

## PROGRAMME SPECIFICATION

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	Hartpury College
<b>Delivery Location</b>	Hartpury College
<b>Study abroad / Exchange / Credit recognition</b>	None
<b>Faculty responsible for programme</b>	Hartpury
<b>Department responsible for programme</b>	Animal and Land
<b>Modular Scheme Title</b>	None
<b>Professional Statutory or Regulatory Body Links</b>	None
<b>Highest Award Title</b>	MRes Anthrozoology
<b>Default Award Title</b>	None
<b>Fall-back Award Title</b>	None
<b>Interim Award Titles</b>	Postgraduate Certificate in Anthrozoology Postgraduate Diploma in Anthrozoology
<b>UWE Progression Route</b>	None
<b>Mode(s) of Delivery</b>	Full time, part time, blended learning
<b>Codes</b>	<b>UCAS:</b> L6C31 <b>ISIS2:</b> L6C311 <b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences QAA Master's Degree Characteristics

<b>First CAP Approval Date</b>	18 February 2016	Valid from	01 September 2016
<b>Revision CAC Approval Date</b>	27 April 2017	Revised with effect from	01 September 2017
<b>Version</b>	1.1		
<b>Review Date</b>	01 September 2022		

## **Part 2: Educational Aims of the Programme**

Historically animals formed a fundamental part of the development of global cultures, understanding the role of human-animal interaction is central to appreciating the value of animals in modern society. This programme couples multi-disciplinary knowledge across a range of topics related to the human-animal bond, with critical skills and industry awareness. Taught modules provide underpinning knowledge and a framework for critical analysis, whilst the research-based modules develop application, higher level graduate skills and critical thinking. The programme has been designed to enhance career prospects in this rapidly developing field, fully supported by expert staff, industry partners and good facilities. Research at Hartpury involves a range of projects and collaborative work with other academic institutions and industry-related bodies. This research active ethos will facilitate high quality student research output and a positive postgraduate experience.

This programme will deliver focused specialist study in anthrozoology, at an advanced, research-led level. A combination of taught and research-based modules are included in delivery. Students will formulate and execute a significant investigative research project in the field of anthrozoology to consolidate and extend their specialist knowledge and critical thinking. Students will have the opportunity to develop and use a range of specialised research skills and methods, including data analysis and modelling, benefitting from application of new skills in the practical environment. The programme's educational aims will:

1. Develop a detailed knowledge and understanding of anthrozoology, underpinning recent scientific developments with comprehension of philosophical and ethical aspects of the topic;
2. Promote a robust critical awareness of the application of scientific principles in anthrozoology, in a real world context;
3. Critically analyse the value of animals in society and the role they play in human lives;
4. Develop the ability to critically analyse scientific knowledge and technical skills in research;
5. Establish the ability to utilise effective and modern methods for interpreting, analysing and presenting scientific data;
6. Develop active and reflective students with the desire to progress within the field of Anthrozoology, able to meet the demands of the multi-disciplinary field;
7. Embed the skills required to enable the undertaking of independent research;
8. Develop the ability to apply knowledge from a range of disciplines to solve complex problems by critical understanding, analysis and synthesis;
9. Enhance the ability to effectively communicate, in writing and verbally, scientific results and information in research, with a wide range of audiences for a variety of purposes.

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

Graduates in MRes Anthrozoology will have in-depth knowledge of a range of topics relating to anthrozoology complemented by completing a research project. They will have developed skills in critical analysis, synthesis and evaluation, and applied these to the latest research published in anthrozoology. They will be able to apply critical skills to solve complex problems, develop new ideas and evaluate current practices in theoretical and practical situations. Students will have developed the ability to communicate effectively with a wide range of audiences using a variety of means, and applied skills of team work, debate, negotiation and conflict resolution.

### 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:

<b>Learning Outcomes:</b>	<b>Extended Postgraduate Dissertation (UINV6-120-M)</b>	<b>The Research Process (UINXKT-15-M)</b>	<b>The Human-Animal Bond (UINV6C-15-M)</b>	<b>Wildlife Conflict (UINV6D-15-M)</b>	<b>Reflection on Practice (UINV6B-15-M)</b>	<b>Contemporary Issues in Animal Welfare Science (UINXKM-15-M)</b>	<b>Postgraduate Independent Study (UINV4-60-M)</b>	<b>Anthrozoology (UINV38-15-3)</b>
<b>A) Knowledge and understanding of:</b>								
1. A broad knowledge and understanding of theories, concepts, research paradigms and critical awareness of problems associated with the field of anthrozoology, pertaining to the individual's subject specialism	✓		✓	✓	✓	✓	✓	✓
2. A comprehensive understanding of techniques applicable to research in the area of anthrozoology leading to potential publication or advanced scholarship	✓	✓					✓	
3. Theoretical and practical scientific methodology to enable them to be competent, within their field, in designing research and facilitating management of research projects, including data interpretation and analysis, and scientific writing and presentation.	✓	✓	✓	✓		✓		✓
<b>(B) Intellectual Skills</b>								
1. Apply the skills needed for academic study or enquiry	✓	✓	✓	✓	✓	✓	✓	✓
2. Apply critical analysis, evaluation and synthesis to their subject area	✓		✓	✓		✓	✓	✓
3. Construct a coherent argument or debate	✓		✓	✓	✓	✓	✓	✓
4. Evaluate research hypotheses, methodologies and evidence within the context of anthrozoology, and their individual field	✓		✓	✓	✓	✓	✓	✓
5. Articulate reason from the particular to the general	✓		✓	✓		✓		
6. Plan, conduct and report a programme of original research	✓	✓					✓	
7. Evaluate best practices and apply to problem solving in the context of their subject field	✓				✓	✓	✓	
8. Demonstrate proficiency in data analysis appropriate to the field	✓	✓						
9. Engage directly with current research and employ knowledge gained to apply a multidisciplinary approach to solve and propose solutions to research paradigms in their field	✓		✓	✓	✓	✓	✓	✓

### Part 3: Learning Outcomes of the Programme

10. Complete and disseminate the results of an independent research project to the wider field of anthrozoology	✓		✓	✓		✓	✓		
<b>(C) Subject/Professional/Practical Skills</b>									
1. Demonstrate project management skills and manage a research project from conception to successful conclusion	✓						✓		
2. Display advanced critical skills in their area of expertise	✓	✓	✓	✓	✓	✓	✓	✓	
3. Demonstrate detailed knowledge of appropriate statistical techniques	✓	✓							
4. Display fluent practical competency in the use of technical equipment related to their field of research	✓					✓			
5. Communicate information regarding scientific studies to academic, professional and lay audiences	✓		✓	✓	✓	✓	✓		
6. Conduct independent research	✓						✓		
<b>(D) Transferable skills and other attributes</b>									
1. Communicate effectively with a wide range of individuals using a variety of means	✓	✓	✓	✓	✓	✓	✓	✓	
2. Evaluate his/her 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. Develop information management skills e.g. IT skills	✓	✓	✓	✓	✓	✓	✓	✓	
9. Develop an ability to use a range of forms of media to communicate effectively with a wide variety of audiences	✓	✓	✓	✓	✓	✓	✓	✓	

## Part 4: Student Learning and Student Support

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

On the MRes programmes teaching is a mix of scheduled and independent sessions with a distinct emphasis on supporting the development of autonomous learning. Students will be expected to engage in a significant amount of independent study during this programme. Successful completion of the programme will be dependent on undertaking the required amount of independent learning, via a combination of individual and group activities to ensure that students remain engaged with their programme while not on campus. Furthermore, during these learning activities students will be required to assimilate complex theories and concepts to solve real world problems and advance current scientific thinking. Engagement with staff research currently undertaken within the faculty will further these skills, with a focus on publication in peer reviewed literature and conference attendance.

Blended learning will be integral throughout delivery of the programme, supported by the VLE and a variety of media. This will facilitate learning in a variety of modes, whilst supporting international recruitment and students seeking distance learning opportunities. With access to a wide range of academic journals online and software to enhance learning studying for this course remotely will supported by block teaching as appropriate.

In order to support students progressing onto Masters level study, students will receive a detailed induction and tutorial support (either in person or via electronic means) to ensure they develop appropriate skills and depth of knowledge. Students will be allocated subject specialist tutors for modules as appropriate, for example to support the research project. The flexibility of the regularity and mode of support will ensure all students, regardless of location or academic experience will be supported.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

### Virtual Learning Environment (VLE) (or equivalent)

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

### Description of any Distinctive Features

1. The delivery mode encompasses a blended approach with taught component delivery incorporating condensed block delivery, designed to meet the needs of national and international students, facilitate access to specialist resources and work alongside specialist external consultants/academics, with further learning materials provided via the VLE.
2. Students will be supported throughout the programme through the VLE, individual module material and tutorial sessions with a designated academic tutor. Students will attend 6 compulsory tutorials with their academic tutor during the academic year to support their learning.
3. Additional support and interaction with other students will be enabled remotely via current technologies (e.g. videoconferencing, Skype, email etc.).
4. Students will have the opportunity to interact with postgraduate students by holding a series of events both at the College and virtually (e.g. webinars) to which postgraduates from other local HEIs, employers and sponsors of research will be invited. The event will comprise of seminars by postgraduate students at an advanced stage of their dissertation research and

#### Part 4: Student Learning and Student Support

- workshops and discussion on research-related topics and experiences as well as opportunities to interact informally.
5. Academic guidance in relation to module content rests primarily with the module leader. Where students are experiencing continuing difficulties, they may seek general counselling from their personal tutor, or approach the award leader.
  6. Students will be supported for the Dissertation module by allocation of an individual supervisor who is a member of staff with suitable subject expertise. Supervisors can be drawn from other Faculties within the University, whilst project advisors can also be drawn from the Associate Faculty's professional colleagues in the field. This will enable students to benefit from the expertise of practitioners and experienced researchers outside the Academic Faculty as well as within its own academic staff. The provision of general and specialist laboratory facilities will, as has previously happened for undergraduate work, be either within the Associate Faculty or at any other appropriate institution. Access to Hartpury resources will be timetabled to suit the mode of study of the student.
  7. An optional residential field course will provide students with first-hand experience of solving real world problems and engaging with practitioners to developing their depth of knowledge and skill set.
  8. The flexible, modular structure of the programme allows a student to complete the programme within a twelve month period or to spread studying over a longer period of time to fit in with external commitments.
  9. The Animal industry is complex and continually developing in response to emerging knowledge and understanding of animals and our relationships with them. This creates a vibrant market for the postgraduate researcher to impact on improvements in human-animal interaction and animal welfare. With advanced research skills and strong industry links employability will be developed, exploring opportunities both nationally and internationally in a wide range of roles.
  10. The MRes offers students a unique opportunity to conduct a personalised research project, and enhance their career prospects, fully supported by world class staff and facilities. Research at Hartpury involves a range of research projects and collaborative work with other academic institutions and industry related bodies. This cultures a research active environment which will facilitate high quality student research output and a positive postgraduate experience.
  11. Hartpury College has an outstanding reputation for the quality of its animal programmes, events and facilities. The resources that support the programmes are state-of-the-art and are continually developing.
  12. Our established record of individual academic and research success offers exceptional facilities to help a student achieve their full potential. The lecturing team are highly qualified in a broad range of specialisms and are enthusiastic in imparting knowledge to, and supporting, keen and willing students. We strongly encourage students to attend and participate in National and International Conferences.

#### Part 5: Assessment

Delete one of the following statements as appropriate

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



## Part 5: Assessment

### Assessment Strategy

Assessment throughout the programme has been designed to assess the student's ability to apply theoretical principles and philosophies to practice in order to resolve and make an impact on real world issues within the field of Anthrozoology. This will be achieved via a wide variety of assessment methods, including innovative utilization of media (such as video production, webinar delivery and e-portfolios), traditional examinations, reports and assignments, and a thesis for the independent research project.

Such assessments will focus on skill development, including the appropriate use of media, methods of communication and negotiation. This will be facilitated through formative and summative group tasks, activities both in person and online, and engagement with academic and industry professionals within the international Anthrozoology field.

Development of research skills and autonomy in learning will be crucial for the successful graduate from this programme, with independent learning inherent within all assessment. Students will be expected to independently research topics thoroughly, produce robust novel research and conduct comprehensive literature reviews to inform future developments. On completion of the programme students will be expected to be autonomous learners, able to enter doctorate level study or appropriate employment.

The assessment strategy has been designed to promote effective learning and engagement and to ensure that student knowledge, understanding, abilities and skills required for this programme can be comprehensively evaluated. 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 assignments, posters, presentations, and written examinations. These are detailed in the following assessment map:

#### Assessment Map for MRes Anthrozoology

		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
<b>Compulsory Modules Level M</b>	Extended Postgraduate Dissertation (UINV6-120-M)				A (10)			A (30)	A (60)		
	The Research Process (UINXKT-15-M)						A (30)	B (70)			

## Part 5: Assessment

	The Human-Animal Bond (UINV6C-15-M)	A (50)						B (50)			
<b>Optional Modules Level M</b>	Wildlife Conflict (UINV6D-15-M)						A (50)		B (50)		
	Postgraduate Independent Study (UINV4-15-M)							A (100)			
	Contemporary Issues in Animal Welfare Science (UINXKM-15-M)				A (50)				B (50)		
	Reflection on Practice (UINV6B-15-M)						A (30)				B (70)
<b>Optional Modules Level 3</b>	Anthrozoology (UINV38-15-3)	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:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

The regulations state that the minimum amount of time a full-time student can take to complete is 12 months and the maximum is 18 months.

ENTRY	Compulsory Modules	Optional Modules Combination of any of the below modules to make a total of 45 credits:	Interim Awards
		The Research Process (UINXKT-15-M) The Human-Animal Bond (UINV6C-15-M)  Extended Postgraduate Dissertation (UINV6-120-M)	Wildlife Conflict (UINV6D-15-M) Postgraduate Independent Study (UINV4-15-M) Reflection on Practice (UINV6B-15-M) Contemporary Issues in Animal Welfare Science (UINXKM-15-M) Anthrozoology (UINV38-15-3)
GRADUATION			

**Part time:** The routes that a part-time student can take to graduate, will depend upon the specific students requirements and will be designed on an individual basis with support from the Programme Manager.

### **Part 7: Entry Requirements**

Candidates should have at least a lower second class Honours Degree in a relevant topic or professional experience which will be considered on an individual basis. Applications from candidates working in the anthrozoology-related industry or wishing to move from human psychology across to the animal field will be welcomed, and will be considered on individual merit.

All applicants must complete an interview, either in person or via alternative means.

Applicants whose first language is not English require a minimum of IELTS 6.5 (with a minimum of 6.5 both overall and for each sub-section).

### **Part 8: Reference Points and Benchmarks**

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

The learning outcomes for the programme have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications. In particular, the learning outcomes for the programme and modules have been considered and are consistent with the award of a Masters degree, as compared to the QAA Qualification Benchmark Statement for Masters' Degrees. Graduates will gain a broad knowledge and understanding of theories, concepts, research paradigms and critical awareness of problems associated with their field. They will have a comprehensive understanding of techniques applicable to research in their area that will enable them to be competent, within their field, in designing research and facilitating management of research projects, including data interpretation and analysis, and scientific writing and presentation. The undergraduate Subject Benchmark Statement for Agriculture, forestry, agricultural sciences, food sciences and consumer sciences were used to inform content.

#### **University's Mission Statement**

Students with a science background will have an educational opportunity to establish a career foundation in research, together with the development of an analytical approach to research that will further enhance their career and further study opportunities. The programme builds on subjects currently delivered at Hartpury which have a high reputation for teaching excellence, and makes extensive use of advanced learning strategies which build on the successes of consultancy and research.

#### **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

## **Part 8: Reference Points and Benchmarks**

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.

### **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.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

### **University strategies and policies**

- 1 The UWE Learning, Teaching and Assessment Strategy
- 2 The UWE Framework for Masters by Research
- 3 The UWE Postgraduate Research Degree Programmes Code of Practice Version 1.4

### **Research carried out by staff**

- 1 Hartpury College Research and Knowledge Exchange Strategy
- 2 Research and Knowledge Exchange R4 forms

## Part 8: Reference Points and Benchmarks

Research and consultancy is undertaken in the following areas of particular relevance to the Masters in Research (Anthrozoology)

- Interaction between assistance animals and owners
- Animal performance including horse and rider interaction
- Education in the zoo environment
- Pet ownership and attachment
- Managing wildlife conflict
- Reintroduced and invasive species
- Welfare of captive exotic and domestic species
- Public perception of, and attitudes to, species and management

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.

Both students and employers were consulted during the development of the programme. They completed stakeholder feedback forms which resulted in slight modifications being made to the programme. The Associate Faculty has excellent links with employers and research collaborators and regular meetings are held to ensure that the curriculum is current and appropriate. Current students and graduates also provide feedback and suggestions for improving the quality and standards of learning.

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](#).