PROGRAMME QUALITY

HANDBOOK

2024-25

BSc (Hons) Applied Animal Science

Contents

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

1.1   Welcome

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

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

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

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

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

1.2 Programme Management

Role	Person	Email address
Personal Tutor	Katy Upton	katyupton@southdevon.ac.uk
HE Lead	Rea Sims	reasims@southdevon.ac.uk
Programme Coordinator	Donna Fowler	donnafowler@southdevon.ac.uk
Higher Education Coordinator	Sarah Kettle-Buchanan	skettlebuchanan@southdevon.ac.uk
Curriculum Head	Danny Gaze	danielgaze@southdevon.ac.uk
Assistant Principal	Matt Burrows	mburrows@southdevon.ac.uk

1.3 Personal Tutor

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

Dr Katy Upton

1.4   Tutoring at UCSD

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

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

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

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

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

1.5 Course Contact List

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

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

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

Module Leader	Modules	Contact	If part time days/hours that are worked
Dr Katy Upton	Dissertation	katyupton@southdevon.ac.uk	
Rea Sims	Evidence Informed Zoo Husbandry Professional Skills and Project Management	reasims@southdevon.ac.uk	Tuesday to Friday
Stuart Collier	Sustainability and Innovation within Animal Science	stuartcollier@southdevon.ac.uk	
Matt Rossin	Applied Conservation Biology	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 workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

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

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

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

Preparatory activities and reading

There is not one textbook that will provide you with information for all modules. However, the following books are good starting for many of the topics covered.
Earlier editions or second-hand copies may also available which cover most of the same content but usual cost less than the most recent edition.

Rose. P. (eds) (2002) The Behavioural Biology of Zoo Animals, 1st edition. CRC Press, London.

Sher, A. (2022). An Introduction to Conservation Biology. 3rd Ed. Oxford University Press.

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/

- British ecological society https://www.britishecologicalsociety.org/

1.7   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 their final year BSc (Hons) top-up they would need to study outside 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.

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

Context

The 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.

Many of the modules utilise guest speakers and/or field trips, this benefits the students by providing them with exciting experiences and opportunities and allows for employer input and the development of networking opportunities. Where applicable assessments are linked to real world scenarios and the end of year Research Showcase provides an

opportunity for students, in all years of study, to experience presenting at a conference, sharing working they have completed during their year of study.

Content

The programme's core modules will develop students theoretical and applied knowledge in the fields of conservation and captive animal management. Students will do this by analysing current husbandry practices, evaluating the impact of conservation management and discussing the role of sustainability and innovation in animal science.

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

1.8   Teaching and Learning Strategy

The year is divided into 2 semesters, full time students' study 5 modules per year.

2 modules are complete per semester. Taught content for the dissertation module is delivered during the first semester this becomes self or supported study in the second semester allowing students flexibility to work independently on their dissertation.

A range of assessment as utilised in the programme, including coursework tasks such as reports, presentations and open book assessments. The assessment is designed to be relevant to the animal industry and vairy across modules providing opportunity to engage in a range of different tasks and styles of presentation. Coursework assessment takes place during the delivery of the module and there are 2 exam weeks, end of January (semester 1) and start of June (semester 2), where end of module assessments (Open Book) take place.

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

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

1.9   Research and employment-informed teaching and learning

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

1.10   Resources to support outstanding teaching and learning

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

The Animal Unit at South Devon College manages a collection of small mammals, livestock, exotic and aquatic animals, this is a shared resource with the Further Education

courses delivered at the college. There is the possibility of utilising the animals for the research project in the second year.

1.11 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

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

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

Assessment within the programme

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

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

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

1.12 Student engagement in ongoing programme development

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

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

You said:	We did:
Tutorials are a good weekly opportunity to check in but sometimes the content covered during tutorial is the same as we heard last year. (Early Module Review, Oct 2023)	Tutorial is an important part of the course and gives tutors an opportunity to share information and to speak to students about topics other than academic work. They also provide an opportunity for students to recap on dome of the academic

	skills they might need to work on based on their assessment feedback which mean that some topics need to be revisited throughout the course. (October 2023)

1.13 Student Support Hub

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

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

HE Study Team
The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students

who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

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

HE Wellbeing Team

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

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

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

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

1.14 Becoming a South Devon Graduate

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

Higher-level academic skills

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

Positive personal attributes for your future

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

Work-ready

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

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

1.15 Preparation for employment and further academic study

At the end 3 years of studying students will have a good idea which area of animal science they are passionate in pursuing. Many students choose to go onto to study at Master's level often at the University or 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 work within Conservation Organisations such as Devon Wildlife Trust. There are many varied

opportunities in the conservation sector, these jobs look for individuals who are innovative and adaptable, showcasing a range of transferable skills.

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

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

1.16 UCSD Enterprise and Employability Framework Mapping

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

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	PA 1, 2, 5 8.1, 8.2	SOUD3105 LO1, LO2, LO3 SOUD3107 SOUD3108 SOUD3106	SOUD3105 Dissertation SOUD3107 Report SOUD3108 Case Study	SOUD3107 Visit to zoo collection	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA 2, 3, 4 8.2, 8.3, 8.4, 8.5	SOUD3105 LO1, LO2, LO3, LO4 SOUD3107 LO2, LO3 SOUD3108 LO2, LO4 SOUD3106 LO1, LO4	SOUD3108 Essay SOUD3109 Project report	Student Sustainability group Student voice forum	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and	PA 3, 5 8.3, 8.4, 8.5	SOUD3105 LO2 SOUD3107 LO3	SOUD3105 Dissertation & presentation SOUD3107 Practical	SOUD3105 Data analysis workshop	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc. Skills for study

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	skills needed by employers.					UCSD study resources
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA 2, 5 8.1, 8.5	SOUD3105 LO2, LO3, LO4 SOUD3107 LO2, LO3 SOUD3108 LO2, LO3 SOUD3106 LO1, LO2, LO3	SOUD3107 Practical SOUD3106 Open book assessment	SOUD3108 lab work SOUD3107 guest speakers	SDC & UCSD Career Events Research Showcase
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA 3, 4 8.3, 8.4	SOUD3105 LO1, LO4 SOUD3107 LO2, LO3, LO4 SOUD3108 LO1 SOUD3109 LO3, LO4 SOUD3106 LO1, LO3	SOUD3109 CPD activities	SOUD3108 guest speakers	UCSD Employability Support and Personal Tutor Support Research Showcase
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This	PA 1, 2, 3, 5 8.2, 8.3, 8.5	SOUD3105 LO4 SOUD3107 LO4 SOUD3108 LO4 SOUD3106 LO3	SOUD3109 Project Report	SOUD3109 Project outcome	

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	can, but does not have to, lead to venture creation.					
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	PA 3, 4 8.3, 8.4	SOUD3109 LO1, LO2, LO3, LO4	SOUD3105 Dissertation SOUD3109 CPD activities	Work experience	UCSD HE Study Skills Support Personal Tutor support Research showcase SDC Job Fair Careers advice in Tutorial
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA 1, 2, 5 8.1, 8.2, 8.3, 8.4, 8.5	SOUD3105 LO1, LO2, LO3, LO4 SOUD3107 LO2, LO3 SOUD3108 LO2, LO3 SOUD3106 LO1, LO4	SOUD3105 Presentation SOUD3109 Project report SOUD3107 Practical	Prestation at the research showcase Work sexperience	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of	PA 1, 2, 3, 4, 5 8.1, 8.2, 8.3, 8.4, 8.5	SOUD3105 LO1, LO2, LO3, LO4 SOUD3107 LO2, LO3 SOUD3108 LO1	SOUD3107 Research Presentation	Attend conferences Identify opportunities during field trips.	Linkedin SDC Job Fair

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	career- and industry-related activities.		SOUD3106 LO4			

	Other UCSD areas of activity
Further information: Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards. Students can record their employability and work-related activity on their Personal Development Plan on Moodle.	Extra employability-related activity will be recorded on the Employability Activity Form.

1.17 Regulations, Policy and Procedures

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

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

2. Programme Specification

2.1 BSc (Hons) Applied Animal Science

UCAS code	4M13
HECOS code	100523 - Animal Science
LCDS code	
	RH.73 - Applied Zoology
	QA.911 - Wildlife Conservation and Protection
	QA.32 - Environmental Biology

Awarding Institution: University of Plymouth

Teaching institution(s):   South Devon College

Accrediting body

N/A

2.2 Distinctive Features of the Programme and the Student Experience

The Applied Animal Science programme is aimed at those with a background in animal biology, animal management and welfare, conservation science or animal science. The programme aims to build on knowledge and skills established during the foundation degree and has been designed to empower students to evaluate current practice, improve standards and drive change in the animal sector.

As students' progress through their final year of undergraduate study, they will consolidate skills to critically assess the needs of animals both in captivity and in the wild and continue to develop their academic, industry and transferable skills which will enhance their career prospects.

The programme's core modules will develop students theoretical and applied knowledge in the fields of conservation and captive animal management. Students will do this by analysing current husbandry practices, evaluating the impact of conservation management and discussing the role of sustainability and innovation in animal science.

Assessment will be carried out in a range of different ways, including coursework and open book assessments. The assessment is designed to be relevant to the animal industry and vairy across modules providing opportunity to engage in a range of different tasks and styles of presentation. Students will undertake a research project in an area of animal science that they are passionate about. They will be supported throughout the dissertation process but a dedicated dissertation supervisor as well as a second supervisor who will support them with specialised knowledge in their chosen field of study.

The program aims to provide an effective and enjoyable learning experience which inspires students to engage with and pursue opportunities outside of studies that will support future career aspirations. The Professional Skills and Project Management module is devoted to personal and professional development, emphasising the importance of this type of development as part of overall learning and the production of a work ready graduate. The module provides opportunity to work with peers on a student lead project, facilitating the development of many transferable skills sought after in a competitive job market as well as reflecting on their own skill set and identifying opportunities to establish additional skills and competencies that enhance their employability.

The program incorporates understanding about demands on students, who may be managing multiple roles and may have arrived at their level of study through many different routes of education and life experience. When studying at UCSD students become part of a supportive learning community which are brought together at the

end of each academic year in our research showcase where each student can celebrate their achievement and present work they have undertaken during their studies.

Students will have access to our animal collection which includes, livestock, reptiles, amphibians, fish, invertebrates, domestic pet species and exotic species such as meerkats, porcupine and skunk. They will also visit local zoological collections and can attend training courses and conferences that complement their interests and career aspirations.

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

2.3 Relevant QAA Subject Benchmark Group(s)

Earth Science, Environmental Science and Environmental Studies (March 2022)

Biosciences (March 2023)

Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Services (2019)

Framework for Higher Education Qualifications (2014)

2.4 Programme Structure

Full Time

Level 6

Module Title	Credits	Year of Delivery	Semester of delivery	Core/Optional
SOUD3105 Dissertation	40	1	Year Long	Core
SOUD3106 Sustainability and Innovation within Animal Science	20	1	1	Core
SOUD3107 Evidence Informed Zoo Animal Husbandry	20	1	1	Core
SOUD3108 Applied Conservation Biology	20	1	2	Core
SOUD3109 Professional Skills and Project Management	20	1	2	Core

Part Time

Level 6				
Module Title	Credits	Year of Delivery	Semester of delivery	Core/Optional
SOUD3108	20	1	2	Core

Applied Conservation Biology				
SOUD3106 Sustainability and Innovation within Animal Science	20	1	1	Core
SOUD3109 Professional Skills and Project Management	20	1	2	Core
SOUD3105 Dissertation	40	2	Year long	Core
SOUD3107 Evidence Informed Zoo Animal Husbandry	20	2	1	Core

2.5 Programme Aims

1. Explore the theories, concepts and issues relevant to animal science, including the ethical, legal and professional responsibilities for those working in the sector.

2. Develop critical thinking skills to enable students to evaluate the relevance of a range of information sources and utilise this knowledge in evidence-based decision making.

3. Equip students with a range of transferable skills for employment or further study, such as data handling and analysis, communication, teamwork and problem solving.

4. Facilitate professional development in line with employer needs to develop self-managing, reflective and adaptive professionals.

5. Develop research principals and methodologies relevant to animal science which are applied to independent and ethical projects.

2.6 Programme Intended Learning Outcomes (PILOs)

Knowledge and understanding

On successful completion graduates should have developed the ability to:

1) Apply knowledge of evidence informed husbandry to improve animal welfare in captive animals.

2) Understand how advances in technology and science can improve sustainability within the fields of animal science and conservation.

3) Use principles of conservation science to analyse conservation practice.

Cognitive and intellectual skills

On successful completion graduates should have developed the ability to:

1) Critically analyse current science, policy and socioeconomic issues that impact upon animal management and conservation.

2) Construct arguments on a range of issues within animal science and apply these arguments to decision making and problem solving.

3) Analyse and/or evaluate research, evidence-based practice and real-world examples that support or refute scientific theories and husbandry techniques.

Key and transferable skills

On successful completion graduates should have developed the ability to:

1) Critically analyse subject related information from academic literature and other sources.

2) Demonstrate skills of self-reflection to identify personal strengths and weaknesses that inform professional development targets.

3) Communicate effectively, through written work and verbally, to a range of audiences.

Employment related skills

On successful completion graduates should have developed:

1) Professional competence through the enhancement of transferable and employment skills.

2) The ability to utilise records and other stored information to inform effective decision making.

3) Teamwork skills to make a positive contribution to group tasks and resolve conflict as it arises.

Practical skills

On successful completion graduates should have developed the ability to:

1) Undertake appropriate field studies and/or laboratory investigations in a responsible, safe and ethical manner.

2) Use appropriate data handling methods to manage, analyse, and interpret data to test hypotheses.

3) Organise time effectively to manage project work, academic studies and professional development, alongside other responsibilities.

2.7 Admissions Criteria, including RPL and Disability Service arrangements.

Entry Requirements for BSc (Hons) Applied Animal Science	
Level 2: Key skills requirement/Higher level diploma: And/or GCSEs required at Level 4 or above:	Communication and Application of Number Level 2 combined with either GCSE or A-Levels (key skills will not be accepted on their own) In 4 relevant subject areas including Maths and English
Level 3: at least one of the following: AS/A Levels Advanced Level Diploma BTEC National or City and Guilds Technical Diploma/certificate VDA: AGNVQ, AVCE, AVS Access to HE or Year 0 provision International Baccalaureate Irish/Scottish Highers/ Advanced Highers	72 UCAS points
Other HE qualifications/Non-standard awards or experience	Relevant (Biological Sciences) Level 5 Qualification. 240 Credits, minimum 50% classification. Experience with ecology fieldwork and animal handling would be desirable.
APEL / APCL1 possibilities	APL will be considered as per University of Plymouth Regulations

[1] Accredited Prior Experiential Learning and Accredited Prior Certified Learning

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

None

2.9 Transitional Arrangements for existing students looking to progress onto the programme.

N/A

Appendices

Programme Specification Mapping (UG)

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

Core modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings 01 (online open book assesment) E1 (exam), E2 (clinical exam), T1 (test), C1 (coursework), A1 (generic assessment), P1 (practical)
	8.1 Knowledge and understanding			8.2 Cognitive and intellectual skills			8.3 Key and transferable skills			8.4 Employment related skills			8.5 Practical skills				
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
PILOs met at Level 6																	
SOUD3105 Dissertation				x	x	x	x	x	x	x	x		x	x	x	N	C1 (80%) P1 (20%)
SOUD3107 Evidence Informed Zoo Animal Husbandry	x	x	x	x	x	x	x		x	x	x	x	x	x	x	Y	C1 (50%) P1 (50%)
SOUD3108 Applied Conservation Biology	x	x	x	x	x	x	x		x	x	x	x	x	x	x	Y	C1 (60%) O1 (40%)
SOUD3106	x	x	x	x	x	x	x		x	x	x	x		x	x	Y	C1 (50%) O1 (50%)

Sustainability and Innovation within Animal Science																	
SOUD3109 Professional Skills and Project Management					x		x	x	x	x	x	x			x	N	C1 (100%) P1 (P/F)
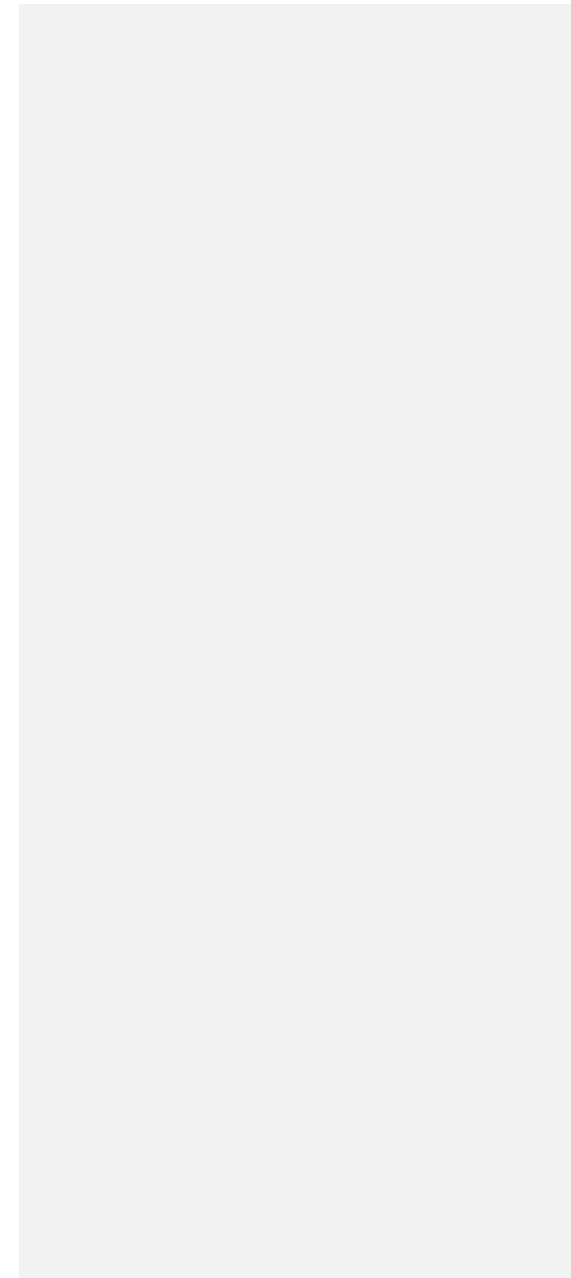
3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3105   **MODULE TITLE:** Dissertation

CREDITS: 40   **FHEQ LEVEL:** 6   **HECOS CODE(S) [max 3]:** 100962 research skills

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

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 involves significant investigation in a field related to the animal sector.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*				
C1 (Coursework)	80%	**P1** (Practical)	20%	

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Critically evaluate scientific literature to design appropriate aims, objectives and methods for scientific investigation.	8.2 (1) 8.3 (1) (2) 8.4 (1) (2) 8.5 (1) (3)
2. Use appropriate analytical and statistical techniques to analyse data.	8.2 (3) 8.4 (1) 8.5 (2)
3. Critically discuss project findings to draw effective conclusions and where appropriate make evidence-based recommendations.	8.2 (2) (3) 8.4 (1) 8.5 (2)
4. Present research findings in an appropriate manner and reflect on project limitations.	8.3 (3) 8.4 (1)
DATE OF APPROVAL: 23/05/2023	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2023	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** 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. <u>Some parts of this page may be published on the website as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE: 111**

MODULE LEADER: Dr Katy Upton   **OTHER MODULE STAFF:** Rea Sims, Stuart Collier, Matt Rossin, Paul Hallas

Summary of Module Content

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

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and Seminars	45	Delivery of module content to include lectures, data collection and analysis workshops, seminars, group discussion, 1 to 1 dissertation support.
Guided Independent study	355	Directed weekly tasks, data collection and research for dissertation.
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting	
Coursework	ALO 1, 2 & 4 Dissertation Thesis (6000 words)		100%
Practical	ALO 3 Presentation (15 minute)		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting	
Coursework	ALO 1, 2 & 4 Dissertation Thesis (6000 words)		100%
Practical	ALO 3 Presentation (15 minute)		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Katy Upton Date: 02/07/2024	**Approved by**: Rea Sims Date: 02/07/2024

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: SOUD3107 **MODULE TITLE:** Evidence Informed Zoo Animal Husbandry

CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S) [max 3]:**

100518 animal management

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The care and conservation of many species rely upon understanding of their behaviour and ecology. Historically there has been a lack of evidence informed husbandry practice in zoo collections. This module explores current research into the management of captive species and how the application of this research can be used to improve welfare within zoo collections.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*				
C1 (Coursework)	50%	**P1** (Practical)	50%	

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To critically evaluate husbandry practices in animal collections considering recent research in different areas of captive management and welfare. To highlight the importance of evidence-based practice in improving standards of captive animal management.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Critically discuss captive species husbandry practices by applying an understanding of biology, ecology and behaviour.	8.1 (1) (2) 8.2 (1) (2) (3) 8.3 (1) 8.4 (1) (2) (3)
2. Critically analyse current practice using welfare assessment and research.	8.1 (1) (3) 8.2 (1) (3) 8.4 (1) (2) 8.5 (2)
3. Critically evaluate captive breeding programs in maintaining viable populations of endangered species.	8.1 (1) (3) 8.2 (1) (2) (3) 8.4 (1) (2) 8.5 (1) (2)
4. Review the success of a captive breeding population to inform management in a zoo setting.	8.1 (1) (2) 8.2 (1) (2) (3) 8.3 (3) 8.4 (2) 8.5 (2) (3)

DATE OF APPROVAL: 23/05/2023	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2023	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1

Notes:

Additional Guidance for Learning Outcomes:

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

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

Items in this section must be considered annually and amended as appropriate, in conjunction with

the Module Review Process. Some parts of this page may be published on the website as a guide

for prospective students. Further details for current students should be provided in module

guidance notes.

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE:** 109

MODULE LEADER: Rea Sims   **OTHER MODULE STAFF:** Katy Upton

Summary of Module Content

Biology, physiology and behaviour of commonly kept zoo species, particularly under-represented
species (birds, reptiles and amphibians). Welfare assessment. Critical evaluation of husbandry
(enclosure design, nutrition, reproductive success). Role of zoos in captive breeding programs.
Evaluation of the success of captive breeding programs and stud book management.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and seminars	35	Delivery of module content to include lectures, seminars, groups discussions and short research tasks as well as draft support for assignments.
Practical Activity	10	Guided practical activity. Trips to collections
Guided independent study	155	Assigned reading task for both pre and post-lesson tasks as well as range of resources (journal and news articles, videos etc) to support independent study
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Report (2000 words) - critically evaluate a husbandry plan for a named species. ALO 1 & 2	100%
Practical	Ideas pitch to 'Zoo curator/director' for a new studbook - critically evaluating the population and future success in captivity. ALO 3 & 4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (2000 words) critically evaluate a husbandry plan for a named species. ALO 1 & 2	100%
Coursework (in lieu of original assessment)	Report (2000 words) critically evaluate the population and future success of a species in captivity. ALO 3&4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Rea Sims Date: 02/07/2024	**Approved by**: Donna Fowler Date: 02/07/2024

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: SOUD3108   **MODULE TITLE:** Applied Conservation Biology

CREDITS: 20   **FHEQ LEVEL:** 6   **HECOS CODE(S) [max 3]:** 101318 biodiversity conservation

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module explores the ways in which ecological science can be applied to solving conservation issues of animal species. It covers key ecological principles at the population, community and ecosystem levels, and investigates how these principles can help guide management decisions, policy and environmental practice. The module also focusses on how the field of genetics can be applied to conservation issues.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*				
C1 (Coursework)	60%	**O1**(online open book assessment)	40%	

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The module aims to enable students to develop their understanding of conservation by using an applied evidence-based approach to introduce the science and practice of conservation biology. The module builds on the Ecology and Environment theme that runs through the degree.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Critically analyse how human activities and biodiversity combine and interact to create conservation problems.	8.1 (1) (2) (3) 8.2 (1) (2) (3) 8.3 (1) 8.4 (1) (2)
2. Evaluate ecological concepts to inform conservation management decisions in a range of contexts.	8.1 (3) 8.2 (2) (3) 8.3 (1) (3) 8.4 (1) (2)
3. Critically discuss how genetics can support population management and conservation.	8.1 (1) (3) 8.2 (1) (2) (3) 8.3 (1) (3) 8.4 (1) (3)
4. Critically assess the potential application of different approaches to conservation problems.	8.1 (1) (3) 8.2 (2) (3) 8.3 (1) 8.4 (2) 8.5 (1) (2) (3)

DATE OF APPROVAL: 23/05/2023	**FACULTY/OFFICE:** Academic partnerships
DATE OF IMPLEMENTATION: 09/2023	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 2

Notes:

<u>Additional Guidance for Learning Outcomes:</u>

To ensure that the module is pitched at the right level check your intended learning outcomes

against the following nationally agreed standards

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

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

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE: 111**

MODULE LEADER: Matt Rossin   **OTHER MODULE STAFF:**

Summary of Module Content

This will include: reviews of biodiversity, its importance and the major threats to biodiversity; the importance of genetic diversity, how it can be maintained and how it can be lost; approaches to conservation including species level and community-based conservation strategies and conservation genetics.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecturers and other classroom-based activity	35	Delivery of module content to include lectures, seminars, groups discussions and short research tasks as well as draft support for assignments.
Practical based teaching and demonstration	10	Guided practical activities and workshops
Guided independent study	155	Assigned reading task for both pre and post-lesson tasks as well as range of resources (journal and news articles, videos etc) to support independent study
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Illustrated Essay ALO 1, 2, & 4	100%
Online Open book assessment	24hr Assessment ALO 3	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Illustrated Essay. ALO1, 2, & 4	100%
Coursework (in lieu of original assessment)	Conservation genetics case study AL03	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Matt Rossin Date: 02/07/2024	**Approved by**: Rea Sims Date: 02/07/2024

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: SOUD3109   **MODULE TITLE:** Professional Skills and Project Management

CREDITS: 20   **FHEQ LEVEL:** 6   **HECOS CODE(S) [max 3]:** 100962 research skills

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Employers are increasingly expecting graduates to possess additional professional and project management skills. This module will explore the principles of project management through the planning and participation in a student lead project. Students will reflect upon their own skills and competencies to identify areas for professional development through engagement in CPD activities and participation in career development seminars.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*			
C1 (Coursework)	100 %	**P1** (Practical)	Pass/Fail

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The module aims to enable students to utilise teamworking skills to plan and manage a real life-project and develop professional skills to enhance their employability.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Critically reflect on participation in a cooperative project.	8.3 (2) 8.4 (1) (2) (3)
2. Evaluate project delivery and output.	8.2 (2) 8.3 (1) (3) 8.4 (1) (3)
3. Evidence participation in professional development.	8.3 (1) (2) 8.4 (1) 8.5 (3)
4. Critically reflect on personal development and career development goals.	8.3 (2) (3) 8.4 (1) (2) (3) 8.5 (3)

DATE OF APPROVAL: 23/05/2023	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 01/2023	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 2

Notes:

Additional Guidance for Learning Outcomes:
To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE:** 135

MODULE LEADER: Rea Sims   **OTHER MODULE STAFF:**

Summary of Module Content

Students will be asked to work cooperatively to plan and undertake a project of their choice. Workshop style lectures will cover teamwork, leadership and management, conflict resolution, project planning, costing and implementation, client negotiations and time management. Students will also evaluate individual skills and competencies to identify areas for development and undertake some form of personal development activities during the module which may include, but not be restricted to, attending conferences, developing ecological techniques or completing short courses.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and classroom-based activities	22.5	Delivery of module content through lectures, seminars and group discussion
Project meetings	22.5	Student led project discussion
Professional development activities	22.5	Independent professional development activities
Guided Independent study	132.5	Project planning and execution Guided reading and professional development activities
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Project proposal and report (2000 words). ALO 1 & 2	60%
	Personal development refection (1000 words). ALO 4	40%
Practical	Evidence of CDP activities. ALO 3	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective account of participation in a group project (ALO 1 & 2) with evidence of planning for professional development linked to career goals (ALO 4)	100%
Practical	Evidence of CDP activities. ALO 3	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Rea Sims Date: 02/07/2024	**Approved by**: Donna Fowler Date: 02/07/2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3106   **MODULE TITLE:** Sustainability and Innovation within Animal Science

CREDITS: 20   **FHEQ LEVEL:** 6   **HECOS CODE(S) [max 3]:** 100518 animal management

PRE-REQUISITES: N   **CO-REQUISITES:** N   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

There are many complex global environmental issues which affect us all. As the global population continues to increase so does the demand for effective food production and wider resource management. History has demonstrated how humans have had a negative impact on ecosystems worldwide. This module will explore the ethical and environment issues faced by increased demand for resources and discuss how we can help meet such demand in a more sustainable and innovative way.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*				
C1 (Coursework)	50%	**O1**(online open book assessment)	50%	

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 raise awareness of issues associated with increased resource consumption. The module aims to highlight sustainable options and explore methods which can be economically viable yet sustainable.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Critically analyse challenges to global resources management	8.1 (2) (3) 8.2 (1) (2) (3) 8.3 (1) 8.4 (1) (2) 8.5 (2)
2. Critically evaluate ethical issues and environmental impacts associated with the Anthropocene.	8.1 (1) (2) (3) 8.2 (1) (2) (3) 8.3 (1) 8.4 (1) (2) 8.5 (2)
3. Review existing solutions to environmental issues associated with Animal Science.	8.1 (1) (2) (3) 8.2 (1) (2) (3) 8.3 (1) (3) 8.4 (1) (2) 8.5 (2) (3)
4. Critically discuss sector specific innovation that focuses on sustainability.	8.1 (2) 8.2 (1) (2) (3) 8.3 (1) (3) 8.4 (1) (2) (3) 8.5 (2)

DATE OF APPROVAL: 23/05/2023	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2023	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** 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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE: 111**

MODULE LEADER: Stuart Collier   **OTHER MODULE STAFF:**

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

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Essay ALO 2 & 3 (2000 words)	100%
Online open book assessment	ALO 1 & 4 (2000 words)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay ALO2 & 3 (2000 words)	100%
Coursework (in lieu of the original assessment)	ALO1 & 4 (2000 words)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Stuart Collier Date: 02/07/2024	**Approved by**: Rea Sims Date: 02/07/2024