



**Higher Education Academic Handbook
2019-2020**

**BSc in Animal Biology and Wildlife Conservation /
BSc in Applied Animal Science**

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*Please take the time to read this information **before** you commence your studies and retain the handbook to refer to as necessary throughout the programme of study. The handbook is also available on the College VLE.*

Introduction

Welcome to the *BSc (Hons) Applied Animal Science and BSc (Hons) Animal Biology & Wildlife Conservation* programme. We hope your time with us will be both rewarding and successful.

This is your Programme Handbook for the Year and provides details relating to the delivery and assessment of the modules for the year. It should be used in conjunction with the HE Student Handbook that details all the support and resources that the Faculty offers to you during your learning experience at Canterbury College. During your Induction week we will discuss these with you, and you will need to refer to these with you throughout your study.

We hope above all, that you will enjoy your time at Canterbury College and will make the most of all the academic activities and social opportunities made available to you.

Contact Information

STAFF MEMBER / ROLE	ROOM	EMAIL	TEL.
Programme Leader Maureen Collins	H101	maureen.collins@eastkent.ac.uk	1177
Lecturers Maureen Collins	H101		1177
Alison Chew	H116	alison.chew@eastkent.ac.uk	
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Term Dates for HIGHER EDUCATION 2019-20

Enrolment & Induction **Monday 9th September – Friday 13th September 2020**

Term 1 (5 weeks)	Monday 16 th September – Friday 18 th October 2019
<i>October Break (self-study)</i>	<i>Monday 21st October – Friday 25th October 2019</i>
Term 2 (8 weeks)	Monday 28 th October – Friday 20 th December 2019
<i>December Break</i>	<i>Monday 23rd December – Friday 3rd January 2020</i>
Term 3 (6 weeks)	Monday 6 th January – Friday 14 th February 2020
<i>February Break (self-study)</i>	<i>Monday 17th February – Friday 21st February 2020</i>
<i>and February (self-study)</i>	<i>Monday 24th February – Friday 28th February 2020</i>
Term 4 (4 weeks)	Monday 2 nd March – Friday 27 th March 2020
<i>April (self-study)</i>	<i>Monday 30th March – Wednesday 1st April 2020</i>
<i>April Break</i>	<i>Thursday 2nd April – Wednesday 15th April 2020</i>
<i>and April (self-study)</i>	<i>Thursday 16th April – Friday 17th April 2020</i>
Term 5 (5 weeks)	Monday 20 th April – Friday 22 nd May 2020
<i>May Break (self-study)</i>	<i>Monday 25th May – Friday 29th May 2020</i>
Term 6 (2 weeks)	Monday 1 st June – Friday 12 th June 2020

(Total 30 weeks delivery)

Additional 2 weeks
(contact time but no
new teaching) Monday 15th June – Friday 26th June 2020

Those on semesters:

Semester One Monday 16th September – Friday 17th January 2020
(15 weeks)

Semester Two Monday 20th January – Friday 12th June 2020
(15 weeks)

Public Holidays:

Summer Bank Holiday	Monday 26 th August 2019
Christmas	Wednesday 25 th December 2019
Boxing Day	Thursday 26 th December 2019
Compulsory Days	Friday 27 th December 2019** Monday 30 th December 2019** Tuesday 31 st December 2019**
New Year's Day	Wednesday 1 st January 2020
Good Friday	Friday 10 th April 2020
Easter Monday	Monday 13 th April 2020
May Day holiday	Friday 8 th May 2020 (changed due to anniversary of VE Day)
Spring Bank holiday	Monday 25 th May 2020

Group Days:

Development Days	Monday 28 th October 2019* Wednesday 12 th February 2020*
Improvement Days	Friday 20 th December 2019* Wednesday 1 st April 2020
Community Weeks	w/c Monday 18 th November 2019 w/c Monday 30 th March 2020

Programme Information

Your Programme of Study

Your programme of study is a franchised award run in partnership with University of Kent and monitored for quality by the Qualification Assurance Agency (QAA). You can find the full programme specification on the Kent website.

<https://www.kent.ac.uk/stms/studying/modules/2019-2020/associate/index.html>

The BSc in Animal Biology and Wildlife Conservation / Applied Animal Science is offered as a franchised provision. Details of what this means can be found here:

<https://www.kent.ac.uk/gettingstarted/partner-college/index.html>

The programme sits under the Faculty of Sciences at Kent. Delivery takes place at Canterbury College, but Kent has interest in the quality of the provision, and you will be asked to participate in feedback on your course such as induction, end-of-module, experience and via the National Student Survey.

You will be enrolled as a member of the East Kent Group. The programme and assessment regulations of both the College and University of Kent will apply.

This is 2-year full time programme. Each year of study will be delivered over 30 weeks, divided into two semesters. Your study will consist of 450 hours of guided learning, which include lectures, seminars, tutorials and other learning opportunities. You are expected to complete a further 750 hours of self-directed study.

In order to achieve the qualification, you are required to successfully complete 8 units, obtaining 120 credits per year of study.

Where your programme offers optional modules, these are identified in the list below.

BSc Animal Science						
KV Code	Code	Module title	Level	Credits	Semester	Core/ Optional
BICC6600	BI660	Animal Adaptations	6	15	1 & 2	Core
BICC6630	BI663	Clinical Animal Behaviour	6	15	1 & 2	Core
BICC6640	BI664	Clinical Animal Science	6	15	2	Core
BICC6660	BI666	Pathology and Immunology	6	15	1	Core
BICC6690	BI669	Research Project	6	30	1 & 2	Core
Optional Modules. Students pick 2 of the following. Not all may be available each year.						
BICC6610	BI661	Animal Reproduction	6	15	1 & 2	Optional
BICC6620	BI662	Anthrozoology	6	15	1 & 2	Optional
BICC6650	BI665	Conservation and Wildlife Heritage	6	15	1	Optional

BSc Animal Biology & Wildlife Conservation

KV Code	Code	Module Title	Level	Credits	Semester	Core/ Optional
BICC6650	BI665	Conservation and Wildlife Heritage	6	15	1	Core
BICC6600	BI660	Animal Adaptations	6	15	1 & 2	Core
BICC6630	BI663	Clinical Animal Behaviour	6	15	1 & 2	Core
BICC6660	BI666	Pathology and Immunology	6	15	1	Core
BICC6620	BI662	Anthrozoology	6	15	1 & 2	Core
BICC6580	BI658	Conservation Genetics	6	15	2	Core
BICC6581	BI659	Conservation Research Project	6	30	1 & 2	Core

Grading Criteria for your Programme

Assignments are assessed against their assignment criteria as detailed for each module. You must pass each criteria to pass an assignment.

Individual modules are graded as a percentage only, in accordance with the categorical marking scheme. In general Canterbury College requires that all elements of assessment for a module must be passed in order for the module as a whole to be passed.

Classification	Numerical Scale	The student will
Fail	0 10 20 32 35 38	<ul style="list-style-type: none"> • Show evidence of no or minimal research, with extremely limited knowledge of relevant principles or techniques • Demonstrate very poor or poor awareness of the issues or their wider significance • Show evidence of no or very limited thought or evaluation • Show little effort at organising and presenting the material, and style is not academic or of poor academic quality • Show many errors in English, with poor or no use of referencing
Third 3rd	42 45 48	<ul style="list-style-type: none"> • Show evidence of limited research, and incomplete knowledge of relevant principles or techniques • Demonstrate limited awareness of the issues or their wider significance • Show evidence of limited thought and evaluation • Show limited effort at organising and presenting the material, and show limited effort to use academic style • Show generally satisfactory use of English, but with some errors and limited use of referencing

Lower Second Class 2:2	52 55 58	<ul style="list-style-type: none"> • Show evidence of a fair degree of research, with reasonable knowledge of relevant principles or techniques • Demonstrate adequate awareness of the issues and their wider significance • Show some evidence of thought and make a serious attempt at evaluation • Show adequate effort at organising and presenting the material, and adequate use of academic style • Show satisfactory use of English, with only minor errors and reasonable use of referencing
Upper Second Class 2:1	62 65 68	<ul style="list-style-type: none"> • Show evidence of a good degree of research, with good knowledge of relevant principles or techniques • Demonstrate good awareness of the issues and an understanding of their wider significance • Show clear evidence of thought and evaluation • Show good organisation and presentation of the material, with good academic style • Show good use of English, and good use of referencing
First Class 1st	72 75 78 85 95 100	<ul style="list-style-type: none"> • Show evidence of a wide-ranging research, with comprehensive knowledge of relevant principles and techniques which may exceed the general requirement • Demonstrate to full and perceptive awareness of the issues and a clear understanding of their wider significance • Show clear evidence of independent thought and evaluation • Show evidence of clearly and carefully planned, organised and presented material written in excellent academic style. • Show excellent use of English, and with excellent use of referencing

For more details on how your credits are awarded for your programme view the [Credit Framework](#) on the University of Kent website.

Assessment Calendar Animal Science

Assessment Calendar

Programme Title: **BSc (Hons) Animal Science (2019/20)**

Year 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Research Dissertation (30)	D																								A1				A2		
Anthrozoology (15) Option	D																											A1			
Conservation Heritage (15) Option	D												A1																		
Clinical Animal Behaviour (15)	D											A1																	A2		
Clinical Animal Science (15)																D	A1													A2	
Pathology and Immunology (15)	D											A1			A2																
Animal Adaptations (15)	D												A1												A2				A3		
Animal Reproduction (15) Option	D											A1																		A2	

D

= Delivery

A

= Assessments

= No teaching

Assessment Calendar Animal Biology and Wildlife Conservation

Assessment Calendar

Programme Title: **BSc Animal Biology and Wildlife Conservation (2019/20)**

Year 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Research Dissertation (30)	D																								A1				A2	
Anthrozoology (15)	D																											A1		
Conservation Heritage (15)	D												A1																	
Clinical Animal Behaviour (15)	D											A1																	A2	
Pathology and Immunology (15)	D											A1		A2																
Animal Adaptations (15)	D												A1											A2				A3		
Conservation Genetics (15)															D										A1			A2		

D	= Delivery	A	Assessments		No Delivery
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Cheating and Plagiarism

The University of Kent and Canterbury College view cheating and plagiarism as serious academic misconduct and will penalise students who are found to have attempted such deception.

Plagiarism is when a student submits any part of another person's work and tries to pass it off as their own. This applies to all work submitted for assessment (e.g. essays, reports, projects, diagrams, music, examination answers).

Examples of plagiarism:

- directly copying a sentence, phrase or paragraph from another source, whether published or unpublished, without quotation marks and referencing
- paraphrasing another source by simply changing a few words without referencing it
- copying other students
- submitting the work of others
- using another person's ideas and claiming them as your own.

This includes:

- another student's assignment
- textbooks
- material purchased from essay banks etc
- a newspaper or magazine article
- an extract from a television or radio programme, a piece of music or other type of media
- web pages
- your own work, which has previously been submitted for assessment, either at Canterbury College or elsewhere, without acknowledging that the work has been so submitted.

If you quote from any source, it must be referenced in your work and in the bibliography.

The University of Kent provides information on the avoidance of plagiarism at <http://www.kent.ac.uk/uelt/ai/students/avoidingplagiarism.html>

The rules of the University of Kent are contained in the Credit Framework/Annex 10 – Academic Discipline Procedures which can be found at:

<http://www.kent.ac.uk/uelt/quality/credit/creditinfoannex10.html>.

The Procedures identify that: "It should be noted that the University regards plagiarism a strict liability offence and so does not require evidence of intent to commit plagiarism in order to determine that an offence has occurred.

The University makes information about the definition and seriousness of plagiarism offences available to students and it is the responsibility of the student to consider this carefully. Lack of understanding on behalf of the student will not be considered acceptable grounds in response to an allegation of plagiarism or when appealing a penalty imposed under the academic discipline procedures.

The identification of plagiarism is an academic judgement, based on a comparison across the student's work in general, and/or on knowledge of the sources, of practice in the discipline and of expectations for professional conduct. The Chair of the School Disciplinary Committee, or the Committee itself, may therefore determine that plagiarism has taken place even if the source has not been identified.”

The University policy on the penalties to be imposed are contained in Section 2 of the Academic Discipline Procedures. “Where a student is considered to be in breach of Regulation V.3, the penalties to be imposed should be in accordance with the following guidelines.

Plagiarism/Duplication of Material

Where the work contains a component of plagiarised or duplicated material, but also contains sufficient evidence that the student has satisfied the requirements to Pass, either:

- Cap the mark for the piece of work at a minimum Pass; or
- Allocate a reduced final mark for the module overall proportionate to the offence, subject to a minimum mark of a minimum Pass, and return a mark for the piece of work based on the portion which is not plagiarised or duplicated.

Where the work contains a component of plagiarised or duplicated material which casts doubt on whether the student has satisfied the requirements to Pass, return the appropriate fail mark for that portion of the coursework that is un-plagiarised.

The maximum penalty that may be applied by a Chair for an uncontested minor offence will be a mark of zero for the piece of work in question.

Where the application of a penalty for a minor offence results in the failure of a module, students will be permitted to resubmit at the next available opportunity (and no sooner) as per normal resit rules. For serious, substantial or repeat offences: termination of registration/ineligible for award or to resit examinations. (More information can be found at:

<http://www.kent.ac.uk/uelt/quality/credit/creditinfoannex10.html>)

Cheating includes the following:

- using unauthorised notes or devices in an examination
- obtaining an unauthorised copy of an examination paper
- communicating, or trying to communicate, with another student during an examination
- being party to an impersonation in relation to an assignment or examination
- copying from other students
- soliciting work from others (e.g. individuals, essay banks etc)
- fabrication or falsification of information, data, sources, analysis etc
- submitting work previously assessed on a different module or programme.

Section 2 of the University of Kent Academic Discipline Procedures contain the details of the penalties that may be imposed where a student is found to have cheated.

The University of Kent has produced a guide to Academic Integrity to assist students and this is available on the University website (<http://www.kent.ac.uk/uelt/ai/>) You are recommended to familiarise yourself with it.

Referencing and the Harvard System

Referencing is a fundamental part of the academic process. You will be expected to use each module's reading list to focus your research for essays and assignments. You will gather information, evidence and authors' views and use this to support your written work. Everything that you use that is taken from another authors work should be referenced, whether the work is directly quoted, disambiguated, paraphrased or summarised.

The Harvard System is a way of acknowledging the writings, ideas and data of another person. The System requires absolute compliance with the rules of referencing, every reference should comply precisely with the form specified for each type of information. Although most Universities and Colleges use the Harvard Reference System the exact details of how the references should be written vary with every institution. You must ensure you follow the Canterbury College rules (below) in respect of your references.

A Harvard System reference should contain sufficient detail to identify the source and exact location of the information used. Learning to research, evaluate and use a number of varying sources of information is an extremely important aspect of studying at Higher level. Using references shows that you have undertaken research into your subject and considered the theory relevant to your area of study. Perhaps most importantly it gives credit to others for their work, which if it were not given would amount to plagiarism.

It is essential that you properly reference all your work:

- To avoid plagiarism
- To support arguments and give justification
- To demonstrate depth and breadth of your reading, knowledge and understanding
- To allow tracing of original work

Referencing is a very important skill for you to learn. Not only does it make your work look professional, but it also gives it credibility. It is considered when the work is assessed.

The Harvard System

The Harvard System requires you to reference each item of information in two places. Once in the text itself and once at the end of the work in a reference list. The information contained at each location must be consistent and written exactly as the examples below. This includes exact reproduction of capital letters, italics, brackets, spaces and (text) case.

A reference list must be added to your essays and written work. The list should be titled References. Some students like to add a list of all the sources they have referred to whilst studying but not used in the work. This is called a Bibliography. The two should not be confused, a reference list is mandatory, a bibliography optional. Even if you complete a bibliography this must be preceded by a reference list.

Remember the Harvard System requires you to reference twice, once in the text and once in the reference list. The next section is split into citing in the text and citing in the reference list to help you to identify what information should be included for each type of reference and to show you the way that information must be presented.

Citing in the text

a) Direct quotation

If you are using a direct quotation you must identify the page number/s after the date within brackets. Abbreviations are page (p.), pages (pp.).

Example

"These resting times provide periods for reflection and permit time for new things to be learned, mastered and brought to fruition" (Jones, 1999 pp.122-3).

b) General ideas and issues

When referring to the ideas, evidence or issues of another you must show in the text the author and date of publication. If the name is a part of your sentence, then the date in brackets follows the name:

The work of Preece (1998) was concerned to emphasise the importance of quality in social research.

If the name is not a part of your sentence, then the name and date go into the brackets:

There is some evidence this is true (Preece,1998).

This must be done at each point in your work that you refer to a particular idea or view or issue.

If more than one author is involved: In the book by Smith and Jones (2010) Mexico is found to be a prime example of.....

If in one piece of work you are referring to more than one document was published in the same year by the same author, use a lower-case letter after the date.

Example: The CBI (1999a) which has been very influential in raising the public profile of guidance, has itself adopted three very different positions on this matter. It is significant that the CBI (1999b) generally argued the classic liberal case for individual choice in the education training market in its report Towards a Skills Revolution.

c) Multiple authors

In the case of four or more authors of a text, state the first author followed by 'et al'.

Example

Matlock J et al. (2001)

If more than one source identifies the same information then all the sources can be identified in brackets: This is strong evidence that sugar leads to tooth decay (Smith, 1999; Pearce, 2001; Davies, 2006).

d) Secondary Referencing

Secondary referencing is not good research, you should always try to read from the original source. However, if you use a reference where an author is quoting or using information from another then you should show the original author as well as the location you are referencing: (Piaget, 2003 cited in Armitage et al. 2009 p.21).

e) Online sources

If you are using a web page or other electronic source then the author and year should be shown in the brackets, not the web page address. For example: The Home Office (2010) identify that...

f) Omitting some of the text

When using a direct quote you may want to omit a part of a sentence. You can do this using three dots ...For example: "This can be caused by processes, theory development ... and over use." (Jones, 1999 p.5).

g) Placing quotes in the text

Your quotations should be concise and used sparingly. Short quotations (no more than 2 lines) can be added to your text directly in speech marks. Longer quotations should be entered in a separate paragraph, indented with increased margins on the left and right of the page.

Smith (1999 p.79) Makes it clear that the management are “in control of aspects of the programme.”

“The evidence is quite clear, all the indicators identify the same general message that the management of the initiative are very much in control of aspects of the programme. They may be successful in delivering all the planned benefits and outcomes.” (Smith, 1999 p.79)

Citing in the Reference List (at the end of your text)

When completing your reference list, you should follow these rules:

List in alphabetical order by author’s surname

Show the year of publication, not the first published date

Show the title in italics

Enter the place of publication as well as the publishers

Do not enter page numbers for books by one author

Do enter page numbers for sections in journals or books containing multiple chapters by different authors

You will find these details on the title page and publisher page (on the reverse of the title page) in the book

Examples

a) Book with one author

Hughes, R. (2000) *The Shock of the New*. London: Thames & Hudson

b) Book with two authors

Hughes, R. and Smith, J. (2001) *The Shock of the New Revisited*. London: Thames & Hudson

c) An edited book

Mundy, J. ed (2002) *Surrealism Desire Unbound*. London: Tate Publishing

d) Book with several editors

Harrison, C. and Wood, P. eds (2002), *Art in Theory 1900-2000: An Anthology of Changing Ideas*. London: Blackwell Publishers

e) Journal article where the author(s) is known

Bennett, H. Williams, H. & Reid, S. (2000) *Through a glass darkly: images of appraisal*, Journal of Teacher Development, 4 (3) October, pp.39-46

f) Journal article where the author(s) is unknown

How dangerous is obesity?, (1997), British Medical Journal, No 7069, 28 April, p.1115

g) An Online Source

Many Web documents give an author, if so then the author's name should be used. If not, use the title as the main reference point as you would with any anonymous work.

Cite the date when you accessed the information. Internet based material might only be available for a short time and hence it is advisable to keep a personal copy as evidence that the information existed.

Smith, P. (2010) available at: <http://www.homeoffice.gov.uk/crime/alcohol-licensing/> (Accessed 24 July 2010).

Home Office (2010) available at: <http://www.homeoffice.gov.uk/crime/alcohol-licensing/> (Accessed 24 July 2010).

h) A Computer Database

Peter, J. M. & Courtenay, G. (1998) Youth cohort study [computer file], ESRC Data Archive

i) A Television Programme

Eastenders. (2010). BBC 1, 28 July 2010.

j) Film & Video

Now Voyager, (1942), Directed by Irving Rapper, New York, Warner [Film: 35mm]

Panorama, (2003), All work and no play, BBC, 21 January [video: VHS]

It is important to bear in mind the needs of those reading your work. In the case of audio-visual sources, they are not only going to need as much information as possible to trace the recording but they may also need to know the format if they are actually going to be able to play it back.

Where possible quote the format, such as VHS video; 85mm film etc.

For video it is important to include the transmission date, especially for series which are transmitted throughout the year.

Extenuating Circumstances

If you think your performance in an assignment has been affected by illness or by circumstances such as bereavement, you must put the information in writing along with any medical evidence from a GP or consultant, including independent evidence of the circumstances, as soon as possible. Forms should be obtained from Moodle and sent to your tutor 24hrs before assessment submission date, who will pass your claim to the Programme Leader for initial approval. It will then be presented to the Board of Examiners for final verification.

You should initially follow the normal rules of the college on late submission or extension if you have been unable to submit an assignment, before using the procedures for extenuating circumstances.

Please note it is your responsibility to supply the information 24hrs before assessment submission date. If you wait until after this date, your circumstances will not be considered unless there is an exceptional reason why you could not disclose them earlier. Unwillingness to make personal circumstances known is not a valid reason, unless the circumstances are quite exceptional. There is no stigma attached to having problems or illness. Do not be afraid to make these circumstances known; the information will only be shared with those people who need to know in order to make a decision on your case.

If you need advice or help with reporting your extenuating circumstances, you can contact the College Student Services.

(BI658) Conservation Genetics

1. **Title of the module**
BICC6580 (BI658) Conservation Genetics
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Spring
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc (Hons) Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Critically analyse the importance of biodiversity conservation and genetic diversity
 2. Demonstrate a systematic understanding of genetics and extinction
 3. Critically analyse genetic management of endangered species in the wild
 4. Identify and analyse approaches to captive breeding and re-introduction of endangered species
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 1. Apply conservation related methods and techniques to conservation projects
 2. Critically evaluate conservation related arguments discussions and constructs
 3. Communicate information ideas, problems and solutions to Conservation specialist and non-specialist audiences
10. **A synopsis of the curriculum**
Indicative content:
Continuous and punctuated evolution
Genetic bottlenecks
Conservation breeding
Zoological investigation

Breeding of critically endangered wildlife
 Ethical considerations
 Wildlife and their natural habitat
 Methods and techniques used in conserving a range of wildlife species
 Monitoring techniques used in conservation
 The concept of a species
 Molecular genetics in forensics and in understanding species biology
 Genetic diversity in context with the taxonomic levels

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Frankham R, Ballou J D, Briscoe D A, (2007) *A Primer of Conservation Genetics*
 Cambridge: Cambridge University Press ISBN 0521538270

Frankham R, Ballou J D, Briscoe D A, (2010) *Introduction to Conservation Genetics 2nd Edition*, Cambridge: Cambridge University Press ISBN 0521702713

Mulder M B, Coppolillo P (2004) *Conservation: Linking Ecology, Economics, and Culture*, Princeton: Princeton University Press, ISBN: 0691049807

Scott Mills L (2012) *Conservation of Wildlife Populations: Demography, Genetics, and Management, 2nd Edition*, Bognor Regis: Wiley Blackwell, ISBN: 1405121467

12. Learning and teaching methods

Total contact hours: 45

Private study hours: 105

Total study hours: 150

13. Assessment methods

13.1 Main assessment methods

Individual investigation and report (3,000 words) – 50%

Individual review and evaluation (3,000 words) – 50%

13.2 Reassessment methods

Like for like

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

Module learning outcome	8 1	8 2	8 3	8 4	9 1	9 2	9 3
Learning/teaching method							
Private Study	x	x	x	x	x	x	
Lectures	x	x	x	x		x	
Seminars		x				x	
Workshops				x		x	

Assessment method							
<i>investigation and report</i>	x	x	x	x	x	x	x
<i>review and evaluation</i>					x	x	x

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Conservation and preservation of species genetics is a global issue. Students are encouraged to consider these issues in a range of international perspectives. Breeding of endangered animals is a global effort, students are encouraged and expected to design their written assessments to cover this. Speakers from the international trade are invited to the college to highlight this important practice.

18. **Partner College/Validated Institution**

East Kent College Group

19. **University School responsible for the programme**

School of Biosciences

(BI669) Animal Science Research Project

1. **Title of the module**
BICC6690 (BI669) Research Project
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
30 credits (15 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn and Spring
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc Animal Science
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Demonstrate organisational skills through the design and development of a detailed project proposal, identifying a topic specific to own Animal Science interest. Use subject knowledge and understanding to propose a project title, a plan of detailed enquiry and research relating to the specified aspect or theme.
 2. Communicate effectively, using an appropriate format whilst presenting a verbal and visual project proposal, to a panel that includes their project supervisor
 3. Effectively implement the approved research project using a range of relevant sources, drawing upon knowledge and skills acquired from studies of the programme, utilising their research action plan as appropriate and carrying out an investigation that is reflective and methodologically sound
 4. Critically analyse, evaluate and assess researched materials and data in response to the project and develop arguments within the context of a theoretical framework, using an appropriate format, demonstrating thorough knowledge and understanding of the topic as it relates to the research project
 5. Draw conclusions and, as appropriate, challenge received opinion and make recommendations for good practice or improvement that are both practicable and follow from the evidence provided
 6. Effectively present the research outcomes in an academic document, making effective and appropriate use of academic conventions, accurately incorporating references

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

1. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
2. Deploy accurately established techniques of analysis and enquiry utilising research skills
3. Communicate information to both specialist and non-specialist audiences
4. Critically evaluate arguments, assumptions and concepts to make judgements
5. Work and study independently utilising initiative and taking personal responsibility
6. Demonstrate numeracy and quantitative skills

10. **A synopsis of the curriculum**

Indicative content:

Research - introduction, purposes, primary and secondary data

Research methodology; identifying sources, selecting and recording research

Presenting the proposal and obtaining tutor ethical approval before continuing

Engaging with critical and theoretical discourses that are closely aligned with specialist practice and wider research where appropriate

Managing all aspects of the research project as set out in own proposal, including implementing research methodologies, action planning, reflecting on findings, and effectively utilising supervisory tutorials.

Developing sustained and cogent arguments in response to, and utilising, the information gathered through research

Writing up the research report as an appropriately presented academic text that may include practical material where relevant and with accurate referencing.

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Denscombe, M (2014) *The Good Research Guide*, 5th ed, Milton Keynes: Open University Press

Payne, E, Whittaker, L (2006) *Developing Essential Study Skills*, 2nd ed, London: Financial Times Prentice Hall

Sharp, J A, Peters, J, Howard, K (2002) *The Management of a Student Research Project*, 3rd revised edition, St Albans: Gower Publishing Ltd

Sherratt T, Wilkinson D (2009) *Big Questions in Ecology and Evolution* Oxford: Oxford University Press

12. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 240

Total study hours: 300

13. **Assessment methods**

13.1 Main assessment methods

Presentation of Individual Projects (15mins) – 10%

Conservation research project (7,000 words) – 90%

13.2 Reassessment methods

Like for like

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8 1	8 2	8 3	8 4	8 5	8 6	9 1	9 2	9 3	9 4	9 5	9 6
Learning/teaching method												
Private Study	X	x	X	x	x	X		X			X	
<i>Lectures</i>	X		X	x								
<i>Seminars</i>		X			x							
<i>Workshops</i>						x						
Assessment method												
<i>Presentation</i>	X	X					X		X			
<i>Project</i>	X		X	X	X	X	X	X	x	X	x	x

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Students have the opportunity to focus their research projects both internationally and/or nationally. A high percentage choose international animal species to research based on the more exotic species available. Our annual fieldtrip to Africa gives students excellent opportunities to cover practical fieldwork while on the trip. Our trips includes visiting local villages and schools that allows students access to the local views on animal sciences. Networking with international animal charities and zoos is encouraged.

18. **Partner College/Validated Institution**
East Kent College Group

19. **University School responsible for the programme**
School of Biosciences

(BI660) Animal Adaptations

1. **Title of the module**
BICC6600 (BI660) Animal Adaptations
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn & Spring
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc Animal Science; BSc (Hons) Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Demonstrate systematic understanding to compare and contrast adaptations of a range of animals that enable them to live in extreme conditions of, for example, temperature, humidity, altitude
 2. Critically evaluate adaptations of a range of animals for an aquatic lifestyle
 3. Analyse, assess develop and sustain arguments regarding adaptations of animals in respect of predator-prey relationships
 4. Critically evaluate adaptations of domestic animals selected to suit human purposes
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 1. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
 2. Work and study independently utilising initiative and taking personal responsibility
 3. Communicate information, ideas, problems and solutions to specialist and non-specialist audiences

10. **A synopsis of the curriculum**

Indicative content:

The anatomical, physiological and behavioural adaptations animals have evolved to survive and thrive in a range of habitats and conditions.

Adaptations of the locomotor, sensory, circulatory, respiratory, digestive, reproductive and excretory systems.

Adaptations in metabolism and homeostatic control

Behavioural adaptations.

Ecological conditions such as polar, desert, altitude, marine and freshwater aquatic.

A range of animals from different taxonomic classes.

Adaptations of a variety of species in relation to the 'evolutionary arms race' of predators and their prey the adaptive effects of artificial selection by man for particular purposes

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Eckert, R, Randall, D J, Burggren, W & French, K (2001) *Eckert: Animal Physiology*, 5th ed, New York:W H Freeman

Hill, R, Wyse, G A & Anderson, M (2012) *Animal Physiology*, 3rd ed, Massachusetts: Sinauer Associates Inc

McClanahan T, Cinner J, (2011) *Adapting to a changing environment* New York: Oxford University Press

Schmidt-Nielsen, K (1997) *Animal Physiology: Adaptation and Environment*, 5th Edition, Cambridge: Cambridge University Press

12. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

13. **Assessment methods**

13.1 Main assessment methods

Written assignment (2,000 words) – 50%

Time constrained assessment (Presentation) (10 mins) – 25%

Case study analysis (1,500 words) – 25%

13.2 Reassessment methods

Like for like

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8 1	8 2	8 3	8 4	9 1	9 2	9 3
Learning/ teaching method							
<i>Private study</i>	x	x	x	x	x	x	x
<i>Lectures</i>	x	x	x	x		x	
<i>Seminars</i>	x					x	
<i>Workshops</i>	x					x	
Assessment method							
<i>Case study analysis</i>	x	x	x	x			
<i>Presentation (TCA)</i>	x	x	x	x	x	x	x
<i>Essay</i>	x	x	x	x	x	x	

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Animal Adaptations is practised globally. Students are encouraged to consider these issues in a range of international perspectives including welfare, ethics relating to different cultures, laws and religions. Students are required to research the adaptations of animals globally. Global changes with increase population of man worldwide and climate change are current issues where animals, birds and marine life are trying to adapt to survive. Students are required to research and discuss these issues with recommendations from international conservationist and animal science NGOs who work worldwide.

18. **Partner College/Validated Institution**

East Kent College Group

19. **University School responsible for the programme**

School of Biosciences

(BI661) Animal Reproduction

1. **Title of the module**
BICC6610 (BI661) Animal Reproduction
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn & Spring
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc Animal Science
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Demonstrate a detailed and coherent knowledge of the modes of reproduction in vertebrate and invertebrate animals
 2. Demonstrate a systematic understanding of the factors affecting reproductive efficiency in placental mammals
 3. Apply methods and techniques learned to critically evaluate the advances in reproductive technology in animal breeding
 4. Critically evaluate ethical issues in the use of reproductive biotechnology in research and practice
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 1. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
 2. Manage their own learning whilst working in groups and teams
 3. Communicate information to both specialist and non-specialist audiences
 4. Critically evaluate arguments, assumptions and concepts to make judgements
 5. Work and study independently utilising initiative and taking personal responsibility

10. **A synopsis of the curriculum**

Indicative content:

Reproduction in animals

Reproduction in animals in a variety of areas in industry
methods and issues in the use of reproductive biotechnology.

A variety of animals, from simple organisms to placental mammals.

Comparing modes and strategies of reproduction

Reproduction in placental mammals through examination of factors affecting and strategies for maximising reproductive efficiency, relevant to animal breeding industries and conservation.

The roles of advances in reproductive technology

Animal breeding practice.

Positive and negative aspects of a range of biotechnological methods

Conflicting viewpoints regarding ethical issues in reproduction science.

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Beaumont A R and Boudry P (2010) *Biotechnology and Genetics in Fisheries and Aquaculture*, New York: Wiley Blackwell

Dahnof L T (2009) *Animal Reproduction: New Research Developments*, New York: Nova Science

Plant T and Zeleznik A (2015) *Knobil and Neill's Physiology of Reproduction*, 4th revised ed, London: Academic Press Inc

12. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

13. **Assessment methods**

13.1 Main assessment methods

TCA - presentation (15 mins) – 50%

Written assignment (2,000 words) – 50%

13.2 Reassessment methods

Like for like

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8 1	8 2	8 3	8 4	9 1	9 2	9 3	9 4	9 5
Learning/ teaching method									
Private Study			x	x	x	x		x	x
<i>Lectures</i>	x	x		x					
<i>Seminars</i>	x	x		x				x	
<i>Workshops</i>			x			x			
Assessment method									
<i>Presentation (TCA)</i>	x	x	x	x	x	x	x	x	x
<i>Written assignment</i>	x	x	x	x	x	x		x	x

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Animal Reproduction is practised globally. Students are encouraged to consider these issues in a range of international perspectives including welfare, ethics relating to different cultures laws and religions. Animal Reproduction is used within the farming industry, sporting industry, pet industry and for wildlife conservation. Students are delivered and expected to research and debate on the subject of international breeding and reproduction practices that support those industries.

18. **Partner College/Validated Institution**

East Kent College Group

19. **University School responsible for the programme**
School of Biosciences

(BI662) Anthrozoology

1. **Title of the module**
BICC6620 (BI662) Anthrozoology
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn & Spring
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc Animal Science; BSc (Hons) Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Apply a detailed and coherent knowledge of the history of human-animal interaction and critically analyse factors influencing changes in human-animal relationships
 2. Apply a systematic understanding of the cultural variation in human perceptions, beliefs and attitudes regarding animals and critically discuss their effects on people's behaviour
 3. Critically evaluate the impact and significance of human-animal relationships
 4. Apply a systematic understanding, devise and sustain arguments concerning the roles of companion animals in human society
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 1. Abstract meaning from arguments and discussions
 2. Work and study independently utilising initiative and taking personal responsibility
 3. Communicate information to both specialist and non-specialist audiences
 4. Critically evaluate constructs
10. **A synopsis of the curriculum**
Indicative content:
Multidisciplinary approach to Anthrozoology.

History of human-animal relationships

Factors influencing the changing nature of human-animal interaction over time.

People's perceptions of, beliefs about and attitudes to domestic, captive and free-living animals
The perspectives of a variety of cultures, focusing on how they affect interactions with and uses of animals.

Ethical, welfare, political and legal elements in relation to both historical and cultural variations.

The effects of human-animal relationships on both parties

The companion animal.

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

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

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

Herzog, H (2011) *'Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals'* Glasgow: Harper Perennial

Manning, A and Serpell, J (2011) *'Animals and Human Society: Changing Perspectives'* London: Routledge

12. Learning and teaching methods

Total contact hours: 45

Private study hours: 105

Total study hours: 150

13. Assessment methods

13.1 Main assessment methods

Written assignment (3,500 words) – 100%

13.2 Reassessment methods

Like for like

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

Module learning outcome	8	8	8	8	9	9	9	9
	1	2	3	4	1	2	3	4
Learning/teaching method								
Private Study	x	x	x	x	x	x		x
Lectures	x	x		x				x
Seminars			X	x				
Assessment method								

<i>Assignment</i>	x	x	x	x	x	x	x	x
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15. Inclusive module design

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. Campus(es) or centre(s) where module will be delivered

Canterbury College

17. Internationalisation

Relationships between man and animals is historical across the world. Students are encouraged to consider anthrozoology in a range of international perspectives that include the welfare of both man and animals, ethics relating to different cultures, laws and religions. Students are required to investigate people's perceptions of, beliefs about and attitudes to domestic, captive and free-living animals globally.

18. Partner College/Validated Institution

East Kent College Group

19. University School responsible for the programme

School of Biosciences

(BI663) Clinical Animal Behaviour

1. **Title of the module**
BICC6630 (BI663) Clinical Animal Behaviour
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn & Spring
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc Animal Science; BSc (Hons) Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Apply a detailed and coherent knowledge of the incidence and impact of problem behaviour in a range of animals
 2. Demonstrate a systematic understanding of the aetiology of companion animal behaviour problems at least some of which is at , or informed by the forefront of defined aspects of the discipline
 3. Apply methods and techniques learned to critically evaluate treatment options for behaviour problems in animals
 4. Critically analyse approaches to the practice of clinical animal behaviour
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 1. Critically evaluate and analyse problems leading to the identification of appropriate solutions
 2. Communicate information to both specialist and non-specialist audiences
 3. Critically evaluate arguments, assumptions and concepts to make judgements
 4. Work and study independently utilising initiative and taking personal responsibility

10. **A synopsis of the curriculum**

Indicative content:

Clinical animal behaviour – the process of determining the causes of an animal's problem behaviour and exploring treatment options for its resolution

A scientific understanding of all aspects of animal behaviour.

Behaviour problems in companion and other animals

Euthanasia of dogs in the UK.

Definitions, impact and incidence of problem behaviour

Problem behaviour its aetiology, including pathological and experiential factors.

Approaches to treatment including pharmacological and psychological intervention.

Behaviour modification plans based on management and training.

Approaches to practice, including the roles of professionals and owners,

History taking, case monitoring and owner compliance.

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bowen, J and Heath, S (2005) *Behaviour Problems in Small Animals – practical advice for the veterinary team*, St. Louis: Saunders Ltd

Horwitz, D, Mills, D (eds) (2010) *BSAVA Manual of Canine and Feline Behavioural Medicine*, 2nd Edition, Quedgeley: BSAVA

Lindsay, S 4R (2001) *Handbook of Applied Dog Behaviour and Training: Vol 2 etiology and assessment of behaviour problems*, New York: Wiley Blackwell

McGreevy, P and McLean, A (2010) *Equitation Science*, New York: Wiley Blackwell

12. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

13. **Assessment methods**

13.1 Main assessment methods

Case study analysis (2,500 words) 50%

Time constrained assignment (2.5 hours) – 50%

13.2 Reassessment methods

Like for like

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8 1	8 2	8 3	8 4	9 1	9 2	9 3	9 4
Learning/ teaching method								
Private Study	x	x	x	x	x		x	x
<i>Lectures</i>		x		x				
<i>Seminars</i>		x		x	x		x	
<i>Workshops</i>	x	x	x					
Assessment method								
<i>Case study</i>	x	x	x	x			x	x
<i>TCA</i>	x	x	x	x	x	x	x	x

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Students are expected to demonstrate a global understanding of the aetiology of clinical animal behaviour problems and critically evaluate different treatment options for behaviour problems in animals internationally. Clinical Animal Behaviour training is practised globally, but not so commonly used in the third world countries. Students are encouraged to consider these issues in a range of international perspectives, including welfare, ethics relating to different cultures, laws and religions. Also, applying the principles of Clinical Animal Behaviour to conservation in situ.

18. **Partner College/Validated Institution**

East Kent College Group

19. **University School responsible for the programme**

School of Biosciences

(BI664) Clinical Animal Science

1. **Title of the module**

BICC6640 (BI664) Clinical Animal Science

2. **School or partner institution which will be responsible for management of the module**

School of Biosciences/East Kent College Group

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

4. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

6. **Prerequisite and co-requisite modules**

None

7. **The programmes of study to which the module contributes**

BSc Animal Science

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

1. Apply a detailed and systematic knowledge sufficient to enable analyses and evaluation of diagnostic tools available and their uses in veterinary medicine
2. Critically evaluate, appraise and discuss scientific approaches to the prevention of animal disease
3. Critically analyse and discuss treatment and management of disease in a range of animals
4. Apply a detailed and systematic knowledge sufficient to enable critical assessment and evaluation of the use of complementary therapies in the treatment of animal disease and injury

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

1. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
2. Communicate information to both specialist and non-specialist audiences
3. Critically evaluate arguments, assumptions and concepts to make judgements
4. Work and study independently utilising initiative and taking personal responsibility
5. Demonstrate numeracy and quantitative skills

10. **A synopsis of the curriculum**

Indicative content:

The investigation of disease in a variety of species.

The methods available in modern veterinary medicine to identify, prevent, treat and manage a range of animal diseases and conditions.

The wide range of diagnostic tools, from clinical examination to laboratory tests and technological developments such as MRI and scintigraphy.

Diagnostic tools applications in veterinary science.

Contemporary scientific approaches to the prevention, management and treatment of a range of conditions in a variety of animals

Prophylaxis, biosecurity and clinical nutrition.

The principles of a range of complementary therapies used to treat animals and scientific evidence for their efficacy

The clinical aspects of animal science will be considered in relation to common diseases and injuries seen in veterinary medicine

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Kerr, M G (2001) *Veterinary Laboratory Medicine*, 2nd ed, Bognor Regis: John Wiley and sons

Mazzaferro E M (2010) *Blackwell's Five-Minute Veterinary Consult Clinical Companion: Small Animal Emergency and Critical Care*, Oxford: Wiley Blackwell

Vaden S *et al* (2009) *Blackwell's Five-Minute Veterinary Consult: Canine and Feline PDA: Laboratory Tests and Diagnostic Procedures*, Oxford: Wiley Blackwell

Wathes, C *et al* (2012) *Veterinary and Animal Ethics Proceedings of the First International Conference on Veterinary and Animal Ethics*, New York: Wiley Blackwell

12. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

13. **Assessment methods**

13.1 Main assessment methods

Written assignment (2,500 words) – 50%

Time constrained practical assessment (1.5 hours) – 50%

13.2 Reassessment methods

Like for like

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8 1	8 2	8 3	8 4	9 1	9 2	9 3	9 4	9 5
Learning/teaching method									
Private Study	x	x	x	x	x		x	x	
<i>Lectures</i>	x	x	x				x	x	
<i>Seminars</i>	x		x		x	x			
<i>Workshops</i>	x			x		x			x
Assessment method									
<i>Assignment</i>	x	x	x	x	x		x		x
<i>TCA</i>		x		x				x	x

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Clinical Animal Science is practised globally. Students are encouraged to consider these issues in a range of international perspectives including welfare, ethics relating to different cultures, laws and religions. Veterinary and Clinical Animal Science is discussed throughout the module particularly with regards to animal welfare laws and expectations. Third world countries have fewer laws and resources to support the veterinary industry so students are required to debate actions by international NGO charities.

18. **Partner College/Validated Institution**

East Kent College Group

19. **University School responsible for the programme**

School of Biosciences

(BI665) Conservation and Wildlife Heritage

1. **Title of the module**
BICC6650 (BI665) Conservation and Wildlife Heritage
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn and Spring
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc Animal Science; BSc (Hons) Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Critically debate the historic and current impacts of anthropogenic activity on the natural environment and analyse the influence of changing human perceptions
 2. Critically analyse cultural variations in attitude towards conservation and the natural environment
 3. Critically evaluate the implementation of policies and directives in relation to key contemporary ideas and philosophies of conservation and wildlife heritage
 4. Demonstrate a systematic understanding of, investigate and debate future trends and business opportunities within the arena of nature conservation and wildlife heritage
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 1. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
 2. Work and study independently utilising initiative and taking personal responsibility
 3. Manage their own learning
 4. Critically evaluate arguments, assumptions and concepts to make judgements
 5. Communicate information to both specialist and non-specialist audiences

10. A synopsis of the curriculum

Indicative content:

Relationship mankind has with the natural world

Animal conservation in the wider conservation agenda.

The effects on the environment of human activities

Historic and contemporary aspects

Different cultural attitudes towards the natural environment and conservation

Key contemporary ideas and global issues

The conservation roles of authorities such as governments and organisations

The contemporary and future sustainable business opportunities

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Macdonald DW and Loveridge AJ (2010) *Biology and Conservation of Wild Carnivores: The Canids and the Felids Two-Volume Set (Oxford Biology)*, Oxford: Oxford University Press

Mulder M B and Coppolillo P (2004) *Conservation: Linking Ecology, Economics, and Culture*, New Jersey: Princeton University Press

Quammen D (1997) *The Song of the Dodo*, New York: Simon & Schuster

Scott Mills L (2006) *Conservation of Wildlife Populations: Demography, Genetics, and Management*, New Jersey: Wiley Blackwell

12. Learning and teaching methods

Total contact hours: 45

Private study hours: 105

Total study hours: 150

13. Assessment methods

13.1 Main assessment methods

Assignment: Essay (1,500 words) map and presentation – 100%

13.2 Reassessment methods

Like for like

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

Module learning outcome	8 1	8 2	8 3	8 4	9 1	9 2	9 3	9 4	9 5
Learning/teaching method									
Private Study				x	x	x	x	x	
Lectures	X	x	x	x				x	
Seminars	x	x	x					x	

<i>Workshops</i>				x				x	
Assessment method									
<i>Presentation</i>	x	x	x	x	x	x	x		x
<i>Essay</i>	x	x	x	x		x	x	x	

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Conservation and Wildlife Heritage is practised globally, including welfare, ethics relating to different cultures, laws and religions. Important factors include: non-native wildlife species, invasive species, climate change and its effects on the environment, local communities and wildlife. These areas are delivered and debated on throughout the module. Students are encouraged to consider these issues in a range of international perspectives.

18. **Partner College/Validated Institution**

East Kent College Group

19. **University School responsible for the programme**

School of Biosciences

(BI666) Pathology and Immunology

1. **Title of the module**
BICC6660 (BI666) Pathology and Immunology
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc Animal Science; BSc (Hons) Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Apply detailed and coherent knowledge enabling critical analysis of the causes and processes of infectious disease and the animal body's reaction to infectious agents
 2. Apply detailed and coherent knowledge enabling critical analysis of the causes and processes of and the animal body's reaction to non-infectious conditions
 3. Apply detailed and coherent knowledge enabling critical analysis of the effects on the animal body of and the body's reaction to trauma
 4. Evaluate the roles of the immune system in the animal body's defence against disease
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 1. Critically evaluate and abstract meaning from arguments, assumptions, concepts and data
 2. Work and study independently utilising initiative and taking personal responsibility
 3. Work with complex information and concepts
 4. Communicate information to both specialist and non-specialist audiences
 5. Demonstrate numeracy and quantitative research skills

10. **A synopsis of the curriculum**

Indicative content:

Disease processes in a variety of conditions affecting a range of animals.

The causes of specific types of disease, their effects on animal bodies and the body's reactions to them.

Infectious agents of disease – bacteria, viruses, fungi, protozoa and multi-celled organisms

Host-pathogen relationships and the physiological effects they cause.

Causes of non-infectious disease, including metabolic and diet-related conditions

The processes of disease and the animal body's reactions.

The effects of trauma and the body's reaction to traumatic conditions.

Bruising, wounds, fractures etc

The animal body's defences against a variety of diseases

The immune system and its functions.

A range of common diseases and conditions in a variety of species

Disease principles and mechanisms.

Contemporary case studies relating to animal disease in the media (for illustration and discussion.)

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Cheville N F (2006) *An Introduction to Veterinary Pathology*, 3rd ed, New York: Wiley Blackwell

McGavin M D & Zachary J F (2011) *Pathologic Basis of Veterinary Disease*, 5th ed, St Louis: Mosby

Playfair JHL & Chain B (2012) *Immunology at a Glance*, 10th ed, New York: Wiley Blackwell

Tizard I (2008) *Veterinary Immunology: An Introduction*, 8th ed, St. Louis: Saunders Ltd

12. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

13. **Assessment methods**

13.1 Main assessment methods

Time constrained assignment (2.5 hrs) – 50%

Written assignment (3,000 Words) – 50%

13.2 Reassessment methods

Like for like

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8 1	8 2	8 3	8 4	9 1	9 2	9 3	9 4	9 5
Learning/ teaching method									
Private Study	x	x	x	x	x	x	x		
Lectures	x	x	x	x			x		
Seminars				x			x		
Workshops				x			x		
Assessment method									
Written assignment	x	x	x	x	x	x	x	x	x
Time constrained assignment	x	x	x	x	x	x	x	x	x

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Pathology and immunology is a global issue. Analysing of the causes and processes of infectious conditions is very important health issue across the world. Students are encouraged to consider these issues in a range of international perspectives including welfare, ethics relating to different cultures, laws and religions. Students will be expected to understand that global zoonotic diseases is a huge cause of decline of both animals and people from different countries across the world. Important research carried out globally will be considered throughout the delivery.

18. **Partner College/Validated Institution**

East Kent College Group

19. **University School responsible for the programme**

School of Biosciences

(BI659) Conservation Research Project

1. **Title of the module**
BICC6590 (BI659) Research Project
2. **School or partner institution which will be responsible for management of the module**
School of Biosciences/East Kent College Group
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 6
4. **The number of credits and the ECTS value which the module represents**
30 credits (15 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn and Spring
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
BSc (Hons) Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 1. Demonstrate organisational skills through the design and development of a detailed project proposal, identifying a topic specific to own Conservation interest. Use subject knowledge and understanding to propose a project title, a plan of detailed enquiry and research relating to the specified aspect or theme.
 2. Communicate effectively, using an appropriate format whilst presenting a verbal and visual project proposal, to a panel that includes their project supervisor
 3. Effectively implement the approved research project using a range of relevant sources, drawing upon knowledge and skills acquired from studies of the programme, utilising their research action plan as appropriate and carrying out an investigation that is reflective and methodologically sound
 4. Critically analyse, evaluate and assess researched materials and data in response to the project and develop arguments within the context of a theoretical framework, using an appropriate format, demonstrating thorough knowledge and understanding of the topic as it relates to the research project
 5. Draw conclusions and, as appropriate, challenge received opinion and make recommendations for good practice or improvement that are both practicable and follow from the evidence provided
 6. Effectively present the research outcomes in an academic document, making effective and appropriate use of academic conventions, accurately incorporating references

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

1. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
2. Deploy accurately established techniques of analysis and enquiry utilising research skills
3. Communicate information to both specialist and non-specialist audiences
4. Critically evaluate arguments, assumptions and concepts to make judgements
5. Work and study independently utilising initiative and taking personal responsibility
6. Demonstrate numeracy and quantitative skills

10. **A synopsis of the curriculum**

Indicative content:

Conservation Research - introduction, purpose, primary and secondary research

Conservation Research methodology, identifying subject, identifying sources; selecting and recording research

Presenting the proposal and obtaining tutor ethical approval

Engaging with critical and theoretical discourses that are closely aligned with specialist Conservation practice and wider research where appropriate

Managing all aspects of the research project as set out in own proposal, including implementing research methodologies, action planning, reflecting on findings, and effectively utilising supervisory tutorials.

Developing sustained and cogent arguments in response to, and utilising, the information gathered through research

Writing up the research report as an appropriately presented academic text that may include practical material where relevant and with accurate referencing.

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Denscombe, M (2014) *The Good Research Guide*, 5th ed, Milton Keynes: Open University Press

Payne, E, Whittaker, L (2006) *Developing Essential Study Skills*, 2nd ed, London: Financial Times Prentice Hall,

Sharp, J A, Peters, J, Howard, K (2002) *The Management of a Student Research Project*, 3rd revised edition, St Albans: Gower Publishing Ltd

Sherratt T, Wilkinson D (2009) *Big Questions in Ecology and Evolution* Oxford: Oxford University Press

12. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 240

Total study hours: 300

13. **Assessment methods**

13.1 Main assessment methods

Presentation of Individual Projects (15mins) – 10%

Conservation research project (8,000 words) – 90%

13.2 Reassessment methods

Like for like

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8 1	8 2	8 3	8 4	8 5	8 6	9 1	9 2	9 3	9 4	9 5	9 6
Learning/teaching method												
Private Study	x		x	x	x	x	x	x		x	x	
Lectures	x		x		x	x				x		
Seminars	x	x		x	x	x				x		
Workshops		x	x							x		
Assessment method												
Presentation	x	x					x		x	x		
Project	x		x	x	x	x	x	x	x	x	x	x

15. **Inclusive module design**

The Partner Institution recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Canterbury College

17. **Internationalisation**

Students have the opportunity to focus their research projects both internationally and/or nationally. A high percentage choose international animal species to research based on the more exotic species available. Our annual field trip to Africa gives students excellent opportunities to cover practical fieldwork while on the trip. Our trips includes visiting local villages and schools that allows students access to the local views on wildlife sciences. Networking with international wildlife charities and zoos is encouraged.

18. **Partner College/Validated Institution**

East Kent College Group

19. **University School responsible for the programme**

School of Biosciences

Disclaimer:

Module Information is correct at time of press but may be liable to change. If this happens you will be notified in class and on the VLE at the earliest opportunity.

Additional Information:

College Policies:

Information on College policies is available on the EKC Group website (<http://www.ekcgroup.ac.uk/index.php/policies>) with further details provided in the Student Handbook. Please speak to your Programme Leader as well if you have any particular questions about the assessment board process (where your marks are agreed), late submission of work, referrals and resubmissions, extenuating circumstances, complaints and appeals.

Those relevant to our awarding body, the [University of Kent](http://www.uk.ac.uk), are available on their website