Module Specification

Part 1: Basic Data						
Module Title	Applied Animal-Assisted Interventions					
Module Code	HANV8U-30-5		Level	5	Version	2.0
Credit Rating	30	ECTS Credit Rating	15	Includes WBL?	No	
Teaching Institution	Hartpury	Department	Animal	Module Type	Standard	
Contributes towards	BSc (Hons) Human-Animal Interaction (Animal-Assisted Therapy)					
PSRB involved	None		Module Entry requirements	None		
Pre-requisites	None		Excluded Combinations	None		
Most recent Validation Date	V1.0- 17 January 2018		Due for re-validation by:	01 September 2024.		
Amendment Approval Date	V1.1 – 31 August 2018 V1.2 – 21 May 2019 V2.0 – 13 January 2020		Amended with effect from	V1.1 – 01 September 2018 V1.2 – 01 September 2019 V2.0 – 01 September 2020		

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Assess the range of ways in which animals can be used to assist human wellbeing and health (A) 2. Evaluate the legal, ethical and welfare issues that govern the use of animals to improve human wellbeing and health (A) 3. Evaluate the efficacy of organisations that offer animal-assisted interventions (A) 4. Critique the selection process of animals used for animal-assisted interventions (A) 5. Design animal-assisted interventions to maximise human wellbeing (A) 6. Participate in and evaluate the impact of an organised animal-assisted intervention on human and animal wellbeing (A)
Syllabus Outline	• The history and benefits of animal assisted interventions • The role that animals can play in improving people's social, emotional or cognitive well-being • Selection and training an animal for assisted interventions and therapy work • Using animals as part of solution-focused therapy • Using animals within education to promote human well-being, learning and social interaction • Interpretation of human and animal body language • Welfare, legislative and ethical issues relating to the use of animals for assisted interventions • Standards and strategies for establishing the evidence base for animal-assisted

	interventions • Designing animal-assisted interventions for therapeutic, exercise and wellbeing goals • Assessment of human and animal wellbeing during practical interventions and therapy
Teaching and Learning Methods	A variety of learning strategies will be used including lectures, seminars and practical engagement in animal-assisted activities. Students will also be expected to engage in self-directed study and independent learning. It is anticipated that each student will receive scheduled learning activities over the course of the academic year delivered by way of: lectures, seminars and online interactive activities. In addition to scheduled learning, there is an expectation that students will spend time on their own independent learning. Participation in and observation of animal-assisted interventions are key, allowing students to contextualise theory into practice within a supported environment. A variety of study trips and visits will also be incorporated into delivery to introduce students to how theory is contextualised into practice within Animal-Assisted Interventions and Therapies. The integration of industry professionals within lectures and industry visits to different facilities will enable students to apply theory into real-world contexts. In addition, students will be expected to engage in independent learning and complete a range of guided learning activities throughout the course of the module. This independent and guided learning will involve activities designed to support students with the preparation of assessments and developing their subject knowledge via further reading. Teaching and learning will be supported via the VLE.
Unistats Information	The Office for Students (OfS) require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Expected learning hours for the module:					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module	Percentage
Written examination	0%
Coursework	0%
Practical examination	100%
Total	100%

Reading Strategy	**Essential reading** Essential material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made unless explicitly stated and students will have full access to library services, online applications, and inter-library loans. **Further reading** Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
Indicative Reading List	The following list is offered to provide the validators /accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. Altschiller, D. (current edition) *Animal-assisted therapy*. California: Greenwood. Chandler, C.K. (current edition) *Animal-assisted therapy in counselling*. Abingdon: Routledge. Fine, A.H. (current edition) *Handbook on animal-assisted therapy: foundations and guidelines for animal-assisted interventions*. London: Elsevier Academic Press. Paris-Plash.N. (current edition) *Animal-assisted psychotherapy: theories, issues and practice (new directions in the human-animal bond)*. Indiana: Purdue University Press. Pichot, T. (current edition) *Animal-assisted brief therapy: a solution-focused Approach*. Abingdon: Routledge. Ristol, F. and Domenec, E. (current edition) *Animal-assisted therapy: techniques and exercises for dog assisted interventions*. Miami: Smiles CTAC Incorporated. Journals Animals in Society Anthrozoös Journal of Animal Welfare Journal of Applied Animal Welfare Science Websites National Institute for Health and Care Excellence - www.evidence.nhs.uk/search?q=animal-assisted%20therapy Society for Companion Animal Studies - www.scas.org.uk TUFTS Institute for Human-Animal Interaction http://hai.tufts.edu

Part 3: Assessment	
Assessment Strategy	This module will be assessed according to the approved Hartpury Academic Regulations including any specific regulations detailed within the student's programme specification. The module is assessed through a reflective case study and skills portfolio, which will include both controlled and uncontrolled elements of assessment. These may take the form of problem solving tasks, evaluation and reflection of allocated animal-assisted interventions, therapeutic case studies and development of their own case-logs. Students will also be required to reflect on their own development and progress, as an individual throughout the module within their portfolio. Students should draw on knowledge and skills attained throughout their course of study and their wider volunteering experiences to help them complete their portfolio. Students are encouraged to read a wide range of different materials that will promote their own development and aid in the acquisition of the critical skills necessary for the successful completion of their studies. To support students' development, formative opportunities to engage in interactive learning opportunities which test understanding of the topics covered by the module, will also be provided via the module page on the VLE. Opportunities to engage in formative practical animal-assisted interventions and review of therapeutic case studies will support students to develop the critical skills to design, critique and evaluate the success of such activities. Interactive VLE and in class tasks structured around example themes will also be used to develop individuals' critical skills with verbal feedback provided. Students are also encouraged to engage with relevant academic skill development workshops and volunteering available outside of the module to support personal development 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.

Identify final assessment component and element		A1	
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	**0%**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Portfolio (equivalent to 4,000 words)	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Portfolio (equivalent to 4,000 words)	100%
If a student is permitted a retake of the module under the Academic Regulations, the assessment will be that indicated by the Module Specification at the time that retake commences.	

Module Amendment Log

Module Title:	Applied Animal-Assisted Interventions (was Applied Animal-Assisted Therapy until v2.0)
Module Code:	HANV8U-30-5
Initial Approval Date:	01 September 2017

Changes: *Most recent at the top of the page*

Current version number: 1.2
Outline Change Details: Module name changed from Applied Animal-Assisted Therapy to Applied Animal-Assisted Interventions Part 2: Learning Outcomes and Syllabus, the use of the term Animal-Assisted Therapy reviewed and where appropriate replaced with Animal-Assisted Intervention. Part 2: Unistats Information – contact hours reduced from 108 to 72. The Module description for Course Information Sheets revised to refer to Animal-Assisted Intervention rather than Animal-Assisted Therapy.
Material Alteration: Yes and is accompanied by the relevant programme specifications and course information sheets.
Rationale: 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. The use of the term 'therapy' has been reviewed in the learning outcomes, syllabus and indicative reading list. The term 'therapy' has been changed to 'intervention/s' where appropriate (or left where therapy is one form of intervention), with the exception of the reading list where newer terminology has not yet come through the literature. The contact hours were well above the guided hours, and were amended to focus on increasing the quality of student's contact time in more efficiently delivered contact experiences.
Module description for Course Information Sheets: This module introduces students to the principles that underpin Animal-Assisted Interventions and how these are used to support human and animal wellbeing.
Change requested by: Sienna Taylor ☑ I can confirm that all programme managers have been consulted and support this change ☑ I can confirm that student representatives have been consulted about this change ☑ I have retained evidence of this consultation which has been placed in the Module File *S. Taylor.* **Signature**:   **Date**: 24/09/2019
Name of Head of Department: Rob Graham ☐ 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**: 25/09/2019

Approval Committee and Date:	CVC 2020 01 13
Change approved with effect from:	1 September 2020
Resulting new version number:	2.0

Current version number: v.1.1
Outline Change Details: **Typographical correction – in Unistats table (Part 2) scheduled learning hours changed from 180 to 108; independent learning hours changed from 120 to 192.**
Module description for Course Information Sheets: This module introduces students to the principles that underpin Animal Assisted Therapy and how these are used to support human and animal wellbeing.

Approval Committee and Date:	CVC 2019 05 21
Change approved with effect from:	01 September 2019
Resulting new version number:	v.1.2

Current version number: v.1.0
Outline Change Details: Adopting new naming system for programmes
Material Alteration: No
Rationale: To reflect the Hartpury Academic Regulations
Change requested by: Academic Registrar
Signature: *Lucy Dumbell*   **Date**: 01 August 2018

Approval Committee and Date:	Curriculum Validation Committee 2018 08 31
Change approved with effect from:	01 September 2018
Resulting new version number:	v.1.1