



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2023-24**

## ***FdSc Animal Science***

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# **1. Welcome and Introduction to FdSc Animal Science**

## **1.1 Welcome**

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

The FdSc Animal Science is aimed at those with a deep interest in animal husbandry and conservation who want to pursue this topic academically. Animal Science is a broad and varied subject, our focus is on developing students' knowledge on husbandry practice within the animal sector and exploring contemporary topics in captive animal management. We also delve into the conservation of species, both in-situ and ex-situ, and the complex arguments associated with rewilding and the loss of biodiversity.

As students' progress through the course, they will develop the skills to critically assess the needs of animals both in captivity and in the wild. They will study a range of topics across both years of the programme that aim to establish academic, industry and transferable skills and enhance career prospects.

The course offers opportunity to gain hands-on experience with our animal collection which includes, livestock, reptiles, amphibians, fish, invertebrates, domestic pet species and exotic species such as meerkats, porcupine and skunk. Students will also take part in fieldwork both on the campus and in the diverse range of habitats available in the local area. Modules in both years of the programme will include visits to local zoological collections.

Completion of the programme could lead to opportunities in a diverse variety of roles. Many students who complete the FdSc Animal Science continue onto the BSc (Hons) Applied Animal Science and UCSD. Previous graduates have gained employment in animal collections, ecology and conservation roles, education, laboratory assistants and pet store managers.

## 1.2 Programme Management

Role	Person	Email address
Personal Tutor and HE Lead	Rea Sims	reasims@southdevon.ac.uk
Programme Coordinator	Donna Fowler	donnaflower@southdevon.ac.uk
Higher Education Coordinator	Ben Roper	benroper@southdevon.ac.uk
Curriculum Head	Danny Gaze	danielgaze@southdevon.ac.uk
Assistant Principal	Matt Burrows	mburrows@southdevon.ac.uk

## 1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Rea Sims (1<sup>st</sup> Year and 2<sup>nd</sup> Year tutor)

Rea has worked at South Devon College since 2014 and is an experienced Higher Education tutor, prior to that she has worked in various further education and secondary education settings. Rea has a BSc (Hons) Zoology with Animal Ecology and a MSc Advanced Methods of Taxonomy and Biodiversity. Her background is in ecology, with particular interest in birds. Before training as a teacher Rea worked in environmental education and as an information assistant at RSPB South Stack. She is currently a committee member of Devon Birds, a conservation charity and a section writer for the Devon Bird Report.

## 1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union for students on UoP programmes.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

## 1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below.

You can also view the profile of the teaching team within the curriculum area [Science and Animal Management - University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk)

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.

If you have any questions about fees, funding or support from the university please contact [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk)

Module Leader	Modules	Contact	If part time days/hours that are worked
Rea Sims	Introduction to Animal Behaviour Professional Practice Animal Health Behaviour Management and Analysis	reasims@southdevon.ac.uk	Tuesday to Friday
Dr Katy Upton	Animal Handling and Husbandry Zoo and Aquarium Science Applied Zoo Conservation and Managment	katyupton@southdevon.ac.uk	

	Specialist Research Project		
Stuart Collier	Applied Ecology and Rewilding	stuartcollier@southdevon.ac.uk	
Matt Rossin	Principles of Ecology	mrossin@southdevon.ac.uk	
Dr Paul Hallas	Comparative Anatomy and Physiology	paulhallas@southdevon.ac.uk	

## 1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

### Preparatory activities and reading



There is not one textbook that will provide you with information for all modules. However, the following books are good starting for many of the modules covered in the 2 years.

Earlier editions or second-hand copies are also available which cover most of the same content but usual cost less than the most recent edition.

Aspinall, V. and Ackerman, N., (2016) Aspinall's Complete Textbook of Veterinary Nursing. 3<sup>rd</sup> Edition. Elsevier. ISBN-13: 978-0702066023.

Rees, P.A. (2011) An introduction to Zoo Biology and Management. Wiley, Blackwell. ISBN-13: 978-1405193504.

Relyea, R. (2018) Ecology: The Economy of Nature. 8<sup>th</sup> Edition. Macmillan Learning. ISBN-13: 978-1319187729.

Giraldeau, L.A., Horgan, J.A. and Bolhuis, J.J., (eds) (2001) The Behaviour of Animals: Mechanisms, Function, and Evolution. Wiley, Blackwell. ISBN-13: 978-1119109501.

The following websites contain relevant information for your study and would be suitable for exploring the range of subjects associated with animal science.

- British association of Zoos and Aquariums <https://biaza.org.uk/>
- American association of Zoos and Aquariums <https://www.aza.org/>
- UK Pet Food [UK Pet Food | Pet Food Industry Association | Formerly PFMA | UK Pet Food](#)
- British ecological society <https://www.britishecologicalsociety.org/>

## **1.7 Curriculum design principles**

### **Programme Rationale (summary)**

The FdSc was developed in recognition of lack of opportunities within the local area to study Animal science at degree level. For many years South Devon College has delivered as successful Animal and Land based courses in Further Education but pathways into Higher education would take students out of the Torbay area which was a barrier for many potential degree students.

The FdSc Animal Science was developed in partnership with the University of Plymouth and ran for the first year in 2009 with a cohort of 9 students. Since then, many more students have successfully completed the FdSc at UCSD and have gone onto complete the BSc (Hons) Applied Animal Science at UCSD before finding employment in the sector.

In 2023 we recognised that our program needed to be reviewed and updated in relation to changes within the animal/environmental sector. We have designed new modules which will equip learners with job specific skills and the ability to apply evidence-based decision making to environmental problems on a local and international level.

### **Context**

The FdSc Animal Science focused on a multidisciplinary (Animal Science, Social Science and Ecology) approach, thus ensuring a wide range of employment opportunities. The overarching plan during year one is the development of student's knowledge of core subjects and skills relevant to employment and successful study. This is achieved through exploring the underpinning theories of Animal Science and Ecology. Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and apply this to their professional development. Year two allows students to further develop the knowledge and skills gained during the first year but with greater emphasis on 'real world' application.

Many of the modules utilise guest speakers and/or field trips, this benefits the students by providing them with exciting experiences and opportunities and allows for employer input and the development of networking opportunities. Where applicable assessments are linked to real world scenarios and the end of year Research Showcase provides an opportunity for students, in all years of study, to experience presenting at a conference, sharing working they have completed during their year of study.

## **Content**

The programme delivery is a mixture of theory and practical. The programme will develop the key theoretical knowledge and understanding needed to appreciate key approaches within the field. Several modules are designed to bridge theory to practice by containing significant practical elements. For example, in the year one animal husbandry and handling module practical animal handling sessions will be facilitated by our Practical Teaching Team and in the year one Principal of Ecology module and the year two Applied Ecology and Rewilding module students will be supported to undertake practical fieldwork and ecological surveys.

The program aims to provide an effective and enjoyable learning experience which inspires students to engage with and pursue opportunities outside of studies that will support future career aspirations. Several modules are devoted to personal and professional development, emphasising the importance of this type of development as part of overall learning. The program incorporates understanding about demands on students, who may be managing multiple roles and may have arrived at their level of study through many different routes of education and life experience.

### **1.8 Teaching and Learning Strategy**

The year is divided into 2 semesters, each year contains some modules which are delivered during a single semester and some which are delivered throughout the year. Full time students' study 6 modules per year.

Modules may be delivered yearly as they focus on personal development, they are research based or they contain content that is sensitive to seasonal variation such as the ecology modules.

Assessment will be carried out in a range of different ways, including coursework tasks such as essays and scientific reports, practical activities such as presentations and practical handling demonstrations and tests. The assessment is designed to be relevant to the animal industry and vary across modules providing opportunity to engage in a range of different tasks and styles of presentation. Coursework assessment takes place during the delivery of the module and there are 2 exam weeks, end of January (semester 1) and start of June (semester 2), where end of module assessments (tests) take place.

Students are expected to engage with extensive learning outside of the classroom environment to develop their subject knowledge and their academic ability. A general reading list is provided per module, this is augmented with information provided during the sessions as well as lecture specific information from the module guide.

Modules may contain seminar-based sessions where students are expected to prepare information to be shared within the subsequent lessons. Being able to give presentations is an important skill in the animal industry as such we encourage students to take part in group work and presentation.

## **1.9 Research and employment-informed teaching and learning**

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

## **1.10 Resources to support outstanding teaching and learning**

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

The Animal Unit at South Devon College manages a collection of small mammals, livestock, exotic and aquatic animals, this is a shared resource with the Further Education courses delivered at the college. You will have access to the animals during the Husbandry and Handling module and there is the possibility of utilising the animals for the research project in the second year. We have a conservation area on campus which is used for wildlife surveys.

The department has developed strong working links with the Wild Plant Trust at Paignton Zoo and Shaldon Zoo. Behaviour studies at Paignton Zoo in the first year and both the collections are used as case studies in the zoo and aquarium science module. There will also be opportunities to visit other Zoological collection during the degree.



## 1.11 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy

<https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website

<https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments.

But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk)

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

### Assessment within the programme

For assessment to support learning, feedback will be provided for all assignments and to make this process as effective as possible, assessed work will be returned within approximately 20 working days of the submission date. Students will receive feedback on summative assessments and a provisional grade that will be agreed at the Subject Assessment Panel and Award Board. A range of assessment methods have been included within the programme and will include illustrated essays, in-class tests, research projects,

seminar papers and presentations, experimental design and data collection, literature reviews, and reflective portfolios.

Regular feedback on assignments and in tutorial and practical situations allows students to develop not only their understanding, but also their ability to communicate their ideas in a variety of formats. Students are given the opportunity to submit a draft of their assignments two weeks prior to the deadline, which is returned with feedback within 5 working days. When planning the curriculum, the team ensures that there are no grouping of assessments and an assessment calendar is provided to the students.

### 1.12 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Tutorials are a good weekly opportunity to check in but sometimes the content covered during tutorial is the same as we heard last year.  (Early Module Review, Oct 2022)	Tutorial is an important part of the course and gives tutors an opportunity to share information and to speak to students about topics other than academic work.  Although we try to differentiate tutorial content between years of study, it is



	<p>enviable that there will be some repetition between years.</p> <p>We try to keep the same tutor as you progress through the course which allows them to focus on tutorial topics relevant for the group. (January 2022)</p>
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### 1.13 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

#### HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up

to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk) sessions can be held face to face or on MS Teams.

### **HE Disability Team**

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk) How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

### **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact [HEwellbeing@southdevon.ac.uk](mailto:HEwellbeing@southdevon.ac.uk)

### **HE Employability**

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see

<https://www.ucsd.ac.uk/employability-and-next-steps/> or contact [HEemploy@southdevon.ac.uk](mailto:HEemploy@southdevon.ac.uk)

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

## **1.14 Becoming a South Devon Graduate**

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

### **Higher-level academic skills**

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

### **Positive personal attributes for your future**

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

### **Work-ready**

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

## **1.15 Preparation for employment and further academic study**

At the end 2 years of studying students will have a good idea which area of animal science they are passionate in pursuing. Many students choose to continue their studies and complete a BSc (Hon) Top-Up. We offer a BSc (Hons) Applied Animal Science degree which allows students to remain at UCSD for a 3<sup>rd</sup> year. Some students may decide to complete their degree at University or Plymouth enrolling on a BSc (Hons) Animal Behaviour and Welfare or BSc (Hons) Bioscience. There are many different BSc (Hons) top-up courses available throughout the country which you would be able to apply for.

For some students completing the FdSc is the end of their academic career and they choose to look for work. When have had many graduates successfully find work with

animals, these include keeper positions at Noah's Ark Zoo and Monkey World and work within Conservation Organisations such as Devon Wildlife Trust. There are many varied opportunities in the conservation sector, these jobs look for individuals who are innovative and adaptable, showcasing a range of transferable skills.

Another avenue of employment is in ecological surveying, many seasonal roles are available which many also require additional training and qualifications, such as bat, dormouse or great crested newt licences, these courses many be provided by the employer.

Finally, although this is not an exhaustive list, graduates start their own business and find their own route into working with animals, this could be a dog walking/pet sitting business, dog grooming or a more conservation focused business.

## 1.17 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	1, 2 8.1	SOUD1552 A1 SOUD1553 A4 SOUD1531 A1, A2. SOUD2516 A1, A3, LO1, LO2 SOUD2517 A1, A2	SOUD1553, Illustrated essay SOUD1554 Behaviour essay SOUD2517 Evolution essay	SOUD1555 Visit to animal collection SOUD2514 Managing Behaviour workshop SOUD2513 Guest speaker, Canine first aid course.	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	3, 4 8.3, 8.4	SOUD1557 A2 SOUD2518 LO1	SOUD1557, LO3, LO4. Research task	SDC Go Green Week	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	3, 4 8.3, 8.4	SOUD1554 A3, LO4 SOUD2518 LO3, LO4	SOUD1554, Behaviour study	SOUD1557 Data analysis workshop SOUD2518 Data analysis workshop	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc. Skills for study UCSD study resources

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	5 8.4, 8.5	SOUD1557 A4 SOUD2518 A1 SOUD2515 A1, A3 SOUD2516 A2, A3	SOUD1556 Ecological field work report. SOUD1554 Behaviour study SOUD1552 practical handling SOUD2518 Research project	SOUD2516 Zoo work placement SOUD2513 Animal First Aid	SDC & UCSD Career Events Research Showcase
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	5 8.4	SOUD1557 LO3 LO4	SOUD1557 Personal development plan	SOUD1557 Careers service SOUD1555 Off site visits SOUD1556 Fieldwork SOUD2515 Guest Speakers	UCSD Employability Support and Personal Tutor Support Research Showcase
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	2, 4 8.3, 8.4, 8.5	SOUD2518 A1 SOUD2515 LO3 SOUD2516 LO3 LO4	SOUD1555 Enclosure design	SOUD1554 presentation at the research showcase SOUD1555 enclosure design and presentation at zoo.	
Personal Development	Students reflect on their identities, qualities, and values to better understand	4, 5 8.4	SOUD1557 LO3 LO4	SOUD1557 Personal development portfolio	SOUD1556 Ecology Fieldwork	UCSD HE Study Skills Support

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	themselves, from which to make informed choices about future employment.				SOUD2516 work experience and education activity	Personal Tutor support Research showcase SDC Job Fair Careers advice in Tutorial
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	3, 4, 5 8.2, 8.3, 8.4, 8.5	SOUD1552 LO3 SOUD1557 LO4	SOUD1552 Handling portfolio SOUD2514 Presentation SOUD2518 Presentation	Presentation at research showcase. Work Experience	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	2, 3, 4 8.4, 8.5	SOUD1552 A1, LO1 SOUD2518 A2 SOUD2513 LO3	SOUD2518 Scientific Report SOUD1555 Enclosure design	Attend conferences Identify opportunities during fieldtrips. Guest speakers	Linkedin SDC Job Fair
<p><b>Further information:</b></p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p> <p>Students can record their employability and work-related activity on their Personal Development Plan on Moodle.</p>						Extra employability-related activity will be recorded on the Employability Activity Form.



## 1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information <https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	<a href="#">Regulations for both UCSD and UoP can be found here</a>	
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	<a href="#">UCSD</a>	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy	<a href="#">Policy for both UCSD and UoP can be found here</a>	Depending on the awarding body
Extenuating Circumstances Policy	<a href="#">UCSD</a>	
Academic Appeals	<a href="#">Regulations for both UCSD and UoP can be found here</a>	Depending on the awarding body
Assessment Policy	<a href="#">UCSD</a>	
Other – please stipulate		

## **2. Programme Specification**

## **2.1 FdSc Animal Science**

**Named Exit Awards - FdSc Animal Science**

<b>UCAS code</b>	<b>D300</b>
<b>HECOS code</b>	<b>100523 - animal science</b>
<b>LCDS code</b>	SH – Animal Husbandry RH.1 - Ecology RH.7 - Zoology

**2.2 Awarding Institution: University of Plymouth**

**Teaching institution(s):** South Devon College

## **2.3 Accrediting body**

N/A

## **2.4 Distinctive Features of the Programme and the Student Experience**

The FdSc Animal Science is aimed at those with a deep interest in animal husbandry and conservation who want to pursue this topic academically. Animal Science is a broad and varied subject, our focus is on developing students' knowledge on industry standard husbandry practice and exploring contemporary topics in captive animal management. We also delve into the conservation of species, both in-situ and ex-situ, and the complex arguments associated with rewilding and the loss of biodiversity.

As students' progress through the course, they will develop the skills to critically assess the needs of animals both in captivity and in the wild. They will study a range of topics across both years of the programme that aim to establish academic, industry and transferable skills and enhance career prospects. When studying at UCSD students become part of a supportive learning community which are brought together at the end of each academic year in our research showcase where each student can present work they have undertaken during their studies.

During year one the focus is on the development of student's knowledge of core subjects (anatomy and physiology, behaviour, ecology, husbandry) and skills relevant to employment and successful study. Lessons will be delivered by experienced and passionate lecturers and students will begin to bridge theory and practice and apply this to their professional development.

Year two allows students to further develop the knowledge and skills gained during the first year but with greater emphasis on 'real world' application. There will be opportunities to gain hands on experience working in a zoo environment, delivering education and people engagement activities which will further enhance team working and communication skills and provide an insight to potential career pathways.

The course offers opportunity to gain hands-on experience with our animal collection which includes, livestock, reptiles, amphibians, fish, invertebrates, domestic pet species and exotic species such as meerkats, porcupine and skunk. Students will also take part in fieldwork both on the campus and in the diverse range of habitats available in the local area. Modules in both years of the programme will include visits to local zoological collections.

The programme delivery is a mixture of theory and practical. The programme will develop the key theoretical knowledge and understanding needed to appreciate key approaches within the field. Several modules are designed to bridge theory to practice by containing significant practical elements. For example, in the year one animal husbandry and handling module practical animal handling sessions will be facilitated by our Practical Teaching Team and in the year one Principal of Ecology module and the year two Applied Ecology and Rewilding module students will be supported to undertake practical fieldwork and ecological surveys.

The program aims to provide an effective and enjoyable learning experience which inspires students to engage with and pursue opportunities outside of studies that will support future career aspirations. Several modules are devoted to personal and professional development, emphasising the importance of this type of development as part of overall learning. The program incorporates understanding about demands on students, who may be managing multiple roles and may have arrived at their level of study through many different routes of education and life experience.

Assessment will be carried out in a range of different ways, including coursework tasks such as essays and scientific reports, practical activities such as presentations and practical handling demonstrations and tests. The assessment is designed to be relevant to the animal industry and vary across modules providing opportunity to engage in a range of different tasks and styles of presentation.

Completion of the programme could lead to opportunities in a diverse variety of roles. Many students who complete the FdSc Animal Science continue onto the BSc (Hons) Applied Animal Science and UCSD. Historically our graduates enter three broad areas of employment, these are captive animal management, ecology, and education other areas of employment include; vet nursing, laboratory assistants and pet store managers. These careers are competitive, and most job adverts ask for a 'Level 6 qualification or above in an appropriate subject area'. The course aims to support students' future careers through the development of practical, research, analytical and communication skills.

## **2.5 Relevant QAA Subject Benchmark Group(s)**

Earth Science, Environmental Science and Environmental Studies - March 2022

Biosciences – March 2023

Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Services – October 2019

Characteristics statements Foundation Degree – February 2020

## 2.6 Programme Structure:

### Full Time

Level 4				
Module Title	Credits	Year of delivery	Semester/Term of delivery	Core/Optional
SOUD1552 Animal Handling and Husbandry	20	1	1	Core
SOUD1553 Comparative Anatomy and Physiology	20	1	1	Core
SOUD1554 Introduction to Animal Behaviour	20	1	2	Core
SOUD1555 Zoo and Aquarium Science	20	1	2	Core
SOUD1556 Principles of Ecology	20	1	Year Long	Core
SOUD1557 Professional Practice	20	1	Year Long	Core

Level 5				
Module Title	Credits	Year of delivery	Semester/Term of delivery	Core/Optional

SOUD2513 Animal Health	20	2	1	Core
SOUD2514 Behaviour Management and Analysis	20	2	2	Core
SOUD2515 Applied Ecology and Rewilding	20	2	2	Core
SOUD2516 Applied Zoo Conservation and Management	20	2	1	Core
SOUD2517 Biodiversity and Evolution	20	2	Year Long	Core
SOUD2518 Specialist Research Project	20	2	Year Long	Core

### Part Time

Level 4 & 5				
Module Title	Credits	Year of delivery	Semester/Term of delivery	Core/Optional
SOUD1552 Animal Handling and Husbandry	20	1	1	Core
SOUD1554 Introduction to animal behaviour	20	1	2	Core

SOUD1556 Principles of Ecology	20	1	Year Long	Core
SOUD1557 Professional Practice	20	1	Year Long	Core
SOUD1553 Comparative Anatomy and Physiology	20	2	1	Core
SOUD1555 Zoo and Aquarium Science	20	2	2	Core
SOUD2513 Animal Health	20	2	1	Core
SOUD2514 Behaviour Management and Analysis	20	2	2	Core
SOUD2515 Applied Ecology and Rewilding	20	3	2	Core
SOUD2516 Applied Zoo Conservation and Management	20	3	1	Core
SOUD2517 Biodiversity and Evolution	20	3	Year Long	Core
SOUD2518 Specialist Research Project	20	3	Year Long	Core



## **2.7 Programme Aims**

1. Enable students to develop and build on existing knowledge, skills and experience that enhance and enrich professional practice within animal related sectors.
2. Allow students to explore the key contemporary issues in animal related sectors in collaboration with employers and other industry stakeholders.
3. Develop scientific reasoning and analytical skills required to undertake research and contribute to the development of the sector. Focus is given to developing students' ability to statistically analyse data generated by research work.
4. Support the development of student's interpersonal and communication skills enabling them to gain and practice transferable skills.
5. To cultivate students' vocational skills across a range of animal related sectors to underpin their personal practice with the professional competencies required by the animal industry.

## **2.8 Programme Intended Learning Outcomes (PILOs)**

### **2.8.1 Knowledge and understanding**

On successful completion graduates should have developed:

- 1) Knowledge of animal husbandry and behaviour to promote good health, nutrition, and welfare in a range of species.
- 2) Knowledge of ecological theory and its application in the environmental decision-making process.
- 3) Knowledge and understanding of animal biology, physiology and evolution.

4) An understanding of anthrozoology and the impacts of humans on global ecosystems.

### **2.8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed:

- 1) Critical analysis skills across a range of data sources to develop arguments and inform decision making.
- 2) The ability to evaluate contrasting theoretical approaches to animal science and conservation.
- 3) The ability to synthesise reasoned conclusions based on theoretical knowledge of animal biology and behaviour.
- 4) Knowledge of theories and concepts which are applied to a range of real-world animal science contexts, to inform and develop a coherent and critical argument within related issues.

### **2.8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

- 1) Plan and undertake research, including collecting and evaluating primary and secondary data.
- 2) Identify, evaluate, and synthesise suitable sources of information.
- 3) Develop competence in a range of skills, including the use of numeracy and IT, to communicate complex concepts to a range of audiences.
- 4) Problem solve in a variety of different contexts to develop appropriate strategies to support/improve animal welfare and aid species conservation.

### **2.8.4. Employment related skills**

On successful completion graduates should have developed:

- 1) The ability to recognise, understand and adhere to legislation and health and safety procedures associated with working with animals and/or within wildlife conservation.
- 2) Independent working practice, teamworking skills and the ability to time manage and meet deadlines.
- 3) Identify suitable career progression within the animal and related sectors, reflecting on strength and weakness to identify areas of personal development.
- 4) Work collaboratively with peers to develop interpersonal, academic and sector specific skills.

### **2.8.5. Practical skills**

On successful completion graduates should have developed:

- 1) The skills to plan and undertake projects that meet relevant ethical and health and safety criteria.
- 2) The ability to conduct practical animal handling, husbandry and ecological sampling to industry standards.
- 3) The skills to interpret and analyse animal behaviour to inform welfare decisions.
- 4) Evidence-based husbandry practice to manage animal collections following relevant health and safety procedures and welfare legislation.

## **2.9 Admissions Criteria, including RPL and Disability Service arrangements**

<b>Qualifications(s) Required for Entry to the FdSc Animal Science</b>	<b>Comments</b>

Candidates must have at level 2:

At Level 2	
Key Skill requirement/Higher Level Diploma	Level 2 Functional Skills English and maths, Level 2 Key Skills Communication and Application of Number or equivalent qualification.
and/or	
GCSEs required at Level 4 or above	English and Maths. Science Preferred.

**Plus at least one of the following Level 3 Qualification:**

A-level/AS-level	72 UCAS points minimum Related subject field; biology, chemistry, environmental science or psychology.
Advanced level diploma	Award should be in a related field
BTEC National foundation Diploma BTEC National Extended Diploma	In related subject field – Merit  In a related subject field - MMP
City and Guilds Advanced Technical Diploma	In a related subject – Distinction

City and Guilds Advanced Technical Extended Diploma	In a related subject - Merit
T-Levels	Pass with a minimum grade of E at Core
Access to Higher Education at level 3	Candidates are interviewed before an offer is made.  Pass an Access to HE Diploma in Science.
Irish/Scottish Highers/Advanced Highers	72 points from higher levels
International Baccalaureate	24 Points  If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Non-standard entry requirements	Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry applications will be considered based on relevant work experience and attainment of skills, which demonstrate an ability to study at this level.

## **2.10 Non Standard Regulations (NB: all non-standard regulations must be approved by QSSC)**

## **2.11 Transitional Arrangements for existing students looking to progress onto the programme.**

Current L4 students will be progressing onto the new L5 provision. Animal Health, Behaviour Management and Analysis, Evolution and Biodiversity and Specialist Research Project are essentially being delivered in the current provision (amendments have been made to update learning outcomes in all these modules). Applied zoo conservation and management and applied ecology and rewilding are new modules but will follow on from current L4 modules being taught on the old provision.

I current part time student (will be progressing onto 3<sup>rd</sup> year part time) will be able to complete L5 modules as they are offered in the new provision.

All current L5 students are likely to achieve and progress to L6 in the new provision.

L4 Students that may be required to repeat with attendance or who have suspended during 2022/23 will need to be considered individually. Issues will arise if they are required to repeat Nutrition, which has now been incorporated into other modules, or Wildlife rehabilitation, which will be superseded by Principals of Ecology.

## **Appendices**

### **Programme Specification Mapping (UG) – core/elective modules**

### **Programme Specification Mapping (PGT)**

#### **Appendix 1: (UG) Mapping table that reflects which core modules contribute to the Programme Intended Learning Outcomes (PILOs)**

Tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Core modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)																				Compensation  Y/N	Assessment Element(s) and weightings  01 (online open book assesment)  E1 (exam), E2 (clinical exam), T1 (test), C1 (coursework), A1 (generic assessment), P1 (practical)
	8.1 Knowledge and understanding				8.2 Cognitive and intellectual skills				8.3 Key and transferable skills				8.4 Employment related skills				8.5 Practical skills					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
PILOs met at Level 4																						
Animal Handling and Husbandry	X		X		X	X	X	X	X			X	X			X		X	X	X	N	C1 (100%) P1 (P/F)
Introduction to animal behaviour	X		X			X	X		X		X	X	X	X		X	X	X	X	Y	C1 (60%) O1 (40%)	
Principles of Ecology		X		X					X	X	X		X	X		X	X	X		Y	C1 (100%)	
Zoo and Aquarium Science	X	X	X	X	X	X		X		X	X	X	X		X		X	X	X	X	Y	C1 (100%)
Comparative Anatomy and Physiology			X				X			X	X			X						Y	C1 (60%) T1 (40%)	
Professional Practice					X		X	X	X	X	X		X		X	X	X			Y	C1 (100%)	
PILOs met at Level 5																						



Animal Health	X		X	X	X		X	X	X			X	X					X	X	X	Y	C1 (60%) P1 (40%)
Behaviour Management and Analysis	X		X	X	X	X	X	X		X	X	X	X	X					X	X	Y	C1 (60%) P1 (40%)
Applied Ecology and Rewilding		X	X	X	X	X	X	X	X		X		X		X	X	X	X			Y	C1 (50%) P1 (50%)
Applied Zoo Conservation and Management	X		X	X	X				X		X	X	X		X	X	X	X	X	X	Y	C1 (100%)
Evolution and Biodiversity		X	X	X	X	X				X	X			X							Y	C1 (60%) O1 (40%)
Specialist Research Project					X		X	X	X	X	X			X	X		X				Y	C1 (100%)
<b>PILOs met at Level 6</b>																						



### 3. Module Records

#### UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1552

**MODULE TITLE:** Animal Handling and Husbandry

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE(S) [max 3]:** 100518  
animal management

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module explores the husbandry and housing requirements of commonly kept domestic animals as well exotic species which require specialist care. Current husbandry standards will be evaluated to promote evidence-based practice to ensure high standards of welfare. Handling and restraint techniques, as commonly used in professional animal keeping, will be covered, including the role of training as a management technique.

<b>ELEMENTS OF ASSESSMENT</b> – <a href="#">see Definitions of Elements and Components of Assessment</a>
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<b>C1</b> (Coursework)	100 %	<b>P1</b> (Practical)	Pass/Fail		
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Animal Science

**Professional body minimum pass mark requirement:** NA

#### **MODULE AIMS:**

The module aims to enable students to describe the housing, husbandry and nutrition requirements for a range of species. To demonstrate handling and restraint technique as would be suitable to use in industry. To follow relevant health and safety procedures for working with animals. To evaluate current husbandry practice for a range of species to promote evidence informed husbandry practice.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Evaluate housing and husbandry requirements for a named species of animal during different life stages.	8.1 (1) 8.2 (1) (2) 8.4 (1) (4) 8.5 (4)
2. Design a breeding plan and enclosure for a named species.	8.1 (1) (3) 8.2 (3)

	8.3 (1) (4)
3. Demonstrate knowledge of practical handling and restraint of a range of species and identify appropriate techniques, equipment and health and safety procedures.	8.5 (2) (3) (4)
4. Explain the importance of the correct nutrition in maintaining high standards of husbandry.	8.1 (1) (3) 8.2 (3) (4) 8.3 (1) (4)
<b>DATE OF APPROVAL:</b> 25/05/2023	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 109

**MODULE LEADER:** Dr Katy Upton

**OTHER MODULE STAFF:** Laura Roberts, Rea Sims

### **Summary of Module Content**

Application of the 5 welfare domains; Animal housing requirements and considerations for a variety of species; legislative requirements; hygiene practices and principals of cleaning and disinfectants; husbandry regimes for companion, livestock and exotic species; Adaptations of husbandry practice for breeding; care of pregnant animals and neonates; manipulation of reproductive cycles; principles of nutrition; suitable nutrition throughout the life cycle; forming a diet plan; appropriate handling and restraint techniques for companion, livestock and exotic species; reasons for handling and restraint; use of restraint equipment; health and safety for animal handlers.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Classroom based lectures and seminars	30	Delivery of module content to include lectures, seminars, workshops, group discussions and short independent research tasks
Practical Handling and husbandry	30	Directed practical tasks and handling sessions.

Guided Independent Study	140	Directed weekly reading assignment development and revision.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Husbandry guideline document (3000 words)  Design an exotic species enclosure set up, feeding and breeding plan.  ALO 1, 2 & 4	100%
Practical	Practical handling assessment. ALO 3	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Husbandry guideline document (3000 words)  Design an exotic species enclosure set up, feeding and breeding plan.  ALO 1, 2 & 4	100%
Practical	Practical handling assessment. ALO3	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Katy Upton

**Approved by:** Rea Sims



Date: 15/06/23	Date: 15/06/23
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1553      **MODULE TITLE:** Comparative Anatomy and Physiology

**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECOS CODE(S) [max 3]:** 100937  
animal physiology

**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module aims to develop students' understanding of the relationship between structure and function in a range of animal species by exploring the anatomical diversity and physiological control of the major body systems. It will develop an appreciation of comparative anatomy and physiology on survival and how this can be used to inform efficient animal management.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	60%	<b>T1</b> (Test)	40%		

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

**Professional body minimum pass mark requirement: NA**

**MODULE AIMS:**

To provide the underpinning knowledge of anatomy and physiology of a range of species and body systems. The module also aims to enable the student to compare and contrast the impact of physical adaptations to be able facilitate effective husbandry of a range of animal species.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Explain the comparative anatomy of the major body systems across a range of animal species.	8.1 (3) 8.2 (3)
2. Evaluate the impact of environmental conditions on the anatomy and physiology of major body systems.	8.1 (3) 8.2 (3)
3. Explain the comparative physiology of the major body systems across a range of animal species.	8.1 (3) 8.3 (2) 8.4 (2)
4. Discuss how anatomical and physiological dysfunction relates to disease processes across a range of animal species.	8.1 (3) 8.3 (2) (3) 8.4 (2)
<b>DATE OF APPROVAL:</b> 25/05/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships

<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g., health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 109

**MODULE LEADER:** Paul Hallas

**OTHER MODULE STAFF:**

### **Summary of Module Content**

This will include: gross anatomy, musculoskeletal system, visceral systems, sense organs, nervous system, reproductive anatomy and endocrinology in a range of animal species. It will also include common diseases and disorders related to dysfunction of body systems and physical adaptations and their link to survival.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	60	Delivery of module content to include lectures and practical sessions some of which will include dissection tasks.
Guided independent study	140	Directed weekly reading, Moodle/Teams based tasks and assessment development/revision
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	<p>Illustrated Essay (2000 words) Comparison of one major body system between different taxa and the impact of disease on that body system.</p> <p>ALO 3 &amp; 4</p>	100%
Test	<p>In Class Test (1 hour) Comparative anatomy of major body systems and adaptations of body systems related to environmental conditions.</p> <p>ALO 1 &amp; 2</p>	100%

#### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	<p>Illustrated Essay (2000 words) Comparison of one major body system between different taxa and the impact of disease on that body system.</p> <p>ALO 3 &amp; 4</p>	100%
Coursework in lieu of original assessment	<p>Illustrated essay (2000 words) comparing anatomical adaptations of different species in contrasting environments.</p> <p>ALO 1 &amp; 2</p>	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Paul Hallas Date: 15/06/23	<b>Updated by:</b> Rea Sims Date: 16/06/23

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1554

**MODULE TITLE:** Introduction to Animal Behaviour

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE(S) [max 3]:** 100522

Animal behaviour

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module introduces the subject of animal behaviour and explores the underpinning mechanisms in the evolution of different types of behaviour in a range of species. Research methodologies and their application are considered to allow the learner to propose and perform basic behavioural research studies.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	60%	<b>O1</b> (online open book assessment)	40%		

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



**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

To evaluate animal behaviour and explain observations in relation to established behavioural principals. To develop psychological profiles for exhibited species behaviours and argue their ontogeny. To perform practical behavioural observation and analysis of results.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Analyse common modes of behaviour in relation to wild, captive and domestic animal populations.	8.1 (1) (3) 8.2 (2) (3)
2. Explain how environmental factors and evolutionary genetics can influence animal behaviour.	8.1 (1) (3) 8.5 (3)
3. Analyse animal behaviour to promote health and welfare.	8.3 (3) 8.4 (3) 8.5 (2) (3) (4)
4. Interpret and evaluate results of behavioural studies.	8.2 (3) 8.3 (1) (3) (4) 8.4 (1) (2) 8.5 (1) (2) (4)

<b>DATE OF APPROVAL:</b> 25/05/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
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<b>DATE OF IMPLEMENTATION:</b> 01/2024	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 109

**MODULE LEADER:** Rea Sims

**OTHER MODULE STAFF:**

### **Summary of Module Content**

This will include, historical developments in studying behaviour (ethology and behaviourism), behavioural psychology, behavioural physiology, evolution of behaviour through natural selection, socio-biology, population ecology, analysis of learnt and innate behaviour, Tinbergen's questions, practical methods of studying behaviour.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled Activities	48	Delivery of module content to include lectures, seminars, groups discussions and short research tasks as well as draft support for assignments.
Scheduled Activities	12	Behaviour observation field work
Guided independent Study	140	Guided weekly reading, independent research.

<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>
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### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Online open book assessment	Origins of Behaviour (2000 words) ALO 1 & 2	100%
Coursework	Behaviour observation report (2000 words) ALO 3 & 4	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework in lieu of original assessment	Essay (2000 words)	<b>100%</b>

Coursework	<p>Assignment (2000 words)</p> <p>Analyse data to produce an activity budget for a captive species. Comparison between activity budget of wild species and captive species and evaluation of common behaviours of the species both in captivity and in the wild.</p> <p>ALO 1,2,3, &amp; 4</p>	100%
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To be completed when presented for Minor Change approval and/or annually updated	
<p><b>Updated by:</b> Rea Sims</p> <p>Date: 21/03/23</p>	<p><b>Approved by:</b> Donna Fowler</p> <p>Date: 23/03/23</p>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1555

**MODULE TITLE:** Zoo and Aquarium Science

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE(S) [max 3]:** 100880  
applied zoology

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will introduce learners to the theory of zoo and aquarium science. The modern zoo should be involved in conservation, education, research, and recreation. These elements dictate modern zoo design, enclosure design as well as animal welfare and husbandry.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
C1 (Coursework)	100%				

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

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

To evaluate how successful zoo and aquariums are at achieving the defined role of a modern Zoo through conservation, education, research, and recreation, whilst upholding high standards of animal health and welfare.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>		<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Appraise the defined roles (as set out in the secretary of state standards of modern zoo practice) of zoo and aquarium collections.		8.1 (1) 8.2 (1) (2) 8.4 (1) (3)
2. Evaluate the success of named zoo and aquarium campaigns/projects against their stated objectives.		8.1 (1) (2) (4) 8.3 (2) 8.4 (1) 8.5 (3) (4)
3. Evaluate the enclosure design for a named zoo species.		8.1 (1) (3) 8.2 (1) 8.3 (4) 8.5 (1) (2) (3)
4. Explain how enclosure design can be used to enhance the visitors experience and act as an educational tool.		8.1 (4) 8.2 (4) 8.3 (2) (3) 8.5 (4)
<b>DATE OF APPROVAL:</b> 25/05/2023		<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/2024		<b>SCHOOL/PARTNER:</b> South Devon College

<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2
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Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 109

**MODULE LEADER:** Katy Upton

**OTHER MODULE STAFF:**

### **Summary of Module Content**

Topics which will be covered in this module – Zoos over time (history of zoos), Zoo licencing, education, conservation, research, recreation, enclosure design, zoo design, visitors, welfare, BIAZA, EAZA, and husbandry.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and classroom-based activities	30	Lectures and classroom-based activities
Practical activities	30	Practical based teaching and demonstrations
Guided independent study	140	Directed weekly reading assignment development and revision.

<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>
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### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	1 – Academic poster and supporting report justifying an enclosure design based on a real-world zoo example (2000 words)  ALO 3 & 4	60%
	2 – Blog evaluating zoos in-situ & ex-situ conservation projects (2000 words)  ALO 1 & 2	40%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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Coursework	<p>Report (4000 words)</p> <p>Focus will be on an allocated species (ESB species).</p> <p>Review of the named species husbandry plan, zoo recommended enclosure design and in-situ &amp; ex-situ conservation projects.</p> <p>ALO 1,2,3 &amp; 4</p>	100%
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To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Katy Upton Date: 16/03/23	<b>Approved by:</b> Rea Sims Date: 23/03/23

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1556

**MODULE TITLE:** Principles of Ecology

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE(S) [max 3]:** 100347  
ecology

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

An understanding of the complex and dynamic relationships between organisms and their environments and the threats to them is key to making informed conservation decisions. This module will provide students with this knowledge for a range of terrestrial, marine and freshwater habitats at local and national scales as well as experience of the roles of standard ecological sampling and data analysis techniques.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
C1 (Coursework)	100%				

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

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

To outline the fundamental ecological concepts that influence ecosystem structure and function on various spatial and temporal scales. To develop an understanding of how humans impact ecosystem dynamics on local and national scales. To understand and use core ecological sampling techniques to identify biotic and abiotic components of a range of ecosystems. To develop an understanding of the role of data analysis and graphical techniques in informing ecological understanding.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Explain the structure and function of a local ecosystem with reference to appropriate ecological concepts and terminology.	8.1 (2) 8.3 (2) (3)
2. Evaluate the human impacts on a local ecosystem with reference to their influence on ecological function.	8.1 (4) 8.3 (1) (2) 8.4 (2)
3. Justify and evaluate the techniques used to collect and analyse data from ecological field surveys.	8.1 (2) (4) 8.3 (1) (3) 8.4 (1) (2) (4) 8.5 (1) (2)
4. Analyse and interpret the results of ecological field surveys.	8.3 (1) (3)

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<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 111

**MODULE LEADER:** Matt Rossin

**OTHER MODULE STAFF:**

### **Summary of Module Content**

This will include: Ecological concepts such as trophic structures, nutrient cycling; ecological niches, succession and zonation; human influence; exploitation; indigenous/non-indigenous species; contamination of environments; fieldwork survey techniques; methods and limitations of sampling terrestrial, aquatic and littoral ecosystems; statistical analysis of data.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and seminars	35	Delivery of module content to include lectures, seminars, groups discussions and short research tasks as well as draft support for assignments.
Practical fieldwork	10	In-situ studies of local ecosystems
Guided independent study	155	Assigned reading task for both pre and post-lesson tasks as well as range of resources (journal and news articles, videos etc) to support independent study

<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>
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### SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Interpretive poster and leaflet	50%
	2000 words	
	ALO 1 & 2	
	Analysis of fieldwork data	
	2000 words	50%
	ALO 3 & 4	

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report (4000 words) on local ecosystem including data analysis and interpretation (data will be provided).	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Matt Rossin Date: 8/06/23	<b>Approved by:</b> Rea Sims Date: 15/06/23





## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1557

**MODULE TITLE:** Professional Practice

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE(S) [max 3]:** 100509

HE Teaching

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module is designed to enable students to develop the skills and behaviours required for working in the animal industry. We will explore the sector specific and professional skills expected by employers in the animal industry and students will be asked to reflect on own skills and competences to help steer future professional development. The module will also assist students in developing academic and scientific skills that will complement their studies in other modules.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
C1 (Coursework)	100%				

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

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

This module aims to enable students to develop a comprehensive portfolio of evidence that supports their career development aspirations. To support students in becoming autonomous learners and to develop the academic skills needed at HE Level. To enable students to engage in research to develop understanding of the scientific method and analytical skills.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Analyse suitable methods of scientific study	8.2 (4) 8.3 (1) 8.4 (1) (4) 8.5 (1)
2. Interpret the results of the application of a suitable method of scientific study	8.2 (1) (3) 8.3 (1) (2) (3)
3. Evaluate own strengths and weaknesses to identify areas requiring further professional development.	8.3 (3) 8.4 (3)
4. Reflect on professional skills required for employment in the Animal Science sector in relation to own strengths and weaknesses.	8.3 (3) 8.4 (2) (4)
<b>DATE OF APPROVAL:</b> 25/05/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College

<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2
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Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 201

**MODULE LEADER:** Rea Sims

**OTHER MODULE STAFF:**

### **Summary of Module Content**

Academic literature and research conventions in Animal Science; The requirements of professional practice; informed reflection, self-evaluation and persona action planning; Relevant IT and mathematical competencies to support academic and professional practice; Research skills, including search strategies, identification and critical selection of quality, scholarly Information; Application of the scientific method; identification of a hypothesis, data collection, data manipulation, simple statistical analysis; data interpretation and evaluation.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Classroom based lectures and seminars	60	Delivery of module content to include lectures, seminars, workshops, group discussions and short investigation tasks.
Guided independent study	140	Directed weekly reading assignment development and revision.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Scientific report (2000 words) ALO 1 & 2	50 %
	Professional development portfolio (2000words) ALO 3 &4	50 %

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio of professional skills and professional development (4000 words) provide evidence of academic skills; literature search, data analysis, presentation and interpretation and evidence of professional development; CV, cover letter, suitable job search, PDP.	100 %

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Rea Sims Date: 15/06/23	<b>Approved by:</b> Donna Fowler Date: 15/06/23

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2513

**MODULE TITLE:** Animal Health

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE(S) [max 3]:** 100518  
animal management

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module examines the importance of promoting and maintaining animal health in a global and national context. Types of pathogens will be discussed including their aetiology, diagnosis and treatment. The module will review the role of preventative care and good husbandry practice in maintaining animal health and welfare. It will also explore the role of first aid in treating emergency situations.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	60 %	<b>P1</b> (Practical)	40 %		

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

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to provide an understanding of the processes involved in the transmission of pathogens and will evaluate the application of biosecurity measures to prevent the spread of disease amongst animal collections. To promote evidence-based decision making to preventive care procedures. To discuss the importance of nutrition in the maintenance of good health.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Analyse the variables that contributes to the maintenance of animal health and welfare.	8.1 (1) (3) 8.2 (1) (3) 8.3 (4) 8.4 (1) 8.5 (3) (4)
2. Critically evaluate methods of disease control.	8.1 (1) (4) 8.2 (1) (4) 8.5 (3) (4)
3. Describe the aetiology and diagnosis of common animal disease and parasites.	8.1 (1) (3) 8.3 (1)
4. Evaluate the importance of correct nutrition in promoting animal health.	8.1 (1) (3) 8.2 (3) 8.4 (1) 8.5 (2) (4)



<b>DATE OF APPROVAL:</b> 25/05/23	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/23	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 109

**MODULE LEADER:** Rea Sims

**OTHER MODULE STAFF:** Donna Fowler

### **Summary of Module Content**

This will include: The transmission, diagnosis and treatment of common disease and parasites of companion, domestic and exotic species. The function of the immune system, vaccinations and preventative care. The role of biosecurity in maintaining animal health and welfare. Nutritional diseases and the role of clinical nutrition. Canine and feline first aid.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and Seminars	45	Delivery of module content to include lectures, seminars, group discussion and short research tasks.
Guided Independent study	155	Directed weekly reading assignment development and revision.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Practical	Seminar presentation on global biosecurity (15 min presentation plus discussion)  ALO 1 & 2	100%
Coursework	Report (2000 words)  Health policy for cattery/kennels/stables  ALO 3 & 4	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (2000 words)  Health policy for cattery/kennels/stables  ALO 3 & 4	100%
Coursework in Lieu of original assessment	Report (2000 words)  Analysis of trends in disease transmission and the role of biosecurity in disease control at a national and local level.  ALO 1 & 2	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Rea Sims Date: 22/06/23	<b>Approved by:</b> Donna Fowler Date: 22/06/23

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2514

**MODULE TITLE:** Behaviour Management and Analysis

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE(S) [max 3]:** 100522

animal behaviour

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module considers evolutionary and environmental influence on the behaviour of wild, captive and domestic animal species. It explores the ontogeny and phylogeny of behaviours and the use of behaviour analysis as a welfare tool to appraise private and commercial management practices. It will explore the use of behavioural therapy in the treatment of behavioural disorders in domestic and captive animals and outline various behavioural modification strategies which can be used to improve animal health and welfare.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
C1 (Coursework)	60%	P1 (Practical)	40%		

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

**Professional body minimum pass mark requirement:**

**MODULE AIMS:**

To explore the evolutionary, environmental and genetic influences on wild, captive and domestic animal behaviour. To discuss and evaluate the role of human influence on animal behaviour and the development of abnormal behaviour. To explore the root causes of a range of behavioural disorders commonly presented in animal species in companion, domestic and zoo collections. To investigate the influence of pharmaceutical, endocrinological and behavioural manipulation of animal behaviour. To propose valid and effective training methodologies to enhance animal health and welfare.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Analyse the effects of evolution, domestication and environmental influence on wild, captive and domestic animal behaviour strategy.	8.1 (3) (4) 8.2 (2) (3) 8.3 (2)
2. Critically reflect of human influence in exhibition of abnormal behaviours.	8.1 (4) 8.2 (1) (4) 8.5 (3) (4)
3. Critically analyse the causes of animal behavioural disorders in a range of different animal settings.	8.2 (3) (4) 8.3 (2) 8.5 (3)
4. Propose valid methodologies for the modification of animal behaviour.	8.1 (1) 8.2 (3) (4) 8.3 (3) (4)

	8.4 (1) (2) 8.5 (3) (4)
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<b>DATE OF APPROVAL:</b> 25/05/23	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/24	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 111

**MODULE LEADER:** Rea Sims

**OTHER MODULE STAFF:**

### **Summary of Module Content**

This will include: Companion, domestic and wild animal behaviour: domestication and evolution, ontogeny and phylogeny of species. The 5 welfare domains, husbandry and management consideration from a behavioural perspective. Common behavioural disorders of companion, domestic and captive zoo species. Different methods of behaviour manipulation and application of behaviour modification techniques.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled lectures and seminars	36	Delivery of module content to include lectures, seminars, group discussion and short research tasks.
Practical workshop	9	Animal Training
Guided independent study	155	Directed weekly reading assignment development and revision.



<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>
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### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	Report (2000 words) Human influence on behaviour development  ALO 1 & 2	100%
Practical	Presentation (15 min & questions) Managing behaviour/application of training  ALO 3 & 4	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Report (2000 words) Human influence on behaviour development including a case study and behaviour modification plan.  ALO 1 & 2	100%

Coursework in lieu of original assignment	Prerecorded presentation of behaviour modification case study (15 min)  ALO 3 & 4	
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To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Rea Sims Date: 24/03/23	<b>Approved by:</b> Donna Fowler Date: 27/03/23

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2515

**MODULE TITLE:** Applied Ecology and Rewilding

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE(S) [max 3]:**

100347 ecology

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module will apply ecological principals to contemporary issues and seek solutions that benefit both biodiversity and economic activities. Rewilding is at the forefront of conservation and provides us with a fantastic opportunity to apply 'nature-based solutions' to many of the environmental and economic challenges we face. The module will provide students with the skills that can be utilized to identify a range of British species as well as an understanding of how 'rewilding' can be applied to improve biodiversity.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
C1 (Coursework)	50%	P1 (Practical)	50%		

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

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

To apply ecological concepts and skills to assess and improve biodiversity. To develop an understanding of rewilding and analyse its application. To understand how ecological sampling techniques are used to survey habitats and inform conservation decisions.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Appraise biodiversity using a range of ecological survey skills/techniques.	8.1 (3) 8.2 (4) 8.3 (1) (3) 8.4 (1) (4) 8.5 (2)
2. Identify and evaluate a range of tracks and field signs belonging to British species.	8.1 (2) 8.2 (3) (4) 8.4 (4) 8.5 (1) (2)
3. Critically analyse the potential ecological benefits of rewilding.	8.1 (2) (4) 8.2 (1) (2) (4)

	8.4 (1) (3)
4. Propose and analyse rewilding projects.	8.1 (2) (4) 8.3 (2) (3) 8.4 (1)
<b>DATE OF APPROVAL:</b> 25/05/23	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/24	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 111

**MODULE LEADER:** Stuart Collier

**OTHER MODULE STAFF:**

### **Summary of Module Content**

This will include application of key survey techniques (for example tree ID, pond dipping and camera trapping), rewilding case studies (for example Devon beavers, bison in Kent and sea eagles in Scotland), biodiversity assessments and habitat management plans.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and other classroom-based activities	22.5	Delivery of module content through lectures, seminars, group discussion and short research tasks.
Practical based teaching/demonstrations	22.5	Directed practical tasks and fieldwork.
Guided independent Study	155	Directed weekly reading assignment development and revision.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

Element Category	Component Name & associated ALO	Component Weighting
Practical	ALO 1 & 2 Simulated Fieldwork (2000 words)	100%
Coursework	ALO 3 & 4 Report (2000 words)	100%

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (2000 words) ALO 3 & 4	100%
Coursework in lieu of original assignment	Case study (2000 words) ALO 1 & 2	

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Stuart Collier Date: 21/03/23	<b>Approved by:</b> Rea Sims Date: 27/03/23

#### UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2516      **MODULE TITLE:** Applied Zoo Conservation and Management

**CREDITS:** 20                      **FHEQ LEVEL:** 5                      **HECOS CODE(S) [max 3]:** 100518  
animal management

**PRE-REQUISITES:** None              **CO-REQUISITES:** None              **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This applied module will give learners the opportunity to apply the theory learnt in year one to real world examples. They will gain practical experience that can be used in a zoo setting, including record keeping, enclosure design and education.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>			
C1 (Coursework)	100%		

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

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**



Evaluate the importance of zoos and aquariums in highlighting and addressing wider conservation issues. Analyse the use of databases and good record keeping in managing a collection of captive animals. Develop practical skills that can be utilised in a zoo or aquarium setting. Recognise the contribution that zoos make to conservation education.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Analyse how zoo-based research can be used to inform education and conservation.	8.1 (1) (3) 8.2 (1) (4) 8.3 (4)
2. Analyse a zoo database to manage zoo collections.	8.2 (1) (4) 8.3 (4) 8.4 (1)
3. Critically evaluate an educational program linked to zoo conservation.	8.1 (4) 8.3 (3) (4) 8.5 (1)
4. Critically reflect upon practical participation in a range of husbandry activities.	8.1 (1) 8.4 (1) (3) (4) 8.5 (2) (3) (4)

<b>DATE OF APPROVAL:</b> 25/05/23	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/23	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/2023

**NATIONAL COST CENTRE:** 111

**MODULE LEADER:** Dr Katy Upton

**OTHER MODULE STAFF:** Rea Sims

### **Summary of Module Content**

This module will continue the theory learnt in year one and enable students to implement this in a practical setting. Involving enclosure design and captive husbandry as well as record management in a captive animal setting. The roles of zoos as an education tool for conservation.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecturers and other classroom-based activity	22.5	Delivery of module content to include lectures, seminars, workshops, group discussions and short independent research tasks
Practical based teaching and demonstration	22.5	Directed practical tasks and handling sessions.

Guided independent study	155	Directed weekly reading assignment development and revision.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Scientific publication evaluating the conservation value of zoo animals using species 360 (Zims) (2000 words)  ALO 1 & 2	100%
Coursework	Work based learning ePortfolio in a zoo environment & public engagement education activity.  ALO 3 & 4	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	<p>Scientific publication evaluating the conservation value of zoo animals using species 360 (Zims). An evaluation of current zoo public engagement education activities (3000 words) and reflective account of participation in husbandry activities</p> <p>ALO 1, 2, 3 &amp; 4</p>	100%
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To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Katy Upton Date: 16/03/23	<b>Approved by:</b> Rea Sims Date: 24/03/23

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2517

**MODULE TITLE:** Biodiversity & Evolution

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE(S) [max 3]:**

1013185 biodiversity  
conservation

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module examines the evolution, classification and diversity of the major groups or organisms and the mechanisms that produce the biogeographical patterns that we see today. It will also examine the role of a range of factors, such as variation, genetics, selection pressures and co-evolution, on natural selection, and in shaping the evolution and biodiversity of life on Earth.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	60%	<b>O1</b> (online open book assessment)	40%		

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

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

To provide an introduction to the major groups of organisms and their spatial and temporal diversity across the globe. To provide an understanding of the mechanisms of speciation and evolution and the influence of genetics and variation on this process. To understand the role of evolutionary process on patterns of biodiversity on Earth today.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
5. Analyse core principles of evolutionary processes to explain the current biodiversity of major groups of organisms.	8.1 (3) 8.2 (2) 8.3 (2) (3) 8.4 (2)
6. Critically analyse evidence for current patterns of biodiversity.	8.1 (2) (4) 8.2 (1) 8.3 (2)
7. Apply principles of genetic processes to explain the concept of natural selection and evolution.	8.1 (2) (3)
8. Apply the theory of natural selection to explain evolutionary outcomes.	8.1 (3) 8.3 (2)

<b>DATE OF APPROVAL:</b> 25/05/23	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/23	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

Notes:

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR:** 2022/2023

**NATIONAL COST CENTRE:** 111

**MODULE LEADER:** Matt Rossin

**OTHER MODULE STAFF:**

### **Summary of Module Content**

Scales of biodiversity (genetic to organism level). Classification, phylogenetics and cladistics. Global patterns of biodiversity and biogeography. Biodiversity and evolution of major animal classes. Population and evolutionary genetics. Mechanisms of speciation. Micro and macro evolutionary processes. Co-evolution. Adaptive radiation.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and seminars	45	Delivery of module content to include lectures, seminars, groups discussions and short research tasks as well as draft support for assignments.
Guided independent study	155	Assigned reading task for both pre and post-lesson tasks as well as range of resources (journal and news articles, videos etc) to support independent study
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Critical literature review (2000 words) ALO 1 & 2	100%
Online Open Book Assessment	In-class test (24 hours) ALO 3 & 4	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical literature review (2000 words) ALO 1 & 2	100%
Coursework In lieu of original assessment	Case study analysis (2000 words) ALO 3&4	

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Matt Rossin Date: 21/03/23	<b>Approved by:</b> Rea Sims Date: 24/03/23



## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2518

**MODULE TITLE:** Specialist Research Project

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE(S) [max 3]:** 100962

research skills

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will enable students to demonstrate their ability to work independently in the production of a substantial piece of work that demonstrates significant investigation in field related to their relevant subject sector.

ELEMENTS OF ASSESSMENT – <a href="#">see Definitions of Elements and Components of Assessment</a>					
C1 (Coursework)	100%				

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

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to develop the necessary skills to produce an independent research project. This can be in a subject field chosen by the student (approved by the tutor). This project should demonstrate a broad understanding of the range of research methodology utilised in their sector.

**ASSESSED LEARNING OUTCOMES:** additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Critically analyse literature to propose and justify an appropriate research project.	8.3 (1) (2) 8.4 (2) 8.5 (1)
2. Justify appropriate research methods to a research project.	8.2 (3) (4)
3. Analyse data using appropriate statistical techniques.	8.3 (2) (3)
4. Critically evaluate findings of the outcome and impact of the project.	8.2 (1) 8.3 (3) 8.4 (3)
<b>DATE OF APPROVAL:</b> 25/05/23	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/23	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR:** 2023/2024

**NATIONAL COST CENTRE:** 111

**MODULE LEADER:** Dr Katy Upton

**OTHER MODULE STAFF:**

### **Summary of Module Content**

Content will be directed and identified during the exploration of the specialist research project; it may include identifying sources of evidence, critical appraisal skills, presenting information, project management, problem solving, research methodologies, data collection methods and analysis.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and Seminars	45	Delivery of module content to include lectures, data collection and analysis workshops, seminars, group discussion, 1 to 1 assignment support.
Guided Independent study	155	Directed weekly tasks, data collection, research for project.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Research proposal and literature review (2000 words) ALO1 & ALO2	40%
	Academic scientific report (2000 words) ALO3 & ALO4	60%
		Total 100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	Research proposal and literature review (2000 words)  ALO1 & ALO2	40%
	Academic scientific report (2000 words)  ALO3 & ALO4	60%
		Total 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Katy Upton Date: 16/03/23	Approved by: Rea Sims Date: 24/03/2023