professional context within the animal industry. Year one is designed to provide a strong grounding in the fundamental principles of ethology, the study of animal behaviour. This is supported with an introduction to animal anatomy and physiology and the development of skills in animal handling. The first year also introduces students to the breadth and scope of the animal industry and to principles of psychology essential to the process of training animals. Year two introduces research practice and explores key elements of human psychology that are crucial in facilitating effective training (most animal training involves an interplay between trainer, owner and animal). Students are introduced to specialist and more challenging aspects of animal husbandry and learn more about the importance of the environment and housing for captive animals. Additionally the importance of housing and environment on behaviour and welfare are explored. Animal development is shown to influence behaviour and training, allowing students to recognise differences in training opportunities and approaches depending on the age and developmental stage of the animal in question. The final year incorporates a dissertation, providing students with the opportunity to research a relevant topic. Students also focus on current developments within behavioural research and contemporary themes within the related fields of animal welfare and behaviour. These modules focus on the identification and solving of real world problems pertinent to the animal industry. The final year also incorporates a module that gives students the opportunity to practise the planning and implementation of animal training classes, ensuring that graduates are work ready for the sector.

Programme Specification

1	Awarding Institution	Coventry University
2	Teaching Institution	Warwickshire College
3	Final Award Title	BSc (Hons) Animal Behaviour & Training
4	Interim Award Titles	BSc Animal Behaviour & Training DipHE Animal Behaviour & Training CertHE Animal Behaviour & Training
5	Modes of Attendance	Full-Time, three years Part-Time or Distance Learning, six years
6	Locations of Study	Warwickshire College – Moreton Morrell Centre
7	UCAS Code	D306
8	QAA Benchmark Statements	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (July 2016)
9	Accreditations	None
10	Other External Factors	None
11	Date of Approval or Most Recent Review	23 May 2019
12	Date of Revision	N/A
13	Date for Next Review	May 2024

14 Educational Aims of the Programme

This BSc (Hons) Animal Behaviour & Training aims to:

- A. equip students for a career in the animal behaviour industry with a thorough understanding of an appropriate range of underlying theoretical and practical scientific and technical principles;
- B. develop each student's intellectual powers, their understanding and judgment, their ability to see relationships within what they have learned and to examine the field of study in a broader perspective;
- C. develop students as T-Shaped Learners in order to prepare them for personal, social and economic success;
- D. develop those skills of professional scholarship required for career management, lifelong learning and innovation;
- E. develop the ability to apply acquired skills to behavioural problems likely to be encountered when working with a range of animal species.

15 Intended Learning Outcomes of the Programme

The intended learning outcomes for the BSc (Hons) Animal Management are shown in sections 15.1 to 15.4 below, grouped under the following headings:

- Knowledge and understanding of the subject
- Cognitive skills
- Practical and/or professional subject skills
- T-shaped learner skills (platinum level)

Warwickshire College believes that students should be equipped with an entrepreneurial mindset: to be confident, innovative, resilient, enterprise-aware and willing to 'have a go' in order to prepare them for personal, social and economic success.

The College's 'Employability Framework' allies the breadth of capabilities and qualities with depth of technical competence through developing three employability behaviours: personal effectiveness, social skills and enterprise. The enterprise behaviours include personal qualities for success in the workplace of the future; capacities to find, make and manage networks and collaborations; knowledge and skills in vocational and academic areas and aptitude for driving successful enterprises.

The WCG Employability Skills are as follows (see the platinum level of the framework, available in your Course Handbook, for more information):

Personal Effectiveness	Enterprise	Social Skills
Resilience	• Business Awareness	Teamwork
Focus and Drive	• Creativity	Leadership
Reliability	• Initiative	Networking
Reflectiveness	• Problem Solving	Empathy
Adaptability	• Risk Taking	Communication

15.1 Knowledge and Understanding of the Subject

On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:

KU1 Marshalling evidence, by reference where appropriate to primary sources and knowledge at the forefront of the animal behaviour discipline, and apply it in a balanced way in an argument.

KU2 a wide range of scientific and ethical principles relating to animal behaviour and training;

KU3 the important facts and principles in a broad field of study and display an active awareness of the provisional nature of knowledge and theory.

15.2 Cognitive Skills

On successful completion of the programme a student should be able to:

CS1 Select and apply appropriate scientific or technical principles to the diagnosis and analysis of complex and unpredictable problems.

CS2 Solve complex problems in a range of familiar and unfamiliar situations and, through reflection, improve problem solving ability.

CS3 Synthesise and apply animal behavioural principles in the evaluation and solution of complex behavioural and ethical problems.

CS4 Critically analyse issues pertaining to animal and human psychology as well as approaches to training and behaviour modification.

15.3 Practical and/or Professional Subject Skills

On successful completion of the programme a student should be able to:

PS1 Plan and implement effective animal training programmes and evaluate and train individual animal handlers and groups.

PS2 Demonstrate an awareness of safe working practices.

PS3 Promote good practice, including in relation to animal handling, client interface, animal ethics and appropriate legislation in an animal training related setting;

15.4 T-Shaped Learner Skills (Platinum Level)

On successful completion of the programme a student should be able to:

TS1 Communicate effectively to a range of audiences using the appropriate format and, following evaluation, identify methods for improvement.

TS2 Evaluate and, through reflection, improve own confidence to take initiative.

TS3 Evaluate own ability to reflect meaningfully and honestly on personal performance and review strategies for using feedback from self and others to improve.

TS4 Scope the range of opportunities for enterprise within own industry sector.

16 Relationship with External Reference Points

The aims and outcomes of this award are clearly in alignment with the Framework for Higher Education Qualifications (October 2014) at level 6.

This programme is designed for the provision of key understanding, knowledge and skills as identified in the QAA's Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (July 2016). The programme is also mapped to the CBI Employability Skills.

17 Course Credit and Outcome Requirements

Warwickshire College higher education programmes are based on a credit-accumulation system where 1 credit represents 10 hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels (4, 5 and 6) according to the intellectual challenge. Courses leading to specific awards include mandatory modules. To achieve a named award students must pass all mandatory modules.

BSc (Hons) Animal Behaviour & Training (honours degree)

To be awarded an honours degree, students must successfully achieve a total of 360 credits, as detailed in the academic regulations.

Students who exit the programme before achieving the full award may be eligible for an interim award as follows.

BSc Animal Behaviour & Training (non-honours degree)

Students will successfully achieve 300 credits, as detailed in the academic regulations

DipHE Animal Behaviour & Training (Diploma of Higher Education)

Students will successfully achieve 240 credits, as detailed in the academic regulations

CertHE Animal Behaviour & Training (Certificate of Higher Education)

Students will have successfully achieved 120 credits, as detailed in the academic regulations

17.1 Course Work-Based and Placement Learning (WBPL) Requirements

Not applicable – the BSc (Hons) Animal Behaviour & Training does not include work-based and placement learning.

17.2 Course Structure and Distinctive Features

The BSc (Hons) Animal Behaviour and Training curriculum is designed around the need to provide the animal industry with graduates that possess a wider range of competencies in animal handling, behaviour science, behaviour modification and animal training. The modules are structured to facilitate the development of real world transferable skillsets, meeting the needs identified by the CBI. The emphasis is on application of theory to real world case studies and on the practice of common skills required in a professional context within the animal industry.

Year one is designed to provide a strong grounding in the fundamental principles of ethology, the study of animal behaviour. This is supported with an introduction to animal anatomy and physiology and the development of skills in animal handling. The first year also introduces students to the breadth and scope of the animal industry and to principles of psychology essential to the process of training animals.

Year two introduces research practice and explores key elements of human psychology that are crucial in facilitating effective training (most animal training involves an interplay between trainer, owner and animal). Students are introduced to specialist and more challenging aspects of animal husbandry and learn more about the importance of the environment and housing for captive animals. Additionally the importance of housing and environment on behaviour and welfare are explored. Animal development is shown to influence behaviour and training, allowing students to recognise differences in training opportunities and approaches depending on the age and developmental stage of the animal in question.

The final year incorporates a dissertation, providing students with the opportunity to research a relevant topic. Students also focus on current developments within behavioural research and contemporary themes within the related fields of animal welfare and behaviour. These modules focus on the identification and solving of real world problems pertinent to the animal industry. The final year also incorporates a module that gives students the opportunity to practise the planning and implementation of animal training classes, ensuring that graduates are work ready for the sector.

This course map at 17.3, below, gives basic details for all modules relating to the award including module codes for any pre-requisite or co-requisite modules. The course map also states whether each module's status is mandatory (M) or optional (O) for the award.

Students will be able to enrol to study this course via full time, part time or distance learning modes of delivery. The previous paragraphs describe the pattern typical for a full time student studying a total of 120 credits a year. Part time and distance learning students will study over six years as opposed to three years (a total of 60 credits per year). The pattern of module delivery is indicated below, in table 17.3 (full time) and 17.4 (part time or distance learning). The course maps show typical delivery patterns.

For distance learning students modules will be delivered using a tutor-led structured format, incorporating tutorials to support the student's private study. Distance learning students will be actively encouraged to participate in web-based discussion forums to facilitate the active transfer of ideas between learners. Where identified in module descriptors distance learning

students will be required to attend seminar schools to enable development of practical skills, to facilitate group working and to use the specialist resources. Each year there will be up to three weekend intensive sessions held at Warwickshire College's 750 acre land-based faculty at Moreton Morrell. Depending upon the year of study and the modules taken attendance to these will vary but will be no more than two a year. For some modules, where students can provide evidence of competency via submission of video evidence then they will not be required to attend.

17.3 Course Map – Full-Time Study

Level 4

Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
400CU	Academic Study Skills, Employability & T-Shaped	20	None	Year 1 Semesters 1 & 2	M
453AVN	Animal Anatomy and Physiology	20	None	Year 1 Semesters 1 & 2	M
454AVN	Applied Animal Management	20	None	Year 1 Semesters 1 & 2	M
451AVN	The Animal Industry	20	None	Year 1 Semesters 1 & 2	M
462AVN	Principles of Animal Ethology	20	None	Year 1 Semesters 1 & 2	M
466AVN	Psychology of Animal Training	20	None	Year 1 Semesters 1 & 2	M

Level 5					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
562AVN	Research Design and Analysis	20	499AVN	Year 2 Semesters 1 & 2	M
553AVN	Animal Health and Disease	20	None	Year 2 Semesters 1 & 2	M
563AVN	Specialist Animal Management	20	None	Year 2 Semesters 1 & 2	M
558AVN	Habitat and Environmental Enrichment	20	None	Year 2 Semesters 1 & 2	M
559AVN	Human Psychology for Animal Trainers	20	None	Year 2 Semesters 1 & 2	M
552AVN	Animal Development and Training	20	None	Year 2 Semesters 1 & 2	M

Level 6					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
657AVN	Dissertation	40	562AVN	Year 3 Semesters 1 & 2	M
653AVN	Advances in Behavioural Research	20	None	Year 3 Semesters 1 & 2	M
658AVN	Ethics and the Animal Industry	20	None	Year 3 Semesters 1 & 2	M
656AVN	Contemporary Issues in Welfare and Behaviour	20	None	Year 3 Semesters 1 & 2	M
650AVN	Advanced Animal Training	20	None	Year 3 Semesters 1 & 2	M

17.4 Course Map – Part-Time or Distance Learning Study

Part time and distance learning students study over six years as opposed to three years (a total of 120 credits per year). The typical pattern of module delivery for part time or distance learning students is indicated below.

Level 4

Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
400CU	Academic Study Skills, Employability & T-Shaped	20	None	Year 1 Semesters 1 & 2	M
453AVN	Animal Anatomy and Physiology	20	None	Year 1 Semesters 1 & 2	M
454AVN	Applied Animal Management	20	None	Year 2 Semesters 1 & 2	M
451AVN	The Animal Industry	20	None	Year 2 Semesters 1 & 2	M
462AVN	Principles of Animal Ethology	20	None	Year 1 Semesters 1 & 2	M
466AVN	Psychology of Animal Training	20	None	Year 2 Semesters 1 & 2	M

Level 5					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
562AVN	Research Design and Analysis	20	499AVN	Year 4 Semesters 1 & 2	M
553AVN	Animal Health and Disease	20	None	Year 3 Semesters 1 & 2	M
563AVN	Specialist Animal Management	20	None	Year 4 Semesters 1 & 2	M
558AVN	Habitat and Environmental Enrichment	20	None	Year 3 Semesters 1 & 2	M
559AVN	Human Psychology for Animal Trainers	20	None	Year 3 Semesters 1 & 2	M
552AVN	Animal Development and Training	20	None	Year 4 Semesters 1 & 2	M

Level 6					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
657AVN	Dissertation	40	562AVN	Year 6 Semesters 1 & 2	M
653AVN	Advances in Behavioural Research	20	None	Year 5 Semesters 1 & 2	M
658AVN	Ethics and the Animal Industry	20	None	Year 5 Semesters 1 & 2	M
656AVN	Contemporary Issues in Welfare and Behaviour	20	None	Year 5 Semesters 1 & 2	M
650AVN	Advanced Animal Training	20	None	Year 6 Semesters 1 & 2	M

18 Learning & Teaching Methods

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through testing and experimentation. The methods used in practice vary according to the nature of the subject matter but include a wide diversity from formal lectures to student centred activities including assignments, entrepreneurial activities and symposiums, seminars and case studies. All students carry out a dissertation in the final year, allowing extended independent research of an industry related topic of their choice. The curriculum is delivered in such a way that there is a reducing reliance on tutor directed study as students' progress through their programme.

The table at 18.1, below, shows the weighting of different learning and teaching activities used across the programme(s).

18.1 Weighting of Learning and Teaching Activities		
Level 4	Scheduled learning and teaching activities	30%
	Guided independent learning	70%
	Placement and study abroad	0%
Level 5	Scheduled learning and teaching activities	30%
	Guided independent learning	70%
	Placement and study abroad	0%
Level 6	Scheduled learning and teaching activities	23%
	Guided independent learning	77%
	Placement and study abroad	0%
Whole Course	Scheduled learning and teaching activities	28%
	Guided independent learning	72%
	Placement and study abroad	0%

19 Assessment

Assessment is considered an important part of the learning process. Normally, modules are assessed by either or both coursework and examinations. The BSc (Hons) Animal Behaviour and Training programme incorporates a wide range of assessments, designed to enhance real world skills required to work both within the animal industry and, more broadly, in other professional contexts. Transferable skills are highlighted where appropriate, with an emphasis on communications skills, practical skills and teamwork. The course employs a wide range of different and distinctive modes of assessment, ranging from more traditional written examinations, reports, essays and presentations to debates, seminars, consultancy projects, community enterprise projects, case studies, critiques, narrated films, and practical skills assessments. Where non written coursework is used (e.g. oral presentation), this will be accompanied by written notes. Coursework may be done either as an individual or as a group. There will be combinations of both individual and group work in each level of study. Some forms of coursework (e.g. assignments and oral presentations) are used at all levels of study although the lengths increase from level to level.

20 Regulation of Assessment

This course uses Warwickshire College higher education (HE) academic regulations, approved by Coventry University. The full Warwickshire College HE academic regulations can be found in the HE area of the Warwickshire College intranet.

Marks are provided with coursework feedback within four term-time weeks of submission or before the next assessment in the same subject is due, whichever is the sooner. All marks remain provisional until they have been ratified by the Subject Assessment Board. The overall grade for a whole module will be determined by the Subject Assessment Board which will consider the overall grade profile of all assessments for that module. If the overall module grade does not meet the minimum pass grade then the relevant Assessment Board will make a decision relating to the student's eligibility to reassess or restudy the module in line with the academic regulations. Individual assessments cannot be resubmitted to improve individual grades.

Subject Assessment Boards and Course Assessment Boards normally meet at the end of the summer term and make decisions about whether students have satisfied all the requirements for their award and final award grades.

Should a student fail a module then the Course Assessment Board will notify the student of their entitlement to be reassessed or to restudy the module. Students will be advised of the reassessment procedures which normally require students to carry out and resubmit work at the end of the summer. Students should ensure that they are available to carry out reassessments at this time should the need arise.

21 Entrance Requirements

UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](#).

Typical entry requirements may be:

BTEC/C&G L3 qualification in Animal Management or a related subject;
or two/three A Levels ideally including one science subject; or
Kitemarked Access to HE.

Applicants will also need five GCSEs at grade 4 or above (or equivalent) including English Language, Science and Mathematics.

Other qualifications such as Access to HE Diploma, Welsh/International Baccalaureate, Scottish Highers, Irish Higher Leaving Certificate and other international qualifications are acceptable, dependent on the overall grade/points achieved and the science content of the course.

Applicants will normally be expected to have some prior practical experience.

As a guide, students will be expected to have studied at A-level or completed relevant Level 3 qualifications, however, all applicants will be assessed on individual experience. Application for Recognition of Prior Learning is welcomed and will be considered. The college welcomes applications from students with relevant work experience who do not have the formal academic qualifications, and from students with disabilities.

All applicants will need to demonstrate the ability to study independently at HE level.

Applicants with international qualifications will be considered on the merits and equivalence of their offered qualifications supported by evidence of competency in written and spoken English (e.g. IELTS score 6.0 or equivalent).

Wherever possible all applicants, and particularly those with little or no current qualifications, will be interviewed.

22 Support for Students and their Learning

Full details of support for students and their learning can be found in the Course Handbook.

Equal Opportunities

Student support is consistent with the Warwickshire College policy on Equality and Diversity which can be found on the Warwickshire College intranet.

Learning Resources

Warwickshire College libraries are available for students to use at each of the college's centres. A virtual learning environment known as the Learning Channel can be accessed via the Internet.

Induction

All students will be given a full induction to their course which will include meeting staff and a tour of relevant facilities.

Personal Tutors

Students will be allocated an academic tutor who will offer support throughout their studies. Students are entitled to a minimum of three tutorials per year on an individual basis with their personal tutor. Records and action plans resulting from tutorials are held in the student's college file for review and updating. Students may also be issued with progress reviews to provide overviews of achievements to date and how they can improve.

Personal Development Planning

The Warwickshire College PDP process provides advice and guidance to students on a range of approaches to planning for their personal, educational and career development. The planning of individual goals and intentions and the alignment of actions to achieve them is emphasised. Students are encouraged to record thoughts, ideas, and experiences in the form of an Evidence Log or Personal Development Record. Students are guided to use this PDR as a tool to review and evaluate their experiences and the results of their learning.

Study Skills

During their course all students should develop and exercise a range of academic competencies as described in the programme aims and intended learning outcomes. Study Skills Advice Sheets have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

Student Services

The college's Student Services department provides a range of support and guidance services for students as described in the Course Handbook and Warwickshire College intranet.

Quality and standards at Warwickshire College are monitored and maintained through a wide range of processes, including those relying upon contributions from the student body. Coventry University has oversight of the programme through the Faculty of Health and Life Sciences. The Course Assessment Board (CAB) for Animal Science and Veterinary Nursing at Warwickshire College is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

External Examiners report annually on the course and their views are considered as part of the annual quality monitoring process (CCQEM). Details of the CCQEM process can be found on the Coventry University Registry's web site. The Course Manager completes an Annual Quality Monitoring (CCQEM) report (known at Warwickshire College as an Annual Course Report or ACR) for Coventry University at the end of each academic year. This report enables the evaluation of many aspects of the course management including the quality of assessment and employer engagement. The CCQEM is circulated to key managers within Warwickshire College so that the quality of the course can be widely assessed. The CCQEM is also shared with Coventry University as part of their quality oversight of the course and the Coventry University link tutor writes a Link Tutor Report to comment on the CCQEM and the quality of the course.

As noted above, one key piece of information that feeds into the CCQEM is the External Examiner (EE) Report. The EE reports annually on the quality and standards for assessment on the course and sits on the Assessment Board that confirms grades and progression.

The annual programme of lesson observations undertaken within Warwickshire College assesses the standard of teaching in the classroom.

Student-focused quality mechanisms and student engagement mechanisms are as follows:

- The Students' Union has a series of approaches to Student Voice with details on the Warwickshire College intranet.
- A range of surveys allow students to comment formally on their programmes including the nationally-administered National Student Survey (NSS), the HE Course Survey and HE Module Surveys.

Course Consultative Committees are held three times a year to ensure that a range of key voices, including student representatives, have an input to course management issues including reviewing ACRs, External Examiner reports and HE Course Survey results. The link tutor from Coventry University is also a member of Course Consultative Committees and provides quality oversight from the awarding body.

- Students are represented on a number of Warwickshire College meeting groups including the Higher Education Quality and Academic Standards Committee (HEQAS) which oversees a range of quality issues and student-focused topics in HE, including ACRs, EE reports and HE Course Survey & NSS results.

24 Indicators of Quality and Standards

WCG (the trading name of Warwickshire College) is a large mixed economy further education (FE) College. Overall HE student numbers are 1,156 translating as a total of 990 full-time equivalent students including full-time, part-time and degree apprentices.

We offer a range of provision with courses spanning 13 of the 19 principal subject areas prescribed for Higher Education delivery. In response to planned growth, development of specialist provision and to meet the needs of local and regional students, WCG has grown to become a family of seven colleges, each with its own community identity. Notwithstanding the seven college brands, WCG is a single institution with one management team and one governing body. Policies and procedures are cross-college and operate across all college sites.

Moreton Morrell College in Warwickshire is a specialist land-based centre, nationally renowned for equestrian training and facilities. Moreton Morrell College provides a wide range of HE courses in equine, animal behaviour and veterinary nursing.

WCG has recently agreed a new Higher Education Strategy 2019-2023 which sets out a series of Guiding Principles for higher education at the College. These are listed as follows, for the College to:

- *Work closely with employers to ensure vocational curricula is relevant and current;*
- *Provide a range of appropriate qualifications to provide choice for students and employers;*
- *Provide every HE student with access to appropriate tutorials;*
- *Maintain fair entry requirements;*
- *Provide access to HE students with special educational needs and disabilities;*
- *Support under-represented groups in Higher Education through strategic access and participation planning;*
- *Timetable courses to facilitate participation by parents, employees and carers;*
- *Limit group sizes to maintain high level of student support and personalised learning;*
- *Develop the curriculum in response to local and regional economic needs;*
- *Work towards continuous quality improvement;*
- *Support high quality teaching and scholarship through training and staff development;*
- *Encourage student participation in HE decision making;*
- *Provide prospective and current HE students with appropriate Information, Advice and Guidance (IAG);*
- *Work in partnership with HEIs to enable delivery of validated provision; and*
- *Work with colleges and College HE groups, notably the Association of Colleges and Mixed Economy Group, to share good practice and influence national strategy.*

The College has a well-established HE committee structure that maintains oversight of the HE provision. HE Academic Board (HEAB) has strategic oversight of HE within the College. Reporting to HEAB is HE Quality and Academic Standards Committee (HEQAS) and HE Student Experience Committee (HESEC). HEAB, HEQAS and HESEC each have terms of reference that are adhered to and regularly reviewed. HEQAS and HESEC report termly to HEAB, and ASQA (the Board of

Governors' Academic Standards and Quality Assurance Committee) receives regular reports from HEAB.

Detailed scrutiny by QAA relating to the College's application for Foundation degree awarding powers (FDAP) resulted in Her Majesty's Most Honourable Privy Council granting FDAP to Warwickshire College on 1st September 2014. Following this achievement, in 2015 WCG underwent a light touch of the QAA's HE Review process and was judged to have *Met Expectations*. The results from each review were very positive and significant areas of good practice were recognised across a wide range of activities.

Approximately half of WCG students are studying for a Coventry University award. WCG and Coventry University have had a strong collaborative partnership since the late 1980s. The University has devolved substantial responsibility to the College such that WCG uses College devised and University-approved academic regulations and quality assurance procedures. The University approves Warwickshire College academic regulations and takes an oversight of all other processes and procedures relating to Warwickshire College courses that it validates, including the appointment of external examiners, assessment boards and Annual Quality Monitoring. A link tutor is appointed by the University to assure quality and standards at a course level with further links in place at an institution level.

In September 2018, Warwickshire College was registered by the higher education regulator, Office for Students as a provider of higher education.

25 Progression

Students who successfully complete the BSc (Hons) Animal Behaviour and Training programme may be able to progress to postgraduate study (Masters and/or PhD) would be qualified to secure employment within a wide range of areas within the animal industry. Graduates would be well qualified to work both practically and in strategic positions within the industry. Typical careers might include animal keepers, animal trainers and wranglers, animal behaviourists as well as a wide range of alternative positions.

26 Further Information

This programme 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 by taking full advantage of the learning opportunities provided.

More detailed information relating to this programme can be found in the Course Handbook and Module Handbooks.

The language of study is English.

27 Curriculum Map

The curriculum map, over the page, identifies where the intended learning outcomes of the programme are covered within the modules. A box is ticked where an outcome is demonstrated to a significant extent in a given module. The coded columns relate to the intended learning outcomes within the four categories described in sections 15.1 to 15.4:

- KU Knowledge and understanding of the subject
- CS Cognitive skills
- PS Practical and/or professional subject skills
- TS T-shaped learner skills

Level 4															
Module Codes	Module Titles	KU1	KU2	KU3	CS1	CS2	CS3	CS4	PS1	PS2	PS3	TS1	TS2	TS3	TS4
400CU	Academic Study Skills, Employability & T-Shaped	✓										✓	✓	✓	
453AVN	Animal Anatomy and Physiology		✓												
454AVN	Applied Animal Management		✓		✓	✓				✓	✓		✓		✓
451AVN	The Animal Industry	✓									✓				✓

462AVN	Principles of Animal Ethology		✓	✓	✓										
466AVN	Psychology of Animal Training		✓	✓	✓		✓	✓			✓				✓

Level 5															
Module Codes	Module Titles	KU1	KU2	KU3	CS1	CS2	CS3	CS4	PS1	PS2	PS3	TS1	TS2	TS3	TS4
562AVN	Research Design and Analysis	✓		✓	✓	✓						✓			
553AVN	Animal Health and Disease		✓	✓							✓				
563AVN	Specialist Animal Management			✓	✓	✓				✓	✓		✓	✓	✓
558AVN	Habitat and Environmental Enrichment		✓	✓	✓	✓	✓				✓				
559AVN	Human Psychology for Animal Trainers		✓	✓	✓			✓			✓				✓
552AVN	Animal Development and Training	✓	✓	✓	✓	✓	✓	✓	✓						✓

Level 6															
Module Codes	Module Titles	KU1	KU2	KU3	CS1	CS2	CS3	CS4	PS1	PS2	PS3	TS1	TS2	TS3	TS4
657AVN	Dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
653AVN	Advances in Behavioural Research	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
658AVN	Ethics and the Animal Industry	✓	✓	✓			✓				✓	✓			
656AVN	Contemporary Issues in Welfare and Behaviour	✓	✓	✓	✓		✓	✓		✓	✓	✓			✓
650AVN	Advanced Animal Training	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

28 Assessment Grid

The assessment grid shows the range of assessment methods used throughout the programme such that students are provided with variety in assessment and are given opportunities to use a range of academic and practical skills across the scope of their module diet.

Module Codes	Module Titles	Presentation	Seminar Presentation	Report	Case Study	Examination	Other
400CU	Academic Study Skills, Employability & T-Shaped	30% group		35% report/essay and summary			35% Professional Development Reflective Portfolio
453AVN	Animal Anatomy and Physiology			50%		50%	
454AVN	Applied Animal Management		50%			50%	P/F practical unit duties
451AVN	The Animal Industry	20%		40%			Magazine article 40%
462AVN	Principles of Animal Ethology			50%		50%	
466AVN	Psychology of Animal Training			50%	50% presentation		

Module Codes	Module Titles	Presentation	Seminar Presentation	Report	Case Study	Examination	Other
562AVN	Research Design and Analysis			50% research proposal 50% research report			
553AVN	Animal Health and Disease			50%			Time constrained assessment (50%)
563AVN	Specialist Animal Management						reflective review (60%) Promotional video (40%)
558AVN	Habitat and Environmental Enrichment			50%			Enclosure Pitch Presentation (50%)
559AVN	Human Psychology for Animal Trainers				50%	50%	
552AVN	Animal Development and Training	50%		50%			

Module Codes	Module Titles	Presentation	Seminar Presentation	Report	Case Study	Examination	Other
657AVN	Dissertation	10% seminar presentation 15% viva voce	15% protocol				60% dissertation P/F progress file
653AVN	Advances in Behavioural Research	25% group		40%			20% paper review 15% seminar contribution
658AVN	Ethics and the Animal Industry						50% debate 50% video presentation
656AVN	Contemporary Issues in Welfare and Behaviour			50%			Time constrained assessment (50%)
650AVN	Advanced Animal Training			50% reflective report			50% enterprise project