University Centre Leeds

Programme Specification

1	**Awarding Institution/Body**	Luminate Education Group
2	**Delivery Location (s)**	University Centre Leeds - Delivered at Temple Newsam
3	**Programme Externally Accredited by (e.g., PSRB)**	N/A
4	**Award Title(s)**	BSc (Hons) Applied Animal Management & Behaviour (Top up)
5	**UCAS Code**	D300
6	**Apprenticeship**	N/A
7	**HECoS Code and Description**	HECoS subject codes: Subject code 1 (80%) 100518 - Animal Management Subject code 2 (20%) 100522 - Animal Behaviour.
8	**Mode of Attendance**	Duration Full Time: 1 year – Face to face Part Time: 2 years – Face to face
9	**Relevant QAA Subject Benchmarking Group(s)**	QAA Subject benchmark statement - Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition April 2024
10	**Relevant Additional External Reference Points** *(e.g., National Occupational Standards, PSRB Standards)*	N/A
11	**Date of Approval/ Revision**	Sept 2025
12	**Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)**	

Top Up Entry Criteria

	Typical offer	Minimum Offer
Foundation Degree:	An overall Pass grade for the module average on the second	An overall Pass grade (module average) on the second year of an FD in a relevant subject

	year of an FD in a relevant subject		
HND:	Merit grade in a relevant subject	Pass grade in a relevant subject	
IELTS:	IELTS 6.0 with no less than 5.5 in any component.		
International qualifications:	International qualifications will be assessed against these criteria		
Mature applicants:	% University Centre Leeds welcomes applications from mature* applicants; the requirements for this Level 6 top up however require a minimum of an overall Pass grade for the module average on a Level 5 course in a relevant subject. **21 years and over at the start of the course*		

13 **Educational Aims of the Programme**

1. Develop a comprehensive understanding of how to optimise animal welfare, utilising evidence-informed management and practice principles.
2. Enable students to critically evaluate established techniques of analysis and enquiry within the field of applied animal management
3. Develop a conceptual understanding to devise and sustain arguments or solve problems related to animal behaviour and health.
4. Develop student's abilities to critically evaluate and synthesize contemporary research in animal management, including social, ethical and professional issues.
5. Develop student's skills to manage their own learning, and to make effective use of scholarly reviews, primary sources, and relevant technologies to enhance animal management and practice.
6. Provide opportunities for students to apply methods and techniques they must review, consolidate, extend and apply their knowledge and understanding of the socio-economic, legal, and policy framework for the animal sector.
7. Develop the qualities required and transferable skills necessary for employment in fields requiring the exercise of initiative, personal responsibility, and decision making in complex and unpredictable animal management contexts.

14 **Learning Outcomes**

The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:

Knowledge and Understanding

K1	Demonstrate a systematic understanding of the physical and biochemical processes relating to animal anatomy and physiology, and how these influence behaviour and welfare across different species and environments.
K2	Critically evaluate and systematically analyse contemporary global challenges in animal management, demonstrating detailed understanding of complex

		societal impacts whilst utilising current research to propose evidence-based solutions.
	K3	Critically analyse and evaluate the effectiveness of contemporary animal management strategies in captive settings, demonstrating detailed knowledge of species-specific requirements and emerging industry practices.
	K4	Critically examine the complex relationships between behavioural theory and welfare outcomes.

Cognitive/Intellectual Skills

C1	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) in the field of animal management and behaviour, to make judgements and frame appropriate questions to achieve solutions to complex problems.
C2	Demonstrate the ability to systematically synthesize information from a variety of sources, including current research and scholarly reviews, in order to critically evaluate and develop well-reasoned arguments about contemporary issues in animal welfare, behaviour and sustainable management practices.
C3	Propose and independently conduct scientific research, demonstrating the ability to formulate testable hypotheses, employ appropriate methodologies, critically analyse data, and draw well-justified conclusions.

Professional Skills

P1	Apply established techniques and methodologies to assess and optimise animal management across diverse environments, demonstrating a systematic understanding of animal behaviour, physiology, and environmental factors.
P2	Design, implement and evaluate evidence-based animal management strategies to address complex challenges in animal care, husbandry and behaviour modification, exercising initiative and personal responsibility.
P3	Implement and critically evaluate professional practices within animal management settings.

Key Transferable Skills

T1	Communicate clearly, fluently and professionally as appropriate to the context.
T2	Demonstrate advanced teamwork and collaborative skills within animal management environments.
T3	Demonstrate proficiency in synthesising and evaluating numerical and statistical data
T4	Demonstrate creativity, innovation and independent thinking skills.

15 **Key Learning & Teaching Strategy and Methods**

Teaching and delivery will reflect the requirements of each module, to ensure that students are able to build the knowledge and skills required to achieve the aims of the programme. Primarily, modules will be taught using a mixture of taught sessions and practical workshops as they apply to the content. For example, the British Ecological Concepts module requires delivery of theoretical content in teacher-led sessions but also requires students to apply their knowledge in practical ecological sessions. Practical sessions will take place within the

	Temple Newsam estate, a 1000-acre historical estate with a large variety of habitats, suitable for all ecology practical's. Throughout all modules there is an emphasis on the student's ability to apply knowledge in a practical setting. The facilities and learning environment suit this, due to the nature of the campus and the variety of species of animal housed within the animal collections. Teacher-led sessions within a classroom environment are delivered as the primary teaching and learning strategy, supported by externally delivered seminars and discussions. These sessions will be employer led and related to modular content, student aspirations as well as employment opportunities. In teacher-led sessions, the teacher acts as a guide, stimulating critical analysis and intellectual discourse, rather than solely providing information. Teachers expect learners to demonstrate high levels of autonomy through activities including collaborative problem solving, teacher facilitated discussions and debates as well level appropriate group activities. These learning strategies have been chosen as they suit the needs of students on programme, the majority of which come from technical and vocational qualifications in further education. In addition, the department uses a VLE platform, Blackboard, to present independent study materials to support students. These resources allow for independent learning as well as access to support materials when working off campus. Students also have access to the EBSCO Veterinary Source package, this includes access to 333 active full-text journals and magazines, 302 peer reviewed journals and 265 active full text, peer reviewed journals with no embargo. This veterinary source package includes research on: - Animal pathology and parasitology - Veterinary medicinal care and practices - Anatomy and physiology - Small and large animal care - Nutrition - Diagnosis - Animal reproduction and breeding. Though intended as a face-to-face taught course, in the event of approved mitigating circumstances preventing students from attending in-class sessions (and where appropriate for specified individual modules) online resources also provide opportunities for blended or online supportive learning. A blended teaching and learning model can similarly be implemented to support students who are studying part time to better facilitate study around workplace commitments. Course materials will be stored in blackboard, in addition additional activities will be set within the system to promote learner engagement. Materials will be organised according to module for ease of access. For sur The teaching and learning strategy ensure students develop both subject expertise and essential professional and employability skills. Through a combination of face-to-face instruction and flexible learning options, including online resources, we accommodate diverse learning needs and circumstances whilst maintaining high educational standards. Real-world case studies form part of the curriculum, challenging students to analyse research and develop critical thinking, problem-solving, and analytical skills. These case studies cover areas including wildlife conservation projects, animal behaviour research, human-wildlife conflict resolution, and ecosystem management approaches. Students will analyse examples suck as UK rewilding programmes, international and national conservation efforts, animal welfare interventions and human-animal interaction studies in both wild and captive settings. This approach allows students to examine successful strategies, evaluate challenges, and understand best practices across the field. Through detailed analysis of

	these real-world scenarios, students develop critical evaluation skills, learn to identify evidence-based solutions, and understand how theoretical concepts apply to actual environmental and animal welfare challenges. This practical application of knowledge, combined with collaborative discussions and project work ensures students are professionally competent. Students complete the programme with subject knowledge and transferable skills essential for success in the animal management sector. Students will develop their communication skills by communicating with employers when undertaking work related activities such as guest speakers, educational talks, residential visits or when undertaking voluntary work. The ability to adapt communication methods and materials between audiences will also be assessed through the inclusion of assessment methods which allow students to create and present posters, slideshows, video/audio media, and other online resources.
16	**Key Assessment Strategy and Methods** The assessment strategy aims to reflect the broad range of roles which graduating students may progress to within the industry, and the range of academic and practical skills they will need to demonstrate. Practical animal handling, animal husbandry and data collection skills are a core requirement for employment within the sector. It is presumed that students progressing from level 5 programmes would have strong skills in these areas already, the level 6 programme aims to develop these further. For students that join the organisation without these skills they will have the opportunity to develop them in work related activity and volunteering opportunities in the farm and animal centre. Whilst it is assumed learners will have data collection skills those that are unsure or lack the experience in this area will have additional support provided by tutors. The dissertation module will develop students' academic and research skills. Whilst the British ecological concepts module will strengthen the diversity of student skills. Module handbooks will clearly articulate the assessment requirements to students, and this will be further explained and contextualised to students by their module tutors. Opportunities for tutors to assess the progress of students can be achieved through formative assessment throughout the module, ensuring that students are ready and prepared for summative assessment and progression through the programme. Formative assessment also allows for tutors to ensure academic integrity of submitted summative assessment. The course handbook will outline the assessment plan for summative assessment, including submission deadline for each task. This will ensure that summative assessment workload is spread across the year, and that sufficient time is allowed for skills development. All student work is submitted through our Virtual Learning Environment (VLE) Blackboard. This work undergoes authenticity verification using Turnitin plagiarism detection software. This software compares submissions against an extensive database of academic works, publications, and previous student submissions to ensure academic integrity and authenticity. The similarity reports provided allows tutors to target feedback on academic writing and citation practices, helping students develop their academic writing technique. Students can view their own similarity reports before the final submission, supporting the development of academic integrity and proper referencing skills throughout their studies.

	The assessment mapping grid provided (appendix 3) demonstrates how a variety of assessment types will be utilised. It is important to ensure that this variety is maintained to ensure that the diverse nature of the industry and the student cohort is reflected. Assessment methods such as portfolios and demonstrations will ensure that assessments reflect the activities that students will encounter when they are employed within the industry. Formative and summative assessment strategies will ensure that students can practise and produce a range of presentation materials including posters, presentations and other digital formats. This will allow them to develop the skills required to produce and present content to a range of audiences as industry professionals. Formative assessments are structured to provide students, particularly those from different institutions with targeted, timely feedback that helps them identify gaps in their application of theoretical concepts to real-world, workplace scenarios. These assessments may include practice-based activities, simulations, or case studies that allow students to demonstrate their ability to critically analyse complex problems, devise evidence-based solutions and communicate their ideas effectively. Through regular formative feedback, students will be empowered to reflect on their learning, seek additional support where needed, and refine their academic abilities. Our innovative assessment strategy embraces emerging technologies whilst developing critical evaluation skills. In the British Ecological Concepts module, students engage with AI technology throughout a unique two-stage species identification project. Students first generate AI-produced content about UK species of ecological significance, requiring them to develop proficiency in AI prompt engineering and content generation. Students then demonstrate their expertise by critically evaluating this AI-generated information, identifying inaccuracies, and gaps in the content. The second phase challenges students to enhance and validate the information using traditional research methods and current scientific literature, resulting in a comprehensive, accurate species guide. This approach not only develops students' species identification but also develops essential digital skills, critical analysis capabilities, and an understanding of both the potential and limitations of AI in ecological research. Students will compare AI generated content with scholarly sources, allows them to navigate and integrate both traditional and emerging technology in their professional practice. Due to the rapid evolvement of AI this will be reviewed annually to ensure the assessment meets the needs of learners.
17	**Industry Specific Skills Development** Students on this programme will develop crucial work-related skills through a variety of methods designed to bridge the gap between academic learning and professional practice. HE students within the department have previously attended residential trips and visits to zoos, wildlife centres, and farms which not only are an excellent learning experience but foster teamwork and leadership abilities in a workplace setting. Guest lectures from industry experts, such as animal behaviourists, veterinarians and conservationists provide students with current insights and networking opportunities. Our employer boards ensure curriculum relevance and industry alignment. Guest lectures and day trips will be accessible to all learners. Skills will be embedded as part of the modular content but embedded by residentials, this ensures that all students learner the required skills even if they are unable to attend a residential trip to put them into practice. For example, in BEC students will learn ecological skills and be able to put them into practice within the estate but for those able to attend the residentials they will also be able to practice these in additional habitats.

	Additionally, we integrate work-related activities throughout the programme, allowing students to apply theoretical knowledge of animal behaviour, welfare, and sustainable management practices to practical, hands-on scenarios, enhancing their problem-solving and critical thinking skills. This approach prepares our graduates to seamlessly transition into their chosen careers. Students are supported through all work-related experiences by the course leader and teaching staff with extensive industry experience. Students will have the opportunity to attend residential trips. In 2024/2025 HE Animal Management students have had the opportunity to go on a 12-day Great Ape conservation and community engagement trip to Uganda. This trip includes: - Visiting a primary school and a Kataara Women's poverty alleviation group - Chimpanzee trekking - Visiting a Gorilla health and community conservation centre - Visiting Lake Mburo national park This visit will allow students to immerse themselves in Ugandan culture and explore real-life conservation issues, linked directly to modular content delivered within the programme. Residential trips are planned annually and made available to all HE learners within the department. Trips are planned for the end of the academic year to reduce disruption to the course delivery. Costs are estimated to be between £2000-£2500 per year.
18	**Transferable Skills Development** This programme is designed to cultivate essential soft skills and transferable behaviours required for success across various disciplines in the sector. We integrate these skills throughout the curriculum: In our animal psychology and cognition module, students hone their evaluative skills through critical analysis of research papers, experimental design, and interpretation. This fosters analytical thinking and evidence-based decision-making applicable in many career paths. In the diversity and evolution of life module it features fieldwork and animal identification exercises. These hands-on experiences not only build scientific knowledge but also develop adaptability, attention to detail, and resilience in challenging habitats. In the British ecological concept's module, it includes targeted workshops on species identification. These sessions will enhance observational and identification skills, competencies valued in numerous industry settings. Throughout all modules students will develop their communication, teamwork, time management and problem-solving skills. By blending academic delivery with practical application, our programme equips graduates with a versatile skill set, preparing them for success in their chosen career. In this degree, developing students' resilience and innovation requires a balanced approach across all modules. In Anthrozoology, students can build resilience by engaging with challenging ethical dilemmas at the human-animal interface, while innovation emerges through exploring alternative human animal relationship frameworks across cultures. The dissertation module naturally cultivates resilience through the sustained independent

	research process, with innovation fostered by encouraging methodologically creative approaches to animal management questions. Animal Psychology and Cognition offers resilience building opportunities when students confront the limitations of their anthropomorphic assumptions, while innovative thinking develops as they design enrichment protocols based on species specific cognitive abilities. Finally, British Ecological Concepts challenges students' resilience through complex fieldwork in variable conditions, with innovation sparked when they develop conservation solutions that balance ecological and practical management needs. By weaving these transferrable skills throughout these modules, graduates are equipped to both withstand industry challenges and consider progressive approaches to animal management.
19	**Sustainability** This BSc Applied Animal Management and Behaviour programme is committed to addressing regional, national, and industry priorities related to sustainability. The programme integrates the principles of environmental, social, and economic sustainability, aligning with the growing demand for professionals who can promote responsible animal management practices. This commitment is embedded across the curriculum, with specific modules designed to foster a deep understanding of sustainability within the context of animal management. The programme contributes to the following key areas: • **Environmental Sustainability:** The programme emphasizes the importance of minimizing the environmental impact of animal management practices. It addresses issues such as habitat preservation, biodiversity conservation, and the ecological footprint of animal-related industries. • **Social Sustainability:** The programme explores the ethical considerations surrounding animal management, including animal welfare, human-animal interactions, and the social implications of animal use. • **Economic Sustainability:** The programme considers the economic viability of sustainable animal management practices, promoting solutions that are both environmentally sound and economically feasible. The following modules exemplify the program's commitment to sustainability: • **Dissertation:** The dissertation module provides students with the opportunity to conduct in-depth research on a sustainability-related topic within animal management. This fosters independent research and critical thinking skills, allowing students to contribute to the body of knowledge on sustainable practices. • **British Ecological Concepts:** This module provides a foundational understanding of ecological principles, emphasizing the interconnectedness of animals and their environments. Students learn about ecosystem dynamics, biodiversity, and the impact of human activities on natural habitats. This knowledge is crucial for developing sustainable management plans that minimize ecological disruption and support regional and national biodiversity targets. • **Animal Psychology and Cognition:** By understanding animal behaviour, psychology, and cognition, students can develop management strategies that promote animal welfare and reduce stress, contributing to the long-term health and sustainability of animal populations. This module emphasizes the importance of

	considering animals' psychological needs in the design of sustainable management systems. • **Anthrozoology:** This module explores the complex relationships between humans and animals, including the ethical, social, and cultural dimensions of these interactions. It encourages students to consider the sustainability of human-animal relationships and to promote practices that benefit both humans and animals. • **Animal Diversity and Evolution**: This module provides the essential knowledge on how animals have evolved and adapted to their environments. It gives essential context for understanding how to maintain healthy, diverse, and sustainable animal populations. Through these modules, and others within the programme, students will develop the knowledge and skills necessary to: • Evaluate the sustainability of current animal management practices. • Develop and implement sustainable solutions to challenges in the animal management sector. • Communicate effectively about sustainability issues to a variety of audiences. • Contribute to the development of policies and practices that promote sustainability at regional, national, and international levels. This programme is designed to produce graduates who are equipped to lead the animal management sector towards a more sustainable future, contributing to the well-being of animals, the environment, and society.

20	**Programme Modules**

Level 6

Code	Title	Credits	Core/Option	**Compensatable** / **Non-Compensatable**
	Dissertation	40	Core	Non-compensatable
	Animal psychology and cognition	20	Core	Compensatable
	Animal diversity and evolution	20	Core	Compensatable
	Anthrozoology	20	Core	Compensatable
	British Ecological Concepts	20	Core	Compensatable

21 Programme Structure

Students will be taught across two days during the week, for a minimum of 9 hours, excluding tutorial/study support time which will also be included for all full-time students. Part time students will be timetabled one day per week, for 6 hours and will study across two years. Tutorial and study support for part time students will be booked on an individual basis and completed primarily through phone and email/online contact.

Full time

Semester 1	**Semester 2**
British Ecological Concepts	Animal psychology and cognition
Animal diversity and evolution	Anthrozoology
Dissertation	

Part time

Year 1, Semester 1	**Year 1, Semester 2**	**Year 2, Semester 1**	**Year 2, Semester 2**
British Ecological concepts	Anthrozoology	Animal diversity and evolution	
	Animal psychology and cognition	Dissertation	

The qualification will not be advertised as a part time option, students that decide to undertake the qualification part time will infill with full time students.

22 Apprenticeships

Whilst there are higher level apprenticeships in this area including animal trainer and veterinary technician neither of these are currently being offered by any provider nationally, in addition there is no natural link to modules delivered as part of this qualification, therefore they have not been embedded in this qualification.

23 Support for Students and Their Learning

The programme will consist of targeted support to facilitate the transition from level 5 for all students, whether progressing from within the institutions level 5 programme or joining as a direct entry from alternative institutions. An induction process will involve all learners consisting of the programme's expectations, academic writing standards, research methodologies, and access to institutional resources and support services. This will ensure students are equipped to engage with the curriculum content effectively.

Within the programme lifecycle students will be supported through the personal tutorial system. Group tutorials will support students in developing key study, research and employability skills as a whole group. Individual tutorials will provide individual, tailored support at regular intervals with a designated personal tutor. Individual tutorials will offer students and their personal tutor the opportunity to monitor progress on the course, identifying areas of strength and setting targets for professional and academic

	growth where appropriate. Part time learners will also have access to group tutorial material stored on blackboard, they will also have regular individual tutorials with the course leader. Students can contact their tutors and other university centre support staff through various systems, including email, telephone, the VLE and google chat (part of the google education suite). Part time students will have the same access to support services as full time students. The course leader proactively promotes the use of the comprehensive online library, physical library facilities and dedicated study support centres. Through the induction process students will be introduced to the facilities available and how to effectively use them in their studies. Students will also visit the University Centre Leeds and be shown the facilities there that will be available to them. Academic and study support is also available through the University Centre's library services which offer a range of face-to-face and electronic resources. The team provides individual study support and facilitates access to physical and electronic resources to students. Physical resources are available both at Temple Newsam and University Centre Leeds. In addition, students will have access to the HE Library Support Team. Support is also available to students for a wide range of non-academic support needs through the University Centre Hub, where students can access Learning, Wellbeing, counselling and financial support services. In addition, support staff attend Temple Newsam regularly to support students, this is arranged with the course leader when required. Students are encouraged to complete work related activities as part of the study programme this includes guest lectures, trips, voluntary placement and employer engagement events, these can be reflected on throughout their qualification. The academic team will support learners in accessing voluntary work placements, we hold a list of employers that work regularly with the department that can be shared with students. Work placements are not a mandatory part of the programme and will be optional. In all modules students will be supported to develop their IT skills, staff will support students in the use of various pieces of academic software.
24	**Distinctive Features** The course is predominantly delivered at Temple Newsam, one of nine sites within the Leeds and Galleries and Museums group and the Temple Newsam campus, part of the Luminate Education Group. The estate is extensive with various areas of ecological interest alongside horticulture interest with the national collection of delphiniums and the famous rhododendron walk being key areas of interest. Students also have access to Home Farm, one of the largest Rare Breed Survival Trust (RBST) farms in Europe, holding breeds such as Tamworth Pigs, Kerry Hill Sheep and Golden Guernsey Goats to name a few. Students also have access to the college's animal care centre which is also based within the estate. The centre houses a wide variety of domestic and exotic animals for students to work with as part of their qualification. This qualification uniquely emphasizes animal behaviour throughout its curriculum, distinguishing us from other regional providers. This programme weaves behavioural science throughout every module giving students a greater understanding of animal welfare, training techniques and enrichment opportunities. Our department maintains strong industry partnerships with local organisations, including Lotherton Hall and Tropical World. By having these partnerships students get experience applying behavioural principles in real world settings. This behavioural expertise, combined with practical experience, gives graduates a significant advantage in careers ranging from animal training and rehabilitation to conservation and research, where understanding animal behaviour is increasingly recognised is crucial for effective animal care and management. Students benefit from comprehensive learning opportunities, including expert guest lectures, field trips, and international residential programmes. Our distinguished speakers have included specialists in

	regenerative farming, genetics, and conservation biology. We continue to expand our network of industry professionals to provide diverse perspectives and expertise. Our commitment to hands-on learning is exemplified through various field experiences. Recent opportunities have included participation in a Badger vaccination project in Cumbria and conservation work in Botswana, with an upcoming expedition planning to Uganda. These experiences enable students to engage directly with in-situ conservation and community projects, enriching their understanding of real-world conservation practices. Our dedicated team actively seeks to expand these educational opportunities, continuously developing new residential and field-based learning experiences for students in this level 6 programme. Our level 6 programme offers a uniquely integrates curriculum that sets it apart from similar programmes offered regionally. The combination of British Ecological Concepts and Animal Diversity and Evolution provides students with a robust foundation in both local and global perspectives on wildlife and ecosystems. This is enhanced by the specialised focus on Animal Psychology and cognition, which delves deeper into the complexities of animal behaviour and mental processes, an area of growing significance in modern animal science. Our Anthrozoology module is a clear distinguishing feature in the programme, it explores the crucial intersection of human-animal relationships, an increasingly important field in today's world. The dissertation module allows students to conduct original research in their area of interest, drawing upon the multidisciplinary nature of the programme. This carefully designed selection of modules offers a comprehensive blend of theoretical knowledge and practical application, preparing graduates for diverse career paths in animal science, conservation, and research. The department has an emphasis on innovative teaching and learning methods, this was highlighted as a real positive in recent student surveys from our foundation degree students so this will form part of our teaching and learning strategy for this programme. Students will also be taught by industry professionals, with all teachers having a level 7 qualification or working towards one. Resilience is embedded into this programme in several ways. Curriculum links include specific sessions or case students with emphasis on the impacts of climate change on animal populations, habitats and behaviour. Students will practically their skills considering sustainable land management and habitat restoration both of which can be linked to climate resilience and biodiversity. Data collection, the use of software and collaboration with peers will also enhance student resilience. Innovation will be encouraged and enhanced throughout this programme. The department already has strong industry partnerships with several regional and national employers who will add to the programme, and we plan to extend these partnerships to additional organisations known for their innovative approaches to animal care, conservation and technology. Our teaching and assessment methodology encourages students to be innovative in the work they submit.

Appendix 1

Map of Outcomes to Modules

For Undergraduate programmes please provide a map for each Stage, e.g., Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.

Outcome Key

Module Titles	**K1**	**K2**	**K3**	**K4**	**C1**	**C2**	**C3**	**P1**	**P2**	**P3**	**T1**	**T2**	**T3**	**T4**
Dissertation		X		X	X	X	X						X	X
Animal psychology and cognition				X	X				X			X		X
Animal diversity and evolution	X		X				X	X					X	
Anthrozoology		X	X					X		X	X			
British ecological concepts	X					X			X	X	X	X		

Appendix 2

Map of Teaching and Learning Methods

Level 6

Methods						
Module Titles	Lectures	Skills Workshops	Practical's	Group activities	Guest speakers	E Learning/ On-line forums
Dissertation	x	x	x			
Animal psychology and cognition	x		x		x	x
Animal diversity and evolution	x			x: Group study/presentations		x
Anthrozoology	x	x		x	X	x
British ecological concepts	X	x	x	x: group field ID work	x	x

Appendix 3

Map of Assessment Methods

Level 6

Methods									
Module Titles	**Report**	**Reflective E-Journal**	**Exam**	**Open Book Exam**	**E-Portfolio**	**Viva**	**Presentation**	**Poster Presentation**	**(Insert other)**
Dissertation	Task 1 Week 27 6500 words 65%					Task 2 Week 30 20 minute presentation 35%			
Animal psychology and cognition	Task 1 Week 24 2500 words 50%						Task 2 Week 28 15 minute presentation 50%		
Animal diversity and evolution	Task 1 WK 9 2000 words40 %							Task 2 WK 17 10-15 minute audio commentary	

								to support poster60%	
Anthrozoology								Task 1: Wk 23 20 minute poster presentation 60%	Task 2: literature review Wk 30 2000 words 40%
British ecological concepts	Task 2 Wk 15 3000 words 60%								Task 1 – Educational webpage (AI) Week 7 1500 words 40%

University Centre Leeds

Map Subject Benchmarks to Programme and Module Learning Outcomes

Review your QAA Subject Benchmark and cross reference this to modules within your programme and identify where subject benchmarks are being achieved throughout the programme.

Subject Benchmark Area - Agriculture, rural environmental sciences, animal studies, consumer science, forestry, food, horticulture and human nutrition.					
Threshold Level	**Module & Learning Outcomes**	**Typical Level**	**Module & Learning Outcomes**	**Excellent Level**	**Module & Learning Outcomes**
How quality of life within animal populations can be optimised, utilising evidence- informed management and practice to ensure positive welfare	L4 & L5			The physical and biochemical processes of life relating to animal anatomy and physiology	Animal diversity and evolution
Health and safety issues in animal management and practice	L4 & L5	Evolutionary process, its genetic basis and relationship to modern breeding practice principles of animal health, behaviour and nutrition	Animal diversity and evolution	Social and ethical issues associated with animal management and practice	Anthrozoology K4
		The global, national and local sustainability (financial, environmental and social) of animal management and practice	British Ecological Concepts K4	The importance of being industry led and industry leading, including consideration of the latest evidence-based developments and the use of data and technology, to	Dissertation P1, C1

		The importance of education and communication in achieving best animal management and practice, through human behaviour change	Anthrozoology P1	enhance animal management and practice	
				The importance of human animal interactions to society, and the need to consider animal welfare during all interactions (including, for example, sport, therapy and education)	Anthrozoology K4