MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Game and Deer Management					
Module Code	UILXT5-15-2		Level	2	Version	1.1
Owning Faculty	Hartpury College		Field		Animal and Land Science	
Contributes towards	FdSc Agriculture					
UWE Credit Rating	15	ECTS Credit Rating	7.5		Module Type	Standard
Pre-requisites	None		Co-requisites		None	
Excluded Combinations	None		Module Entry requirements		None	
Valid From	01 September 2014 V1.1- 01 September 2017		Revised CAC approval date		V1.1- 31 July 2017	

CAC Approval Date	27 January 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Prepare, and discuss the principles behind an operational plan for a game enterprise (A). 2 Debate current policy and legislation relating to game and deer management (A). 3 Critically review habitat and species management relating to game and deer management (A). 4 Analyse population dynamics, regulation and modelling with respect to game and deer management (A). 5 Demonstrate a strategy for disease prevention and control (A). 6 Review options for maximising profit from game management enterprises (A).
Syllabus Outline	1 The value of game and deer management to the economy: public and private goods. 2 Brief review of game management systems. 3 Management planning: developing an operational plan for a game enterprise. 4 Record keeping. 5 Marketing options. 6 Legislation and policy. 7 Species and habitat management. 8 Disease control. 9 Population dynamics, regulation and modelling. 10 International perspectives. 11 Predator – prey relationships.

Contact Hours	Indicative delivery modes:	
	Lectures, guided learning, seminars etc	24
	Self directed study	12
	Independent learning	114
	TOTAL HOURS	**150**

| Teaching and Learning Methods | A variety of learning strategies will be used which may include lectures, seminars and discussions on contemporary, module specific topics, case studies, computer simulations and workshops, student discussions, videos and CD Roms, outside speakers, visits, and e-learning.

Scheduled hours and teaching study hours will be where students can present information, discuss topics in more detail, examine real life case studies and present information either individually or in small groups to their peers. Some site visits and visiting lectures will be programmed in to module delivery. Additional activities will be sign posted to students during module delivery – these will not be compulsory but recommended for attendance, e.g. guest lectures, field exercises, external speakers, conferences, volunteer opportunities etc. All teaching material available digitally will be posted on the virtual learning environment (VLE). Additional support will be provided via email and individual/group tutorials as required.

Scheduled learning
May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

Independent learning
May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Virtual learning environment (VLE)
This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE. |
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| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key information set – module data

Number of credits for this module |
|---|---|

<table>
<tr><td colspan="4">Number of credits for this module</td><td>15</td></tr>
<tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr>
<tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr>
</table>

The table below indicates as a percentage the total assessment of the module which constitutes a:

1   *Written exam:* Unseen written exam, open book written exam, in-class test.
2   *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3   *Practical exam:* Oral assessment and/or presentation, practical skills assessment, practical exam.

	Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the assessment section of this module description: Total assessment of the module: Written exam assessment percentage 0% Coursework assessment percentage 0% Practical exam assessment percentage 100% 100%
Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. • Alexander, T.L. (Current Edition) *Management and diseases of deer: A Handbook for the Veterinary Surgeon.* London: Veterinary Deer Society. • BASC (Current Edition) *Handbook of shooting: The sporting shotgun.* Shrewsbury: Swan Hill Press. • Bell, S. and McGillivray, D. (Current Edition) *Environmental Law.* Oxford: Oxford University Press. • De Nahlik, A.J. (Current edition) *Management of deer and their habitat, principles and methods.* Dorset: Wilson Hunt. • Parkes, C. and Thornley, J. (Current Edition) *Deer: law and liabilities.* Shrewsbury: Swan Hill Press. • Prior, R. (Current Edition) *Deer management in small woodlands.* Fordingbridge: British Deer Society. • Prior, R. (Current Edition) *Roe deer management and stalking.* Shrewsbury: Swan Hill Press. • Putman, R. (Current Edition) *The natural history of deer.* London: Christopher Helm. • Ratcliffe and Mayle (Current Edition) *Roe deer biology and management.* London: HMSO. • Roberts, M. I. L. (Current Edition) *Managing a shoot.* London: The Sportsman's Press.

Websites:
- The Game and Wildlife Conservation trust: http://www.gwct.org.uk/
- The British Association for Shooting and Conservation: http://www.basc.org.uk/
- The British Deer Society: http://www.bds.org.uk/
- The Deer Initiative: http://www.thedeerinitiative.co.uk/
- Scottish natural Heritage: http://www.snh.gov.uk/snh-for-you/deer-managers/
- Deer management – Best Practice Guides: http://www.bestpracticeguides.org.uk/
- Natural England: http://www.naturalengland.org.uk
- Forest Research: http://www.forestry.gov.uk/forestresearch

Suggested magazines:
- The Field.
- The Shooting Gazette.
- The Shooting Times.
- The Stalking Magazine.

The above sources give an indication of the area of study involved. Although students may be directed to some specific titles, they will also be encouraged to identify other relevant material for themselves.

Part 3: Assessment	
Assessment Strategy	The assessment strategy for this module is via an oral presentation. The oral presentation will allow examiners to assess the knowledge and understanding and intellectual skills students have gained throughout the module. Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in revisions sessions. Summative feedback can be gained on assignment scripts, at the end of oral presentations and on the VLE. In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to VLE.

Identify final assessment component and element	Oral presentation.		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		100%	N/A

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Oral presentation (30 minutes)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Oral presentation (30 minutes)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.