

**BSc Animal Science**  
**Part 1 Entry in October 2006**

**UCAS code: D320**

<b>Awarding Institution:</b>	University of Reading
<b>Teaching Institution:</b>	University of Reading
<b>Relevant QAA subject benchmarking group(s):</b>	Biosciences; AFAFCS Faculty of Life Sciences
<b>Programme length:</b>	3 years
<b>Date of specification:</b>	February 2007
<b>Programme Director:</b>	Dr J C Litten-Brown
<b>Board of Studies:</b>	Agriculture, Policy and Development

**Summary of programme aims**

To enable the student to:

1. Understand how animals, especially higher vertebrates, function as integrated systems at each organisational level (i.e. biomolecular, cellular, organ system, whole animal, population);
2. Gain specialised knowledge in certain areas including the nutrition, growth, lactation, reproduction, health and welfare of selected farm and companion animals;
3. Understand how the above processes may be optimised to improve animal production and the wellbeing of farm and companion animals;
4. Recognise the interdependency of fundamental and applied biology within the context of man's use of animals for production, leisure and companionship purposes

**Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills that all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology. Students will also gain experience in the methodology of research and scholarship

**Programme content**

The profile that follows states which modules must be taken (the compulsory modules), together with lists of modules from which the student must make a selection (the optional modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of module credits for each module is shown after its title.

**Part 1 (three terms) 2006/7**

**Compulsory modules (70 credits)**

		Credits	Level	Term
AM1C13	Digestion and Nutrition	10	C	2
AM1Z10	The Whole Mammal	10	C	2
AP1A15	Introduction to Animal Science	10	C	1 & 2
BI1C10	Cell Biology and Biochemistry	10	C	1
BI1C11	Genetics and Molecular Biology	10	C	2
BI1M10	Biodiversity	10	C	1
PM1PB2A	Human Physiology	10	C	1

AP1SCMS	Career Management Skills		I	3
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Students without AS or A2 level Chemistry or an equivalent qualification must take:

CH1FC1	Fundamental Concepts in Chemistry 1	10	C	1
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### Optional modules (50 credits)

Students will choose further modules up to a total of 120 credits subject to the agreement of the Programme Advisers and to timetable constraints.

The following modules are likely to be available:

AM1C14	Biochemistry and Metabolism	10	C	2
AM1M11	Fundamental Microbiology	10	C	1
AM1M13	Practical Biochemistry	10	C	3
				(Wks 34 & 35 only)
BI1Z10	Ecology	10	C	2
BI1Z11	Community Ecology	10	C	3
				(Wks 34 & 35 only)
AP1A02	Introduction to Agricultural and Food Systems	10	C	1
AP1A03	Introduction to Livestock Production Systems	10	C	1
AP1EF1	The UK Food Chain	10	C	1
AP1SB1	Introduction to Management	10	C	1
CH1FC2	Fundamental Concepts in Chemistry 2	10	C	2
IWLP	Language Programme	20	C	1&2

## Part 2 (three terms) 2007/8

### Compulsory modules (90 credits)

		Credits	Level	Term
AM2C31	Molecular Biology and Bioinformatics	10	I	4
AM2C40	Recombinant DNA Exercise	10	I	6
AM2Z33	Animal Behaviour	10	I	5
AP2A24	Applied Animal Nutrition	10	I	4
AP2A34	Animal Breeding & Reproductive Technology	10	I	4
AP2A35	Animal Health and Disease	10	I	5
AP2A36	Animal Production	10	I	5
AP2A43	Small Animal Management	10	I	3 (Wk 41)
AS2A1	Statistics for Life Sciences	10	I	4

### Optional modules (30 credits)

Students will choose further modules up to a total of 120 credits subject to the agreement of the Programme Advisers and to timetable constraints.

AM2C32	Endocrinology*	10	I	4
AM2C33	Pharmacology and Toxicology*	10	I	4
AM2Z32	Vertebrate Zoology	10	I	5
AM2Z35	Immunology*	10	I	4
AP2A25	Grassland Management	10	I	4
AP2A38	Organic Farming	10	I	4

AP2SB2	Financial Management	10	I	5
IWLP	Language Programme	20	I	4&5

(\*recommended modules)

### Part 3 (three terms) 2008/9

#### Compulsory modules (40 credits)

		Credits	Level	Term
AP3A81	Dissertation	40	H	7&8

#### Optional modules (80 credits)

Students will choose further modules up to a total of 120 credits subject to the agreement of the Programme Advisers and to timetable constraints.

AM3C71	Cardiovascular Disease	10	H	7
AM3C78	Mammalian Reproduction	10	H	8
AM3C80	Cancer	10	H	8
AM3Z72	Insects and Society	10	H	8
AM3Z74	Conservation Biology	10	H	8
AM3Z76	Behavioural Ecology & Life History Theory	10	H	7
AP3A67	Animal Welfare	10	H	7
AP3A68	Wildlife in the Farming Environment	10	H	8
AP3A75	Equine Management	10	H	6
AP3A79	Animal Food Products: Meat and Milk	10	H	8
AP3A80	Animal Growth and Lactation	10	H	7
AP3A83	Practical Animal Nutrition	10	H	7
AP3A84	Dogs and Cats	10	H	7
AP3A85	Horses	10	H	8
AP3A91	Captive Animal Management	10	H	6
				(wk 43 only)
IWLP	Language Programme	20	H	7&8

#### Progression requirements

##### Progression from Part 1 to Part 2

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1.

##### Progression from Part 2 to Part 3

To gain a threshold performance at Part 2 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2.

#### Summary of teaching and assessment

Teaching in Part 1 consists of lectures and practical classes with small group work being largely restricted to the Concepts and skills module; modules are assessed in general by a combination of

coursework (20%) and formal examination (80%) which, in Part 1, is often in multiple-choice question format. Part 1 does not contribute to the final degree assessment.

In Parts 2 and 3, lectures and practical classes continue to be major modes of teaching but they are increasingly supplemented by seminars and other group work. Modules can be 100% in-course assessed but are more usually assessed by a combination of coursework and formal examination (typically 30:70% split).

For the final degree classification Part 2 contributes one third of the overall assessment and Part 3 the remaining two thirds. In order to be eligible for Honours, students must gain an overall weighted average of 40% and must gain at least 40% in the Biology Project module.

### **Admission requirements**

Standard offer: UCAS Tariff: Points/grade 260/BCC from no more than 4 subjects at A level. Subjects & level of qualification: Biology and one other science (Chemistry preferred); both at grade C at A level. The university supports Key Skills and will take account of points awarded for Key Skills although they are not part of the entry requirements. GCSE: Grade B required in Mathematics/English/Sciences. Irish Highers: BBBCC (including Biology and Chemistry) IB: 30 points (including Biology and preferably Chemistry). Mature students and those with other qualifications are encouraged to apply.

### **Admissions Tutor: Dr J C Litten-Brown**

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Within the two providing Schools (Biological Sciences and Agriculture, Policy and Development) a Programme Adviser is available to offer advice on the choice of modules within the degree programme.

### **Career prospects**

Reading graduates in Animal Science find employment in the scientific research and managerial services of commercial organisations concerned with animal nutrition, breeding and health. About 20 per cent of graduates go on to higher degree courses and in recent years some 6 per cent have gained places to study veterinary science. Graduates have also gone into accountancy, management training, financial services and information technology.

### **Opportunities for study abroad or for placements**

Students have the opportunity to take part in the Socrates exchange programme in which they can spend the first term of Part 3 studying in another European University. Recent exchanges involving AMS students have taken place with the following: University of Tours, France; Odense University, Denmark; Uppsala University, Sweden; University College Cork, Ireland; Zaragoza University, Spain; ENSA, Montpellier, France; University of Cagliari, Sardinia.

Students also have the opportunity to go to Rostock University, Germany and Siena University, Italy.

### **Educational aims of the programme**

The programme aims to provide a thorough degree-level education in Animal Science, leading to a sound knowledge base in biology as a whole, underpinning more specialised knowledge of applied aspects relating to mans use of animals for production, companionship and leisure purposes. The programme content is intended to be relevant to the needs of employers and should facilitate the professional development of the student to lay the foundations for a successful career to the benefit of the economy and society.

### **Programme Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

#### ***Knowledge and Understanding***

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. The fundamental principles and concepts of animal biology with special reference to higher vertebrates.</li><li>2. The integrated biochemical and physiological processes that enable animals to function</li><li>3. The principles of animal agriculture</li><li>4. Applied aspects of animal biology concerned with mans use of animals for production, companionship and leisure purposes</li></ol>	<p><b>Teaching/learning methods and strategies</b> Acquisition of knowledge is achieved mainly through lectures but supported by laboratory practicals, computer-simulated practicals and directed student-centred learning. Student-centred learning is used where appropriate resource material is available and its role in student learning generally increases as the course progresses. As well as compulsory core modules the study programme includes a wide range of optional modules to allow students to tailor the course to their own particular interests. This flexibility is greatest in Part 3.</p> <p><i>Assessment</i> Most modules, apart from practical modules, essays and project work are assessed by a combination formal examination and coursework. The nature of the coursework varies from module to module and is specified in each module outline.</p>
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### *Skills and other attributes*

<p><b>B. Intellectual skills</b> – able to:</p> <ol style="list-style-type: none"><li>1. think logically</li><li>2. Integrate theory and practice.</li><li>3. Synthesise information/data from a variety of sources</li><li>4. analyse and solve problems</li><li>5. organise tasks into a structured form</li><li>6. plan, conduct and write a report on an independent project.</li></ol>	<p><b>Teaching/learning methods and strategies</b> Acquisition of intellectual skills is encouraged throughout the programme through formal lectures, practical project work, tutorial seminar work, coursework assignments, computer-assisted learning resources and both directed and non-directed reading.</p> <p><i>Assessment</i> Intellectual skills are partly assessed through formal examinations but assessment of coursework and practical project work is an important component for assessment of the higher order skills. A variety of assessment methods are used including formal reports and project dissertations, essays, oral and poster presentations and project formative and summative assessments.</p>
<p><b>C. Practical skills</b> – able to:</p> <ol style="list-style-type: none"><li>1. Carry out laboratory and/or field practical/project work effectively and safely.</li><li>2. Interpret experimental observations made in laboratory and/or field</li><li>3. Apply and critically evaluate the applications/ limitations of selected research methods and bioanalytical techniques</li></ol>	<p><b>Teaching/learning methods and strategies</b> In parts 1 and 2 attention is focused on the acquisition of basic skills and safe working practices through prescribed exercises. in part 3 more advanced techniques and non-prescribed exercises are frequently undertaken during project work.</p> <p><i>Assessment</i> A variety of assessment methods are used to assess practical skills. These include laboratory day-book inspections, oral/poster presentations, formal reports, formative and summative project assessments, project dissertations</p>

**D. Transferable skills** – able to:

1. use IT effectively (word-processing, spreadsheet, statistical analysis and presentation software, e-mail, www)
2. communicate scientific ideas orally and in writing
3. demonstrate adequate numerical and problem solving skills appropriate to a degree-level biologist
4. work as part of a team
5. work independently
6. use library resources (including on-line)
7. manage time effectively
8. plan their career

**Teaching/learning methods and strategies**

The use of IT is embedded throughout the programme including specific introductory material in part 1.

*Assessment*

In general these skills are not formally assessed as individual elements but they will enhance the performance of students in both coursework (reports, dissertations, poster presentations, essays) and unseen examinations.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**