



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2022-2023**

## **BSc (Hons) Applied Animal Science**

## Contents

1	Welcome and Introduction to BSc (Hons) Applied Animal Science.....	3
1.1	Welcome statement .....	3
1.2	Programme Management .....	3
1.3	Personal Tutor.....	3
1.4	Tutoring at UCSD.....	4
1.5	Course Contact List.....	4
1.6	Preparing for your programme .....	5
1.7	Preparatory activities and reading.....	5
1.8	Curriculum design principles .....	6
1.9	Context.....	6
1.10	Content .....	6
1.11	Teaching and Learning Strategy .....	7
1.12	Resources.....	7
1.13	Assessment and feedback strategy .....	7
1.14	Student Support Hub.....	8
1.15	Preparation for Employment, further academic study and personal development .....	9
1.16	UCSD Enterprise and Employability Framework Mapping .....	11
1.17	Student engagement in ongoing programme development.....	13
1.18	Applicable Regulations, Policy and Procedures .....	14
2	Programme Details .....	15
2.1	Brief Description of the Programme .....	15
2.2	Details of Accreditation by a Professional/Statutory Body (if appropriate) .....	16
2.3	Exceptions to University of Plymouth Regulations .....	16
2.4	Programme Aims .....	16
2.5	Programme Intended Learning Outcomes (ILO) .....	16
2.6	Distinctive Features.....	17
2.7	Student Numbers .....	17
2.8	Progression Route(s) .....	17
2.9	Admissions Criteria .....	18
2.10	Academic Standards and Quality Enhancement.....	19
2.11	Programme Structure.....	20
2.12	Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment .....	22
2.13	Work Based/Related Learning .....	32
2.14	Professional Development (PD) modules within the award/s:.....	34
2.15	Additional Information .....	34
2.16	60 Credit Certificate of Professional Development (CPD) Awards.....	34
3	Module Records .....	35

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

## 1.1 Welcome statement

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 [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://www.ucsd.ac.uk). It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

Animal science is a broad and dynamic subject, covering many different aspects of working with animals. The BSc (Hons) Applied Animal Science Top-up allows students to complete their studies into animal science. The 3<sup>rd</sup> year of the degree course is focused on developing the students own scientific practice ending in the production of an original piece of scientific research.

## 1.2 Programme Management

Role	Person	Email address
HE Lead/Personal Tutor L6	Rea Sims	reasims@southdevon.ac.uk
Higher Education Coordinator	Ben Roper	benroper@southdevon.ac.uk
Curriculum Head	TBC	
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

Rea has worked at South Devon College since 2014 and is an experienced HE 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 and the Youth Officer for Devon Birds, a conservation charity.

## 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 are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development 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

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.

## 1.5 Course Contact List

Details of your modules 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 that your programme is based via this link - <https://www.ucsd.ac.uk/research-and-expertise/science-and-animal-management/>

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	Professional Skills and Project management Birds: management and Conservation	reasims@southdevon.ac.uk	Tuesday to Friday

Stuart Collier	Sustainable Food production	stuartcollier@southdevon.ac.uk	
Katy Upton	Dissertation	katyupton@southdevon.ac.uk	
Matt Rossin	Contemporary Issues in Animal Science	mrossin@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 Stepping up to HE 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:

## 1.7 Preparatory activities and reading

**Contemporary Issues in Animal Science:** The following references will give you good introduction into the topic of rewilding. <https://geographical.co.uk/wildlife/rewilding-projects-are-expanding-european-carnivore-ranges>

Moorhouse, T.P. and Sandom, C.J. (2015) Conservation and the problem with 'natural' – does rewilding hold the answer? *Geography*, Vol. 100, No. 1 pp.45-50.

Loth, A.F. and Newton, A.C. (2018) Rewilding as a restoration strategy for lowland agricultural landscapes: Stakeholder-assisted multi-criteria analysis in Dorset UK. *Journal for Natural Conservation* 48: 110-120.

**Birds:** You do not need excellent bird ID skills to be successful in this module, however an understanding of bird survey techniques is useful. The BTO website has some good tips and ID videos to get you started. <https://www.bto.org/develop-your-skills/bird-identification>

A good introduction to the conservation status of many of the UK birds can be found in this document <https://www.rspb.org.uk/contentassets/8d123c9a8487449ca36293c6e0e57379/state-of-uk-birds-2020-report-download-16-12-2020.pdf>

**Sustainable Food Production:** This is a useful link for this module giving an overview the global objectives of producing sustainable food within fisheries and aquaculture.  
<https://www.fao.org/3/cc0461en/cc0461en.pdf>

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/>
- Pet Food Manufacturers Association <https://www.pfma.org.uk/>
- British ecological society <https://www.britishecologicalsociety.org/>

## 1.8 Curriculum design principles

### Programme Rationale (summary)

2009 was the first year of the FdSc Animal Science degree delivered at UCSD, however for students to complete the final year BSc (Hons) top-up they would need to study outside of the Torbay area which was a barrier for many students. The BSc (Hons) Top-up was developed to give UCSD students who has completed the FdSc Animal Science an in-house progression route.

The FdSc 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 higher degrees, or have found employment in the industry.

## 1.9 Context

The BSc (Hons) Applied Animal Science offers students modules from a broad range of subjects. However, at this level of study there is a stronger emphasis on students being autonomous and allowing them to develop the skills required to progress into the competitive animal related industry. Modules are reviewed annually to maintain industry standards and staff are encouraged to engage in continuing personal development within their area of expertise.

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 to showcase their dissertation project.

## 1.10 Content

The BSc (Hons) Applied Animal Science allows students to develop the important skills that will make them stand out in a competitive job market. At this level of study, the emphasis has moved away from the accumulation of knowledge and now focuses on applying that knowledge. Students will work independently on a research project for their dissertation and participate in a group

project task, developing important team working and communication skills. Students will also be asked to deliver seminars and present their research project at a research showcase.

### **1.11 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. Both dissertation and contemporary issues in animal science modules are delivered for a whole year, the birds and sustainable food module will be delivered in the first semester, with professional skills and project management module in the second. Although this means there is more content being delivered in the first semester it does allow the assessment to be spaced more evenly and allows for a more flexible timetable in the second semester when students need more time outside of timetabled sessions to focus on their dissertation and group project.

Modules are delivered through a mix of classroom-based learning, field trips and guest speakers, depending on the module. 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.

Coursework assignments will be set throughout the year as scheduled in the assessment planner, there are usually 2 forms of assessment per module. There are 2 exam weeks where summative exams take place, these are the end of January (semester 1) and start of June (semester 2).

Students are expected to engage with extensive learning outside of the classroom environment. 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.

### **1.12 Resources**

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. There is the possibility of utilising the animals for the dissertation projects and we have a conservation area on campus which can be used for wildlife surveys.

The department has developed strong working links with the Wild Plant Trust at Paignton Zoo. With prior agreement, we can carry out zoo-based research projects. There will also be an opportunity to visit the zoo as part of the bird's module.

Each module record guide contains a reading list of module specific sources, many of which are available via our own learning resource centre or electronically via Plymouth University Library.

### **1.13 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.

All modules contain at least 2 forms of summative assessment, usually one of these is coursework based. Students will have access to the assignment brief and the submission dates at the start of the year and will be supported by the module lead with the initial guidance on completing the assignment. All students will have the opportunity to submit a draft of the assessment, feedback can be given on up to 500 words or 25% (whichever is greater) of the finished assessment. Feedback on drafts will be given within 5 working days.

Students will be supported in establishing good academic skills through the UCSD tutorial process and will be signposted to online study skills resources during their studies.

## 1.14 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 it is better to contact us to discuss what we can support, rather than make that decision yourself. 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 and for some it will be more challenging we are here to support everyone. The team are here to 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, mental health or a learning



difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website <https://www.ucsd.ac.uk/student-life/support/disability-support/> or visit the Government's website about Disabled Students' Allowance <https://www.gov.uk/disabled-students-allowance-dsa> If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk)

- **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 can offer 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 Stepping up to Higher Education 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.

## **1.15 Preparation for Employment, further academic study and personal development**

At the end of 3 years of studying students will have a good idea which area of animal science they are interested in pursuing. Many students choose to go onto to study at Master's level often at the University of Plymouth or Exeter University, although there are many different master's degrees available throughout the country.

For some students completing the BSc 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 also 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 may 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.

## 1.16 UCSD Enterprise and Employability Framework Mapping

FHEQ level: 6						
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.	A1, A2, A3, LO1, LO2, LO3, LO4	SOUND3022 LO2 SOUND3085 A1, LO1, LO2, LO3 SOUND3084 A1, LO1, LO2, LO3 SOUND3086 A1, A2, A3, LO1, LO2, LO3, LO4 SOUND3085 A1, LO1, LO2, LO3, LO4 SOUND3082 A1, LO1, LO2, LO4	SOUND3022 Thesis SOUND3085 Legislation critique SOUND3084 Coursework SOUND3085 Husbandry report SOUND3082 Literature review	SOUND3085 Visit to bird collection SOUND3084 Visit to organic farm SOUND3082 Visit to rewilding project and Devon Beaver project	
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	A3, A6, LO2, LO4, LO5, LO6, LO7	SOUND3022 LO6 SOUND3024 A1, A2, LO1, LO2, LO3, LO4 SOUND3082 LO1	SOUND3024 Project report SOUND3082 Seminar	SDC Go Green Week	Tutorial Signpost to skills for study & UCSD study resources
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	A3, A4, LO5	SOUND3022 LO3, LO4 SOUND3086 A2, LO4	SOUND3022 Thesis SOUND3082 Seminar	SOUND3022 Data Analysis workshop SOUND3086 Data Analysis workshop	Signpost to skills for study & UCSD study resources
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	A2, A6, LO4, LO5, LO6	SOUND3022 LO5 SOUND3024 A2, LO1, LO2, LO3, LO4, LO5 SOUND3085 LO3	SOUND3022 Thesis & Presentation SOUND3024 Project report SOUND3086 Data analysis scenario SOUND3082 Seminar	SOUND3085 BIAZA Conference SOUND3083 Guest speakers	Research Showcase

Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	A3, A5, LO3, LO7	SOUND3024 A1, A2, LO1, LO2, LO3, LO4 SOUND3024 A1, A2, LO5	SOUND3024 CPD Activity	SOUND3024 Guest speakers	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.	A4, LO5, LO6	SOUND3022 LO1 SOUND3024 A1, A2, LO1, LO2, LO3, LO4 SOUND3084 LO3 SOUND3085 LO3, LO4	SOUND3024 Project report SOUND3085 Husbandry report SOUND3082 Seminar	SOUND3024 Project	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	A4, A5, A6, LO3, LO6	SOUND3024 A1, A2, LO1, LO2, LO3, LO4, LO5	SOUND3024 Project report SOUND3024 CPD Activity	Work experience SOUND3086 Field work	Careers advice in Tutorial Research showcase SDC Job Fair
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	A4, A5, A6, LO4, LO5, LO6	SOUND LO1, LO4, LO5 SOUND3024 A1, A2, LO1, LO2, LO3, LO4 SOUND3082 LO1, LO2, LO3	SOUND3022 Thesis SOUND3024 Project report and CPD activities SOUND3082 Seminar	Presentation at the research showcase Work experience	
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	A4, A5, LO2, LO6	SOUND3022 LO6 SOUND3024 A1, A2, LO1, LO2, LO3, LO4 SOUND3082 LO3	SOUND3022 Presentation SOUND3024 Project report and CPD activities	Attend conferences Identify opportunities during fieldtrips.	SDC Job Fair
Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. 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.						

## 1.17 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 student body also acts as a Student Governor in South Devon College's governance structures to represent your views. 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.

<b>You said:</b>	<b>We did:</b>
Tutorials are a good weekly opportunity to check in with the tutor and ask questions however, sometimes the content covered during tutorial is the same each year. (Early Module Review)	The time for tutorial is a very important part of the courses and gives tutors an excellent opportunity to speak to students about topics other than academic work. Although we try to differential tutorial content between years of study, it is enviable that there will be some repetition between years, this does allow students to review and improve academic practice. (January 2022)

## 1.18 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](#)

<b>Policy/Procedure/Regulation</b>	<b>Provision</b>	<b>Comments</b>
Regulations		
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	UCSD	
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		
Extenuating Circumstances Policy	<a href="#">UCSD</a>	
Academic Appeals		
Assessment Policy	<a href="#">UCSD</a>	
Other – please stipulate		

## 2 Programme Details

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

### 2.1 Brief Description of the Programme

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

<sup>1</sup> Unless otherwise approved through University of Plymouth's Academic Development and Partnerships Committee

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

n/a

## 2.3 Exceptions to University of Plymouth Regulations

(Note: University of Plymouth's Academic Regulations are available on the extranet: [Student regulations, policies and procedures - University of Plymouth](#))

None

## 2.4 Programme Aims

The programme will deliver:

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

## 2.5 Programme Intended Learning Outcomes (ILO)

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

1. Explain theories, paradigms, concepts and principles relating to animal science and critically analyse current science, policy and socioeconomic issues and debates impacting upon animal management, populations and environments.
2. Construct arguments on moral and ethical issues within animal science and effectively apply to decision making and problem solving.
3. Apply comprehensive underpinning knowledge from a range of subjects related to animal science to inform professional development.
4. Critically analyse subject related information from academic literature and other sources; summarise and communicate outcomes effectively to audiences in an appropriate manner.
5. Apply appropriate methods to conduct independent scientific investigation and report, manage, analyse and interpret data in relation to relevant literature and to test hypotheses.
6. Work autonomously and collaboratively through project management to demonstrate necessary skills for self-managed and lifelong learning and critically reflect upon personal strengths and weaknesses.
7. Demonstrate professional skills through the development and enhancement of transferable and employment skills and practical competency.



## 2.6 Distinctive Features

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

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

## 2.7 Student Numbers

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

Minimum student numbers per stage = 8

Target student numbers per stage = 12

Maximum student numbers per stage = 40

## 2.8 Progression Route(s)

Progression arrangements with institutions other than University of Plymouth carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme.

For progression to University of Plymouth, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

N/A

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

## 2.9 Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>- <b>Key Skills requirement / Higher Level Diploma:</b></li> <li>and/or</li> <li>- <b>GCSEs required at Level 4 or above:</b></li> </ul>	<p>Communication and Application of number Level 2 combined with either GCSE or A-Levels (key skills will not be accepted on their own)</p> <p>In 4 relevant subject areas including Maths and English</p>
<p><b>Level 3: at least one of the following:</b></p> <ul style="list-style-type: none"> <li>- <b>AS/A Levels</b></li> <li>- <b>Advanced Level Diploma:</b></li> <li>- <b>BTEC National or City &amp; Guilds National Certificate/Diploma:</b></li> <li>- <b>VDA: AGNVQ, AVCE, AVS:</b></li> <li>- <b>Access to HE or Year 0 provision:</b></li> <li>- <b>International Baccalaureate:</b></li> <li>- <b>Irish / Scottish Highers / Advanced Highers:</b></li> </ul>	<p>72 UCAS points</p>
<p><b>Work Experience:</b></p>	<p>Considered on individual merit</p>
<p><b>Other HE qualifications / non-standard awards or experiences:</b></p>	<p>Relevant (Biological Sciences) Level 5 (minimum 50% classification) Qualification 240 credits Be able to undertake practical field work in a variety of outdoor environments and undertake practical animal handling of large and small animal species.</p>
<p><b>APEL / APCL<sup>2</sup> possibilities:</b></p>	<p>APL will be considered as per University of Plymouth Regulations</p>
<p><b>Interview / Portfolio requirements:</b></p>	<p>Interviews may be employed</p>
<p><b>Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:</b></p>	<p>No</p>

<sup>2</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

## 2.10 Academic Standards and Quality Enhancement

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

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

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

**Additional stakeholders specific to this programme:** Students, graduates, local employers, industry expert speakers, UoP.

## 2.11 Programme Structure

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

Level 6 – Full Time (UoP programme code: 5325)					
Module Code	Module Title	Credits	Year of Delivery	Semester/Term of Delivery	Core/Optional
SOUD3022	Dissertation	40	1	AY	Core
SOUD3082	Contemporary Issues in Animal Science	20	1	AY	Core
SOUD3024	Professional Skills & Project Management	20	1	AY	Core
SOUD3098	Bioethics and Anthrozoology	20	1	1	Option A
SOUD3099	Sustainable Food Production	20	1	1	Option A
SOUD3101	Coastal Ecology	20	1	2	Option B
SOUD3100	Birds: Management & Conservation	20	1	2	Option B

Level 6 - Part time (UoP programme code: 5326)					
Module Code	Module Title	Credits	Year of Delivery	Semester/Term of Delivery	Core/Optional
SOUD3022	Dissertation	40	2	AY	Core
SOUD3082	Contemporary Issues in Animal Science	20	1	AY	Core
SOUD3024	Professional Skills & Project Management	20	1	AY	Core
SOUD3098	Bioethics and Anthrozoology	20	1	1	Option A
SOUD3099	Sustainable Food Production	20	1	1	Option B
SOUD3101	Coastal Ecology	20	2	2	Option A
SOUD3100	Birds: Management & Conservation	20	2	2	Option B

## **2.12 Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment**

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

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

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Program me Aims	Program me intended Learning Outcome s	Range of Assessments	Related Core Modules
<p><b>Knowledge / Understanding:</b>            For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):            Agriculture, horticulture, forestry, food and consumer sciences 4.1            Biosciences 3.2, 5.17            Veterinary Science B1.3, B1.5, B1.7, C1.2            By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• have achieved a level of specialist knowledge and understanding, allowing them to work adaptably to apply their discipline within the broad industry of animal science</li> <li>• be able to follow current practice, and adapt to future developments</li> <li>• graduates will have some familiarity and awareness of ethical issues related to agricultural practice and agricultural production systems</li> <li>• be able to comment on the environmental impact and sustainability of agricultural practices</li> <li>• demonstrate awareness of human interactions with natural populations and ecosystems, including habitat modification, pollution, exploitation and conservation</li> </ul>	<p>Primary:            Scheduled activities, practicals, field work, Industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary:            Industry qualifications, accredited and unaccredited CPD activities, VLE</p>	1, 2	1, 2, 3, 4	In-class tests, Literature review, Written report, Essay, Poster, Presentation, Exam	SOUD3098 SOUD3082 SOUD3099 SOUD3022 SOUD3100 SOUD3101

- analyse animal husbandry practices and comment on ethical and animal welfare implications

An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:  
 All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by presentations, scheduled activities and practical work. The nature of SOUD3082 will allow students to be exposed to a wide range of inter and multidisciplinary perspectives. Specifically, the following learning objectives will measure knowledge and understanding:

- SOUD3098 LO1: Identify human-animal relationships and discuss their evolution and application in modern society
- SOUD3098 LO2: Explore moral and ethical issues relating to animal exploitation for human activities
- SOUD3098 LO3: Critically analyse the impact of current legislation on animal welfare standards
- SOUD3082 LO1: Analyse current literature to summarise conflicts between human activities and animal populations and environments
- SOUD3082 LO2: Critically evaluate strategies to manage sustainable human activities for animal populations and environments
- SOUD3082 LO3: Appraise emerging science, procedures or technologies in the advancement of animal science practice
- SOUD3099 LO1: **SOUD3099 LO1: Critically evaluate the challenges to global food production**
- SOUD3099 LO2: Critically analyse ethical issues and environmental impacts of food production practices
- SOUD3099 LO3: Propose and critically evaluate existing and potential solutions for sustainable food production
- SOUD3101 LO1: **Critically analyse the influence physical, chemical and biological factors on the ecology of marine organisms**
- SOUD3100 LO1: Define bird ecology, behaviour and reproductive strategies.
- SOUD3100 LO2: Critically Evaluate the application of ecology. Behaviour and reproductive strategies inn management schemes.
- SOUD3100 LO3: Critically evaluate captive avian husbandry practices

**Cognitive and Intellectual Skills:**

For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):  
 Agriculture, horticulture, forestry, food and consumer sciences 4.1, 4.4, Biosciences 3.5, 5.7



<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• recall knowledge based on the directly taught programme</li> <li>• demonstrate some understanding of subject specific theories, paradigms, concepts and principles</li> <li>• demonstrate ability to define and solve routine problems</li> <li>• collate, summarise and analyse information</li> <li>• integrate lines of evidence from a limited range of sources to support findings and hypotheses</li> <li>• demonstrate some ability to consider issues from a range of multidisciplinary and interdisciplinary perspectives</li> <li>• source academic literature and extract relevant points</li> <li>• be able to plan, execute and present an independent piece of hypothesis-driven work (eg a project) within a supported framework in which qualities such as time management, problem solving, and independence are evident</li> <li>• be able to record data accurately, and to carry out basic manipulation of data (including qualitative data and some statistical analysis, when appropriate)</li> </ul>	<p>Primary: Scheduled activity, practicals, field work, tutorials, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: Industry visits, VLE</p>	<p>2, 3, 6</p>	<p>4, 5, 6, 7</p>	<p>In-class tests, Literature review, Written report, Essay, Poster, Presentation, Exam, Debate</p>	<p>SOUD3082 SOUD3098 SOUD3024 SOUD3099 SOUD3022 SOUD3100 SOUD3101</p>
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An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:

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

- SOUD3082 LO1: Analyse, LO2: Critically Evaluate LO3: Appraise
- SOUD3098 LO3: Critically analyse
- SOUD3024 LO4 Critically evaluate
- SOUD3099 LO2: Critically analyse
- SOUD3100 LO2 & LO3: Critically evaluate
- SOUD3101 LO3: Design and execute an effective ecological survey and apply appropriate statistical analysis
- SOUD3024 LO1: Apply the principles of effective team management & leadership, LO3: Define problems and devise, implement and evaluate solutions
- SOUD3022 LO1: Devise an appropriate hypothesis and address ethical issues using scientific enquiry; LO2: Critically evaluate scientific literature and discuss in the context of own study; LO3: Devise appropriate methods and execute the collection of suitable data ; LO4 Demonstrate the application of appropriate analytical and statistical techniques; LO5 Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods

<p><b>Key Transferable Skills:</b>          For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):          Agriculture, horticulture, forestry, food and consumer sciences 4.6, 4.7, 4.8, 4.9          Biosciences 3.7, 3.8, 3.9          By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• select an appropriate sampling procedure</li> <li>• recognise when information is incomplete</li> </ul>	<p>Primary:          Scheduled activities, practical, field work, tutorials, guided independent study,</p>	<p>4, 5, 6</p>	<p>5, 6, 7, 8</p>	<p>In-class tests,          Written report,          Essay, Poster,          Presentation,          Exam, Peer</p>	<p>SOUD3024          SOUD3082          SOUD3022          SOUD3099          SOUD3100</p>
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<ul style="list-style-type: none"> <li>• appreciate risk</li> <li>• process and interpret data</li> <li>• solve basic numerical problems using appropriate techniques</li> <li>• communicate to a variety of audiences in written, graphical and verbal forms</li> <li>• make contributions to group discussions</li> <li>• listen and respond to others</li> <li>• use the internet for communication and information retrieval</li> <li>• handle computer-based information with guidance, using appropriate techniques and software</li> <li>• make some contribution to teamwork and goals</li> <li>• recognise and respect the views of others</li> <li>• reflect on team performance</li> </ul>	<p>guest speaker presentations, industry qualifications, accredited and unaccredited CPD activities.</p> <p>Secondary/Supplementary: Industry visits, VLE</p>		<p>assessment, Reflective report, Practical, Live project management</p>	<p>SOUD3101</p>
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**An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:**

The programme of study is specifically designed to ensure students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching, learning and assessment in some measure. For example, students will need to demonstrate that they are able to solve problems, organise themselves, work to deadlines, make decisions, research, communicate effectively and be self-aware. Assessment will be primarily through coursework (e.g. Essays, Reports, Portfolios, Practical and Presentations). Specifically, modules SOUD3022, SOUD3024 and SOUD3082 are particularly focused on supporting students to develop their transferable skills:

- SOUD3024 LO1: Apply the principles of effective project management & leadership; LO2: Evaluate the fundamentals of personnel management and demonstrate effective interpersonal skills; LO3: Define problems and devise, implement and evaluate solutions; LO4: Critically evaluate project planning mechanisms and demonstrate their use; LO5: Evidence participation in professional development activity
- SOUD3082 LO1: Analyse current literature to summarise conflicts between human activities and animal populations and environments. LO3: Appraise emerging science, procedures or technologies in the advancement of animal science practice
- SOUD3022 LO1: Devise an appropriate hypothesis and address ethical issues using scientific enquiry; LO2: Critically evaluate scientific literature and discuss in the context of own study; LO3: Devise appropriate methods and execute the collection of suitable data ; LO4 Demonstrate the

<p>application of appropriate analytical and statistical techniques; LO5 Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods</p> <ul style="list-style-type: none"> <li>• SOUD3100 LO3: Critically evaluate captive avian husbandry practices</li> <li>• SOUD3100 LO4: Critically evaluate avian conservation strategies and surveying skills</li> <li>• SOUD3099 LO3: Propose and critically evaluate existing and potential solutions for sustainable food production</li> <li>• SOUD3101 LO3: Design and execute an effective ecological survey and apply appropriate statistical analysis</li> </ul>					
<p><b>Employment Related Skills:</b>  For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):  Agriculture, horticulture, forestry, food and consumer sciences 4.10  Biosciences 3.10  By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• recognise the existence of moral and ethical issues associated with the subject</li> <li>• appreciate the need for professional codes of conduct</li> <li>• accept some responsibility for their own learning</li> <li>• identify targets for personal, career and academic development</li> <li>• be adaptable and have a flexible approach to study and work</li> <li>• develop some skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills)</li> </ul>	<p>Primary:  Scheduled activities, practical, field work, guided independent study, guest speaker presentations, industry qualifications, accredited and unaccredited CPD activities.</p> <p>Secondary/Supplementary:  Industry visits</p>	4, 5, 6	6, 7, 8, 9	<p>In-class tests,  Written report,  Essay, Poster,  Presentation,  Exam, Peer assessment,  Reflective report,  Practical, Live project management</p>	<p>SOUD3024  SOUD3022  SOUD3098  SOUD3099  SOUD3100  SOUD3101</p>

- recognise personal strengths and weaknesses.

An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:

The programme is intended embed a variety of employment related skills. Within the context of animal science these skills could include: having a breadth and depth of knowledge about emerging issues and developments in animal science, having developed practical and analytical skills, being able to present information effectively and being able to link all of these elements together coherently to identify relationships. Students will undertake additional qualifications, and accredited and non-accredited CPD activities as part of SOUD3024 which will allow them to develop employability skills in context; during this module there will be a focus on developing skills that employers are looking for and these are measured by the following learning outcomes:

- SOUD3024 LO1:Apply the principles of effective project management & leadership; LO2:Evaluate the fundamentals of personnel management and demonstrate effective interpersonal skills; LO3:Define problems and devise, implement and evaluate solutions; LO4:Critically evaluate project planning mechanisms and demonstrate their use; LO5:Evidence participation in professional development activity
- SOUD3022 LO1: Devise an appropriate hypothesis and address ethical issues using scientific enquiry; LO2:Critically evaluate scientific literature and discuss in the context of own study; LO3:Devise appropriate methods and execute the collection of suitable data ; LO4 Demonstrate the application of appropriate analytical and statistical techniques; LO5 Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods
- SOUD3098 LO2: Explore moral and ethical issues relating to animal exploitation for human activities, LO3: Critically analyse the impact of current legislation on animal welfare standards
- SOUD3100 LO3: Critically evaluate captive avian husbandry practices
- SOUD3099 LO2: Critically analyse ethical issues and environmental impacts of food production practices
- SOUD3101 LO3: Design and execute an effective ecological survey and apply appropriate statistical analysis

**Practical Skills:**

For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s):  
Agriculture, horticulture, forestry, food and consumer sciences 4.1, 4.4, 4.5  
Biosciences 3.6  
Veterinary Science B1.2, C1.2

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• plan, conduct and present an independent investigation with significant guidance</li> <li>• relate investigations to some prior work and reference it appropriately</li> <li>• use appropriate laboratory and field equipment safely</li> <li>• apply a range of methods to solve problems</li> <li>• use technologies to address problems</li> <li>• describe and record in the field and laboratory</li> <li>• interpret practical results with guidance</li> <li>• present results of investigations in a number of formats</li> </ul>	<p>Primary: Scheduled activities, practicals, field work, guided independent study, guest speaker presentations, industry qualifications, accredited and unaccredited CPD activities</p> <p>Secondary/Supplementary: Tutorials, industry visits</p>	4, 5, 6	6, 7	Written report, Poster, Presentation, Peer assessment, Reflective report, Practical, Live project management	SOUD3024 SOUD3082 SOUD3022 SOUD3099 SOUD3100 SOUD3101
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An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:  
The range of practical techniques that will be taught will include collection of data, analysis and interpretation of results, and skills relevant to effective project management. Teaching methods will include practical demonstrations, experiments and field work and management of live projects. Assessment will be primarily through coursework (e.g. Reports and reflective statements). There are several Learning Outcomes that specifically measure the development of practical skills:

- SOUD3022 LO3: Devise appropriate methods and execute the collection of suitable data ; LO4 Demonstrate the application of appropriate analytical and statistical techniques; LO5 Analyse and interpret project findings, draw effective conclusions and where appropriate, challenge opinion and make practicable, evidence based recommendations through relevant communication methods
- SOUD3024 LO1:Apply the principles of effective project management & leadership; LO2:Evaluate the fundamentals of personnel management and demonstrate effective interpersonal skills; LO3:Define problems and devise, implement and evaluate solutions; LO4:Critically evaluate project planning mechanisms and demonstrate their use; LO5: Evidence participation in professional development activity
- SOUD3082 LO2: Critically evaluate strategies to manage sustainable human activities for animal populations and environments.
- SOUD3101 LO3: Design and execute an effective ecological survey and apply appropriate statistical analysis
- SOUD3100 LO1: Define bird ecology, behaviour and reproductive strategies

- SOUD3099 LO3: Propose and critically evaluate existing and potential solutions for sustainable food production

## 2.13 Work Based/Related Learning

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

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Programme Aim	Programme Intended LO	Range of Assessments	Related Core Module(s)
Field work, Field trips, Industry visits	Identify suitable locations and organise off-site activities	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 7, 9	In-class tests, Written report, Essay, Poster, Presentation, Exam, Reflective report	SOUD3082 SOUD3099 SOUD3098 SOUD3101 SOUD3100
Practical sampling techniques	Identify suitable locations and organise off-site activities	4, 5, 6	4, 5, 6, 7, 8, 9	In-class tests, Written report, Essay, Poster, Presentation, Practical	SOUD3022 SOUD3082 SOUD3100 SOUD3101
Accredited and non-accredited qualifications/CPD	Work with local industry/employers/charities to deliver relevant training and industry updating	4, 5, 6	6, 7, 8, 9	Practical, reflective report	SOUD3024 SOUD3100
Guest speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	1, 2, 3, 5, 6	1, 2, 3, 4, 5, 8, 9	In-class tests, Written report, Essay, Poster, Presentation, Exam	SOUD3082 SOUD3099 SOUD3098
Research	Research is on-going throughout the programme using a range of methods and resources. Support students to construct	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9	In-class tests, Written report, Essay, Poster, Presentation, Exam, Reflective report	SOUD3022 SOUD3082 SOUD3099 SOUD3098 SOUD3101



	hypotheses and resource projects				SOUND3100 SOUND3101
Live projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	3, 4, 5	2, 4, 5, 6, 7, 8, 9	Written report, Reflective report	SOUND3024

An explanation of this map:

WBL and WRL are very significant to this programme and are embedded into every module at FHEQ Level 6. Students will work very closely with industry throughout to ensure that they develop the skills necessary for successful employment in the animal/land based sector. Each module will focus on developing employer-related skills – both specifically for animal science and also important transferable skills. Students will be expected to undertake a research project in SOUND3022. Students are able to decide what they would like to research, however, local industries have also offered their support with this and there are a large number of real-life projects that students will be encouraged to assist with. There will be a focus on developing practical skills in the field and the laboratory. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications and training. Where appropriate assignments will be linked to local, national and international topics to ensure they have a real-world emphasis and prepare students for employment.

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

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

Module names*	Using the same Learning Outcomes?	Using the same mode of delivery?	Using the same mode of assessment?	Additional Information (see below)
SOUD3024 Professional Skills & Project Management	Yes	Yes	Yes	
SOUD3098 Bioethics and Anthrozoology	Yes	Yes	Yes	
SOUD3099 Sustainable Food Production	Yes	Yes	Yes	
SOUD3101 Coastal Ecology	Yes	Yes	Yes	
SOUD3100 Birds: Management & Conservation	Yes	Yes	Yes	

## 2.15 Additional Information

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

## 2.16 60 Credit Certificate of Professional Development (CPD) Awards

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

SOUD3024 Professional Skills & Management, SOUD3099 Sustainable Food Production, SOUD3101 Coastal Ecology

SOUD3099 Sustainable Food Production, SOUD3101 Coastal Ecology, SOUD3100 Birds: Management & Conservation

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

### 3 Module Records

#### SECTION A: DEFINITIVE MODULE RECORD.

<b>MODULE CODE:</b> SOUD3022	<b>MODULE TITLE:</b> Dissertation
<b>CREDITS:</b> 40	<b>FHEQ Level:</b> 6
<b>JACS CODE:</b> D300	

<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
This module will enable the student to demonstrate their ability to work independently in the production of a substantial piece of work that demonstrates significant investigation in a field related to the subject sector.

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

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

**Professional body minimum pass mark requirement:** n/a

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

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

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

**Additional notes (for office use only):**

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

<b>ACADEMIC YEAR:</b> 2022/23		<b>NATIONAL COST CENTRE:</b> 110		
<b>MODULE LEADER:</b> Dr Katy Upton		<b>OTHER MODULE STAFF:</b> Rea Sims, Stuart Collier, Matt Rossin, Paul Hallas		
<b>SUMMARY of MODULE CONTENT</b> Understand requirements of empirical research, formulate hypotheses, apply data analysis and research methods, review literature, writing scientific reports, presenting and defending findings.				
<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>				
<b>Scheduled Activities</b>		<b>Hours</b>	<b>Comments/Additional Information</b>	
Scheduled Activities		15	1.5 hour sessions (research methods)	
Scheduled Tutorials		8	Group and one-to-one sessions for project development	
Guided independent study		377	Independent study with supervisory guidance.	
<b>Total</b>		<b>400</b>		
<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Practical	P1	Presentation	100%	LO6
Coursework	C1	Dissertation thesis	100%	LO1, LO2, LO3, LO4, LO5
<b>Updated by:</b> Katy Upton		<b>Date:</b> 12/07/22	<b>Approved by:</b> Rea Sims	<b>Date:</b> 14/07/22
<b>Recommended Texts and Sources:</b> Bazeley, P (2013) Qualitative Data Analysis: Practical Strategies: London, SAGE Publications Ltd. Dawkins, M.S (2007) Observing Animal Behaviour. Oxford University Press, Oxford Denscombe, M (2007) The Good Research Guide, 3rd edition, Open University Press Denzin, N.K., and Lincoln, Y.S (2008) Strategies of qualitative enquiry. 3rd ed. London: SAGE Publications Ltd. Dytham, C (2010) Choosing and Using Statistics: A Biologist's Guide 3 <sup>rd</sup> ed. London: Wiley-Blackwell Payne, E & Whittaker, L (2000) Developing Essential Study Skills, Financial Times Prentice Hall Ploger, B. J. and Yauskawa, K (2003) Exploring Animal Behavior in Laboratory and Field: An Hypothesis-testing Approach to the Development, Causation, Function, and Evolution of Animal Behavior. Academic Press. Sharp, J A, Peters, J & Howard, K (2003) The Management of a Student Research Project, 3rd edition, Gower <b>Journals</b> Journal of Applied Ecology, Marine Ecology, Applied Animal Behaviour Science, Animal Welfare, Anthrozoös, Animal Behaviour, Animal Behaviour, Applied Animal Ecology, Veterinary Journal, In Practice, Journal of Animal Science, Equine Veterinary Journal, Veterinary Record, Veterinary Practice Nurse, Veterinary Times, Annals of Applied Biology, British Wildlife Magazine, Conservation Biology, Enact, English Nature Research Reports, Game Conservancy Annual Review, Journal of Animal Ecology, Journal of Applied Ecology, Journal of Ecology, Equine Veterinary Journal				

## SECTION A: DEFINITIVE MODULE RECORD.

<b>MODULE CODE:</b> SOUD3024	<b>MODULE TITLE:</b> Professional Skills & Project Management
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> D300
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
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### **SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

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

### **ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions*

COURSEWORK		PRACTICAL	
<b>C1</b>	100%	<b>P1</b>	Pass/Fail

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

**Professional body minimum pass mark requirement:** n/a

### **MODULE AIMS:**

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

### **ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

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

LO1:Apply the principles of effective project management & leadership

LO2:Evaluate the fundamentals of personnel management and demonstrate effective interpersonal skills

LO3:Define problems and devise, implement and evaluate solutions

LO4:Critically evaluate project planning mechanisms and demonstrate their use

LO5:Evidence participation in professional development activity

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

**Additional notes (for office use only):**

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

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b> 110
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<b>MODULE LEADER:</b> Rea Sims	<b>OTHER MODULE STAFF:</b>
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### SUMMARY of MODULE CONTENT

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

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

Scheduled Activities	Hours	Comments/Additional Information
Scheduled activities	22.5	1.5 hour taught sessions
Scheduled activities	22.5	1.5 hour student led sessions
Professional Skills Development	24	Professional skills development activities
Guided Independent Study	131	Project planning and execution, directed weekly reading, Moodle based tasks
<b>Total</b>	<b>200</b>	

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

<b>Updated by:</b> Rea Sims	<b>Date:</b> 12/07/22	<b>Approved by:</b> Jo Mason	<b>Date:</b> 14/07/22
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### Recommended Texts and Sources:

#### Resources

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

#### Project planning:

Barker, S. & Cole, R. (2012) *Brilliant project management*. 3<sup>rd</sup> Edition. Pearson.  
Burke, R. (2013) *Project Management: Planning & Control Techniques*. Wiley.  
Graham, N. & Portny, S.E. (2011) *Project management for dummies*. Wiley.  
Hartley, S. (2014) *Professional Project Management; The Integration of Strategy, Operations and Change*. Tilde Publishing.  
Meredith, J., Manter Jr, S., Shafer, S., & Sutton, M. (2014) *Project Management in Practice*. 5<sup>th</sup> Edition. Wiley.  
Taylor, H.M. & Mears, A.G. (2009). *The right way to conduct meetings, conferences and discussions*. Right Way.

## 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.*

<b>MODULE CODE:</b> SOUD3098	<b>MODULE TITLE:</b> Bioethics and Anthrozoology	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100518 Animal Management
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y

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

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

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>			
O1 (Online time limited assessment)	70%	C1 (Coursework)	30%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons) Applied Animal Science

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

**MODULE AIMS:**

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> <li>1. Identify human-animal relationships and discuss their evolution and application in modern society</li> <li>2. Critically evaluate moral and ethical issues relating to animal exploitation for human activities</li> <li>3. Critically analyse the impact of current legislation on animal welfare standards</li> </ol>	PLO1 PLO2 PLO4 PLO5 PLO7



<b>DATE OF APPROVAL:</b> March 2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2022	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> 24/06/2022	<b>SEMESTER:</b> Semester 1

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

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** TBC

**NATIONAL COST CENTRE:** 110  
**OTHER MODULE STAFF:** None

### **Summary of Module Content**

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

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled lectures and seminars	45	2 1.5 hour sessions over 15 weeks
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**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Open book exam	Examination LO1, LO2	100%
Coursework	Legislation critique LO3	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Open book exam	Examination LO1, LO2	100%
Coursework	Legislation critique LO3	100%

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

**Updated by:**

Rea Sims

Date: 12/07/2022

**Approved by:**

Jo Mason

Date: 14/07/2022

## 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.*

<b>MODULE CODE:</b> SOUD3099	<b>MODULE TITLE:</b> Sustainable food production	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100998 Sustainable Agriculture
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y

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

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

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>O1</b> (Online time limited assessment)	30%	<b>C1</b> (Coursework)	70%		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons) Applied Animal Science

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

**MODULE AIMS:**

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> <li>1. Critically evaluate the challenges to global food production</li> <li>2. Critically analyse ethical issues and environmental impacts of food production practices</li> <li>3. Propose and critically evaluate existing and potential solutions for sustainable food production</li> </ol>	PLO1 PLO2 PLO4 PLO7

<b>DATE OF APPROVAL:</b> March 2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2022	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> 24/06/2022	<b>SEMESTER:</b> Semester 1

## **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 used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** Stuart Collier

**NATIONAL COST CENTRE:** 110  
**OTHER MODULE STAFF:** None

### **Summary of Module Content**

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

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled lectures and seminars	45	2 1.5 hour sessions over 15 weeks
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**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Online time limited assessment	Examination LO1	100%
Coursework	Written assignment 3000 words. LO2, LO3	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Online time limited assessment	Examination LO1	100%
Coursework	Written assignment 3000 words. LO2, LO3	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Stuart Collier Date: 12/07/2022	<b>Approved by:</b> Rea Sims Date: 14/07/2022

## 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:**

SOUD3101

**CREDITS:** 20

**MODULE TITLE:** Coastal Ecology

**FHEQ LEVEL:** 6

**HECOS CODE:** 100351

Marine Biology

**COMPENSATABLE:** Y

**PRE-REQUISITES:**

SOUD1532 Introduction to Ecology Behaviour & Conservation or SOUD2321 Marine Biology and Environmental management or equivalent

**CO-REQUISITES:**

None

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

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

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

<b>O1</b> (Online time limited assessment)	30%	<b>C1</b> (Coursework)	70%		
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons) Applied Animal Science

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

**MODULE AIMS:**

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

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

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1: Critically analyse the influence of physical, chemical and biological factors on the ecology of marine organisms. LO2: Critically evaluate coastal and oceanic ecosystem characteristics and processes LO3: Critically compare and contrast named marine ecosystem processes at global, regional and local scales LO4: Design and execute an effective ecological survey and apply appropriate statistical analysis	PLO2 PLO3 PLO4 PLO5 PLO7

<b>DATE OF APPROVAL:</b> March 2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2022	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> 24/06/2022	<b>SEMESTER:</b> Semester 2



## **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 used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** TBC

**NATIONAL COST CENTRE:** 110  
**OTHER MODULE STAFF:** None

### **Summary of Module Content**

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

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled lectures and seminars	40	2 1.5 hour sessions over 15 weeks
External visit	5	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**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Online time-limited assessment	Open Book Assessment LO1	100%
Coursework	Ecological fieldwork report 2,800 words LO2, LO3 and LO4	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Online time-limited assessment	Open Book Assessment LO1	100%
Coursework	Ecological fieldwork report 2,800 words LO2, LO3 and LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Rea Sims 12/07/2022	<b>Approved by:</b> Jo Mason Date: 14/07/2022

## 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.*

<b>MODULE CODE:</b> SOUD3100	<b>MODULE TITLE:</b> Birds: Management and Conservation	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100518 Animal Management
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y

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

Birds are among the most charismatic and diverse of the animal groups. Their care and conservation rely upon understanding of their behaviour and ecology. This module explores the diversity of bird life, behaviour, captive management and conservation.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

O1 (Online time-limited assessment)	50%	C1 (Coursework)	50%		
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons)  
Applied Animal Science

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

**MODULE AIMS:**

To provide an introduction to the study of avian biology, encompassing their evolutionary history, diversity, adaptations, social behaviour, reproduction and conservation.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Define bird ecology, behaviour and reproductive strategies.	PLO1
2. Critically evaluate the application of ecology, behaviour and reproductive strategies in management schemes.	PLO2 PLO5 PLO4
3. Critically evaluate captive avian husbandry practices.	PLO7
4. Critically evaluate avian conservation strategies and surveying skills.	

<b>DATE OF APPROVAL:</b> March 2022	<b>FACULTY/OFFICE:</b> Academic Partnership
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<b>DATE OF IMPLEMENTATION:</b> September 2022	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> 24/06/2022	<b>SEMESTER:</b> Semester 2

## **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 used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** Rea Sims

**NATIONAL COST CENTRE:** 110  
**OTHER MODULE STAFF:** None

### **Summary of Module Content**

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

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled lectures and seminars	42	2 1.5 hour sessions over 15 weeks
External visit	3	Visit to a bird collection
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**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Online time limited assessment	Open Book Examination LO1, LO4	100%
Coursework	Critical evaluation of husbandry practices of a commonly kept avian species. LO2, LO3	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Online time-limited assessment	Open Book Examination LO1, LO4	100%
Coursework	Critical evaluation of husbandry practices of a commonly kept avian species. LO2, LO3	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Rea Sims 12/07/2022	<b>Approved by:</b> Jo Mason Date: 12/07/2022

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

<b>MODULE CODE:</b> SOUD3082	<b>MODULE TITLE:</b> Contemporary Issues in Animal Science	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100523 Animal Science
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes

#### **SHORT MODULE DESCRIPTOR:**

This module explores current issues and challenges facing animal and environmental sectors through invited speakers, staff and student led seminars. It will encourage students to work as teams through researching and delivering their presentations on up to the minute issues. Seminars will explore emerging science and technologies as solutions to these changes.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	40%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons)  
Applied Animal Science

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

#### **MODULE AIMS:**

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

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

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
LO1. Analyse current literature to summarise conflicts between human activities and animal populations and environments. LO2. Critically evaluate strategies to manage sustainable human activities for animal populations and environments. LO3. Appraise emerging science, procedures or technologies in the advancement of animal science practice.	PLO 1 PLO 2 PLO 4 PLO 7
<b>DATE OF APPROVAL:</b> XX/XX/XXXX	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

## **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 used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/2023  
**MODULE LEADER:** Matt Rossin

**NATIONAL COST CENTRE:** 110  
**OTHER MODULE STAFF:** None

### **Summary of Module Content**

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

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled seminars	37.5	1.5 hour sessions led by module leader, visiting speakers and academic staff.
Student lead seminars	7.5	1.5 hour sessions led by students (presentations and debate).
Guided Independent study	155	Directed weekly reading, Moodle based tasks and seminar preparation/development.
<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</b>	<b>Component Weighting</b>
Practical	Seminar where an individual or small group research into a particular subject or area and reports their finding to a group and lead a subsequent discussion. LO3	100%
Coursework	Literature review which critically evaluates a human-animal conflict and its sustainable management. LO1, LO2	100%



## REFERRAL ASSESSMENT

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<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Matt Rossin Date: 12/07/2022	<b>Approved by:</b> Rea Sims Date: 14/07/2022