



**Higher Education Academic Handbook  
2019-2020**

**HND in Animal Biology and Wildlife Conservation /**

HND in Applied Animal Science Year 2

## CONTENTS

SECTION	PAGE
<b>Introduction &amp; Contact Information</b>	<b>3</b>
<b>Term Dates</b>	<b>4</b>
<b>Programme Information</b>	<b>5</b>
<b>Your Programme of Study</b>	<b>5</b>
<b>Grading Criteria for your Programme</b>	<b>7</b>
<b>Assessment Calendars</b>	<b>9</b>
<b>Cheating and Plagiarism</b>	<b>11</b>
<b>Referencing and the Harvard System</b>	<b>13</b>
<b>Extenuating Circumstances</b>	<b>17</b>
<b>MODULE INFORMATION:</b>	
<b>Vertebrate Physiology</b>	<b>18</b>
<b>Animal Nursing</b>	<b>21</b>
<b>Animal Science Research Project</b>	<b>24</b>
<b>Applied Animal Psychology</b>	<b>27</b>
<b>Animal Welfare</b>	<b>30</b>
<b>Principles of Microbiology</b>	<b>33</b>
<b>Genetics and Animal Breeding</b>	<b>36</b>
<b>Wildlife Rescue and Rehabilitation</b>	<b>39</b>
<b>Conservation Research Project</b>	<b>42</b>
<b>Surveying for Wildlife Conservation</b>	<b>45</b>
<b>Additional Information</b>	<b>48</b>

*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 *HND in Applied Animal Science or HND in Animal Biology & Wildlife Conservation* programme at Canterbury College. We hope your time with us will be both rewarding and successful.

This is your Programme Handbook for Year 2 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 the support and resources that the Faculty offers you during your learning experience. During your Induction Week, we will discuss these with you and you will need to refer to these 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.
<b>Programme Leader</b> Maureen Collins	H101	maureen.collins@eastkent.ac.uk	1177
<b>Lecturers:</b> Maureen Collins	H101		1177
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<b>Deputy Head of Animal Care</b> Alex Blackwell	A104	alex.blackwell@eastkent.ac.uk	2086
<b>Programme Administrator</b> Jane Davies	H116	jane.davies@eastkent.ac.uk	1128
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## Term Dates for HIGHER EDUCATION 2019-20

### **Enrolment & Induction**      **Monday 9<sup>th</sup> September – Friday 13<sup>th</sup> September 2020**

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

### **(Total 30 weeks delivery)**

Additional 2 weeks (contact time but no new teaching)	Monday 15 <sup>th</sup> June – Friday 26 <sup>th</sup> June 2020
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### Those on semesters:

Semester One      Monday 16<sup>th</sup> September – Friday 17<sup>th</sup> January 2020  
(15 weeks)

Semester Two      Monday 20<sup>th</sup> January – Friday 12<sup>th</sup> June 2020  
(15 weeks)

### Public Holidays:

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

### Group Days:

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

## Programme Information

### Your Programme of Study

Your programme of study is a validated 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/programmes/2019-2020/associate/index.html?tab=hndhnc-programmes>

The HND in Animal Biology and Wildlife Conservation / Applied Animal Science is offered as a validated 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 units these are identified in the list below.

<b>HND Applied Animal Science</b>					
<b>Code</b>	<b>Module title</b>	<b>Level</b>	<b>Credits</b>	<b>Semester</b>	<b>Core/ Optional</b>
BI523	Vertebrate Physiology	5	15	1 & 2	CORE
BI313	Animal Nursing	4	15	1 & 2	CORE
BI545	Research Project	5	15	1 & 2	CORE
BI526	Applied Animal Psychology	5	15	1 & 2	CORE
BI527	Animal Welfare	5	15	1 & 2	CORE
BI528	Principles of Microbiology	5	15	1	CORE
BI529	Genetics and Animal Breeding	5	15	1 & 2	CORE
BI319	Wildlife Rescue and Rehabilitation	5	15	1 & 2	CORE

<b>HND Animal Biology &amp; Wildlife Conservation</b>					
<b>Code</b>	<b>Module title</b>	<b>Level</b>	<b>Credits</b>	<b>Semester</b>	<b>Core/ Optional</b>
BI313	Animal Nursing	4	15	1 & 2	CORE
BI332	Conservation Research Project	5	15	1 & 2	CORE
BI526	Applied Animal Psychology	5	15	1 & 2	CORE
BI527	Animal Welfare	5	15	1 & 2	CORE
BI528	Principles of Microbiology	5	15	1	CORE
BI529	Genetics and Animal Breeding	5	15	1 & 2	CORE
BI319	Wildlife Rescue and Rehabilitation	5	15	1 & 2	CORE
BI330	Surveying Wildlife for Conservation	5	15	2	CORE

The full programme and module specifications are available to view on the [University of Kent](#) website.

## Grading Criteria for your Programme

Assignments are assessed against their assignment criteria as detailed for each module (see above). 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
<b>Fail</b>	0 10 20 32 35 38	<ul style="list-style-type: none"> <li>Show evidence of no or minimal research, with extremely limited knowledge of relevant principles or techniques</li> <li>Demonstrate very poor or poor awareness of the issues or their wider significance</li> <li>Show evidence of no or very limited thought or evaluation</li> <li>Show little effort at organising and presenting the material, and style is not academic or of poor academic quality</li> <li>Show many errors in English, with poor or no use of referencing</li> </ul>
<b>Pass</b>	42 45 48	<ul style="list-style-type: none"> <li>Show evidence of limited research, and incomplete knowledge of relevant principles or techniques</li> <li>Demonstrate limited awareness of the issues or their wider significance</li> <li>Show evidence of limited thought and evaluation</li> <li>Show limited effort at organising and presenting the material, and show limited effort to use academic style</li> <li>Show generally satisfactory use of English, but with some errors and limited use of referencing</li> </ul>
	52 55 58	<ul style="list-style-type: none"> <li>Show evidence of a fair degree of research, with reasonable knowledge of relevant principles or techniques</li> <li>Demonstrate adequate awareness of the issues and their wider significance</li> <li>Show some evidence of thought and make a serious attempt at evaluation</li> <li>Show adequate effort at organising and presenting the material, and adequate use of academic style</li> <li>Show satisfactory use of English, with only minor errors and reasonable use of referencing</li> </ul>
<b>Merit</b>	62 65 68	<ul style="list-style-type: none"> <li>Show evidence of a good degree of research, with good knowledge of relevant principles or techniques</li> <li>Demonstrate good awareness of the issues and an understanding of their wider significance</li> <li>Show clear evidence of thought and evaluation</li> </ul>

		<ul style="list-style-type: none"> <li>☐ Show good organisation and presentation of the material, with good academic style</li> <li>☐ Show good use of English, and good use of referencing</li> </ul>
<b>Distinction</b>	72 75 78 85 95 100	<ul style="list-style-type: none"> <li>☐ Show evidence of a wide-ranging research, with comprehensive knowledge of relevant principles and techniques which may exceed the general requirement</li> <li>☐ Demonstrate to full and perceptive awareness of the issues and a clear understanding of their wider significance</li> <li>☐ Show clear evidence of independent thought and evaluation</li> <li>☐ Show evidence of clearly and carefully planned, organised and presented material written in excellent academic style.</li> <li>☐ Show excellent use of English, and with excellent use of referencing</li> </ul>

Your individual modules are graded as a percentage only for your programme. The conversion of percentage grade to P/M/D scale are as follows:

Fail = 39% and under

Pass = 40 – 59%

Merit = 60 – 69%

Distinction = 70% and over

HND programmes will be classified overall according to the following:

<b>Qualify for HND at Pass</b>	Achieve credit for all 16 units at <b>pass</b>
<b>Qualify for HND with Merit</b>	Achieve credit for all 16 units with at least 55% or more of the credits [normally 9 units] obtained at <b>merit</b> or <b>distinction</b> grade with at least <b>5</b> units at <b>Stage 2</b>
<b>Qualify for HND with Distinction</b>	Achieve credit for all units [normally 16] with at least 50% or more of the credits [normally 8 units] obtained at <b>distinction</b> grade of which at least <b>5</b> must be at <b>Stage 2</b> and at least 50% or more of the remaining credits [normally 4 units] obtained at either <b>merit</b> or <b>distinction</b> grade.

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



## Assessment Calendars

### Animal Biology and wildlife Conservation

### Assessment Calendar

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

Year 2	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
Animal Psychology	D																					A1							A2	
Animal Nursing	D						A1															A2	A2					A3		
Wildlife Rescue and Rehabilitation	D																				A1						A2			
Genetics and Breeding	D																			A1								A2		
Animal Welfare	D																									A1				
Microbiology	D												A1		A2															
Surveying Wildlife Conservation																D													A1	
Research project	D																									A1			A2	A2

D

= Delivery

A

Assessments

No Delivery

## Assessment Calendars Animal Science

### Assessment Calendar

Programme Title: **HND Applied Animal Science (2019/20)**

<b>Year 2</b>	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
Animal Psychology	D																					A1							A2	
Animal Nursing	D						A1															A2	A2					A3		
Wildlife Rescue and Rehabilitation	D																			A1							A2			
Genetics and Breeding	D																		A1									A2		
Animal Welfare	D																									A1				
Microbiology	D											A1		A2																
Vertebrate Physiology	D																							A1		A2		A4		
Research project	D																									A1			A2	

D = Delivery

A Assessments

No Delivery

## 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.

## (BI523) Vertebrate Physiology

1. **Title of the module**  
BICC5230 (BI523) Vertebrate Physiology
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 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
BICC3120 (BI312) Anatomy and Histology
7. **The programmes of study to which the module contributes**  
HND/C Applied Animal Science
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Discuss the physiology of the cardiovascular and lymphatic systems
  2. Define the functions of the respiratory, digestive and excretory systems in the animal body
  3. Assess the functions and control of reproductive processes in the animal body
  4. Investigate the functions of the endocrine and nervous systems
  5. Explain the importance of homeostasis in the control of the animal's internal environment
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate critical thinking skills
  2. Work with complex material
  3. Demonstrate communication and report writing skills
  4. Scan and organise data, abstract meaning from information and share knowledge with others
  5. Demonstrate effective self-management skills
10. **A synopsis of the curriculum**  
Physiology is the study of the normal functions of the animal body. This is based on an underpinning knowledge of animal anatomy and histology. This module introduces the student to the functions of the major body systems and explores the homeostatic control of the animal

body. This knowledge can then be applied to an understanding of an animal's relationship to its environment.

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

Campbell J et al, *Animal Sciences - The Biology, Care and Production of Domestic Animals*, 4<sup>th</sup> edition, McGraw-Hill (2002)

Dallas S E, *Animal Biology and Care*, Blackwell Publishing (2000)

Hickman C P and Roberts L S, *Biology of Animals*, Wm C Brown Publishers (1994)

Jurd R D, *Instant Notes in Animal Biology*, Bios Scientific Publishers (1997)

Moberg G P and Mench J A (eds), *The Biology of Animal Stress: Basic Principles and Implications for Animal Welfare*, CABI (2000)

Randall D J, *Animal Physiology, Mechanisms and Adaptations*, W H Freeman & Co (2002)

Tortora G J and Grabowski S R, *Principles of Anatomy and Physiology*, Harper Collins (1996)

**12. Learning and teaching methods**

Total contact hours: 60

Private study hours: 90

Total study hours: 150

**13. Assessment methods**

**13.1 Main assessment methods**

Assignment (3,000 words) - 50%

Time constrained assignment - 25%

Time constrained assignment - 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	8 5	9 1	9 2	9 3	9 4	9 5
Learning/teaching method										
Private Study	x	x	x	x	x	x	x	x	x	x
Lectures	x	x	x	x		x	x		x	
Seminars	x				x	x	x	x	x	
Workshops	x	x		x	x	x	x	x	x	

Assessment method										
Assignment x 3	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**

Anatomy and physiology is practised globally within many different scientific programmes, both human and animal. Latin terminology is used globally to identify anatomical structures allowing ease of recognition and networking with other communities across the world.

**18. Partner College/Validated Institution**

Canterbury College

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

East Kent College Group

## (BI313) Animal Nursing

1. **Title of the module**  
BICC3130 (BI313) Animal Nursing
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 4
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 & Summer
6. **Prerequisite and co-requisite modules**  
None
7. **The programmes of study to which the module contributes**  
HND/C Applied Animal Science
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Evaluate the ethics and legalities surrounding the veterinary profession
  2. Demonstrate the practical skills associated with administering basic first aid and medication to a range of animals
  3. Evaluate the specialist nursing and current veterinary techniques used to treat patients
  4. Describe current anaesthetic and surgical care
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate decision making skills
  2. Demonstrate critical thinking skills
  3. Work with complex material
  4. Demonstrate communication and report writing skills
  5. Scan and organise data, abstract meaning from information and share knowledge with others
  6. Demonstrate effective self-management skills

## 10. **A synopsis of the curriculum**

The module gives an insight into the various nursing skills required when caring for a range of domestic, wild and captive animals within a hospital environment, and the limitations of first aid.

It develops the student's understanding of the role of a veterinary nurse within a veterinary practice; but it is not a replacement to veterinary nurse training. It will examine the ethical and legal requirements pertaining to veterinary staff and the service which they provide. It will also explore current veterinary techniques used and the treatment of patients, as well as examining current theatre practice.

This module enhances students' understanding of the care needed to nurse ill or injured animals and how to provide a supporting role.

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

Battaglia A M, *Small Animal Emergency and Critical Care: A Manual for the Veterinary Technician*, W B Saunders (2001)

Brooman S and Legge D, *Law Relating to Animals*, British Small Veterinary Association (1996)

Brown S A and Rosenthal K L, *Small Mammals*, Manson (1997)

Coumbe K, *Equine Veterinary Nursing Manual*, Blackwell Publishing (2001)

Dallas S (Ed), *BSAVA Manual of Veterinary Care*, British Small Animal Veterinary Association (1999)

Hosgood G et al, *Small Animal Paediatric Medicine and Surgery*, Butterworth-Heinemann (1998)

Kesel M L, *Veterinary Dentistry for the Small Animal Technician*, Iowa State University Press (2000)

Lane D R and Cooper B, *Veterinary Nursing*, Butterworth-Heinemann (1997)

Moore A H, *BSAVA Manual of Advanced Veterinary Nursing*, British Small Animal Veterinary Association (1999)

Moore M and Simpson G (eds), *BSAVA Manual of Veterinary Nursing*, British Small Animal Veterinary Association (1999)

Orpet H, *Handbook of Veterinary Nursing*, Blackwell Publishing (2002)

## 12. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 90

Total study hours: 150

## 13. **Assessment methods**

### 13.1 Main assessment methods

Written assessment (2,000 words) - 25%

Practical first aid assessment - 25%

Time constrained assessment - 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	9 6
Learning/ teaching method										
Private Study	x		x	x			x			x
Lectures	x	x	x			x	x		x	
Seminars				x		x	x	x	x	
Workshops		x		x		x	x	x	x	
Assessment method										
Written assessment	X				x	x	x	x	x	x
Practical first aid assessment		X			x	x	x		x	x
Time constrained assessment			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:

- Accessible resources and curriculum
- Learning, teaching and assessment methods

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

Canterbury College

17. **Internationalisation**

Animal Nursing 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 Sciences are 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. Pharmacology is an international industry which is very relevant to this module when discussing access to clinical resources for animals globally.

18. **Partner College/Validated Institution**

East Kent College Group

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

School of Biosciences

## (BI545) Animal Science Research Project

1. **Title of the module**  
BICC5450 (BI545) 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 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
Prerequisite; Stage 1 modules
7. **The programmes of study to which the module contributes**  
HND/C Applied Animal Science
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Propose an area of research relating to a specified aspect of the Applied Animal Science programme
  2. Effectively research the above proposal within the context of the programme of study using relevant primary and secondary data sources and employing sound methodology
  3. Effectively draw upon knowledge and skills acquired from studies of this programme and apply them to the research project
  4. Synthesise the research data into a project report and develop sound arguments within the context of a theoretical framework
  5. Draw conclusions and make recommendations, where appropriate, that are both practicable and follow from the evidence provided.
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate problem solving and decision taking skills
  2. Demonstrate research skills
  3. Demonstrate critical thinking skills
  4. Demonstrate the ability to learn through reflection on practice and experience
  5. Work with complex material
  6. Analyse problems and identify appropriate solutions
  7. Work and study independently and utilise resources effectively
  8. Demonstrate communication and report writing skills



9. Scan and organise data, abstract meaning from information and share knowledge with others

10. **A synopsis of the curriculum**

The module will ensure that students learn and develop research methodology skills and understanding, are able to develop an effective and appropriate project proposal and undertake a successful project.

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

Sharp J.A, Peters J and Howard K, 2003, *The Management of a Student Research Project*, 3<sup>rd</sup> ed, Gower

Payne E and Whittaker L, 2000, *Developing Essential Study Skills*, Financial Times Prentice Hall

*Other texts to be added by the tutor as appropriate to the specific research proposal*

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

Research project report (4,000 words) - 90%

Presentation of the project report - 10%

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	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
Learning/teaching method														
Private Study	x	x	x	x	x		x		x	x	x	x		
Lectures		x	x						x	x				
Seminars	x					x		x	x	x	x			x
Workshops		x				x		x	x	x	x			x
Assessment method														
Presentation					x	x		x	x	x	x		x	x
Project	x	x	x	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 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

HND Animal Science and Animal Biology and Wildlife Conservation

Handbook Year 2

2019-2020

## **(BI526) Applied Animal Psychology**

1. **Title of the module**  
BICC5260 (BI526) Applied Animal Psychology
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 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
BICC3100 (BI310) Ethology
7. **The programmes of study to which the module contributes**  
HND/C Applied Animal Science
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Investigate the physiological control of animal behaviour
  2. Critically discuss the importance of an appreciation of learning theory in the management and training of animals
  3. Critically assess factors contributing to development of animal behaviour
  4. Review and evaluate current theories of cognition and consciousness in animal species and demonstrate an appreciation of their importance
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate critical thinking skills
  2. Work with complex material
  3. Analyse problems and identify appropriate solutions
  4. Demonstrate communication and report writing skills
  5. Scan and organise data, abstract meaning from information and share knowledge with others
  6. Demonstrate effective self-management skills
  7. Demonstrate research skills
  8. Debate and discuss with peers

## 10. **A synopsis of the curriculum**

This module builds on the knowledge already gained in the Ethology module to cultivate a deeper understanding of the behaviour of animals and an appreciation of the importance of this insight. Any person working with animals will benefit from the application of psychological principles in their endeavours, whether breeding and rearing animals, training and competing, promoting animal welfare or trying to conserve endangered species.

The module looks at a range of concepts in psychology from the structure and functions of the nervous system at cell level to consideration of higher functions of the brain such as thought, reasoning, emotion and ultimately consciousness. Processes and concepts in the development and modification of behaviour in animals are considered in relation to their potential applications in a variety of animals and situations.

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

Burch M.R. and Bailey J.S. (1999), *How Dogs Learn*, New York: Wiley

Carlson N.R. (2001), *Physiology of Behaviour*, 7<sup>th</sup> ed, Boston: Allyn and Bacon

Carter R (2002), *Consciousness*, Weidenfeld and Nicolson

Domjan M (2003), *The Principles of Learning and Behaviour*, 5<sup>th</sup> ed, Belmont: Thomson Wadsworth

Greenfield S (2000), *The Private Life of the Brain*, New York: John Wiley and Sons

Gregory R.L. (ed) (2004), *The Oxford Companion to the Mind*, Oxford University Press

Kurland A (1999), *Clicker Training for your Horse*, Ringpress

McGreevy P (2004), *Equine Behaviour: a guide for veterinarians and equine scientists*, Saunders

Mills D and Nankervis K (1999), *Equine Behaviour: principles and practice*, Blackwell Science

Serpell J (ed) (1995), *The Domestic Dog: its evolution, behaviour and interactions with people*, Cambridge University Press

Stamp Dawkins M (1998), *Through Our Eyes Only?: The search for animal consciousness*, Oxford University Press

Turner D.C. and Bateson P (eds) (2000), *The Domestic Cat: The biology of its behaviour*, 2<sup>nd</sup> ed, Cambridge University Press

## 12. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 90

Total study hours: 150

## 13. **Assessment methods**

### 13.1 Main assessment methods

Written assignment (2,000 words) - 50%

Examination - 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	9 6	9 7	9 8
Learning/teaching method												
Private Study	x	x	x	x	x	x	x	x	x	x	x	
Lectures	x	x	x		x	x	x					
Seminars		x		x	x	x	x		x			x
Workshops	x		x		x	x	x		x			x
Assessment method												
Essay/Examination	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**

The importance of animal psychology varies across countries and cultures. Varying aptitudes to animal psychology influences international differences in ethical standards and animal welfare.

18. **Partner College/Validated Institution**

East Kent College Group

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

School of Biosciences

## (BI527) Animal Welfare

1. **Title of the module**  
BICC5270 (BI527) Animal Welfare
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 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
None
7. **The programmes of study to which the module contributes**  
HND/C Applied Animal Science
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Critically examine contemporary methods of assessment of animal welfare
  2. Investigate physiological and behavioural concepts in animal welfare
  3. Analyse the control and regulation of animal welfare
  4. Debate and critically analyse key current issues in animal welfare
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate critical thinking skills
  2. Work with complex material
  3. Analyse problems and identify appropriate solutions
  4. Demonstrate communication and report writing skills
  5. Scan and organise data, abstract meaning from information and share knowledge with others
  6. Demonstrate effective self-management skills

## 10. **A synopsis of the curriculum**

This module brings together work from all other modules since all aspects of animal science contribute to the study of animal welfare, which itself is affected by many factors covered in the programme as a whole.

The module begins with a consideration of what animal welfare is and what criteria are needed in its definition before investigating methods of measuring animal welfare, such as the 'five Freedoms' and preference testing, and the limitations of such assessment methods. A number of important concepts, such as ethics and physiological/psychological aspects of stress and motivation, are then analysed and their roles in welfare assessed, before determining contributions of a range of individuals and organisations to the voluntary and legal regulation of animal welfare. Finally, the knowledge gained is consolidated in debating a number of issues in animal welfare of contemporary relevance.

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

Animal Welfare Journal

Ewbank R, Kim-Madslie F and Hart C.B (eds) (1999), *Management and Welfare of Farm Animals*, UFAW

Gregory N.G (2004), *Physiology and Behaviour of Animal Suffering*, Blackwell Science

Kiley-Worthington M (1997), *Equine Welfare*, J.A. Allen

Phillips C (2002), *Cattle Behaviour and Welfare*, Blackwell Science (UK)

Radford M (2001), *Animal Welfare Law in Britain: regulation and responsibility*, Oxford University Press

Webster J (2005), *Animal Welfare: Limping towards Eden*, Blackwell

Young R.J (2003), *Environmental Enrichment for Captive Animals*, Blackwell

## 12. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 90

Total study hours: 150

## 13. **Assessment methods**

### 13.1 Main assessment methods

Written assignment and practical observation (3,000 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 1	8 2	8 3	8 4	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	x
Lectures	x	x		x	x	x	x		x	
Seminars					x	x	x	x	x	
Workshops		x	x		x	x	x	x	x	
Assessment method										
Assignment	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**

Globalisation and changes in socio-economic and cultural patterns in most countries of the world have made animal welfare an international issue. Increase in trade, concerns about disease and uses of animals internationally have considerable influences on animal welfare. Students are encouraged to research this subject area closely with internationalism in mind. Students are encouraged to consider these issues in a range of international perspectives including welfare, ethics relating to different cultures, laws and religions.

18. **Partner College/Validated Institution**

East Kent College Group

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

School of Biosciences



## (BI528) Principles of Microbiology

1. **Title of the module**  
BICC5280 (BI528) Principles of Microbiology
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 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
None
7. **The programmes of study to which the module contributes**  
HND/C Applied Animal Science
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Identify the main groups of microbes of importance to animal health
  2. Define, describe and discuss the growth and control of microbes
  3. Identify microbes of zoonotic significance and assess the consequences of microbes entering the human food chain
  4. Investigate the principles of microbial biotechnology and explore the uses of genetically modified micro-organisms
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate critical thinking skills
  2. Work with complex material
  3. Analyse problems and identify appropriate solutions
  4. Demonstrate communication and report writing skills
  5. Scan and organise data, abstract meaning from information and share knowledge with others
  6. Demonstrate effective self-management skills
10. **A synopsis of the curriculum**  
This module encompasses the topics of bacteriology, virology and mycology and the role of these groups in infectious disease processes and in biotechnology. It also includes the study

of protozoa important in animal health and newly discovered disease agents such as the prions.

The student will study the structure and morphology of the microbes of importance in animal health and critically investigate their growth requirements, reproduction and control. The importance of microbes in biotechnology and the use of genetically modified microbes will also be explored and evaluated in the module.

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

Ikram M and Hill E, *Microbiology for Veterinary Technicians* (1991), Mosby

Lowrie P and Weels S, *Microbiology and Biotechnology* (2000), Cambridge University Press

Martinko J and Madigan M T, *Brock Biology of Micro-organisms* (2005), Prentice Hall

Patrick, Murray et al, *Medical Microbiology* (2001) Mosby

**12. Learning and Teaching Methods, including nature and number of contact hours and total study hours which will be expected of students, and how**

**Learning and teaching methods**

Total contact hours: 60

Private study hours: 90

Total study hours: 150

**13. Assessment methods**

**13.1 Main assessment methods**

Written assignment (3,000 words) - 50%

Written and practical 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	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			
Workshops	x		x	x	x	x	x		x	

Assessment method										
Assignment 1	x	x	x	x	x	x	x	x	x	x
Assignment 2	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

Microbiology is practised globally in both the animal industry and human. Microbiology is vital to diagnose and protect animals and humans from harm. Students are encouraged to consider these issues in a range of international perspectives including welfare, ethics relating to different cultures, laws and religions.

#### 18. Partner College/Validated Institution

East Kent College Group

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

School of Biosciences

## **(BI529) Genetics and Animal Breeding**

1. **Title of the module**  
BICC5290 (BI529) Genetics and Animal Breeding
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 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
BICC3110 (BI311) Animal Husbandry
7. **The programmes of study to which the module contributes**  
HND/C Applied Animal Science
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Explain the principles of Mendelian genetics and calculate predicted results
  2. Critically discuss the importance of an understanding of genetic effects in populations
  3. Evaluate the methods and tools available for use in the selection of breeding stock
  4. Evaluate modern practice in the management of breeding animals
  5. Investigate the organisation of breeding operations
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate critical thinking skills
  2. Work with complex material
  3. Analyse problems and identify appropriate solutions
  4. Demonstrate communication and report writing skills
  5. Scan and organise data, abstract meaning from information and share knowledge with others
  6. Demonstrate effective self-management skills
  7. Use ICT to calculate predicted results and present them appropriately

## 10. **A synopsis of the curriculum**

An understanding of genetics has profound advantages for an animal breeder, but it is also extremely important in other areas of animal science and management, such as conservation, veterinary science and welfare. This module introduces the principles of genetics and explores genetic effects in individuals and populations. A number of authentic genetic examples are considered in theory and in their application.

The use of genetic and other information in selecting animals suitable for breeding from is then investigated before moving on to survey applied aspects of the management of breeding males and females and their offspring.

Students will be expected to apply their knowledge 'hands on' in order to understand fully the practical alternatives for appraisal of the systems and procedures in use. This will focus on the differences between managing breeding and youngstock and managing non-breeding animals, and this module will therefore relate closely to other modules, in particular Animal Husbandry.

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

Bowling A.T (1996) *Horse Genetics*, CABI

Bourdon R.M (1997) *Understanding Animal Breeding*, Prentice-Hall

Evans J.M and White K (1997) *The Book of the Bitch*, Ringpress Books

Gower J (1999) *Horse Colour Explained: A Breeder's Perspective*, Crowood Press

Jones S (2000) *The Language of the Genes*, Flamingo

Nicholas F.W (1995) *Veterinary Genetics*, OUP

Rossdale P (2003) *Horse Breeding*, David and Charles

Thear K (1997) *Incubation: a guide to hatching and rearing*, Broad Leys Publishing

Vella C.M, Shelton L.M, McGonagle J.J and Stanglein T.W (1999) *Robinson's Genetics for Cat Breeders and Veterinarians*, 4<sup>th</sup> ed, Butterworth Heinemann

Willis M.B (1998) *Dalton's Introduction to Practical Animal Breeding*, 4<sup>th</sup> ed, Blackwell Science

## 12. **Learning and Teaching Methods, including nature and number of contact hours and total study hours which will be expected of students, and how**

### **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

## 13. **Assessment methods**

### 13.1 Main assessment methods

Examination - 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	8 5	9 1	9 2	9 3	9 4	9 5	9 6	9 7
Learning/teaching method												
<b>Private Study</b>	x	x	x	x	x	x	x	x		x	x	
<i>Lectures</i>	x	x	x	x	x	x	x					
<i>Seminars</i>		x				x	x		x	x		
<i>Workshops</i>	x				x	x	x	x				
Assessment method												
<i>Essay</i>	x	x	x	x	x	x	x	x	x	x	x	x
<i>Examination</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**

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 animals is a global effort; students are encouraged to research different approaches to breeding globally.

18. **Partner College/Validated Institution**

East Kent College Group

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

School of Biosciences

## (BI319) Wildlife Rescue and Rehabilitation

1. **Title of the module**  
BICC3190 (BI319) Wildlife Rescue and Rehabilitation
2. **School or partner institution which will be responsible for management of the module**  
School of Biosciences/Canterbury College
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**  
Level 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
None
7. **The programmes of study to which the module contributes**  
HND Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Describe key ethical and legal implications, issues and dilemmas surrounding the rescue, restraint and rehabilitation of wildlife species
  2. Discuss the methods, techniques and main considerations in undertaking the rescue and the administering of first aid to a wild creature
  3. Evaluate the specialist nursing and current techniques used to diagnose, accommodate and treat wildlife species
  4. Describe and evaluate the stages, monitoring techniques and implications of wildlife rehabilitation, including environmental considerations
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate critical thinking skills
  2. Work with complex material
  3. Analyse problems and identify appropriate solutions
  4. Work and study independently and utilise resources effectively
  5. Demonstrate communication and report writing skills
  6. Demonstrate effective self-management skills

## 10. **A synopsis of the curriculum**

Recognising and identifying wildlife species, and understanding their natural habitats  
 Introduction to concepts of conservation  
 Ethics of choices about whether to rescue and treat, and alternative strategies  
 Health, abnormal behaviour and rescue  
 First aid and medication  
 Specialist nursing and veterinary techniques in relation to wildlife  
 Rehabilitation, release and monitoring

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

Anderson S H, *Managing Our Wildlife Resources, 4th ed*, Prentice Hall (2002)  
 Battaglia A M, *Small Animal Emergency and Critical Care: A Manual for the Veterinary Technician*, W B Saunders (2001)  
 Gosden C, *Exotics and Wildlife. A manual of veterinary nursing care*, Butterworth Heinemann  
 Gilbert F F and Dodds D G, *The Philosophy and Practice of Wildlife Management*, Krieger (2001)  
 Krausman P R, *Introduction to Wildlife Management – the Basics*, Pearson Education (2002)  
 Stocker L, *Practical Wildlife Care*, Blackwell Science  
 Tapper S, *A Question of Balance*, Game Conservancy (1999)  
 Maple T et al, *Second Nature: Environmental Enrichment for Captive Animals, USA*: Smithsonian Institution Press (1999)

## 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 assessment (2,000 words) - 50%  
 Time constrained assignment - 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	9 6
Learning/teaching method										
Private Study	x	x	x	x	x	x		x	x	x
Lectures	x	x	x	x	x	x				
Seminars	x	x		x	x	x	x		x	
Workshops		x		x	x	x	x		x	
Assessment method										
Assignment x 2	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**

Wildlife rescue and rehabilitation is practised globally and often co-operatively between different countries. Students are encouraged to consider wildlife rescue, treatment and rehabilitation back into the wild on a range of international perspectives including welfare, ethics relating to different cultures, laws, religions and access to local clinical resources.

18. **Partner College/Validated Institution**

East Kent College Group

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

School of Biosciences

## (BI332) Conservation Research Project

1. **Title of the module**  
BICC3320 (BI332) Conservation Research Project
2. **School or partner institution which will be responsible for management of the module**  
School of Biosciences/Canterbury College
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**  
Level 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
None
7. **The programmes of study to which the module contributes**  
HND Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Propose an area of research relating to a specific aspect of Wildlife Conservation
  2. Effectively research the above proposal within the context of the programme of study using relevant primary and secondary data sources and employing sound methodology
  3. Effectively draw upon knowledge and skills (both cognitive and practical) acquired from the programme and apply them to the research project
  4. Synthesise the research data (which may be primary or secondary and may contain field research) into a project report and develop sound arguments within the context of a theoretical framework
  5. Draw conclusions and make recommendations, where appropriate, that are both practicable and follow from the evidence provided.
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Demonstrate problem solving and decision taking skills
  2. Demonstrate research skills
  3. Demonstrate critical thinking skills
  4. Demonstrate the ability to learn through reflection on practice and experience
  5. Work with complex material
  6. Analyse problems and identify appropriate solutions
  7. Work and study independently and utilise resources effectively

8. Demonstrate communication and report writing skills
9. Scan and organise data, abstract meaning from information and share knowledge with others

#### 10. **A synopsis of the curriculum**

This module provides students with the opportunity to complete a conservation research project which concentrates their focus in one particular area of conservation or conservation specialism.

This module has been designed to enable flexibility in its content. Students will be advised and supported throughout the module but will develop their own conservation specialist research questions. Their project can be entirely field research oriented but will still contain a robust theoretical base. Where appropriate students will be encouraged to develop employer responsive research projects.

The project proposal directly related to a wildlife conservation issue or an aspect of wildlife conservation.

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

Cottrell S (2014) *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills) Palgrave Macmillan

Jepson (2010) *Conservation a Beginners Guide* Oneworld Publications

Groom M J, Meffe G K and Carroll C R, (2012) *Principals of Conservation Biology*, 3<sup>rd</sup> Revised Edition Sinauer

McNeely J A and Scherr S J, (2002) *Ecoagriculture - Strategies to Feed the World and Save Wild Biodiversity*, Island Press

Payne E and Whittaker L, 2000, *Developing Essential Study Skills*, Financial Times Prentice Hall

Pullins A S, (2002) *Conservation Biology*, Cambridge University Press

Sharp J.A, Peters J and Howard K, 2003, *The Management of a Student Research Project*, 3<sup>rd</sup> ed, Gower

#### 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

Report (4,000 words) - 90%

Presentation - 10%

##### 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	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
Learning/teaching method														
Private Study	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Lectures		x	x	x		x	x	x	x	x	x			x
Seminars	x				x	x	x	x	x	x	x		x	x
Workshops						x	x	x	x	x	x		x	x
Assessment method														
Presentation					x	x	x	x	x	x				
Report	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. Many 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

## **(BI330) Surveying Wildlife for Conservation**

1. **Title of the module**  
BICC3300 (BI330) Surveying Wildlife for Conservation
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 5
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 & Summer
6. **Prerequisite and co-requisite modules**  
None
7. **The programmes of study to which the module contributes**  
HND Animal Biology and Wildlife Conservation
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Understand the aim and purpose of surveying wildlife for conservation
  2. Plan and conduct a wildlife survey using sound techniques and methods
  3. Critically evaluate wildlife surveys
  4. Identify and discuss the conservation of animal taxa and vegetation communities based on survey data
9. **The intended generic learning outcomes.**  
**On successfully completing the module students will be able to:**
  1. Apply underlying concepts and principles in a different context from which they were first studied
  2. Critically analyse information and utilise the results of that analysis
  3. Demonstrate numeracy and quantitative skills
  4. Use established techniques to undertake critical analysis and propose solutions to problems
  5. Exercise sound judgement

## 10. **A synopsis of the curriculum**

This module enables students to formulate effective strategies and methods for conducting effective wildlife surveys for conservation. The module provides them with an understanding of the principles of wildlife conservation through the use of effective wildlife surveys. It will establish and encourage knowledge and understanding of the link between habitat, habitat management and protection and wildlife conservation.

Students will discover and experience the planning of and implementation of a wildlife survey. They will critically evaluate survey techniques and identify how data from surveys can be utilised to conserve animal taxa and vegetation communities.

Students will complete practical wildlife surveys developed through a range of local area, relevant conservation related concerns. The wildlife survey project will be linked to a local wildlife conservation centre, and may react to a specific wildlife survey need, allowing student to develop real wildlife survey/employment experience.

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

Jepson (2010) *Conservation a Beginners Guide* Oneworld Publications

Groom M J, Meffe G K and Carroll C R, (2012) *Principals of Conservation Biology*, 3<sup>rd</sup> Revised Ed, Sinauer

MacKenzie D, Nichols J, Royle J, Pollock K, Bailey L, Hines J (2005) *Occupancy Estimation and Modelling: Inferring Patterns and Dynamics of Species Occurrence* Academic Press

McNeely J A and Scherr S J, (2002) *Ecoagriculture - Strategies to Feed the World and Save Wild Biodiversity*, Island Press

Oldfield, S (ed) (2013) *The Trade in Wildlife – Regulations for Conservation*, Routledge

Pullins A S, (2002) *Conservation Biology*, Cambridge University Press

Williams B et al, (2002) *Analysis and Management of Animal Populations*, Academic 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 survey report (3,000 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 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	x	x
Lectures	x		x	x	x				x
Seminars	x				x	x	x		x
Workshops		x		x	x		x		x
Assessment method									
Report	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**

International biodiversity network and many surveying organisations globally are fundamental to the research carried out by the students. Wildlife conservation is a globally effort to protect and conserve species across the world. Students are encouraged to consider these issues in a range of international perspectives including: breeding, ethics relating to different cultures, laws and religions. The effects of wildlife conservation on the environment, through climate change, war, poverty, over populations is researched within this scientific and practical module.

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](#), are available on their website