

Programme Specification

| Part 1: Basic Data | | | |
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| Primary Programme Title | BSc (Hons) Animal Behaviour and Welfare | | |
| Target Award Titles | Mode and Typical Duration of Study | Professional Accrediting Body Links | Study Abroad / Exchange / Credit Recognition |
| BSc (Hons) Animal Behaviour and Welfare | Stage 0 Entry: Full time 4 years, Part time, 8 years, Stage 1 Entry: Full time, 3 years Part time, 6 years | None | None |
| BSc (Hons) Animal Behaviour and Welfare with integrated placement year | Stage 0 Entry: Full time, 5 years, Part time, 9 years, Stage 1 Entry: Full time, 4 years Part time, 7 years | None | None |
| Interim Award Titles | BSc Animal Behaviour and Welfare BSc Animal Behaviour and Welfare with integrated placement year BSc Animal Studies BSc Animal Studies with integrated placement year Diploma of Higher Education in Animal Behaviour and Welfare Certificate of Higher Education in Animal Studies Undergraduate Certificate in Animal Studies Undergraduate Award in Animal Studies Higher Education Foundation Certificate in Academic Skills Higher Education Foundation Award in Academic Skills | | |
| Teaching Delivery Method | On-site | | |
| Awarding Institution | Hartpury University | | |
| Teaching Institution | Hartpury University | | |
| Delivery Location | Hartpury | | |
| Department Responsible for Programme | Animal and Agriculture | | |
| Unit-E Code | BSHAABWX | | |
| Entry Criteria Information | Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website (www.hartpury.ac.uk) | | |
| Most Recent Validation Date | 21 March 2022 | Due for Re-validation By | 01 September 2029 |
| Amendment Approval Date | V10.0 - 17 March 2023 V10.1 - 27 July 2023 V12.0 - 25 Oct 2023 | Approved With Effect From | V10.1 - 01 September 2023 |

Part 1: Basic Data

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| | V13.0 - 10 Jan 2024 V13.1 - 24 July 2025 V13.2 - 05 Feb 2026 | | V13.0 – 01 September 2024 V13.1 – 01 September 2025 V13.2 – 01 September 2026 |
| Professional Accrediting Body Approval Date | N/A | Date for Re-accreditation | N/A |
| Version | 13.2 | | |

Part 2: Programme Overview

BSc (Hons) Animal Behaviour and Welfare graduates can confidently translate theoretical knowledge of animal welfare, behaviour and ethical philosophies into practice using multidisciplinary approaches to sustainably promote good animal welfare in a range of environments. They possess comprehensive knowledge of physical, behavioural, physiological, and environmental welfare parameters. They can apply understanding of welfare legislation and different moral perspectives to sensitively support positive change and effective decision-making regarding animal wellbeing. Graduates possess skills in critical enquiry alongside current subject knowledge that can be applied to solve broader challenges. They have the fundamental vocational skills to enable them to function as an effective team member within the animal management industry, including an ability to communicate and work successfully with others under time constraints and empathetically navigate through differences in societal beliefs and attitudes. They can handle scientific data, write reports, and monitor and assess animal welfare. Graduates have the skills to succeed in animal management careers, including welfare inspection and husbandry provision.

BSc (Hons) Animal Behaviour and Welfare with integrated placement year graduates can confidently translate theoretical knowledge of animal welfare, behaviour and ethical philosophies into practice using multidisciplinary approaches to sustainably promote good animal welfare in a range of environments. They possess comprehensive knowledge of physical, behavioural, physiological, and environmental welfare parameters. They can apply understanding of welfare legislation and different moral perspectives to sensitively support positive change and effective decision-making regarding animal wellbeing. Graduates possess skills in critical enquiry alongside current subject knowledge that can be applied to solve broader challenges. They have the fundamental vocational skills to enable them to function as an effective team member within the animal management industry, including an ability to communicate and work successfully with others under time constraints and empathetically navigate through differences in societal beliefs and attitudes. They can handle scientific data, write reports, and monitor and assess animal welfare. Through completing a year of working within an animal industry placement, graduates have demonstrated their ability to conduct themselves in a professional manner and draw together their academic and transferable skills to support their chosen organisation. Graduates on this programme can solve challenges in line with professional standards and have the skills to succeed in animal management careers, including welfare inspection and husbandry provision.

Part 3: Programme Structure

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

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

Please note:

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

+ core modules marked + are not eligible for compensation

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

^{AV} these modules are subject to additional and variant regulations but are not accredited

| | Core Modules | Optional Modules | Target and Interim Awards |
|----------------|---|------------------|--|
| Stage 0 | HANVRD-30-3 Professional Development in Practice OR HANV8B-30-3 Academic Skills in Practice <i>pre-2024 only</i> HANVFP-30-3 Animal Studies OR HANV8G-15-3 Foundation Animal Studies <i>pre-2022 only</i> HANVQK-30-3 Biological Principles for Land-Based Scientists OR HANV8E-30-3 Foundation Biological Principles <i>pre-2024 only</i> HANVQX-15-3 Academic Literacy for University Studies OR HANVG4-15-3 Foundation Skills Development <i>pre-2024 only</i> OR HANV8A-30-3 Foundation Skills Development <i>pre-2022 only</i> HANVRR-15-3 Exploring Current Concepts | None | <u>Higher Education Foundation Award in Academic Skills</u> <u>Higher Education Foundation Certificate in Academic Skills</u> |

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| | OR HANV8C-15-3 Reviewing Literature <i>pre-2024 only</i> | | |
| | To progress to Stage 1 you must achieve at least 90 credits. | | |
| Stage 1 | <p>HANXNS-30-4 Animal Behaviour</p> <p>HANVQJ-15-4 Management of Animal Health OR HANXKK-15-4 Animal Health and Disease <i>pre-2024 only</i></p> <p>HANVP4-30-4 Genetics, Evolution and Biodiversity OR HANXNV-15-4 Animal Genetics <i>pre-2023 only</i> AND HANXK6-15-4 Biodiversity <i>pre-2023 only</i></p> <p>HANXK9-15-4 Introduction to Animal Welfare</p> <p>HANVMJ-15-4 Professional and Academic Skills in Animal Biology OR HANV69-15-4 Fundamental Skills for the Animal Scientist <i>pre-2023 only</i></p> <p>HANXK4-15-4 Systems Biology</p> | None | <p><u>Undergraduate Award in Animal Studies</u></p> <p><u>Undergraduate Certificate in Animal Studies</u></p> <p><u>Certificate of Higher Education in Animal Studies</u></p> |
| | To progress to Stage 2 you must achieve at least 90 credits at stage 1. | | |
| Stage 2 | <p>HANVQH-30-5 + Assessing Animal Welfare OR HANXSM-15-5 + Animal Welfare Assessment <i>pre-2024 only</i></p> <p>HANXST-15-5 + Companion Animal Behaviour and Training</p> <p>HANXSW-15-5 + Ethics and Welfare</p> | <p>HANXSY-15-5 Field Course</p> <p>OR</p> <p>HANVPW-15-5 Human Behaviour Change for Animals</p> <p>OR</p> <p>HANVMV-15-5 Professional Experience in the Animal Sector 1</p> | <p><u>Diploma of Higher Education in Animal Behaviour and Welfare</u></p> |

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| | <p>HANXT8-30-5 Management of Domestic Animals</p> <p>HANVKV-15-5 Research Methods for Agricultural and Animal Scientists OR HANXU5-15-5 Undergraduate Research Process <i>pre-2022 only</i></p> | <p>HANXSR-30-5 Behavioural Ecology <i>pre-2024 only</i></p> <p>HANXST-15-5 Companion Animal Behaviour and Training <i>pre-2024 only</i></p> <p>HANXT8-30-5 Management of Domestic Animals <i>pre-2024 only</i></p> <p>HANXSS-15-5 Measuring Animal Behaviour <i>pre-2024 only</i></p> <p>HSPXTX-15-5 New Venture Creation <i>pre-2024 only</i></p> <p>HANXRX-15-5 Independent Report <i>pre-2023 only</i></p> | |
| Optional Year | HANVK6-15-5 Integrated Placement Year | None | |
| To progress to Stage 3 you must achieve at least 210 credits. | | | |
| Stage 3 | <p>HANVKS-45-6 + Animal and Agriculture Dissertation OR HANV3R-45-6 + Undergraduate Dissertation <i>pre-2022 only</i></p> <p>HANV4X-15-6 Cognitive Ethology</p> <p>HANVQ6-30-6 + Welfare of Trade Animals OR HANV37-15-6 + Animal Trade and Welfare <i>pre-2024 only</i></p> <p>HANV3N-15-6 + Wildlife and Zoo Management</p> | <p>HANV38-15-6 Anthrozoology</p> <p>OR</p> <p>HANV39-15-6 Biodiversity and Conservation</p> <p>OR</p> <p>HANVP6-15-6 Professional Experience in the Animal Sector 2</p> <p>HANV4X-15-6 Cognitive Ethology <i>pre-2024 only</i></p> <p>HANV3G-15-6 Developments in Animal Science <i>pre-2024 only</i></p> <p>HANV3K-15-6 Pet Behaviour Counselling <i>pre-2024 only</i></p> | <p><u>BSc Animal Studies</u></p> <p><u>BSc Animal Studies with integrated placement year</u> Must include the Integrated Placement Year module.</p> <p><u>BSc Animal Behaviour and Welfare</u> Must include Wildlife and Zoo Management and either Welfare of Trade Animals or Animal Trade and Welfare.</p> <p><u>BSc Animal Behaviour and Welfare with integrated placement year</u> Must include Wildlife and Zoo Management and either Welfare of Trade Animals or Animal Trade and Welfare, and must include the Integrated Placement Year module.</p> <p><u>BSc (Hons) Animal Behaviour and Welfare</u></p> |

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| | | HANV3N-15-6 Wildlife and Zoo Management <i>pre-2024 only</i> | <p>Must include all core modules.</p> <p><u>BSc (Hons) Animal Behaviour and Welfare with integrated placement year</u></p> <p>Must include all core modules and the Integrated Placement Year module.</p> |
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Part time:

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

Part 4: Programme Learning Outcomes

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

| Learning Outcomes: | Animal Behaviour | Professional and Academic Skills in Animal Biology | Genetics, Evolution and Biodiversity | Management of Animal Health | Systems Biology | Introduction to Animal Welfare | Assessing Animal Welfare | Ethics and Welfare | Research Methods for Agricultural and Animal Scientists | Management of Domestic Animals | Companion Animal Behaviour and Training | Human Behaviour Change for Animals | Field Course | Professional Experience in the Animal Sector 1 | Integrated Placement Year | Animal and Agriculture Dissertation | Welfare of Trade Animals | Wildlife and Zoo Management | Cognitive Ethology | Anthrozoology | Biodiversity and Conservation | Professional Experience in the Animal Sector 2 |
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| A) Knowledge and Understanding of: | | | | | | | | | | | | | | | | | | | | | | |
| 1.The key principles, problems and new insights associated with animal behaviour and welfare sciences. | B | B | B | B | B | B | A | B | | B | B | B | | | | A | A | A | A | A | A | |
| 2.The skills required to collect and manage biological data, including behavioural data and parameters of animal welfare assessment. | A | B | B | B | | B | A | | B | | | A | | | | B | | B | | | | |
| 3.The ethical issues in relation to sustainable captive animal management and welfare. | B | B | | | | B | | A | | A | B | B | | | | B | A | | B | A | | |
| 4.Government policy and legislation relating to animal welfare. | | | | B | | A | B | B | | A | | | | | | | A | A | | B | A | |
| 5.How established techniques of enquiry are used to create and interpret knowledge in applied science. | B | | | | | | A | | A | | | B | | | B | A | | B | A | | B | |

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| 6. Learning processes in animals and their influence on welfare in the context of training to resolve behaviour problems. | B | | | | | B | | | | B | A | | | | | | | | B | B | | |
| 7. Appropriate handling techniques which can be used to safely and ethically interact with a range of domestic species, including how to support an animal if they display signs of fear or aggression. | | A | | | | | | | | A | | | | | | | | | | | | |
| 8. Animal cognition and how it relates to animal welfare, including the development of abnormal behaviour. | A | | | | | A | A | A | | B | A | | | | | | | B | B | A | B | |
| B) Intellectual Skills | | | | | | | | | | | | | | | | | | | | | | |
| 1. Use problem-solving skills and decision-making strategies to explore the challenges and develop new insights in animal welfare science. | B | | | B | | B | B | | | | | B | | | | | | A | B | A | A | |
| 2. Analyse and critically evaluate current developments across the field of animal welfare science. | | | | | | B | B | B | B | B | B | B | | | | | | A | A | A | B | B |
| 3. Analyse data using statistical analysis, interpret the statistical analysis obtained and use statistics effectively in the presentation of an argument. | B | B | | | | | | | | B | | | | | | | | A | | B | | |
| 4. Use skills of critical thinking to support effective methods of animal behaviour and welfare measurement. | B | B | | B | | B | A | | | A | | | B | | | | | A | B | B | B | |
| 5. Demonstrate the ability to apply and justify informed decision-making in the management of captive animals. | B | | | B | | B | A | | | A | A | B | | | | | | B | A | A | | |
| 6. Critically evaluate national and international animal welfare legislation. | | | | | | B | B | B | | A | | | | | | | | | A | A | | A |
| 7. Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of animal behaviour and / or animal welfare. | B | | | | | A | A | A | A | A | A | A | | | | | | B | A | | A | A |
| 8. Critically evaluate an aspect of animal behaviour or animal welfare science based on systematic rigorous research processes which highlights both implications and recommendations for developing current and future animal management practices. | B | | | B | | B | A | | | B | A | A | A | | | | | | A | A | A | A |
| 9. Critically evaluate the impact of the marketplace, governing bodies, and welfare organisations on the welfare of trade animals, and make recommendations to help tackle a complex problem. | | | | | | B | | | | B | | | | | | | | | A | B | | B |
| C) Performance and Practice | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate application of competent animal behaviour measurement and animal welfare assessment skills. | A | B | | B | | A | A | B | | A | B | | A | | | | | | B | | A | |
| 2. Organise, analyse and interpret data and conceptual written information towards a given purpose within the field of animal welfare science. | A | A | | | | | A | | | A | | | | | | | | | A | | A | B |
| 3. Communicate effectively with others, recognising multiple perspectives and the relationships between personal views and professional practice. | | A | | B | | | | A | | B | B | B | | B | A | | | A | B | A | | B |

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| 4. Perform husbandry checks including welfare assessments, within the time constraints and standards required of the UK Animal industry. | B | B | | B | | B | A | | | A | B | | | B | B | B | | A | | | B | B |
| 5. Apply suitable data collection techniques when recording behavioural data, such as the use of appropriate ethograms and recording and sampling techniques. | A | | | | | | A | | | | | A | | | | A | | A | B | | | |
| 6. Recognise moral and ethical dilemmas, differences in perspectives between personal views and professional practice, and show an awareness of sustainable developments in the field of animal welfare science. | B | A | | | | A | A | A | | | | A | A | | B | A | A | A | | A | A | |
| 7. Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study. | B | A | B | B | B | B | B | | B | | B | B | | A | A | A | B | B | B | B | | A |
| 8. Work professionally with others as an effective team member. | | B | B | A | | | | A | | | | B | A | | A | | B | A | | | | A |
| D) Setting, Personal and Enabling Skills | | | | | | | | | | | | | | | | | | | | | | |
| 1. Effectively communicate scientific concepts to diverse audiences using a variety of means. | | B | B | A | | | | A | | B | B | B | A | B | | A | | A | | | A | B |
| 2. Evaluate their own academic, vocational and professional performance supported by feedback and personal reflection. | | A | | | | | | | B | | | | A | A | A | A | | | | | B | A |
| 3. Utilise problem-solving skills in a variety of theoretical and practical situations. | B | B | B | | | B | A | B | A | B | A | B | B | A | A | A | B | A | | | A | |
| 4. Make recommendations for improvement in animal welfare practices, and communicate how change can be managed effectively in response to the evolving demands of the industry. | | | | | | B | A | B | | A | | A | | | A | A | A | | | | | |
| 5. Effectively manage time, and prioritise workloads to manage wellbeing. | | B | | | | | | | A | | | | A | A | A | A | | | | | | B |
| 6. Take responsibility for personal and professional learning, wellbeing and career development. | | A | | | | | | | B | | | | | A | B | A | | | | | | |
| 7. Demonstrate information management skills including avoidance of plagiarism and use of a range of computer packages (eg Word, Excel, Outlook, MS Teams, SPSS) to engage in independent or collaborative work. | B | A | | | | | B | | A | | | B | | | A | A | | | | | | |

Part 5: Learning, Teaching and Assessment

Learning, Teaching and Assessment Journey:

The programme utilises a mixture of teaching and assessment approaches which aims to support the student to develop comprehensive knowledge and understanding of the principles of animal behaviour, welfare and ethics. Learning opportunities are varied and typically include lectures, seminars, tutorials, project supervision, demonstrations, practicals, workshops, fieldwork, and external visits. Contact time encompasses a range of face-to-face scheduled activities. In addition, a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. During each stage of their programme a student will be allocated an academic personal tutor.

Teaching involves a mix of scheduled and independent learning. Scheduled sessions may vary slightly depending on the module choices made. Independent learning includes the hours engaged with essential reading, case study preparation, assessment preparation and completion etc. Throughout their studies, students are encouraged to engage with volunteering opportunities to develop their practice and subject knowledge. Students will develop an ethos for ethical practice within their learning and assessment, with a strong focus on the amelioration of captive animal welfare, and study of animal behaviour. Students will experience a variety of assessments in relation to these key themes, including coursework, written examinations, oral presentations, and practical skills logbooks. There will be a range of assessments at each stage to support students to build confidence in applying their written, oral, and practical skills as they progress through the course to enable them to achieve and prepare for further study or employment in their chosen industry.

Teaching will typically incorporate access to various resources onsite at the institution, including the animal collection, home farm, equine facilities and the wider estate. During their studies, students will typically be supported by academic staff, laboratory staff, and industry-based guest speakers. A range of equipment is available for students to develop their vocational skills in a safe teaching environment. This equipment is updated on a regular basis to reflect current practice in industry, and the needs of research activities. Classrooms are situated throughout the University campus, which allows for a seamless transfer between theory and practical activities. The teaching team have industry-relevant experience that covers all aspects of the programme, and are actively engaged in research and knowledge exchange activities. The teaching and learning strategies employed within modules aim to develop graduates who can recognise trends and patterns, and propose justified solutions to problems related to animal welfare assessment, ethics, and ethology. The programme will have the following distinct features for each stage of delivery:

Foundation Year (Stage 0): 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 professional development activities. Students will learn in small groups to develop confidence and interpersonal skills, as well as working alone on projects to develop independent study skills in their own area of interest. Within the Foundation stage students are supported to adjust to studying at University through spiral induction and embedded academic personal tutoring activities that facilitate the development of skills essential to academic study and professional success.

Stage 1: Delivery is focused on providing a scientific foundation to support students' academic and interpersonal skill development. To achieve this, Stage 1 concentrates on the development of fundamental knowledge of animal behaviour and biological science, and the significance of animal welfare across a range of species. Students will also learn how to assess animal health, with consideration of ethical practices that support positive interactions for both human and animal participants. Furthermore, students will explore key principles of genetics, evolution and biodiversity and will be encouraged to develop interpersonal and team-based skills. Intellectual skills are developed through lectures, seminars, practical sessions, academic workshops and applied assessments.

Stage 2: Delivery aims to consolidate the knowledge and skills developed in Stage 1. Students will evaluate the benefits and limitations of contemporary animal welfare assessment techniques used in the animal industry, and develop a range of practical research skills within a research-centred module. Students will also work collaboratively to explore the principles underpinning ethical perspectives and attitudes towards the use of animals in varying contexts. Students continue to apply their knowledge and understanding through evidence-based learning, application of theory into practice, and exposure to a range of speakers. Students will apply animal training techniques associated with good welfare, and build confidence in the management of captive animals. Optional modules allow students to tailor and build their specialist knowledge and begin to focus on their chosen career path, with choices to include fieldwork relating to animal management, human behaviour change, and professional experience opportunities. Delivery and assessment will encourage students to develop their autonomy, engage in reflection and will reinforce the competencies developed in Stage 1. Assessment ensures that they have the research skills and knowledge required to start their dissertation project. Students will develop their analysis and evaluation skills to encourage criticality of research and practice as they continue to develop at Stage 3.

Integrated Placement Year (optional): Students have the opportunity to further develop their employability by choosing to undertake an industry-based work placement module. This will allow students to experience different methods used within ethological, welfare, or ethics related sectors in either a regional, national or international professional working environment. The student is responsible for finding their work placement, but will be supported through their completion of the work placement module.

Stage 3: Delivery aims to further 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 within the context of animal behaviour and welfare. Taught content will focus on evaluation of emerging issues across national and international animal welfare and trade industries. 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. Assessments will be designed to measure how students can apply evidence from reliable academic sources to real-world issues within the context of animal behaviour and welfare. Specifically, students will apply their knowledge by appraising the management of animals housed in contemporary captive environments, including a zoological collection, and will identify resolutions to a current industry problem through completion of a live brief. Optional modules will provide students with additional opportunities to critically evaluate the impact of relationships held between animals and human keepers on animal welfare or the management of animals in wild environments. An optional professional experience module offers further opportunities for students to evidence their vocational skills, including reflective practice, in relation to animal behaviour and welfare. During the dissertation, students will be supported by academic staff who are leading experts in their fields and have industry relevant experience or are actively engaged in research and

knowledge exchange activities. Students will also be able to use the facilities and equipment available on campus to support data collection. The dissertation assessment will mark a culmination of students' ability to conduct a professional project, collating information, handling data, and combining all sources to address an issue at the forefront of animal behaviour and welfare research.

Virtual Learning Environment (VLE): This specification is supported by a VLE where students will be able to find module information. Direct links to information sources will also be provided from within a VLE.

Careers: To support students' career preparations, personnel from the careers department will provide students with opportunities to map progress towards chosen career paths and develop effective CVs or interview techniques. Industry professionals will also visit the institution on an annual basis, as part of an Animal Careers Insight day, to support students to develop their employability prospects and engage directly with employers. A range of online resources linked to enhancing employability will also be signposted to students via the programme's VLE page, Employability, Skills and Careers and academic tutors. Tutors will typically offer subject specific careers advice through module sessions or within individual tutorials.

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

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

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

Animal and Agriculture Dissertation

Professional Accrediting Body documents to which this programme is mapped and or aligned:

None.

Assessment Map

| | | Type of Assessment* | | | | | | | Oral Assessment |
|-----------------------------|--|---|---------------|---------------------------------------|----------------------------|--------------------|------------------------------|----------------------------------|--|
| | | Coursework | Report | Portfolio | Written Examination | Written Test | Practical Skills Examination | Practical Skills Assessment | |
| Core Modules Stage 0 | Academic Literacy for University Studies | | | | | | | A (100) Graduate Skills Logbook | |
| | Professional Development in Practice | | | A (100) Industry Experience Portfolio | | | | | |
| | Exploring Current Concepts | A1 (20) Coursework A2 (80) Essay Based on a Case Study | | | | | | | |
| | Animal Studies | | | | A (50) Written Examination | | | | B (50) Group Oral Presentation with Questions, individually marked |
| | Biological Principles for Land-Based Scientists | | | | | B (50) Test Series | | A (50) Practical Skills Logbook | |
| Core Modules Stage 1 | Animal Behaviour | | B (50) Report | | A (50) Written Examination | | | | |
| | Professional and Academic Skills in Animal Biology | | | | | | | A (100) Practical Skills Logbook | |

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| | Genetics, Evolution and Biodiversity | | | | A (50) Written Examination | | | B (50) Practical Skills Logbook | |
| | Management of Animal Health | | | | | | | | A (100) Group Oral Assessment, individually marked |
| | Systems Biology | | | | | | | A (100) Practical Skills Logbook | |
| | Introduction to Animal Welfare | A (100) Coursework | | | | | | | |
| Core Modules Stage 2 | Assessing Animal Welfare | | | | | | | A (100) Practical Skills Assessment | |
| | Ethics and Welfare | | | | | | | A (100) Practical Skills Assessment | |
| | Management of Domestic Animals | B (70) Coursework | | | A (30) Written Examination | | | | |
| | Companion Animal Behaviour and Training | | | | | | | A (100) Practical Skills Logbook | |
| | Research Methods for Agricultural and Animal Scientists | A (50) Coursework | | | | | B (50) Test Series | | |
| Optional Modules Stage 2 | Field Course | | B (75) Project Report | | | | | | A (25) Oral Presentation |
| | Human Behaviour Change for Animals | | A (100) Report | | | | | | |
| | Professional Experience in the Animal Sector 1 | | | A (100) Industry Experience Portfolio | | | | | |

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| Optional Year | Integrated Placement Year | | | A (100) Industry Experience Portfolio | | | | | |
| Core Modules Stage 3 | Animal and Agriculture Dissertation | | A1 (90) Project Report | | | | | A2 (10) Practical Skills Assessment | |
| | Cognitive Ethology | | A (100) Report | | | | | | |
| | Wildlife and Zoo Management | B (75) Coursework | | | | | | | A (25) Group Oral Presentation with Questions, with a group mark |
| | Welfare of Trade Animals | | | | | | | A (100) Practical Skills Assessment | |
| Optional Modules Stage 3 | Anthrozoology | A (100) Coursework | | | | | | | |
| | Professional Experience in the Animal Sector 2 | | | A (100) Industry Experience Portfolio | | | | | |
| | Biodiversity and Conservation | A (100) Coursework | | | | | | | |

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

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found through Hartpury's website (www.hartpury.ac.uk).


Approved Programme Amendment Log

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| Primary Programme Title: | BSc (Hons) Animal Behaviour and Welfare |
| Programme Code: | BSHAABWX |
| Initial Approval Date: | 01 September 2017 |

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

23/03/2026: correction of typographical error

'Current version' in the change log for version 13.2 corrected from 1.0 to 13.1

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| Current version number: 13.1 | |
| Outline Change Details: Part 5: Assessment Map – assessment for Stage 3 / Level 6 optional module Anthrozoology changed from Seen Open-Material Case Study(s) Written Examination to Coursework, in line with module amendment. Part 5: Learning, Teaching and Assessment 'Innovation, Careers and Enterprise' updated to 'Employability, Skills and Careers' to reflect name change. Moodle changed to VLE. | |
| Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No | |
| If yes, please provide the details of the changes: | |
| Material Alteration: No | |
| Rationale: Module assessment has been changed in response to student feedback that they would prefer a more creative opportunity to showcase the criticality, knowledge and skills they have acquired through the module, and having an applied assessment would provide a more appropriate graduate skill, rather than the completion of an examination. | |
| Change requested by: Clare Thomas-Pino I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report | |
| Signature: <i>Clare Thomas-Pino</i> | Date: 28/1/26 |
| Name of Head of Department: Wanda McCormick I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department | |
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| Signature: | Date: 05/02/2026 |
| Approval Committee and Date: | CVC Action 2026 02 05 (from CVC 2026 01 27) |
| Change approved with effect from: | 01 September 2026 |
| Resulting new version number: | 13.2 (2023 intake onwards) |

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| Current version number: 13.0 | |
| Outline Change Details: Part 5: Assessment Map – Component A of Stage 1 / Level 4 module Genetics, Evolution and Biodiversity changed from Test to Written Examination in line with module amendment. | |

Parts 1 and 3: interim awards updated in line with current Academic Regulations - Undergraduate Award in Animal Studies and Higher Education Foundation Award in Academic Skills added, Certificate in Academic Skills removed.

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

If yes, please provide the details of the changes:

Material Alteration: No

Rationale:

Module amendment – to ensure greater assessment reliability and provide further scaffolding of examination assessments to these students.
Interims – to ensure accuracy.

Change requested by: Ben Brilot

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

Signature: B Brilot

Date: 22/07/25

Name of Head of Department: Wanda McCormick

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



Signature:

Date: 23/07/2025

Approval Committee and Date:

CSP Chair's Action 2025 07 24

Change approved with effect from:

01 September 2025

Resulting new version number:

13.1 (2023 intake onwards)

Current version number: 12.0

Outline Change Details:

Parts 3 and 5 updated to reflect changes to for Stage 0 / Level 3 modules:
HANVQX-15-3 Academic Literacy for University Studies replaces HANVG4-15-3 Foundation Skills Development; HANVRD-30-3 Professional Development in Practice replaces HANV8B-30-3 Academic Skills in Practice; HANVRR-15-3 Exploring Current Concepts replaces HANV8C-15-3 Reviewing Literature.; HANVQK-30-3 Biological Principles for Land-Based Scientists replaces HANV8E Foundation Biological Principles.
HANVFP-30-3 Foundation Animal Studies module title changed to Animal Studies.
Part 5: Assessment Map updated to reflect Stage 0 module assessment amendments.
Animal Studies Component A changed from Oral Presentation with Questions to Written Examination, Component B changed from Written Examination to Group Oral Presentation with Questions, individually marked.
Part 5: Learning, Teaching and Assessment - text regarding academic personal tutoring added.

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

If yes, please provide the details of the changes:

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

Rationale:

To ensure accuracy following review of Level 3 modules.

Change requested by: Lucy Ractliffe

I can confirm that student representatives have been consulted about this change NO
 I can confirm that colleagues impacted by this change have been consulted
 I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report



Signature:

Date: 15/11/2023

Name of Head of Department: Wanda McCormick

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



Signature:

Date: 29/11/2023

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| Approval Committee and Date: | CVC Chair's action 2024 01 10 |
| Change approved with effect from: | 01 September 2024 |
| Resulting new version number: | 13.0 (2023 intake onwards) |

Current version number: 10.1

Outline Change Details:

Part 2: Programme Overview updated to incorporate new mission statement and overarching theme of the programme, and better highlight its identity (improving animal welfare).

Parts 3, 4 and 5 updated to reflect changes to Programme Structure:

Stage 0 / Level 3 - no changes.

Stage 1 / Level 4 - HANVQJ-15-4 Management of Animal Health replaces HANXKK-15-4 Animal Health and Disease.

Stage 2 / Level 5 - HANVQH-30-5 Assessing Animal Welfare replaces HANXSM-15-5 Animal Welfare Assessment as core module. HANXST-15-5 Companion Animal Behaviour and Training and HANXT8-30-5 Management of Domestic Animals changed from optional to core.

Optional modules HANXSR-30-5 Behavioural Ecology, HANXSS-15-5 Measuring Animal Behaviour, and HSPXTX-15-5 New Venture Creation removed; HANVPW-15-5 Human Behaviour Change for Animals added.

Stage 3 / Level 6 - HANVQ6-30-6 Welfare of Trade Animals replaces HANV37-15-6 Animal Trade and Welfare as core module. HANV3N-15-6 Wildlife and Zoo Management and HANV4X-15-6 Cognitive Ethology changed from optional to core. HANVP6-15-6 Professional Experience in the Animal Sector 2 added as optional module. Optional modules HANV3G-15-6 Developments in Animal Science and HANV3K-15-6 Pet Behaviour Counselling removed (marked as pre-2024 only).

Part 3: Programme Structure: interim award criteria updated.

Part 4: Programme Learning Outcomes updated to reflect updates to modules.

Part 5: Assessment Map updated to reflect module amendments.

Information for the Level 6 entry course route removed throughout – this is now recorded on a separate programme specification.

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

If yes, please provide the details of the changes:

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

Rationale:

- Removed the following optional modules: Behavioural Ecology, Measuring Animal Behaviour, New Venture Creation, Developments in Animal Science, and Pet Behaviour Counselling. These modules have been removed to help re-establish a programme identity around the theme of improving animal welfare and to support curriculum delivery through reduced optionality. None of these modules were integral to programme learning outcomes.
- Changed the following modules from optional to core: Companion Animal Behaviour and Training, Management of Domestic Animals, Wildlife and Zoo Management, Cognitive Ethology. These modules have become core due to their strong alignment with programme learning outcomes and

the updated programme identity. These have always been popular as optional modules with students of the programme and therefore would likely support the student experience.

- Added the following optional modules: Human Behaviour Change for Animals and Professional Experience in the Animal Sector 2. These modules have been added to provide additional opportunities for students to develop professional, industry appropriate skills. In particular, the Professional Experience module will help meet requests from students for additional handling opportunities that otherwise cannot be facilitated and subsequently could support programme satisfaction.
- Animal Trade and Welfare increased from 15 to 30 credits and renamed to Welfare of Trade Animals. This module has scope to increase in credit value with a breadth of content available to support students to develop contemporary awareness of national and international practices concerning trade animals. This module will entail a new assessment strategy, including a live brief, so the move to 30 credits will provide additional contact hours that can be used to support students during completion the assessment.
- Animal Welfare Assessment increased from 15 to 30 credits and renamed to Assessing Animal Welfare. This module streamlines the delivery of two 15 credit modules, Measuring Animal Behaviour and Animal Welfare Assessment, into a single 30 credit module. This will support efficiencies in delivery and provide greater credit weighting to a programme specific core module aligned strongly with programme learning outcomes. This module will entail a new assessment strategy, a practical skills assessment with an increased word count (equivalent to 3,500 words). This will reduce the no. of assessments on the programme whilst supporting students to evidence a greater breadth of key skills linked with welfare assessment.
- Animal Health and Disease replaced by an equivalent module that is more relevant for the programme called Management of Animal Health. This decision was made as the old version was shared amongst most programmes and therefore tried to meet the needs of programmes with very different requirements. All Animal programmes were enrolled on the former programme resulting in very large cohort sizes that placed strain on facilities and resources. The new module will be shared with fewer programmes.
- Part 2: Programme Overview updated to incorporate new mission statement/overarching theme of the programme and better highlight its identity (improving animal welfare).

Change requested by: J. Binks

I can confirm that student representatives have been consulted about this change

I can confirm that colleagues impacted by this change have been consulted

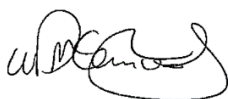
I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

Signature: J. Binks

Date: 24.07.2023

Name of Head of Department: Wanda McCormick

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



Signature:

Date: 11/09/2023

Approval Committee and Date:

CVC Deputy Chair's action 2023 10 25

Change approved with effect from:

01 September 2024

Resulting new version number:

12.0 (2023 intake onwards)

Current version number: 10.0

Outline Change Details:

Part 3: Programme Structure - Stage 2 / Level 5 core modules Research Methods for Agricultural Scientists and Undergraduate Research Process changed from non-condonable to condonable.

Level 6 entry course route: BSc Animal Behaviour and Welfare removed as interim award, in line with other Animal programmes.

Part 5: Learning, Teaching and Assessment Journey – reference to 15 hours per week at Stage 1 removed.

Part 5: Assessment Map updated to reflect module amendments.

Stage 1 / Level 4 core modules: Animal Behaviour element A2 removed and A1 changed from 25 to 50%; Animal Health and Disease changed to A (100) Group Oral Assessment, individually marked (was group mark), and Test removed; Introduction to Animal Welfare changed to A (100) Coursework, and Written Examination removed.

Stage 2 / Level 5 core modules: Animal Welfare Assessment changed to A (100) Report, and Written Examination removed; Ethics and Welfare changed to A (100) Practical Skills Assessment, and Oral Presentation and Written Examination removed.
 Stage 2 / Level 5 optional module Behavioural Ecology Component A changed from Written Examination to Coursework; Companion Animal Behaviour and Training changed to A (100) Practical Skills Logbook, and Written Examination and Coursework removed.
 Stage 3 / Level 6 core module Animal Trade and Welfare changed from Written Examination to Report.
 Stage 3 / Level 6 optional modules: Pet Behaviour Counselling changed to A (100) Oral Presentation with Questions, and Report removed; Biodiversity and Conservation changed to A (100) Coursework, and Oral Presentation removed.

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

If yes, please provide the details of the changes:

Material Alteration: No

Rationale:

It is now considered that this module can be condoned without altering students' ability to satisfy the programme learning outcomes.

The ordinary degree interim award for Level 6 entry course routes across Animal programmes is usually BSc Animal Studies.

Assessment strategy has been reviewed to provide a more balanced variety of assessment types and reduce the overall load for both students and staff.

Change requested by: Ben Brilot

I can confirm that student representatives have been consulted about this change

I can confirm that colleagues impacted by this change have been consulted

I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

Signature: B Brilot

Date: 12/06/23

Name of Head of Department: Wanda McCormick

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



Signature:

Date: 12/06/23

Approval Committee and Date:

CVC Deputy Chair's action (SB / LD) 2023 07 27

Change approved with effect from:

01 September 2023

Resulting new version number:

10.1 (2023 intake onwards)

Current version number: 8.0

Outline Change Details:

Parts 3, 4 and 5: new module HANVMJ-15-4 Professional and Academic Skills in Biology and replaces HANV69-15-4 Fundamental Skills for the Animal Scientist. New module HANVP4-30-4 Genetics, Evolution and Biodiversity replaces HANXNV-15-4 Animal Genetics and HANXK6-15-4 Biodiversity

HANVMV-15-5 v1_0 - Professional Experience in the Animal Sector 1 added as Stage 2 / Level 5 optional module.

HANXRP-15-5 International Academic Study Portfolio, HANXRQ-30-5 International Academic Study Project and HANXRR-45-5 International Academic Study Extended Project removed as Stage 2 / Level 5 optional modules.

Part 5: Assessment Map updated to reflect module amendments - Stage 1 / Level 4 core module Systems Biology changed from In-Class Tests and Lab Report to Practical Skills Logbook.

Stage 1 / Level 4 core module Animal Health and Disease - Component A changed from Written Examination to Test, Component B changed from Case Study Report to Group Oral Assessment with a group mark.

Stage 3 / Level 6 optional module Anthrozoology changed from Open-Material Written Examination to Seen Open-Material Case Study(s) Written Examination.

Stage 2/ Level 5 optional module Measuring Animal Behaviour changed from Report and Examination to Report.
 Level 6 entry module Investigative Skills for the Successful Undergraduate changed from In-Class Test to Test.

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

Rationale: A general Professional and Academic Skills module has replaced all 'Fundamental Skills' modules in L4 Animal programmes. Additionally, the evolutionary genetics module replaces the applied animal genetics module in first year for ABW and Zoology. A second year industry experience module has been added, replacing the International Academic study modules. Independent Report has been removed from all Animal programmes from 23-24 onwards.

Change requested by: Ben Brilot

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

Signature: B Brilot

Date: 21/11/22

Name of Head of Department: Wanda McCormick

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



Signature:

Date: 10/11/22

Approval Committee and Date:

CVC 2023 03 17

Change approved with effect from:

01 September 2023

Resulting new version number:

10.0 (2023 intake onwards)

23/09/2022: Part 3 Programme Structure– Stage 0 (Foundation year) transition modules added - HANV8G-15-3 Foundation Animal Studies and HANV8A-30-3 Foundation Skills Development - as previously omitted in error. Approved by CSP Chair's action 2022 09 23

20/04/2022 - Part 3: module code for New Venture Creation corrected from HANXTX-15-5 to HSPXTX-15-5

Current version number: 7.1

Outline Change Details:

Transfer onto the new template, as a result of the curriculum refresh.

Parts 3, 4 and 5: HANVKS-45-6 Animal and Agriculture Dissertation replaces HANV3R-45-6 Undergraduate Dissertation; HANVKV-15-5 Research Methods for Agricultural and Animal Scientists replaces HANXU5-15-5 Undergraduate Research Process. Level 6 optional module HANV3M-15-6 Undergraduate Independent Study removed. Animal Psychology module title changed to Cognitive Ethology and changed to one point of assessment – Report.

Parts 1 and 3 – interim awards updated, including addition of new 30 credit Certificate in Academic Skills.

Part 5: assessment for Foundation Biological Principles Component B changed from portfolio (coursework) to test series (written exam); level 4 core module HANXNS-30-4 Animal Behaviour assessment weightings changed from 40% written exam and 60% report to 50:50; Level 5 optional module Management of Domestic Animals Component A changed from practical skills assessment to written exam.

Material Alteration: Yes, and is accompanied by the relevant course information documents.

Rationale:

Programme documentation updated in line with the curriculum refresh project. This ensures that the skills developed by students during the programme and the wider student experience is more transparent and clearly highlighted. The new departmental specific modules mentioned above will support on-going student growth and provide an enhanced student experience through delivery of subject specific content.

Change requested by: John Binks

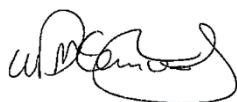
- I can confirm that student representatives have been consulted about this change
- I can confirm that colleagues impacted by this change have been consulted
- I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

Signature: J. Binks

Date: 01.12.2021

Name of Head of Department: Wanda McCormick

- I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department; OR;
- I confirm that this change does require additional resources and have included a completed Resource Impact and Authorisation Form



Signature:

Date: 24/01/2022

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| Approval Committee and Date: | Refresh Approval Panel action 2022 03 21 |
| Change approved with effect from: | 01 September 2022 (2020 intake onwards) |
| Resulting new version number: | 8.0 |

Current version number: 6.9

Outline Change Details:

Parts 3 and 6 updated in line with module amendments:

HANVG4-15-3 Foundation Skills Development

Module code changed from HANV8A-30-3 to HANVG4-15-3 - reduced to 15 credits.

Assessment component A changed from written exam to in class test.

HANVFP-30-3 Foundation Animal Studies

Module code changed from HANV8G-15-3 to HANVFP-30-3 - increased to 30 credits.

Assessment component B changed from in class test to written examination.

Level 5 optional module HANXSR-30-5 changed from Behavioural and Evolutionary Ecology to Behavioural Ecology. Assessment component A (written exam) weighting changed to 50%. Component B changed from report to oral presentation and weighting changed to 50%.

Part 6: Assessment map

Level 4 compulsory module Animal Behaviour component A weighting changed to 40. Component B changed to 60 (report).

Level 5 optional module Measuring Animal Behaviour - Component A (in class test) weighting changed to 30%. Component B (report) added.

Parts 1 and 3: Foundation interim award updated to Higher Education Foundation Certificate in Academic Skills.

Material Alteration: Yes

Rationale:

Parts 3 and 6 updated to reflect module changes: modules amended in response to students' request for more subject-specific content in the Foundation year second semester.

Interim award: after a review of the interim award titles, it was agreed this revised title provided better clarity.

Change requested by: Ben Brilot

I can confirm that student representatives have been consulted about this change

I can confirm that colleagues impacted by this change have been consulted

I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report




Signature:

Date: 06/03/21

Name of Head of Department: Dr Wanda McCormick



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


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|  | Date: 8/3/2021 |
| Signature: | |
| Approval Committee and Date: | CVC Chair's action 2021 04 26 |
| Change approved with effect from: | 01 September 2021 |
| Resulting new version number: | 7.1 (2021 intake onwards) |

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| Current version number: 6.6 | |
| Outline Change Details: Parts 3, 4, 5 and 6: Module HANVK6-15-5 name changed from Year Work Placement to Integrated Placement Year, in line with module amendment. Part 6: assessment for component A of module HANV8E-30-3 Foundation Biological Principles amended from practical exam to practical skills assessment. Part 5: distinctive features - text referring to number of weeks placement removed. | |
| Material Alteration: Yes and is accompanied by the relevant course information sheets. | |
| Rationale: to ensure accuracy | |
| Change requested by: CVC n/a I can confirm that student representatives have been consulted about this change n/a I can confirm that colleagues impacted by this change have been consulted n/a I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report | |
| 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: | 6.9 (2020 intake) |

28 May 2020- Unit-e and UCAS code added for Level 6 entry.

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| Current version number: 6.3 | |
| Outline Change Details: Part 1 – interim awards updated. Part 3 - addition of programme structure for Level 6 entry. Investigative Skills for the Successful Undergraduate (HANV4Y-15-6) and Applied Research Project (HANV3S-30-6) added to part 4 - programme learning outcomes and part 6 - assessment map. Part 5 - Altered to make clearer which elements are applicable to which stages to ensure clarity for direct entry students. Part 6: 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. Altered to make clearer which elements are applicable to which stages to ensure clarity for direct entry students. 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. Part 8 removed in line with current template. 'Year' replaced with 'stage' throughout the document, where appropriate, in line with current terminology. | |
| Material Alteration: Yes and is accompanied by the relevant course information sheet (Level 6 entry). | |
| Rationale: Addition of direct entry to Level 6. | |
| <input type="checkbox"/> Change requested by: Ben Brilot I can confirm that student representatives have been consulted about this change | |
| <input type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted | |

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| <input type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report | |
| Signature:  | Date: 10/12/19 |
| Name of Head of Department: Rob Graham | |
| <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 | |
| Signature:  | Date: 6 th February 2020 |
| Approval Committee and Date: | CVC Chair's action 2020 03 09 |
| Change approved with effect from: | 01 September 2020 |
| Resulting new version number: | 6.6 (intakes 2020+) |

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| Current version number: 6.1 01 September 2018 | |
| Outline Change Details: | |
| Module name change from "Behavioural Measurement" to "Measuring Animal Behaviour" | |
| 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. | |
| <input checked="" type="checkbox"/> Change requested by: Sienna Taylor | |
| <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 | |
| I have retained evidence of this consultation which has been placed in the Module File | |
| Signature:  | Date: 20/11/2018 |
| Name of Head of Department: Jane Williams | |
| Yes I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department | |
| 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: | 6.3 (Intake 2019+) |

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| Rationale: After the successful application for University Title, amendments were required to all specifications. | |
| 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: | 6.1 |

Version 3.1 (2019 intake)

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| Outline Change Details: 1. 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 | |
| Rationale: To improve assessment balance and student experience. | |
| Change requested by: | Rachel Collins |
| CVC approval date: | 01 March 2018 |
| Change approved with effect from: | 01 September 2019 |

Version 3.0 (2017/18 intake)

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| Outline Change Details: 1. Addition of an Integrated Placement Year module HANVK6-15-5, and (IP) BSc (Hons) and BSc awards. 2. Removal of requirement for FE study of Biological Science for entry onto BSc (Hons) Animal Behaviour and Welfare. | |
| Rationale: To enhance employability and increase access for this programme. | |
| Change requested by: | Jane Williams |
| CVC approval date: | 17 January 2018 |
| Change approved with effect from: | 01 September 2018 |