

CDA4 Programme Design Template Module specification (with KIS) 2014-15



University of the
West of England




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Wildlife and Zoo Management				
Module Code	UINV3N-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Standard		
Contributes towards	BSc (Hons) Animal Behaviour and Welfare BSc (Hons) Animal Management (Top-up) BSc (Hons) Animal Science BSc (Hons) Animal Science (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2015	Valid to	01 September 2021		

CAP Approval Date	15 December 2015
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Identify and critically evaluate the environmental and behavioural needs of a range of non-domestic animal species and assess the suitability of the current environment to these needs. (A, B) 2. Critically evaluate the importance of the balance that should be maintained between visitor requirements and animal welfare. (A, B) 3. Identify the criteria required for successful rehabilitation of animals into the wild and evaluate the success of rehabilitation programmes. (A, B) 4. Evaluate the effectiveness of the relevant legislation for improving the welfare of animals in collections and post-release of rehabilitated animals. (B) 5. Work effectively as a member of a group. (A)
Syllabus Outline	<ul style="list-style-type: none"> • History and Philosophy of zoos (e.g. evolution and development of zoological collections, impact of key figures such as Hagenbeck & Durrell, aims of collections) • Legislation (e.g. the formation of the EU Zoos directive, application of the Zoo

	<p>Licencing Act, Zoo Inspections, role of EAZA. WAZA, BIAZA etc.)</p> <ul style="list-style-type: none"> • Housing and husbandry (e.g. enclosure design, mixed species exhibits, husbandry procedures) • Animal behaviour and welfare (e.g. managing stereotypies, abnormal behaviours, group structure) • Captive breeding (e.g. meta-analysis, contraception, studbooks, surplus stock) • Conservation (e.g. in-situ conservation activities, education, breeding for release) • Animal identification and record keeping (e.g. ZIMS, ISIS, ARKS) • Feeding and nutrition (e.g. artificial diets, food storage, methods of feeding, browse) • Human-animal interactions (e.g. visitor interaction, behaviour & influences, keeper impacts, public interest) • Research (e.g. limitations of zoo research, publications and conferences, future directions) 																																			
Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>• Lectures, guided learning, seminars, etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td>• Self-directed learning</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	• Lectures, guided learning, seminars, etc.	33	• Self-directed learning	3	• Independent learning	114	TOTAL	150																											
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Teaching and Learning Methods	<p>A variety of learning strategies will be used including lectures and seminars (33 hours) and self-directed learning (3 hours). Students will also be expected to engage in independent learning throughout the module (114 hours). This will involve the preparation of a group presentation, research for a written assignment and further reading to support formal teaching.</p> <p>Scheduled learning includes lectures, seminars, tutorials, group discussions, e-learning, fieldwork and external visits.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Virtual Learning Environment (VLE) The module will be supported by the VLE where students will be able to find all necessary module information. Direct links to information sources will be provided from within the VLE.</p>																																			
Key Information Sets Information	<p>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.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">15</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes -</p>	Key Information Set - Module data										<i>Number of credits for this module</i>				15						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150					
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Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
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:			
Coursework assessment percentage		75%	
Practical exam assessment percentage		25%	
		100%	

Reading Strategy

Essential Readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students will be required to access research papers that are available electronically. Module guides will also reflect the range of reading to be carried out.

Further Readings

Further reading will be required to supplement reading recommended in class. 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 student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation of information and referencing.

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.

Books

Beynon, P.H. and Cooper, J.E. (Current Edition) *Manual of Exotic Pets*. Cheltenham: BSAVA.

Fairbrother, A., Locke, L.N., and Hoff, G.L. eds. (Current Edition) *Non-Infectious Diseases of Wild Life*. London: Manson Publishing Ltd.

Fowler, M.E. ed. (Current Edition) *Zoo and Wild Animal Medicine: Current Therapy 3*. Philadelphia, USA: W. B. Saunders Company.

Goodenough, J., McGuire, B. and Wallace, R.A. (Current Edition) *Perspectives on Animal Behaviour*. New York, USA: John Wiley & Sons, Inc.

Hosey, G., Melfi, V. and Pankhurst, S. (Current Edition) *Zoo Animals*. New York, USA: Oxford University Press.

Zimmerman, A., Hatchwell, M., Dickie, L. and West, C. ed. (Current Edition) *Zoos in the 21st Century-Catalysts for Conservation?* Cambridge: Cambridge University Press.

	<p>Journals</p> <p>Animal Behaviour</p> <p>Applied Animal Behaviour Science</p> <p>Zoo Biology</p> <p>Journal of Zoo and Aquarium Research</p> <p>Zooquaria</p> <p>Ratel (publication of Association of British Wild Animal Keepers)</p> <p>PloS ONE</p>
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Part 3: Assessment	
Assessment Strategy	<p>The oral presentation will allow the knowledge and intellectual skills gained throughout the module to be assessed in a group presentation format. Students in the first sit will be awarded a group mark. At the resit there will be a requirement to complete an individual presentation that requires reflection on group work (15 minutes).</p> <p>The written assessment will enable critical evaluation of the findings of a research study examining an area of zoo animal management and conservation. This will facilitate in depth utilisation and dissemination of the information covered throughout the module, as well as via additional study.</p> <p>Formative feedback can be gained from this module in the module delivery, on blackboard, in tutorials and in revision sessions. Summative feedback can be gained upon assignment and presentation scripts and feedback sheets.</p> <p>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 the VLE.</p>

Identify final assessment component and element	Oral Presentation	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Group oral presentation (30 minutes)	100%	
Component B Description of each element	Element weighting	
1. Written assignment (2000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Individual oral presentation (15 minutes)	100%
Component B Description of each element	Element weighting

1. Written assignment (2000 words)	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	