HARPER ADAMS UNIVERSITY
Programme Specification

1	**Awarding Institution:**	Harper Adams University
2	**Teaching Institution:**	Askham Bryan College
3	**Course Accredited by:**	Not applicable
4	**Final Award and Level:**	BSc / BSc (Hons) (top-up) Level 6
5	**Interim Award(s) and Level(s):**	BSc (Level 6)
6	**Award Title:**	Canine and Feline Behaviour and Welfare
7	**UCAS Code:**	C866
8	**HECoS and CAH2 Group(s):**	HECoS: 100522 – Animal Behaviour 65% 100523 – Animal Science 10% 100793 – Ethics 25% CAH06-01-01 CAH20-02-01
9	**QAA Benchmark Statement(s):**	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences Biosciences (2019) Earth sciences, environmental sciences and environmental studies (2022)
10	**Language of Study:**	English
11	**Mode of Study:**	Full-Time/Part-Time
12	**Course Duration:**	See section below
13	**Date Approved or Revised:**	Validation Event held on 3rd May 2023 Revised Programme Approvals Committee – 16th July 2024 and 24th September 2024 **(Applicable to 2024-25 and 2025-26 Entry Cohorts)** (September 2023 – August 2029

CONTEXT AND RATIONALE

The BSc/BSc (Hons) Canine and Feline Behaviour and Welfare (top-up) programme has been designed to equip students with the knowledge and skills to enter jobs associated with canines and felines, with a focus around clinical animal behaviour. Areas relating to ethics and legislation and economic factors affecting the sustainability of the industry are particularly highlighted in the course. These areas are incorporated within this BSc/BSc (Hons) top-up programme. Students will study training and behaviour as well as the inter-relationship between animals and humans. Knowledge of business principles and management skills is also developed, allowing students work effectively at management level within a company.

Students studying the course may enter a wide variety of roles in the industry, working in animal welfare, behaviour, training, education, and health related areas. Students may also progress to higher level study such as Masters or PhD.

Securing the Skills Needed by our Industries and Professions
All our proposed programmes are developed following consultation with the Technical Advisory Group (TAG). With a strong practical element to the programme skills for employment are integrated to the programmes.

Working with New Technologies
The programmes will encompass aspects of digital and innovation in teaching and learning, supported and enabled by the staff within the University Centre Askham Bryan (UCAB) Digital Skills Academy.

Turning the Climate Change Debate into Action
Askham Bryan is committed to environmental sustainability and carbon reduction and to adopting appropriate measures to support the Government's net zero emission by 2050 target as set out in the change Act of 2008 (Askham Bryan Sustainability Statement 2022-2023).

Informing Consumer Views about Food, Animal Wellbeing and the Environment
The institution recognises that in order to bring about a positive change to the sustainability agenda and environmental enhancement, there is a need to look at organisational, personal and community behaviour to facilitate changes in business practices, and ensure individuals make personal decisions that support a healthy environment, for now and the future generations.

Contributing to UK Economic Prosperity
Animal health, welfare and science is an area of growth for the UK economy with a need for sustainability and self-sufficiency Askham Bryan College HE programmes contribute to this through the meaningful integration of the Education for Sustainable Development Goals. These goals are mapped to both the programmes and the modules to ensure that students are developing an applied knowledge of environmental, social and economic sustainability which in turn contributes to the UK economic prosperity.

GENERIC AIMS

All BSc Hons awards aim to provide the following:

1) To develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs.

2) To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study in a broader perspective.

3) To develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems.

4) To develop those skills of professional scholarship required for career management, lifelong learning and innovation.

5) To inculcate an awareness of the wider consequences of economic activity and a determination to minimise harmful effects on the environment and on people.

6) To provide a lively, stimulating and challenging educational experience.

AWARD-SPECIFIC AIMS

The BSc/BSc (Hons) Canine and Feline Behaviour and Welfare (top-up) award aims to provide the following:

1) To develop in each student an understanding of the biological, environmental and welfare needs of canines and felines and how to monitor and manage systems to meet these needs.

2) To develop an understanding in students about the development of behaviour and the psychology of canines and felines.

3) To develop in students an appreciation of the professional, ethical and legal requirements when working as an animal behaviour clinician.

4) To develop an understanding and ability to apply training for a range of industries.

5) To develop students' research skills to allow them to generate realistic and imaginative research projects related to their studies whilst applying methods to solve routine problems relevant to the course, with some awareness of appropriate controls, possible bias, ethics and sustainability.

6) To develop interpersonal skills, including communication and management skills and the ability to apply them to problems associated to working with canines and feline.

7) To enable the students to explain and evaluate the contribution of Biosciences to solving interdisciplinary challenges and the role of interdisciplinary thinking in solving scientific problems.

GENERIC OUTCOMES

On successful completion of BSc/BSc (Hons) Canine and Feline Behaviour and Welfare (top-up) awards, students will be able to:

A	Knowledge	Demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, with a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.
B	Problem Solve	Select, devise and evaluate the use of appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.
C	Analysis	Analyse complex data using appropriately selected techniques; draw out robust findings in this process; and, thoroughly evaluate the effectiveness of the analytical strategy.
D	Synthesis	Select and combine ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.
E	Evaluation	Review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, with a good awareness of the limitations of both the material under review and the analytical approach.
F	Digital Competence	Select, use and evaluate technologies to enable or enhance the performance of specific tasks, and appreciate the evolution of technology in their discipline.
G	Team Work	Work effectively with others, with minimal or no supervision, to achieve positive outcomes; demonstrate leadership and management capabilities within a team situation; and, critically assess their personal contribution to the team.
H	Career Dev	Recognise, pursue, record and reflect on personal development to pursue personal career goals and appreciate the changing nature of the workplace and the need for personal resilience and **lifelong learning.**
I	Communications	Communicate effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, impact maximisation and accessibility requirements.
J	Practical Comp	Perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards.
K	Autonomy	Act independently and autonomously with minimum supervision in academic and practical tasks.
L	Research	Select and use research to inform the development of knowledge and understanding, and to inform decision-making.

M	Sustain Practice	Evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.
N	Global	Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.
O	Ethics	Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.
P	Placement	Not applicable
Q	Honours	Effectively plan and undertake research.

AWARD-SPECIFIC OUTCOMES

On successful completion of the BSc/BSc (Hons) Canine and Feline Behaviour and Welfare (top-up) award, students will be able to:

(R) To equip each student with the ability to apply detailed scientific knowledge when modifying canine and feline behaviour.

(S) To equip students with a thorough understanding of business concepts and interpersonal skills, particularly communication skills, when dealing with other clients and other professionals within the canine and feline industry.

(T) To develop in students the ability to identify, analyse and solve a range of commonly encountered problems when working with canines and felines.

(U) To enhance the students' ability to apply a range of training techniques and procedures that can be used in a variety of industries.

(V) To generate a realistic and imaginative research project using a range of knowledge from a chosen area.

RELATIONSHIP WITH EXTERNAL REFERENCE POINT(S)

- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016).
- Business and Management (2015)

The aims and outcomes of this Honours Degree programme reflect the descriptor for a higher education qualification at level 6 on the FHEQ: bachelor's degree with honours, part of the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014).

PROFESSIONAL ACCREDITATION ARRANGEMENTS

None.

COURSE PROGRESSION, MODULE COMPENSATION, TRANSFER, ADVANCED STANDING AND INTERIM AWARDS

Course Duration

The full-time programme will be completed in one year, with each academic year consisting of two semesters, each typically of 12 weeks duration, including directed study weeks and examination periods.

The part-time programme will be completed in two years, with a minimum of 60 credits of modules being studied in each academic year. Part time students can choose which modules are studied in each year in order to provide more flexibility in the timetable structure. Part-time students studying for the BSc degree without honours would typically study 40 credits per academic year.

The maximum period of registration is two years beyond the expected course duration, to allow for periods of approved postponement or repeat study.

Progression

Students who successfully complete the programme may be eligible to go on to study the following programmes:

MSc Applied Animal Behaviour and Welfare
MSc Zoo Management and Conservation

Module Compensation Exclusions

The following module is not eligible for compensation within the BSc (Hons) Canine and Feline Behaviour and Welfare (top-up) award programme:

Research Project

The following modules are eligible for compensation within the BSc Canine and Feline Behaviour and Welfare (top-up) award programme:

Canine and Feline Psychology
Industry Animal Related Training
Clinical Animal Behaviour
Clinical Welfare, Ethics and Law

The following module is not eligible for compensation within the BSc ordinary Canine and Feline Behaviour and Welfare (top-up) award programme:

Canine and Feline Psychology

The following modules are eligible for compensation within the BSc ordinary Canine and Feline Behaviour and Welfare (top-up) award programme:

Industry Animal Related Training
Clinical Animal Behaviour
Clinical Welfare, Ethics and Law

Transfer

Unless otherwise indicated in the programme specification students can transfer all common module credits between programmes.

Entry with Advanced Standing

Table 4.1 in **Section 4** of the *Academic Quality Assurance Manual* identifies the maximum credit that can normally be advanced for students wishing to enter with advanced standing from a Harper Adams' award, or an award from another institution.

The course structure diagram(s) identify the specific study programme(s) for candidates entering with advanced standing. **Section 4.5.12** of the *Academic Quality Assurance Manual* specifies the arrangements for transfer and advanced entry and these will apply unless an alternative arrangement has been approved.

Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College procedure and Harper Adams University regulations. No more than ⅔ credit for the award may be derived from APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

Holders of Foundation Degree awards will typically already have 120 credits at level 4 plus 120 credits at level 5.

Interim Awards

The requirements for interim awards associated with final awards are as follows:

BSc Canine and Feline Behaviour and Welfare (top-up)
The outcomes required for the ordinary award are:

A	Knowledge	Demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, with a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.
B	Problem Solve	Select, devise and evaluate the use of appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.
C	Analysis	Analyse complex data using appropriately selected techniques; draw out robust findings in this process; and, thoroughly evaluate the effectiveness of the analytical strategy.
D	Synthesis	Select and combine ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.
E	Evaluation	Review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, with a good awareness of the limitations of both the material under review and the analytical approach.
F	Digital Competence	Select, use and evaluate technologies to enable or enhance the performance of specific tasks, and appreciate the evolution of technology in their discipline.
G	Team Work	Work effectively with others, with minimal or no supervision, to achieve positive outcomes; demonstrate leadership and management capabilities within a team situation; and, critically assess their personal contribution to the team.
H	Career Dev	Recognise, pursue, record and reflect on personal development to pursue personal career goals and appreciate the changing nature of the workplace and the need for personal resilience and **lifelong learning.**
I	Communications	Communicate effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, impact maximisation and accessibility requirements.
J	Practical Comp	Perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards.
K	Autonomy	Act independently and autonomously with minimum supervision in academic and practical tasks.
L	Research	Select and use research to inform the development of knowledge and understanding, and to inform decision-making.
M	Sustain Practice	Evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.
N	Global	Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.
O	Ethics	Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.
P	Placement	Not applicable

Award specific outcomes:

(R) To equip each student with the ability to apply detailed scientific knowledge when modifying canine and feline behaviour.

(S) To equip students with a thorough understanding of business concepts and interpersonal skills, particularly communication skills, when dealing with other clients and other professionals within the canine and feline industry.

(T) To develop in students the ability to identify, analyse and solve a range of commonly encountered problems when working with canines and felines.

(U) To enhance the students' ability to apply a range of training techniques and procedures that can be used in a variety of industries.

Students will have obtained a minimum of 80 credits at level 6. This will normally include a pass in the following modules:

Canine and Feline Psychology.
Clinical Animal Behaviour.
Industry Related Animal Training.
Clinical Welfare, Ethics and Law.

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

Harper Adams' programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels from Levels 3 – 7, according to their intellectual challenge. Courses leading to specific awards include **core modules, optional modules** from which students must select choices up to the number of credits required, and, in some cases, **elective credit** whereby students may study any modules of their choice from within the Harper Adams portfolio, subject to timetabling and pre-requisite constraints, in place of optional modules, with the approval of their programme manager.

The minimum credit requirements needed to progress to interim and final awards are listed in **Section 4.4.5** of the *Academic Quality Assurance Manual*. These are reflected in the corresponding course structure study programmes, which follow.

Course Structure: BSc (Hons) Canine and Feline Behaviour and Welfare (top-up)

2024 Entry Cohort
UCAS Code: C866

Year 1 All at level 6 unless indicated			
Semester 1 Core		**Semester 2 Core**	
Research Project ABC6200			40
Canine and Feline Psychology ABA6221	20	Clinical Animal Behaviour ABA6223	20
Industry Related Animal Training ABA6226	20	Clinical Welfare, Ethics and Law ABA6224	20

Course Structure: BSc Canine and Feline Behaviour and Welfare (top-up)

2024 Entry Cohort
UCAS Code: N/A

Year 1 All at level 6 unless indicated			
Semester 1 Core		**Semester 2 Core**	
Canine and Feline Psychology ABA6221	20	Clinical Animal Behaviour ABA6223	20
Industry Related Animal Training ABA6226	20	Clinical Welfare, Ethics and Law ABA6224	20

Full-time Honours students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and elective modules. Pass Degree students would normally study the Canine and Feline Psychology module as an alternative to the Research Project.

Validation Date: 3rd May 2023
Date of Approval following Response to Validation Report: July 2023
Period of Approval: September 2023 – August 2029

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Assessment philosophy
Assessments will vary to reflect the academic, practical and professional skills development of students on the BSc/BSc (Hons) Canine and Feline Behaviour and Welfare (top-up) programme.

Learning and 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. Methods vary according to the nature of each module's subject matter but include a wide diversity from more formal lectures to student centred activities including assignments, seminars, field trips, guest lectures and case studies. Practical skills will be developed during sessions in the animal unit, on field trips and in laboratories.

All students carry out an element of research in the final year. The curriculum is delivered in such a way that there is a reducing reliance on tutor-directed study as students' progress through their programme. Students will be supported with their study via the college's VLE which will prepare them for the autonomy expected of HE students and for Continuing Professional Development studies, post-graduation.

Transferable skills
Modules are designed to develop the skills required to succeed on college courses, to obtain employment, to manage careers and to develop the scholarship required in a learning society. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning. Industry placement periods (normally 300 hours across the three years) help to develop the skills and attributes required in the world of work. Higher level modules are designed to develop teamwork, independent learning, problem solving and research.

Typical assessment
Assessment is considered an important part of the learning process. Modules are assessed in one, two or three pieces of assessment. Each assessment will provide summative feedback for the learning outcomes in the module. The contribution of each assessment to the end overall mark is indicated in the module descriptors. There is no threshold requirement in any assessment component. Formative assessments methods are diverse and will not be graded.
Unless otherwise specified in module descriptors the overall mark is derived from a weighted mean, with no threshold requirement in any assessment component.
A range of subject specific assessment methodologies will be included to develop practical and technical skills. These will include professional discussion, peer observation, case studies and practical assessments.

ENTRANCE REQUIREMENTS
For admission onto the Honours Degree programme, students must have achieved an overall pass in their Foundation Degree or Higher National Diploma award.

In addition, places are dependent on a reference from the student's Foundation Degree/ HND Course Manager reflecting their suitability for Level 6 study. Some applicants may be interviewed. Equivalent qualifications may be considered. Applications will be welcomed via one of the formalised pathways outlined in signed progression accords with other institutions.

Curriculum Map for BSc/BSc (Hons) Canine and Feline Behaviour and Welfare (top-up) (Level 6)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Research Project			X								X	X			X		X					X
Canine and Feline Psychology	X		X	X	X						X	X						X				X
Industry Related Animal Training		X				X	X	X		X	X		X					X	X		X	
Clinical Animal Behaviour		X		X	X	X		X	X	X			X	X	X				X	X	X	
Clinical Welfare, Ethics and Law	X				X		X		X				X	X	X					X		

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N	Global	Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.
O	Ethics	Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.
P	Placement	Not applicable
Q	Honours	Effectively plan and undertake research.
R	Recent Advances	To develop each student's ability to apply detailed scientific knowledge when modifying canine and feline behaviour.
S	Management	To equip students with a thorough understanding of business concepts and interpersonal skills, particularly communication skills, when dealing with other clients and other professionals within the canine and feline industry.
T	Business	To develop in students the ability to identify, analyse and solve a range of commonly encountered problems when working with canines and felines and, where appropriate, indicate solutions that apply to industrial practice.
U	Industry	To enhance the students' ability to apply a range of training techniques and procedures that can be used in a variety of industries.
V	Project	To provide knowledge of experimental, statistical, and computing techniques to generate a realistic and imaginative research project using a range of knowledge from a chosen area.