



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Faculty Responsible for Programme	Hartpury		
Department Responsible for Programme	Animal and Land Sciences		
Modular Scheme Title	Undergraduate Modular Scheme, Hartpury College		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	FdSc Animal Science and Management		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	Cert HE Animal Science Certificate in Animal Science		
UWE Progression Route	BSc (Hons) Animal Management (Top Up)		
Mode(s) of Delivery	Full time; part time		
Codes	UCAS: D305	JACS: D300	
	ISIS2: D305	HESA:	
Relevant QAA Subject Benchmark Statements	Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences		
First CAP Approval Date	29 May 2013	Valid from	01 September 2013 (2015 intake)
Revision CAP Approval Date	V2- 27 January 2014 V3- 07 July 2016	Revised with effect from	01 September 2016
Review Date	01 September 2020		
Version	3		

## Part 2: Educational Aims of the Programme

This programme is designed to equip graduates with the knowledge and skills needed to work within the rapidly expanding animal industry. Students will acquire essential practical experience (including the handling of animals, differentiating healthy and diseased animals, and general animal management), as well as in-depth theoretical knowledge (including health and disease, anatomy and physiology, nutrition, management and behaviour), with key transferable skills heavily embedded within all modules. The programme:

- 1 Develops basic scientific principles to instil a knowledge and understanding of the animal in health and disease, management and nutrition and uses this understanding to study animals in the context of present day industry and environment.
- 2 Prepares students for employment, in particular in animal-related employment (including laboratory technicians, animal sanctuaries, pet shops, boarding kennels, wildlife parks or various charitable organisations, such as Blue Cross, PDSA and RSPCA).
- 3 Provides students with an intellectual challenge based on a scientific and analytical approach, through investigation and synthesis of current scientific literature.
- 4 Provides both group and autonomous 'hands-on' experience including:
  - Examining health and wellbeing of companion, farm and exotic animals.
  - Experience in handling, husbandry and management practices of companion, farm and exotic animals; and
  - Practical experience in laboratory skills.
- 5 Develops in students the skills and reflective qualities supportive to achieving success in developing a career path in the animal industry, with a culture for lifelong learning.
- 6 Provides students with the opportunity to build and recognise previous achievement, however acquired, without the need to replace it, including clear progression routes and links between industry-based and academic qualifications.
- 7 Subscribes and contributes to the philosophy and operation of the University of the West of England's Undergraduate Modular Scheme to develop a holistic programme of study from a range of options available.

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

The FdSc Animal Science and Management covers a range of subject areas thereby enabling successful graduates to achieve a qualification aligned to their particular interest and career aspirations. Students have successfully graduated from this programme through a process of evaluative and critical enquiry which has enabled 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. This knowledge is consolidated and applied through the extensive period of work placement which gives graduates the skills and experience needed to enhance their employability in the animal management industry. Practical skills are mapped against nationally recognised standards, allowing graduates to enter the workplace with the training needed to be an effective employee.

Graduates will have developed a high level knowledge and understanding of animals to enable them to effectively manage animal issues now and in the future. Graduates will have a fundamental understanding and critical awareness of the problems and challenges facing the animal management industry, including issues pertaining to the global nature of, and internationalisation of animal welfare, production and conservation. Graduates will also have developed a range of key skills to enable them to communicate ideas effectively in a variety of media.

### 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:**

	Animal Practice	Systems Biology	Animal Nutrition	Biodiversity	Introduction to Animal Behaviour	Principles of Animal Biology	Introduction to Animal Welfare	Animal Health & Disease	Animal Industry	Management of Domestic Animals	Applied Animal Health & Disease	Undergraduate Research Process	Animal Production	Applied Animal Nutrition	Field Course	New Venture Creation	Ethics & Welfare	Independent Report
<b>A) Knowledge and understanding of:</b>																		
1	The established principles and the way in which those principles have developed which relate theory to practice in animal studies;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	The utilisation of information to prepare reasoned solutions to problems faced throughout the animal industry;	✓					✓		✓	✓		✓		✓		✓		
3	The purpose and relevance of IT applications to the modern manager of animal-based facilities for communication, record keeping, research and business planning;	✓							✓			✓	✓	✓	✓			
4	Practical principles of animal management;	✓		✓		✓		✓	✓	✓	✓		✓	✓				
5	Moral, ethical and social issues associated with the management of people and animals;	✓					✓	✓	✓	✓	✓		✓				✓	✓
6	Appreciate and analyse management information;	✓					✓		✓							✓		
7	Analyse and synthesise current literature relating to animal science;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Research, development and experimental design in order to test a hypothesis or proposition.			✓								✓			✓			✓
<b>(B) Intellectual Skills</b>																		
1	Seek, describe and interpret information to make decisions based on robust scientific evidence;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Describe, interpret and organise data using appropriate qualitative and quantitative techniques			✓		✓						✓	✓		✓			
3	Identify and express key themes, theories and concepts in written work and oral presentations;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Apply given tools/methods accurately and carefully to a well-defined problem and draw appropriate conclusions;				✓	✓		✓	✓					✓	✓			
5	Identify, describe and analyse problem situations to identify strategies to solve problems;	✓						✓	✓					✓				
6	Allocate priorities, identify suitable solutions and draw appropriate conclusions;	✓					✓		✓			✓						
7	Understand and apply numerical conventions, interpreting trends and data.			✓		✓					✓		✓	✓				
8	Use statistics effectively in the presentation of an argument;			✓							✓		✓	✓				

<b>Learning Outcomes:</b>		<b>Animal Practice</b>	<b>Systems Biology</b>	<b>Animal Nutrition</b>	<b>Biodiversity</b>	<b>Introduction to Animal Behaviour</b>	<b>Principles of Animal Biology</b>	<b>Introduction to Animal Welfare</b>	<b>Animal Health &amp; Disease</b>	<b>Animal Industry</b>	<b>Management of Domestic Animals</b>	<b>Applied Animal Health &amp; Disease</b>	<b>Undergraduate Research Process</b>	<b>Animal Production</b>	<b>Applied Animal Nutrition</b>	<b>Field Course</b>	<b>New Venture Creation</b>	<b>Ethics &amp; Welfare</b>	<b>Independent Report</b>
9	Reflect on actions and priorities as an individual and team member;	✓								✓					✓		✓		✓
10	Formulate effective strategies for achieving goals individually and collectively;	✓								✓			✓	✓	✓	✓	✓		
11	Debate issues in relation to more general ethical perspectives.							✓		✓	✓	✓		✓		✓		✓	✓
<b>(C) Subject/Professional/Practical Skills</b>																			
1	Prepare students for employment and life-long learning in the animal industry;	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		
2	Provide a balance between breadth and specialist training and include a grounding in applied principles related to the animal sciences;	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	
3	Develop vocational and practical skills, knowledge and understanding which enable students to be competent to relevant industry standards and Codes of Practice across a range of animal sectors;	✓		✓			✓	✓	✓	✓	✓		✓		✓				
4	To recognise and be adaptable to the changing demands of business and society;	✓						✓		✓	✓		✓				✓		
5	To choose from a range of options appropriate to their needs, while maintaining a coherent programme of study;				✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
6	Acquire training that could lead to additional professional qualifications necessary for future employment.	✓								✓									
<b>(D) Transferable skills and other attributes</b>																			
1	Communicate technical information clearly in a written format, within time constraints and in a high pressure environment;		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Communicate verbally accurately, clearly and appropriately to a variety of audiences demonstrating use of appropriate academic terminology;	✓								✓	✓					✓		✓	
3	Manage own time effectively and identify and achieve individual goals when completing a task for a given deadline;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Identify individual goals and responsibilities and assume responsibility for one's actions;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Demonstrate the skills necessary for self-managed and lifelong learning; and;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Allocate tasks for self, individuals and a team and perform in a manner appropriate to these roles and responsibilities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Part 4: Student Learning and Student Support

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full 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 FdSc Animal Science and Management programme teaching is a mix of scheduled, independent and placement learning.

### ***Scheduled Learning***

May include 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***

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

### ***Placement learning***

Will include a work placement, (can be abroad) and an optional field course.

### ***Virtual Learning Environment (VLE)***

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

Students will be supported throughout their programme of study by dedicated and professional tutors who will communicate with them through the VLE, by email and text messages, and face-to-face in lectures, practicals, seminars and tutorials. Throughout their studies at Hartpury all students will participate in study skills sessions which ensures that they have the skills required to achieve good results in all the assessments contained within the programme. Within study skills sessions the students are encouraged to maintain a Personal Development Plan which enables them to self-reflect and self-assess their own academic, vocational and professional performance throughout their university course. 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 also 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.

### ***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 in animal science.

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 range of vocational opportunities to be found operating in the animal science industry. There has been substantial employer input in the design of the programme through vocational panels representing employers from the local area, thus identifying employers' needs and current skills gaps.

In the Foundation degree programme, academic knowledge and understanding reinforces and supports the development of vocational skills to equip the student to meet the needs of employers. The programme embraces the Government's commitment to the expansion of higher education. The flexibility of the Foundation degree allows people already in work to engage in higher education whilst making full use of, and awarding credit for, prior experiential learning within the working environment. The Foundation degree also provides a pathway for lifelong learning and the opportunity to progress to Honours degree programmes.

Students undertaking Foundation degrees at Hartpury College study alongside Honours degree students for many of their modules. The majority of lectures and practical work are shared, and students benefit from the differing strengths and experiences of each student cohort. The shared teaching experience makes for a smooth progression from Foundation degree to Honours degree, where appropriate.

Learners undertake two vocationally based modules within their programme which contribute to the overall ethos of work related learning that forms the basis of the Foundation degree. Year 1 students undertake the 'Animal Practice' module, which prepares the learner for work, during which the student undertakes a work placement (or part-time equivalent) in a relevant industry, which underpins the knowledge and practical capabilities gained throughout Year 1. Knowledge and understanding from this work-based learning is then used in the Year 2 'Animal Industry' module, which helps the student to identify how businesses are run and prepares the student for future careers. As part of this module students compile a portfolio that reflects the work placement providers' organisation or business (how it was run, how decisions were made, etc) which is assessed, along with a portfolio of evidence of the skills gained and work placement hours completed.

Learners are supported during the programme through online web-based support such as the VLE and Digital collection, and individual tutorial sessions with a designated tutor. Facilities within the college will be used to underpin delivery, e.g. Animal Unit, Canine and Equine Therapy facilities, Home Farm Dairy Unit, Veal and Sheep Unit, Red Deer Herd. Access to ICT facilities within the HE flexible study zone and laboratories will facilitate usage of industry standard software and wider ICT skills.

Through complementary studies, students are able to acquire general professional qualifications such as first aid, health and safety, and risk assessment. Industry-relevant qualifications may also be offered, such as certification in Micro-chipping and Safe Use of Veterinary Medicines.

### 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:

There is an element of formative assessment in each of the compulsory and optional modules. Testing of the knowledge base is through written examinations, assessed coursework, oral presentations, portfolio development and through practical tasks undertaken in controlled conditions. Due to the applied nature of the programme a significant proportion of the modules will include practical assessments, however at least 50% of the assessment will be carried out under controlled conditions. Work-based learning will be assessed through logs of hours, assessment of competencies and self-reflection of student achievement and progress. Assessment completed may vary for each student depending on module choices.

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 and examinations, practical and oral examinations, laboratory reports and notebooks. These are detailed in the following assessment map:

### Assessment Map for FdSc Animal Science & Management

		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 1</b>	Introduction to Animal Behaviour	A (40)						B (60)			
	Animal Practice						B (100)				A (P/F)
	Animal Nutrition	A (50)							B (50)		
	Systems Biology				A (50)				B (50)		
	Introduction to Animal Welfare	A (50)							B (50)		
	Animal Health & Disease	A (70)							B (30)		
	Biodiversity	A (50)							B (50)		
Principles of Animal Biology	A (50)							B (50)			
<b>Compulsory Modules Level 2</b>	Animal Industry						B (100)				A (P/F)
	Management of Domestic Animals					A (30)		B (70)			
<b>Optional Modules Level 2</b>	Applied Animal Health & Disease	A (60)						B (40)			
	Undergraduate Research Process								A (100)		
	Animal Production	A (50)							B (50)		
	Applied Animal Nutrition	A (50)							B (50)		
	Field Course						A (25)		B (75)		
	New Venture Creation						A (100)				
	Ethics & Welfare	A (50)						B (50)			
Independent Report		A (25)							B (75)		

\*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

**Note:** As discussed with a personal tutor, Principles of Animal Biology is a requirement if a student does not hold A-level Biology grade E or above, or equivalent.

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
Year 1	<p>Students are normally required to select 120 credits from the Year 1 modules listed below:</p> <ul style="list-style-type: none"> <li>Animal Practice (UINVX3-30-1)</li> <li>Systems Biology (UINXK4-15-1)</li> <li>Animal Nutrition (UINXK5-15-1)</li> <li>Biodiversity (UINXK6-15-1)</li> <li>Introduction to Animal Behaviour (UINXK7-15-1)</li> <li>Introduction to Animal Welfare (UINXK9-15-1)</li> <li>Animal Health &amp; Disease (UINXKK-15-1)</li> <li>Principles of Animal Biology (UINXK8-15-0)</li> </ul>		<p><u>Certificate in Animal Science</u> Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above.</p> <p><u>Cert HE Animal Science</u> Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.</p> <p><b>TARGET AWARD</b> <u>FdSc Animal Science &amp; Management</u> Credit 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 are at level 2 or above.</p>
Year 2	<ul style="list-style-type: none"> <li>Animal Industry (UINVLS-30-2)</li> <li>Management of Domestic Animals (UINXT8-30-2)</li> </ul>	<p>Students are normally required to select 60 credits from the Year 2 optional modules listed below:</p> <ul style="list-style-type: none"> <li>Applied Animal Health &amp; Disease (UINXSN-30-2)</li> <li>Undergraduate Research Process (UINXU5-15-2)</li> <li>Animal Production (UINXSL-15-2)</li> <li>Applied Animal Nutrition (UINXSP-15-2)</li> <li>Field Course (UINXSY-15-2)</li> <li>New Venture Creation (UISXTX-15-2)</li> <li>Ethics &amp; Welfare (UINXSW-15-2)</li> <li>Independent Report (UINXRX-15-2)</li> </ul>	
<b>GRADUATION</b>			

### Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a specific map will depend upon an individual student basis.



## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was 160 tariff points.

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

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

## 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. For example, Code of practice for the assurance of academic quality and standards in higher education, Section 9: Work-Based and Placement Learning (2007); and Outcomes from institutional audit Work-Based and Placement Learning, and Employability (2006) has been used to inform and advise on work based learning.

### **Relevant Subject and Qualification Benchmark Statements (Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009);**

Foundation Degree: Qualification Benchmark (QAA May 2010); 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.

### **University Strategies and Policies: The Academic Regulations and Procedures**

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. The Work-Based Learning Policy has also informed the requirements of the placement modules.

### **Staff research projects:**

The proposed modules for the Animal Science & Management 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, which is encouraged and supported through the college's Research Committee. These staff 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.

During a vocational panel, current stakeholders including graduates, work placement providers and employers from the subject area were consulted regarding the content of this programme. During this process the changes made from the previously named FdSc Animal Science were deemed to be appropriate, to provide students with a highly relevant programme of study. Modules were thought to be appropriate and forms of assessment sufficient to challenge students and measure their learning and engagement.

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](#).