

PROGRAMME SPECIFICATION

Part 1: Basic Data							
Awarding Institution	University of the West of England						
Teaching Institution	Hartpury College						
Delivery Location	Hartpury College						
Study abroad / Exchange / Credit recognition	None						
Faculty responsible for programme	Hartpury						
Department responsible for programme	Animal and Land						
Modular Scheme Title	None						
Professional Statutory or Regulatory Body Links	None						
Highest Award Title	BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Applied Animal Science with Therapy (SW)						
Default Award Title	BSc (Hons) Applied Animal Science BSc (Hons) Applied Animal Science (SW)						
Fall-back Award Title	None						
Interim Award Titles	BSc Applied Animal Science with Therapy BSc Applied Animal Science DipHE Applied Animal Science CertHE Animal Science Cert Animal Science						
UWE Progression Route	None						
Mode(s) of Delivery	Full time/Sandwich/Part time						
Codes	<table border="1"> <tr> <td>UCAS: Year 1: D322 Foundation Year: DF22</td> <td>JACS: D300</td> </tr> <tr> <td>ISIS2: PA= D22C D22C (SW) D22C13 (FT/PT)</td> <td>HESA:</td> </tr> <tr> <td>With Foundation Year: PA= D22C DF2213 (FT/PT) DF22 (SW)</td> <td></td> </tr> </table>	UCAS: Year 1: D322 Foundation Year: DF22	JACS: D300	ISIS2: PA= D22C D22C (SW) D22C13 (FT/PT)	HESA:	With Foundation Year: PA= D22C DF2213 (FT/PT) DF22 (SW)	
UCAS: Year 1: D322 Foundation Year: DF22	JACS: D300						
ISIS2: PA= D22C D22C (SW) D22C13 (FT/PT)	HESA:						
With Foundation Year: PA= D22C DF2213 (FT/PT) DF22 (SW)							
Relevant QAA Subject Benchmark Statements	Agriculture, Horticulture, Forestry, Food and Consumer Sciences.						

First CAP Approval Date	18 February 2016	Valid from	01 September 2016
Revision CAC Approval Date	V1.1- 07 July 2016 V1.2 28 March 2017 V2.0- 27 April 2017	Revised with effect from	01 September 2016 V1.2 01 September 2017 V2.0 01 September 2017
Version	2.0		
Review Date	01 September 2023		

Part 2: Educational Aims of the Programme

The programme focuses on preparing individuals to become competent, flexible and accountable animal scientists with a specific focus on animal therapy. It enables students to gain a working understanding and critical awareness of the problems and/or new insights in the field of animal science, including issues pertaining to the area of animal therapy, health and management, through evidence based investigation.

The programme will prepare the learner with a foundation for lifelong learning and:

- 1 Builds on basic scientific principles to develop a knowledge and understanding of the animal in health and disease and uses this knowledge to study animals in the context of present day industry and environment.
- 2 Develops students to be able to evaluate the role of various therapeutic techniques within performance and rehabilitation regimens used in animal species.
- 3 Provides students with the opportunity to think constructively and critically, discuss and evaluate concepts and theories in the field of animal science and therapy, propose sound and reasoned solutions to problems and show clear developments of these skills as a result of the programme.
- 4 Allows students to choose from a range of options appropriate to their needs, while maintaining a coherent programme of study.
- 5 Meets the needs of the animal industry providing the foundation for a range of careers.
- 6 Provides students with the ability to transfer skills to different working environments.
- 7 Assists students to be adaptable to the changing demands of business and society.
- 8 Provides high quality education and professional development, supported by a strong base of creative and applicable research.

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

A BSc (Hons) Applied Animal Science with Therapy graduate is capable of using their knowledge and understanding to propose solutions to common industry problems which arise within animal science. They will possess the fundamental vocational skills and graduate attributes to enable them to be an effective team member within laboratory, animal management and therapy environments. Graduates have been exposed to a range of therapeutic practices and will be confident to assist with the practical application of hydrotherapy and will be able to evaluate the role of various therapeutic techniques within performance and rehabilitation regimens used in animal species.

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 for Animal										Sandwich Year Work Placement																		
	Animal Genetics	Animal Behaviour and Welfare	Fundamental Skills for the Animal Therapist	Animal Nutrition	Animal Health and Disease	Undergraduate Research Process	Applied Animal Health and Disease	Introduction to Hydrotherapy	Animal Structure and Motion	Animal Therapy 1	Companion Animal Behaviour and Training	Behavioural measurement	Applied Animal Nutrition	Animal Microbiology	Independent Report	New Venture Creation	Ethics and Welfare	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Undergraduate Dissertation	Epidemiology	Advanced Animal Nutrition	Therapy in Practice	Developments in Animal Science	Anthrozoology	Animal Psychology	Advanced Animal Microbiology	Animal Therapy 2
1. The ability to analyse and evaluate the problems and/or new insights in the field of animal science, with respect to nutrition, behaviour and animal health.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. A comprehensive knowledge of anatomical, physiological and nutritional principles related to animal health and disease.	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓		✓	✓	✓	✓			✓	
3. The ability to apply underpinning principles of genetics to the health of an animal.		✓			✓	✓												✓	✓	✓		✓	✓		✓				
4. An appreciation of the application of, methods used within and ethical considerations of animal therapy.							✓	✓	✓	✓													✓					✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1 Use problem solving skills and decision making strategies to support the problems and/or new insights in the field of animal science, animal therapy, nutrition and animal health.	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2 Use skills of reflection, evaluation and critical thinking to support an effective understanding of anatomical, physiological and nutritional principles related to animal health, therapy and disease.	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Learning Outcomes:		Anatomy and Physiology for Animal	Animal Genetics	Animal Behaviour and Welfare	Fundamental Skills for the Animal Therapist	Animal Nutrition	Animal Health and Disease	Undergraduate Research Process	Applied Animal Health and Disease	Introduction to Hydrotherapy	Animal Structure and Motion	Animal Therapy I	Companion Animal Behaviour and Training	Behavioural measurement	Applied Animal Nutrition	Animal Microbiology	Independent Report	New Venture Creation	Ethics and Welfare	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	Undergraduate Dissertation	Epidemiology	Advanced Animal Nutrition	Therapy in Practice	Developments in Animal Science	Anthrozoology	Animal Psychology	Advanced Animal Microbiology	Animal Therapy 2	
3	Demonstrate the ability to apply critical evaluation and informed decision making when discussing concepts and theories used in the animal science and therapy industries.	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓		✓	✓				✓		
4	Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of animal science and therapy.				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				✓	✓			✓						✓	
5	Critically evaluate an aspect of animal science based on systematic rigorous research processes which highlights both implications and recommendations for developing current and future practice.							✓	✓	✓	✓		✓	✓	✓	✓		✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
6	Use skills of reflection, evaluation and critical thinking to support an effective understanding of current legislation in relevant agricultural and animal related polices both in the United Kingdom and Europe.					✓		✓	✓		✓	✓					✓	✓				✓	✓		✓	✓	✓					✓	
7	Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self directed and independent study.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1	Undertake skilled and competent evaluative and practical animal science and animal therapy skills;	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	Communicate effectively with individuals, 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 for Animal	Animal Genetics	Animal Behaviour and Welfare	Fundamental Skills for the Animal Therapist	Animal Nutrition	Animal Health and Disease	Undergraduate Research Process	Applied Animal Health and Disease	Introduction to Hydrotherapy	Animal Structure and Motion	Animal Therapy I	Companion Animal Behaviour and Training	Behavioural measurement	Applied Animal Nutrition	Animal Microbiology	Independent Report	New Venture Creation	Ethics and Welfare	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	Undergraduate Dissertation	Epidemiology	Advanced Animal Nutrition	Therapy in Practice	Developments in Animal Science	Anthrozoology	Animal Psychology	Advanced Animal Microbiology	Animal Therapy 2
5	Perform professional tasks exercising personal responsibility and a capacity to make decisions appropriate to the role in the animal science industries.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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. On the BSc (Hons) Applied Animal Science with Therapy programme there is a mixture of teaching approaches which aim to support the student to develop a fundamental knowledge and understanding of the principles of animal science, health and welfare, and a range of strategies employed to maintain these including the application of therapy within rehabilitation and performance regimens. Throughout the programme there is an inherent emphasis on the application of theory to practice, with teaching and learning within modules aiming to develop graduates who can assimilate complex paradigms and propose justified solutions to problems related to animal health, welfare and therapy. The progression of scientific and vocational skills towards competency to ensure graduates are equipped for employment in the animal science industry is another core focus of delivery across the programme.

Teaching and learning approaches include:

Scheduled learning

Includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning and supervised time within relevant industry organisations e.g. equine and canine therapy centres, zoos or animal management centre. Scheduled sessions may vary slightly depending on the module choices made. Throughout the programme, guided learning will involve activities designed to support students with the preparation of assessments and developing their subject knowledge via further reading and interactive delivery using the VLE. Within the Foundation Year a feature will be the facilitated workshops and individual study, enabling students to benefit from small-group study.

Independent learning

This may include; essential reading, assessment of knowledge and understanding, wider research into the topics studied, assessment preparation or volunteering within animal related industries. Students are also encouraged to engage with skill development and volunteering opportunities in the laboratory and Hartpury Animal Management Centre, Equine Yard and Farm to practice their practical skills to become competent handling a range of animals and to develop fundamental animal science skills.

Work based learning

This will include scheduled work based learning within hydrotherapy related modules but students are also encouraged to engage in appropriate volunteering to support the development of their practical skills and broaden their knowledge of the animal sector throughout the programme. A sandwich option is available to enable students to undertake an extended period of work placement within the animal industry.

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 the 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 academic study and practical learning that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the animal science or animal therapy industries. Students will be equipped with subject knowledge and foundation vocational skills required by employers to function effectively as a team member within the animal sector. Practicals and industry based visits will underpin the students' academic knowledge whilst giving the student the opportunity to practice and develop practical skills required. Whilst exposure to an assortment of therapeutic

practices and the practical application of therapy within 'real-world' cases in a range of animal species will support employability within the animal therapy sector.

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.

Core modules in year 1 provide the student with a basic understanding of the physiology of animals in relation to anatomy, health, behaviour and nutrition as well as developing investigative skills for research. This knowledge is extended in subsequent modules in year 2 alongside the development of specific animal therapy knowledge and understanding. Selection of optional modules enable the student to build their expertise in areas of particular interest to them, for example animal behaviour and nutrition. The animal therapy theme is further developed in final year modules with an increased focus on research, gaining practical therapy skills and independent study to enable progression to further study and application to industry.

Throughout the programme students are provided with opportunities to develop their vocational skills. Work in the Hartpury Canine and Equine Therapy Centres, the laboratory and field provides students with experience in the application of theory learnt in lectures to practice. Teaching utilizes the extensive animal and therapy related practical and physical resources. These include access to qualified animal hydrotherapists, veterinary physiotherapists, osteopaths, veterinary professionals and staff members who are engaged in therapy related commercial and research activities. Students will be able to observe 'real-world' application of therapy into practice through time spent within the Canine and Equine Therapy Centres. Facilities available within the facilities on site include equine and canine water treadmills, canine hydrotherapy pool, equine high speed treadmill and various therapeutic tools including TENS, LASER and Zamar. Both therapy centres regularly treat a range of non-elite animals and elite equine and canine athletes, and students will have opportunities to observe and participate (as assistants) within therapy regimes to enable them to build their practical skills and evaluate the efficacy of different therapeutic approaches. The programme utilises the extensive land and animal facilities present on site including the farm (which includes a dairy unit, a flock of Romney X Cheviots sheep and a red deer herd) and the animal management collection (which has an extensive range of small and large mammals and vivarium species including reptiles, amphibians and invertebrates). Guest lecturers and visits to external organisations (including Bristol Zoo, Sequani, Guide Dogs etc.) allow students to appreciate how these theories are applied in commercial organisations and real-life situations.

Throughout the programme students have access to online web-based support such as the VLE, electronic resources through the Hartpury University Learning Centre and individual tutorial sessions with both designated programme and module level tutors, and the wider learning support team.

Through complementary studies students are able to acquire generic professional qualifications such as first aid, health and safety, and risk assessment, alongside industry specific certificates such as Animal First Aid and Safe Use of Veterinary Medicines. As well as being able to join the Hartpury Students Union and associated societies, it will also be possible to join societies run by Hartpury students, for example the Land and Animal Biology Society (LABS), Veterinary Society or the Equestrian Club, that offer animal and sport-based activities which complement formal programme studies.

This programme also 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) Animal Science with Therapy.

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.

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based, laboratory, canine and equine therapy centres, farm and estate), seminars and debates, industry based visits and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. Module assessments are designed to apply the knowledge and experience gained from these learning opportunities to a real world context using a range of skills.

Overall the programme aims to develop students to possess an enquiring attitude who are capable of sourcing information and using this knowledge and research to propose solutions to problems which arise within animal science and therapy. A range of assessments are utilized throughout the programme to progress these skills including written and practical examinations, coursework and case study evaluation to enable them to practice and refine their ability to apply theory in to practice. The achievement of competent practical skills to support employability and to support progression into postgraduate study or research is also key. Therefore the assessment strategy embeds opportunities for students to achieve practical 'Day 1' vocational skills applicable to animal science across different modules and levels of the programme. Simultaneously opportunities to develop key graduate attributes such as critical writing, team working, communication and other interpersonal skills are also embedded within modules across each year of the programme to ensure the BSc (Hons) Applied Animal Science with Therapy student can function effectively within the animal sector.

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; unseen written exams, practical exams, written assignments, reports/projects, laboratory/field notebooks. These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Applied Animal Science with Therapy /BSc (Hons) Applied Animal Science with Therapy (SW)

		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 for Animal Therapists	A (50)			A (25)			B (25)			
	Animal Nutrition	A (50)						B (50)			
	Animal Genetics						A (100)				
	Fundamental Skills for the Animal Therapist					A (100)					
	Animal Behaviour and Welfare	A (50)						B (50)			
	Animal Health and Disease	A (70)							B (30)		
Compulsory Modules Level 2	Undergraduate Research Process							A (100)			
	Applied Animal Health and Disease	A (60)						B (40)			
	Introduction to Hydrotherapy			A (70)		B (30)					
	Animal Structure and Motion		A (100)								
	Animal Therapy 1						A (100)				
Optional Modules Level 2	Applied Animal Nutrition	A (50)						B (50)			
	Companion Animal Behaviour and Training	A(40)						B (60)			
	Behavioural Measurement	A (50)					B (50)				
	Animal Microbiology	A (30)		A (20)				B(50)			
	Independent Report		A (25)					B (75)			
	New Venture Creation						A (100)				
	Ethics and Welfare	A (50)					B (50)				
	International Academic Study Portfolio										A (100)
	International Academic Study Project						A (25)				B (75)
International Academic Study Extended Project						A (25)				B (75)	
Optional Year	Sandwich Year Work Placement										A (100)
Compulsory Modules Level 3	Undergraduate Dissertation									A (100)	
	Therapy in Practice										A (100)
	Animal Therapy 2	A (75)						B (25)			
Optional Modules Level 3	Advanced Animal Microbiology	A (50)				B (50)					
	Developments in Animal Science	A (100)									
	Advanced Animal Nutrition	A (50)						B (50)			

		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
	Animal Psychology	A (60)						B (40)		
	Anthrozoology		A(100)							
	Epidemiology	A (60)					B (40)			

*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 Animal Science</u> Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. <u>CertHE Animal 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 for Animal Therapists (UINV6E-30-1) Animal Genetics (UINXNV-15-1) Animal Health and Disease (UINXKK-15-1) Animal Nutrition (UINXK5-15-1) Fundamental Skills for the Animal Therapist (UINV84-30-1) Animal Behaviour and Welfare (UINV83-15-1)		<u>DipHE Applied Animal 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 Applied Animal 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	Undergraduate Research Process (UINXU5-15-2) Animal Therapy 1 (UINXU4-15-2) Applied Animal Health and Disease (UINXSN-30-2) Introduction to Hydrotherapy (UINV68-15-2) Animal Structure and Motion (UINV6A-15-2)	Students are normally required to select 30 credits from the optional modules listed below: Animal Microbiology (UINXRK-15-2) Companion Animal Behaviour and Training (UINXST-15-2) New Venture Creation (UISXTX-15-2) Behavioural Measurement (UINXSS-15-2) Applied Animal Nutrition (UINXSP-15-2) Ethics and Welfare (UINXSW-15-2) Independent Report (UINXRX-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2) International Academic Study Extended Project (UINXRR-45-2)	<u>BSc Applied Animal Science with Therapy</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. To be awarded with BSc Applied Animal Science with Therapy students need to pass all compulsory level 1 & 2 modules. TARGET AWARD <u>BSc (Hons) Applied Animal Science with Therapy</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. This must include all compulsory modules.
	Year Out	Sandwich Year Work Placement (UINVK6-15-2)		TARGET AWARD <u>BSc (Hons) Applied Animal Science with Therapy (SW)</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. This must include all compulsory modules and the Sandwich Year Work Placement module.
	Year 3	Undergraduate Dissertation (UINV3R-45-3) Animal Therapy 2 (UINV36-15-3) Therapy in Practice (UINV67-30-3)	Students are normally required to select 30 credits from the optional modules listed below: Developments in Animal Science (UINV3G-15-3) Advanced Animal Microbiology (UINV4T-15-3) Advanced Animal Nutrition (UINV4S-15-3) Animal Psychology (UINV4X-15-3) Anthrozoology (UINV38-15-3) Epidemiology (UINV3H-15-3)	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. This must include all compulsory modules and the Sandwich Year Work Placement module.
GRADUATION				

Part time:

The route that a part time student can take to graduate will depend upon the specific student's requirements and will be designed on an individual basis with support from the programme manager-

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](#)

National qualification framework
Subject benchmark statements
[University strategies and policies](#)
Staff research projects
Any relevant PSRB requirements
Any occupational standards

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 have 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 and Hartpury 2020 Strategy

These have 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 expertise and research:

Hartpury has been actively engaged in commercial application of animal therapy within equine and canine rehabilitation and performance enhancing regimes for a number of years, which has underpinned significant research and teaching activity within this field. The proposed modules for the Applied Animal Science with therapy programme are therefore based on well-established teaching areas within the Associate Faculty. All modules will be taught by staff who are either research, industry 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 programme has previously been validated following development with a vocational panel and consultation with students and graduates. The current pathway evolved from discussions with internal and external stakeholders during and after the Animal Periodic Curriculum Review (2015). The programme has evolved following many years of feedback from students via National Student Survey and staff student forums. This has been utilised to develop the programme content, increase practical content and ensure relevancy of the material to the developing needs of the industry.

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](#).