HARTPURY UNIVERSITY

**Programme Specification**

| **Part 1: Basic Data** | | | |
|---|---|---|---|
| **Awarding Institution** | Hartpury University | | |
| **Teaching Institution** | Hartpury | | |
| **Delivery Location** | Hartpury | | |
| **Study abroad / Exchange / Credit recognition** | None | | |
| **Department responsible for programme** | Animal | | |
| **Programme Title** | BSc (Hons) Applied Animal Science with Therapy | | |
| **Professional Statutory or Regulatory Body Links** | None | | |
| **Highest Award Title** | BSc (Hons) Applied Animal Science with Therapy<br>BSc (Hons) Applied Animal Science with Therapy with Integrated Placement Year | | |
| **Default Award Title** | BSc (Hons) Applied Animal Science<br>BSc (Hons) Applied Animal Science with Integrated Placement Year | | |
| **Interim Award Titles** | BSc Applied Animal Science<br>BSc Applied Animal Science with Therapy with Integrated Placement Year<br>Diploma of Higher Education in Applied Animal Science<br>Certificate of Higher Education in Animal Science<br>Certificate in Animal Science<br>Higher Education Foundation Certificate in Academic Skills | | |
| **Mode(s) of Study** | Full time / Part time | | |
| **Codes** | **UCAS:** Year 1: D322<br>Foundation Year: DF22 | **UNIT-e:** BSHAAAST | |
| **Relevant QAA Subject Benchmark Statements** | Agriculture, Horticulture, Forestry, Nutrition, Food and Consumer Sciences. | | |
| **Last Major Approval Date** | 31 August 2018 | **Valid from** | 01 September 2018 |
| **Amendment Approval Date** | V4.3 - 13 February 2019<br>V4.4 - 3 March 2020<br>V4.7 - 13 August 2020<br>V4.8 - 26 February 2021 | **Amended with effect from** | V4.3 - 01 September 2019<br>V4.4 - 01 September 2020<br>V4.7 - 01 September 2020<br>V4.8 - 01 September 2021 |
| **Version** | 4.8 | | |
| **Review Due By** | 01 September 2024 | | |

## Part 2: Educational Aims of the Programme

The programme focuses on preparing individuals to become competent, flexible and accountable animal scientists with a specific focus on animal therapy. It enables students to gain a working understanding and critical awareness of the problems and/or new insights in the field of animal science, including issues pertaining to the area of animal therapy, health and management, through evidence based investigation.

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 animal in health and disease and uses this knowledge to study animals in the context of present day industry and environment.
2. Develops students to be able to evaluate the role of various therapeutic techniques within performance and rehabilitation regimens used in animal species.
3. Provides students with the opportunity to think constructively and critically, discuss and evaluate concepts and theories in the field of animal science and therapy, propose sound and reasoned solutions to problems and show clear developments of these skills as a result of the programme.
4. Allows students to choose from a range of options appropriate to their needs, while maintaining a coherent programme of study.
5. Meets the needs of the animal industry providing the foundation for a range of careers.
6. Provides students with the ability to transfer skills to different working environments.
7. Assists students to be adaptable to the changing demands of business and society.
8. 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) Applied Animal Science with Therapy graduate is capable of using their knowledge and understanding to propose solutions to common industry problems which arise within animal science. They will possess the fundamental vocational skills and graduate attributes to enable them to be an effective team member within laboratory, animal management and therapy environments. Graduates have been exposed to a range of therapeutic practices and will be confident to assist with the practical application of hydrotherapy and will be able to evaluate the role of various therapeutic techniques within performance and rehabilitation regimens used in animal species.

**Part 3: Programme Structure for**
**BSc (Hons) Applied Animal Science with Therapy**

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 additional to the regulatory credit requirements.
3 module diet, including compulsory and optional modules

| | | Compulsory Modules | Optional Modules | Awards |
|---|---|---|---|---|
| | Foundation Year | Foundation Skills Development (HANV8A-30-3)<br>Academic Skills in Practice (HANV8B-30-3)<br>Reviewing Literature (HANV8C-15-3)<br>Foundation Animal Studies (HANV8G-15-3)<br>Foundation Biological Principles (HANV8E-30-3) | Not applicable. | Please note that those students entering on the Foundation Year must satisfy the additional credit requirements (as appropriate) for the following awards:<br><br>Higher Education Foundation Certificate in Academic Skills<br><br>Cert Animal Science<br><br>Cert HE Animal Science<br><br>Dip HE Applied Animal Science<br><br>BSc Applied Animal Science<br><br>BSc Applied Animal Science with Integrated Placement Year<br>Requirements: This must include HANVK6-15-5<br><br>BSc Applied Animal Science with Therapy with Integrated Placement Year<br>Requirements: This must include HANXU4-15-5, HANV68-15-5, HANV36-15-6, HANV67-30-6<br><br>BSc (Hons) Applied Animal Science with Therapy<br>Requirements: This must include all compulsory modules.<br><br>BSc (Hons) Applied Animal Science with Therapy with Integrated Placement Year<br>Requirements: This must include all compulsory modules and HANVK6-15-5 |
| | Year 1 | Anatomy and Physiology for Animal Therapists (HANV6E-30-4)<br>Animal Genetics (HANXNV-15-4)<br>Animal Health and Disease (HANXKK-15-4)<br>Animal Nutrition (HANXK5-15-4)<br>Fundamental Skills for the Animal Therapist (HANV84-30-4)<br>Animal Behaviour and Welfare (HANV83-15-4) | Not applicable. | |
| | Year 2 | Undergraduate Research Process (HANXU5-15-5)<br>Animal Therapy 1 (HANXU4-15-5)<br>Applied Animal Health and Disease (HANXSN-30-5)<br>Introduction to Hydrotherapy (HANV68-15-5)<br>Animal Structure and Motion (HANV6A-15-5) | Students are normally required to select 30 credits from the optional modules listed below:<br><br>Animal Microbiology (HANXRK-15-5)<br>Companion Animal Behaviour and Training (HANXST-15-5)<br>New Venture Creation (HSPXTX-15-5)<br>Measuring Animal Behaviour (HANXSS-15-5)<br>Applied Animal Nutrition (HANXSP-15-5)<br>Ethics and Welfare (HANXSW-15-5)<br>Independent Report (HANXRX-15-5)<br>International Academic Study Portfolio (HANXRP-15-5)<br>International Academic Study Project (HANXRQ-30-5)<br>International Academic Study Extended Project (HANXRR-45-5) | |
| | Year Out | Integrated Placement Year (HANVK6-15-5) | | |
| | Year 3 | Undergraduate Dissertation (HANV3R-45-6)<br>Animal Therapy 2 (HANV36-15-6)<br>Therapy in Practice (HANV67-30-6) | Students are normally required to select 30 credits from the optional modules listed below:<br>Developments in Animal Science (HANV3G-15-6)<br>Advanced Animal Microbiology (HANV4T-15-6)<br>Advanced Animal Nutrition (HANV4S-15-6)<br>Animal Psychology (HANV4X-15-6)<br>Anthrozoology (HANV38-15-6)<br>Epidemiology (HANV3H-15-6) | |

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

## 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:

| ***Learning Outcomes:*** | **Anatomy and Physiology for Animal Therapists** | **Animal Genetics** | **Animal Behaviour and Welfare** | **Fundamental Skills for the Animal Therapist** | **Animal Nutrition** | **Animal Health and Disease** | **Undergraduate Research Process** | **Applied Animal Health and Disease** | **Introduction to Hydrotherapy** | **Animal Structure and Motion** | **Animal Therapy I** | Companion Animal Behaviour and Training | Measuring Animal Behaviour | Applied Animal Nutrition | Animal Microbiology | Independent Report | New Venture Creation | Ethics and Welfare | International Academic Study Portfolio | International Academic Study Project | International Academic Study Extended Project | **Integrated Placement Year** | **Undergraduate Dissertation** | Epidemiology | Advanced Animal Nutrition | **Therapy in Practice** | Developments in Animal Science | Anthrozoology | Animal Psychology | Advanced Animal Microbiology | **Animal Therapy 2** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A) Knowledge and understanding of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The ability to analyse and evaluate the problems and/or new insights in the field of animal science, with respect to nutrition, behaviour and animal health. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A comprehensive knowledge of anatomical, physiological and nutritional principles related to animal health and disease. | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | ✓ |
| The ability to apply underpinning principles of genetics to the health of an animal. | | ✓ | | | | ✓ | | ✓ | | | | | | | | | | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | | |
| An appreciation of the application of, methods used within and ethical considerations of animal therapy. | | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | ✓ | | | | | ✓ |

| ***Learning Outcomes:*** | **Anatomy and Physiology for Animal Therapists** | **Animal Genetics** | **Animal Behaviour and Welfare** | **Fundamental Skills for the Animal Therapist** | **Animal Nutrition** | **Animal Health and Disease** | **Undergraduate Research Process** | **Applied Animal Health and Disease** | **Introduction to Hydrotherapy** | **Animal Structure and Motion** | **Animal Therapy I** | Companion Animal Behaviour and Training | Measuring Animal Behaviour | Applied Animal Nutrition | Animal Microbiology | Independent Report | New Venture Creation | Ethics and Welfare | International Academic Study Portfolio | International Academic Study Project | International Academic Study Extended Project | **Integrated Placement Year** | **Undergraduate Dissertation** | Epidemiology | Advanced Animal Nutrition | **Therapy in Practice** | Developments in Animal Science | Anthrozoology | Animal Psychology | Advanced Animal Microbiology | **Animal Therapy 2** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 the applied science discipline. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| B) Intellectual Skill | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Use problem solving skills and decision making strategies to support the problems and/or new insights in the field of animal science, animal therapy, nutrition and animal health. | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use skills of reflection, evaluation and critical thinking to support an effective understanding of anatomical, physiological and nutritional principles related to animal health, therapy and disease. | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate the ability to apply critical evaluation and informed decision making when discussing concepts and theories used in the animal science and therapy industries. | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | ✓ |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of animal science and therapy. | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | | | ✓ | | | | | ✓ |
| C) Subject/Professional/Practical Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critically evaluate an aspect of animal science based on systematic rigorous research processes which highlights both implications and recommendations for developing current and future practice. | | | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Use skills of reflection, evaluation and critical thinking to support an effective understanding of current legislation in relevant agricultural and animal related polices both in the United Kingdom and Europe. | | | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | ✓ |
| Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self directed and independent study. | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Undertake skilled and competent evaluative and practical animal science and animal therapy skills; | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| ***Learning Outcomes:*** | **Anatomy and Physiology for Animal Therapists** | **Animal Genetics** | **Animal Behaviour and Welfare** | **Fundamental Skills for the Animal Therapist** | **Animal Nutrition** | **Animal Health and Disease** | **Undergraduate Research Process** | **Applied Animal Health and Disease** | **Introduction to Hydrotherapy** | **Animal Structure and Motion** | **Animal Therapy I** | Companion Animal Behaviour and Training | Measuring Animal Behaviour | Applied Animal Nutrition | Animal Microbiology | Independent Report | New Venture Creation | Ethics and Welfare | International Academic Study Portfolio | International Academic Study Project | International Academic Study Extended Project | **Integrated Placement Year** | **Undergraduate Dissertation** | Epidemiology | Advanced Animal Nutrition | **Therapy in Practice** | Developments in Animal Science | Anthrozoology | Animal Psychology | Advanced Animal Microbiology | **Animal Therapy 2** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D) Transferable skills and other attributes: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Communicate effectively with individuals, establishing professional and ethical relationships; | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Maintain the standards and practices required of the industry; | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognise moral/ethical dilemmas and issues; | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | | | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Perform professional tasks exercising personal responsibility and a capacity to make decisions appropriate to the role in the animal science industries. | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Communicate effectively with a wide range of individuals using a variety of means; | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Evaluate their own academic, vocational and professional performance; | | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Utilise problem solving skills in a variety of theoretical and practical situations; | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Manage change effectively and respond to changing demands; | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Take responsibility for personal and professional learning and development; | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| ***Learning Outcomes:*** | **Anatomy and Physiology for Animal Therapists** | **Animal Genetics** | **Animal Behaviour and Welfare** | **Fundamental Skills for the Animal Therapist** | **Animal Nutrition** | **Animal Health and Disease** | **Undergraduate Research Process** | **Applied Animal Health and Disease** | **Introduction to Hydrotherapy** | **Animal Structure and Motion** | **Animal Therapy I** | Companion Animal Behaviour and Training | Measuring Animal Behaviour | Applied Animal Nutrition | Animal Microbiology | Independent Report | New Venture Creation | Ethics and Welfare | International Academic Study Portfolio | International Academic Study Project | International Academic Study Extended Project | **Integrated Placement Year** | **Undergraduate Dissertation** | Epidemiology | Advanced Animal Nutrition | **Therapy in Practice** | Developments in Animal Science | Anthrozoology | Animal Psychology | Advanced Animal Microbiology | **Animal Therapy 2** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Manage time, prioritise workloads and recognise and manage personal emotions and stress; | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand career opportunities and challenges ahead and begin to plan a career path; | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 per week in year one and 12 hours / week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: 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.

Teaching and learning approaches include:

***Scheduled learning***
Includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning and supervised time within relevant industry organisations e.g. equine and canine therapy centres, zoos or animal management centre. Scheduled sessions may vary slightly depending on the module choices made. Throughout the programme, guided learning will involve activities designed to support students with the preparation of assessments and developing their subject knowledge via further reading and interactive delivery using the VLE. Within the Foundation Year a feature will be the facilitated workshops and individual study, enabling students to benefit from small-group study.

***Independent learning***
This may include; essential reading, assessment of knowledge and understanding, wider research into the topics studies, assessment preparation or volunteering within animal related industries. Students are also encouraged to engage with skill development and volunteering opportunities in the laboratory and the institutions Animal Management Centre, Equine Yard and Farm to practice their practical skills to become competent handling a range of animals and to develop fundamental animal science skills.

***Work based learning***
This will include scheduled work based learning within hydrotherapy related modules but students are also encouraged to engage in appropriate volunteering to support the development of their practical skills and broaden their knowledge of the animal sector throughout the programme. An Integrated Placement Year option is available to enable students to undertake an extended period of work placement within the animal industry.

***International Academic Study***
Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established institution 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.

**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 animal science or animal therapy 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. Practicals and industry based visits will underpin the students' academic knowledge whilst

giving the student the opportunity to practice and develop practical skills required. Whilst exposure to an assortment of therapeutic practices and the practical application of therapy within 'real-world' cases in a range of animal species will support employability within the animal therapy sector.

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 physiology of animals in relation to anatomy, health, behaviour and nutrition as well as developing investigative skills for research. This knowledge is extended in subsequent modules in year 2 alongside the development of specific animal therapy knowledge and understanding. Selection of optional modules enable the student to build their expertise in areas of particular interest to them, for example animal behaviour and nutrition. The animal therapy theme is further developed in final year modules with an increased focus on research, gaining practical therapy skills and independent study to enable progression to further study and application to industry.

Throughout the programme students are provided with opportunities to develop their vocational skills. Work in the institutions Canine and Equine Therapy Centres, the laboratory and field provides students with experience in the application of theory learnt in lectures to practice. Teaching utilizes the extensive animal and therapy related practical and physical resources. These include access to qualified animal hydrotherapists, veterinary physiotherapists, osteopaths, veterinary professionals and staff members who are engaged in therapy related commercial and research activities. Students will be able to observe 'real-world' application of therapy into practice through time spent within the Canine and Equine Therapy Centres. Facilities available within the facilities on site include equine and canine water treadmills, canine hydrotherapy pool, equine high speed treadmill and various therapeutic tools including TENS, LASER and Zamar. Both therapy centres regularly treat a range of non-elite animals and elite equine and canine athletes, and students will have opportunities to observe and participate (as assistants) within therapy regimes to enable them to build their practical skills and evaluate the efficacy of different therapeutic approaches. The programme utilises the extensive land and animal facilities present on site including the farm (which includes a diary unit, a flock of Romney X Cheviots sheep and a red deer herd) 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 etc.) allow students to appreciate how these theories are applied in commercial organisations and real-life situations.

Throughout the programme students have access to online web-based support such as the VLE, electronic resources through the institution 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 institutions Students Union and associated societies, it will also be possible to join societies run by the institutions students, for example the Land and Animal Biology Society (LABS), Veterinary Society or the Equestrian Club, that offer animal and sport-based activities which complement formal programme studies.

This programme also offers the opportunity for students 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) Animal Science with Therapy.

## 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

## 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, 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.

Overall the programme aims to develop students to possess an enquiring attitude who are capable of sourcing information and using this knowledge and research to propose solutions to problems which arise within animal science and therapy. 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 science 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) Applied Animal Science with Therapy student can function effectively within the animal sector.

In line with the institutions 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) Applied Animal Science with Therapy /BSc (Hons) Applied Animal Science with Therapy 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 |
| **Compulsory Modules Foundation Year** | 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) |
| **Compulsory Modules Level 4** | Anatomy and Physiology for Animal Therapists | A (50) | | | A (25) | | | | B (25) | | |
| | Animal Nutrition | A (50) | | | | | | | B (50) | | |
| | Animal Genetics | | | B (25) | | | A (75) | | | | |
| | Fundamental Skills for the Animal Therapist | | | | | A (100) | | | | | |
| | Animal Welfare and Welfare | A (50) | | | | | | B (50) | | | |
| | Animal Health and Disease | A (70) | | | | | | | B (30) | | |
| **Compulsory Modules Level 5** | Undergraduate Research Process | | | | | | | | A/B (100) | | |
| | Applied Animal Health and Disease | A (60) | | | | | | B (40) | | | |
| | Introduction to Hydrotherapy | | | A (70) | | B (30) | | | | | |
| | Animal Structure and Motion | | A (100) | | | | | | | | |
| | Animal Therapy 1 | | | | | | A (100) | | | | |
| **Optional Modules Level 5** | Applied Animal Nutrition | A (50) | | | | | | | B (50) | | |
| | Companion Animal Behaviour and Training | A (40) | | | | | | B (60) | | | |
| | Measuring Animal Behaviour | | | A (30) | | | | | B (70) | | |
| | Animal Microbiology | A (30) | | A (20) | | | | B (50) | | | |
| | Independent Report | | | | | | | | A (100) | | |
| | New Venture Creation | | | | | | A (100) | | | | |
| | Ethics and Welfare | A (50) | | | | | B (50) | | | | |
| | International Academic Study Portfolio | | | | | | | | | | A (100) |
| | International Academic Study Project | | | | | | A (25) | | | | B (75) |
| | International Academic Study Extended Project | | | | | | A (25) | | | | B (75) |
| **Optional Year** | Integrated Placement Year | | | | | | | | | | A (100) |
| **Compulsory Modules Level 6** | Undergraduate Dissertation | | | | | | | | | A (100) | |
| | Therapy in Practice | | | | | | | | | | A (100) |
| | Animal Therapy 2 | A (75) | | | | | | B (25) | | | |
| | Advanced Animal Microbiology | A (50) | | | | B (50) | | | | | |

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| **Optional Modules Level 6** | Developments in Animal Science | A (100) | | | | | | | | | | |
| | Advanced Animal Nutrition | A (50) | | | | | | | B (50) | | | |
| | Animal Psychology | A (60) | | | | | | | B (40) | | | |
| | Anthrozoology | | A (100) | | | | | | | | | |
| | Epidemiology | A (60) | | | | | | B (40) | | | | |

*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).
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.

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.

HARTPURY UNIVERSITY

## Programme Approval Log

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|---|---|
| **Programme Title:** | BSc (Hons) Applied Animal Science with Therapy |
| **Programme Code:** | D322/ BSHAAAST |
| **Initial Approval Date:** | 01 September 2017 |
| **Approved by:** | Hartpury Curriculum Approval Committee |
| **Approved until:** | 01 September 2023 |

**Changes:**

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| **Current version number: 4.7** |
| **Outline Change Details**:<br>Parts 1 and 3: Foundation interim award updated to Higher Education Foundation Certificate in Academic Skills.<br><br>Part 6: Assessment Map - Level 5 optional module Measuring Animal Behaviour - Component A (in class test) weighting changed to 30%. Component B (report) added.<br><br>Part 3: Module code for integrated placement year module corrected.<br><br>Part 8 removed in line with current template. |
| **Material Alteration: Yes** |
| **Rationale:**<br>Interim award: after a review of the interim award titles, it was agreed this revised title provided better clarity.<br><br>Assessment map – updated to reflect module amendments. |
| **Change requested by: Ben Brilot**<br>N/A I can confirm that student representatives have been consulted about this change<br>N/A I can confirm that colleagues impacted by this change have been consulted<br>N/A I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report<br><br>**Signature**: **Date**: 04/03/21 |
| **Name of Head of Department: Wanda McCormick**<br>I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department<br><br>**Signature**: **Date**: 8/3/2021 |

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| **Approval Committee and Date:** | CVC 2021 02 26 |
| **Change approved with effect from:** | 01 September 2021 |
| **Resulting new version number:** | 4.8 (2020 intake) |

| **Current version number: 4.4** | |
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| **Outline Change Details**:<br>Parts 3, 4, 5 & 6: Module HANVK6-15-5 name changed from Year Work Placement to Integrated Placement Year, in line with module amendment.<br>Part 6 – Assessment map updated for Foundation Biological Principles from A 50 practical exam to A 50 Practical skills assessment, in line with module amendment.<br>Part 6 – Assessment map: Undergraduate Research Process corrected to A/B. | |
| **Material Alteration: Yes** | |
| **Rationale: to ensure accuracy** | |
| **Change requested by: CVC**<br>n/a I can confirm that student representatives have been consulted about this change<br>n/a I can confirm that colleagues impacted by this change have been consulted<br>n/a I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report<br>**Date**: 30/07/2020 | |
| **Approval Committee and Date:** | CVC Chair's action 2020 08 13 |
| **Change approved with effect from:** | 1 September 2020 |
| **Resulting new version number:** | 4.7 (2020 intake) |

| **Current version number: 4.3** | |
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| **Outline Change Details**: Assessment for Level 5 optional module Independent Report (HANXRX-15-5) changed from 25% exam and 75% coursework to 100% coursework, in line with amendment to module.<br><br>Interim awards updated in Parts 1 and 3: Higher Education Foundation Certificate added. | |
| **Material Alteration:** No | |
| **Rationale:** to ensure accuracy | |
| **Change requested by: Ben Brilot**<br>☐ I can confirm that all programme managers have been consulted and support this change<br>☐ I can confirm that student representatives have been consulted about this change<br>☐ I have retained evidence of this consultation which has been placed in the Module File<br><br>**Signature**:  **Date**: 28/02/20 | |
| **Name of Head of Department:**<br>☐ I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department<br><br>**Signature**:  **Date**: 28/2/2020 | |
| **Approval Committee and Date:** | CVC Chair's action 2020 03 03 |
| **Change approved with effect from:** | 1 September 2020 |
| **Resulting new version number:** | 4.4 (intakes 2019+) |

| **Current version number:** V4.1 |
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| **Outline Change Details**:<br><br>Module name change from "Behavioural Measurement" to "Measuring Animal Behaviour". Changed Assessment Map from A50 and B50 to A100 and selected In Class Test as was incorrect on version V2.0. |

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| **Material Alteration:** No | |
| **Rationale:** Proposed name change makes the module clearer in terms of content covered. | |
| **Module description for Course Information Sheets:** No changes to description, same as before. Only change is module name. Updated Assessment Map percentage as incorrect. | |
| **Change requested by: Sienna Taylor**<br>■ I can confirm that all programme managers have been consulted and support this change<br>■ I can confirm that student representatives have been consulted about this change<br>■ I have retained evidence of this consultation which has been placed in the Module File<br><br>**Signature**: S. Taylor. **Date**: 20/11/2018 | |
| **Name of Head of Department: Jane Williams**<br>Yes I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department; OR;<br>☐ I confirm that this change does require additional resources and have included a completed Resource Impact and Authorisation Form<br><br>**Signature**: Jane Williams **Date**: 20/11/18 | |
| **Approval Committee and Date:** | CVC 2019 02 13 |
| **Change approved with effect from:** | 1 September 2019 |
| **Resulting new version number:** | V4.3 (Intake 2019) |

**Version 4.1.**

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| **Rationale:** 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 | |
| **Material Alteration:** Yes and Course Information Sheet amended appropriately**:** Not required | |
| **Outline Change Details:** 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. | |
| **Change requested by:** | Academic Registrar |
| **CVC approval date:** | 31 August 2018 |
| **Change approved with effect from:** | 01 September 2018 |
| **New version number:** | 4.1 |

## Version 2.3

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| **Outline Change Details:**<br>The information had not been transferred over correctly when the programme changed from version 1 to 2. This has now been amended to correctly show; Introduction to Animal Welfare and Introduction to Animal Behaviour were removed at year 1. Animal Behaviour and Welfare HANV83-15-4 has replaced them**.** | |
| **Rationale:** Incorrect information corrected. | |
| **Change requested by:** | Tamara Montrose |
| **CVC approval date:** | 26 June 2018 |
| **Change approved with effect from:** | 01 September 2018 |

## Version 2.1 (2019 intake)

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

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| **Change approved with effect from:** | 01 September 2019 |

## Version 2

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| **Outline Change Details:**<br>Introduction to Animal Welfare and Introduction to Animal Behaviour have been removed at year 1. Animal Behaviour and Welfare HANV83-15-4 has replaced them. | |
| **Rationale:** In line with the change on the UWE specification | |
| **Change requested by:** | Rosie Scott-Ward |
| **CVC approval date:** | 01 September 2017 |
| **Change approved with effect from:** | 01 September 2017 |

## Version 1

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| **Outline Change Details:**<br>Transferred to be a Hartpury Programme. | |
| **Rationale:** Hartpury now has TDAP | |
| **Change requested by:** | Rosie Scott-Ward |
| **CVC approval date:** | 01 September 2017 |
| **Change approved with effect from:** | 01 September 2017 |