Primary Purpose
Course management, monitoring and quality assurance.

Secondary Purpose
Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer
The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

Copyright
The contents of this document are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior consent of the University of Portsmouth.
Programme Specification

Contents

1. Named Awards ........................................................................................................................................... 1
2. Course Code (and UCAS Code if applicable) ............................................................................................ 1
3. Awarding Body ........................................................................................................................................... 1
4. Teaching Institution ................................................................................................................................. 1
5. Accrediting Body .................................................................................................................................... 1
6. QAA Benchmark Groups .......................................................................................................................... 1
7. Document Control Information ............................................................................................................... 1
8. Effective Session ..................................................................................................................................... 1
9. Author ...................................................................................................................................................... 1
10. Faculty ..................................................................................................................................................... 1
11. Department ............................................................................................................................................. 1
12. Educational Aims .................................................................................................................................... 1
13. Reference Points ..................................................................................................................................... 2
14. Learning Outcomes ................................................................................................................................ 2
   A. Knowledge and Understanding of: ........................................................................................................ 3
   B. Cognitive (Intellectual or Thinking) Skills, able to: ........................................................................... 3
   C. Practical (Professional or Subject) Skills, able to: ............................................................................ 4
   D. Transferable (Graduate and Employability) Skills, able to: ............................................................... 4
15. Course Structure, Progression and Award Requirements ........................................................................ 5
16. Employability Statement ....................................................................................................................... 5
17. Support for Student Learning ................................................................................................................ 6
18. Admissions Criteria ................................................................................................................................. 6
   A. Academic Admissions Criteria ........................................................................................................... 6
   B. Disability ............................................................................................................................................ 7
19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching............................ 7
   A. Mechanisms for Review and Evaluation ............................................................................................. 7
   B. Responsibilities for Monitoring and Evaluation ................................................................................... 7
   C. Mechanisms for Gaining Student Feedback ....................................................................................... 8
   D. Staff Development Priorities .............................................................................................................. 8
20. Assessment Strategy ............................................................................................................................... 8
21. Assessment Regulations .......................................................................................................................... 9
22. Role of Externals ..................................................................................................................................... 9
23. Indicators of Standards and Quality ....................................................................................................... 9
   A. Professional Accreditation/Recognition ............................................................................................... 9
   B. Periodic Programme Review (or equivalent) ....................................................................................... 9
   C. Quality Assurance Agency ................................................................................................................ 10
   D. Others ................................................................................................................................................. 10
24. Other Sources of Information ................................................................................................................ 10
Programme Specification

1. Named Awards
BSc (Hons) in Applied Animal Behaviour

2. Course Code (and UCAS Code if applicable)
R0316P
R0316F

3. Awarding Body
University of Portsmouth

4. Teaching Institution
Sparsholt College Hampshire

5. Accrediting Body
N/A

6. QAA Benchmark Groups
The Subject Benchmark Statement for Bioscience
The Subject Benchmark Statement for Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences
The Subject Benchmark Statement for Psychology

7. Document Control Information
27.03.2014

8. Effective Session
2014 - 2015

9. Author
Dr Lisa Riley

10. Faculty
Science

11. Department
Biological Sciences

12. Educational Aims

The Mission Statement of the College is "to inspire learners to recognise and achieve their full potential".
The aims of the Higher Education provision for the land-based industries are to:

- Provide, in consultation with the land-based industries, course programmes which will meet current and anticipated education and training needs;
- Provide a systematic, coherent and balanced education through study within the course programmes on offer;
- Create an environment within which each student may fully realise his or her academic potential and within which the student's achievements are recognised;
- Develop, test and assess at appropriate level, each student's intellectual capabilities;
- Equip each student with the necessary transferable skills and applied knowledge to enable them to make an immediate contribution in employment or to progress to further study;
- Provide course programmes that ensure equality of opportunity and encourage access and participation.

The Applied Animal Behaviour programme aims to provide students with the opportunity to develop appropriate skills and knowledge to enable them to:

- Successfully enter employment within the field of applied animal behaviour.
- Apply knowledge of animal behaviour theory to identify and recommend solutions to animal behaviour problems.
- Apply knowledge of research methodologies to identify and recommend solutions to animal behaviour problems.
- Examine the role of animal management and training, and human psychology in animal behaviour problems.
- Communicate effectively with prospective clients to apply knowledge and understanding of animal behaviour.
- Promote a culture of knowledge and skills transfer and innovation in animal behaviour.
- Discuss the key aspects of the discipline area of animal behaviour.
- Apply techniques of research and analysis appropriate to animal behaviour.
- Devise and sustain arguments related to animal behaviour.
- Discuss current research and scholarship related to animal behaviour.

13. Reference Points

The programme and outcomes have been developed taking account of:

- University of Portsmouth Curriculum Framework.
- The scholarship and research expertise of academic members of staff.
- UK Quality Code for Higher Education.
- Framework for Higher Education Qualifications (FHEQ).
- The Subject Benchmark Statement for Bioscience (indicated by referencing with a (B)).
- The Subject Benchmark Statement for Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences (referenced with an (A)).
- The Subject Benchmark Statement for Psychology (referenced with a (P)).

Please note the benchmark statements have been used as a guide and are not necessarily quoted verbatim.

14. Learning Outcomes

Students will be able to demonstrate for this “top up” degree programme:
A. Knowledge and Understanding of:
A1. The principles and theory of animal behaviour and its practical application (B).
A2. The methods used for applied animal behaviour research and analysis (B).
A3. The interdisciplinary application of anthrozoology, human and animal psychology to animal behaviour (B) (P).
A5. The theory of how animals learn and its application in animal training.
A6. The legal and ethical considerations and concepts of animal behaviour counselling (B).
A7. Experimental design and ethics

Learning and Teaching Strategies and Methods
Core knowledge and understanding (A1 – A7) will be delivered using a combination of lectures, visits, seminars, exercises, case studies, investigations and guided independent study. Students engage in independent and/or specific group projects in order to pursue more advanced knowledge and understanding. A7 is incorporated into taught sessions on experimental design and through dissertation tutorials.

Assessment
Knowledge and understanding (A1 – A7) will be assessed using a combination of seminar presentations, vocationally relevant case studies, personal and professional development planning and written assignments. A7 is primarily assessed through the dissertation.

B. Cognitive (Intellectual or Thinking) Skills:
B1. Use a variety of information sources to develop animal training schemes.
B2. Use appropriate technical presentation skills to portray animal behaviour issues.
B3. Collect and integrate different lines of argument and apply them in a balanced way in an argument (A).
B4. Critically analyse information, synthesising and summarising outcomes (A) (B).
B5. Apply knowledge and understanding to address familiar and novel problems (A).
B7. Design an experiment, investigation, survey or other means to test a hypothesis or proposition (A) (B).
B8. Recognise the moral and ethical issues of investigation and appreciate the need for ethical standards and professional codes of conduct (B).

Learning and Teaching Strategies and Methods
Cognitive Skills (B1-B8) will be delivered using a combination of guided and independent work, practical exercises and case studies.

Assessment
Cognitive skills (B1-B8) will be assessed using a combination of seminar presentations, vocationally relevant case studies, practical exercises and written assignments.
C. Practical (Professional or Subject) Skills:

C1. Utilise a range of practical and presentational techniques relevant to particular discipline. (B)

C2. Plan, conduct and report on investigations, including the use of secondary data. (A) (B)

C3. Collect and record information or data and summarise it using appropriate qualitative and/or quantitative techniques. (A)

C4. Devise, plan and undertake animal behaviour investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, legal requirements and sensitivity to the impact of investigations on the environment and stakeholders. (A) (B)

C5. Demonstrate environmental, social, cultural and economic awareness and responsibility.

Learning and Teaching Strategies and Methods

Practical animal behaviour skills (C1-C5) will be delivered using a combination of practical exercises, lectures and case studies.

Assessment

Practical animal behaviour diagnostic and remedial skills (C1-C5) will be assessed using a combination of seminar presentations, vocationally relevant case studies and written assignments.

D. Transferable (Graduate and Employability) Skills:

D1. Collect and interpret numerical data using appropriate techniques to produce relevant information (A) Section 4.6.

D2. Communicate information using a variety of verbal and non-verbal formats (A) Section 4.7 (B).

D3. Identify and use a range of appropriate information sources (A) Section 4.7.

D4. Participate, contribute and evaluate group discussions (A) Section 4.7 (B).

D5. Employ appropriate presentational techniques to communicate information (A) Section 4.8 (B).

D6. Develop and manage a flexible and adaptable approach to study and work (A) Section 4.10 (B).

D7. Develop the skills necessary for self-managed and lifelong learning (A) Section 4.10 (B).

D8. Reflect and evaluate own performance as an individual and team member (A).

Learning and Teaching Strategies and Methods

Transferable skills (D1-D8) will be delivered using a combination of lectures, practical exercises and case studies.

Assessment

Transferable skills (D1-D8) will be assessed using a combination of seminar presentations, vocationally relevant case studies and written assignments.
15. Course Structure, Progression and Award Requirements

The BSc (Hons) in Applied Animal Behaviour is a ‘top up’ qualification at Level 6, comprising a maximum of 120 credits. All students must have attained 240 credits at FHEQ Levels 4 and 5 within the Animal Management or Animal Behaviour related curriculum area or similar. There will be a need to APEL if less than 240 credits can be demonstrated. One credit is equivalent to 10 hours of learning. We consider each application on an individual basis. Prior learning will be assessed and accredited through the University of Portsmouth Accreditation of Prior Experience and Learning (AP(E)L) process.

The BSc (Hons) in Applied Animal Behaviour is offered as a part-time block release course of 2 years duration (to achieve 60 credits in year 1 and 60 credits in year 2) or a 1 year full time course. (The full time route has been suspended for 2014/15 due to low recruitment.)

Initial assessment during induction includes appropriate on-entry skills assessment and learning styles test (for example VARK). The results of these are used to produce a profile of each student for the personal tutor, and a group profile for the course team. Where appropriate, students are referred to the Learning Support Centre for diagnostic testing and support. Study skills, employability skills and career management skills are developed and incorporated into the curriculum of specialist animal behaviour units and the dissertation.

The college recognises formative assessment as an integral and required element of the learning process. Penalties for non-completion of formative assessment may range from grade penalties on summative assessments to withdrawal of services. See Sparsholt Policy on Higher Education Student Performance and Conduct.

There are two exit awards:
- BSc Applied Animal Behaviour requiring 300 credits
- BSc (Hons) Applied Animal Behaviour requiring 360 credits

16. Employability Statement

Sparsholt College benefits from having a very high profile nationally and regionally in the animal management, training and behaviour industries. Sparsholt College maintains close links with many of the lead industry bodies, including the Association for the Study of Animal Behaviour (ASAB), Performing Animal Welfare Standards International (PAWSI) and the British and Irish Association of Zoos and Aquaria (BIAZA), which ensures our courses incorporate the skills and understanding required by employers. A key strength of the provision at Sparsholt College is the link to employers in developing a higher level vocational curriculum.

The course will cover the academic requirements that can lead onto ASAB Certification for Clinical Animal Behaviourists working with the behaviour disorders of dogs, cats and other animals. The Association for the Study of Animal Behaviour (ASAB) is the leading professional society in the United Kingdom for the study of animal behaviour. The Society recognises that the general public and others seek professional advice about the behavioural problems of animals. Certification is the means by which ASAB demonstrates to the public and to other professions, such as veterinarians, that certain individuals meet the minimum standards of education, experience and ethics required of a professional clinical animal behaviourist. Employability skills linked to communication, numeracy and information technology will be embedded across the curriculum through the identification of transferable skills opportunities.

Part time students are likely to be gaining employability skills through work-place learning opportunities while both full and part time students will directly benefit from the on-site physical resources at the College in terms of the Animal Management Centre, Veterinary Nursing Centre and
other animal related facilities including the equine centre and mixed college farm. All these facilities provide real-work environments that students can begin to develop their applied knowledge and understanding of animal behaviour.

Specialist units will make use of realistic simulations and case studies associated with the real-work environments provided by the facilities at the College. Students will be aware of the importance of voluntary work and of extra-curricular activities to develop the skills needed by employers and the industry. Employers will be involved in specialist units as guest speakers and where possible, visits will relate directly to the requirements of employers/the industry.

It is expected that some students will already be working in the industry on a part-time basis and other prospective students will be encouraged to gain experience of the industry through voluntary work or part time employment.

17. Support for Student Learning

- The Course is managed by a Course Tutor
- Collaborative programmes are managed on a day-to-day basis by the Partner Contact who may or may not be the Course Tutor
- Extensive induction programme introduces the student to the University of Portsmouth, Sparsholt College and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- College support services include careers, financial advice, housing, counselling etc
- Learning Support and Disability Advisors provide DSA assessments and required learning support.
- Excellent library facilities are provided by both University of Portsmouth and Sparsholt College
- A well-equipped teaching block, the Sainsbury Building, with a lecture theatre, laboratories and other teaching facilities is available.
- Student, course and unit handbooks provide information about the course structure and University/College regulations etc.
- Feedback is provided for all assessments, both summative and formative
- Personal Development Planning (PDP) is included for all awards

18. Admissions Criteria

A. Academic Admissions Criteria

We consider each application on an individual basis. If appropriate, prior learning may be assessed and accredited through the University of Portsmouth Accreditation of Prior Experience and Learning (AP(E)L) process.

Entry requirements are:

- Academic judgement that the student will benefit from the programme and successfully complete the course

This will be evidenced by:

- Foundation Degree in Animal Management, Animal Behaviour or a related subject
- Higher National Diploma (HND) in Animal Management, or a related subject
- Diploma in Higher Education equivalent to 240 credits (maximum 120 credits at level 4) in Animal Management, or a related science
• Equivalent/professional qualifications and experience
• APEL portfolio

Pre-college experience in an appropriate work area or as a volunteer is strongly recommended.

International students will normally be expected to demonstrate an IELTS score of 6.5 in proficiency in English language.

B. Disability

The College makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Sparsholt College on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

• Course Tutors’s Annual Standards and Quality Evaluative Review (ASQER)
• University Academic Contact’s Annual Standards and Quality Report
• Partner Contact’s Annual Standards and Quality Report
• Curriculum Area Annual Self-Assessment Reports, forming the basis for the Annual College Self-Assessment Report (SAR)
• Annual Standards and Quality Evaluative Review for Collaborative Programmes including consideration of Subject and Award External Examiner Reports
• Unit and Course Level student feedback considered at Unit Assessment Boards, Boards of Study and Exam Boards
• Grade Review meeting consideration of student performance for each programme
• Periodic Collaborative Programme Review
• Periodic Collaborative Partner Review
• Student Representatives/ Learner Voice/ HE Student Council
• Staff Appraisals and Performance and Development Review
• Peer Review including Teaching and Learning observations
• Ethics and Research Standards Group’s Annual Report

B. Responsibilities for Monitoring and Evaluation

• Unit tutors for unit content and delivery
• Course Tutor for day-to-day running of course
• Partner Institution Academic Contact (Higher Education Development and Quality Manager)
• University Contact
• Board of Studies
• Head of Department
• Associate Dean (Academic)
• Associate Dean (Students)
• Unit Assessment Boards, Award and Progression Board of Examiners
• Ethics and Research Standards Group for ethical review and project approval
C. Mechanisms for Gaining Student Feedback

- Student representation on the Governing Board
- Boards of Study
- HE Student Council and Cross-college Learner Voice meetings
- Unit and Course and College level student feedback questionnaires
- Sparsholt Learner Surveys

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual Teaching observations inform CPD requirements
- Annual staff appraisal reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake PTTLS, or equivalent, initially (Staff teaching in both FE and HE are required to undertake PGCE-PCET equivalent)
- All academic staff are required to seek Higher Education Academy Fellowship and/or participate in the University of Portsmouth APEX programme
- Academic staff new to teaching required to undertake New Teaching Staff Induction
- Support Staff are encouraged to attend short courses in areas such as specific IT packages

20. Assessment Strategy

Assessment will be both formative and summative throughout the programme. Formative assessments throughout the duration of studies will allow for skill development and the potential for learners to develop both research and study skills as well as the technical and subject specific knowledge.

The assessment approaches for the course have been selected to be appropriate to the higher levels of undergraduate study and enable the learners to practice and develop higher cognitive skills, independent learning, critical analysis and evaluation of information researched from multiple sources. The Human Psychology and Clinical Practice unit assesses the learner’s ability to explore behavioural counselling scenarios and write client reports which they would be formulating in industry.

The assessment strategy includes a varied range of assessment types to enable honours level skills to be developed and assessed. This includes examinations in three units to assess knowledge of the subject within a time limit. The dissertation allows the students to manage their own study and complete an in depth piece of independent research which includes collating and synthesising a range of information and qualitative and/or quantitative data culminating in a report and a viva voce to defend their research. Essays will allow the students to demonstrate research, collation and synthesis of current information presented in a structured format whilst also demonstrating underpinning knowledge of the study area. Case studies also provide the opportunity for the student to demonstrate their underpinning knowledge and novel problem solving abilities.

Students will be provided with scope to develop their personal interests within animal behaviour across all the units as well as developing ability to design experiments, analyse data and critically evaluate work. The induction week Personal Development formative assessment will engage students with these elements and enable them to become familiar with the assessment layout and
criteria for all units. There will then be opportunity for students to reflect on the comments made within the formative work and address these for a second submission. Students will be encouraged to present their own experiences and wider reading skills during discussions that will be held both during block weeks and on MOODLE. The VLE will be utilised to present opportunity for students to explore pertinent elements of current research and legislation and to share their views, for example: Pertinent research papers and legislation will be posted in preparation for block week teaching; Forums will be used to discuss the strengths and limitations of current animal-focused legislation between block weeks; Interactive resources will be utilised in preparation for lectures.

21. Assessment Regulations
Rules apply as stated in the Collaborative Examination and Assessment Regulations for Sparsholt College

22. Role of Externals
Subject External Examiners who will:
• oversee unit assessment and usually attend Unit Assessment Boards (UAB);
• review unit assessment strategy;
• sample assessment artefacts;
• present report to UABs.

Award External Examiners (usually also a Subject External Examiner) who will:
• oversee and attend Award/Progression (Exam) Boards;
• scrutinise and endorse the outcomes of assessment;
• ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality
A. Professional Accreditation/Recognition
Graduates will be eligible to seek individual certification as Clinical Animal Behaviourists working with the behaviour disorders of dogs, cats and other animals with the Association for the Study of Animal Behaviour (ASAB).

B. Periodic Programme Review (or equivalent)
This course specification will be reviewed and re-issued annually. This programme was validated in 2006. The outcomes from the Periodic Programme Review in January 2014 confirmed fitness of purpose of curriculum, it also found the annual monitoring and review processes effective.

The key strengths of provision were as follows;
• Employability skill development which is integrated and evidenced throughout the programmes.
• The balance and quality of academic and industrial experience of staff and commitment to professional development.
• Students value the role of staff in supporting their learning and development.
• Excellent engagement in the use of Moodle as a learning resource.
• Extensive, effective and proactive student engagement in enhancing quality
C. Quality Assurance Agency
The College underwent QAA Higher Education Review in March 2014. The indicative letter was received on March 26th and states:

The draft report will confirm that:

- The maintenance of the threshold academic standards of the awards offered on behalf of the degree-awarding bodies **meets UK expectations**
- The quality of student learning opportunities **meets UK expectations**
- The quality of the provider's information about learning opportunities **meets UK expectations**
- The enhancement of student learning opportunities **meets UK expectations**

The full report will be available in June 2014

D. Others
None.

24. Other Sources of Information
Other sources of information may be found in:

- Course Approval Document
- Student and Course Handbooks
- University of Portsmouth Curriculum Framework Document
- Sparsholt College Higher Education Prospectus
- Collaborative Examination and Assessment Regulations for Sparsholt College
- **University of Portsmouth** (www.port.ac.uk) and **Sparsholt College** (www.sparsholt.ac.uk) websites
### Unit Assessment Map for BSc(Hons) Applied Animal Behaviour

#### UNITS, Year 1, Part time route, 2014/15

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Code</th>
<th>Credit</th>
<th>Delivery</th>
<th>Core/ Option</th>
<th>Total %</th>
<th>Type of Artefact</th>
<th>Duration/ Length</th>
<th>Weighting %</th>
<th>Total %</th>
<th>Open/ Closed</th>
<th>Duration (hrs)</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Animal Communication, Learning and Training</td>
<td>U22751</td>
<td>20</td>
<td>Sept-June</td>
<td>C</td>
<td>60%</td>
<td>Case study</td>
<td>3000 words</td>
<td>60%</td>
<td>60%</td>
<td>Closed</td>
<td>1</td>
<td>40%</td>
</tr>
<tr>
<td>6</td>
<td>Ethology, Domestication and Anthrozoology</td>
<td>U23661</td>
<td>20</td>
<td>Sept-June</td>
<td>C</td>
<td>60%</td>
<td>Essay Seminar</td>
<td>1500 words, 10 minutes</td>
<td>30%</td>
<td>30%</td>
<td>Closed</td>
<td>1</td>
<td>40%</td>
</tr>
<tr>
<td>6</td>
<td>Ethics Welfare and Law</td>
<td>U23662</td>
<td>20</td>
<td>Sept-June</td>
<td>C</td>
<td>100%</td>
<td>Poster Report</td>
<td>A2 (500 words), 2500 words</td>
<td>50%</td>
<td>50%</td>
<td>Closed</td>
<td>1</td>
<td>40%</td>
</tr>
<tr>
<td>6</td>
<td>Mechanisms of Behaviour</td>
<td>U22821</td>
<td>20</td>
<td>Sept-June</td>
<td>C</td>
<td>100%</td>
<td>Report Report</td>
<td>2000 words, 2000 words</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UNITS Year 2, Part time route, 2014/15

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Code</th>
<th>Credit</th>
<th>Delivery</th>
<th>Core/ Option</th>
<th>Total %</th>
<th>Type of Artefact</th>
<th>Duration/ Length</th>
<th>Weighting %</th>
<th>Total %</th>
<th>Open/ Closed</th>
<th>Duration (hrs)</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Human Psychology and Clinical Practice</td>
<td>U22804</td>
<td>20</td>
<td>Sept-June</td>
<td>C</td>
<td>60%</td>
<td>Case study</td>
<td>3000 words</td>
<td>60%</td>
<td>60%</td>
<td>Closed</td>
<td>1</td>
<td>40%</td>
</tr>
<tr>
<td>6</td>
<td>Dissertation &amp; Data Analysis</td>
<td>U23064</td>
<td>40</td>
<td>Sept-June</td>
<td>C</td>
<td>100%</td>
<td>Dissertation In Class Test Viva Poster</td>
<td>6000 words, 1hr 20 minutes, 500 words</td>
<td>70 15 10 5</td>
<td>70 15 10 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit Learning Outcomes Map

### Units

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Code</th>
<th>Credit</th>
<th>Delivery</th>
<th>Core/Option</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
<th>A6</th>
<th>A7</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>B4</th>
<th>B5</th>
<th>B6</th>
<th>B7</th>
<th>B8</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>D1</th>
<th>D2</th>
<th>D3</th>
<th>D4</th>
<th>D5</th>
<th>D6</th>
<th>D7</th>
<th>D8</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Human Psychology and Clinical Practice</td>
<td>U22804</td>
<td>20</td>
<td>Sept-June</td>
<td>C</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Animal Communication, Learning and Training</td>
<td>U22751</td>
<td>20</td>
<td>Sept-June</td>
<td>C</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ethology, Domestication and Anthrozoology</td>
<td>U23661</td>
<td>20</td>
<td>Sept-June</td>
<td>C</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ethics Welfare and Law</td>
<td>U23662</td>
<td>10</td>
<td>Sept-June</td>
<td>C</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mechanisms of Behaviour</td>
<td>U22821</td>
<td>10</td>
<td>Sept-June</td>
<td>C</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Research Design and Statistics</td>
<td>U23112</td>
<td>10</td>
<td>Sept-June</td>
<td>C</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dissertation</td>
<td>U22623</td>
<td>30</td>
<td>Sept-June</td>
<td>C</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

1 A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills