



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Animal Management I				
Module Code	UINVLL-30-1	Level	1	Version	1
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	FdSc Animal Management				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2013		Valid to	01 September 2019	

CAP Approval Date	06 August 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Demonstrate understanding of applied knowledge regarding animal practice principles (A, B). 2 Produce primary evidence of a range of work based activities from both work experience and/or a residential in a portfolio (B). 3 Perform a range of practical tasks to the acceptable industry standard and discuss the practical implications of management strategies employed within animal husbandry (A, B). 4 Demonstrate the ability to communicate technical information effectively to a range of audiences (A). 5 Demonstrate an understanding of current legislation relating to domestic and wild animals within the United Kingdom (A).
Syllabus Outline	<ol style="list-style-type: none"> 1 Introduction to the animal industry. 2 Working in an animal management environment. 3 Knowledge and application of health and safety in an animal management environment. 4 Handling a range of species to include mammal, bird, reptile, and amphibians to a competent level based on LANTRA NOS, including awareness of behaviour and methods of restraint. 5 Management principles and methods (handling equipment/housing, watering and feeding, bedding, routine transport etc.) for a range of species to a competent level. 6 Legislation: For example - Veterinary surgeons Act 1996, Animal Welfare Act 2006, Wildlife and Countryside Act 1984, CITES; Import and Export legislation; Transport legislation and other welfare legislation; rabies legislation, quarantine legislation, quarantine units.

Contact Hours/ Scheduled Hours	<table border="0" style="width: 100%;"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">72</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Independent learning, including work placement</td> <td style="text-align: right;">222</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">300</td> </tr> </table> <p>Scheduled learning will include introductory lectures, review meetings, tutorials, external visits and an interactive forum.</p> <p>All students are expected to attend the series of tutorials.</p>	Lectures, guided learning, seminars etc	72	Self directed study	6	Independent learning, including work placement	222	TOTAL	300				
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Teaching and Learning Methods	<p>Scheduled learning Includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning Includes hours engaged with essential reading, case study preparation, 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) (or equivalent) This module 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.</p> <p>Work based learning In this module there is a requirement to completed 110 hours of work based learning with a Weston College approved and recognised animal establishment. This will be supported by a named mentor and regular placement visits by a member of the team to support and develop professional practice.</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> <p>Key Information Set – Module Data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Number of credits for this module</td> <td style="width: 30%; text-align: center;">30</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">78</td> <td style="text-align: center;">112</td> <td style="text-align: center;">110</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test. 2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>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:</p>	Number of credits for this module	30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	78	112	110	300
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300	78	112	110	300									

	<p>Total assessment of the module:</p> <table border="1" data-bbox="932 224 1059 367"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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	100%								
Reading Strategy	<p>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 information and referencing. Sign up workshops are also offered.</p> <p>Essential reading Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p>Further reading Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p>								
Indicative Reading List	<p>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, including the module guide.</p> <ul style="list-style-type: none"> • Agar, S. (Current Edition) <i>Small Animal Nutrition</i>. Edinburgh: Butterworth-Heinemann. • Boden, E. (Current Edition) <i>Black's Veterinary Dictionary</i>. London: A&C Black. • Dallas, S., North, D. and Angus, J. (Current Edition) <i>Grooming Manual for the Dog & Cat</i>. Oxford: Blackwell Publishing. • Ford, P. (Current Edition) <i>Home Farm Handbook</i>. Barron Educational Services. • Lane, D. Cooper, B. and Turner, L. (Current Edition) <i>BSAVA Textbook of Veterinary Nursing</i>. Gloucester: BSAVA. • Manning, A. (Current Edition) <i>Introduction to Animal Behaviour</i>. Oxford: Marion Stamp Dawkins. • Meredith A. and Redrobe, S (Current Edition) <i>BSAVA Manual of Exotic Pets</i>. Gloucester: BSAVA. • Pond, W. Church, D. Pond, K. and Schoknecht, P. (Current Edition) <i>Basic Animal Nutrition and Feeding</i>. Oxford: Wiley and Sons inc. • Poole, T. (Current Edition) <i>UFAW Handbook on the Care and Management of Laboratory Animals: Terrestrial Vertebrates</i>. Oxford: Blackwell Publishing. • Young, R.B. (Current Edition) <i>Environmental Enrichment for Captive Animals</i>. Oxford: Blackwell Publishing. 								

Part 3: Assessment

Assessment Strategy	<p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Practice Portfolio and Work place Log Book: Students are required to write up their practical work experience. This form of assessment is designed to encourage engagement in the practical work experience and develop skills of application to the equine industry. The portfolio assignment is chosen to facilitate in depth study of the skills gained in the workplace and relating findings/observations to material learnt in lectures and gained in additional study via analysis, evaluation and discussion.</p> <p>Reflective Skills Audit: Students are required to reflect on elements within their practice portfolio and the practical experience gained. This should include an explanation of how scientific principles which underpin chosen competencies have enhanced performance in the work place. The reflective audit is chosen to facilitate the synthesis of knowledge and practical skills and analysing the relationship between theoretical knowledge and practical performance.</p> <p>Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</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 VLE.</p>
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Identify final assessment component and element	Reflective skills audit.
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% weighting between components A and B (Standard modules only)	A:	B:
	Pass/Fail	100%

First Sit

Component A (controlled conditions) Description of each element	Element weighting
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1 Practical Portfolio and Workplace Log Book (110 hours)	Pass/Fail
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Component B Description of each element	Element weighting
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1 Reflective Skills Audit	100%
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
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1 Practical Portfolio and Workplace Log Book (110 hours)	Pass/Fail
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Component B Description of each element	Element weighting
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1 Reflective Skills Audit	100%
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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.