



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2018-2019

BSc (Hons) Applied Animal Science

Last Saved: 08/06/2018

University of Plymouth Academic Partnerships Programme Quality Handbook UK

Page 1 of 39

Contents

1. Welcome and Introduction to BSc (Hons) Applied Animal Science.....	3
2. Programme Details	6
3. Module Records	25

1. Welcome and Introduction to BSc (Hons) Applied Animal Science.

Welcome to the BSc (Hons) Applied Animal Science. This course allows the consolidation of skills and practice from previous study, whilst also allowing development of new skills and engagement in new experiences. With a strong focus on research activity and employability, the course will enable you to explore several areas of practice within the sector. This will be delivered through seminar, discussion and professional development activities. You will collaborate with local employers in project management and generate leadership and dissemination skills for the work place. With access to a highly experienced teaching team who are dedicated to supporting you through your programme, we hope you enjoy your time studying on the BSc (Hons) Applied animal Science.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
 - o Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
 - o available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

1.1. Programme Management

Marianne Readman: Programme Coordinator Animal Science/Programme Manager BSc(Hons) Applied Animal Science

Following returning to University as a mature student, Marianne gained a BSc(Hons) in Equine Science. She has spent the majority of her nearly 20 year career as a lecturer in animal and equine science and management based in specialist land-based colleges. Marianne has worked with a variety of universities to develop, deliver and manage the HE provision in those colleges. During this time she completed a PGCE and a Post Graduate Diploma in Education.

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Personal tutor for 18/19: Samantha Law

Having originally studied veterinary nursing at university Sam's passion for animal behaviour and conservation grew and after working in industry she went on to gain an MSc Zoo Conservation Biology. Currently a part-time PhD student, studying the suitability of mixed species housing for ring-tailed lemurs in zoos. A Senior Fellow of the HEA, Sam is also a member of Association for the Study of Animal Behaviour (ASAB), International Primatological Society (IPS) and Primate Society of Great Britain (PSGB).

Further information can be found by following this link to the [University personal tutoring](#) policy.

1.3. Module Leaders

Module Leader		Module	Contact
Sam Law		Contemporary Issues in Science Bioethics and Anthrozoology	samanthalaw@southdevon.ac.uk

Last Saved: 08/06/2018

University of Plymouth Academic Partnerships Programme Quality Handbook UK

Page 4 of 39

Marianne Readman		Professional Skills and Project Management	mariannereadman@southdevon.ac.uk
Dr Andrea Gaion		Dissertation Coastal Ecology	andreagaion@southdevon.ac.uk
Stuart Collier		Sustainable Food Production	stuartcollier@southdevon.ac.uk
Dan Bentley		Birds: Management and Conservation	danielbentley@southdevon.ac.uk

1.4. Course Contact List

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor, Samantha Law, on samanthalaw@southdevon.ac.uk

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

2. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	South Devon College
Accrediting Body:	n/a
Language of Study:	English ¹
Mode of Study:	Full Time / Part Time
Final Award:	BSc(Hons)
Intermediate Award:	n/a
Programme Title:	Applied Animal Science
UCAS Code:	4M13
JACS Code:	D300
Benchmarks:	QAA Subject Benchmark Statement – Agriculture, horticulture, forestry, food and consumer sciences 2009 QAA Subject Benchmark Statement – Biosciences 2007 QAA Subject Benchmark Statement – Veterinary Science 2002 QAA The framework for higher education qualifications in England, Wales and Northern Ireland August 2008.
Date of Programme Approval:	21 ST April 2015

2.1 Brief Description of the Programme

The BSc (Hons) Applied Animal Science is a diverse and engaging programme designed for those with a background in animal biology, management, welfare or science. It is designed to produce graduates with high level academic and practical skills for a wide range of employment opportunities. Working in a supportive environment, students are exposed to a broad spectrum of issues, theories and concepts relevant to the animal science sector. The programme places a strong emphasis on scientific enquiry and research principles, alongside management and leadership. The programme teaches animal science in a variety of contexts, including local environments and industries. Through excellent links with local industries, students work directly with employers to enhance professional skills through live project management, research projects, industry visits, expert guest speakers, field work and opportunities for additional qualifications and training. Students also benefit from access to well-equipped facilities on site, including a large number animal species (exotic, domestic and companion), green spaces containing different habitats and modern laboratories.

¹ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

2.2 Details of Accreditation by a Professional/Statutory Body (if appropriate)

n/a

2.3 Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm>)

None

2.4 Programme Aims

The programme will deliver:

1. Comprehensive exploration of issues, theories and concepts relevant to animal science and their complex relationships with society.
2. Critique of ethical, legal and professional perspectives and responsibilities in animal science; considering impacts on complex decision making.
3. A programme of study which explores inter and multi-disciplinary perspectives in animal science and enables students to foster an analytical approach to scientific enquiry.
4. Students who are equipped with a range of transferable skills for employment or further study, such as data handling, communication, teamwork and problem solving.
5. Facilitation of academic and professional development in line with employer needs; to develop self-managing, reflective and adaptable professionals.
6. Development of research principles, design and methods relevant to animal science which are applied to independent and ethical projects.

2.5 Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Explain theories, paradigms, concepts and principles relating to animal science and critically analyse current science, policy and socioeconomic issues and debates impacting upon animal management, populations and environments.
2. Construct arguments on moral and ethical issues within animal science and effectively apply to decision making and problem solving.
3. Apply comprehensive underpinning knowledge from a range of subjects related to animal science to inform professional development.
4. Critically analyse subject related information from academic literature and other sources; summarise and communicate outcomes effectively to audiences in an appropriate manner.
5. Apply appropriate methods to conduct independent scientific investigation and report, manage, analyse and interpret data in relation to relevant literature and to test hypotheses.

Last Saved: 08/06/2018

University of Plymouth Academic Partnerships Programme Quality Handbook UK

Page 7 of 39

6. Work autonomously and collaboratively through project management to demonstrate necessary skills for self-managed and lifelong learning and critically reflect upon personal strengths and weaknesses.
7. Demonstrate professional skills through the development and enhancement of transferable and employment skills and practical competency.

2.6 Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

- Emphasis on learning in a supportive environment with access to academic staff.
- An academic team with diverse expertise and research interests provides assorted and engaging programme content.
- Access to well-equipped facilities on site including a variety of live animal species and species habitats.
- Close working relationships with employers in live projects enhance transferable skills and employment opportunities.
- Emphasis on professional skills through additional opportunities for training and practical learning.
- Excellent industry links provide opportunities for student projects and expert guest speakers
- A condensed timetable supports students with management of both learning and personal commitments

2.7 Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 8

Target student numbers per stage = 12

Maximum student numbers per stage = 40

2.8 Progression Route(s)

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is

Last Saved: 08/06/2018

University of Plymouth Academic Partnerships Programme Quality Handbook UK

Page 8 of 39

an approach employed primarily for Foundation Degree students to ‘top-up’ to complete a Bachelor degree, but may be employed for other award types. This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

N/A

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

2.9 Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs required at Level 4 or above:	Communication and Application of number Level 2 combined with either GCSE or A-Levels (key skills will not be accepted on their own) In 4 relevant subject areas including Maths and English
Level 3: at least one of the following: - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate/Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers:	48 UCAS points
Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Relevant (Biological Sciences) Level 5 (minimum 50% classification) Qualification 240 credits

Last Saved: 08/06/2018

University of Plymouth Academic Partnerships Programme Quality Handbook UK

Page 9 of 39

	Be able to undertake practical field work in a variety of outdoor environments and undertake practical animal handling of large and small animal species.
APEL / APCL² possibilities:	APL will be considered as per Plymouth University Regulations
Interview / Portfolio requirements:	Interviews may be employed
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No

2.10 Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee. Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s): all modules are parented by this programme and therefore covered by this programme's external examiner.

Additional stakeholders specific to this programme: Students, graduates, local employers, industry expert speakers, PU

² Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

2.11 Programme Structure³

The following structure diagram(s) provides the current structure for this programme:

FHEQ level: 6 For: Applied Animal Science Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
1	AY	Core	40	SOUND3022 Dissertation
1	AY	Core	20	SOUND3023 Contemporary Issues in Animal Science
1	AY	Core	20	SOUND3024 Professional Skills & Project Management
1	1	Option A	20	SOUND3025 Bioethics and Anthrozoology
1	1	Option A	20	SOUND3026 Sustainable Food Production
1	2	Option B	20	SOUND3027 Coastal Ecology
1	2	Option B	20	SOUND3028 Birds: Management & Conservation

³ The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

Last Saved: 08/06/2018

FHEQ level: 6 For: Applied Animal Science Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
2	AY	Core	40	SOUD3022 Dissertation
1	AY	Core	20	SOUD3023 Contemporary Issues in Animal Science
1	AY	Core	20	SOUD3024 Professional Skills & Project Management
1	1	Option A	20	SOUD3025 Bioethics and Anthrozoology
1	1	Option A	20	SOUD3026 Sustainable Food Production
2	2	Option B	20	SOUD3027 Coastal Ecology
2	2	Option B	20	SOUD3028 Birds: Management & Conservation

2.12 Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁴

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 6

⁴ For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): Agriculture, horticulture, forestry, food and consumer sciences 4.1 Biosciences 3.2, 5.17 Veterinary Science B1.3, B1.5, B1.7, C1.2 By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • have achieved a level of specialist knowledge and understanding, allowing them to work adaptably to apply their discipline within the broad industry of animal science • be able to follow current practice, and adapt to future developments • graduates will have some familiarity and awareness of ethical issues related to agricultural practice and agricultural production systems • be able to comment on the environmental impact and sustainability of agricultural practices • demonstrate awareness of human interactions with natural populations and 	<p>Primary: Lectures, seminars, practicals, field work, Industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: Industry qualifications, accredited and unaccredited CPD activities, VLE</p>	<p>1, 2</p>	<p>1, 2, 3, 4</p>	<p>In-class tests, Literature review, Written report, Essay, Poster, Presentation, Exam</p>	<p>SOUD3025 SOUD3023 SOUD3026 SOUD3022 SOUD3028 SOUD3027</p>

Last Saved: 08/06/2018

<p>ecosystems, including habitat modification, pollution, exploitation and conservation</p> <ul style="list-style-type: none"> analyse animal husbandry practices and comment on ethical and animal welfare implications 					
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by lectures, presentations, seminars and practical work. The nature of SOUD3023 will allow students to be exposed to a wide range of inter and multidisciplinary perspectives. Specifically, the following learning objectives will measure knowledge and understanding:</p> <ul style="list-style-type: none"> SOUD3025 LO1: Identify human-animal relationships and discuss their evolution and application in modern society SOUD3025 LO2: Explore moral and ethical issues relating to animal exploitation for human activities SOUD3025 LO3: Critically analyse the impact of current legislation on animal welfare standards SOUD3023 LO1: Critically analyse literature to summarise conflicts between human activities and animal populations and environments SOUD3023 LO2: Propose strategies to manage sustainable human activities for animal populations and environments SOUD3023 LO3: Appraise emerging science, procedures or technologies in the advancement of animal science practice SOUD3026 LO1: Describe challenges to global food production SOUD3026 LO2: Critically analyse ethical issues and environmental impacts of food production practices SOUD3026 LO3: Propose and critically evaluate existing and potential solutions for sustainable food production SOUD3027 LO1: Critically analyse the influence physical, chemical and biological factors on the ecology of marine organisms SOUD3028 LO1: Define bird ecology, behaviour and reproductive strategies and evaluate their application in management strategies SOUD3028 LO2: Critically evaluate avian husbandry practices SOUD3028 LO3: Critically evaluate avian conservation strategies and surveying skills 					
<p>Cognitive and Intellectual Skills: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): Agriculture, horticulture, forestry, food and consumer sciences 4.1, 4.4,</p>					

Last Saved: 08/06/2018

<p>Biosciences 3.5, 5.7</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • recall knowledge based on the directly taught programme • demonstrate some understanding of subject specific theories, paradigms, concepts and principles • demonstrate ability to define and solve routine problems • collate, summarise and analyse information • integrate lines of evidence from a limited range of sources to support findings and hypotheses • demonstrate some ability to consider issues from a range of multidisciplinary and interdisciplinary perspectives • source academic literature and extract relevant points • be able to plan, execute and present an independent piece of hypothesis-driven work (eg a project) within a supported framework in which qualities such as time management, problem solving, and independence are evident • be able to record data accurately, and to carry out basic manipulation of data (including qualitative data and some 	<p>Primary: Lectures, seminars, practicals, field work, tutorials, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: Industry visits, VLE</p>	2, 3, 6	4, 5, 6, 7	In-class tests, Literature review, Written report, Essay, Poster, Presentation, Exam, Debate	SOUD3023 SOUD3025 SOUD3024 SOUD3026 SOUD3022 SOUD3028 SOUD3027
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------	------------	----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

statistical analysis, when appropriate)

An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about animal science from different types of sources and will be encouraged to communicate their findings in different contexts. Cognitive and intellectual skills will be delivered by lectures, presentations, seminars, fieldwork and practical work. Typical assessments will include exams and coursework (e.g. Essays, Reports, and Presentations). In Module SOUD3022 students will be taught different strategies to help them improve their research and study skills and enable them to independently research and analyse information in order to keep their knowledge and understanding current. More specifically, cognitive and intellectual skills will be measured by the following learning outcomes:

- SOUD3023 LO1: Critically analyse, LO2: Propose, LO3: Appraise
- SOUD3025 LO3: Critically analyse
- SOUD3024 LO4 Critically evaluate
- SOUD3026 LO2: Critically analyse
- SOUD3028 LO2 & LO3: Critically evaluate
- SOUD3027 LO3: Design and execute an effective ecological survey and apply appropriate statistical analysis
- SOUD3024 LO1: Apply the principles of effective team management & leadership, LO3: Define problems and devise, implement and evaluate solutions
- SOUD3022 LO1: Devise an appropriate hypothesis and address ethical issues using scientific enquiry; LO2: Critically evaluate scientific literature and discuss in the context of own study; LO3: Devise appropriate methods and execute the collection of suitable data ; LO4 Demonstrate the application of appropriate analytical and statistical techniques; LO5 Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods

<p>Key Transferable Skills: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): Agriculture, horticulture, forestry, food and consumer sciences 4.6, 4.7, 4.8, 4.9 Biosciences 3.7, 3.8, 3.9 By the end of this level of this programme the students will be able to demonstrate for a</p>	<p>Primary: Lectures, seminars,</p>	<p>4, 5, 6</p>	<p>5, 6, 7, 8</p>	<p>In-class tests, Written report,</p>	<p>SOUD3024 SOUD3023</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	----------------	-------------------	--------------------------------------------	------------------------------

Last Saved: 08/06/2018

<p>threshold pass:</p> <ul style="list-style-type: none"> • select an appropriate sampling procedure • recognise when information is incomplete • appreciate risk • process and interpret data • solve basic numerical problems using appropriate techniques • communicate to a variety of audiences in written, graphical and verbal forms • make contributions to group discussions • listen and respond to others • use the internet for communication and information retrieval • handle computer-based information with guidance, using appropriate techniques and software • make some contribution to teamwork and goals • recognise and respect the views of others • reflect on team performance 	<p>practicals, field work, tutorials, guided independent study, guest speaker presentations, industry qualifications, accredited and unaccredited CPD activities.</p> <p>Secondary/Supplementary: Industry visits, VLE</p>			<p>Essay, Poster, Presentation, Exam, Peer assessment, Reflective report, Practical, Live project management</p> <p>SOUND3022 SOUND3026 SOUND3028 SOUND3027</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:
The programme of study is specifically designed to ensure students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching, learning and assessment in some measure. For example, students will need to demonstrate that they are able to solve problems, organise themselves, work to deadlines, make decisions, research, communicate effectively and be self-aware. Assessment will be primarily through coursework (e.g. Essays, Reports, Portfolios, Practical and Presentations). Specifically modules SOUND3022, SOUND3024 and SOUND3023 are particularly focused on supporting students to develop their transferable skills:

- SOUND3024 LO1: Apply the principles of effective project management & leadership; LO2: Evaluate the fundamentals of personnel management and demonstrate effective interpersonal skills; LO3: Define problems and devise, implement and evaluate solutions; LO4: Critically evaluate project planning mechanisms and demonstrate their use; LO5: Evidence participation in professional development

Last Saved: 08/06/2018

activity

- SOUD3023 LO1: Critically analyse literature to summarise conflicts between human activities and animal populations and environments, LO3: Appraise emerging science, procedures or technologies in the advancement of animal science practice
- SOUD3022 LO1: Devise an appropriate hypothesis and address ethical issues using scientific enquiry; LO2: Critically evaluate scientific literature and discuss in the context of own study; LO3: Devise appropriate methods and execute the collection of suitable data ; LO4 Demonstrate the application of appropriate analytical and statistical techniques; LO5 Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods
- SOUD3028 LO3: Critically evaluate captive avian husbandry practices
- SOUD3028 LO4: Critically evaluate avian conservation strategies and surveying skills
- SOUD3026 LO3: Propose and critically evaluate existing and potential solutions for sustainable food production
- SOUD3027 LO3: Design and execute an effective ecological survey and apply appropriate statistical analysis

<p>Employment Related Skills: For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): Agriculture, horticulture, forestry, food and consumer sciences 4.10 Biosciences 3.10 By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • recognise the existence of moral and ethical issues associated with the subject • appreciate the need for professional codes of conduct • accept some responsibility for their own learning • identify targets for personal, career and academic development 	<p>Primary: Lectures, seminars, practicals, field work, guided independent study, guest speaker presentations, industry qualifications, accredited and unaccredited CPD activities.</p> <p>Secondary/Supplementar</p>	<p>4, 5, 6</p>	<p>6, 7, 8, 9</p>	<p>In-class tests, Written report, Essay, Poster, Presentation, Exam, Peer assessment, Reflective report, Practical, Live project management</p>	<p>SOUD3024 SOUD3022 SOUD3025 SOUD3026 SOUD3028 SOUD3027</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------	-------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

Last Saved: 08/06/2018

<ul style="list-style-type: none"> • be adaptable and have a flexible approach to study and work • develop some skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills) • recognise personal strengths and weaknesses. 	y: Industry visits					
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The programme is intended embed a variety of employment related skills. Within the context of animal science these skills could include: having a breadth and depth of knowledge about emerging issues and developments in animal science, having developed practical and analytical skills, being able to present information effectively and being able to link all of these elements together coherently to identify relationships. Students will undertake additional qualifications, and accredited and non-accredited CPD activities as part of SOUD3024 which will allow them to develop employability skills in context; during this module there will be a focus on developing skills that employers are looking for and these are measured by the following learning outcomes:</p> <ul style="list-style-type: none"> • SOUD3024 LO1:Apply the principles of effective project management & leadership; LO2:Evaluate the fundamentals of personnel management and demonstrate effective interpersonal skills; LO3:Define problems and devise, implement and evaluate solutions; LO4:Critically evaluate project planning mechanisms and demonstrate their use; LO5:Evidence participation in professional development activity • SOUD3022 LO1: Devise an appropriate hypothesis and address ethical issues using scientific enquiry; LO2:Critically evaluate scientific literature and discuss in the context of own study; LO3:Devise appropriate methods and execute the collection of suitable data ; LO4 Demonstrate the application of appropriate analytical and statistical techniques; LO5 Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods • SOUD3025 LO2: Explore moral and ethical issues relating to animal exploitation for human activities, LO3: Critically analyse the impact of current legislation on animal welfare standards • SOUD3028 LO3: Critically evaluate captive avian husbandry practices • SOUD3026 LO2: Critically analyse ethical issues and environmental impacts of food production practices • SOUD3027 LO3: Design and execute an effective ecological survey and apply appropriate statistical analysis 						
<p>Practical Skills:</p>						

Last Saved: 08/06/2018

<p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s): Agriculture, horticulture, forestry, food and consumer sciences 4.1, 4.4, 4.5 Biosciences 3.6 Veterinary Science B1.2, C1.2</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • plan, conduct and present an independent investigation with significant guidance • relate investigations to some prior work and reference it appropriately • use appropriate laboratory and field equipment safely • apply a range of methods to solve problems • use technologies to address problems • describe and record in the field and laboratory • interpret practical results with guidance • present results of investigations in a number of formats 	<p>Primary: Lectures, seminars, practicals, field work, guided independent study, guest speaker presentations, industry qualifications, accredited and unaccredited CPD activities</p> <p>Secondary/Supplementary: Tutorials, industry visits</p>	4, 5, 6	6, 7	Written report, Poster, Presentation, Peer assessment, Reflective report, Practical, Live project management	SOUD3024 SOUD3023 SOUD3022 SOUD3026 SOUD3028 SOUD3027
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: The range of practical techniques that will be taught will include collection of data, analysis and interpretation of results, and skills relevant to effective project management. Teaching methods with include practical demonstrations, experiments and field work and management of live projects. Assessment will be primarily through coursework (e.g. Reports and reflective statements). There are several Learning Outcomes that specifically measure the development of practical skills:</p> <ul style="list-style-type: none"> • SOUD3022 LO3: Devise appropriate methods and execute the collection of suitable data ; LO4 Demonstrate the application of appropriate 					

- analytical and statistical techniques; LO5 Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods
- SOUD3024 LO1:Apply the principles of effective project management & leadership; LO2:Evaluate the fundamentals of personnel management and demonstrate effective interpersonal skills; LO3:Define problems and devise, implement and evaluate solutions; LO4:Critically evaluate project planning mechanisms and demonstrate their use; LO5: Evidence participation in professional development activity
 - SOUD3023 LO2: Propose strategies to manage sustainable human activities for animal populations and environments
 - SOUD3027 LO3: Design and execute an effective ecological survey and apply appropriate statistical analysis
 - SOUD3028 LO1: Define bird ecology, behaviour and reproductive strategies and evaluate their application in management schemes; LO2: Critically evaluate captive avian husbandry practices
 - SOUD3026 LO3: Propose and critically evaluate existing and potential solutions for sustainable food production

2.13 Work Based/Related Learning⁵

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Field work, Field trips, Industry visits	Identify suitable locations and organise off-site activities	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 7, 9	In-class tests, Written report, Essay, Poster, Presentation, Exam, Reflective report	SOUD3023 SOUD3026 SOUD3025 SOUD3027 SOUD3028

⁵ The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

Last Saved: 08/06/2018

Practical sampling techniques	Identify suitable locations and organise off-site activities	4, 5, 6	4, 5, 6, 7, 8, 9	In-class tests, Written report, Essay, Poster, Presentation, Practical	SOUD3022 SOUD3023 SOUD3028 SOUD3027
Accredited and non-accredited qualifications/CPD	Work with local industry/employers/charities to deliver relevant training and industry updating	4, 5, 6	6, 7, 8, 9	Practical, reflective report	SOUD3024 SOUD3028
Guest speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	1, 2, 3, 5, 6	1, 2, 3, 4, 5, 8, 9	In-class tests, Written report, Essay, Poster, Presentation, Exam	SOUD3023 SOUD3026 SOUD3025
Research ⁶	Research is on-going throughout the programme using a range of methods and resources. Support students to construct hypotheses and resource projects	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9	In-class tests, Written report, Essay, Poster, Presentation, Exam, Reflective report	SOUD3022 SOUD3023 SOUD3026 SOUD3025 SOUD3027 SOUD3028 SOUD3027
Live projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	3, 4, 5	2, 4, 5, 6, 7, 8, 9	Written report, Reflective report	SOUD3024

An explanation of this map:

WBL and WRL are very significant to this programme and are embedded into every module at FHEQ Level 6. Students will work very closely with industry throughout to ensure that they develop the skills necessary for successful employment in the animal/land based sector. Each module will focus on developing employer-related skills – both specifically for animal science and also important transferable skills. Students will be expected to undertake a research project in SOUD3022. Students are able to decide what they would like to research, however, local industries have also offered their support with this and there are a large number of real-life projects that students will be encouraged to assist with. There will be a focus on developing practical skills in the field and the laboratory. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications and

⁶ Insert a title and brief description

training. Where appropriate assignments will be linked to local, national and international topics to ensure they have a real-world emphasis and prepare students for employment.

2.14 Professional Development (PD) modules within the award/s:

Please outline in the table below any modules from the award/s that will be used for Professional Development delivery. This allows for scrutiny of these modules by Approval Panels.

Module names*	Using the same Learning Outcomes?	Using the same mode of delivery?	Using the same mode of assessment?	Additional Information (see below)
SOUND3024 Professional Skills & Project Management	Yes	Yes	Yes	
SOUND3025 Bioethics and Anthrozoology	Yes	Yes	Yes	
SOUND3026 Sustainable Food Production	Yes	Yes	Yes	
SOUND3027 Coastal Ecology	Yes	Yes	Yes	
SOUND3028 Birds: Management & Conservation	Yes	Yes	Yes	

2.14.1 Additional Information

This information allows Approval Panels to assess the use of these modules for use in other formats and contexts. Note this information is required only for PD delivery where there is assessment and PU credits will be awarded.

2.14.2 60 Credit Certificate of Professional Development (CPD) Awards

If any of the modules listed in the table are to be grouped together to form a 60 Credit CPD Award, please list combinations planned below:

SOUND3024 Professional Skills & Management, SOUND3026 Sustainable Food Production, SOUND3027 Coastal Ecology

SOUND3026 Sustainable Food Production, SOUND3027 Coastal Ecology, SOUND3028 Birds: Management & Conservation

This suite of modules is offered as they contain parallel themes and it is likely that those wishing to undertake CPD in this area would benefit from a conservation and ecology programme given the nature of employers in the locality.

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD3022	MODULE TITLE:	Dissertation
---------------------	----------	----------------------	--------------

CREDITS: 40	FHEQ Level: 6	JACS CODE: D300
--------------------	----------------------	------------------------

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
-----------------------------	----------------------------	--------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module will enable the student to demonstrate their ability to work independently in the production of a substantial piece of work that demonstrates significant investigation in a field related to the subject sector.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>			
COURSEWORK		PRACTICAL	
C1	85 %	P1	15 %

SUBJECT ASSESSMENT PANEL Group to which module should be linked: **Animal Science**

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 This module will enable the student to demonstrate their ability to work independently in the production of a substantial piece of work. The freedom to nominate a topic of his or her own choice (in agreement with the tutor) allows the student to undertake a piece work of special interest that demonstrates in depth investigation of an area of research interest. The focus of the dissertation is on the development of skills for research rather than the quest for new knowledge.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
 LO1:Devise an appropriate hypothesis and address ethical issues using scientific enquiry
 LO2:Critically evaluate scientific literature and discuss in the context of own study
 LO3:Devise appropriate methods and execute the collection of suitable data
 LO4:Demonstrate the application of appropriate analytical and statistical techniques
 LO5:Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods
 LO6:Disseminate research findings in an appropriate manner

DATE OF APPROVAL:	April 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	AY

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: 110
-------------------------------	----------------------------------

MODULE LEADER: Dr Andrea Gaion	OTHER MODULE STAFF: Samantha Law, Andrew Walker-Brown, Rea Griffiths
---------------------------------------	-----------------------------------------------------------------------------

SUMMARY of MODULE CONTENT

Understand requirements of empirical research, formulate hypotheses, apply data analysis and research methods, review literature, writing scientific reports, presenting and defending findings.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures	15	1.5 hour sessions (research methods)
Scheduled Tutorials	8	Group and one-to-one sessions for project development
Guided independent study	377	Independent study with supervisory guidance.
Total	400	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Practical	P1	Presentation	100%	LO6
Coursework	C1	Dissertation thesis	100%	LO1, LO2, LO3, LO4, LO5

Updated by: Andrea Gaion	Date: 18/05/18	Approved by: Marianne Readman	Date: 20/05/18
------------------------------------	--------------------------	-----------------------------------------	--------------------------

Recommended Texts and Sources:

Bazeley, P (2013) Qualitative Data Analysis: Practical Strategies: London, SAGE Publications Ltd.
 Dawkins, M.S (2007) Observing Animal Behaviour. Oxford University Press, Oxford
 Denscombe, M (2007) The Good Research Guide, 3rd edition, Open University Press
 Denzin, N.K., and Lincoln, Y.S (2008) Strategies of qualitative enquiry. 3rd ed. London: SAGE Publications Ltd.

Dytham, C (2010) Choosing and Using Statistics: A Biologist's Guide 3rd ed. London: Wiley-Blackwell

Payne, E & Whittaker, L (2000) Developing Essential Study Skills, Financial Times Prentice Hall

Ploger, B. J. and Yauskawa, K (2003) Exploring Animal Behavior in Laboratory and Field: An Hypothesis-testing Approach to the Development, Causation, Function, and Evolution of Animal Behavior. Academic Press.

Sharp, J A, Peters, J & Howard, K (2003) The Management of a Student Research Project, 3rd edition, Gower

Journals

Journal of Applied Ecology, Marine Ecology, Applied Animal Behaviour Science, Animal Welfare, Anthrozoös, Animal Behaviour, Animal Behaviour, Applied Animal Ecology, Veterinary Journal, In Practice, Journal of Animal Science, Equine Veterinary Journal, Veterinary Record, Veterinary Practice Nurse, Veterinary Times, Annals of Applied Biology, British Wildlife Magazine, Conservation Biology, Enact, English Nature Research Reports, Game Conservancy Annual Review, Journal of Animal Ecology, Journal of Applied Ecology, Journal of Ecology, Equine Veterinary Journal

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD3023	MODULE TITLE:	Contemporary Issues in Animal Science
---------------------	----------	----------------------	---------------------------------------

CREDITS: 20	FHEQ Level: 6	JACS CODE: D300
--------------------	----------------------	------------------------

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
-----------------------------	----------------------------	--------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module explores current issues and challenges facing animal and environmental sectors through invited speakers, staff and student led seminars. It will encourage students to work as teams in researching and delivering their presentations on up to the minute issues. Seminars will explore emerging science and technologies as solutions to these challenges.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

COURSEWORK		PRACTICAL	
C1	100%	P1	Pass/Fail

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Animal Science

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 To encourage students to be aware of current issues, of both a research and applied nature, of relevance to their discipline of animal science.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
 LO1: Critically analyse literature to summarise conflicts between human activities and animal populations and environments
 LO2: Propose strategies to manage sustainable human activities for animal populations and environments
 LO3: Appraise emerging science, procedures or technologies in the advancement of animal science practice

DATE OF APPROVAL:	April 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	AY

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: 110
MODULE LEADER: Samantha Law	OTHER MODULE STAFF: Andrew Walker-Brown, Rea Griffiths, Andrea Gaion

SUMMARY of MODULE CONTENT

Weekly seminars delivered by invited speakers, academic and research staff on topical issues and/or their current research and groups of students, working in teams, on selected current issues agreed between staff and students. The topics to be considered cannot be listed as, by definition, they are current and topical. However they might include, inter alia, GM issues, antibiotic use in livestock, species reintroduction programmes, wildlife threats and disasters, ocean acidification, conservation education, citizen science, current changes to welfare legislation, livestock farm assurance schemes, feedstuff legislation changes.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Seminars	12	1.5 hour sessions led by visiting speakers and academic staff
Student led seminars	15	1.5 hour sessions led by student presentations and debate
Guided Independent Study	173	Directed weekly reading, moodle based tasks, and seminar preparation/development
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Seminar Paper	100%	LO1, LO2
Practical	P1	Participate in seminar	Pass/Fail	LO3

Updated by: Samantha Law	Date: 18/05/18	Approved by: Marianne Readman	Date: 20/05/18
------------------------------------	--------------------------	-----------------------------------------	--------------------------

Recommended Texts and Sources:

Animal Behaviour, Animal Welfare, Applied Animal Behaviour Science, Equine Veterinary Journal, Journal of Animal Ecology, Journal of Agricultural Science, Journal of Animal Science, The Veterinary Journal, Equine Veterinary Education, British Veterinary Journal, Veterinary Record, Zoo Biology

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD3024	MODULE TITLE:	Professional Skills & Project Management
---------------------	----------	----------------------	------------------------------------------

CREDITS: 20	FHEQ Level: 6	JACS CODE: D300
--------------------	----------------------	------------------------

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
-----------------------------	----------------------------	--------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Employers are increasingly expecting graduates to possess additional professional and project management skills. Projects may range from planning a new development, managing budgets to organising large scale events. This module will explore basic principles of project planning. Students will principally learn through participation in the project planning process and participation in training seminars.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK		PRACTICAL	
C1	100%	P1	Pass/Fail

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Animal Science

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
This module will enable students to develop and demonstrate their ability to plan and manage a real-life project as part of a team and develop professional skills for employability.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
At the end of the module the learner will be expected to be able to:
LO1:Apply the principles of effective project management & leadership
LO2:Evaluate the fundamentals of personnel management and demonstrate effective interpersonal skills
LO3:Define problems and devise, implement and evaluate solutions
LO4:Critically evaluate project planning mechanisms and demonstrate their use
LO5:Evidence participation in professional development activity

DATE OF APPROVAL:	April 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	AY

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: 110
-------------------------------	----------------------------------

MODULE LEADER: Marianne Readman	OTHER MODULE STAFF: n/a
----------------------------------------	--------------------------------

SUMMARY of MODULE CONTENT

Team development and management, leadership styles, emotional cycle of change, project specification and planning, negotiating with the 'client', Gantt charts, critical path analysis, work breakdown structure, SMART objectives, Personnel recruitment, person specifications, curriculum vitae, interviewing, legal issues, capability, disciplinary procedures, contracts, contact management, project costing, health and safety and risk assessment. Professional development activities may include but not be restricted to GIS, veterinary diagnostic techniques, reptile surveying.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	9	1.5 hour taught sessions
Seminar	15	1.5 hour student led sessions
Project Supervision	6	Meetings with tutor
Project Development	10.5	Working with project group
Professional Skills Development	24	Professional skills development activities
Guided Independent Study	149	Project planning and execution, directed weekly reading, moodle based tasks
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Group project plan and report (Parts A, B & C)	100%	3000 words LO1, LO2, LO3, LO4
Practical	P1	Certificate of achievement for minimum of 4 professional skills	Pass/Fail	LO5

Updated by: Marianne Readman	Date: 18/05/18	Approved by: Natalie Smithson	Date: 20/05/18
----------------------------------------	--------------------------	-----------------------------------------	--------------------------

Recommended Texts and Sources:

Resources

There is no set text for this module as, due to the nature of the projects, the required texts will differ widely. Students are expected to utilise a wide range of resources to assist them in the completion of their project, from academic journals to inform them of the science, to basic on-line guidance as to the best way to minute meetings.

Project planning:

Barker, S. & Cole, R. (2012) *Brilliant project management*. 3rd Edition. Pearson.

Burke, R. (2013) *Project Management: Planning & Control Techniques*. Wiley.

Graham, N. & Portny, S.E. (2011) *Project management for dummies*. Wiley.

Hartley, S. (2014) *Professional Project Management; The Integration of Strategy, Operations and*

Change. Tilde Publishing.

Meredith, J., Manter Jr, S., Shafer, S., & Sutton, M. (2014) *Project Management in Practice*. 5th Edition. Wiley.

Taylor, H.M. & Mears, A.G. (2009). *The right way to conduct meetings, conferences and discussions*. Right Way.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUND3025	MODULE TITLE:	Bioethics and Anthrozoology
---------------------	-----------	----------------------	-----------------------------

CREDITS: 20	FHEQ Level: 6	JACS CODE: D300
--------------------	----------------------	------------------------

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Anthrozoology is the academic study of the relationships between human and nonhuman animals. People's perceptions of, beliefs about and attitudes to domestic, captive and free-living animals will be explored from the perspectives of a variety of cultures, focusing on how they affect interactions with and uses of animals. Ethical, welfare, political and legal elements will be examined.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK	
E1	70%	C1	30%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Animal Science

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 To enable students to appreciate complex human-animal relationships, their impact on human and animal lives and their ethical and moral implications.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
 LO1: Identify human-animal relationships and discuss their evolution and application in modern society
 LO2: Critically evaluate moral and ethical issues relating to animal exploitation for human activities
 LO3: Critically analyse the impact of current legislation on animal welfare standards

DATE OF APPROVAL:	April 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	1

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: 110
-------------------------------	----------------------------------

MODULE LEADER: Samantha Law	OTHER MODULE STAFF: None
------------------------------------	---------------------------------

SUMMARY of MODULE CONTENT

Anthrozoology is the academic study of the relationships between human and nonhuman animals. People's perceptions of, beliefs about and attitudes to free-living, domestic, captive and laboratory animals will be explored from the perspectives of a variety of cultures, focusing on how they affect interactions with and uses of animals. Ethical, welfare, political and legal elements will be examined. The effects of human-animal relationships on both parties will be investigated to assess the impact and importance of such associations.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures	30	2.5 hour sessions over 15 weeks
External Visits	20	Laboratory and zoos
Guided Independent Study	150	Directed weekly reading, moodle based tasks, and assignment development/revision
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written Exam	E1	Examination	100%	LO1, LO2
Coursework	C1	Legislation critique	100%	LO3

Updated by: Samantha Law	Date: 18/05/18	Approved by: Marianne Readman	Date: 20/05/18
------------------------------------	--------------------------	-----------------------------------------	--------------------------

Recommended Texts and Sources:

Arluke, A & Sanders, C (2008) Between the Species: a reader in human-animal relationships, Allyn & Bacon

Bekoff, M (ed) (2007) Encyclopaedia of Human-Animal Relationships: a global exploration of our connections with animals, Greenwood Press

Flynn, C P (2009) Social Creatures: a human and animal studies reader. Lantern Books

Hursthouse, R (2000) Ethics, Humans and Other Animals – an introduction with readings. Routledge

Knight, J (ed) (2000) Natural Enemies: People-wildlife conflicts in anthropological perspective. Routledge,

Mepham, B (2008) Bioethics: An introduction for the biosciences. Oxford University Press

Podberscek, A L, Paul, E S & Serpell, J A (eds) (2008) Companion Animals and Us. Cambridge University Press

Sandøe, P, & Christiansen, S. B (2008) Ethics of Animal Use. London. Wiley-Blackwell

Scruton, R (2007) Animal Rights and Wrongs, 3rd ed. Continuum Books

Serpell, J (2008) In the Company of Animals: a study of human-animal relationships, 2nd ed. Cambridge University Press

Stamp Dawkins, M (2012) Why Animals Matter: Animal consciousness, animal welfare, and human well-being. Oxford University Press

Webster, J (2005) Animal Welfare: Limping Towards Eden 2nd ed. Wiley-Blackwell

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD3026	MODULE TITLE:	Sustainable Food Production
---------------------	----------	----------------------	-----------------------------

CREDITS: 20	FHEQ Level: 6	JACS CODE: D300
--------------------	----------------------	------------------------

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: Food security/zero starvation is a complex global issue in which we all need to play our part. As the global population continues to increase so will the demand for effective food production. History has demonstrated how agriculture has had an impact on ecosystems worldwide, this module will explore the ethical and environment issues faced by increased demand for food and discuss how needs can be met in a sustainable way.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]			
COURSEWORK		PRACTICAL	
C1	70%	P1	30%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Animal Science

Professional body minimum pass mark requirement: n/a

MODULE AIMS: Raise awareness of issues associated with increased demand for food production, the module aims to highlight sustainable options and explore methods which can be high yielding yet environmentally 'friendly'.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
 At the end of the module the learner will be expected to be able to:
 LO1: Critically evaluate the challenges to global food production
 LO2: Critically analyse ethical issues and environmental impacts of food production practices
 LO3: Propose and critically evaluate existing and potential solutions for sustainable food production

DATE OF APPROVAL:	April 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	1

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: 110
-------------------------------	----------------------------------

MODULE LEADER: Stuart Collier	OTHER MODULE STAFF: Andrew Walker-Brown
--------------------------------------	------------------------------------------------

SUMMARY of MODULE CONTENT

The module will explore the challenges of global food production. It will evaluate impacts associated with animal and animal feed production. Arable farming and associated schemes will also be discussed. A major theme of the module is to explore how practices along the food production and supply chain impact habitats and animal species, with particular focus on UK practices and the effects of these across global environments.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures	22.5	1.5 hour sessions over 15 weeks
Guided Independent study	177.5	Directed weekly reading, moodle based tasks, and assignment development.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Written assignment	100%	3000 words LO2, LO3
Practical	P1	Presentation	100%	12 minutes presentation LO1

Updated by: Stuart Collier	Date: 17/05/18	Approved by: Marianne Readman	Date: 20/05/18
--------------------------------------	--------------------------	-----------------------------------------	--------------------------

Recommended Texts and Sources:

Briggs, S. (2008) Organic Cereal and Pulse Production: A Complete Guide. England; The Crowood Press Limited.

Hansen, L. (2010) The Organic Farming Manual: A Comprehensive Guide to Starting and Running, or Transitioning to a Certified Organic Farm. England; Storey Publishing

Lymbery, P (2014) Farmageddon: The True Cost of Cheap Meat. London; Bloomsbury.

Mason, J. (2003) Sustainable Agriculture. England; CSIRO.

Webster, J (2011) Management and Welfare of Farm Animals: The UFAW Farm Handbook (UFAW Animal Welfare). UK; Wiley-Blackwell

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUND3027	MODULE TITLE:	Coastal Ecology
---------------------	-----------	----------------------	-----------------

CREDITS: 20	FHEQ Level: 6	JACS CODE: D300
--------------------	----------------------	------------------------

PRE-REQUISITES: SOUND1266 Principles of Ecology SOUND1268 Introduction to Ecology Behaviour & Conservation or equivalent	CO-REQUISITES: None	COMPENSATABLE: Yes
------------------------------------------------------------------------------------------------------------------------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module presents the relationships among different phyla of organisms and their interaction with environmental factors. Primary production, microbial loop, DOM and POM production will be linked to upper benthic and pelagic trophic levels. Different feeding strategies will be correlated with spatial distribution of species and life cycles. A final presentation on a specific topic will be held by student.

WRITTEN EXAMINATION		COURSEWORK	
T1 (Test)	50%	C1	50%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Animal Science

Professional body minimum pass mark requirement: n/a

MODULE AIMS:

To understand physical, chemical and biological grounds of trophic interactions between organisms. To learn and put into practice essential sampling techniques in order to collect ecological data, such as primary production/primary consumption measurements (light and dark bottles), sediment sampling, recolonization of rock surfaces, visual census, whale watching. To critically analyse data statistical techniques and scientifically present obtained results.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

- LO1: Critically analyse the influence of physical, chemical and biological factors on the ecology of marine organisms.
- LO2: Critically evaluate coastal and oceanic ecosystem characteristics and processes
- LO3: Critically compare and contrast named marine ecosystem processes at global, regional and local scales
- LO4: Design and execute an effective ecological survey and apply appropriate statistical analysis

DATE OF APPROVAL:	April 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	2

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: 110
-------------------------------	----------------------------------

MODULE LEADER: Dr Andrea Gaion	OTHER MODULE STAFF: None
---------------------------------------	---------------------------------

SUMMARY of MODULE CONTENT

In the context of two already established and one recommended Marine Conservation Zones, included in two Special areas of Conservation, different topics of marine ecology will be studied. Soft and rocky-bottom ecosystems, repopulation dynamics, study and measurements of primary production (respiration rate/net productivity). Transect/point count methods for visual census of coastal fish. Ecology of nektonic wildlife (marine mammals, basking sharks) with on shore/on boat surveys.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Activities	Hours	Comments/Additional Information
Scheduled Lectures	30	1.5 hours per session
Practical classes and workshops	8	Setting up an experimental design (1.5 h), data analysis (3 h), preparation of poster/presentation (1.5 h)
Fieldwork	9	3 hours per session
Scheduled Tutorial	3	Group and one-to-one sessions for assignment and learning support
Independent Study	150	Directed weekly reading, ecology topics studying, assisted data analysis and interpretation, preparation of final poster/presentation.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	T1	In-class test	100%	LO1
Coursework	C1	Ecological fieldwork report	100%	LO2, LO3, LO4

Updated by: Andrea Gaion	Date: 18/05/18	Approved by: Marianne Readman	Date: 20/05/18
------------------------------------	--------------------------	-----------------------------------------	--------------------------

Recommended Texts and Sources:

Begon, M., Townsend, C. & Harper, J. (2006) *Ecology: From Individuals to Ecosystems*. 4th Edition. Blackwell.

Cain, M., Bowman, W. & Hacker, S. (2014) *Ecology*. 3rd Edition. Sinauer Associates Inc.

Henry, R. & Akinsoji, A. (2013) *Advanced Ecology*. Daya Publishing House.

Kaiser, M.J., Attrill, M.J., Jennings, S., Thomas, D.N., Barnes, D.K.A., Brierley, A.S., Polunin, N.V.C., Raffaelli, D.G., & Williams, P.J.L. (2005) *Marine Ecology: Processes, Systems and Impacts*. New York: Oxford University Press.

Sala, O. (2013) *Methods in Ecosystem Science*. New York: Springer Science.

Speight, M. & Henderson, P. (2010) *Marine Ecology: Concepts and Applications*. West Sussex: Wiley-Blackwell.

Roff, J. & Zacharias, M. (2011) *Marine Conservation Ecology*. London: Earthscan.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUND3028	MODULE TITLE:	Birds: Management and Conservation
---------------------	-----------	----------------------	------------------------------------

CREDITS: 20	FHEQ Level: 6	JACS CODE: D300
--------------------	----------------------	------------------------

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Birds are among the most charismatic and diverse of the animal groups. Their care and conservation relies upon understanding of their behaviour and ecology. This module explores the diversity of bird life, behaviour, captive bird management and conservation.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>			
WRITTEN EXAMINATION		COURSEWORK	
E1	60%	C1	40%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: **Animal Science**

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 This module aims to provide an introduction to the study of avian biology, encompassing their evolutionary history, diversity, adaptations, social behaviour, reproduction and conservation.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
 LO1: Define bird ecology, behaviour and reproductive strategies
 LO2: Critically evaluate the application of ecology, behaviour and reproductive strategies in management schemes
 LO3: Critically evaluate captive avian husbandry practices
 LO4: Critically evaluate avian conservation strategies and surveying skills

DATE OF APPROVAL:	April 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	2

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: 110
-------------------------------	----------------------------------

MODULE LEADER: Daniel Bentley	OTHER MODULE STAFF: None
--------------------------------------	---------------------------------

SUMMARY of MODULE CONTENT

The module will introduce the broad diversity of bird life, and consider the structure and function of adaptive features, such as those associated with flight. It will explore the diversity of reproductive, territorial and dispersal behaviour of birds, and outline captive bird management practices (nutrition, housing and health). The conservation status of birds, application of conservation and management strategies and in situ sampling methods will be discussed through laboratory and field work.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Seminars	37.5	2.5 hour sessions
Practical classes and workshops	10	Ecological sampling and conservation techniques
External visits	7	RSPB site visit
Guided Independent Study	145.5	Directed weekly reading, moodle based tasks, and seminar/portfolio development/revision
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Examination	100%	LO1, LO4
Coursework	C1	Collection Management Plan	100%	LO2, LO3

Updated by: Daniel Bentley	Date: 18/05/18	Approved by: Marianne Readman	Date: 20/05/18
--------------------------------------	--------------------------	-----------------------------------------	--------------------------

Recommended Texts and Sources:

Bennett, P., Owens, I (2002) Evolutionary Ecology of Birds: Life Histories, Mating Systems, and Extinction. University of Oxford Press

Birkhead, T., Wimpenny, J & Montgomerie, B. (2014) Ten Thousand Birds: Ornithology since Darwin. Princeton University Press

Chitty, J & Lierz, M. (2008) BSAVA Manual of Raptors, Pigeons and Passerine Birds. BSAVA

Harcourt-Brown, N & Chitty, J. (2005) BSAVA Manual of Psittacine Birds. BSAVA

Lepczyk, C & Warren, P. (2012) Urban Bird Ecology and Conservation. University of California Press

Sutherland, W. J., Newton, I., Green, R. (2004) Bird Ecology and Conservation: A handbook of Techniques. Oxford University Press.

Wilson, J. D., Evans, A. D., Grice, P. V. (2009) Bird Conservation and Agriculture: The Bird Life of Farmland, Grassland and Heathland (Ecology, Biodiversity and Conservation). Cambridge University Press.