

## Programme Specification

Part 1: Basic Data			
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	Hartpury		
<b>Delivery Location</b>	Hartpury except where study tour or placement is indicated		
<b>Study abroad / Exchange / Credit recognition</b>	None		
<b>Department responsible for programme</b>	Animal		
<b>Programme Title</b>	BSc (Hons) Human-Animal Interaction		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	BSc (Hons) Human-Animal Interaction with Integrated Placement year BSc (Hons) Human-Animal Interaction		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	BSc Human-Animal Interaction with Integrated Placement year BSc Human-Animal Interaction Dip HE Human-Animal Interaction Cert HE Human-Animal Interaction Cert Animal Studies		
<b>Mode(s) of Study</b>	FT / PT		
<b>Codes</b>	<b>UCAS:</b> Year 1: <b>D3C8</b>	<b>JACS:</b>	
	Foundation Year: <b>DFC8</b>		
	<b>UNIT-e:</b> BSHAHAIX	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences.		
<b>Last Major Approval Date</b>	31 August 2018	<b>Valid from</b>	01 September 2018
<b>Amendment Approval Date</b>	V2.1- 13 February 2019 V2.2- 13 January 2020	<b>Amended with effect from</b>	V2.1- 01 September 2019 V2.2- 01 September 2020
<b>Version</b>	2.2		
<b>Review Due By</b>	01 September 2024		

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

Historically animals have formed a fundamental part of the development of global cultures, so understanding the role of human-animal interaction (HAI) (also referred to as anthrozoology) is central to appreciating the value of animals in modern society. This programme couples multi-disciplinary knowledge across a range of topics related to the human-animal bond, with critical skills and industry awareness. The programme has been designed to enhance career prospects in this rapidly developing field, fully supported by expert staff, industry partners and good facilities.

The degree programme in Human-Animal Interaction aims to equip students with the knowledge, practical skills and intellectual skills to challenge orthodox thinking about human-animal interactions, develop new ideas and evaluate current processes and practices in anthrozoology. Students should develop a range of key skills to enable them to assess the value of HAI, with a consideration of the potential benefit to the human and the impact on the welfare of the animal. The educational aims of the programme are to enable students to:

1. Enhance their ability to meet the needs of industries related to human-animal interaction.
2. To evaluate the wellbeing of humans and animals through multidisciplinary partnerships that foster innovative research, education, and service programmes in human-animal interaction.
3. Promote a robust critical awareness of the application of scientific principles in anthrozoology, in a real world context.
4. Analyse the value of animals in society and the role they play in human lives.
5. Apply practical skills related to management of animal welfare and professional engagement with a wide range of stakeholders within the human-animal interaction sector.
6. Effectively communicate information, arguments and analysis in a variety of forms and deploy key techniques of the discipline effectively in their field of study and in a work context.
7. To give the students the opportunity to design, construct and undertake scientific research in human-animal interaction.
8. To create autonomous and determined individuals who question practice and apply the skills they have learnt to propose effective solutions to real-world problems in a professional manner.

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

The degree in human-animal interaction produces graduates who understand the complexity of anthrozoology, to enhance the lives of humans and animals through mutually beneficial interactions and appreciate the value of animals in society. Graduates will have the ability to communicate and interact effectively with a wide range of audiences to facilitate animal-assisted interventions. Skills in research, critical analysis, synthesis and evaluation will be developed, applying these to the latest research published in the field. An ability to solve problems, develop new ideas, and evaluate current practices in human-animal interaction to promote animal welfare and positive societal benefits will be evident. They will demonstrate practical skills related to establishing human-animal interaction projects, with a focus on welfare, health and safety, ethics and legislation.

### Part 3: Programme Structure

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

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

		Compulsory Modules	Optional Modules	Awards
Year	Foundation Year	Foundation Skills Development HANV8A-30-3 Academic Skills in Practice HANV8B-30-3 Reviewing Literature HANV8C-15-3 Foundation Biological Principles HANV8E-30-3 Foundation in Human-Animal Interaction HANV8J-15-3 OR Foundation in Animal Studies HANV8G-15-3		<u>Cert Animal Studies</u>  <u>Cert HE Human-Animal Interaction</u>  <u>Dip HE Human-Animal Interaction</u>  <u>BSc Human-Animal Interaction</u>  <u>BSc Human-Animal Interaction with Integrated Placement Year</u> This must include the Year Work Placement module UINVK6-15-2
	Year 1	Introduction to Psychology HANV86-30-4 Fundamental Skills for Anthrozoology HANV88-30-4 Animals in Society HANV89-15-4 Systems Biology HANXK4-15-4 Animal Health & Disease HANXKK-15-4 Animal Behaviour & Welfare HANV83-15-4		<u>BSc (Hons) Human-Animal Interaction</u> This must include all compulsory modules.  <u>BSc (Hons) Human-Animal Interactions with Integrated Placement Year</u> This must include all compulsory modules and the Year Work Placement module.
	Year 2	Managing Human-Animal Interactions HANV8N-30-5 Undergraduate Research Process HANXU5-15-5 Ethics & Welfare HANXSW-15-5 Animals in Education HANV8L-15-5	Animal-Assisted Interventions HANV8K-15-5 New Venture Creation HSPXTX-15-5 Independent Report HANXRX-15-5 Animal Therapy 1 HANXU4-15-5 Applied Animal Health & Disease HANXSN-30-5 Measuring Animal Behaviour HANXSS-15-5 International Study Academic Portfolio HANXRP-15-5 <u>OR</u> International Academic Study Project HANXRQ-30-5	
	Year Work Placement (Optional) HANVK6-15-5			
Year 3	Undergraduate Dissertation HANV3R-45-6 Human-Animal Interaction in Practice HANV8P-30-6 Contemporary Issues in Anthrozoology HANV8S-15-6	Wildlife & Zoo Management HANV3N-15-6 Undergraduate Independent Study HANV3M-15-6 Animal Therapy 2 HANV36-15-6 Applied Business Management HANXKU-15-6 Animal Psychology HANV4X-15-6 Special Populations HSPV55-15-6		

**Part time:**

The part time student journey from Entry through to Graduation is individually negotiated with the student, based upon the student's specific requirements and will be individually negotiated and designed, with support from the programme manager.

## Part 4: Learning Outcomes of the Programme

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

<b>Learning Outcomes:</b>	Introduction to Psychology	Fundamental Skills for Anthrozoology	Animals in Society	Systems Biology	Animal Health & Disease	Animal Behaviour & Welfare	Managing Human-Animal Interactions	Undergraduate Research Process	Ethics & Welfare	Animals in Education	Animal-Assisted Interventions	New Venture Creation	Independent Report	Animal Therapy 1	Applied Animal Health & Disease	Measuring Animal Behaviour	International Study Academic Portfolio	International Academic Study Project	Undergraduate Dissertation	Human-Animal Interaction in Practice	Contemporary Issues in Anthrozoology	Wildlife & Zoo Management	Undergraduate Independent Study	Animal Therapy 2	Applied Business Management	Animal Psychology	Special Populations
<b>(A) Knowledge and understanding of:</b>																											
1. The problems and/or new insights into human-animal interactions (HAI), including human wellbeing.	✓	✓	✓				✓			✓	✓							✓	✓	✓	✓					✓	✓
2. The moral and ethical issues in relation to HAI, including animal welfare.		✓	✓			✓	✓	✓	✓	✓									✓	✓	✓	✓					
3. The complex nature of the human-animal bond, from evolutionary principles to present day understanding of human psychology.	✓	✓	✓				✓		✓	✓	✓		✓						✓	✓	✓	✓	✓				
4. The significance of animal structure and function to animal-assisted activities, including welfare, health, good husbandry and wellbeing.				✓	✓	✓	✓		✓	✓	✓			✓	✓			✓	✓			✓		✓		✓	
<b>(B) Intellectual Skills</b>																											
1. A critical awareness of the developing nature of the animal-assisted activities industry, and the challenges this poses.							✓		✓	✓	✓								✓	✓	✓	✓					
2. Use problem-solving skills and decision-making strategies to support investigations in the context of human-animal interactions.							✓	✓	✓				✓			✓	✓	✓	✓	✓	✓	✓				✓	✓
3. Use reflective thinking to support effective methods of animal-assisted interaction.										✓							✓	✓	✓								✓
4. Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of anthrozoology.								✓					✓						✓				✓			✓	✓

## Part 4: Learning Outcomes of the Programme

<b>(C) Subject/Professional/Practical Skills</b>																									
1. Organise, analyse and interpret qualitative and quantitative data and conceptual written information to evaluate HAI projects.																									
2. Communicate effectively with individuals, establishing professional relationships within the anthrozoology sector.		✓																							
3. Maintain the standards and practices required of the UK animal and human therapy industries.		✓																							
4. Demonstrate an awareness of sound business practice in supporting effective animal-assisted activities.		✓	✓																						
5. Recognise moral/ethical dilemmas and issues central to HAI practices.		✓																							
6. Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study.																									
7. Apply skills to solve problems, develop new ideas, and evaluate current practices in human-animal interaction to promote animal welfare and positive societal benefits.																									
8. Demonstrate practical skills related to establishing HAI projects, with a focus on welfare, health and safety, ethics and legislation.		✓	✓																						
<b>(D) Transferable skills and other attributes</b>																									
1. Communicate effectively through written and verbal means within the wider human and animal industries, with a variety of audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Demonstrate a range of graduate attributes which would support employment in the HAI sector, and foster a culture of lifelong learning.																									
3. Demonstrate professional integrity in development and delivery of HAI programmes and beyond.		✓	✓																						

## Part 5: Student Learning and Student Support

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

The Human-Animal Interaction programme utilises a mixture of teaching approaches, which aim to support the student to develop a comprehensive knowledge and understanding of the principles of anthrozoology. Learning opportunities are varied with students able to apply theory to practice in the animal collection, during industry engagement, and through periods of work placement. The teaching and learning strategies employed within modules aim to develop graduates who can assimilate complex paradigms and propose justified solutions to problems related to human-animal interaction.

The programme will have the following distinct selling features for each year of delivery:

**Foundation Year:** The focus will be on establishing clear underpinning knowledge and study skills to support students' progress through higher levels of the programme. Practical and academic skills will be enhanced, through a range of practical sessions and an internship in a chosen area of the campus. Students will learn in small groups to develop confidence, whilst working alone on projects to develop independent study skills and their own area of interest.

**Year 1:** Delivery is focused on providing a scientific foundation in anthrozoology, to support students' academic and interpersonal skill development. To achieve this the first year concentrates on the development of fundamental knowledge of human psychology and animal science, and the significance of the human-animal bond. Students will also learn how to assess animal health and welfare as well as beginning to gain an appreciation of the ethical requirements required to ensure positive interactions occur for both human and animal participants. Intellectual skills are developed through lectures, seminars, practical sessions and academic workshops.

**Year 2:** Delivery aims to consolidate the knowledge and skills developed in the first year of study. Students are encouraged to evaluate the positive and negative impact of human-animal interactions. In the second year, students continue to apply their knowledge and understanding through evidence-based learning, application into practice and exposure to a range of guest speakers, from charities, HAI initiatives and animal welfare organisations. Optional modules allow students to tailor and build their specialist knowledge and begin to focus on their chosen career path, with choices to include interaction with humans or animals. Delivery will encourage students to develop their autonomy, engage in reflection and will reinforce the competencies developed in year one. There are also opportunities for students to undertake international study within the industry.

**Year (optional):** Students have the opportunity to further develop their employability and can experience different methods used within human-animal interaction within either a regional, national or international environment.

**Year 3:** Delivery 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 year 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 anthrozoology 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 and live case studies, culminating in a practice based module, involving reflection on a volunteer placement.

At Hartpury there is a policy for a minimum average requirement of 15 contact hours / teaching week in year one of a full-time undergraduate programme. This contact time encompasses a range of face-to-face scheduled 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 Human-Animal Interaction programme, teaching is a mix of scheduled, independent and placement learning. 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 potential impact of HAI on humans and animals.

For this programme:

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

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

**Placement learning:** may include a practice placement, other placement, year abroad.

### Description of the teaching resources provided for students

Students will have access to the onsite college animal collection, farm, equine centre, wider estate and animal and equine therapy centres. During their research, students will be fully supported by academic staff, 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 college, 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 Centre (ULC) 24 hours a day, seven days a week to support their studies. The ULC contains a wide range of textbooks and journals alongside ICT facilities. Within the ULC there are specific areas for individual study, group study and a higher education flexible study zone. These facilities are all available to students to support their studies.

Facilities onsite to support human wellbeing research and teaching include cardiovascular and strength and conditioning gyms, a nutrition laboratory, and staff with expertise in human wellbeing, fitness and exercise.

### 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 rapidly developing sector of human-animal interaction-based 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. Practical sessions and industry-based visits will underpin the student's academic knowledge whilst giving them the opportunity to develop practical skills required, whilst exposure to an assortment of animal-based practices and the practical application of 'real-world' cases in a range of animal species, human subjects and environments will support employability within the human-animal sector.

This unique programme will provide an insight into evolutionary relationship between humans and animals, venturing into human psychology, animal ethics and welfare, animal husbandry and animal-assisted therapy. Key principles will be learnt in lectures and seminars, whilst onsite facilities and offsite partnerships will provide extensive opportunities for putting theory into practice. Work with onsite initiatives providing wider student support are established, and students from this programme will have opportunities to integrate into these, whilst also exploring opportunities to develop new programmes to support others. More widely, students will have access to work experience and volunteering opportunities at a wide range of local and national partners, to increase their employability skills and application of knowledge in new environments. Partnerships are currently established with local animal rescue charities, national assistance animal organisations and a variety of animal businesses, including zoos, wildlife parks, pet shops and veterinary businesses, to provide volunteering opportunities, guest speakers, trips and research opportunities.

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 anatomy and physiology, health, behaviour and welfare of animals, as well as developing investigative skills for research, an understanding of human psychology, and comprehension of the evolutionary relationship between humans and animals. This knowledge is extended in subsequent modules in year 2 alongside the development of knowledge and understanding in a variety of specialist areas. Selection of optional modules enable the student to build their expertise in areas of particular interest to them, for example animal-assisted therapy, animals in education or health and disease.

Throughout the programme students are provided with opportunities to develop their vocational skills. Work in the Hartpury Animal Collection, the laboratory, on the farm and in the field provides students with experience in the application of theory learnt in lectures to practice, and prepares them for periods of work-based learning and placement, activities with local schools, engagement with therapy-based practitioners and interaction with animal-based organisations.

The programme utilises the extensive facilities present on site including the farm 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, zoos, and educational establishments, Riding for the Disabled Association, Donkey Sanctuary etc.) allow students to appreciate how these theories are applied in commercial organisations and real-life situations. Content will consider the use of companion animals, livestock and wildlife, with consideration of the significance of the natural world to mental health and therapy, how animals can facilitate human wellbeing and the impact of when the human-animal bond breaks down.

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 Hartpury students, for example the Veterinary Society, Canine Agility Club or the Equestrian Club, that offer animal and sport-based activities which complement formal programme studies.

## **Part 6: Assessment**

This module will be assessed according to the Hartpury Academic Regulations and Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

### **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, animal collection, 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. This focus on applying theory to practice will continue throughout the latter three stages, increasing depth of knowledge, intellectual skills and professional skills. Students will be required to complete assessment in a wide variety of ways, including those closely linked to industry practice.

Overall, the programme aims to develop students to possess an enquiring attitude, capable of sourcing information and using this knowledge and research to propose solutions to problems which arise within human-animal interaction. Students will develop a sound ethical focus, ensuring professional integrity in all aspects of their work. Animal welfare and ethics will be central to delivery, and thus will be core to the assessment strategy. 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 sciences 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) Human-Animal Interaction graduate can function effectively within the animal sector.

Assessment throughout the programme has been designed to assess the student's ability to apply theoretical principles and current research to practice in order to resolve and provide solutions to real world issues within the newly emerging field of Human-Animal Interaction. This will be achieved via a wide variety of assessment methods, including a range of portfolios, traditional examinations, written reports, oral presentations, practical exams and practical skills assessments and assignments. Effective communication using a variety of formats and project development are a key graduate attributes in this field, therefore Portfolios have been selected because they capture within a single point of assessment a number of opportunities for the student to demonstrate the skills and experience of learning opportunities that can be synthesised into practice. The portfolios will include elements of personal and industry reflection, short answer questions, practical skills assessment, case study review and written reports. Comprehension of knowledge and intellectual skills will be rigorously assessed under controlled conditions, in examinations and oral examinations.

The assessment strategy also embeds opportunities for students to achieve practical 'employment ready' vocational skills applicable to human-animal interaction 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 student can function effectively within both human and animal sectors.

There will be a number of formative assessment opportunities to support students towards their summative assessment, these will be through academic and practical skills workshops through the Achievement and Success Centre at Hartpury, in the animal centre, on the college farm, individual and group tutorials with tutors and industry support during employment on placements.

In response to industry feedback there has been a conscious move through the years of the programme to develop students' autonomy, confidence, critical and problem solving skills with increasing access and involvement with employers in assessment. This will provide students with 'live briefs' for assessment that will allow them to propose solutions to industry specific challenges and scenarios that they will face in their future careers in the industry. This will develop their industry ethos and show them that they can succeed in signposting their personal, academic and professional development.

The assessment strategy has been designed to promote effective learning and engagement and to ensure that student knowledge, understanding, abilities and skills required for this programme can be comprehensively evaluated.

In line with Hartpury'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** and these are detailed in the following assessment map:

### Assessment Map for BSc (Hons) Human-Animal Interaction/ for BSc (Hons) Human-Animal Interaction with Integrated Placement year

		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 Foundation Year</b>	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice						A (25)	B (75)			
	Reviewing Literature						A (100)				
	Foundation Human-Animal Interaction			B (50)			A (50)				
	Foundation Biological Principles				A (50)						B (50)
<b>Compulsory Modules Year 1</b>	Introduction to Psychology		A (50)				B (50)				
	Fundamental Skills for Anthrozoology					A (100)					
	Animals in Society						A (25)	B (75)			
	Systems Biology				A (50)			A (50)			
	Animal Health & Disease	A (70)						A (30)			
	Animal Behaviour & Welfare	A (50)						B (50)			
<b>Compulsory Modules Year 2</b>	Managing Human-Animal Interactions										A (100)
	Undergraduate Research Process						A (100)				
	Ethics & Welfare	A (50)					B (50)				
<b>Optional Modules Year 2</b>	Animal-Assisted Interventions						A (100)				
	Animals in Education					A (100)					
	New Venture Creation						A (100)				
	Independent Report		A (25)					B (75)			
	Animal Therapy 1						A (100)				
	Applied Animal Health & Disease	A (50)						B (50)			
	Measuring Animal Behaviour			A (100)							

	International Study Academic Portfolio									A (100)
	International Academic Study Project					A (25)				B (75)
<b>OPTIONAL</b>	<b>Year work placement</b>									A (100)
<b>Compulsory Modules Year 3</b>	Undergraduate Dissertation									A (100)
	Human-Animal Interaction in Practice					A (100)				
	Contemporary Issues in Anthrozoology									A (100)
<b>Optional Modules Year 3</b>	Wildlife & Zoo Management					A (25)				B (75)
	Undergraduate Independent Study									A (100)
	Animal Therapy 2									B (50)
	Animal Psychology									B (50)
	Applied Business Management									A (100)
	Special Populations									A (100)

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

## Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website [www.hartpury.ac.uk](http://www.hartpury.ac.uk).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score 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. Relevant subject benchmark statements (Veterinary Sciences, Agriculture, horticulture, forestry, food and consumer science and Psychology) 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.

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 framework of academic regulations, procedures and working practices that enable the assurance of academic standards.

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 is 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; 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 and Research Excellence Strategy: This has been used in designing this programme to ensure that it is underpinned by the five key principles, which aim to enhance the student experience across Hartpury. 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

## Part 8: Reference Points and Benchmarks

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.

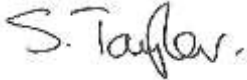

**Staff expertise and research:** Hartpury staff have a number of years of industry experience and remain active in key areas of the animal industry. The proposed modules for the Human-Animal Interaction programme are based on well-established teaching areas within Hartpury. All modules will be taught 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:** Feedback has been sought from a range of employers within the animal sector. These industry panel discussions centred on the purpose of the programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Industry employers were also included on the periodic curriculum review. Feedback was also sought on the programme from Alumni, present and future students.

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 in module specifications.

**Programme Approval Log**

<b>Programme Title:</b>	BSc (Hons) Human-Animal Interaction
<b>Programme Code:</b>	BSHAHAIX
<b>Initial Approval Date:</b>	01 September 2019
<b>Approved by:</b>	Hartpury Curriculum Approval Committee
<b>Approved until:</b>	01 September 2023
<b>Original version number:</b>	V1.0

<b>Current version number: 2.1</b>	
<b>Outline Change Details:</b> Level 5 optional module HANV8K-15-5 name changed from Animal-Assisted Therapy to Animal-Assisted Interventions	
<b>Material Alteration: Yes and is accompanied by the relevant programme specifications and course information sheets.</b>	
<b>Rationale:</b> The proposed name change has been requested because it fits the broader nature of the module (so rather than just focus on Animal Assisted Therapy (AAT), to include Animal Assisted Education (AAE), Animal Assisted Activities (AAA), Animal Assisted Therapy (AAT) and Animal Assisted Coaching / Counselling AAC). There have also been changes in terminology within the sector since the module was written and updating the name of the module would reflect these changes.	
<b>Change requested by: Sienna Taylor</b>	
<input checked="" type="checkbox"/> I can confirm that all programme managers have been consulted and support this change <input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I have retained evidence of this consultation which has been placed in the Module File	
<b>Signature:</b> 	<b>Date:</b> 30/09/2019
<b>Name of Head of Department: Robert Graham</b>	
<input type="checkbox"/> 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> 30 <sup>th</sup> Sept 2019
<b>Approval Committee and Date:</b>	CVC 2020 01 13
<b>Change approved with effect from:</b>	1 September 2020 (intake 2019+)
<b>Resulting new version number:</b>	2.2

<b>Current version number:</b> V2.0	
<b>Outline Change Details:</b>  Module name change from "Behavioural Measurement" to "Measuring Animal Behaviour"  Typographical correction to assessment map – Animal Health and Disease amended to 70% written exam, 30% report (coursework).	
<b>Material Alteration:</b> No	
<b>Rationale:</b> Proposed name change makes the module clearer in terms of content covered.	
<b>Module description for Course Information Sheets:</b> No changes to description, same as before. Only change is module name.	
<b>Change requested by: Sienna Taylor</b> <input checked="" type="checkbox"/> I can confirm that all programme managers have been consulted and support this change <input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I have retained evidence of this consultation which has been placed in the Module File   <b>Signature:</b> _____ <b>Date:</b> 20/11/2018	
<b>Name of Head of Department: Jane Williams</b> Yes 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> Jane Williams <b>Date:</b> 20/11/18	
<b>Approval Committee and Date:</b>	CVC 2019 02 13
<b>Change approved with effect from:</b>	1 September 2019
<b>Resulting new version number:</b>	V2.1 (intakes 2018 and 2019)

### Version 2.0

<b>Rationale:</b> 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Award Titles amended to replace (SW) with (IP). 3. Removed BUWE B80. 4. Subject Benchmark Statements updated where required	
<b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: Not required	
<b>Outline Change Details:</b> 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University.	
<b>Change requested by:</b>	Academic Registrar
<b>CVC approval date:</b>	31 August 2018
<b>Change approved with effect from:</b>	01 September 2018
<b>New version number:</b>	2.0