

## Programme Specification

Part 1: Basic Data			
<b>Primary Programme Title</b>	BSc (Hons) Veterinary Biosciences		
<b>Target Award Titles</b>	<b>Mode and Typical Duration of Study</b>	<b>Professional Accrediting Body Links</b>	<b>Study Abroad / Exchange / Credit Recognition</b>
<b>BSc (Hons) Veterinary Biosciences</b>	Full time, 3 years	<b>VetPol</b>	<b>None</b>
<b>Interim Award Titles</b>	BSc Bioveterinary Science BSc Animal Studies Diploma of Higher Education in Animal Studies Certificate of Higher Education in Animal Studies Undergraduate Certificate in Animal Studies Undergraduate Award in Animal Studies		
<b>Teaching Delivery Method</b>	On-site		
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	Hartpury University		
<b>Delivery Location</b>	Hartpury		
<b>Department Responsible for Programme</b>	Animal and Agriculture		
<b>Unit-E Code</b>	<b>BSHABVSV</b>		
<b>Entry Criteria Information</b>	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website ( <a href="http://www.hartpury.ac.uk">www.hartpury.ac.uk</a> )		
<b>Most Recent Validation Date</b>	17 March 2023	<b>Due for Re-validation By</b>	01 September 2027
<b>Amendment Approval Date</b>	V2.0 – 25 Oct 2023 V2.1 – 19 Mar 2026	<b>Approved With Effect From</b>	V1.0 – 01 September 2023 V2.0 – 01 September 2024 V2.1 – 01 September 2026
<b>Professional Accrediting Body Approval Date</b>	N/A	<b>Date for Re-accreditation</b>	N/A
<b>Version</b>	2.1		

## Part 2: Programme Overview

A BSc (Hons) Veterinary Biosciences graduate have had the opportunity to expand their knowledge and understanding of animal biology with a focus on topics related to animal health and disease, supporting individual interests and career aspirations. Graduates have developed skills in critical enquiry and evaluation of current process and practices in veterinary biosciences. Graduates have acquired current subject knowledge that can be applied to solve challenges within the wider veterinary industry. They possess the fundamental vocational skills and graduate attributes to enable them to be an effective team member within veterinary medicine, laboratory, and animal management environments. Graduates have been exposed to a range of veterinary diagnostic practices and are confident to assist with animal health assessments. They are also able to evaluate the role of a range of laboratory diagnostic techniques within industry and how these are utilised in small- and large-scale animal environments.

Embedded into the final year Pharmacology module is the opportunity (for an additional fee) to undertake an industry-relevant qualification recognised by the external organisation VetPol to achieve Suitably Qualified Person (SQP) status for companion animals, enhancing the employability of graduates.

### Part 3: Programme Structure

This structure diagram demonstrates the student journey from enrolment through to graduation for a typical **full time student on the primary programme**, including:

- level and credit requirements
- award requirements that are in addition to those described in the Hartpury University Academic Regulations
- module diet, including core and optional modules.

Please note:

\*PAB these modules are subject to additional and variant regulations as part of an accreditation by a professional accrediting body

+ core modules marked + are not eligible for compensation

<sup>1</sup> these modules are accredited by a professional awarding body, but are not subject to variant regulations

<sup>AV</sup> these modules are subject to additional and variant regulations but are not accredited by a professional awarding body

	Core Modules	Optional Modules	Target and Interim Awards
<b>Stage 1</b>	HANXNW-30-4 Anatomy and Physiology  HANV83-15-4 Principles of Animal Welfare and Behaviour OR HANV83-15-4 Animal Behaviour and Welfare <i>pre-2023 only</i>  HANXNV-15-4 Animal Genetics and Breeding OR HANXNV-15-4 Animal Genetics <i>pre-2024 only</i>  HANXKK-15-4 Animal Health and Disease  HANV89-15-4 Animals in Society  HANXNY-15-4 + Introduction to Biochemistry  HANVMJ-15-4 Professional and Academic Skills in Animal Biology  HANXK5-15-4 Animal Nutrition <i>pre-2024 only</i>	None	<u>Certificate in Academic Skills</u>  <u>Undergraduate Award in Animal Studies</u>  <u>Undergraduate Certificate in Animal Studies</u>
	To progress to stage 2 you must achieve at least 90 credits and usually have an average mark of at least 60%. Students not achieving this average mark will usually be transferred to the BSc (Hons) Bioveterinary Science course route.		

<b>Stage 2</b>	<p>HANVQ3-30-5 + Animal Disease and Parasitology</p> <p>HANXRK-15-5 Animal Microbiology</p> <p>HANXSL-15-5 Animal Production</p> <p>HANVP7-15-5 + Biochemistry and Toxicology</p> <p>HANXT9-15-5 Pathology</p> <p>HANVQQ-15-5 Principles of Animal Nutrition</p> <p>HANVMV-15-5 Professional Experience in the Animal Sector 1</p>		<p><u>Diploma of Higher Education in Animal Studies</u></p>
	To progress to stage 3 you must achieve at least 210 credits at stage 1 and 2.		
<b>Stage 3</b>	<p>HANV4T-15-6 Advanced Animal Microbiology</p> <p>HANV3S-30-6 Applied Research Project</p> <p>HANV3H-15-6 Epidemiology</p> <p>HANVQF-30-6 + Immunology and Animal Disease</p> <p>HANV4Y-15-6 Investigative Skills for the Successful Undergraduate</p> <p>HANV3L-15-6 Pharmacology <sup>1</sup></p>		<p><u>BSc Animal Studies</u></p> <p><u>BSc Bioveterinary Science</u> Must include all core modules except HANVMV-15-5 Professional Experience in the Animal Sector 1, HANVP7-15- 5 Biochemistry and Toxicology, HANV4T-15-6 Advanced Animal Microbiology and HANV3S-30- 6 Applied Research Project. For the purposes of this interim award, HANXSL-15-5 Animal Production can be considered as equivalent to HANV6A-15-5 Animal Structure and Motion, and HANV4Y- 15-6 Investigative Skills for the Successful Undergraduate can be considered as equivalent to HANVKV- 15-5 Research Methods</p> <p><u>BSc (Hons) Veterinary Biosciences</u> Must include all core modules.</p>

**Part time:**

The part time student journey from entry through to graduation is individually negotiated with the student.

## Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.  
A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

<b>Learning Outcomes:</b>	<b>Anatomy and Physiology</b>	<b>Animal Genetics and Breeding</b>	<b>Principles of Animal Welfare and Behaviour</b>	<b>Professional and Academic Skills in Animal Biology</b>	<b>Animals in Society</b>	<b>Introduction to Biochemistry</b>	<b>Animal Health and Disease</b>	<b>Animal Disease and Parasitology</b>	<b>Pathology</b>	<b>Principles of Animal Nutrition</b>	<b>Animal Production</b>	<b>Animal Microbiology</b>	<b>Professional Experience in the Animal Sector 1</b>	<b>Biochemistry and Toxicology</b>	<b>Immunology and Animal Disease</b>	<b>Pharmacology</b>	<b>Epidemiology</b>	<b>Advanced Animal Microbiology</b>	<b>Investigative Skills for the Successful Undergraduate</b>	<b>Applied Research Project</b>
<b>A) Knowledge and Understanding of:</b>																				
1. The problems and new insights in the field of veterinary bioscience including issues pertaining to the area of diagnostic techniques and animal health.							B	A	B		B	A		A	A	A	B	A	B	B
2. Biochemical, anatomical, physiological and nutritional principles related to animal health and disease.	A	B				A		A	A	A	A			A	A	A	B			
3. The different modes of disease transmission, and the effects on individuals and populations.							B	A	B		B	B		A			A	B		
4. How to perform laboratory tests relevant to given situations and evaluate the validity of test results within the context of the clinical case.	B					B			A	A		A		A				A		B
5. How established techniques of research and enquiry are used to create and interpret knowledge in the applied science discipline.			A	A				B						B	B	B	B	A	A	A
<b>B) Intellectual Skills</b>																				

1. Use problem-solving skills and decision-making strategies to support test results in the context of the clinical case.	B					A	B	B	A	B		A		A	A	B		A		
2. Use skills of reflection, evaluation and critical thinking to support effective diagnostic techniques in the veterinary bioscience context.							A	A	A			A		B	A			A		
3. Demonstrate the ability to apply critical evaluation and informed decision-making when undertaking diagnostic techniques in relation to animals both in health and sickness.			B	B			B		A			A		B	B	B		A		
4. Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of animal health / disease.				B			B	B			B	B		B	A	B	B	B		A
5. Critically evaluate an aspect of veterinary bioscience based on systematic rigorous research processes which highlights both implications and recommendations for developing current and future diagnostic practice.				B				B	B			B		A	A	B		B	A	A
6. Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study.				A									A						A	A
<b>C) Performance and Practice</b>																				
1. Critically evaluate an aspect of veterinary bioscience based on systematic rigorous research processes which highlights implications, recommendations and sustainable development within current and future practice.				B	B	B	B	A			B			B	A	A	B	B	B	A
2. Undertake skilled and competent evaluative and practical veterinary skills	A					B	B	A	A	A		A					B	A		B
3. Acknowledge diversity and communicate effectively, establishing professional and ethical relationships				B	B								A		B	A		B		B
4. Maintain the standards and practices required of the industry	B			A				B	A		B	A	A	B	B	B	B	A		B
5. Work professionally with others as an effective team member.				B			A					B			B			B		A
6. Recognise moral / ethical dilemmas and issues.		B	A	B	B			A			B		B			B	B			A
<b>D) Setting, Personal and Enabling Skills</b>																				
1. Communicate effectively using a variety of means	B	B	B	B	B	B	B	B	B	B	B	B	A	B	A	A	A	A	A	A
2. Evaluate their own academic, vocational and professional performance supported by feedback and personal reflection				A									A						B	B
3. Utilise problem solving skills in a variety of theoretical and practical situations				A		A	B		B	B		A	B				B	A	B	A
4. Manage change effectively and respond to the evolving demands of the industry demands				B									A					B		A
5. Take responsibility for personal and professional learning, wellbeing and career development				A									A						B	A
6. Understand career opportunities and challenges ahead and begin to plan a career path				A				B					A						B	
7. Use information management skills, for example, information technology, library resources, the use of information technology in the workplace.				A	B	B		B		B		B	B	B			B	B	A	A

## Part 5: Learning, Teaching and Assessment

### Learning, Teaching and Assessment Journey:

The Veterinary Biosciences programme utilises a mixture of teaching and assessment approaches, which aims to support the student to develop comprehensive knowledge and understanding of the principles of animal health and disease. Learning opportunities are varied, with students able to put theory into practice using the campus animal facilities and real-life situations and events. The teaching and learning strategies employed within modules aim to develop graduates who can recognise trends and patterns, and propose justified solutions to problems related to animal health and disease.

Students will experience a variety of assessments in the wide range of core modules provided, including coursework, written examinations, oral presentations, reports and practical skills logbooks. There will be a range of assessments at each stage to support students to build confidence in applying their written, oral, and practical skills as they progress through the course towards their final research project and to ensure they have the skills to excel in employment or further study. The programme will have the following distinct features for each stage of delivery:

**Stage 1:** Delivery is focused on providing a scientific foundation to support students' academic and interpersonal skill development. To achieve this, Stage 1 concentrates on the development of fundamental knowledge of animal health and disease, anatomy and physiology, biochemistry and animal nutrition. Students will learn how to assess animal health, with an introduction to behaviour and welfare as well as beginning to gain an appreciation of animal disease and biochemical processes. Intellectual skills are developed through lectures, seminars, practical sessions and academic workshops. Assessments are designed to support students' development in key academic skills appropriate to Stage 1 by providing a range of assessment types that will support their progression through the programme. Laboratory reports, case study reports and examinations are a key feature of the assessments at stage one to replicate basic industry requirements and ensure they have the underpinning knowledge to progress to Stage 2. Written skills will gain further feedback to allow students to build their intellectual skills to show they have gained the core skills to analyse and evaluate research and practice.

**Stage 2:** Delivery and assessment aims to consolidate the knowledge and skills developed in Stage 1. Students are encouraged to evaluate veterinary diagnostics, and disease management and prevention protocols for a variety of species. In Stage 2, students continue to apply their knowledge and understanding through evidence-based learning and application into practice. Some assessments will reflect this applied learning and provide students an opportunity to demonstrate their knowledge and understanding via practical skills assessments and use of the on-campus resources including a wide range of animal species. In addition, students will undertake a period of professional working experience in the animal sector in order to prepare them for a career and / or further study in the veterinary sciences.

**Stage 3:** Delivery and assessment aims to provide students with opportunities to apply research and the skills they have developed into practice, facilitating individual specialisation within their chosen career path. The final stage concentrates on the individual development of the student and the expansion of their specialist career path. Taught content will focus on evaluation of emerging issues across the developing animal health industry and students will be encouraged to engage in critical review and evidence-based learning, with opportunities to put this into practice during industry or research focused projects. Students will enhance skills of reflection and application through engagement with industry, culminating in the assessment of a case study-based module, for reflective improvement and advancement of industry research and practice.

Teaching contact time encompasses a range of face-to-face scheduled activities. 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. Students will have scheduled practical experiences within the on-site commercial animal enterprises, providing them with opportunities to interact with different species and with professionals in real-world settings. Throughout their studies, students are encouraged to engage with volunteering opportunities to develop their practice and subject knowledge. Students will develop an ethos for ethical, welfare-centred practice, with a strong focus on the improvement and refinement in the areas of animal health and disease.

Teaching will incorporate access to various resources onsite at the institution, including the onsite canine and equine therapy centres, animal collection, farm, equine centre and the wider estate. During their research, students will be fully supported by academic staff, animal health and disease experts, laboratory staff and industry mentors. A range of equipment is available for students to develop their vocational skills in a safe teaching environment. This equipment is updated on a regular basis to reflect current practice in industry, and the needs of research activities. Classrooms are situated throughout the University, which allows for a seamless transfer between theory and practical activities. The teaching team have a high degree of industry-relevant experience that covers all aspects of the programme, and are actively engaged in research and knowledge exchange activities.

Students have access to the University learning resources to support their studies. Students can access a wide range of textbooks and journals alongside ICT facilities. There are dedicated areas for individual study, group study and a higher education flexible study zone. These facilities are all available to students to support their studies. Students with specific learning requirements will be supported through the HE Learning Support Service which works with the individual student to facilitate them accessing support through government schemes, provides them with study advice to maximise their chances of success and where necessary guides them through applying for alternative means of assessment.

Careers: to support students' career preparations, personnel from the careers team will provide students with opportunities to map progress towards chosen career paths and develop effective CVs or interview techniques. Industry professionals will also visit the institution for guest lecturers, to support students to develop their employability prospects and engage directly with employers. A range of online resources linked to employability will also be signposted to students via the programme's VLE page, and academic tutors. Tutors will typically offer subject specific careers advice through module sessions or within individual tutorials.

This programme will be assessed according to the approved Academic Regulations.

Students registered on this programme will have access to the Hartpury University support services.

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be:

Immunology and Animal Disease

Professional Accrediting Body documents to which this programme is mapped and or aligned: VetPol standards for Suitably Qualified Persons

## Assessment Map

		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
<b>Core Modules Stage 1</b>	Anatomy and Physiology							A (100) Practical Skills Logbook	
	Introduction to Biochemistry				A (100) Written Examination				
	Animal Health and Disease								A (100) Group Oral Assessment, individually marked
	Animal Genetics and Breeding					A (100) Test Series			
	Principles of Animal Welfare and Behaviour	A (100) Coursework							
	Professional and Academic Skills in Animal Biology							A (100) Practical Skills Logbook	
	Animals in Society	B (50) Coursework							A (50) Oral Presentation
<b>Core Modules Stage 2</b>	Animal Disease and Parasitology	B (40) Coursework			A (60) Written Examination				
	Pathology						A (100) Practical Examination		
	Animal Microbiology								A (100) Poster Defence
	Professional Experience in the Animal Sector 1			A (100) Industry Experience Portfolio					

	Biochemistry and Toxicology			A (100) Coursework Portfolio					
	Animal Production		A (100) Report						
	Principles of Animal Nutrition		A (100) Report						
<b>Core Modules Stage 3</b>	Investigative Skills for the Successful Undergraduate	B (50) Coursework				A (50) Test			
	Applied Research Project		A (100) Project Report						
	Immunology and Animal Disease	B (50) Coursework			A (50) Written Examination				
	Advanced Animal Microbiology		A (100) Report						
	Epidemiology		A (100) Case Study Report						
	Pharmacology					A (40) In-Class Test			B (60) Poster Defence

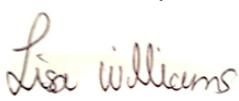
\*Indicative assessment types for new students enrolling on this programme after the date this specification takes effect (Part 1) are shown in terms of either **Coursework**, **Written Examination**, or **Practical Examination** as indicated by the colour coding above.

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 they take 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 through Hartpury's website ([www.hartpury.ac.uk](http://www.hartpury.ac.uk)).

## Approved Programme Amendment Log

<b>Primary Programme Title:</b>	BSc (Hons) Veterinary Biosciences
<b>Programme Code:</b>	BSHABVSV
<b>Initial Approval Date:</b>	17 March 2023

### Changes:

<b>Current version number: 2.0</b>	
<b>Outline Change Details:</b> Part 2: Programme Overview - details added about the ability to undertake an optional Industry relevant qualification (at an additional cost) via an external provider, VetPol to become a Suitably Qualified Person (SQP) for companion animals. Part 5: Assessment Map - assessment for Stage 3 / Level 6 core module Pharmacology updated in line with module amendment. Component A (Poster Defence) changed to B and weighting reduced from 100% to 60%, and new component A (40) In-Class Test added. Part 5: small change made to reflect the change in ICE Parts 1 and 3: Interim Awards updated in line with current regulations – Undergraduate Award in Animal Studies added, Certificate in Animal Studies removed.	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b>	
<b>If yes, please provide the details of the changes:</b>	
<b>Material Alteration: No</b>	
<b>Rationale:</b> The option to undertake an industry relevant qualification has been embedded into the Level 6 Pharmacology module: this qualification will potentially enhance the employability of graduates, the addition of these details is important to be included in the programme specification.	
<b>Change requested by: Lisa Williams</b> I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
<b>Signature:</b> 	<b>Date:</b> 19-01-2026
<b>Name of Head of Department: Jenny Paddison</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> 	<b>Date:</b> 27.01.2026
<b>Approval Committee and Date:</b>	CVC Chair's action 2026 03 19 (from CVC 2026 01 27)
<b>Change approved with effect from:</b>	01 September 2026
<b>Resulting new version number:</b>	2.1 (2024 intake onwards)

<b>Current version number: 1.0</b>	
<b>Outline Change Details:</b> Parts 3, 4 and 5 Programme of study updated: Animal Nutrition module moved from Level 4 to Level 5: HANVQQ-15-5 Principles of Animal Nutrition replaces HANXK5-15-4 Animal Nutrition. HANV89-15-4 Animals in Society added to Level 4 to replace Animal Nutrition.	

HANV83-15-4 Principles of Animal Welfare and Behaviour replaces HANV83-15-4 Animal Behaviour and Welfare, and replaces as Level 4 / Stage 1 core modules.  
 HANVQQ-15-5 Principles of Animal Nutrition replaces HANXU4-15-5 Animal Therapy 1 as Stage 2 / Level 5 core module.  
 Part 5 Assessment map updated to reflect amendments to module assessment.  
 Level 4 Animal Health and Disease changed from Test and Group Oral Assessment to a single point of assessment – Group Oral Assessment, individually marked; Animal Genetics and Breeding changed from Group Poster Coursework and Test to a single point of assessment – Test Series; Principles of Animal Behaviour and Welfare changed from Written Examination and Coursework to a single point of assessment – Coursework.  
 Level 5: Pathology changed from Written Examination and Practical Examination to a single point of assessment – Practical Examination.  
 Level 6: Epidemiology changed from Written Examination and Case Study Report to a single point of assessment – Case Study Report; Advanced Animal Microbiology changed from Written Examination and Project Report to a single point of assessment – Report; Pharmacology changed from Written Examination and Poster Defence to a single point of assessment - Poster Defence; Immunology and Animal Disease assessment weighting changed from 60:40 to 50/50, and Component B updated from Essay to Coursework.  
 Part 5: Learning, Teaching and Assessment - mention of a minimum of 15 hours per week of contact hours removed.

**Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No**

**If yes, please provide the details of the changes:**

**Material Alteration: Yes and is accompanied by the relevant course information document.**

**Rationale:**

To future-proof the programme and to allow separation from the Applied Animal Science with Therapy programme through the removal of Animal Therapy 1 module to give each programme a unique identity.  
 To reduce programme assessment load.  
 In line with current institutional approach, which has removed the requirement for all level 3 and level 4 learners to be timetabled for at least 15 hours a week on average across teaching weeks, scheduled learning and independent study hours have been amended to improve the effectiveness of student timetables, encourage student engagement and ensure consistency of experience across the curriculum.

**Change requested by:** Lisa Williams

- Yes I can confirm that student representatives have been consulted about this change
- Yes I can confirm that colleagues impacted by this change have been consulted
- Yes I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

**Signature:** 

**Date:** 16/06/2023

**Name of Head of Department:** Wanda McCormick

I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department



**Signature:**

**Date:** 20/06/2023

<b>Approval Committee and Date:</b>	CVC Deputy Chair's action (LD) 2023 10 25
<b>Change approved with effect from:</b>	01 September 2024
<b>Resulting new version number:</b>	2.0 (2024 intake onwards)

<b>Outline Change Details:</b> new course route	
<b>Approval Committee and Date:</b>	CVC 2023 03 17
<b>Change approved with effect from:</b>	01 September 2023
<b>Resulting new version number:</b>	1.0