

CDA3 Programme Design Template Programme specification



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	Hartpury College	
Delivery Location	Hartpury College	
Faculty responsible for programme	Hartpury College	
Department responsible for programme	Department of Animal and Land Sciences	
Modular Scheme Title	Undergraduate Modular Scheme, Hartpury College	
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates	None.	
Highest Award Title	BSc (Hons) Bioveterinary Science	
Default Award Title		
Interim Award Titles	BSc Bioveterinary Science Dip HE Bioveterinary Science Cert HE Bioveterinary Science	
UWE Progression Route		
Mode(s) of Delivery		
Codes	UCAS: BUWE B80 D390A	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences Biosciences Veterinary Science	
CAP Approval Date	25 May 2012	
Valid From	01 September 2012	
Valid until Date	01 September 2018	
Version	4.2	

Section 1. Basic Data:

Awarding institution/body	University of the West of England
Teaching institution	Hartpury College
Faculty responsible for programme	Hartpury
Programme accredited by	
Professional body link	
Highest award title	BSc (Hons) Bioveterinary Science
Default award title	
Interim award title	BSc Bioveterinary Science Dip HE Bioveterinary Science Cert HE Bioveterinary Science
Modular Scheme title	Undergraduate Modular Scheme, Hartpury College
UCAS code	BUWE B80 D390A
Relevant QAA subject benchmarking group(s)	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences Biosciences Veterinary Science
On-going	
Valid from:	01 September 2012
Valid until:	01 September 2018
Version code:	4.2

Section 2. Educational aims of the programme:

The programme focuses on preparing individuals to become competent, flexible and accountable bioveterinary science practitioners. It enables the student to gain a working understanding and critical awareness of the problems and/or new insights in the field of bioveterinary science, including issues pertaining to the area of diagnostic techniques and animal health. The programme will prepare the learner with a foundation for lifelong learning and enable them to:

- 1 Build on basic scientific principles to develop a knowledge and understanding of the animal both in health and disease
- 2 Apply practical laboratory skills and diagnostic techniques.
- 3 Think constructively and critically, discuss and evaluate concepts and theories, propose sound and reasoned solutions to problems
- 4 Meet the needs of the industry sector providing the foundation for a range of careers
- 5 Transfer skills to different working environments
- 6 Apply critical thinking skills and independent decision making on issues pertaining to the analysis of animals health and diseases
- 7 Undertake an in depth and sustained piece of work with minimal supervision.

Section 3. Learning outcomes of the programme:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and understanding

On successful completion of the programme the student will have:

- 1 An understanding, and a critical awareness of the problems and/or new insights in the field of bioveterinary science including issues pertaining to the area of diagnostic techniques and animal health.
- 2 Comprehension of anatomical, physiological and nutritional principles related to animal health and disease.
- 3 An understanding of the different modes of disease transmission, and the effects on individuals and populations.
- 4 The skills and ability to perform laboratory tests relevant to given situations and evaluate the validity of test results within the context of the clinical case.
- 5 The ability to apply the knowledge gained during the programme, together with an understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the applied science discipline.

Teaching, Learning and Assessment Strategies

Essential principles and a range of concepts are introduced in the first year and the depth and the breadth of the subject, progressively explored over the next two years through lectures, seminars, laboratory based practical, visits, demonstrations, self evaluation and interactive learning through the world wide web (1 & 2).

Underpinning principles and processes are examined theoretically and practical skills developed within the laboratory during the three years with continuous assessment of these skills throughout (3 & 4).

Learners are exposed to a range of modules throughout the three years, which introduce and develop knowledge and understanding of underpinning sciences, communication skills and diagnostic concepts, through laboratory practical, seminars, lectures and interactive learning through the world wide web (4 & 5).

Throughout the programme, learners are encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject (5).

Assessment

The assessment of knowledge and understanding (1-5) will be undertaken by a variety of means depending on the module. These could include written assignments, unseen examinations, oral and poster presentations and practical assessment.

B. Intellectual Skills	Teaching/learning methods and strategies
On successful completion of the programme the student will be able to: 1 Use problem solving skills and decision making strategies to support test results in the context of the clinical case. 2 Use skills of reflection, evaluation and critical thinking to support effective diagnostic techniques in the bioveterinary context. 3 Demonstrate the ability to apply critical evaluation and informed decision making when undertaking diagnostic techniques in relation to animals both in health and sickness. 4 Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of animal health/disease. 5 Critically evaluate an aspect of bioveterinary science based on systematic rigorous research processes which highlights both implications and recommendations for developing current and future diagnostic practice. 6 Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self directed and independent study.	Intellectual skills (1-6) are developed through the use of enquiry based and problem based learning. For example, students will use case studies or scenarios to develop and understanding of animal health and diseases. Reflective skills (2) are developed through the use of lectures, seminars and personal tutorial support. Skills of critical thinking (2) are developed through the use of debate, discussion and exploration both within group seminar work and in contact with employers in the relevant industry through visits and guest lectures. Study skills tutorial support is available to help the weaker student develop and workshop sessions are run throughout the first semester which students are encouraged to attend. Assignment feedback gives direction and offers insights to students to establish their competency levels. The formulation of a Personal Development Plan (PDP) is encouraged through personal tutor support and group tutorial support. This encourages the student to be self reflective (2). Principles of problem solving (1) are explored and integrated throughout the modules. Problem solving activities are used within scenario based teaching and learning activities as the students progress through the programme. Skills of judgement are created through exploration of decisions made within the context of veterinary diagnosis by the veterinary surgeon (3) A variety of learning methods are employed that are designed to move the student towards taking responsibility for their own learning and to promote the ethos of lifelong learning through key lecture, student led seminars, small group work, skills based practice sessions, student directed study including web based study and learning through professionally based staff and employers in the industry (6). Assessment The assessments of intellectual skills (1-6) are undertaken by a variety of means depending on the module. These include written assignments, unseen or part seen written examinations, seminar, oral and poster presentations. The dissertation (5) offers the student the opportunity to undertake a significant piece of independent study and so develop the critical skills of enquiry and analysis.

C. Subject/Professional/Practical Skills On successful completion of the programme the student will be able to: 1 Undertake skilled and competent evaluative and practical bioveterinary skills 2 Communicate effectively with individuals, clients and veterinary surgeons, establishing professional and ethical relationships 3 Maintain the standards and practices required of the industry 4 Recognise moral/ethical dilemmas and issues.	Teaching/learning methods and strategies Skills (1) are developed through formal teaching, seminars, workshops, and integrated practical sessions; Visits and guest speakers from the industry help the students appreciate the standards required in this field (2 & 3) Seminars and learner led discussions enable the student to appreciate ethical and welfare issues (4). Assessment Due to the applied nature of the programme a significant proportion of the modules include practical assessments.
D. Transferable skills and other attributes On successful completion of the programme the student will be able to: 1 Communicate effectively with a wide range of individuals using a variety of means; 2 Evaluate their own academic, vocational and professional performance; 3 Utilise problem solving skills in a variety of theoretical and practical situations; 4 Manage change effectively and respond to changing demands; 5 Take responsibility for personal and professional learning and development; 6 Manage time, prioritise workloads and recognise and manage personal emotions and stress; 7 Understand career opportunities and challenges ahead and begin to plan a career path; 8 Use information management skills, for example; information technology, library resources, the use of information technology in the workplace.	Teaching/learning methods and strategies The acquisition of key and transferable skills (1-8) is facilitated through small group work, lectures and seminars. These discussions are extended with employers in the industry through visits and guest lectures. Students are encouraged to explore skills development and inter-professional working through scenario and problem based learning, as well as independent study that include web based learning resources. Students are encouraged to attend careers sessions and to use the UWE careers website (7) in order that they understand career opportunities and begin to plan a career path. Study skills workshops are available to students to facilitate development of time management, and workload prioritisation (6). Students evaluate their own performance through tutorial and assignment feedback and reflection with their PDP (2&5) Assessment Key transferable skills are assessed in undertaking formative class work, research project module and other module assignments.

Section 4. Programme structure

ENTRY ↓				
		Compulsory modules	Option modules	Interim Award
	Level 1	UIN XGB-20-1: Anatomy & Physiology	UIN XGV-10-1: Animal Genetics UIN XGG-20-1: Animal Behaviour UIN XGQ-20-1: Companion Animal Management UIN XGJ-10-1: Animal Microbiology I UIN XGD-20-1: Animal Nutrition UIN XGC-20-1: Introduction to Veterinary Science	CertHE Bioveterinary Science Credit requirements: Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above
	Level 2	UFM EFE-20-2: Statistics and Research Methods	UIN XHB-20-2: Applied Animal Nutrition UIN XHF-20-2: Ethics and Welfare UIN XHG-10-2: Animal Production UIN VHD-10-2: Laboratory Animal Management UIN XHX-20-2: Animal Reproductive Physiology UIN XLH-20-2: Pathophysiology UIN XHJ-10-2: Parasitology UIN XHK-10-2: Animal Microbiology 2 UIN XLG-10-2: Veterinary Immunology UIN XLX-10-2: Clinical Investigation of Animal Health UIE XBM-10-2: Equine Therapy 1 UIN VLR-10-2 Field Course	DipHE Bioveterinary Science Credit Requirements: Requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 at level 2 or above
	Level 3	UIN XJA-10-3: Independent Study UIN XJB-20-3: Developments in Animal Science UIN XJH-40-3: Dissertation	UIN XJD-10-3: Epidemiology UIN XJK-10-3: Pharmacology UIN XJM-10-3: Animal Psychology UIN XJN-10-3: Cellular Mechanisms of Development UIN XJJ-20-3: Advanced Animal Production UIE XCE-10-3: Equine Therapy II UIN XJV-20-3: Animal Disease	BSc Bioveterinary Science Credit Requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 160 at level 2 or above and not less than 60 at level 3 or above. Target award BSc (Hons) Bioveterinary Science Credit Requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above
→ GRADUATION				

Section 5. Entry requirements:

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at honours degree level and are likely to achieve the required standard. Applicants will have achieved five subjects including English, Mathematics and Science at GCSE level and either 280 UCAS Tariff Points or 24 International Baccalaureate points (to include two A2s including a biological science) or equivalent.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Section 6. Assessment Regulations:

University Assessment Regulations

Section 7. Student learning: distinctive features and support:

The purpose of the programme is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career progress within the bioveterinary industry. Academic knowledge and understanding reinforces and supports the development of vocational skills equipping the student with the ability and knowledge relevant to their employment and to the needs of employers.

The programme has been designed to build on the competencies of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises to be found in the veterinary/animal based industries. There has been substantial dialogue with the veterinary industry and the Royal College of Veterinary Surgeons (RCVS), thus identifying current needs in Veterinary Practices and associated professions.

Core modules in level 1 provide the student with a basic understanding of the physiology of animals in relation to anatomy and nutrition as well as developing investigative skills for research. This knowledge is extended in the subsequent modules at level 2 with the option modules enabling the student to specialise in areas of particular interest to them. Bioveterinary Science students are taught by qualified veterinary staff who have had experience in the veterinary/laboratory industry. Students have the opportunity to study not only small companion animals but also exotic, equine and large animals. Final year students undertake independent study that allows in-depth study in an area of the learner's choice. The student will obtain an awareness of current issues within the animal/veterinary industries, and are able to evaluate that information. Through module choices the learner has the opportunity to specialise in their chosen route.

Practicals and industry based visits will underpin the student's academic knowledge whilst giving the student the opportunity to practice and develop practical skills required in the industry.

Students are encouraged to maintain a Personal Development Plan (PDP). The PDP underpins the learner's ability to evaluate their own academic, vocational and professional performance with feedback from tutors and visiting speakers from the industry.

Learners will be supported throughout the programme through online web-based support such as the Virtual Learning Environment (VLE), Digital Collection and individual tutorial sessions with a designated tutor.

Through complementary studies students are able to acquire professional qualifications such as first aid, health and safety, risk assessment, wildlife rehabilitation and animal handling.

Opportunities for learners to develop their information technology skills are available, again through complementary studies, where students can undertake European Computer Driving Licence (ECDL) with support through workshops and learning support.

Section 8. Reference points/benchmarks:

QAA Subject Benchmark Statement:

- Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences;
- Biosciences (appendix 2)
- Veterinary Science (appendices 3, 5, and 7)
- Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2001);

Other relevant reference points:

- University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001)
- University Work-Based Learning Policy: University of the West of England Work-Based Learning Policy (2004)
- Professional and Vocational Interaction: Field of Animal Science Vocational Panel Meetings, consultation with RCVS

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.