

## Programme Specification

Part 1: Basic Data			
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	Hartpury		
<b>Delivery Location</b>	Hartpury		
<b>Study abroad / Exchange / Credit recognition</b>	None		
<b>Department responsible for programme</b>	Animal		
<b>Programme Title</b>	BSc (Hons) Zoology		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	BSc (Hons) Zoology BSc (Hons) Zoology with Integrated Placement Year		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	BSc Zoology BSc Zoology with Integrated Placement Year BSc Animal Studies Diploma of Higher Education in Zoology Certificate of Higher Education in Animal Studies Certificate in Animal Studies Higher Education Foundation Certificate		
<b>Mode(s) of Study</b>	Full time / Part time		
<b>Codes</b>	<b>UCAS:</b> Foundation Stage: DF20 Stage 1: D320 Stage 3: D326	<b>UNIT-e:</b> BSHAZOOX Stage 3: BSHAZOO6	
<b>Relevant QAA Subject Benchmark Statements</b>	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences		
<b>Last Major Approval Date</b>	31 August 2018	Valid from	V6.1 - 1 September 2018
<b>Amendment Approval Date</b>	V6.3 – 13 February 2019 V6.6 – 3 March 2020	Amended with effect from	V6.3 – 1 September 2019 V6.6 – 1 September 2020
<b>Version</b>	6.6		
<b>Review Due By</b>	1 September 2024		

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

The programme focuses on preparing individuals to become competent, flexible and accountable animal scientists. It enables students to gain a working understanding and critical awareness of the problems and/or new insights in the field of zoology, including issues pertaining to the area of animal health, nutrition and modern reproductive techniques. The programme will prepare the learner with a foundation for lifelong learning and:

1. Builds on basic scientific principles to develop a knowledge and understanding of the changing diversity of the natural world, to study animals in the context of present day industry and environment.
2. Provides students with the opportunity to think constructively and critically, discuss and evaluate concepts and theories in the fields of zoology, propose sound and reasoned solutions to problems and show clear developments of these skills as a result of the programme.
3. Allows students to choose from a range of options appropriate to their needs, while maintaining a coherent programme of study.
4. Meets the needs of the industry sector providing the foundation for a range of careers in zoology and related animal industries.
5. Provides students with the ability to transfer graduate skills to different working environments.
6. Assists students to be adaptable to the changing demands of business and society.
7. Provides high quality education and professional development, supported by a strong base of creative and applicable research.

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

A BSc (Hons) Zoology graduate understands the global complexity of the changing natural world and is capable of working with animals across the wildlife, zoo and animal industries. They have been exposed to a range of animal-based practices, which have developed their competency in working with animals, and abilities in the field and laboratory. They have comprehensive knowledge and understanding of zoology and wildlife conservation (both in captivity and in the wild), including animal nutrition, welfare, and genetic principles. They are confident and capable of applying their subject knowledge to assist with the practical application of theory to inform decision-making and problem-solving.

### Part 3: Programme Structure for BSc (Hons) Zoology

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

ENTRY	Compulsory Modules	Optional Modules	Awards
Foundation Stage	Academic Skills in Practice (HANV8B-30-3) Foundation Animal Studies (HANV8G-15-3) Foundation Biological Principles (HANV8E-30-3) Foundation Skills Development (HANV8A-30-3) Reviewing Literature (HANV8C-15-3)	Not applicable.	<u>Higher Education Foundation Certificate</u>  <u>Cert Animal Studies</u>  <u>Cert HE Animal Studies</u>  <u>Dip HE Zoology</u>  BSc Animal Studies
	Animal Behaviour & Welfare (HANV83-15-4)  Animal Genetics (HANXNV-15-4)  Animal Health and Disease (HANXKK-15-4)  Animal Nutrition (HANXK5-15-4)  Biodiversity (HANXK6-15-4)  Fundamental Skills for Zoology (HANV9E-30-4)  Systems Biology (HANXK4-15-4)	Not applicable.	<u>BSc Zoology with Integrated Placement year</u> This must include the Year Work Placement module.  <u>BSc Zoology</u> This must include Biodiversity and Conservation, and Wildlife Management & Conservation Genetics  <u>BSc (Hons) Zoology</u> This must include all compulsory modules.  <u>BSc (Hons) Zoology with Integrated Placement year</u>
	Behavioural and Evolutionary Ecology (HANXSR-30-5)  Conservation Biology (HANV9D-30-5)  Undergraduate Research Process (HANXU5-15-5)	Animal Microbiology (HANXRK-15-5)  Animals in Education (HANV8L-15-5)  Applied Animal Health and Disease (HANXSN-30-5)  Ethics and Welfare (HANXSW-15-5)  Field Course (HANXSY-15-5)  Independent Report (HANXRX-15-5)  International Academic Study Extended Project (HANXRR-45-5)  International Academic Study Project (HANXRQ-30-5)  Measuring Animal Behaviour (HANXSS-15-5)	This must include all compulsory modules and the Year Work Placement module.
	Year Work Placement (HANVK6-15-2) OPTIONAL		
	Biodiversity and Conservation (HANV39-15-6)  Undergraduate Dissertation (HANV3R-45-6)  Wildlife Management & Conservation Genetics (HANV9F-30-6)	Advanced Animal Microbiology (HANV4T-15-6)  Animal Psychology (HANV4X-15-6)  Anthrozoology (HANV38-15-6)  Developments in Animal Science (HANV3G-15-6)  Epidemiology (HANV3H-15-6)  Undergraduate Independent Study (HANV3M-15-6)	

**Part time:** The part time student journey from Entry through to Graduation is individually negotiated with the student.

**Part 3: Programme Structure for:  
BSc (Hons) Zoology (Level 6 entry)**

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, core and optional modules

	Core/ Compulsory Modules	Optional Modules	Awards
Stage 3	Applied Research Project (HANV3S-30-6)  Biodiversity and Conservation (HANV39-15-6)  Investigative Skills for the Successful Undergraduate (HANV4Y-15-6)  Wildlife Management & Conservation Genetics (HANV9F-30-6)	Advanced Animal Microbiology (HANV4T-15-6)  Animal Psychology (HANV4X-15-6)  Anthrozoology (HANV38-15-6)  Developments in Animal Science (HANV3G-15-6)  Epidemiology (HANV3H-15-6)  Undergraduate Independent Study (HANV3M-15-6)  The optional modules listed may require evidence of pre-requisite learning in order to enrol on the module.	BSc Animal Studies  BSc Zoology This must include Biodiversity and Conservation, and Wildlife Management & Conservation Genetics  BSc (Hons) Zoology This must include all compulsory modules

**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>	<b>Systems Biology</b>	<b>Animal Genetics</b>	<b>Animal Behaviour &amp; Welfare</b>	<b>Biodiversity</b>	<b>Animal Nutrition</b>	<b>Fundamental Skills for Zoology</b>	<b>Animal Health and Disease</b>	<b>Undergraduate Research Process</b>	<b>Applied Animal Health and Disease</b>	<b>Conservation Biology</b>	<b>Measuring Animal Behaviour</b>	<b>Animals in Education</b>	<b>Animal Microbiology</b>	<b>Independent Report</b>	<b>Field Course</b>	<b>Ethics and Welfare</b>	<b>Behavioural &amp; Evolutionary Ecology</b>	<b>International Academic Study Project</b>	<b>International Academic Study Extended Project</b>	<b>Year Work Placement</b>	<b>Undergraduate Dissertation</b>	<b>Investigative Skills for the Successful Undergraduate</b>	<b>Applied Research Project</b>	<b>Epidemiology</b>	<b>Wildlife Management &amp; Conservation Genetics</b>	<b>Biodiversity and Conservation</b>	<b>Developments in Animal Science</b>	<b>Anthrozoology</b>	<b>Animal Psychology</b>	<b>Advanced Animal Microbiology</b>	<b>Undergraduate Independent Study</b>
<b>A) Knowledge and understanding of:</b>																															
1 The ability to analyse and evaluate the problems and/or new insights in the field of zoology, with respect to conservation biology, nutrition and animal health.	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 A comprehensive knowledge of anatomical, physiological, evolutionary and nutritional principles.	✓			✓	✓	✓	✓		✓	✓		✓					✓	✓	✓		✓	✓	✓	✓	✓		✓		✓		✓
3 The ability to apply underpinning principles of genetics to the management of an animal.		✓		✓			✓		✓	✓								✓	✓				✓	✓							✓
4 The ability to apply the knowledge gained during the programme, together with an understanding of how established techniques of research and enquiry are used to create and interpret knowledge in zoology.								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning Outcomes:	Systems Biology	Animal Genetics	Animal Behaviour & Welfare	Biodiversity	Animal Nutrition	Fundamental Skills for Zoology	Animal Health and Disease	Undergraduate Research Process	Applied Animal Health and Disease	Conservation Biology	Measuring Animal Behaviour	Animals in Education	Animal Microbiology	Independent Report	Field Course	Ethics and Welfare	Behavioural & Evolutionary Ecology	International Academic Study Project	International Academic Study Extended Project	Year Work Placement	Undergraduate Dissertation	Investigative Skills for the Successful Undergraduate	Applied Research Project	Epidemiology	Wildlife Management & Conservation Genetics	Biodiversity and Conservation	Developments in Animal Science	Anthrozoology	Animal Psychology	Advanced Animal Microbiology	Undergraduate Independent Study	
	B) Intellectual Skills																															
1 Use problem solving skills and decision making strategies to support the problems and/or new insights in zoology								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Use skills of reflection, evaluation and critical thinking to support an effective understanding of anatomical, physiological and evolutionary principles.									✓	✓			✓				✓			✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	
3 Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of zoology.								✓					✓							✓	✓	✓								✓	✓	
4 Critically evaluate an aspect of zoology based on systematic rigorous research processes, which highlights both implications and recommendations for developing current and future practice.								✓					✓							✓	✓	✓								✓	✓	
5 Use skills of reflection, evaluation and critical thinking to support an effective understanding of current legislation in relevant zoology-related polices both in the United Kingdom and Europe.		✓				✓			✓	✓						✓				✓	✓	✓			✓							

<b>Learning Outcomes:</b>	<b>Systems Biology</b>	<b>Animal Genetics</b>	<b>Animal Behaviour &amp; Welfare</b>	<b>Biodiversity</b>	<b>Animal Nutrition</b>	<b>Fundamental Skills for Zoology</b>	<b>Animal Health and Disease</b>	<b>Undergraduate Research Process</b>	Applied Animal Health and Disease	<b>Conservation Biology</b>	Measuring Animal Behaviour	Animals in Education	Animal Microbiology	Independent Report	Field Course	Ethics and Welfare	<b>Behavioural &amp; Evolutionary Ecology</b>	International Academic Study Project	International Academic Study Extended Project	<b>Year Work Placement</b>	<b>Undergraduate Dissertation</b>	<b>Investigative Skills for the Successful Undergraduate</b>	<b>Applied Research Project</b>	Epidemiology	<b>Wildlife Management &amp; Conservation Genetics</b>	<b>Biodiversity and Conservation</b>	Developments in Animal Science	Anthrozoology	Animal Psychology	Advanced Animal Microbiology	Undergraduate Independent Study
6 Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>C) Subject/Professional/Practical Skills</b>																															
1 Communicate effectively with individuals, establishing professional and ethical relationships.	✓				✓	✓				✓	✓			✓			✓			✓				✓							
2 Maintain the standards and practices required of the industry.								✓	✓		✓	✓		✓				✓	✓	✓	✓		✓						✓		
3 Recognise moral/ethical dilemmas and issues.					✓	✓		✓									✓	✓	✓					✓	✓						
4 Perform professional tasks exercising personal responsibility and a capacity to make decisions appropriate to the role in industry.					✓	✓					✓	✓		✓				✓	✓	✓									✓		
<b>D) Transferable skills and other attributes</b>																															
1 Communicate effectively with a wide range of individuals using a variety of means.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<b>Learning Outcomes:</b>																																					
	<b>Systems Biology</b>	<b>Animal Genetics</b>	<b>Animal Behaviour &amp; Welfare</b>	<b>Biodiversity</b>	<b>Animal Nutrition</b>	<b>Fundamental Skills for Zoology</b>	<b>Animal Health and Disease</b>	<b>Undergraduate Research Process</b>	<b>Applied Animal Health and Disease</b>	<b>Conservation Biology</b>	<b>Measuring Animal Behaviour</b>	<b>Animals in Education</b>	<b>Animal Microbiology</b>	<b>Independent Report</b>	<b>Field Course</b>	<b>Ethics and Welfare</b>	<b>Behavioural &amp; Evolutionary Ecology</b>	<b>International Academic Study Project</b>	<b>International Academic Study Extended Project</b>	<b>Year Work Placement</b>	<b>Undergraduate Dissertation</b>	<b>Investigative Skills for the Successful Undergraduate</b>			<b>Applied Research Project</b>	<b>Epidemiology</b>	<b>Wildlife Management &amp; Conservation Genetics</b>		<b>Biodiversity and Conservation</b>		<b>Developments in Animal Science</b>	<b>Anthrozoology</b>	<b>Animal Psychology</b>	<b>Advanced Animal Microbiology</b>	<b>Undergraduate Independent Study</b>		
2 Evaluate their own academic, vocational and professional performance.	✓	✓	✓	✓	✓	✓	✓		✓					✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3 Utilise problem solving skills in a variety of theoretical and practical situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4 Manage change effectively and respond to changing demands.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓						✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Take responsibility for personal and professional learning and development.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Manage time, prioritise workloads and recognise and manage personal emotions and stress.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7 Understand career opportunities and challenges ahead and begin to plan a career path.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
8 Use information management skills, for example: information technology, library resources, the use of information technology in the workplace.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



## Part 5: Student Learning and Student Support

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

There is a policy for a minimum average requirement of 15 hours / week in both foundation stage and stage one. 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.

The programme will have the following distinct selling features for each stage of delivery (please note that starred items exclude level 6 entry students since these activities are undertaken at earlier levels):

**Foundation Stage:** 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.

**Stage 1:** Delivery is focused on providing a scientific foundation in zoology, to support students' academic and interpersonal skill development. To achieve this the first stage concentrates on the development of fundamental knowledge, including animal form and function, behaviour, nutrition and biodiversity. Students will also learn how to assess animal health and welfare and develop the intellectual and academic skills necessary to succeed in university level study. Time spent in the laboratory and field will support the development of a wide range of skills expected of a zoology student.

**Stage 2:** Delivery aims to consolidate and apply the knowledge and skills developed in the first stage of study, through evidence-based learning, application into practice and exposure to a range of guest speakers, from charities, HAI initiatives, conservation and animal welfare organisations. Core modules develop an understanding of conservation biology as a developing science, the role of evolution to shape behaviour and the principles of data collection and management. Solving real-world problems will be a particular focus at this level. Optional modules allow students to tailor and build their specialist knowledge and begin to focus on their chosen career path, with choices to include laboratory sciences, the zoo industry, field studies, animal health and/or behaviour. Delivery will encourage students to develop their autonomy, engage in reflection and will reinforce the competencies developed in stage one. There are also opportunities for students to undertake international study within the industry, either through an exchange or the Field Course module.

**Integrated Placement year (optional):** Students have the opportunity to further develop their employability and can experience different methods used within zoology within either a regional, national or international environment.

**Stage 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 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 zoology 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, including a residential trip to UK zoos.

On the BSc (Hons) Zoology programme there is a mixture of teaching approaches including:

#### ***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. Within the Foundation Stage a feature will be the facilitated workshops and individual study, enabling students to benefit from small-group study.

**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 placement in industry when completing the Work Placement module.

**International Academic Study\***

Within this programme there is an opportunity to gain academic credit for a period of studying abroad for students studying at stage 2. The student would be supported to identify an opportunity of interest, which may be with established institutions partners or by individual arrangement. All periods of study abroad would have to meet the institutions requirements before enrolment on the International Academic Study opportunity modules.

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

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

**Careers**

To support learner's career preparations, careers personnel visit the institution on a regular basis and the students can use all the online 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. Students will engage with a range of internal and external guest speakers who can provide insight into a range of roles in the sector.

**Description of any Distinctive Features**

The purpose of the programme is to provide a balance of academic study and practical learning that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the zoology sector. The student will be equipped with the ability and knowledge required to actively contribute to a developing employment market. 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 varied range of enterprises to be found within the animal-based industries. Practicals and industry based visits will underpin the students' academic knowledge whilst giving the student the opportunity to practice and develop practical skills required.

Having entry points into a foundation stage, level four and level six enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range of study backgrounds. Please note that starred items do not necessarily include level 6 entry students since these activities are undertaken at earlier levels. The foundation stage will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally, the Foundation stage 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.

Stage 1 provides the student with a basic understanding of core principles, theories and frameworks, applied to the anatomy and physiology of animals, welfare, behaviour, nutrition and evolution as well as developing investigative skills for research. This knowledge is extended in the subsequent modules in stage 2, with the optional modules enabling the student to specialise in areas of particular interest to them, for example wildlife conservation, animal health and welfare, animal behaviour or laboratory sciences. These themes will be further developed in final stage modules with an increased focus on research and independent study to enable progression to further study and application to industry.

Work in the laboratory and field provides students with experience in the application of the theories learned in lectures. The programme utilises the extensive land and animal facilities present on site

including the farm and the animal centre (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 (for example Bristol Zoo, Guide Dogs, Paignton Zoo, West Midlands Safari Park, nature reserves, museums) allow students to appreciate how these theories are applied in commercial organisations and real-life situations.\*

There are also optional residential field trips available as part of the programme. A field course module to South Africa runs in stage two of the programme.\* This provides students with an opportunity to explore African ecology and ethology, and examines the challenges of balancing wildlife conservation with human need for resources. In the stage three of the course there is a residential zoo / wildlife park visit as part of the Wildlife Management and Conservation Genetics module. This trip enables students to identify and evaluate the environmental and behavioural needs of a range of non-domestic animal species and provides the opportunity to investigate the necessary criteria for the reintroduction of animals into the wild.

Students have the option to engage with the animal industry in the form of a placement. By undertaking a placement, students will gain both practical and business knowledge in the animal industry, either in the UK or elsewhere in the world to explore and address complex issues and reflect upon their own development.\*

Learners will be supported throughout the programme via online web-based support such as the VLE, electronic resources through the institution's University Learning Centre and individual tutorial sessions with a designated tutor.

This programme offers the opportunity for students in stage two to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between the institution and an approved International Institution for BSc (Hons) Zoology.\*

## Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpury.ac.uk>

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be Undergraduate Dissertation or Applied Research Project.

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment within the Foundation Year has 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 university-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 offering 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.

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 zoology. Students will develop a sound ethical focus, ensuring professional integrity in all aspects of their work.

Competency in practical skills to support employability and progression into postgraduate study or research is key. Therefore, opportunities for students to achieve 'Day 1' vocational skills applicable to zoology are embedded 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) Zoology graduate can function effectively in industry.

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 zoology field. This will be achieved via a wide variety of assessment methods, including, traditional examinations, written reports, oral presentations, practical exams and practical skills assessments and assignments. Comprehension of knowledge and intellectual skills will be rigorously assessed under controlled conditions, in examinations and oral examinations.

Throughout the programme students will develop an understanding of research skills, including data collection methods in the field and laboratory, hypothesis testing, data analysis and application of findings to practice. This will be achieved through individual and group projects in a variety of modules, so students are regularly involved in designing and executing research projects alongside critically analysing peer-reviewed literature.

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 to employers. 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.

### Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

#### Assessment Map for BSc (Hons) Zoology 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 Stage</b>	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice						A (25)	B (75)			
	Reviewing Literature							(A100)			
	Foundation Animal Studies			B (50)			A (50)				
	Foundation Biological Principles				A (50)					B (50)	
<b>Compulsory Modules Level 4</b>	Systems Biology			A (50)				B (50)			
	Animal Nutrition	A (50)						B (50)			
	Animal Genetics			B (25)			A (75)				
	Animal Behaviour & Welfare	A (50)						B (50)			
	Biodiversity	A (50)						B (50)			
	Fundamental Skills for Zoology									A (100)	
	Animal Health and Disease	A (70)						B (30)			
<b>Compulsory Modules Level 5</b>	Conservation Biology	A (50)						B (50)			
	Undergraduate Research Process							A/B (100)			
	Behavioural & Evolutionary Ecology	A (30)						B (70)			
<b>Optional Modules Level 5</b>	Applied Animal Health and Disease	A (60)						B (40)			
	Animals in Education					A (100)					
	Measuring Animal Behaviour			A (100)							
	Animal Microbiology	A (30)		A (20)				B (50)			
	Independent Report								A (100)		
	Field Course						A (25)	B (75)			
	Ethics and Welfare	A (50)					B (50)				
International Academic Study Project						A (25)			B (75)		

	International Academic Study Extended Project					A (25)				B (75)
<b>Optional Year</b>	Year Work Placement									A (100)
<b>Compulsory Modules Level 6 (continuing students)</b>	Wildlife Management & Conservation Genetics	A (48)				A (12)	B (40)			
	Undergraduate Dissertation									A (100)
	Biodiversity and Conservation					A (30)	B (70)			
<b>Compulsory Modules Level 6 (direct entry)</b>	Wildlife Management & Conservation Genetics	A (48)				A (12)	B (40)			
	Biodiversity and Conservation					A (30)	B (70)			
	Investigative Skills for the Successful Undergraduate			A (50)			B (50)			
	Applied Research Project									A (100)
<b>Optional Modules Level 6</b>	Advanced Animal Microbiology	A (50)				B (50)				
	Developments in Animal Science	A (100)								
	Animal Psychology	A (60)							B (40)	
	Anthrozoology			A (100)						
	Epidemiology	A (60)							B (40)	
	Undergraduate Independent Study									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 institution's 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 of 6.0 prior to entry onto the programme.

Direct entry into Level 6 of the programme can be subject to interview and approval of prior content covered in evolution, ecology and general conservation biology principles.

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 Institution's website.

### Programme Amendment Log

<b>Programme Title:</b>	BSc (Hons) Zoology (was BSc (Hons) Applied Animal Science)
<b>Programme Code:</b>	D320A and DF20
<b>Initial Approval Date:</b>	V2.0 1 <sup>st</sup> September 2017
<b>Approved by:</b>	Hartpury Curriculum Approval Committee
<b>Approved until:</b>	01 September 2023
<b>Original version number:</b>	2.0

**Changes:**

28 May 2020- Addition of UCAS and Unit-E codes for Level 6 entry.

<p><b>Current version number: 6.3</b></p> <p><b>Outline Change Details:</b></p> <p>Part 1 Interim awards updated</p> <p>Part 2 Education aims of the programme modified: outdated aims (points 4, 9 and 10) removed and references to animal science removed from points 1 and 2. HEAR statement also tweaked to better reflect programme emphasis on wild animal studies.</p> <p>Part 3 Alterations to Stage 2: Behavioural and Evolutionary Ecology made Compulsory (previously Optional). Animal Reproduction Physiology; International Academic Study Portfolio; Management of Domestic Animals; all removed from Optional modules. Alterations to Stage 3: Biodiversity and Conservation made Compulsory (previously Optional). Programme structure for direct entry to Level 6 added. Applied Research Project and Investigative Skills for the Successful Undergraduate substituted for Undergraduate Dissertation as Compulsory. All other modules are as per a continuing student. Interim awards updated.</p> <p>Part 4 Programme learning outcomes have been updated to remove last vestiges of previous Animal Science degree and further towards a more holistic zoology programme. Points A1, A4, B2, B3, B5 and C5 updated, point C1 removed. Mapping also reflects changes in programme structure.</p> <p>Part 5 Small alterations and deletions to ensure accuracy in description of provided teaching, plus error corrections. Altered to make clearer which elements are applicable to which stages to ensure clarity for direct entry students.</p> <p>Part 6 Small alterations and deletions to ensure accuracy in description of assessment, plus error corrections. Assessment map updated to reflect programme structure Assessment for Level 5 optional module Independent Report (HANXRX-15-5) updated from 25% exam and 75% coursework to 100% coursework, in line with amendment to module. Assessment for Level 4 module Systems Biology (HANXK4-15-4) updated in line with module amendment: Component A changed from practical exam to in-class test. Unistats changed from 50% practical exam to 50% written exam. Altered to make clearer which elements are applicable to which stages to ensure clarity for direct entry students.</p> <p>Part 7</p>
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Statement added in relation to requirement of direct entrants to level 6 entry to have prior learning approved and potentially be interviewed.

Part 8

Removed in line with current template.

'Year' replaced with 'stage' throughout document, where appropriate, in line with current terminology.

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

**Rationale:** When the original zoology programme was written it was done when students had already been recruited to the coming year, so changes were kept to a minimum. This meant programme learning outcomes were only changed slightly, and module changes were avoided unless clearly necessary. With more time to reflect on the relevance of some modules, and discussion with students regarding the choices they have made for optional modules it is apparent that too many modules are currently offered at level five. This creates significant issues with timetabling and managing assessment. Therefore, this has all been addressed to a large degree. In order to give this programme greater point of difference from BSc Bioveterinary Science Animal Reproductive Physiology and Management of Domestic Animals have been removed, and the 15 credit International Academic Study module has also been deleted to simplify options for studying overseas. Biodiversity & Conservation has been moved to compulsory at level 6 to avoid overlap with other modules, whilst ensuring key knowledge is covered and to reflect the nature of the students' ambitions.

Reference to the Biosciences Benchmark Statement has informed slight changes to programme learning outcomes, and outdated reference to 'animal science' have been removed.

**Change requested by:** Lucy Bearman-Brown

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:** 6/11/19

**Name of Head of Department:**

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:** 6<sup>th</sup> February 2020

<b>Approval Committee and Date:</b>	CVC 2020 03 03
<b>Change approved with effect from:</b>	1 September 2020
<b>Resulting new version number:</b>	6.6 (intakes 2020+)



<b>Current version number:</b> V6.1 01 September 2018	
<b>Outline Change Details:</b> Module name change from "Behavioural Measurement" to "Measuring Animal Behaviour"	
<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 <input checked="" 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; OR; <input type="checkbox"/> I confirm that this change does require additional resources and have included a completed Resource Impact and Authorisation Form	
<b>Signature:</b> Jane Williams	<b>Date:</b> 20/11/18
<b>Approval Committee and Date:</b>	
<b>Change approved with effect from:</b>	01 September 2019 (2019 intake)
<b>Resulting new version number:</b>	V6.3

### Version 6.1

<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>	6.1

### Version 3.0

<b>Rationale:</b> We are proposing changing the name from Applied Animal Science to Zoology after consultation with prospective students who feedback that the existing name did not reflect the content and focus of the
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degree, and they did not feel it would support their long term career aspirations. Zoology is defined as the scientific study of the behaviour, structure, physiology, classification, and distribution of animals; the current course provides students with all of this knowledge combined with a specific wildlife and zoo conservation focus, and as such zoology defines this programme much better than applied animal science.

**Material Alteration:** Yes and **Course Information Sheet amended appropriately:** Yes

**Outline Change Details:**

Change name of highest awards to BSc (Hons) Zoology with Integrated Placement year and BSc (Hons) Zoology  
No other amendments but this affects almost all sections.

<b>Change requested by:</b>	Jane Williams
<b>CVC approval date:</b>	17 January 2018
<b>Change approved with effect from:</b>	01 September 2018
<b>New version number:</b>	v2.0

**Version 3.1**

**Outline Change Details:**

It is proposed to remove the following modules:

LEVEL 4:

Anatomy & Physiology (Compulsory)  
Introduction to Animal Behaviour (Compulsory)  
Introduction to Animal Welfare (Compulsory)

LEVEL 5:

Applied Animal Nutrition (Compulsory)  
Animal Production (Optional)  
Animal Therapy 1(Optional)

LEVEL 6:

Animal Therapy 2 (Optional)  
Wildlife & Zoo Management (Optional)  
Advanced Animal Nutrition (Optional)  
Advanced Animal Production (Optional)

The following existing modules will be added:

LEVEL 4:

Systems Biology (Compulsory)  
Animal Behaviour & Welfare (Compulsory)

LEVEL 5:

Behavioural & Evolutionary Ecology (Optional)  
Animals in Education (Optional)

The following new modules are proposed:

Fundamental Skills for Zoology HANV9E-30-4 (Compulsory)  
Conservation Biology HANV9D-30-5 (Compulsory)  
Wildlife Management & Conservation Genetics HANV9F-30-6 (Compulsory)

Developments in Animal Science (HANV3G-15-6) has moved from Compulsory to Optional.

Addition of interim award BSc Zoology with Integrated Placement year to Part 1: Basic Data and Part 3: Programme Structure.

**Rationale:** To maximize student recruitment, achievement and experience, and subsequent employability in Zoology, the programme team feel that some minor amendments to the programme structure which are outlined in this proposal.

<b>Change requested by:</b>	Lucy Bearman-Brown
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<b>CVC approval date:</b>	01 March 2018
<b>Change approved with effect from:</b>	01 September 2018

### Version 3.2

<b>Outline Change Details:</b> Adjustment of assessment for Animal Genetics HANXNV-15-4 To amend assessment from 100% Oral Presentation to 75% Oral Presentation and 25% In-Class Test	
<b>Rationale:</b> To improve assessment balance and student experience.	
<b>Change requested by:</b>	Rachel Collins
<b>CVC approval date:</b>	01 March 2018
<b>Change approved with effect from:</b>	01 September 2019