TEC
Partnership

Changing lives every day

FdSc Animal Welfare

2025

1.   Programme Summary

Title of Programme	Animal Welfare
Award Types	FdSc
Contained Awards	Certificate of HE for successful completion of 120 credits at Level 4
Awarding Body	TEC Partnership
UCAS Codes	
HECOS Codes	100518
References used in the design of the programme	QAA – Subject benchmark statements for Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition April 2024
Accrediting Professional or Statutory Body (if applicable)	N/A
Mode of study (full and part-time)	Full-time and Part-time
Duration of study (in years)	Full-time 2 years Part-time 4 years
Number of weeks per academic year	31 weeks. This will be a trimester mode of delivery. Each trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
Location of Delivery and Faculty	University Centre Grimsby HE STEM & Education
Minimum numbers to start the programme	8

2.   Entry Requirements

Standard offer

Applicants will need 48 UCAS Tariff points, including:
· Minimum GCSE grade C/4 or equivalent in Science, English and Maths · 1 A level (or equivalent) in a science-related subject or a pass achieved in a level 3 extended/national diploma or a pass in an Access to Higher Education Diploma.

Non-standard offer

Non-standard entry is offered in line with the widening participation brief and lifelong learning strategy, aiming to support students who may not meet the standard academic entry requirements. Applicants should hold a Level 2 qualification in Science, Maths and English and have at least two years of work experience in the field of animal care, which can include but is not exclusive to dog kennels/animal shelters, catteries, dog groomers, doggie day care facilities, pet shops with live

animals, veterinary practices, farms & wildlife/rescue centres. All applicants will be considered on an individual basis and will be required to complete a relevant piece of work to demonstrate their academic potential, which will take the form of a 1,000-word essay on animal welfare.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or uncertificated learning/work/life experience (RPeL), as outlined in HE21 Transfer of Student and Recognition of Prior Learning. All students must have a pass grade C/4 or above in GCSE/Level 2 Maths and English.

3.   Degree Classification Weightings

The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

4.   Aims of the Programme

The FdSc Animal Welfare programme aims to equip students with a comprehensive understanding of animal welfare principles, encompassing biological, ethical, and legal aspects. It focuses on developing practical skills through hands-on experience in animal care, behaviour assessment, and welfare management, facilitated by practical sessions and placements. The programme fosters critical thinking and problem-solving abilities to address complex animal welfare issues, while also encouraging students to engage in research projects to deepen their understanding of animal welfare science. Additionally, it prepares students for careers in the field by enhancing their professional skills, including communication, teamwork, and leadership.

If you already work in the industry, this Foundation Degree can enhance your qualifications, opening doors for promotions or alternative roles in areas such as conservation or rehabilitation. The degree will broaden your progression opportunities across various subjects and professional fields, including research, zoology, conservation, management of zoological collections, and animal rescue and welfare. The diverse placement opportunities enable students to observe and explore a variety of roles and skills. This exposure may ignite interest in fields such as veterinary physiotherapy, hydrotherapy, McTimoney therapy, canine and feline behaviour science, or equine studies following the successful completion of the degree.

The programme will develop your knowledge of animal welfare through formal lectures and seminars, providing a unique opportunity to develop your practical skills in animal welfare by working with our animal collection, which includes a range of exotic and non-exotic species. You will have the opportunity to choose optional modules at level 5, which focus on either conservation or rehabilitation. However, these modules will only be available if student numbers are above 6 per module; otherwise, a default programme will be offered, which will include the following level 5 modules: Animal Behaviour, Nutrition, Animal Therapy, Principles of Conservation, Skills in the Workplace and Research Development.

Your practical competencies and employability will also be further developed through undertaking 150 hours of work-based experience with animal management organisations operating in areas such

as veterinary practice, animal rescue, wildlife conservation, and animal management. Work placements will be assessed through the use of a Critical Analysis of Placement document, which will include a log of hours, a workplace journal and mentor feedback. You will undertake 50 hours in year 1 and 100 hours in year 2. Specifically, the programme will develop qualities which will enable you to be successful in a career demanding higher skills, such as management roles within the animal welfare sector.

The key aims of the programme are to:
➢ Improve employability and work readiness with a focus on competencies required to succeed in the animal welfare industry.
➢ Provide opportunities to evidence higher skills, such as problem-solving.
➢ Provide an opportunity to gain experience in the workplace through the completion of work-based learning underpinned by academic studies.
➢ Provide an opportunity to undertake both learning (acquisition and application) in both practical skills and theoretical knowledge within key animal management subject areas such as animal handling, welfare husbandry, management of collections, veterinary practice and wildlife conservation.

Distinctive features:
➢ On-site commercial dog grooming parlour and dog day kennels providing opportunities for the development of employability.
➢ Small groups with guest speakers from industry.
➢ Excellent practical resources with access to developing practical skills within the animal house and practical areas.
➢ Practical lessons exist with a growing animal collection, including recent additions of exotic animals with a wide range of species, including livestock, reptiles, invertebrates, mammals, and birds.

Fit with existing provision:

The Foundation Degree in Animal Welfare is specifically designed to provide a seamless transition and natural progression from programmes such as a level 3 in Animal Care or a qualification in Animal Nursing. Upon successful completion of the Foundation degree, students will be able to progress on to relevant Top Up programmes such as the BSc Animal Management at TEC Partnership or zoology, conservation, management, animal husbandry, canine and feline behaviour, veterinary physiotherapy, and welfare, which can be undertaken at other universities in the local area.

5.   Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes *By the end of this programme, students will be able to:*	New Subject Benchmark Reference
1.	Critically analyse and understand the well-established principles of animal welfare to effectively enhance practices and outcomes in the field.	4.2.1, 4.2.5, 4.2.7, 4.3.2, 4.3.10,

2.	Apply techniques and approaches that promote animal welfare and conservation within animal husbandry.	4.2.1, 4.2.5, 4.2.6, 4.2.7, 4.3.1, 4.3.16
3.	Integrate and evaluate theory, investigation and field work and the development of principles into practice for key topic areas of animal management such as biology, animal husbandry, welfare, conservation, and ecology.	4.2.2, 4.2.3, 4.2.10, 4.3.2, 4.3.8
4.	Critically analyse and develop innovative solutions to address the increasing significance of sustainability within a global context, focusing on the expanding environmental impacts related to the animal management sector.	4.2.4, 4.3.3, 4.3.8, 4.3.9
5.	Communicate theoretical concepts and principles of animal management through a variety of methods, including presentations, professional-to-professional and client-facing interactions, digital technologies, and written formats.	4.2.8, 4.2.9, 4.3.6, 4.3.7, 4.3.8, 4.3.13, 4.3.16, 4.3.17, 4.3.18
6.	Demonstrate a critical understanding of the physiological needs and anatomical structures of various animals, evaluating these factors to ensure effective care, rehabilitation, and welfare practices.	4.2.1, 4.2.2, 4.2.3, 4.3.9, 4.3.10
7.	Plan, conduct and evaluate research and draw relevant conclusions to inform practices to promote welfare.	4.2.9, 4.3.8, 4.3.9, 4.3.10, 4.3.11, 4.3.12, 4.3.13, 4.3.18
8..	Work safely with a strong focus on animal welfare, considering ethics, safety regulations, legal requirements, and sensitivity to stakeholders.	4.2.5, 4.2.6, 4.2.7, 4.3.6, 4.3.19
9	Exhibit a comprehensive understanding of industry-standard competencies by critically reflecting on best practices in animal welfare and conservation, while assessing animal health, implementing appropriate husbandry techniques, and adhering to welfare and conservation standards.	4.2.1, 4.2.5, 4.2.6, 4.2.7, 4.3.1, 4.3.4, 4.3.9, 4.3.12,

6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	N/A	

7. Graduate Attributes and Threshold Characteristics

Level 4
A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to evaluate the five freedoms and other relevant legislation, policies and procedures.
- The ability to use digital technologies that are suitable for use in Animal Management.
- The ability to adhere to academic conventions.
- The ability to verbally and visually communicate their ideas and studies accurately and reliably to those within the Animal Welfare sector. The ability to develop new skills relevant to the animal welfare sector.
- The ability to exercise some personal responsibility by utilising different approaches to problem solving within Animal Welfare.

Level 5
A student achieving level 5 of the programme will have demonstrated the following knowledge, skills, and threshold characteristics:

- An understanding of how to critically analyse and interpret complex data used within Animal Welfare.
- The ability to communicate scientific terminology both verbally and visually.
- The ability to develop critical thinking skills to analyse research and apply it to real-world scenarios.
- The ability to work effectively independently and as part of a team.

8a. Programme Structure – Animal Welfare – Full Time

Module Title	Core / Option	Credits	Level	Delivery
Skills for Study and Employability	C	20	4	T1
Practical Collections (Large and Companion Animals)	C	20	4	T1
Principles of Animal Anatomy and Physiology	C	20	4	T1, 2, 3
Introduction to Welfare, Legislation and Ethics	C	20	4	T2
Fundamental Biological Principles	C	20	4	T2
Introduction to Animal Health	C	20	4	T3
Animal Behaviour	C	20	5	T1
Nutrition	C	20	5	T1
Animal Therapies	O	20	5	T2
Wildlife Rehabilitation	O	20	5	T2
Principles of Ecology and Wildlife Sampling	O	20	5	T2
Principles of Conservation	O	20	5	T2
Skills in the Workplace	C	20	5	T3
Research Development	C	20	5	T3

8b. Programme Structure – Animal Welfare – Part Time

Module Title	Core / Option	Credits	Level	Delivery
Year 1				
Skills for Study and Employability	C	20	4	T1
Fundamental Biological Principles	C	20	4	T2
Principles of Animal Anatomy and Physiology	C	20	4	T1, 2, 3
Year 2				
Practical Collections (Large and Companion Animals)	C	20	4	T1

Introduction to Welfare, Legislation and Ethics	C	20	4	T2
Introduction to Animal Health	C	20	4	T3
Year 3				
Animal Behaviour	C	20	5	T1
Principles of Ecology and Wildlife Sampling	O	20	5	T2
Animal Therapies	O	20	5	T2
Skills in the Workplace	C	20	5	T3
Year 4				
Nutrition	C	20	5	T1
Wildlife Rehabilitation	O	20	5	T2
Principles of Conservation	O	20	5	T2
Research Development	C	20	5	T3

9. Teaching and Learning Strategy

Level 4

The programme will provide an opportunity for direct participation in practical animal welfare tasks. All tasks will be directly mapped into practical, specific modules where the curriculum will support the application of skills and knowledge in professional industry environments. Students will have the opportunity to access outstanding practical facilities and apply their knowledge to a growing range of exotic animal species. Students will further gain opportunities to exercise their practical and professional competencies through engagement in work-based placements. Work-based experience is designed as a core module which enables students to exercise and develop their employability within the land-based industries.

Practical tasks will be assessed with a range of methods including reflective self-assessment reports, witness statements and formal observations. Assessments are designed to enable students to demonstrate practical competencies and have these formally recognised and acknowledged.

There will be opportunities embedded and integrated into all modules throughout this programme of study for students to develop transferable skills which can be applied both in the learning and professional work environment. Specific modules such as Skills in the Workplace and Skills for Study and Employability will provide focused attention on the development of transferable skills. Students will be encouraged to develop transferable skills, which will include effective task and time management, communication, problem solving, target setting, cooperative and independent task

completion, data interpretation, application of technology and self-evaluation/critical analysis of performance.

Assessment of skills will be fundamentally integrated into all modules and assessments, where opportunities will be provided for reflection on personal performance. Students will be provided the opportunity through assessments to reflect upon personal performance and critically analyse their application of transferrable skills in task completion.

Level 5

At level 5, the teaching and learning experience in the field of animal welfare will adopt a more advanced approach, building on the knowledge and skills acquired at level 4. The primary objective is to deepen students' understanding of the complexities of animal welfare and conservation or rehabilitation issues, and empower them with the necessary skills and knowledge to tackle these challenges.

The focus of the curriculum will be more self-directed, meaning that students will have more control over their learning process and be responsible for their research. They will have access to reading lists and online resources to investigate specific areas of animal welfare, conservation, and rehabilitation in detail.

Students may have the opportunity to specialise in areas that align with their interests and aspirations by choosing either the animal conservation or animal rehabilitation optional modules (subject to availability). They will also have the chance to engage in work-based learning, allowing them to apply their learning in real-life scenarios and hone their professional skills. The students will be encouraged throughout the programme to develop critical thinking, communication, and problem-solving abilities.

The programme encourages the students to engage in broader discussions and debates on animal welfare, rehabilitation, and conservation issues to develop a comprehensive understanding of the complexities of these issues.

Students will have the opportunity throughout this programme to engage with industry mentors. These mentors will support students in their personal and professional development, offering guidance and encouragement.

10.   Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

11.   Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office, and a copy is forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources, such as External Examiner reports, are fully reflected upon before being published and also to reduce variability in the quality of information presented.

12.   Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses; on the smaller courses, student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and its remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions for the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

13.   Management of Ethical issues within the programme.

Potential scenarios within this degree may raise ethical issues for students; for example, maintaining animal welfare in practical work-related and work-based environments, undertaking investigative projects in science laboratories or ecological field investigations, and administering medical treatment to animals. To ensure that all staff members are equipped to handle these situations, they receive regular training and development in working within practical animal environments, in line with the Animal Welfare Act 2006. This is mandatory training, which is undertaken each year by staff for the Animal Behaviour and Training Council (ABTC).   The programme places a strong emphasis on upholding the Five Freedoms for Animals, ensuring students understand the ethical considerations of working with animals. As part of their training, students will receive detailed information on the Animal Welfare Act 2006, enabling them to work safely and comply with legislation when handling animals. In addition, primary research projects will require ethical approval, which will adhere to TEC Partnership's code of practice for ethics. Students will be supported throughout the process of completing an ethics proposal, which will be submitted to the Institute's Ethical Committee that meets regularly throughout the academic year. Overall, the programme is designed to ensure that students are not only aware of the ethical issues that may arise in their practical work but are also well-equipped to address these concerns. Research involving animals will be conducted responsibly and ethically, in full compliance with the Animal Welfare Act 2006 and TEC Partnership's ethical code of practice.

14.   Management of Work Based Learning Opportunities

This Foundation Degree is Work-Based Learning, with a minimum of 150 hours of Work-Based experience. Students are expected to complete 50 hours at level 4 and 100 hours at level 5.

Students will be expected to find their own placements; however, the HE Placement Team will support students with these if necessary. At Level 4, students will receive support from the placement team, who will conduct one visit. Additionally, the programme teaching team will also make one visit. At Level 5, support continues with the placement team visiting once, while the programme teaching team will visit twice.

Placements are inspected according to TEC Partnership's Code of Practice for Health and Safety. Students are informed of reporting procedures during their placements, and any concerns, including safeguarding issues, will be addressed. Support will be provided for any ongoing investigations if required.

During placements, students must communicate regularly with a placement mentor, who will be a qualified and experienced supervisor designated by the placement provider. Students must demonstrate competence in various criteria, including health and safety, legal adherence, environmental maintenance, and animal health and welfare monitoring, supported by employer feedback and workplace journals.

For more details, refer to the Work-Based Learning Code of Practice.

15. Resources needed to pass the programme.
N/A

16. Resources supplied to the student.
- Lecture rooms
- Science laboratories
- Computer suites
- Practical Animal Collections Environment
- Access to online learning resources, including e-books and journals
- Field trips for practical learning experiences
- Guest speakers and industry professionals.

17.   Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module name	Level	Work	Module Leader		Comp	1	2	3	4	5	6	7	8	9
Skills for Study and Employability	4		Ana Watkinson	Essay 50% Business Plan Presentation 50%	Y			P		P		P		
Practical Collections (Large and Companion Animals)	4	WBL	Ana Watkinson	Competencies log with reflection (100%)	N	P	P	P	P				P	P
Principles of Animal Anatomy and Physiology	4		Ana Watkinson	Exam SAQ (50%) Essay (50%)	Y			P		P	P			
Introduction to Welfare, Legislation and Ethics	4		Ana Watkinson	Case Study Analysis Report (100%)	N	P	P	P	P	P	P	P		P
Fundamental Biological Principles	4		Ana Watkinson	Presentation (70%) Lab Investigation Report (30%)	Y	P	P	P	P	P	P			
Introduction to Animal Health	4		Ana Watkinson	Podcast (100%)	Y	P	P	P		P	P	P	P	P
Animal Behaviour	5	WBL	Ana Watkinson	Investigative Report (100%)	Y	F	F	F	F	F	F	F		F
Nutrition	5		Ana Wilkinson	Feeding Plan Poster Presentation (100%)	Y			F	F		F	F		
Animal Therapies	5	WRL	Ana Watkinson	Presentation (100%)	Y	F	F	F			F			F
Wildlife Rehabilitation	5	WRL	Ana Watkinson	Poster Presentation (50%) Rehabilitation Plan (50%)	Y	F	F	F	F		F		F	F	F
Principles of Ecology and Wildlife Sampling	5		Ana Watkinson	Ecological Case Study Website (50%) Practical Ecological Investigation (50%)	Y	F	F	F	F		F		F	F

Module	Level		Tutor	Assessment	Core									
Principles of Conservation	5		Ana Watkinson	Essay (50%) Presentation (50%)	Y	F	F	F	F	F				F
Skills in the Workplace	5	WBL	Marc Johnson	Reflective Workplace Journal (100%)	N	F	F		F	F			F	F
Research Development	5		Marc Johnson	Research Project (100%)	Y			F	F		F	F	F

18.   TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations		The "Advance Skills in the Workplace" section is all about learning how to be flexible and deal with changing situations. To improve this skill, students are expected to do work placements in the animal care industry, which is a very different place from the structured university setting.	
Being productively disruptive	In all the modules, students are expected to engage in critical analysis of the subject matter through different assessments. Additionally, students participate in journal clubs where they critically examine research papers. This process makes students "productively disruptive" because they actively question and challenge ideas positively, encouraging creativity, innovation, and a deeper understanding of the topics.		
Resilience			Several tactics are used during tutorials and assessments to encourage students' resilience. First and foremost, a welcoming and friendly learning environment is created where students feel comfortable sharing their struggles

			and asking for assistance without feeling judged. Giving student constructive feedback and praising their efforts is practised, which helps to increase their self-assurance and resolve stress. The value of a growth mindset and exhorting students to see setbacks and failures as opportunities for growth is also the common norm emphasised during each class.
Preparing for unknown futures		The Advanced Skills in the Workplace tutorial will cover the subject. Students will be advised on possible career options that would be compatible with their interests. Additionally, career counsellors from Grimsby Institute will provide a guest lecture on a range of pertinent issues, including advanced degree programmes, CV design, interviewing strategies, and more.	
Finding alternative solutions to problems		Students are greatly helped by modules like ecology field trips and externships in the animal care sector in learning how to develop creative solutions to issues. Students are exposed to real-world situations where they must use their knowledge and problem-solving skills through experiential learning during these activities. They come across environmental	

		difficulties in ecology field visits that call for flexible ways of data gathering and analysis. External placements in the animal care sector involve a variety of difficulties that necessitate creative answers adapted to particular species or conditions. Participating in these activities encourages critical thinking, enabling students to create new solutions to problems in the real world and better preparing them for their future employment.	

Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills		In every class, group discussions are essential, and each tutorial session includes a plenary where students and tutors engage in discussions aligned with the learning objectives, which improves interaction skills.	
Leadership and followership skills		This will be covered in the module "Advanced Skills in the Workplace." Decision-making, problem-solving, and conflict resolution skills will be taught.	
Project development and/or management	The "Skills for Study and Employability" course requires students to create a thorough proposal that details project		

	development and management. Students are expected to develop the capacity to produce logical and well-structured proposals that address many areas of project planning, execution, and evaluation. Students who acquire this skill improve their ability to successfully communicate project ideas, goals, and methods, which is critical for academic success and employability in a variety of fields.		

Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	Students must present their work in modules such as Principles of Conservation, Anatomy, Physiology, Breeding, and Animal Nutrition, which helps them develop their communication skills. Students are expected to provide presentations that demonstrate their understanding of the topic area during these exams. This technique not only improves their knowledge but also their capacity to successfully communicate with their peers and tutors.		
Digital skills and adaptability	As mentioned above, presentation via PowerPoint in courses such as Animal Nutrition, Principles of		

	Conservation, Anatomy, physiology and breeding and poster presentation in the "Animal Health and Husbandry" course helps to improve digital skills. Furthermore, the principles of ecology module requires students to make a website, which also enhances digital skills.		
Timekeeping	In Level 4, Anatomy, Physiology, and Breeding are taught throughout three trimesters. This necessitates students successfully planning and managing their time throughout this period, as well as maintaining regular contact with their supervisor.		
Self-presentation	As previously said, the evaluation that required presenting encouraged students to deliver talks and handle Q&A sessions, assisting students in becoming more comfortable and confident while speaking in front of others.		

Personal Values	Assessment References	Module References	To be covered in tutorial
Professional attitudes and values		The Advanced Skills in the Workplace programme trains graduates to lead organisational change. The subject teaches students to embrace change and	

		develop strong professional principles. The goal is to generate graduates with technical skills and the leadership and adaptability to drive workplace change and innovation.	
Ethics and morals		The course "Introduction to Welfare, Legislation, and Ethics" teaches students in animal health professions about ethics and morality. This course includes animal ethics, professional conduct when handling animals and clients, and working in groups. Students will learn about the ethical and legal standards that govern their profession in this course, helping them to make educated and responsible decisions in their everyday practice. They will also learn how to provide excellent animal care, develop great client relationships, and work well with others.	
Self-Care and Care of others			Tutorials prioritise and emphasise the importance of self-care and caution when handling animals. These topics will be consistently addressed throughout various tutorials.

The completed validation document must be submitted electronically to
HEQA@tecpartnership.ac.uk for final approval.

19.   FAP Use only.

Signature of the Chair of the Full Approval Panel	
Date	10.07.25
Signature of the Chair of HE Curriculum, Quality and Standards	
Date	11.07.25
Date approved by HE Curriculum, Quality and Standards	11.07.25

20.   Revision history

Version	Details of Major Modification	Date of Approval
1		
2		
3		
4		
5		
6		
7		