



ROYAL AGRICULTURAL UNIVERSITY, CIRENCESTER

PROGRAMME SPECIFICATION

**BSc (Honours)
Animal Science and Management 2015/2016**

NB

The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural University.

The information contained herein is correct at the time of going to print, but the University reserves the right to make changes to the structure of the programme, assessment methods, etc. at any time without prior notification. Any changes made however will be made known as soon as possible.

**Katrina Willis - Wiltshire College Lackham Programme Manager
Christopher Brough - RAU Link Tutor**

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1. Awarding institution	Royal Agricultural University (RAU)
2. Teaching institution	Wiltshire College, Lackham
3. Final award title(s)	BSc (Honours) Animal Science and Management
4. Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
5. UCAS code(s)	D426 (full time)
6. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	QAA Honours Degree subject benchmark statements for Agriculture, Horticulture, Forestry, Food and Consumer Science (2009), and Veterinary Science (2002). Lantra (Sector Skills Council for land-based and environmental industries) Animal Care and Welfare National Occupational Standards (2008).
7. Details of accreditation by a professional/statutory body	N/A
8. Mode of study	Full and part-time
9. Language of study	English
10. Date of production/revision	September 2015
11. Educational aims of the programme	
<ul style="list-style-type: none"> • Provide an integrative framework for the major disciplines of the animal industry, (husbandry, nutrition, training, veterinary medicine, and breeding management). • Improve employment potential in a diverse range of scientific and enterprise management roles in the animal industry by providing appropriate higher academic vocational and transferable skills that expand long term career opportunities and enhance performance. • Further develop skills of critical analysis and evaluation applied to academic writing in the field of animal science. • Promote an attitude of, and enthusiasm for, lifelong learning, that may lead to postgraduate study and/or ongoing knowledge acquisition and application. • Meet industry workforce requirements by combining theoretical knowledge of animal science with applied practical competences and experience in animal management enterprises including those involving wildlife and conservation. • Build upon previous knowledge and experience of the effect that human interaction, including legislation and ethics has on animals' health, welfare and environment, putting these into the context of recent scientific research. 	

12. Intended learning outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, intellectual skills, professional and practical skills in addition to transferable skills in the following areas

i. Knowledge and understanding

- A1 Knowledge of the UK and international animal industry.
- A2 Science and practice of animal management.
- A3 Behavioural concepts and influencing factors.
- A4 Animal health and impacts of animal disease on animals and humans.
- A5 Theory and practice of knowledge dissemination.
- A6 Environmental and conservation issues.
- A7 Legal and political issues.
- A8 Cultural and socio-economic issues.
- A9 Human and safety issues.

Knowledge and understanding is acquired through lectures, tutorials, seminars, laboratory practicals and industry visits as well as guided independent study. It is assessed by a combination of coursework and seen/unseen examinations.

ii. Intellectual skills

- B1 Understand and apply subject-specific theories, concepts and principles.
- B2 Reference appropriate sources.
- B3 Develop strategies for the appropriate selection of relevant information from wide sources and a large body of knowledge.
- B4 Synthesise information from a number of sources in order to obtain a coherent understanding.
- B5 Develop and utilise problem-solving skills.
- B6 Develop skills for data handling, analysis and presentation.
- B7 Critically appraise and articulate arguments.

Intellectual skills are acquired through the teaching and learning programme based on progress through academic study. Analysis, evaluation and synthesis skills are acquired through problem and experiential based coursework and seminars, culminating in the production of the Honours dissertation. These skills are assessed by unseen examination, case study type coursework and the dissertation.

iii. Practical / professional skills

- C1 Demonstrate practical competence in a range of field skills and monitoring techniques, utilising relevant, up-to-date equipment.
- C2 Demonstrate the safe use of laboratory analytical techniques and practices.
- C3 Critically evaluate verbal and written communications from a variety of individuals, organisations and sources.
- C4 Plan, undertake and evaluate subject teaching and assessment.

- C5 Plan and assume responsibility in a practical working situation, completing post-activity evaluation.
- C6 Demonstrate awareness of legal obligations.
- C7 Appraise live animals and their environment in respect of presence, behaviour and health.

These skills can be acquired during work experience and the integration of science, production and management is an important aspect of practical work.

iv. Transferable skills

- D1 Communicate clearly and effectively, verbally and/or in writing, in English.
- D2 Appreciate others' opinions and negotiation skills.
- D3 Develop independent and team working skills.
- D4 Source information and apply knowledge, systematically and appropriately.
- D5 Develop reflective skills to examine personal practice.
- D6 Manage time and tasks, seek advice when appropriate, and prioritise work.
- D7 Career planning.
- D8 Information management skills, including IT.
- D9 Demonstrate awareness of health and safety, and the process of risk assessment and management.
- D10 Numeracy and data handling skills.

Transferable skills are acquired in a progressive and integrated way throughout the whole Honours Year (top-up) programme. Students will have the opportunity to develop their information technology and other skills, progressing them in a contextual manner throughout the programme via tutorials, seminars and coursework assignments.

13. Programme structure and requirements

Student workload

All full-time academic programmes at the RAU are constructed using a selection of modules, each of which requires engagement with a variety of learning activities. Successful completion of module assessments will result in the award of credits, and students are required to achieve a total of 120 credits for each year of a full-time programme.

The credit system is used to ensure a balanced workload across each programme, with each credit point representing a notional learning time of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week. A part time academic year of 60 credits will require 600 hours of work, or approximately 20 hours per week.

Within this total time, students can expect to participate in formal timetabled activities; such as lectures, seminars, tutorials, practicals and visits; for approximately one third of the total time – usually around 2 hours per week for a 15-credit module studied over 25 weeks of the year. Thus the majority of module activities; such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments and revision for, and sitting, examinations; will take place outside of these scheduled activities, but are an essential part of a student’s learning journey.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Thus it is vitally important that new students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity, and ensure knowledge and understanding gradually develop throughout the year in readiness for any end-of-module examinations.

Part-time students are encouraged and this is normally half of the full time route (annual timetabling at 50% of full time route). However, this may also be negotiated as required on an individual basis.

The taught elements of this RAU programme will be delivered mainly at Wiltshire College, Lackham and will be of a modular format. Each 15 credit module represents a minimum of 150 hours of student learning, effort and assessment. To achieve the award of BSc Honours in Animal Science and Management, a student must achieve a minimum of 120 credits at level 6. The proposed modular structure is as follows:

MODULE	LEVEL	CREDITS	MODULE LEADER
Animal Psychology and Behaviour – 3069	6	15	Katrina Willis
Anthrozoology – 3070	6	15	Bridget Williams
Behavioural Ecology - 3071	6	15	Thomas Hesselberg
Field Biology and Conservation Management – 3072	6	15	Paul Wexler
Immuno-Epidemiology and Disease Control – 3073	6	15	Katrina Willis / Jo Nicholson
Honours Research Project - 3075	6	30	Thomas Hesselberg
International Field Study (optional) – 3077	6	15	Paul Wexler
Knowledge Dissemination (optional) – 3074	6	15	Paul Wexler / Katrina Willis
TOTAL CREDITS	6	120	

14. Student support services

1. A formal induction programme provides an orientation and introduction to all aspects of student life, at Wiltshire College Lackham.
2. The Wiltshire College Student Handbook similarly provides details of all facilities available within Wiltshire College.
3. The Programme Specification and individual module handbooks provide clear details of the assessment regulations as well as outlining the teaching and assessment programme for each module of study.
4. Access to Wiltshire College Libraries and study skill packages (both printed and online).
5. Access to student e-mail and internet facilities.
6. Access to eStudy, the Wiltshire College online Virtual Learning Environment (VLE). This is a gateway to many of the teaching resources and other course related materials (including on-line forums) and can be accessed via the internet at any time.
7. Each student is allocated a personal tutor at Wiltshire College Lackham.
8. Appropriate access to teaching and support staff and managers at Wiltshire College.
9. Access at Wiltshire College Lackham to:
 - a. Additional learning support services e.g. dyslexia
 - b. Access to student welfare officer
 - c. Access to confidential local counselling services
 - d. Access to careers guidance staff

15. Criteria for admissions

The entry requirement for the programme will be based on students who have already achieved a merit at Foundation Degree or HND qualification or equivalent prior to entry. Those achieving less will be considered on completion of a successful interview.

Students progressing from approved cognate FD programmes or equivalent will be eligible for direct entry onto the BSc Honours programme with no additional requirements to complete bridging studies.

Students from Foundation Degree and HND feeder programmes or equivalent that do not articulate directly may be required to complete additional bridging studies in order to gain entry onto the BSc Honours programme. The nature of such additional studies will be determined following interview with the programme manager and will relate to identified gaps in prior learning. Please see Appendix 3 for details of the work experience bridging module.

16. Teaching, learning and assessment

This programme is inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's Teaching Quality Handbook and the Equality Act 2010. However, due to the particular requirements of this programme, students who are mobility impaired are advised to contact the University's Disability Officer to explore whether appropriate support or alternative assessment can be provided to enable successful completion of the programme. All students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support may be provided. Students have the right to request that the nature of their impairment be treated as confidential.

Delivery Strategy

Lectures

Lectures are normally presented to a large group of students (often all the students on the same year of a programme). Usually students listen to the lecturer for most of the session as the organisation of these sessions, combined with the numbers attending, does not lend itself to generalised debate. There may be question time offered at some point.

Lectures can be helpful to study by:

- Stimulating interest in the subject matter
- Giving information
- Offering different perspectives on a subject
- Explaining difficult concepts and theories
- Showing students how to deepen their knowledge
- Providing an opportunity to listen to specialist guest lecturers

Seminars and tutorials

Seminars and tutorials are primarily interactive and will only work if with student input and involvement. They provide an opportunity for students to interact with each other in an academic context. They are an occasion for the exchange of ideas and information under the guidance of a lecturer/tutor.

Seminars and tutorials can be helpful to study by:

- Offering the chance for students to express their views
- Allowing academic interaction
- Giving students valuable practice in making presentations
- Facilitating discussions
- Encouraging structured research
- Sharing and diversification of information and experience
- Introducing group work

Practicals

Student practicals, visits and demonstrations will take a variety of forms, e.g. animal centre and study tour centre. They form an important part of overall programme provision and help to reinforce and apply the subject principles received in the lecture room. In some modules students will be expected to write up the result of their practical investigations as part of the assessment. Field study tour will involve physical exertions in the collection of data etc.

Dissertation

A dissertation is a formal, structured document, often based on some form of original research or survey. The student is expected to develop and demonstrate their research skills and critical ability through the medium of this piece of work. The main purpose of the dissertation is to demonstrate the application of knowledge gained in the taught element of the programme and to show that a research topic can be handled with the right level of academic competence.

The dissertation may take a variety of forms, depending on the interests and abilities of the individual student and the particular requirements of the study agreed with the Project Supervisor.

The Honours Research Project will be used as a vehicle for encouraging individual student efforts and expression. A guide of maximum 14,000 words is required for an undergraduate dissertation. Whilst there is no minimum length requirement, students are advised to aim for a dissertation length of between 10,000 and 12,000 words.

Directed and private study

Students are expected to undertake private study as an important learning method within the programme. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework, case study submissions and preparation of major projects. The use of the Wiltshire College library resources are very important for the effective use of private study time.

The library staff provide advice and assistance on both finding and using relevant material. Guidance in private study is also given by the academic staff.

Days of Study

The lecture programme for full time study will normally be over 3 days per week. Examinations normally run on the Monday, Wednesday and Friday of week 1 and the Tuesday and Thursday of week 2

The International Study Tour runs over the whole week, and is based overseas at a research centre. Students may also wish to be involved with other visits that are taking place within the department (subject to availability, cost and impact on attendance). Practical field work will also be incorporated using the Lackham estate.

Programme Module Assessment Map

Below is a summary of the general pattern of module assessments. Please see appendix 2 for the individual Module Reference sheets:

Module Assessment Rating		
Modules	Assessment Mode	%
Animal Psychology and Behaviour (3069)	Assignment – report based on practicals Examination	40% 60%
Anthrozoology (3070)	Assignment - essay Open Book Examination	30% 70%
Behavioural Ecology (3071)	Assignment – presentation / abstract Examination	40% 60%
Field Biology and Conservation Management (3072)	Assignment – essay Assignment – practical survey report Examination	30% 30% 40%
Immuno-Epidemiology and Disease Control (3073)	Assignment - essay Examination	50% 50%
Knowledge Dissemination (3074)	Assignment – portfolio Teaching log book	30% 70%
Honours Research Project (3075)	Written proposal Progress seminar presentation Written dissertation Poster presentation	Approved / not approved 10% 80% 10%
International Field Study Tour (3077)	Project report Educational resource report	80% 20%

17. Work-based learning

N/A

18. Quality assurance procedures

RAU Procedures for Quality Assurance

These are described in the RAU's Teaching Quality Handbook and include procedures for:

- Programme and module development, monitoring and review.
- Student assessment, progression and awards.
- Assessment moderation and external examining.

The Programme Management Group and Student Representation

A Programme Management Group (PMG) will be appointed with the following membership:

- Programme Manager who will be Chair
- Dean of the School of Agriculture, Food and the Environment
- The Module Tutors
- The RAU Link Tutor
- Two student representatives from each programme year-group.

The two student representatives will be elected at the beginning of each academic year and will serve for a minimum period of one year. Their prime function will be to bring the student's perspective to the deliberations of the PMG and feedback on the progress of the programme.

The PMG will normally meet at least twice a year and its function will include discussion of general issues relating to teaching, learning resources, curriculum and careers guidance.

Furthermore, the RAU is responsible for the appointment of an appropriate External Examiner and there is a requirement for a joint Examinations Board which meets in advance of the RAU Examinations Committee and submits marks to the later for ratification. Staff at both institutions assume joint oversight of student progress, problems etc.

Stakeholder Feedback

Wiltshire College's practice for programme reviews, which provides useful stakeholder feedback, includes a yearly Self-assessment Report on the programme, within which there is input from employers.

19. Marking guides and assessment regulations

Each module is assessed by one or more pieces of coursework and / or examinations. Full details are given on individual module sheets, available on the University website. To gain credits for a module, the student must average at least 40% in the assessments for that module. Students do not have to pass, nor attempt, all assessment components to achieve a module pass, providing the final module average is 40% or above.

Examinations take place in the summer term and students must ensure that they are available at this time. Examinations are generally unseen, written papers with the exception of Anthrozoology, which is an open book examination.

Students are responsible for ensuring that coursework assessments are submitted on time and that coursework is retained for subsequent resubmission as required. Any non-submission or non-attendance will be recorded as zero and a note placed against the individual assessment and against the module in the grade records.

The opportunity to refer (resit an exam or resubmit coursework) will be available to allow students who have failed to reach an overall mark of 40% to re-take or re-submit elements of up to two full modules (examinations and/or coursework assessments). A maximum module mark of 40% is available following referral

Maximum credits permitted for referral is 50% of registered module credits per academic year for both undergraduate and postgraduate programmes. For students studying part-time, limits will be 50% of registered module credits or a maximum of 30 credits, whichever is the greater

Please find a summary of the RAU Assessment Regulations effective from 1st October 2015. The updated regulation can be found on the [RAU website](#) Student Information – [One Stop Shop](#)

Students unable to complete coursework to the appropriate standard by the due date as a result of mitigating circumstances should submit as soon as possible for assessment and also submit a completed mitigating circumstances form to Registry. When a Mitigating Circumstances form supported by acceptable evidence has been submitted and accepted by the Mitigating Circumstances Panel, resits may be taken without prejudice (as if for the first time), so that a mark greater than 40% may be awarded.

Full details of the assessment regulations for the University and generic marking guidelines for coursework and examinations can be found on the Wiltshire College VLE (e-study) and in the module handbooks.

20. Ownership of programme specification

This document is owned by the School of Agriculture, Royal Agricultural University.

The Programme Management Group is as follows:

Wiltshire College, Lackham Programme Manager: Katrina Willis
E-mail: katrinawillis@wiltshire.ac.uk

RAU Link Tutor: Chris Brough christopher.brough@rau.ac.uk

The curriculum map overleaf gives an indication of the learning and teaching strategy adopted for each module together with intended method of assessment and where the range of learning outcomes are achieved.

Curriculum map

		Animal Behaviour and Psychology (3069)	Anthrozoology (3070)	Behavioural Ecology (3071)	Field Biology & Conservation Management (3072)	Immuno-Epidemiology & Disease Management (3073)	Knowledge Dissemination (3074)	Honours Research Project (3075)	International Field Study Tour (3077)
Knowledge and understanding	A1	Knowledge of the UK and international animal industry.							
	A2	Science and practice of animal management							
	A3	Behavioural concepts and influencing factors.							
	A4	Animal health and impacts of animal disease on animals and humans.							
	A5	Theory and practice of knowledge dissemination.							
	A6	Environmental and conservation issues.							
	A7	Legal and political issues.							
	A8	Cultural and socio-economic issues.							
	A9	Human and safety issues.							
Intellectual skills	B1.	Be creative in the solution of problems and in the development of research activity							
	B2.	Integrate and evaluate information from a variety of sources in order to gain a coherent understanding of theory and practice							
	B3.	Analyse and evaluate innovative approaches to animal science							
	B4.	Formulate and test hypotheses							
	B5.	Apply professional judgement to balance risks, costs, benefits, safety, reliability, aesthetics and environmental impact							
	B6	Develop skills for data handling, analysis and presentation.							
	B7	Critically appraise and articulate arguments.							
Professional Practical Skills	C1	Demonstrate practical competence in a range of field skills and monitoring techniques, utilising relevant, up-to-date equipment.							
	C2	Demonstrate the safe use of laboratory analytical techniques and practices.							
	C3	Critically evaluate verbal and written communications from a variety of individuals, organisations and sources.							
	C4	Plan, undertake and evaluate subject teaching and assessment.							
	C5	Plan and assume responsibility in a practical working situation, completing post-activity evaluation.							
	C6	Demonstrate awareness of legal obligations.							

	C7	Appraise live animals and their environment in respect of presence, behaviour and health.								
Transferable Skills	D1	Communicate clearly and effectively, verbally and/or in writing, in English.								
	D2	Appreciate others' opinions and negotiation skills.								
	D3	Develop independent and team working skills.								
	D4	Source information and apply knowledge, systematically and appropriately.								
	D5	Develop reflective skills to examine personal practice.								
	D6	Manage time and tasks, seek advice when appropriate, and prioritise work.								
	D7	Career planning.								
	D8	Information management skills, including IT.								
	D9	Demonstrate awareness of health and safety, and the process of risk assessment and management.								
	D10	Numeracy and data handling skills								

21. Career prospects

There are job opportunities available locally, regionally, nationally and internationally. If you intend to seek related employment you must be aware that the market place at this level is highly competitive. Previous HE students have been employed in a wide range of Animal Care organisations. Some examples are Veterinary Practices, Blue Cross, Zoos and Wildlife Parks, Army Dog Training, and FE/HE Colleges.

You can get professional careers advice at the College and at <http://www.wiltshire.ac.uk/careers/>

22. Further information

Guidelines for assessment of examinations and coursework:

The Honours Degree is awarded by the Royal Agricultural University, so the prevailing academic regulations are those of the RAU.

The body, which reports from Wiltshire College to the RAU, is known as the Assessment Board which will meet regularly to review your academic performance and make recommendations on progression and award to the RAU Examinations Committee.

If you feel you are unable to meet an assessment deadline, or have failed to do so, then you need to discuss with the Programme Manager whether or not you have grounds for legitimately requesting an extension or consideration of mitigating circumstances. Mitigating circumstances are circumstances which are exceptional, are outside the student's control; can be corroborated by independent evidence; occurred during or shortly before the assessment in question; and may have led to an unrepresentative performance in relation to the student's previously demonstrated ability.

Please see Section 19 above and the RAU's Academic Regulations for further details regarding assessment grading and mitigating circumstances. In the first instance mitigating circumstances should be discussed with your personal tutor/Programme Manager and a completed mitigating circumstances form should be submitted to the Programme Manager directly at Wiltshire College

Timetable information:

You are advised to not arrange holidays during term time, as poor attendance will have an adverse effect on your performance on the programme. There are also a number of assessments that are reliant on your attendance to practicals, tour and to give presentations. Information on College terms and dates can be found in the Student Handbook and

http://www.wiltshire.ac.uk/general_information/termdates/default.asp

The normal College day is from 9:00am to 4:30pm and the normal College week is from Monday to Friday inclusive. Your daily timetable will be given to you by your Programme Manager in induction week. Note that timetable arrangements may change from term to term. You are expected to arrive on time for your classes.

Students should contact their programme manager (by telephone or email) with an explanation if they are unable to attend college. Students with an appointment, such as a driving test that cannot be made outside College hours, should inform their programme manager, in writing / email, so that he/she can inform the programme team.

E-mail and the internet:

As a student at Wiltshire College you will have access to email, the internet and Wiltshire College VLEs.

Wiltshire College: <http://estudy.wiltshire.ac.uk/>.

You are expected to use these business tools in a mature and responsible way. Students found to be misusing them may have them taken away and be subject to disciplinary procedures. Please refer to the

http://www.wiltshire.ac.uk/about_us/policies/documents/AuP-2-4.pdf

Recommended reading:

Students are encouraged to apply for free membership of the British Society of Animal Science <http://www.bsas.org.uk/> which has a range of useful animal based peer reviewed science papers.

You will be given reading lists or other useful book titles for individual modules. These are designed to aid you through your assignments in these modules. You should also use recent publications to add to your research detail level.

You will find further information about library services on Signpost.

http://www.wiltshire.ac.uk/learning_resources/default.asp

Costs

You must be prepared to cover some costs, including:

- General stationary and writing materials such as paper, ring binders, files, plastic pockets, notebook, diary, pens, and USB sticks (USB sticks can be purchased at Wiltshire College Library).
- A photocopying card can be purchased at Wiltshire College for a small charge.
- Dissertation binding costs.
- International Field Study costs (e.g. passports, equipment, flights, accommodation, meals and tutorage by research staff.
- Further visits, etc. that are deemed necessary for the programme which may be organised. There may also be the option to join other groups on visits. You will be advised of the cost in advance.

Full details have been sent in the joining instructions.

Health and Safety

Matters regarding your Health and Safety, including your responsibilities as a student of Wiltshire College, are included within the College Handbook.

You will also receive detailed information and guidance concerning Health and Safety procedures while you work with animals in the Animal Centre, laboratory, and other associated areas. Please make sure you comply with these rules and wear appropriate personal protective equipment at all times.

APPENDIX 1: Programme Assessment Plan 2015 - 2016

BSc (Hons) Degree in Animal Science and Management Course Code LAF0030H0

This table outlines the important programme events for the academic year 2015/2016. Further details of each event will be given to you as the course progresses. All assignments to be submitted via e-study by **4.00pm on the Friday** of the indicated week.

Week beginning	Units Assignments		Residential / Work Experience	Quality Improvement Boards	Other key programme dates
	Hand out	Hand in			
7/9/15	Introductory Assignment Dissertation Proposal form		Vocational work experience bridging module if applicable		Enrolment Day Friday 11 th September 2015
14/9/15	Anthrozoology				Start of Autumn term
21/9/15	International study tour 1 & 2	Introductory Assignment 25/9/14			
28/9/15					
5/10/15					
12/10/15					
19/10/15	Behavioural Ecology	Dissertation proposal 23/10/15 Work experience portfolios (if applicable)			Staff training day Friday 23/10/15
26/10/15	Study Week				
2/11/15					HE Graduation Salisbury Cathedral 4/11/15
9/11/15	Field Biology 1				
16/11/15		Anthrozoology 20/11/15			
23/11/15					International field study tour (TBC) Dissertation de-registration deadline 25 th November
30/11/15					
7/12/15	Immuno-epidemiology				
14/12/15		Behavioural Ecology 18/12/15			
21/12/15	Christmas break				
28/12/15	Christmas break				
4/1/16	Animal Behaviour & psychology				Start of Spring term

11/1/16		International study tour 1 & 2 15/1/16			
18/1/16					Staff training day Wednesday 20/1/16
25/1/16					
1/2/16		Dissertation progress presentations (throughout week)			
8/2/16	Field Biology 2	Field Biology 1 12/2/16			
15/2/16	Study Week				
22/2/16					Staff training day Monday 22/2/16
29/2/16		Immuno-epidemiology 4/3/16			
7/3/16					
14/3/16		Animal Behaviour & psychology 18/3/16			
21/3/16					Staff training day Thursday 24/3/16 Friday 25/3/16 Bank Holiday
28/3/16	EASTER BREAK				
4/4/16	EASTER BREAK				
11/4/16		Dissertation report for binding 15/4/16			
18/4/16		Dissertation poster 22/4/16			
25/4/16		Field biology 2 29/4/16			Staff training day 26/4/16
2/5/16					2/5/16 Bank Holiday
9/5/16					
16/5/16	EXAM WEEK				
23/5/16	EXAM WEEK				
30/5/16	Study week				
6/6/15					
RAU Module Review Board Wednesday 15 th June 2016 RAU Exam Board Monday 20 nd June 2016					

APPENDIX 2: Module reference sheets

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

<i>Sheet updated: August 2015</i>		
Module code 3069	Module title Animal Psychology and Behaviour	Module leader Katrina Willis
School which owns module	School of Agriculture	
Programme(s) to which module belongs	BSc (Hons) Animal Science and Management (core)	
Module level 6	Module credits 15	Prerequisites None
Minimum study time 150 hours	Contact hours within study time 50	Teaching period September-May
<p>Module content</p> <p>An advanced knowledge of animal psychology in terms of neural, hormonal and genetic control of behaviour and communication, together with the effects of external influences and learned behaviour patterns is required to analyse and evaluate animal behaviour.</p> <p>The application of this knowledge is essential in the provision of appropriate animal management strategies and behavioural studies of both captive and wild stock. The ethics of maintaining highly sentient species in captive environments is the subject of current controversial debate.</p> <ul style="list-style-type: none"> • Behavioural analyses, study design, methodology and implementation. • Normal and abnormal behaviours, including physiological and psychological aspects. • Higher cognitive skills, problem solving, decision making, culture and sentience. • Inter-relationship between animal psychology, behavioural repertoire and animal management principles. • Ethical debates, evidence and legal considerations for affording higher sentient status. 		
<p>Module outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast the significance of internal and external factors affecting behaviour, including differentiation between instinct and learning. 2. Evaluate complex behaviour patterns by the design and implementation of a negotiated behavioural study. 3. Evaluate the causes of normal and abnormal behaviours; determine prevention strategies and review alleviation methods and their relative success. 4. Critically discuss practical animal management in terms of meeting the physiological and psychological needs of different species, particularly those afforded higher sentient status. <p>A2-3, B1-7, C1, C3-6, D1, 4, 5, 6, 9, 10.</p>		

Assessment	Description	Weighting
Essay and practical study	Literature review and behavioural analysis and discussion (Guide: 2000 words)	40%
Examination	3 hours	60%
<p>Key texts and information sources:</p> <p>Alcock, J. (2009). Edition 9. <i>Animal Behaviour</i>. Sinauer.</p> <p>Appley, D. (2010) The APBC Book of Companion Animal Behaviour. Souvenir Press Ltd.</p> <p>Barnard, C. (2003). <i>Animal Behaviour: Mechanism, Development, Ecology and Evolution</i>. Prentice Hall.</p> <p>Bekoff, M. (2010) The Animal Manifesto: Ten Reasons for Expanding Our Compassion Footprint New World Library.</p> <p>Dugatkin, L. (2010) Principles of Animal Behaviour. W.W. Norton & Co.</p> <p>Lund, N. (2002). <i>Animal Cognition</i>. Routledge.</p> <p>Martin, P. Bateson, P. (2007) <i>Measuring Behaviour: An Introductory Guide</i>. Cambridge University Press. Price, E. (2008). <i>Principles & Applications of Domestic Animal Behaviour</i>. CABI Press</p> <p>Scott, G. (2005). <i>Essential Animal Behaviour</i>. Blackwell.</p>		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

<i>Sheet updated: August 2015</i>		
Module code 3070	Module title Anthrozoology	Module leader Bridget Williams
School which owns module	School of Agriculture	
Programme(s) to which module belongs	BSc (Hons) Animal Science and Management (core)	
Module level 6	Module credits 15	Prerequisites None
Minimum study time 150 hours	Contact hours within study time 50	Teaching period September-May
Module content		
<p>Anthrozoology examines human-animal interactions by adopting a multi-disciplinary approach incorporating anthropology, philosophy, psychological sciences, medicine and veterinary sciences.</p> <p>The use of animals in agriculture, as companions, for draft and for assistance will be studied. The relationship between mankind and the natural world is a key issue for this decade and century. As human activities come more and more in conflict with those of other species, anthrozoology will have an increasing role to play in determining and shaping human attitudes towards animals in general and domesticated species in particular.</p>		
Module outcomes		
<p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Trace the development of mankind's interaction with animals, evaluating the cost-benefit to both. 2. Analyse evidence to support a topic related to the module content and produce a coherent debate. 3. Critically evaluate the variety and consequences of human-animal interaction in past and current societies, taking account of differing beliefs and opinions as expressed in varied sources, such as the media, religion, and cultural sources. 4. Synthesise, from a variety of sources, a written appraisal of a topic related to the module content, showing an ability to critically evaluate the work of others. 		
A1-A4, A7-A9, B2-B4, B7, C3, C6, D1, D4, D6		

Assessment	Description	Weighting
Assignment	An essay on a current anthrozoological topic (Guide: 1500 words)	30%
Open Book Examination	3 hours	70%
<p>Key texts and information sources:</p> <p>Franklin, A. (2008) <i>Animals and modern culture: a sociology of human-animal relations in modernity</i>. Sage.</p> <p>Hurn, S. (2011) <i>Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions (Anthropology, Culture and Society)</i> Pluto Press</p> <p>A. Podberscek, E. Paul & J. Serpell. (2005) <i>Companion animals and us: exploring the relationship between people and pets</i>. CUP</p> <p>Knight, J. (2000) <i>Natural enemies: People-Wildlife Conflicts in Anthropological Perspective..</i> Routledge</p> <p>Manning, A. and Serpell, J. (1994) <i>Animals and human society: changing perspectives.</i>(eds). Routledge:</p> <p>Olmert, M.D. (2009) <i>Made for each other: the biology of the human-animal bond</i>. Da Capo.</p> <p>Robinson, I. (ed) (1995) <i>The Waltham Book of Human Animal Interactions</i>. Pergamon</p> <p>Rowlands, M (2008) <i>The Philosopher and the wolf: Lessons from the wild on Love, death and Happiness</i>. Granta</p> <p>Serpell, J. (1996) <i>In the company of animals: a study of human-animal relationships</i>. Cambridge University Press.</p> <p>Journals:</p> <p>Anthrozoos Journal available via VLE Wiltshire College</p> <p>Anthrozoology .Org. http://www.anthrozoology.org/</p> <p>Society for Companion Animal Studies http://www.scas.org.uk/</p> <p>International Society for Anthrozoology http://www.isaz.net/</p> <p>Society and Animals – Journal available via Google</p>		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: August 2015

Module code 3071	Module title Behavioural Ecology	Module leader Thomas Hesselberg
School which owns module	School of Agriculture	
Programme(s) to which module belongs	BSc (Hons) Animal Science and Management (core)	
Module level 6	Module credits 15	Prerequisites None
Minimum study time 150 hours	Contact hours within study time 50	Teaching period September-May
<p>Module content</p> <ul style="list-style-type: none"> • The effects of Natural selection and the environment on behaviour • Altruism and Eusociality within group living systems • Mating systems and associated behaviours including mating strategies, guarding and parental care. • Social hierarchies and associated behaviours • Intraspecific and interspecific interactions and communication predator/prey relationships • Optimality using foraging as a case study • Other survival and dispersal techniques 		
<p>Module outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Analyse the relationship between natural selection, ecology and behaviour 2. Compare and contrast interspecific interactions including feeding strategies in relation to optimal and adaptive behaviours. 3. Discuss the evolution of reproductive strategies in a range of species 4. Evaluate the cost and benefits influencing the evolution of social behaviour <p>A3, A6, B1-7, C3, C5, C7, D1, D4, D6, D8-10.</p>		

Assessment	Description	Weighting
Assignment	A presentation on a set topic (20 minutes) and written abstract (Guide: 750)	40%
Examination	3 hours	60%
<p>Key texts and information sources: Barnard, C. (2003). <i>Animal Behaviour: Mechanism, Development, Ecology and Evolution</i>. Prentice Hall. Chapman, J.L. and Reiss, M.J. (1999). <i>Ecology: Principles and Applications</i>. Cambridge University Press. Dugatkin, L. (2010) <i>Principles of Animal Behaviour</i>. W.W. Norton & Co. Ecological Bulletin. <i>Animal Responses to Global Change in the North</i>. Oxford University Press. Davies, N; Krebs, J and West, S (2011) <i>An Introduction to Behavioural Ecology</i>. Shettleworth, S. (2010) <i>Cognition, Evolution, and Behavior</i>. OUP USA</p> <p>Journals: <i>Behavioural Ecology</i> Oxford Journals online: http://beheco.oupjournals.org</p>		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

<i>Sheet updated: August 2015</i>		
Module code 3072	Module title Field Biology and Conservation Management	Module leader Paul Wexler
School which owns module	School of Agriculture	
Programme(s) to which module belongs	BSc (Hons) Animal Science and Management (core)	
Module level 6	Module credits 15	Prerequisites None
Minimum study time 150 hours	Contact hours within study time 50	Teaching period September-May
Module content		
<p>In order to monitor and manage animal populations in the wild, the understanding and application of practical field biology skills is essential. The development, availability and capabilities of new technological resources provide increasing access to an expanding range of equipment to support and facilitate demographic, behavioural, ecological and environmental studies. Understanding of the factors influencing successful fieldwork, together with experience in the use of appropriate equipment increases employment potential in the UK and abroad.</p> <ul style="list-style-type: none"> • Field work skills development. • National and international opportunities. • Field biology logistics. • Health, safety and risk assessment. • Socio-political, cultural, economic and legislation awareness. • Behavioural ecology studies, animal identification, tracking and trapping. • Botanical studies, orienteering, PHVAs, habitat management and environmental monitoring. • Use of scientific equipment. • Animal rehabilitation and reintroduction. • Comparative analysis of conservation case studies. 		
Module outcomes		
<p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Research and evaluate fieldwork opportunities nationally and internationally. 2. Analyse conservation case studies in terms of success or failure, and suggest improvements to future projects. 3. Identify and evaluate practical field biology skills, utilising scientific equipment as appropriate. 4. Construct, prepare and appraise risk assessments, and species surveys. 5. Organise a fieldwork project, and pre-study report, undertake study and present an evaluation of the findings. 		

A2, A3, A6, A7, B1-7, C1 & 3, D1, 4 & 6.		
Assessment	Description	Weighting
Coursework	A written evaluation of 2 identified re-introduction projects (Guide: 1500 words)	30%
	A report on a practical wildlife survey exercise (1500) (Guide: 1500 words)	30%
Examination	3 hours	40%
<p>Key texts and information sources: Bang, P. (2001). <i>Animal Tracks and Signs</i>. Oxford University Press. (ISBN 0198507968). Brown, T. (1999). <i>The Science and Art of Tracking</i>. G. P. Putnam's Sons. BSAVA. (2003). <i>BSAVA Manual of Wildlife Casualties</i>. BSAVA. BSAVA. (1992/2004). <i>BSAVA Manual of Reptiles</i>. BSAVA. Holt, W., Pickard, A., Rodger, J. and Wildt, J. (2003). <i>Reproductive Science and Integrated Conservation</i>. Cambridge University Press. (ISBN 0-521-01110-8). Mathur V (2011) Environment Ecology and field biology. Applied Aspects. IK International Publishing House PVT. Norris, K. and Pain, D.J. (Eds.) (2002). <i>Conserving Bird Biodiversity: General Principles and Their Application</i>. Primack R (2010) Essentials of Conservation Biology. Macmillan Science Pullin, A.S. (2002). <i>Conservation Biology</i>. Cambridge University Press. (ISBN 0-521-64482-8). Reynolds, J.E. (2005). <i>Marine Mammal Research Conservation Beyond Crisis</i>. John Hopkins University Press. Zimmerman, A., Hatchwell, M., Dickie, L. and West, C. (Eds.). (2007). <i>Zoos in the 21st Century: Catalysts for Conservation?</i> Cambridge University Press.</p>		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

<i>Sheet updated: August 2015</i>		
Module code 3073	Module title Immuno-Epidemiology and Disease Control	Module leader Jo Nicholson / Katrina Willis
School which owns module	School of Agriculture	
Programme(s) to which module belongs	BSc (Hons) Animal Science and Management (core)	
Module level 6	Module credits 15	Prerequisites None
Minimum study time 150 hours	Contact hours within study time 50	Teaching period September-May
Module content		
<p>An applied knowledge of immunology and epidemiology is essential in the management of both captive and wild populations, especially in a climate of heightened public awareness, bio-safety concerns, economic implications and emerging infectious diseases, including the practicalities and ethics of drug use in disease control.</p> <ul style="list-style-type: none"> • The immune system and immunity generation. • Antigen and antibody structure, function and inter-relationship. • Cell-mediated immune responses. • Effects of physiological state on immune response. • Laboratory testing – immunology and pathology. • Pathogens and pathogenesis. • Disease transmission, reservoirs, host specificity, epizootics, endemics, pandemics, zoonotics, public health, emerging infectious diseases. • Disease diagnosis, control in captive stock and wild populations, implications for conservation, economic impact, legal requirements. • Pharmacology and therapeutics. • Generic and proprietary medicaments, product licensing, legislation, ethical prescription. 		
Module outcomes		
<p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Derive and contrast an in-depth understanding of immunity generation, methods of establishing level of immunity and evaluation of the effects of compromised immunity. 2. Analyse the significance and application of disease control methodology in the management of animals, in terms of human health, animal welfare, productivity, economics and conservation. 3. Evaluate the prophylactic and therapeutic use of drugs, contrasting the benefits and adverse implications of pharmacology in relation to both animals and humans. <p>A1-2, 4, 6 & 9, B1-5, B7, C2-3, C6-7, D1, D4, D6.</p>		

Assessment	Description	Weighting
Coursework	Individual Negotiated Animal Health and Disease Research Assignment (Guide: 2500 words)	50%
Examination	3 hours	50%
<p>Key texts and information sources: Coggon, D., Barker, D. and Rose, G. (2003). <i>Epidemiology for the Uninitiated</i>. BMJ. Hall A. and Yates C. (2010) <i>Immunology (Fundamentals of Biomedical Science)</i>. OUP Oxford Hudson, P., Rizzoli, A., Grenfell, B., Heesterbeek, H. and Dobson, A. (2001). <i>Ecology of Wildlife Diseases</i>. Oxford University Press. Mims, C., Nash, A., Dimmock, N. and Stephens, J. (2000). <i>Mim's Pathogenesis of Infectious Disease</i>. Academic Press Ltd. Reeves, Todd and Spickett. <i>Immunology</i>. (2004). Blackwell Publishing, Oxford. Salman, M. (2000). <i>Animal Diseases Surveillance and Survey Systems</i>. Iowa State University Press, USA. Thrusfield, M. (2007) <i>Veterinary Epidemiology</i>. Wiley-Blackwell Wobeser. (2010). <i>Disease in Wild Animals: Investigation and Management</i>. Springer.</p>		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

<i>Sheet updated: August 2015</i>		
Module code 3074	Module title Knowledge Dissemination	Module leader Paul Wexler / Katrina Willis
School which owns module	School of Agriculture	
Programme(s) to which module belongs	BSc (Hons) Animal Science and Management (optional)	
Module level 6	Module credits 15	Prerequisites None
Minimum study time 150 hours	Contact hours within study time 50	Teaching period September-May
<p>Module content</p> <p>There are increasing opportunities for employment in knowledge dissemination and education within the animal industry. An understanding of the principles of learning and instructing is required in order to pass on vocational knowledge and skills to others. Career opportunities exist in compulsory and post-compulsory education in the UK and abroad, working in both the public and the private sector.</p> <ul style="list-style-type: none"> • Article writing, book reviewing, abstract writing, critical appraisal of scientific papers, questionnaire design and scientific report writing, “popular” science. • Learning styles and communication strategies. • Design of educational materials and development of presentation skills. • Appropriate planning and assessment of learning for individuals and differing groups of learners in both theory, practical and off-site sessions, including risk assessment. • Use of IT in education, learning and the workplace. • Educational roles in the animal industry. • Personal and professional skills. • Media liaison. 		
<p>Module outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Critically appraise scientific articles, papers and books, and produce own scientific material suitable for differing identified audiences, including media presentation. 2. Plan and prepare teaching and assessment materials, and demonstrate delivery skills suitable for target learners. 3. Utilise IT within teaching and learning contexts. 4. Evaluate educational roles in the animal industry. <p>A1, A5, A9, B1-5, B7, C3-6, D1-9.</p>		

Assessment	Description	Weighting
Coursework	Evaluative portfolio compilation (Guide:1500 words)	30%
Practical	Teaching Log Book (Guide: 3000 words)	70%
<p>Key texts and information sources: Brake, M. and Weitkamp, E. (2009) <i>Introducing Science Communication</i>. Palgrave Macmillan Germano, W. (2008). <i>Getting it Published</i>. Chicago University Press. Walters, E.D. and Walters, G.C. (2010). <i>Scientists Must Speak</i>. CRC Press</p>		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

<i>Sheet updated: August 2015</i>		
Module code 3075	Module title Honours Research Project	Module leader Thomas Hesselberg
School which owns module	School of Agriculture	
Programme(s) to which module belongs	BSc (Hons) Animal Science and Management (core)	
Module level 6	Module credits 30	Prerequisites None
Minimum study time 300 hours	Contact hours within study time 25	Teaching period September- April
<p>Module content</p> <p>Students will have the opportunity to attend workshops on the following topics: Writing a Research Proposal; Undertaking a Literature Search; Harvard System Referencing; Using the Statistics Package on MS Excel; Understanding Statistics; Technical Writing; Research using Qualitative Methods.</p> <p>Students will be guided throughout the process by a dissertation supervisor, agreed with the module leader. A log will be kept of the frequency of contact between the student and the supervisor. A supervisor's report will be completed for each student but will not contribute to the assessment except in borderline cases.</p> <p>Students will undertake the following:</p> <ul style="list-style-type: none"> • Preparation of a fully referenced written research proposal with a specified research question/hypothesis, objectives, research strategy/methodology and preliminary literature review. The proposal will be assessed jointly by the module leader and the putative supervisor. No mark will be awarded but the proposal must be approved by both for the student to be allowed to proceed. In the event of a proposal not being approved the student will be allowed to resubmit by an agreed date without any penalty. Students who fail to produce an acceptable proposal following resubmission will be precluded from the dissertation process and will only be eligible for an Ordinary BSc degree. • An appropriate research enquiry. • A progress seminar in the Spring term indicating progress with reading and with research. • Preparation of a fully referenced dissertation account using a format acceptable to the RAU and taking account of the RAU's Dissertation Guidelines. • A "poster" type presentation of the research project for the information of the External Examiner. 		

Module outcomes

To achieve credit for this module, students must be able to:

1. Prepare a detailed research proposal.
2. Plan and undertake a research project.
3. Decide on an appropriate method to obtain, present and interpret data.
4. Prepare a seminar presentation to report progress with a research investigation.
5. Write a clear and concise account of their enquiry.
6. Appraise the work of others and cite appropriate references correctly using the Harvard system.
7. Summarise the findings of a research project and prepare a poster presentation of them.

A1, 2, 5 & 9, B1-7, C3, 5 & 7, D1, 4-6, 8 & 10.

Assessment	Description	Weighting
Coursework	Written research proposal - no mark will be awarded.	Approved / not approved
	Progress seminar (10 minute)	10%
	Written dissertation (Guide: 14000 words)	80%
	Poster presentation	10%

Key texts and information sources:

Dawkins M. (2007) *Observing Animal Behaviour: Design and Analysis of Quantitative Data*. OUP Oxford

Dytham. (2010). *Choosing and Using Statistics*. Wiley-Blackwell.

Fowler, J., Cohen, L. and Jarvis, P. (1998). *Practical Statistics for Field Biologists*. Wiley & Sons.

Ruxton, G and Colegrave N. (2006) *Experimental Design for the Life Sciences*. OUP Oxford.

Petrie, A. and Watson, P. (1999). *Statistics for Veterinary and Animal Science*. Blackwell Science Ltd. ISBN 0-632-05025-X.

Sharp, J.A and Howard, K. (1996). *The Management of a Student Research Project* (2nd edition). Gower.

Martin & Bateson (2001) *Measuring Behaviour: An Introductory Guide*. Cambridge University Press

Royal Agricultural University Dissertation Guide available on Wiltshire College [estudy](#)

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

<i>Sheet updated: August 2015</i>		
Module code 3077	Module title International Field Study	Module leader Paul Wexler
School which owns module	School of Agriculture	
Programme(s) to which module belongs	BSc (Hons) Animal Science and Management (optional)	
Module level 6	Module credits 15	Prerequisites None
Minimum study time 150 hours	Contact hours within study time 50	Teaching period September-May
Module content		
<p>This module provides the opportunity to experience international conservation work and to deepen understanding of some of the problems facing such projects.</p> <p>A suitable project will be chosen to allow students to get hands-on experience and to put into practice some of the theory learnt in other modules. It will enable study of the specific inter-relationships between species, and the conflicts between animals and humans, which in some cases threatens the future existence of species.</p> <p>The management of national parks and game reserves, in terms of meeting the requirements of the animal populations and the varying demands of human society, is best studied <i>in-situ</i>, and the application of practical skills learned in a controlled environment presents many more challenges in the natural habitat.</p> <p>The demands for knowledgeable and skilled researchers, game rangers and field guides is increasing, as interest in and access to national parks, private reserves and game ranches expands. An important aspect of the role of these employees is communication and education of the various participants of conservation programmes, from volunteers, private and public sectors, and tourists; therefore education is examined and various methods of communicating scientific findings to a range of audiences.</p> <ul style="list-style-type: none"> • Focus on a specified international ecosystem. • Pressures, trends and future strategies. • Designated area evaluation. • Behavioural ecology studies, flora and fauna identification, animal tracking and capture. • Field work skills application. • Health, safety and risk assessment. • Park and game management. • Field guiding with an appreciation of the educational processes integral within these job roles. • Communication methods of scientific findings to include papers, articles, abstracts and 'popular' scientific reports. 		

Module outcomes

To achieve credit for this module, students must be able to:

1. Discuss the evolving status of the studied ecosystems, evaluating current general pressures and potential impacts.
2. Research a designated area, confirming status, identifying trends and recommending a future management plan.
3. Synthesise knowledge and skills from a range of sources to safely undertake field work in novel environment.
4. Demonstrate understanding of the roles and requirements of game ranging and field guiding, including employment prospects and career structure.
5. Critically appraise scientific articles, papers and books, and produce own scientific material suitable for differing identified audiences including media presentation.
6. Plan and prepare teaching and assessment materials, and demonstrate delivery skills suitable for target audiences.

A1-9, B1-7, C1, 3, 5 & 7, D1, 3, 5 & 9.

Assessment	Description	Weighting
Coursework	Individual project - status of studied ecosystems (Guide:3000 words).	80%
Practical teaching based assessment	Preparation of an educational resource and evaluation (750 words)	20%

Key texts and information sources:

Macdonald, D.W. and Sillero-Zubiri, C. (Eds.). (2004). *The Biology and Conservation of Wild Canids*. Oxford University Press.

Maehr, D.S., Noss, R.F. and Larkin, J.L. (Eds.). (2001). *Large Mammal Restoration: Ecological and Sociological Challenges in the 21st Century*. Island Press.

Primack, R.B. (1998). *Essentials of Conservation Biology*. Sinauer Associates. (ISBN 0-87893-719-6).

Ray, J., Redford, K., Steneck, R. and Berger J. (2005) *Large Carnivores: and the Conservation of Biodiversity*. Island Press.

Scott, J.M., Goble, D.D., Davis, F.W. (Eds). (2006). *The Endangered Species Act at Thirty: Conserving Biodiversity in Human Dominated Landscapes v.2*. Island Press.

Usher, M.B. (2007). *Conserving European Biodiversity in the Context of Climate Change: Nature and Environment* 149. Council of Europe.

Woodroffe, R., Thirgood S. and Rabinowitz A. (2005) *People and Wildlife, Conflict or Co-existence?* Cambridge University Press

APPENDIX 3: Work Experience Portfolio Requirements (Bridging Module)

The student portfolio should be based on a minimum of 20 weeks work experience. It should include the following information:

1. Employment details

Name and address of employer(s) with dates.

Job title and description of duties.

Employer and/or supervisor testimony confirming the above.

2. A Work Log using the attached format as a template

The left-hand side should be used to describe briefly the activity you are involved in. On the right-hand side, tick the column(s) you believe most accurately describes the skills you have developed through the activity. An explanation of these skills, as provided by the City and Guilds, is given below:

(i) Self management and development

Performance criteria

- appropriate attitudes to work and colleagues are maintained.
- self control is exercised when faced with work-related difficulties.
- work is completed to a timetable.
- willingness to seek appropriate advice is demonstrated.
- willingness and ability to learn new skills are demonstrated.
- ways of improving working relationships are implemented.

(ii) Managing tasks

Performance criteria

- plans for work are provided.
- appropriate timetables are developed.
- agreement of others about the work to be done is obtained.
- difficulties are dealt with effectively.
- progress is monitored and any corrective actions taken.
- deadlines are met.

(iii) Communicating clearly and effectively

Performance criteria

- good use of the English language.
- written communications are accurate.
- spoken communications are clear and to the point.
- style and manner of communications are appropriate.
- communications are effective and achieve the desired outcome.
- approach to others is tactful and polite.

(iv) Working with and relating to others

Performance criteria

- good working relationships are maintained.
- ability to work well in groups is demonstrated.
- conflict is avoided and help is offered to overcome difficulties.
- manner and approach to others are appropriate.
- works well under supervision.
- appreciates the role and function of others.

(v) Applying knowledge

Performance criteria

- seeks to apply knowledge whenever appropriate.
- uses a systematic approach at all times.
- identifies, analyses and resolves problems in a professional way.
- uses knowledge to develop new designs, products and methods.
- uses course knowledge in dealing with customers and clients.
- uses knowledge of management when dealing with others.

(vi) Applying initiative in work problems

Performance criteria

- takes the lead when appropriate.
- self-motivation and initiative are demonstrated.
- an ability to provide new ideas and identify forward plans is demonstrated.
- takes the lead in problem solving.
- appropriate inventiveness and flair are demonstrated.
- suggestions about work matters are made in an appropriate way.

3. Critical appraisal of employment and personal development

For each of the headings (i) to (vi) above, include a written explanation of how well you feel the identified skills have been developed, and include examples of work/activities/outcomes/commendations, etc. to enhance your statements.

For example, if you have successfully completed additional training as part of your employment, include a copy of any certificate awarded. If you identified, and successfully implemented, solutions to a specific problem, include a description of the problem, your solution and evidence of its success. If you have helped produce a new brochure to market a product, include a copy of the brochure.

4. Personal reflection

A concise report which reflects on your work experiences and covers the following points: what went well or badly; a critical evaluation of the experience; how you might be able to improve your performance in the future; a summary of what you have learned from the experience.

PERSONAL SKILL AND PERFORMANCE RECORD

NAME.....

Work Period (enter inclusive dates):	Place a tick in whichever columns you consider applicable for each job.					
Brief description of jobs undertaken	Self Management	Managing Tasks	Communicating	Working with Others	Applying Knowledge	Applying Initiative

Signature of Employer or Manager.....