Undergraduate Programme Specification

Session	2025/26	**Last Modified**	June 2025
Named Award Title	BSc (Hons) Animal Care and Zoology (Sandwich)		
Award Title for Each Award	BSc (Hons) Animal Care and Zoology (Sandwich) BSc Animal Care and Zoology DipHE Science CertHE Science		
Date of Approval	20/05/2025		
Details of Cohort Applies to	All L7 students entering in 2025/26		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by			
Maximum Period of Registration		8 years	
Duration of Study			
Full-time	4 years	**Part-time**	8 years
Placement (compulsory)	Yes		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Biological Sciences Health**		
Programme Leader	James Turner		

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

SQA National Qualifications Year 1 Entry Standard Entry Requirements: Scottish Highers: ABBB (114 UCAS Tariff points) including Biology or Human Biology

Minimum Entry Requirements: Scottish Highers: BBBB (108 UCAS Tariff points) including Biology or Human Biology

Year 2 Entry Scottish Advanced Highers: BBC (136 UCAS Tariff points) including Biology / Human Biology

Or GCE

Year 1 Entry A levels: BCC (104 UCAS Tariff points) including Biology or Human Biology

OTHERS Irish Leaving Certificate: H1 H2 H2 H2 including Biology or Human Biology

International Baccalaureate (IB) Diploma: 24 points, 3 @ HL including Biology or Human Biology

Year 2 Entry A levels: BBC (112 UCAS Tariff points) including Biology

Or SQA National Qualifications / Edexcel Foundation

An appropriate HNC/HND award with the level of entry and/or credit awarded being subject to the content of the HN programme.

For year 2 entry HNC in Applied Science, Bioscience, Animal Care or equivalent qualification.

For year 3 entry DipHE/HND in Applied Biological Science, Applied Science, Biotechnology, Biomedical Science, Environmental Sciences, Animal Care or equivalent qualification.

Other Required Qualifications/Experience

Further desirable skills pre-application

General Overview

The Animal Care and Zoology programme will expand the Bioscience suite of programmes. Current programmes include BSc (Hons) Applied Bioscience and Zoology, Applied Bioscience, Applied Bioscience with Forensic Investigation, Applied Biomedical Science and Biomedical Science. These programmes share a common 120 credits at L7. Further modules are shared across relevant programmes at L8, 9 and 10. To reflect the UWS Curriculum Framework and the UWS Strategy 2030, the programme will be offered on a full-time or part-time basis, creating the opportunity to offer a flexible and contemporary undergraduate programme.

The programme structure after the common first year comprises the following: at L8 students study shared modules in Animal Behaviour, Practical Skills and Vertebrate Physiology along

with a specialist module in Animal Nutrition and Care, a business module entitled Business Accelerator and Aspire: Shaping Your Future. At L9 shared modules include Biological Conservation, Work-Related Learning and Wildlife Biology while specialist modules comprise Animal Husbandry and Welfare and Animal Care in Practice, along with a further business module in Enterprise Creation. In the Honours year, in addition to a research project, students take Advanced Animal Welfare and Legislation, Animal Health and Zoonosis and Behavioural Ecology. The programme aligns with UN Sustainable Development Goals 14 and 15.

The Animal Care and Zoology programme offers a unique combination of animal care and welfare, zoology and business modules that reflect the knowledge and skills required for a career in the animal care sector. This allows students to transform a passion into a fulfilling career. Whether it is caring for pets, working with wildlife, or contributing to animal welfare, this degree opens doors to a variety of career paths working with animals. Graduates can find roles in veterinary clinics, animal welfare organisations, zoos, conservation projects, research and even in animal-related businesses such as pet services or agriculture, with the inclusion of fundamental business modules aiding careers in animal-related business management and entrepreneurship.

The teaching strategy associated with the programme seeks to foster the following:

The development, understanding and application of ethical principles in animal care and welfare.
An understanding of the effective business principles related to animal welfare- and care-focused enterprise.
The development of critical, problem-based learning skills and the transferable skills required to prepare the student for graduate employment.
The development of skills required for both autonomous practice and team working in relation to animal welfare and zoology.
An understanding and knowledge of relevant laws, regulations, and policies related to animal care.
Develop skills related to enhancing animal well-being and care through understanding of feeding, housing and husbandry.
To enable the student to extend knowledge and understanding to a critical assessment of current views and theories in the biological sciences.
To enable the student to engage in lifelong learning, study and enquiry and to appreciate the value of education to society.

Typical Delivery Method

All classes are on campus: full-time students will typically be required to attend three days per week but the actual days required will vary between years.

Any additional costs

There will be practical animal handling sessions at specialist facilities outwith the university from L8 and a field course that will require a financial contribution from students in L9. For students commencing in AY25/26 this will be £500. Purchase of lab coats and safety glasses required at approximately £30.

Graduate Attributes, Employability & Personal Development Planning

Graduates in vocationally relevant employment—Education or the Health Service or the Life Science Industry—will be continuously engaging with Continuous Professional Development or Lifelong Learning activities. It is fundamental that to engage with and profit from these

activities, students embrace PDP as a central strategy and integral to their learning process from day 1.

They will be supported and empowered to develop the skill of purposeful reflection which will lead into planning for and throughout their entire educational experience. By engaging with these twin processes of reflection and planning they will develop a set of skills and attributes that will underpin their employability.

It is the intention of the School of Health and Life Sciences to utilise the additional allocated time to develop not only the generic aspects of PDP but also to focus on the equally important discipline specific skills. To these ends the core modules at each level will be seminal to the entire process. Notwithstanding the previous remarks, all module leaders and teaching teams will be encouraged to support the implementation of the University's PDP Policy wherever and whenever possible in situations that make sense educationally and are subject relevant.

The timetabled PDP sessions will be associated with the following core modules for the BSc Animal Care and Zoology programme:

Level 7 - Terms 1 & 2: Aspire: Foundations for Success, Term 2: Diversity of Life

Level 8 - Term 1: Practical skills, Term 2: Aspire: Shaping Your Future

Level 9 - Term 1: Work-Related Learning

Level 10 - Terms 1 & 2: Environmental Research Project

Graduate Attributes

The development of UWS graduate attributes—I am UWS—is embedded within all years of the programme. Our aim is to provide students at UWS with opportunities to develop academically, professionally and personally: to broaden their ambitions, extend their attitudes, challenge their assumptions, and assist towards unlocking their potential to succeed in their studies and future lives.

Critical Thinker. The ability to evaluate yourself and your own thinking; assessing and evaluating complex information from different sources, challenging and questioning presented knowledge and facts, drawing reflective conclusions and articulating knowledge. Thinking reflectively and logically, being able to explain your thought processes, forming your own conclusions, constructing coherent arguments and taking actions based on your own thinking and relevant information.

Ethically-Minded. Understanding ethical principles, awareness and appreciation of the values and beliefs of others in relation to own actions. Knowledge of moral decisions; respect for other people's beliefs and the environment; being non-judgmental.

Collaborative. Ability to work with a range of people, receptive to others' views and working well with others to reach shared goals. Being a good communicator, open-minded, flexible, empathetic, a good listener and proactive.

Autonomous. Taking responsibility for own actions to help become an independent learner. Applying learning and knowledge outwith university, having confidence in self, taking

responsibility for own actions and making informed decisions. Self-directed, disciplined, using initiative and being self-motivated.

Resilient. The ability to weather challenges and setbacks, utilising adversity to build new skills and support others in the future. Being determined, motivated, self-confident and demonstrating will-power. Not fearing failure.

Driven. Ambitious; highly motivated to achieve desired outcome; focussed. A willingness to work hard; committed to achieving objectives; highly engaged with self-determination. Pushing personal boundaries and having the confidence to gain new experience.

Problem Solver. Identifying what the problems are, including both what is known and what is unknown. Showing the application of knowledge to problematic situations/issues and evaluating a range of creative options; identifying a problem and then finding solutions. Ability to be creative and knowledgeable enough to ask the right questions and to step up to take ownership of tasks/activities.

Effective Communicator. To adapt what you are communicating to a specific audience. Communicating effectively to present ideas, discuss, persuade, negotiate, debate and challenge. Possessing skills to communicate verbally and non-verbally in an engaging and articulate manner. Listening.

Ambitious. Aiming to achieve. Know where you want to be, setting goals, targets and making progress to accomplish these.

Individual modules will specify where opportunities to develop these skills occur.

Work Based Learning/Placement Details

Work-related learning forms an integral and compulsory part of this programme, as all students complete a 20-credit placement-based WRL module at Level 9 (BIOL09022).

A sandwich placement year is available in an optional module (BIOL00001) and is generally taken between Levels 9 and 10. The purpose of the sandwich placement is to allow the student to experience and reflect on the world of work on an extended basis; placements run for a minimum of 36 weeks (i.e., 180 working days). This opportunity allows the student to put in to practice, often within a rigidly controlled Quality Assurance environment, the skills, techniques and knowledge gained throughout the course. The location of the placement is highly flexible and the choice of the student; in the context of this programme, workplaces could include animal-focussed charities, zoological parks and veterinary clinics. Students who successfully complete the placement sandwich are better prepared for their honours project in the following year and will be more employable as a result of having developed their ability to integrate essential generic skills and attributes with subject/discipline related knowledge.

The sandwich placement is in compliance with University's regulations and criteria for placement settings and in accordance with the Precepts detailed in UK Quality code, Advice and Guidance: Work-based Learning 2018. The placement will be governed by a tripartite learning agreement between the student, placement provider and the University which defines the learning outcomes and confirms elements of support and commitment from all parties. Further details on Learning Outcomes, supporting module material, applying for a placement with an employer, expectations and support during the placement year and assessment requirements can be found in the Student's Placement Handbook.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Regular engagement with timetabled teaching sessions, course-related learning resources including those in the VLE and completing assessments and submitting these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory-based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad awareness of the diversity of the subject area of bioscience and the nature of the main contributing areas.
A2	Demonstrate an awareness of the difference between explanations based in evidence and other forms of explanation and the importance of this difference.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use of basic and routine practical skills in the biological sciences.
B2	An ability to collect and record biological data.
B3	Be able to work safely in a laboratory environment.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Use relevant computing technologies to display biological data.
C2	Use and manipulation of numerical data.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present and evaluate biological information.
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise initiative in undertaking laboratory reports and other written material.
E2	Demonstrate an ability to work in a group or as part of a team.
E3	
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	APPD07001	Aspire: Foundations for Success	20	☒	☒	☐	
7	BIOL07022	Chemistry for Environmental & Biosciences	20	☒	☒	☐	
7	BIOL07020	Diversity of Life	40	☐	☒	☐	
7	BIOL07023	Fundamentals of Life	40	☒	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression for L7 to L8 is in accordance with Regulation 3.13 of the UWS Regulatory Framework (2024). Refer also to Regulation 3.13 regarding progression with credit deficit; note, the decision to permit a proceed with carry is not automatic but is subject to detailed discussion at the Board of Examiners. The exit award is the Certificate in Higher Education in Science, the requirements for which are 120 credits SCQF 7 or higher.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of the essential facts, major concepts, principles and core theories associated with the biological sciences, animal care and business.
A2	Be able to formulate simple hypotheses.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a range of basic and routine practical skills in the biological sciences, animal care and business.
B2	Formulate and test hypotheses using scientific methods.
B3	Appreciate the importance of safety in both laboratory and field environments when collecting biological data and handling animals.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Be able to convey complex ideas to a range of different audiences including peers and academics.
C2	Routine use of IT for the presentation and manipulation of biological and business-related data.
C3	Ability to interpret different sets of data.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluate information related to the biological sciences, animal care and business.
D2	Use different approaches to formulate evidence-based solutions.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise initiative in undertaking laboratory reports and other written material.
E2	Be able to work in a team and also to follow instructions in relation to biolgoical sceinces, animal care and business-related work.
E3	Development of the ability to manage time in respect of laboratory practical work.
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	BIOL08027	Animal Behaviour	20	☒	☐	☐	
8	BIOL08001	Vertebrate Physiology	20	☒	☐	☐	
8	BIOL08002	Practical Skills in Biomed. and Env. Health	20	☒	☐	☐	
8	BIOL08032	Animal Nutrition and Care	20	☐	☒	☐	
8	APPD08001	Aspire: Shaping Your Future	20	☐	☒	☐	
8	BUSN08058	Business Accelerator	20	☐	☒	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression for L8 to L9 is in accordance with Regulation 3.13 of the UWS Regulatory Framework (2024). Refer also to Regulation 3.13 regarding progression with credit deficit; note, the decision to permit a proceed with carry is not automatic but is subject to detailed discussion at the Board of Examiners. The exit award is the Diploma in Higher Education in Science, the requirements for which are 240 credits with at least 90 credits being at SCQF 8 or higher. Qualification for the award of Distinction is described in Regulations 3.25 and 3.26 of the UWS Regulatory Framework.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad and integrated knowledge of ideas, concepts and facts relating to Animal Care and Zoology in situations ranging from the basic to the complex, in a variety of different environments with an emphasis on the applied aspects of the subject.
A2	Be able to formulate and to test hypotheses as they relate to Animal Husbandry and Welfare.
A3	Demonstrate an ability to critically evaluate the ethical issues related to Animal care related businesses and industries.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a range of specialised practical skills in relation to animal care and welfare.
B2	Show an ability to interpret experimental evidence in relation to Animal Care and Zoology.
B3	Argue the importance of safety when handling animals and develop the skills required to carry out a risk assessment in different professional environments.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Evaluate qualitative and quantitative data and explain the difference between these types of data.
C2	Be able to use appropriate IT to manipulate, statistically analyse and present biological data related to Animal Care and Zoology.
C3	Be able to analyse business information in relation to Animal Care Practice.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically evaluate and synthesise biological information relevant to Animal Care and Zoology.
D2	Be able to identify and appraise routine professional problems and issues in relation to animal care professions.
D3	Be able to solve mathematical problems in relation to the animal care businesses and industries.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise initiative in undertaking report writing, group activities and during work placements.
E2	Be able to analyse and evaluate ethical issues associated with the biological sciences in general and in relation to Animal Care and Zoology specifically.

E3	
E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	BUSN09042	Enterprise Creation	20	☒	☐	☐	
9	BIOL09010	Biological Conservation	20	☒	☐	☐	
9	BIOL09043	Animal Husbandry and Welfare	20	☒	☐	☐	
9	BIOL09042	Animal Care in Practice	20	☐	☒	☐	
9	BIOL09037	Widlife Biology	20	☐	☒	☐	
9	BIOL09022	Work Related Learning 20	20	☐	☒	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression for L9 to L10 is in accordance with Regulation 3.14 of the UWS Regulatory Framework (2024). Refer also to Regulation 3.14 regarding progression with credit deficit; note, the decision to permit a proceed with carry is not automatic but is subject to detailed discussion at the Board of Examiners. The exit award from the programme is BSc (Ordinary) Animal Care and Zoology, the requirements for which are 360 credits, with at least 90 of these at SCQF 9 or higher. Qualification for the award of Distinction is described in Regulations 3.25 and 3.26 of the UWS Regulatory Framework. For progression to SCQF 10 the requirements for the exit award must normally be satisfied. Where progression involves a placement this will normally precede the honours programme. Where the BSc (Ordinary) Animal Care and

Zoology exit award is taken following completion of the placement the award will be with sandwich.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading**)**	
Knowledge and Understanding	
A1	Critique current developments in animal care and their applications, noting philosophical and ethical issues that have arisen and affect the quality and sustainability of life.
A2	Demonstrate a critical understanding of key principles, theories, and concepts within the animal care field and their practical applications.
A3	Develop specific hypotheses for testing a scientific question in a research project in the disciplines of Animal Care or Zoology.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a wide range of basic and routine practical skills and a few specialised skills in the fields of Animal Care and Zoology.
B2	Design and execute a defined research project in either one of the joint disciplines that involves the accurate collection and recording of scientific data.
B3	Identify, retrieve and evaluate scientific information.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Be able to clearly and accurately communicate complex ideas and make formal presentations on specialised topics to scientific and lay audiences.
C2	Be able to use different statistical packages to analyse, manipulate and present biological datasets.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Be able to identify and critique routine professional problems and issues and offer defensible insights and interpretations.
D2	Critically identify, define and conceptualise issues within Animal Care and Zoology and the applications of the discipline.
D3	Be able to review, consolidate and appraise knowledge and to make valued judgments where the information available is limited.

D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Create a scientific thesis evidencing of the development of independent research work and associated management of time.
E2	Be able to evaluate complex ethical issues in Animal Care and Zoology.
E3	
E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	BIOL10011	Behavioural Ecology	20	☐	☒	☐	
10	BIOL10026	Environmental Research Project	60	☒	☒	☐	
10	BIOL10035	Advanced Animal Welfare and Legislation	20	☒	☐	☐	
10	BIOL10036	Animal Health and Zoonosis	20	☒	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

At least 480 credits, of which a minimum of 180 are at SCQF 9 and 10 (honours year) including a minimum of 90 at SCQF 10 are required for the award of a BSc (Hons) Animal Care and Zoology.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	When	Who
New Programme	01/03/25	Programme Leader
	28/05/25	