Prifysgol Wrecsam
Wrexham University

PROGRAMME SPECIFICATION

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UG Programme Directory

Award titles
Programme Title(s)

FdSc Ymddygiad, Lles a Chadwraeth Anifeiliaid
FdSc Animal Behaviour Welfare and Conservation

BSc (Anrh) Ymddygiad, Lles a Chadwraeth Anifeiliaid
BSc (Hons) Animal Behaviour Welfare and Conservation

BSc (Anrh) Ymddygiad, Lles a Chadwraeth Anifeiliaid (atodol)
BSc (Hons) Animal Behaviour Welfare and Conservation (Top-Up)

BSc (Anrh) Gwyddor a Rheoli Lles Ceffylau
BSc (Hons) Equine Science and Welfare Management

Internal Programme Title(s) (if different to the title on the certificate)
N/A

Programme to be included in Graduation Ceremonies

Yes

Delivery period
September 2024 – Sept 2028

Intake points
September

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Northop Campus
Faculty/Department
Social and Life Sciences
Exit awards available
Certificate of Higher Education Diploma of Higher Education BSc (Ord)

Regulatory details
Professional, Statutory or Regulatory Body (PSRB) accreditation
The programmes are not accredited.   **This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.**
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*   **N/A**
HECoS codes
FdSc/BSc Animal Behaviour Welfare and Conservation -   *Animal Behaviour 100522 (34%)*   *Animal Health 100936 (33%)*   *Biodiversity Conservation 101318 (33%)*   *BSc (Hons) Equine Science and Welfare Management -*   *Equine Studies 100519 (33%)*   *Animal Behaviour 100522 (34%)*   *Animal Health 100936 (33%)*
UCAS code
FdSc Animal Behaviour Welfare and Conservation – D300   FdSc Animal Behaviour Welfare and Conservation with FY – 85D4   BSc Animal Behaviour Welfare and Conservation with FY - ASFY   BSc Animal Behaviour Welfare and Conservation (Top Up) – D301   BSc (Hons) Equine Science and Welfare Management – D422   BSc (Hons) Equine Science and Welfare Management with FY - 758D
Relevant External Reference Points
QAA Subject Benchmark Statements (2019) Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences.   QAA (2023) The UK Quality Code for Higher Education   QAA (2020) Foundation Degree Characteristics Statements   The Frameworks for HE Qualifications of UK Degree-Awarding Bodies (2014)   Credit and Qualifications Framework (CQFW): level descriptors (2018
List the programmes that offer the Foundation Year route
FdSc Animal Behaviour Welfare and Conservation   BSc (Hons) Animal Behaviour Welfare and Conservation   BSc (Hons) Equine Science and Welfare Management
Mode of study
Full and Part Time
Normal length of study for each mode of study
Full time   3 year BSc Hons   2 year Foundation Degree (Animal Behaviour, Welfare and Conservation only)   1 year BSc Hons Top Up Degree (Animal Behaviour, Welfare and Conservation only)

Regulatory details
Part time 4-6 year BSc Hons 3-4 Year Foundation Degree (Animal Behaviour, Welfare and Conservation only) 2 year BSc Hons Top Up Degree (Animal Behaviour, Welfare and Conservation only)

Language of study
English

Transitional arrangements for re-validated provision if applicable
Level 3 to transition to new programme on entering level 4. *Level 4 to transition to new programme on entering level 5* *Level 5 transition to new programme at level 6* *Top up Degree students to enter new programme*

Repeat year students
Students that are repeating modules or retaking coursework will have the opportunity to attend lectures in comparable modules on the new programme. If a comparable module at the correct level is not available tutorial support will be offered.

The following University Award Regulations apply to this programme
<u>Academic Regulations 23-24</u> General Academic Regulations Regulations for Undergraduate Foundation Years Regulations for Undergraduate Degrees and Foundation Degrees Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	14th March 2024
Date of approval by Academic Board:	*15th May 2024*
Approved Validation Period:	*5 years with effect from Sept 2024*
Transitional arrangements approved (if revalidation)	*As detailed in the specification.*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. <u>Admissions policies</u>

The University's general entry requirements are;

Qualification	Entry requirements
Foundation Year	48-72 Tariff points
Foundation Degree	48-72 Tariff points
3 year Bachelors degree	80-112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see academic-entry-requirements for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University *(please see English-language-requirements for details).*

To enter onto the BSc (Hons) Top-Up Animal Behaviour Welfare and Conservation, applicants must satisfy the entry criteria and admissions tutor by producing documentary evidence that they have achieved a qualification at level 5 or better in a relevant discipline and have the necessary background, having accumulated the equivalent of 240 HE credits.

Non Standard entry criteria

Students who do not meet the standard entry criteria but can demonstrate industry relevant skills and experience within the animal / equine sector via employment or private engagement will also be considered. Students without the relevant qualifications or experience will be directed towards the Foundation Year equivalent programme.

Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

DBS Requirements

A DBS Check is not required on entry but might be required for certain types of placement. A DBS may be required for the placement component of the programme where the placement involves regulated activity working with vulnerable Children and/or Adults. This will be checked as part of the placement process, identifying where required, the appropriate type and level of DBS. Where required, the relevant DBS will be conducted prior to commencement on the placement. The type and level of DBS check required will be confirmed to you during the DBS application process.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

Suitability for Practice Procedure

N/A

Aims of the programme

FdSc Animal Behaviour Welfare and Conservation

The FdSc is designed to enable graduates to apply research and evidence to operate ethically to ensure animal welfare, human wellbeing, and environmental sustainability in their professional practice. The programme equips students with the knowledge and understanding of the core concepts that underpin animal behaviour, welfare and conservation, training, management, health and welfare legislation, communication, and instruction. It provides students with practical and academic skills in a supportive and safe environment which facilitates reflection, resilience, autonomy, and lifelong learning. Studying the FdSc actively encourages engagement with industry and inter-professional working in the wider community with a focus on recognition of professional boundaries and competencies.

BSc (Hons) Animal Behaviour Welfare and Conservation

The BSc (Hons) is designed to enable graduates to critically evaluate and apply research and evidence to operate ethically to ensure animal welfare, human wellbeing, and environmental sustainability in their professional practice. The programme equips students with a systematic knowledge and understanding of the core concepts and key aspects of their field of study, that underpin animal behaviour, welfare and conservation, training, management, health and welfare legislation, communication, and instruction.

It provides students with the ability to utilise methods and techniques they have learned to extend and apply their knowledge and understanding through a research project. Practical and academic skills embedded in a supportive and safe environment which facilitates reflection, resilience, autonomy, and lifelong learning.

Studying the BSc (Hons) actively encourages engagement with industry and inter-professional working in the wider community with a focus on recognition of professional boundaries and competencies.

BSc (Hons) Top Up Animal Behaviour Welfare and Conservation

The BSc (Hons) Top Up is designed to enable graduates to critically evaluate and apply research and evidence to operate ethically to ensure animal welfare, human wellbeing, and environmental sustainability in their professional practice. The programme equips students with a systematic knowledge and understanding of the core concepts and key aspects of their field of study, Including One Health and Welfare and relationship to animal behaviour, health, welfare, and conservation.

It provides students with the ability to utilise methods and techniques they have learned to extend and apply their knowledge and understanding through a research project. Practical and academic skills embedded in a supportive and safe environment which facilitates reflection, resilience, autonomy, and lifelong learning. Studying the BSc (Hons) Top Up actively encourages engagement with inter-professional working and a focus on recognition of professional boundaries and competencies.

BSc (Hons) Equine Science and Welfare Management

The BSc (Hons) is designed to enable graduates to critically evaluate and apply research and evidence to operate ethically to ensure equine welfare, human safety and wellbeing, and to enable sustainability and longevity of the horse. The programme equips students with a systematic knowledge and understanding of the core ideas and key theories relevant to today's equestrian society and develops practical skills to enhance employability. It develops skills of analysis and enquiry by tackling problems through the collection and evaluation of qualitative and quantitative information, enabling students to make informed decisions and suggest solutions. Transferable skills including reflection, resilience, autonomy, and lifelong learning are also promoted. Studying the BSc (Hons) actively encourages engagement with industry and inter-professional working in the wider community with a focus on recognition of professional boundaries and competencies.

Distinctive features of the programme

The programmes will be delivered at Wrexham University's rural Northop campus, in stunning North Wales in close proximity to mountain ranges, areas of outstanding natural beauty and Sites of Special Scientific Interest (SSSI). The site is steeped in Welsh heritage having its own scheduled monument the high-status medieval Court of Llys Edwin within its grounds.

The campus boasts 90 acres of natural meadows, woodland, ponds, streams and a diverse range of animal and plant species including orchids, badgers, birds of prey and Great Crested Newts. This provides the perfect location for the delivery of animal-based courses and offers students unique study opportunities in an environment that promotes wellbeing.

Northop Campus has specialised in animal courses for 15 years and has developed a suite of programmes including, Veterinary Nursing, Canine Behaviour Training and Performance, Practical Wildlife Management, MSc Human Animal Interaction in addition to the proposed revalidation provision.

The programmes will be delivered by academics and industry professionals with a wide range of experience and expertise in animal behaviour and training, equestrian science and management, physiotherapy, ecology and conservation, and veterinary nursing. The programme team's notable strength lies in their extensive industry backgrounds and ongoing connections with relevant disciplines. This ensures a current and thorough understanding of the sector and a comprehensive knowledge of the skills and attributes sought by employers.

The programmes have a strong vocational focus with two work-based learning modules totalling 300 hrs in the workplace for the FdSc and one module at level 4 totalling 150hrs for the BSc routes. The team's close links with the sector enables students to become immersed in industry and engage with specialists operating in wide range of fields.

This facilitates student acquisition of specific skills, attributes, and practical behaviours essential for their chosen career. The work-based learning model allows students to apply theory to practice, progressively building upon their skills and knowledge as they advance through each level of study.

Throughout the programmes there are opportunities to build upon practical skills which relate directly to employability, gaining the confidence and competence needed to be effective in the workplace. Evidence based ethical practice and adherence to industry professional codes is core to all programmes. There is a strong emphasis on welfare and critical evaluation of human-animal and environmental interconnection through the One Health directive and One Welfare Framework lens.

In addition to work-based learning students will further develop their practical skills with the support from the programme team in the bespoke Wrexham University Clinical Suite. The clinical suite has a range of veterinary equipment, anatomical models and manikins and behavioural equipment. The Northop campus also has an enclosed training area with balcony and a Crufts standard agility course and specialist flooring.

Equine students develop their practical skills and have opportunity to train for British Horse Society (BHS) qualifications at Clwydian Stud; a purpose built equestrian facility in Overton-on-Dee approximately 20 minutes outside Wrexham. The Stud breeds competition horses and ponies, buys, produces and sells bloodstock for National Hunt racing in the UK and Ireland, offers livery accommodation for horses, trains students for employment in the equine sector and offers lessons to the general public. Students have access to a variety of horses to practice stable management tasks with, and study equine behaviour, welfare, health and fitness whilst at the Stud. Theory sessions are also taught on site in their purpose built classroom.

Wrexham University recognises the need to prepare equine students for work within the sector, and so offers all equine students free training towards BHS exams alongside their degree together with a financial contribution towards an equine vocational qualification of their choice. The University's link with a local equine veterinary practice, Heath Equine Veterinary Practice, together with educational visits and guest speakers also provides further exposure to 'real life' learning.

Credit Accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education Animal Behaviour Welfare and Conservation / Equine Science and Welfare Management

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education Animal Behaviour Welfare and Conservation / Equine Science and Welfare Management

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree Animal Behaviour Welfare and Conservation / Equine Science and Welfare Management (Ordinary)

Students enrolled on the BSc (Hons) Top Up Animal Behaviour Welfare and Conservation who have graduated from another University with a Foundation degree will not be eligible for the exit award of BSc Ord.

Students who have previously graduated from the University with a Foundation Degree may request an Ordinary Degree as an exit award, providing that they have completed and achieved more than 60 credits but less than 120 credits at Level 6 and are able to return their previous level 5 qualification in exchange for an Ordinary Degree.

Programme Structure Diagram, including delivery schedule

Full-time delivery BSc (Hons) Equine Science and Welfare Management

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 4	ANM428	Professional and Academic Development	20	C	1
Level 4	ANM429	Professional Practice 1	20	C	1/2
Level 4	ANM415	Stable Management 1	20	C	1/2
Level 4	ANM439	Ethics and Welfare	20	C	2
Level 4	ANM440	Equine Behaviour and Welfare	20	C	1
Level 4	ANM441	Human-Animal Interaction	20	C	2
Level 5	ANM517	Stable Management 2	20	C	1/2
Level 5	ANM530	Animal Health and Disease	20	C	1
Level 5	ANM531	Anatomy and Physiology	20	C	1/2
Level 5	ANM532	Preparing Horses for Sport and Leisure	20	C	2
Level 5	ANM533	Learning and Training	20	C	1
Level 5	ANM534	Contemporary Research	20	C	2
Level 6	ANM608	Research Skills and Professional Development	20	C	1/2
Level 6	ANM612	Research Project	40	C	1/2
Level 6	ANM613	Animal Welfare Assessment	20	C	1
Level 6	ANM614	Sustainable Animal Practices	20	C	2
Level 6	ANM615	Developments in Equitation Science	20	C	1

Part-time delivery BSc (Hons) Equine Science and Welfare Management

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	ANM428	Professional and Academic Development	20	C	1	Y1
Level 4	ANM415	Stable Management 1	20	C	1/2	Y1
Level 4	ANM441	Human-Animal Interaction	20	C	2	Y1
Level 4	ANM440	Equine Behaviour and Welfare	20	C	1	Y1
Level 4	ANM429	Professional Practice 1	20	C	1/2	Y2
Level 4	ANM439	Ethics and Welfare	20	C	2	Y2
Level 5	ANM531	Anatomy and Physiology	20	C	1/2	Y2
Level 5	ANM533	Learning and Training	20	C	1	Y2
Level 5	ANM517	Stable management 2	20	C	1/2	Y3
Level 5	ANM530	Health and Disease	20	C	1	Y3
Level 5	ANM532	Preparing Horses for Sport and Leisure	20	C	2	Y3
Level 5	ANM534	Contemporary Research	20	C	1/2	Y3
Level 6	ANM613	Animal Welfare Assessment	20	C	1	Y4
Level 6	ANM614	Sustainable Animal Practices	20	C	2	Y4
Level 6	ANM615	Developments in Equitation Science	20	C	1	Y4
Level 6	ANM608	Research Skills and Professional Development	20	C	1/2	Y5
Level 6	ANM612	Research Project	40	C	1/2	Y5

Full-time delivery FdSc Animal Behaviour Welfare and Conservation

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 4	ANM428	Professional and Academic Development	20	C	1
Level 4	ANM429	Professional Practice 1	20	C	1/2
Level 4	ANM438	Contemporary Animal Management	20	C	1/2
Level 4	ANM439	Ethics and Welfare	20	C	2
Level 4	ANM435	Introduction to Ecology	20	C	1
Level 4	ANM441	Human-Animal Interaction	20	C	2
Level 5	ANM519	Professional Practice 2	20	C	1/2
Level 5	ANM530	Health and Disease	20	C	1
Level 5	ANM531	Animal Anatomy and Physiology	20	C	1/2
Level 5	ANM527	Climate Change and Conservation	20	C	2
Level 5	ANM533	Learning and Training	20	C	1
Level 5	ANM529	Survey Skills for Conservation	20	C	1/2

Part-time delivery FdSc Animal Behaviour Welfare and Conservation

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	ANM428	Professional and Academic Development	20	C	1	Y1
Level 4	ANM438	Contemporary Animal Management	20	C	1/2	Y1
Level 4	ANM441	Human-Animal Interaction	20	C	2	Y1
Level 4	ANM435	Introduction to Ecology	20	C	1	Y1
Level 4	ANM429	Professional Practice 1	20	C	1/2	Y2
Level 4	ANM439	Ethics and Welfare	20	C	2	Y2
Level 5	ANM531	Animal Anatomy and Physiology	20	C	1/2	Y2
Level 5	ANM533	Learning and Training	20	C	1	Y2
Level 5	ANM519	Professional Practice 2	20	C	1/2	Y3
Level 5	ANM530	Health and Disease	20	C	1	Y3
Level 5	ANM529	Survey Skills for Conservation	20	C	1/2	Y3
Level 5	ANM527	Climate Change and Conservation	20	C	2	Y3

Full-time delivery BSc Animal Behaviour Welfare and Conservation

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 4	ANM428	Professional and Academic Development	20	C	1
Level 4	ANM429	Professional Practice 1	20	C	1/2
Level 4	ANM438	Contemporary Animal Management	20	C	1/2
Level 4	ANM439	Ethics and Welfare	20	C	2
Level 4	ANM435	Introduction to Ecology	20	C	1
Level 4	ANM441	Human-Animal Interaction	20	C	2
Level 5	ANM534	Contemporary research	20	C	2
Level 5	ANM530	Health and Disease	20	C	1
Level 5	ANM531	Animal Anatomy and Physiology	20	C	1/2
Level 5	ANM527	Climate Change and Conservation	20	C	2
Level 5	ANM533	Learning and Training	20	C	1
Level 5	ANM529	Survey Skills for Conservation	20	C	1/2
Level 6	ANM608	Research Skills and Professional Development	20	C	1/2
Level 6	ANM612	Research Project	40	C	1/2
Level 6	ANM613	Animal Welfare Assessment	20	C	1
Level 6	ANM614	Sustainable Animal Practices	20	C	2
Level 6	ANM607	Conservation Policy	20	C	1

Part-time delivery BSc Animal Behaviour Welfare and Conservation

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	ANM428	Professional and Academic Development	20	C	1	Y1
Level 4	ANM438	Contemporary Animal Management	20	C	1/2	Y1
Level 4	ANM441	Human-Animal Interaction	20	C	2	Y1
Level 4	ANM435	Introduction to Ecology	20	C	1	Y1
Level 4	ANM429	Professional Practice 1	20	C	1/2	Y2
Level 4	ANM439	Ethics and Welfare	20	C	2	Y2
Level 5	ANM531	Animal Anatomy and Physiology	20	C	1/2	Y2
Level 5	ANM533	Learning and Training	20	C	1	Y2
Level 5	ANM519	Professional Practice 2	20	C	1/2	Y3
Level 5	ANM530	Health and Disease	20	C	1	Y3
Level 5	ANM529	Survey Skills for Conservation	20	C	1/2	Y3
Level 5	ANM527	Climate Change and Conservation	20	C	2	Y3
Level 6	ANM613	Animal Welfare Assessment	20	C	1	Y4
Level 6	ANM614	Sustainable Animal Practices	20	C	2	Y4
Level 6	ANM607	Conservation policy	20	C	1	Y4
Level 6	ANM608	Research Skills and Professional Development	20	C	1/2	Y4
Level 6	ANM612	Research Project	40	C	1/2	Y5

Full-time delivery BSc Animal Behaviour Welfare and Conservation (Top Up)

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 6	ANM608	Research Skills and Professional Development	20	C	1/2
Level 6	ANM612	Research Project	40	C	1/2
Level 6	AMN613	Animal Welfare Assessment	20	C	1
Level 6	ANM614	Sustainable Animal Practices	20	C	2
Level 6	ANM607	Conservation Policy	20	C	1

Part time delivery BSc Animal Behaviour Welfare and Conservation (Top Up)

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 6	ANM613	Animal Welfare Assessment	20	C	1	Y1
Level 6	ANM614	Sustainable Animal Practices	20	C	2	Y1
Level 6	ANM607	Conservation policy	20	C	1	Y1
Level 6	ANM608	Research Skills and Professional Development	20	C	1/2	Y1
Level 6	AMN612	Research Project	40	C	1/2	Y2

Intended learning outcomes of the programme

FdSc Animal Behaviour Welfare and Conservation

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Demonstrate knowledge and application of the underlying concepts of animal behaviour, welfare, and conservation	Demonstrate knowledge and critical understanding of the underlying concepts of animal behaviour, welfare and conservation and identify limits of knowledge.		
A2	Explain professional ethical and legal frameworks affecting the animal sector	Evaluate the importance of professional practice and responsibility to stakeholders within the animal sector.		
A3	Evaluate the appropriateness of different approaches to solving problems relating to animal behaviour, welfare and conservation	Appraise strategies for interprofessional approaches and development of theory to practice ensuring animal health and welfare and human wellbeing.		

Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1	Demonstrate awareness of the provisional nature of the facts and principles associated with the animal sector	Evaluate current knowledge, practice and potential future change and developments using evidence-based principles of investigation.		
B2	Identify and demonstrate autonomous learning for self-development.	Appraise and reflect on autonomous learning in academic and professional practice for animal welfare and human safety and wellbeing.		
B3	Apply knowledge and understanding to address multidisciplinary problems.	Evaluate critically appropriate approaches to solve problems in complex and unpredictable contexts, demonstrating creativity and innovation balanced by an ethical awareness.		

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	Employ research skills to retrieve scientific data informing best practice in the field of animal behaviour welfare and conservation	Evaluate literature to evidence and apply current best practice and to identify areas of change and future development.		
C2	Demonstrate effective and ethical practical skills relevant to animal behaviour welfare and conservation using theory to practice.	Evaluate own practical skills in a range of scenarios relevant to animal behaviour welfare and conservation.		
C3	Demonstrate a range of academic skills that can be utilised in the workplace and university.	Analyse own performance and utilise support mechanisms for self-development in academic and professional progression.		

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	Demonstrate effective communication skills with colleagues, clients, and inter-professionals in a variety of forms.	Evaluate efficacy of communication skills with colleagues, clients, and inter-professionals in a variety of forms and new situations.		
D2	Apply reflective practice to professional and academic performance and create action plans for personal development.	Assess the importance in practice of using a reflective approach for improved self and other's performance.		
D3	Identify and effectively utilise appropriate technology for the field of animal behaviour, welfare, and conservation.	Evaluate the efficacy and suitability of current and new technology developments in a variety of situations.		
D4	Demonstrate professional responsibility to animals, clients, the profession and public in accordance with professional codes of conduct.	Appraise own and others professional conduct and reflect upon own competences and limitations.		

BSc (Hons) Animal Behaviour Welfare and Conservation

BSc (Hons) Equine Science and Welfare Management

* (*please* note that animal incorporates equine in the learning outcomes below).

Knowledge and Understanding

	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)
A1	Demonstrate knowledge and application of the underlying concepts of animal behaviour, welfare, and conservation.	Demonstrate knowledge and critical understanding of the underlying concepts of animal behaviour, welfare and conservation and identify limits of knowledge.	Critically evaluate research and methods of data collection.	Critically evaluate research and methods of data collection to develop and complete a research dissertation
A2	Explain professional ethical and legal frameworks affecting the animal sector	Evaluate the importance of professional practice and responsibility to stakeholders within the animal sector.	Demonstrate a critical understanding and knowledge of current issues of wider concern in relation to animal behaviour, welfare and conservation	Demonstrate a thorough and critical understanding of the research process relating to current issues of wider concern in relation to animal behaviour, welfare and conservation
A3	Evaluate the appropriateness of different approaches to solving problems relating to animal behaviour, welfare and conservation	Appraise strategies for interprofessional approaches and development of theory to practice ensuring animal health and welfare and human wellbeing.	Critically evaluate current practices, frameworks, legislation, policies, and their application to the global issues concerning animal behaviour welfare and conservation	Critically evaluate current research practices, frameworks, legislation, policies, and their application to the global issues concerning animal behaviour welfare and conservation

Intellectual Skills

	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)
B1	Demonstrate awareness of the provisional nature of the facts and principles associated with the animal sector	Evaluate current knowledge, practice and potential future change and developments using evidence-based principles of investigation.	Critically analyse, synthesise and summarise information from diverse sources within the animal sector. Recognise and apply relevant theories, concepts and principles using a multi-disciplinary approach within a global context	Critically analyse, synthesise and summarise research from diverse sources within the animal sector. Apply relevant literature to their own research.

	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)
B2	Identify and demonstrate autonomous learning for self-development.	Appraise and reflect on autonomous learning in academic and professional practice for animal welfare and human safety and wellbeing.	Collect, critically analyse and integrate a range of relevant evidence to form balanced arguments and execute experiments or investigations to assess research aims demonstrating critical thinking and synthesis.	Collect, critically analyse and integrate a range of relevant evidence to underpin their own research. Conduct research to answer research aims demonstrating critical thinking and synthesis.
B3	Apply and interpret knowledge and understanding to address multidisciplinary problems.	Critically evaluate approaches to solve problems in complex and unpredictable contexts.	Demonstrate creativity and innovation embracing new and emerging technologies within an animal based context, balanced by ethical awareness.	Demonstrate creativity and innovation within research embracing new and emerging animal-based technologies balanced by ethical awareness.

Subject Skills

	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)
C1	Employ research skills to retrieve scientific data informing best practice in the field of animal behaviour welfare and conservation	Evaluate literature to evidence and apply current best practice and to identify areas of change and future development.	Critically review literature to evidence and apply current ethical practice and to identify strategies to effect change and future development.	Critically review literature to support the research process. Evidence and apply current ethical practice to research and identify strategies to effect change and future development.
C2	Demonstrate effective and ethical practical skills relevant to animal behaviour welfare and conservation using theory to practice.	Evaluate own practical skills in a range of scenarios relevant to animal behaviour welfare and conservation.	Critically analyse human wellbeing and animal welfare, ethics, legal requirements, and sensitivity of the impact of investigations on the environment and stakeholders.	Critically and reflectively engage with practical skills required to collect data and complete a research project.
C3	Demonstrate a range of academic skills that can be utilised in the workplace and university.	Analyse own performance and utilise support mechanisms for self-development in academic and professional progression.	Critically reflect on personal and professional competence, behaviour and attitudes required for working in the animal and equine industries including self-initiative, reflection, leadership and teamwork	Critically reflect on personal and professional competence within research identifying limitations and opportunities for development.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)
D1	Demonstrate effective communication skills with colleagues, clients, and inter-professionals in a variety of forms.	Evaluate efficacy of communication skills with colleagues, clients, and inter-professionals in a variety of forms and new situations.	Critically evaluate communication skills to enable accurate, clear, concise, and confident articulation tailored to varied audiences and formats, employing appropriate scientific language.	Present, critically evaluate and interpret primary and secondary data to develop and justify lines of argument and make sound judgements about theories and concepts related to their own independent research project.
D2	Apply reflective practice to professional and academic performance and create action plans for personal development.	Assess the importance in practice of using a reflective approach for improved self and other's performance.	Critically reflect on personal and professional development and identify opportunities for lifelong learning	Critically reflect on personal and professional development, research practices and identify opportunities for lifelong learning.
D3	Identify and effectively utilise appropriate technology for the field of animal behaviour, welfare, and conservation.	Evaluate the efficacy and suitability of current and new technology developments in a variety of situations.	Critically evaluate the use of information mediums, spanning electronic, textual, numerical, verbal, graphical, and digital formats.	Critically evaluate the use of research literature, electronic, textual, numerical, verbal, graphical, and digital formats with reference to the research process.
D4	Demonstrate professional responsibility towards animals, clients, the profession and public in accordance with professional codes of conduct.	Appraise own and others professional conduct and reflect upon own competences and limitations.	Critically evaluate own competence, skills and attitude required for professional working life. Ensure the rights of others are protected and understand the importance of academic and research integrity.	Critically evaluate ethical implications of research and their own data collection.

Learning and teaching strategy

The learning and teaching strategy has been informed by Wrexham University's SSSLA and provides high challenge and high support within an active learning framework (ALF). The Learning and teaching strategy for this programme aligns to the wider University's Vision and Strategy for teaching that inspires. There is a focus on meeting the needs of learners and employers with practice-based and research-informed learning and teaching embedded throughout the modules. Students will receive personalised support and opportunities to collaborate as partners to ensure that teaching, learning and assessment within the programme is optimal to their health and wellbeing. Personal Development Planning will be introduced for every student in the first semester of study as part of personal tutorials with allocated personal tutors. The curriculum is relevant and current, with innovative assessment where students can choose to focus on developing specific skills relevant to their chosen area of employment. Opportunities to develop key skills for employability are woven throughout the curriculum, and in the 300hrs of work-based learning in the FdSc programme and 150hrs in the BSc (Hons). Each module and degree programme are designed to support learners as they develop their graduate skills, knowledge and expertise aligned to the University Skills Framework.

A variety of learning and teaching methods will be deployed, in class, practical settings and the workplace, including:

- Synchronous classroom and online teaching – whole and small group engagement through lectures, seminars and workshops, practical work, training sessions, group and project work, and practical work in the laboratory/ clinical suite are key to the learning experience. Synchronous delivery will include on campus and some on line sessions.

- Tutorials - group and personal tutorials are scheduled throughout the academic year.

- Asynchronous online materials - situated within the VLE and used to initiate and extend learning. These materials are designed to be accessible using a range of formats, for example, written text, pre-recorded video/audio, web-based content and collaborative tasks.

- Work-based learning - Each module has an employability focus and is mapped to the University Skills Framework. Using the philosophies of the Active Learning Framework (ALF) 10 skills are embedded within programmes complementing core academic subject knowledge and understanding. There are ample opportunities for students to engage with and practice key employability skills in the 300hrs of work-based learning in the FdSc programme and 150hrs in the BSc (Hons) route.

- External engagement - guest speakers from a variety of industry organisations will be invited to speak with students to promote and inform career choices, for e.g. Conservation K9 Consultancy, Welfare and Rescue centres, and Conservation

- Educational visits – students have the opportunity to engage in educational visits to enhance their learning experience and to gain a wider understanding of different sectors and career opportunities open to individuals with these qualifications. E.g. Chester Zoo, World Horse Welfare, NCAR, West Midlands Police dog section, Horse Racing / Eventing yards, North Wales Wildlife Trust.

Learning and teaching approaches are informed by the subject specific benchmark statements for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences. Furthermore,

learning and teaching is aligned with relevant QAA level descriptors as outlined in the Intended learning outcomes of the programme (p10).

Knowledge and understanding

Although there will be some traditional type lectures, the emphasis will be on applying theory to practice where appropriate. Many of the learning sessions will take place in the field and clinical suite, and training hall or at Clwydian Stud which will be used as an active learning environment to enhance the integration of practice and theory.

Subject-specific/practical skills

The clinical suite and training hall will be used frequently to ensure that our students have the relevant skills when they go into their work-based learning placements. The contemporary animal management module at level 4 and learning and training at level 5 will also enable students to learn and implement skills in the workplace. All practical equine teaching will take place at Clwydian Stud to ensure students develop skills ready for careers in the equine sector.

Intellectual skills

Problem-based learning activities / flipped learning / and synchronous and asynchronous approaches (ALF) will be utilised to actively engage our students and provide a rich learning experience.

Transferable/key skills

Throughout the programme there is clear pathway in developing additional and transferable skills which will enable our students to proceed with confidence into their future career.

Practical, Professional and employability skills

Practical, professional and employability skills are embedded throughout the programme with many opportunities for students to undertake practical activities in the classroom, clinical suite, training hall, and in the workplace.

The University Skills Framework

At Wrexham University we aim to help students develop and enhance key graduate skills and capabilities during their study. These are ten key areas identified in the University Skills Framework that aim to empower students to develop opportunities through the curriculum to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes in the Animal Suite have been designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programmes have been designed and then mapped against the Employability Level Descriptor in collaboration with the Careers and Employability Service. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability Service provide a golden thread of careers education weaved through the Suite of Programmes. The Service supports academics and all students by providing individualised information, advice, and guidance. Learners gain access to self-directed learning resources by logging into our careers portal. Professional Careers and Employability educators support students to access and understand the value in managing their own development by accessing the Careers and Employability Service designed and delivered self-directed learning resources and employer events. Students are encouraged to seek out professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

Work based/placement learning statement.

Students will be required to complete 150 hours of workplace learning at level four and a further 150hrs at level 5 in the FdSc. For BSc (Hons) programmes students complete 150 Hrs workplace learning at level 4. These will be set weeks within the University calendar. Students will be provided with support and guidance to secure a meaningful placement relevant to their career goals.

The placement must be approved by the module leader and monitoring undertaken in collaboration with the placement provider and student (see responsibilities below). A Negotiated Learning Contract will be established before placement commences. Students will be responsible for logging placement hours and gaining placement confirmation of hours, they will also complete a reflective log. Feedback will be sought from employers and students via a standardised Professional Behavioural Evaluation Assessment document.

To enable flexibility there will be opportunities for the student to complete their work placement around other commitments if they cannot attend placements with the University allocated placement weeks. This must be discussed with and approved by the module leader.

It is the responsibility of the module leader to ensure that the student and their workplace provider are fully aware of their responsibilities (below) in meeting the requirements of the placement. A Placement Providers Handbook sets out the legal and academic information for the workplace organisation. The Negotiated Learning Contract between student, placement provider and tutor forms part of the coursework and clearly sets out the responsibilities of each party:

Student responsibilities:

• Agree with the Module Leader the suitability of the proposed workplace provider
and nature of the activities to be undertaken.

• Negotiate the learning contract for the placement with the workplace employer.

• Engage and manage learning opportunities within the placement with support from
the module leader.

• Ensure workplace policies and procedures are adhered to always and ensure
familiarity with relevant policies and procedures, e.g. lone working, handling of
specialist equipment and working with specific populations.

• Act responsibly and professionally within the workplace.

• Maintain a safe environment and ensure health and safety measures.

- Maintain appropriate relationships with other organisational staff, participants and volunteers.

- Maintain confidentiality always.

- Identify and manage learning opportunities with support from the module leader.

- Alert the workplace manager/mentor and/or the module leader to problems that may interfere with attainment of aims specified in the learning contract and/ or safety.

Placement provider responsibilities:

Ensure completion of relevant health and safety documentation prior to commencement of the student placement.

Agreement of the learning opportunities to be made available to the student prior to the commencement of the placement.

Maintain regular contact with the module leader, attending mentor support study days as required.

Enable the student to have every opportunity to meet the agreed learning contract.

Ensure student is fully inducted in all relevant policies and procedures to maintain a safe environment including lone working, handling of specialist equipment and working with specific populations.

Maintenance of a safe environment throughout the duration of the placement.

Liaise with the module leader to discuss the student's performance at designated reference points throughout the placement.

Completion of a witness statement / feedback sheet on completion of the placement.

Module leader responsibilities:

- Ensure that health and safety checklists and workplace profiles have taken place prior to commencement of the work placement.

- Maintain regular contact with the student and the workplace mentor/manager to discuss issues as they arise.

- If any questions are raised regarding the work experience location for Professional Practice, a site visit will be undertaken by the module leader.

- Ensure that student has adequate access to learning tools and opportunities.

- Negotiate and identify learning opportunities with the student and their mentor.

- Provide modular support sessions to individual or groups of students on location.

- Maintain own development in monitoring of health and safety of placements and

developing the role of the link tutor.

• Establish and encourage placement feedback from students and mentors and contribute to the development of quality assurance of placements in accordance with the QAA

Welsh medium provision

The programmes will be delivered through the medium of English. However, all students have the right to submit work in Welsh and that work can be assessed in Welsh. The programme will also offer Welsh language personal tutorials.

Students will be provided with the option to undertake a Welsh version of ANM429 Professional Practice (including 150 hrs work experience) with the opportunity for students to complete the module through the medium of Welsh. The programme team liaise with a wide variety of companies in Wales – opening placement opportunities and routes for employment in Wales.

All fluent Welsh language students also will have the opportunity to follow the *Sgiliau Iaith* certificate –through Y Coleg Cymraeg Cenedlaethol Language Skills Certificate | Coleg Cymraeg Cenedlaethol if they wish.

All students at Wrexham University are offered a chance to follow Welsh in the workplace pathways these pathways are an additional 20 credits on top of the existing programmes. They are designed to allow students to engage with basic Welsh language skills in preparation for the workplace.

Assessment strategy

The assessment strategy for the programmes was developed using the following guidance:

- QAA (2019) Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences.
- Animal Behaviour and Training Council (ABTC) Animal Trainer and Instructor standards and Code of Professional Practice
- British Horse Society
- Strategy for Supporting Student Learning and Achievement (SSSLA)
- Active Learning Framework (ALF)
- Higher Education Academy (HEA) framework for Transforming Assessment in Higher Education

The programme provides a balance of formative and summative assessment tasks, with opportunities for self and peer assessment. This enables students to gain confidence and competence as autonomous learners and when working collaboratively in a group. Assessments are authentic, innovative, and work relevant with a strong emphasis on reflection and evaluation to prepare students with the skills and attributes needed to gain employment in the sector.

Assessment methods and content are constructively aligned to the module learning outcomes, and are designed to be valid, diverse and industry authentic, thereby promoting inclusivity, and maximising relevance and student engagement. Assessments are innovative and industry focussed with integration of specialist domains. They are challenging and industry realistic, with opportunities for students to engage and tailor them to their own area of interest, therefore being

meaningful and promoting individualised learning. Employers were consulted in the design of assessments and are able to provide feedback in the work-based modules.

Consideration to flexibility and accessibility of assessment, as outlined in the ALF, a variety of approaches to assessment ensure students can demonstrate their knowledge, understanding and skills effectively. Assessment strategies include:

- Essays
- Practical's
- In-Class tests
- Portfolios
- Presentations
- Posters
- Reflection
- Research project
- Groupwork

FdSc/BSc (Hons) Animal Behaviour, Welfare and Conservation

Module code & title	Assessment type and weighting	Indicative submission date
Level 4		
ANM438 Contemporary Animal Management	Practical 50% Written Assignment 50%	Dec April
ANM428 Professional and Academic Development	Written Assignment 50 % In-class Test 50 %	Nov Jan
ANM429 Professional Practice 1	Portfolio 100%	Sept
ANM441 Human-Animal Interaction	Written Assignment 50% Written Assignment 50%	Mar Apr
ANM435 Introduction to Ecology	In-Class test 40 % Coursework 60 %	Dec Jan
ANM439 Ethics and Welfare	Presentation 50 % Written Assignment 50 %	Apr May
Level 5		
ANM531 Anatomy and Physiology	In-Class test 60 % Presentation 40 %	Jan Apr
ANM533 Learning and Training	Coursework 100 %	Jan
ANM519 Professional Practice 2 **(FdSc only)**	Portfolio pass/fail Presentation 100%	Work Ex Aug
ANM530 Animal Health and Disease	In-Class test 60 % Practical 40 %	Nov Jan
ANM527 Climate Change and Conservation	Coursework 40% Group Project 60%	Mar May
ANM529 Survey Skills for Conservation	Coursework (surveys) 100%	Sept- April
ANM534 Contemporary Research **(BSc only)**	Written Assignment 50% Coursework 50 %	Mar Apr
Level 6 *(Hons and Hons Top Up)*		
ANM607 Conservation Policy	Presentation 40 % Written Assignment 60 %	Nov Jan
ANM613 Animal Welfare Assessment	In-class test 50% Written Assignment 50%	Dec Jan

Module code & title	Assessment type and weighting	Indicative submission date
ANM614 Sustainable Animal Practices	Written Assignment 50% Group Project 50%	Apr May
ANM608 Research Skills and Professional Development	Oral Assessment 50% Portfolio 50%	Jan Apr
ANM612 Research Project	Written Assignment 25% Dissertation 75%	Nov May

BSc (Hons) Equine Science and Welfare Management – Indicative assessments and submission dates

Module code & title	Assessment type and weighting	Indicative submission date
Level 4		
ANM428 Professional and Academic Development	Written Assignment 50 % In-class Test 50 %	Nov Jan
ANM429 Professional Practice 1	Portfolio 100%	Aug
ANM441 Human Animal Interaction	Written Assignment 50% Written Assignment 50%	Mar Apr
ANM439 Ethics and Welfare	Presentation 50 % Written Assignment 50 %	Apr May
ANM415 Stable Management 1	Practical 50% Written Assignment 50%	Apr May
ANM440 Equine Behaviour and Welfare	Coursework 50% Presentation 50%	Nov Jan
Level 5		
ANM533 Learning and Training	Coursework 100 %	Jan
ANM517 Stable Management 2	Practical Assessment 50% Practical Assessment 50%	Apr May
ANM531 Anatomy and Physiology	In class test 60 % Presentation 40 %	Jan Apr
ANM530 Animal Health and Disease	In-class test 60 % Practical 40 %	Nov Jan
ANM532 Preparing Horses for Sport and Leisure	Written Assignment 60% Presentation 40%	Apr May
ANM534 Contemporary Research	Written Assignment 50% Written Assignment 50 %	Mar Apr
Level 6		
ANM607 Conservation Policy	Presentation 40% Written Assignment 60%	Nov Jan
ANM608 Research Skills and Professional Development	Oral Assessment 50% Portfolio 50%	Jan Apr
ANM612 Research Project	Written Assignment 25%	Nov

Module code & title	Assessment type and weighting	Indicative submission date
	Dissertation 75%	May
ANM613 Animal Welfare Assessment	In-class test 50% Written Assignment 50%	Dec Jan
ANM614 Sustainable Animal Practices	Written Assignment 50% Group Project 50%	April May
ANM615 Developments in Equitation Science	Written Assignment 50% Presentation 50%	Nov Jan

Assessment and award regulations

Derogations
N/A

Non Credit Bearing assessment
N/A

Borderline Classifications (Undergraduate programmes)
In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:
• At least 50% of the credits at level 6 fall within the higher classification.
• All level 6 modules must have been passed at the first attempt.
• The mark achieved for the **dissertation** module is within the higher classification.

Ordinary Degrees
Students will need to achieve a minimum of 60 credits by completing the following modules:

BSc Ord Animal Behaviour Welfare and Conservation:	Animal Welfare Assessment Sustainable Animal Practices Conservation Policy
BSc Ord Equine Science and Welfare Management:	Animal Welfare Assessment Sustainable Animal Practices Developments in Equitation Science

Students enrolled on the BSc (Hons) Top Up Animal Behaviour Welfare and Conservation who have graduated from another University with a Foundation degree will not be eligible for the exit award of BSc Ord.

Students who have previously graduated from the University with a Foundation Degree may request an Ordinary Degree as an exit award, providing that they have completed and achieved 60 credits at Level 6 and are able to return their previous level 5 qualification in exchange for an Ordinary Degree.

Restrictions for trailing modules (Taught Masters)
N/A

Prerequisites for processing to MRes research component
N/A

Accreditation

N/A

Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Continuous Programme Monitoring and Enhancement reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

Support for Students

The University has a range of departments that offer support for students such as:
- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the University's website at www.wrexham.ac.uk to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more. https://www.wrexhamglyndwrsu.org.uk/

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about equality and diversity

Employability

The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach. The framework describes the graduate skills, knowledge and expertise students should master to build success in their studies, work, and life. Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within degree level programmes complementing core academic subject knowledge and understanding. Through continuous self-assessment students own their individual skills journey.

The table below is incorporated into the programme specification for CREATE and validation panel review, it is then included in all programme handbooks. This ensures students have access to this table and it is referred to throughout their studies, enriching and embedding employability within learning and teaching design, delivery, and assessment.

Programme teams, in partnership with Careers and Employability professional service colleagues, complete the table within the validation process timeline. A narrative section is included in the IPPF. This allows for broader discussion as part of SHAPE.

Please demonstrate and map where you can, the Module Titles that strongly link to each element along with reference to appropriate aims, Learning Outcomes and or Assessment practices.

Wrexham University Skills Framework Level Descriptors	Level 4.	Level 5.	Level 6.
Adaptability & Flexibility (Managing Change, Coping with Ambiguity, Transferable Skills): Adaptability is an important skill to develop in our fast-paced and ever-changing world. Many experts predict that today's graduates could have 3+ careers and 15-20 roles in their working life, so the ability to be flexible and recognise transferable skills is an important career (and life) skill.	**Professional Practice 1** The module sets the foundation for students to apply and integrate professional skills, knowledge and behaviours gained from the programme into a real-life workplace setting. This allows students to demonstrate their appreciation of why adaptability and flexibility are key to future proofing their career aspirations.	**Professional Practice 2** This module will enable students to build upon the professional skills, knowledge and behaviours gained from the programme and previous professional practice module at level 4. Deeper reflection with be undertaken through the Professional Behavioural Evaluation Assessment. Students will focus on their career goals and the skills, attributes and professional behaviour needed to gain employment.	Seen throughout the programme suite, evidence provide in **Research Skills and Professional Development** where students are asked to critically reflect on personal development over the duration of the programme of study, and to link scholarship and practice through reflection on specific professional development activities. **Research Project** in the following LO where Level 6 learners critically evaluate relevant research

		Also inherent in **Learning and Training** **Preparing Horses for Sport and Leisure:** This module emphasizes adaptability, flexibility, and coping with ambiguity in the context of equine science. Students learn to critically evaluate horses' suitability for different activities, develop tailored fitness plans, and analyse physiological responses to exercise. Through varied assessments and teaching methods, they acquire transferable skills like critical thinking and effective communication, preparing them for diverse professional settings within the equestrian industry and beyond. **Contemporary Research** emphasizes adaptability, flexibility, and coping with ambiguity by encouraging students to navigate evolving research, diverse perspectives, and changing information in their literature reviews and research proposals.	design and justify a suitable method for data collection and analysis. Analyse and interpret data collected, critically discussing findings in relation to the existing knowledge.
Career Development (Career Information, Access to opportunity, Career readiness):	**Professional and Academic Development**	Supported via **Professional Practice 2** students are offered the chance to experience a	Seen throughout the programme suite, evidence provide in **Research Skills and Professional**

Thinking about your career is an important part of life planning for most of us. Career discovery is a journey we all undertake, so unlocking your potential career direction and understanding how to access opportunity is important.	A core module for early learners at Level 4. LO include: Identify and describe the key roles and responsibility of personnel involved in a variety of industry business models. Explain industry specific legislation and legislation for safe working and industry policies within the sector. Describe effective communication styles appropriate for audience in the professional and academic environment. The Module provides for careers education input from the University Careers and Employability Service to provide students with professional development opportunities to strengthen their own career planning and action plans at Level 4.	deeper reflection with be undertaken through the Professional Behavioural Evaluation Assessment. Students will focus on their career goals and the skills, attributes and professional behaviour needed to gain employment. The Module provides for careers education input from the University Careers and Employability Service to provide students with professional development opportunities to strengthen their own career planning and action plans at Level 5. **Preparing Horses for Sport and Leisure** These module outcomes and assessments directly prepare students for careers in equine science. By evaluating horses' suitability for different purposes, designing tailored fitness plans, and understanding physiological responses to exercise, students gain crucial skills and knowledge for roles in training, coaching, rehabilitation, or veterinary care. This practical preparation enhances their career readiness	**Development** where students are asked to critically reflect on personal development over the duration of the programme of study. **Research Project** learners are asked to reflect on their own career plan by developing a research project in the form of a Dissertation a research-based study of a specialised area related to the student's named degree.

		and access to opportunities in the field.	
Critical Thinking (Problem Solving, Analytical Skills, Critical thinking): Critical thinking is your ability to discover, understand, critique, manage and absorb information, and curate, copyright and disseminate knowledge to the wider community.	Inherent throughout each module but is clearly demonstrated in the Assessment tasks of module **Introduction to Ecology** where students engage in problem-solving and analytical tasks that require students to apply critical thinking to analyse ecological concepts and phenomena. **Equine Behaviour and Welfare** module fosters critical thinking skills through problem-solving, analytical reasoning, and evaluation of information as students analyse behavioural data and research findings to draw connections between environment and behaviour, and evaluate management practices' effects on welfare	Can be seen weaved into the core module **Contemporary Research** where LO include: Critically evaluate a range of literature on a chosen topic. Apply relevant knowledge to develop a research question related to a chosen area of interest and connected to your named degree. Design a research proposal suited to investigating a named research question and evaluating associated ethical issues. Evaluate how data may be analysed and presented. students engage in critical thinking by analysing complex scenarios in **Learning and Training** by synthesizing training plans, and evaluating training progress.	Seen throughout the programme suite, evidence provide in **Conservation Policy** where students discuss and evaluate the role of conservation legislation in the protection of biodiversity. **Research Skills and Professional Development** Learning Outcome Critically evaluate methods of data collection and analysis to address the research proposal and justify choice. **Research Project** Learning Outcomes, Critically review the literature pertinent to the chosen area of research. Critically evaluate relevant research design and justify a suitable method for data collection and analysis. Analyse and interpret data collected, critically discussing findings in relation to the existing knowledge.
Digital Capabilities (Digital tools & Software, Data Analysis, Digital Citizenship): Digital capability is about confident and capable use of digital tools and technologies. This includes your ability to access	Inherent throughout each module but is clearly demonstrated in the Assessment tasks of module **Professional and Academic Development** and	Inherent throughout each module but is clearly demonstrated in the **Contemporary Research, Survey Skills for Conservation and Professional Practice 2**	Inherent throughout each module but is clearly demonstrated in the **Research Skills and Professional Development and Research Project** modules assessment processes.

information and use software, as well as creating and sharing content and communicating effectively online.	**Stable Management 1** where it can be seen in the following assessment task. Students will compile a report on routine care plan for stabled horses and / or grass kept horses		
Enterprise and Entrepreneurship (Innovation, Commercial Awareness and Influencing):Being Enterprising means recognising opportunities for improvement and growth. It can mean being entrepreneurial and developing new business ideas, but it also means being proactive, adapting and finding innovative and effective approaches to your studies, projects, and your career.	**Professional and Academic Development** A core module for early learners at Level 4. Commercial awareness and influencing are demonstrated in the LO of this module.	Supported via **Professional Practice 2** students are offered the chance to experience a deeper reflection with be undertaken through the Professional Behavioural Evaluation Assessment. Students will focus on their career goals and the skills, attributes and professional behaviour needed to gain employment. The Module provides for careers education input from the University Careers and Employability Service to provide students with professional development opportunities to strengthen their own career planning and action plans at Level 5. **Preparing Horses for Sport and Leisure** demonstrates enterprise and entrepreneurship by innovatively adapting training methods, recognizing commercial aspects of the equine industry, and	Inherent throughout each module but is clearly demonstrated in the **Research Skills and Professional Development and Research Project** modules as learners grow their professional identity.

		influencing decision-making in horse preparation. The module encourages proactivity and adaptability in selecting and preparing horses for various activities, preparing students for diverse roles in the equine field.	
Interpersonal Skills (Communication, Emotional Intelligence, Networking, Bilingualism): Interpersonal skills help you survive and thrive in the world around you, both virtual and physical.	Inherent throughout each module but is clearly demonstrated in **Introduction to Ecology** where learners are assessed through the production of an academic poster potentially anew form of communication for the students at this level which demonstrates their building skills. **Human Animal Interaction** students will examine different types of interactions and relationships between humans and animals and identify the costs and benefits to both species. **Professional and Academic Development** assessments focus on essay writing and in-class tests, providing opportunities to demonstrate communication skills and knowledge acquisition.	Inherent throughout each module but is clearly demonstrated in **Anatomy and Physiology,** assessment task Presentation: Students will produce a group presentation which appraises the relationship between structure and function of a range of organs. **Learning and training** his module will equip students with the underpinning knowledge of learning theory and its use effects and application to practical training. This can be utilised to develop and implement training and handling techniques in the workplace which are effective and ethically sound. Demonstrated in assessment task Students will synthesise a training plan for teaching a simple behaviour which will be negotiated with the tutor. Students will link theory to practice by indicating the	Inherent throughout each module but is clearly demonstrated in the **Research Skills and Professional Development and Research Project** modules as learners grow their academic and professional identity.

		learning processes utilised. They will keep a record of progress and problems with training and make suggestions for future improvement. The portfolio will include a section which evaluates the suitability of the animal training methods and equipment utilised with reference to welfare and ethical practice.	
Personal Skills (Initiative, Leadership, Social Intelligence): Personal development is a lifelong process of learning and discovery, looking ahead as well as learning from experience. It's about planning how to achieve your goals, considering the skills you need, managing relationships and assessing situations.	Demonstrated throughout but strongly in the following modules: **Contemporary Animal Management. Professional and Academic Development. Professional Practice 1.**	Strong links to these elements are demonstrated in the following modules. **Professional Practice 2 Contemporary Research and Anatomy and Physiology**	Inherent throughout each module but is clearly demonstrated in the **Research Skills and Professional Development, Research Project and Conservation Policy** modules.
Resilience (Positive mindset, Self-awareness, Motivation & Purpose): Resilience is the ability to recover quickly from setbacks. It encompasses aspects of self-awareness, motivation, and perspective.	Demonstrated within all Level 4 modules on this suite of programmes. Examples include **Professional and Academic Development** This module aims to equip the student with a range of skills and attributes in preparation to work in	Demonstrated within all Level 5 modules on this suite of programmes. Examples include. **Contemporary Research** where students will define a research question, assess appropriate qualitative and quantitative methodologies, and select a	Inherent throughout each module but is clearly demonstrated in the **Research Project** module as learners develop approaches to a large scale piece of research that will work towards practical application in their careers.

	their chosen sector whilst following professional codes of practice. The module will also develop a range of skills required for academic studies, which will be used and extended upon throughout the programme.	suitable method that would enable data to be collected to answer the research question. Data handling and presentation of findings will also be included in the module. **Animal Health and Disease** Shown via assessment methods In class test: MCQ, short answer, problem-based questions (2 hours) Practical: Devise and carryout health assessments and first aid protocols for a range of scenarios. **Professional Practice 2** Tasks like reflective logs and presentations, students develop resilience by fostering a positive mindset, self-awareness, motivation, and purpose in their career development journey.	
Social Impact and Sustainability (Social Responsibility, Inclusivity, Cultural Awareness and application of the UN Sustainable Development Goals): Ethics, diversity, and sustainability focus on acting with integrity and displaying personal and social responsibility, as well as contributing to our shared responsibility for a sustainable and socially just society.	Skills build in a number of Module areas throughout this programme. Specifically identifiable to student's and employers in the following Modules at Level 4. **Ethics and Welfare Introduction to Ecology Contemporary Animal Management**	Skills build in a number of Module areas throughout this programme. Specifically identifiable to student's and employers in the following Modules at Level 5. **Contemporary Research Anatomy and Physiology Climate Change for Conservation Survey Skills for Conservation Stable Mgt 2 Learning and Training**	Inherent throughout each module but is clearly demonstrated in the **Conservation Policy** module assessment piece where students will produce a report that explores the legislation and conservation strategies in place for that species. Students should comment on the effectiveness of each. Examples of conservation strategies (both in-situ and ex-situ) should be described for the same species. Each strategy should be justified in terms of

			biological and socio-economic factors. Demonstrated during assessment of **Sustainable Animal Practices Animal Welfare Assessment**
Teamwork (Collaboration Skills, Active Listening, Planning & Organising): Teamwork is the ability to effectively interact, cooperate and collaborate with other people in working towards a common goal.	**Contemporary Animal Management** Demonstrated through assessment methods including: Practical: The student will be assessed on their knowledge and practical competence by demonstrating their ability to identify common breeds/species of captive animal and their purpose (where applicable), handle animals safely and discuss essential husbandry requirements in a practical scenario.	Demonstrated throughout strong evidence in **Learning and Training Preparing Horses for Sport and Leisure**	Inherent throughout each module but is clearly demonstrated in the **Research Skills and Professional Development, Research Project and Conservation Policy** modules.

As part of the development of this programme, Careers team work with the programme team to complete the following: **The University Skills Framework Level Descriptors. An incremental and progressive approach.**