

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 | | |
| Department Responsible for Programme | Animal and Land Science | | |
| Modular Scheme Title | Undergraduate Modular Scheme, Hartpury College | | |
| Professional Statutory or Regulatory Body Links | None | | |
| Highest Award Title | BSc (Hons) Bioveterinary Science | | |
| Default Award Title | None | | |
| Fall-back Award Title | None | | |
| Interim Award Titles | BSc Bioveterinary Science Dip HE Bioveterinary Science Cert HE Bioveterinary Science Cert Bioveterinary Science | | |
| UWE Progression Route | None | | |
| Mode(s) of Delivery | Full time/Part time | | |
| Codes | UCAS: Year 1: D390A Foundation Year: DF90 | | JACS: D300 |
| | ISIS2: PA= D390 D390 (FT/PT) With Foundation Year: PA= D390 DF90 (FT/PT) | | HESA: |
| Relevant QAA Subject Benchmark Statements | Agriculture, Horticulture, Forestry, Food and Consumer Sciences. Biosciences Veterinary Science | | |
| Initial CAP Approval Date | 29 May 2014 | Revised CAP Approval Date | V4.7-15 December 2014 |
| | | | V5 – 18 February 2016 V5.1- 07 July 2016 V5.2- 28 March 2017 V6.0- 27 April 2017 |
| Valid From | 01 September 2013 (from 2015) V5.2 01 September 2017 V6.0 01 September 2017 | | |
| Valid Until | 01 September 2023 | | |
| Version | 6.0 | | |

Part 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.
- 8 Provides high quality education and professional development, supported by a strong base of creative and applicable research;
- 9 Enables students to progress into postgraduate study or research;
- 10 Subscribes and contributes to the philosophy and operation of the University of the West of England's Undergraduate Modular Scheme.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The qualification is defined by the range of subject areas covered which enables the student to flavour their qualification according to their particular interest and career aspirations. Irrespective of subject area chosen, the student will successfully achieve on this programme through a process of evaluative and critical enquiry. This will enable them to not only acquire the most up to date knowledge relating to their chosen subject areas, but to use that knowledge to problem solve and provide solutions to the challenges of the industry sector.

Part 3: Learning Outcomes of the Programme

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

| Learning Outcomes: | | Anatomy and Physiology | Biochemistry | Animal Genetics | Animal Behaviour and Welfare | Animal Health and Disease | Fundamental Skills for the Animal Scientist | Animal Nutrition | Applied Animal Health and Disease | Undergraduate Research Process | Animal Reproductive Physiology | Animal Therapy 1 | Management of Domestic Animals | Pathology | Animal Microbiology | Animal Production | Independent Report | International Academic Study Portfolio | International Academic Study Project | International Academic Study External Project | Undergraduate Dissertation | Pharmacology | Animal Disease | Epidemiology | Advanced Animal Production | Undergraduate Independent Study | Advanced Animal Microbiology | Animal Therapy 2 | Developments in Animal Science |
|---|--|------------------------|--------------|-----------------|------------------------------|---------------------------|---|------------------|-----------------------------------|--------------------------------|--------------------------------|------------------|--------------------------------|-----------|---------------------|-------------------|--------------------|--|--------------------------------------|---|----------------------------|--------------|----------------|--------------|----------------------------|---------------------------------|------------------------------|------------------|--------------------------------|
| A) Knowledge and understanding of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | | |

| Learning Outcomes: | | Anatomy and Physiology | Biochemistry | Animal Genetics | Animal Behaviour and Welfare | Animal Health and Disease | Fundamental Skills for the Animal Scientist | Animal Nutrition | Applied Animal Health and Disease | Undergraduate Research Process | Animal Reproductive Physiology | Animal Therapy 1 | Management of Domestic Animals | Pathology | Animal Microbiology | Animal Production | Independent Report | International Academic Study Portfolio | International Academic Study Project | International Academic Study External Project | Undergraduate Dissertation | Pharmacology | Animal Disease Epidemiology | Advanced Animal Production | Undergraduate Independent Study | Advanced Animal Microbiology | Animal Therapy 2 | Developments in Animal Science | | |
|--|--|------------------------|--------------|-----------------|------------------------------|---------------------------|---|------------------|-----------------------------------|--------------------------------|--------------------------------|------------------|--------------------------------|-----------|---------------------|-------------------|--------------------|--|--------------------------------------|---|----------------------------|--------------|-----------------------------|----------------------------|---------------------------------|------------------------------|------------------|--------------------------------|---|---|
| 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. | | | ✓ | | | | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| (B) Intellectual Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| (C) Subject/Professional/Practical Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | ✓ | ✓ | | | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Learning Outcomes: | | Anatomy and Physiology | Biochemistry | Animal Genetics | Animal Behaviour and Welfare | Animal Health and Disease | Fundamental Skills for the Animal Scientist | Animal Nutrition | Applied Animal Health and Disease | Undergraduate Research Process | Animal Reproductive Physiology | Animal Therapy 1 | Management of Domestic Animals | Pathology | Animal Microbiology | Animal Production | Independent Report | International Academic Study Portfolio | International Academic Study Project | International Academic Study External Project | Undergraduate Dissertation | Pharmacology | Animal Disease | Epidemiology | Advanced Animal Production | Undergraduate Independent Study | Advanced Animal Microbiology | Animal Therapy 2 | Developments in Animal Science |
|---|--|------------------------|--------------|-----------------|------------------------------|---------------------------|---|------------------|-----------------------------------|--------------------------------|--------------------------------|------------------|--------------------------------|-----------|---------------------|-------------------|--------------------|--|--------------------------------------|---|----------------------------|--------------|----------------|--------------|----------------------------|---------------------------------|------------------------------|------------------|--------------------------------|
| (D) Transferable skills and other attributes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At Hartpury, there is a commitment for a minimum average requirement of 15 hours/week contact time over the Foundation Year and Year One of the undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Bioveterinary Science programme there is a mixture of teaching approaches including:

Scheduled Learning

Includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork and external visits. Scheduled sessions may vary slightly depending on the module choices made. Within the Foundation Year a feature will be the facilitated workshops and individual study, enabling students to benefit from small-group study.

Independent Learning

Includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

International Academic Study

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

Virtual Learning Environment (VLE) (or equivalent)

This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within a VLE.

Careers

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of any Distinctive Features

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.

Having entry points into both a Foundation Year and Level One, enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range of study backgrounds. The Foundation Year will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally the Foundation year includes an internship enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability.

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 first year 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 year 2 with the option modules enabling the student to specialise in areas of particular interest to them. 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.

The Associate Faculty prioritises student support. Key to that support is the tutorial system that complements the Graduate Development Programme operated throughout the University. Each student has a year tutor who guides the student throughout their study and will be key for the students when choosing modules. Students are strongly encouraged to utilise, and engage in, face-to-face tutorials with either their allocated personal tutor or their subject specific module tutors in order to support their academic development. Student Advisors are also available for more general academic support needs alongside the College Welfare Officer and the onsite counselling service provided by the institution. In addition to the documentation from the University of the West of England, students receive a student planner from the Associate Faculty at the start of the academic year which introduces key aspects of studying at Hartpury. Students receive a programme handbook and for each module studied, a module guide. Assessment offences information and study/ examination guidance is also provided to all students. Much of this information is disseminated and explained in an induction week designed to be programme specific and establish a cohort identity to last the duration of the programme.

Learners are supported throughout the programme via the VLE, UWE's online web-based support. Access is available remotely and so the VLE provides students with access to academic materials relevant to their

chosen modules and programme. Students are kept up-to-date with information via the announcements on the VLE and via the SMS text message service with which the Associate Faculty has engaged with.

The library service is highly supportive of the academic disciplines within the animal field and provides an extensive range of paper (textbooks and periodicals) and electronic (e-book, periodicals and database) resources relevant to the subject area. The library service and the programme teams are in constant contact to ensure that up-to-date, relevant material which supports the students' academic journey is provided.

Through complementary studies students are able to acquire professional qualifications such as first aid, health and safety, risk assessment, wildlife rehabilitation and animal handling, alongside industry specific certificates such as Safe Use of Veterinary Medicines. As well as being able to join the UWE Students Union and associated societies, it will also be possible to join the Land and Animal Biology Society (LABS) which is administered by Hartpury students, in order to offer animal and land-based activities to complement formal programme studies.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between Hartpury College and an approved International Institution for BSc (Hons) Bioveterinary Science.

Part 5: Assessment

Approved variant to University [Academic Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment within the Foundation Year had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study.

Module assessments are designed to apply the knowledge and experience gained from a wide range of learning opportunities to a real world context using a range of skills. Particular emphasis is placed on laboratory skills which may be used to underpin diagnosis and form the basis of research and as such practical exams and reports are an important feature of this programme's assessment strategy.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Assessment Map

The programme encompasses a range of **assessment methods** including; written examinations, written tests, practical examinations, written assignments, reports/projects, portfolios. These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Bioveterinary Science

| | | Type of Assessment* | | | | | | | | | |
|---|---|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|-----------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
| Compulsory Modules Foundation Year | Foundation Skills Development | A (25) | | | | B (75) | | | | | |
| | Academic Skills in Practice | | | | | | A (25) | B (75) | | | |
| | Reviewing Literature | | | | | | | (A100) | | | |
| | Foundation Animal Studies | | | B (50) | | | A (50) | | | | |
| | Foundation Biological Principals | | | | A (50) | | | | | | B (50) |
| Compulsory Modules Level 1 | Anatomy and Physiology | A (50) | | | A(25) | | | B (25) | | | |
| | Biochemistry | | | A(50) | | | | | | | B (50) |
| | Animal Health and Disease | A (70) | | | | | | B (30) | | | |
| | Animal Genetics | | | | | | A (100) | | | | |
| | Animal Behaviour and Welfare | A (50) | | | | | | B (50) | | | |
| | Fundamental Skills for the Animal Scientist | | | | | A(100) | | | | | |
| | Animal Nutrition | A (50) | | | | | | | B (50) | | |
| Compulsory Modules Level 2 | Applied Animal Health and Disease | A (60) | | | | | | B (40) | | | |
| | Pathology | A (75) | | | A (25) | | | | | | |
| | Undergraduate Research Process | | | | | | | | A (100) | | |
| Optional Modules Level 2 | Management of Domestic Animals | | | | | A (30) | | B (70) | | | |
| | Animal Reproductive Physiology | A (50) | | | | | | B (50) | | | |
| | Animal Therapy 1 | | | | | | A (100) | | | | |
| | Animal Microbiology | A (30) | | A (20) | | | | B (50) | | | |
| | Animal Production | A (50) | | | | | | | B (50) | | |
| | Independent Report | | | A (25) | | | | | B (75) | | |
| | International Academic Study Portfolio | | | | | | | | | | A (100) |
| | International Academic Study Project | | | | | | A (25) | | | | B (75) |
| International Academic Study Extended Project | | | | | | A (25) | | | | B (75) | |
| Compulsory Modules Level 3 | Undergraduate Dissertation | | | | | | | | | | A (100) |
| | Animal Disease | A (60) | | | | | | B (40) | | | |
| Optional Modules Level 3 | Pharmacology | A (80) | | | | | B (20) | | | | |
| | Epidemiology | A (60) | | | | | | B (40) | | | |
| | Undergraduate Independent Study | | | | | | | | A (100) | | |
| | Advanced Animal Production | A (60) | | | | | | B (40) | | | |

| | | Type of Assessment* | | | | | | | | | |
|--|--------------------------------|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|-----------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
| | Advanced Animal Microbiology | A (50) | | | | B (50) | | | | | |
| | Animal Therapy 2 | A (75) | | | | | | B (25) | | | |
| | Developments in Animal Science | A (100) | | | | | | | | | |

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|--|-----------------|---|--|--|
|  | Foundation Year | Foundation Skills Development (UINV8A-30-0) Academic Skills in Practice (UINV8B-30-0) Reviewing Literature (UINV8C-15-0) Foundation Animal Studies (UINV8G-15-0) Foundation Biological Principals (UINV8E-30-0) | | <u>Cert Bioverterinary Science</u> Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. <u>CertHE Bioveterinary Science</u> Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. |
| | Year 1 | Anatomy and Physiology (UINXNW-30-1) Animal Genetics (UINXNV-15-1) Animal Health and Disease (UINXKK-15-1) Animal Nutrition (UINXK5-15-1) Biochemistry (UINXNY-15-1) Animal Behaviour & Welfare (UINV83-15-1) Fundamental Skills for the Animal Scientist (UINV69-15-1) | | <u>DipHE Bioveterinary Science</u> 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. <u>BSc Bioveterinary Science</u> Requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 at level 3 or above. |
| | Year 2 | Applied Animal Health and Disease (UINXSN-30-2) Undergraduate Research Process (UINXU5-15-2) Pathology (UINXT9-15-2) | Students are normally required to select 60 credits from the optional modules listed below: Animal Microbiology (UINXRK-15-2) Animal Reproductive Physiology (UINXRM-15-2) Animal Therapy 1 (UINXU4-15-2) Independent Report (UINXRX-15-2) Management of Domestic Animals (UINXT8-30-2) Animal Production (UINXSL-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2) International Academic Study Extended Project (UINXRR-45-2) | TARGET AWARD <u>BSc (Hons) Bioveterinary Science</u> 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. |
| | Year 3 | Undergraduate Dissertation (UINV3R-45-3) Animal Disease (UINV3J-30-3) | Students are normally required to select 45 credits from the optional modules listed below: Advanced Animal Microbiology (UINV4T-15-3) Animal Therapy 2 (UINV36-15-3) Developments in Animal Science (UINV3G-15-3) Epidemiology (UINV3H-15-3) Undergraduate Independent Study (UINV3M-15-3) Pharmacology (UINV3L-15-3) Advanced Animal Production (UINV4V-15-3) | |
| GRADUATION | | | | |

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|-------------------|----------|--|---|--|
| ↓ | Year 1.1 | Anatomy and Physiology (UINXNW-30-1) Biochemistry (UINXNY-15-1) Animal Genetics (UINXNV-15-1) Fundamental Skills for the Animal Scientist (UINV69-15-1) | | <u>Cert Bioveterinary Science</u> Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. <u>CertHE Bioveterinary Science</u> Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. |
| | Year 1.2 | Animal Nutrition (UINXK5-15-1) Biochemistry (UINXNY-15-1) Animal Behaviour & Welfare (UINV83-15-1) Animal Health and Disease (UINXKK-15-1) | | <u>DipHE Bioveterinary Science</u> 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. |
| | Year 2.1 | Applied Animal Health and Disease (UINXSN-30-2) | Management of Domestic Animals (UINXT8-30-2) Animal Therapy 1 (UINXU4-15-2) Animal Reproductive Physiology (UINXRM-15-2) | <u>BSc Bioveterinary Science</u> Requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 at level 3 or above. |
| | Year 2.2 | Pathology (UINXT9-15-2) Undergraduate Research Process (UINXU5-15-2) | Animal Microbiology (UINXRK-15-2) Independent Report (UINXRX-15-2) Animal Production (UINXSL-15-2) | TARGET AWARD <u>BSc (Hons) Bioveterinary Science</u> 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. |
| | Year 3.1 | Animal Disease (UINV3J-30-3) | Epidemiology (UINV3H-15-3) Animal Therapy 2 (UINV36-15-3) Pharmacology (UINV3L-15-3) Undergraduate Independent Study (UINV3M-15-3) | |
| | Year 3.2 | Undergraduate Dissertation (UINV3R-45-3) | Advanced Animal Microbiology (UINV4T-15-3) Developments in Animal Science (UINV3G-15-3) Advanced Animal Production (UINV4V-15-3) | |
| GRADUATION | | | | |

Part 7: Entry Requirements

This programme has two entry points:

- Entry into a Foundation Year
- Entry into Year One

All applications will be considered individually. Non-academic and academic achievement will be considered. Current details can be found on our website, however the following examples from 2017/18 have been included. We may discuss applications with applicants.

Entry into Foundation Year:

Applicants will have achieved a minimum of 5 GCSE A* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points as appropriate for the year of entry, which for the academic year 2017/18 was 120 (UCAS old) or 48 (UCAS new) tariff points.

We welcome students with equivalent qualifications, including the International Baccalaureate.

Entry into Year One:

Applicants will have achieved a minimum of 5 GCSE A* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points equivalent to

A-levels BBC. This must include a minimum of two A Levels including a Biological Science and excludes General Studies. Vocational Award: Typical offer is a DMM in an Extended Diploma or equivalent in a relevant subject.

We welcome students with equivalent qualifications, including the International Baccalaureate.

In the case of international applications, we will attempt to establish the equivalency of qualifications and the same criteria and assessment is used as for home students. An IELTS English qualification is expected for international applicants without a GCSE Grade C or above (or 9 to 4 where numeric grades are being awarded) in English Language.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016)

Work based and Placement Learning (QAA 2007)) have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

Events, Hospitality, Leisure, Sport and Tourism (2016)

Have informed the characteristics of the subject matter and curriculum development of the BA (Hons) Equine Business Management, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

Business and Management (2015)

The three key strands of these statements have been integrated throughout the BA (Hons) Sports Business Management:

- 1 Study of organisations, their management and the changing external environment in which they operate.
- 2 Preparation for and development of a career in business and management.
- 3 Enhancement of lifelong learning skills and personal development to contribute to society at large.

University Strategies and Policies

The Academic Regulations and Procedures 2012-13 has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The university's Policy on Word Count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

University of the West of England 2020 Strategy

Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

Teaching, Learning and Scholarship Strategy

Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme

adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

Staff research projects

The proposed modules for the Bioveterinary Science programme are based on well established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

Employer interaction/feedback

Field of Animal and Land Sciences Vocational Panel meetings involve discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The Animal and Land Sciences Vocational Panel meetings include a range of interested stakeholders such as employers, former graduates and academic staff from programmes likely to feed into this programme. Current students provide feedback at specific programme meetings and through more generic means such as module and programme surveys.

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, available on the [University's website](#).