1. **Title of the module**

BICC5230 (BI523) Vertebrate Physiology

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

School of Biosciences/East Kent College Group

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

Level 5

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

15 credits (7.5 ECTS)

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

Autumn & Spring & Summer

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

BICC3120 (BI312) Anatomy and Histology

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

HND/C Applied Animal Science

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Discuss the physiology of the cardiovascular and lymphatic systems
3. Define the functions of the respiratory, digestive and excretory systems in the animal body
4. Assess the functions and control of reproductive processes in the animal body
5. Investigate the functions of the endocrine and nervous systems
6. Explain the importance of homeostasis in the control of the animal’s internal environment
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Demonstrate critical thinking skills
9. Work with complex material
10. Demonstrate communication and report writing skills
11. Scan and organise data, abstract meaning from information and share knowledge with others
12. Demonstrate effective self-management skills
13. **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.

1. **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,* 4th 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)

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 90

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Assignment (3,000 words) - 50%

Time constrained assignment - 25%

Time constrained assignment - 25%

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) 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** |

1. **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

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

Canterbury College

1. **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.

1. **Partner College/Validated Institution**

Canterbury College

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

East Kent College Group

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018