



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|---|--------------------|---------------------------|-------------------|----------|
| Module Title | Animal Production | | | | |
| Module Code | UINXSL-15-2 | Level | 2 | Version | 1 |
| Owning Faculty | Hartpury | Field | Animal and Land Science | | |
| Contributes towards | BSc (Hons) Animal Science BSc (Hons) Animal Science (SW) FdSc Animal Science and Management | | | | |
| 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 | | Valid to | 01 September 2020 | |

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| CAP Approval Date | 27 January 2014 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Relate the historic contexts of production animal management systems to current national and global practice (A, B). 2 Analyse the market trends for livestock and their products (A, B). 3 Compare the different production systems employed in the UK in relation to resources and financial factors (A, B). 4 Analyse the influence breeding, feeding, rearing, animal health and welfare has on productivity for livestock (A, B). 5 Evaluate the importance of production factors affecting product quality and human health (B). |
| Syllabus Outline | <ol style="list-style-type: none"> 1 Cattle production: a brief history and current structure of the dairy and beef industry in the UK compared with other major cattle producing countries of the world; typical production systems in the UK including major aspects of breeding, feeding, rearing, milking, animal health, transport and slaughter and associated grassland management for relevant classes of stock. 2 Sheep production: a brief history and current structure of the UK sheep industry compared with other major producing countries of the world; typical production systems in the UK including major aspects of breeding, feeding, rearing, animal health, transport and slaughter and associated grassland management. 3 Pig production: a brief history and current structure of the UK pig industry compared with other major producing countries of the world; intensive and extensive production systems in the UK including major aspects of breeding, feeding, rearing, animal health, transport and slaughter. |

| | 4 | Poultry production: a brief history and current structure of the UK poultry industry compared with other major producing countries of the world; intensive and extensive production systems in the UK including major aspects of breeding, feeding, rearing, animal health, transport and slaughter. | | | | | | | | | | | | | | | | | | | | |
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| Contact Hours | Indicative delivery modes: | | | | | | | | | | | | | | | | | | | | | |
| | Lectures, guided learning, seminars etc | | | 33 | | | | | | | | | | | | | | | | | | |
| | Self directed study | | | 3 | | | | | | | | | | | | | | | | | | |
| | Independent learning | | | 114 | | | | | | | | | | | | | | | | | | |
| | TOTAL | | | 150 | | | | | | | | | | | | | | | | | | |
| Teaching and Learning Methods | <p>Scheduled learning A variety of learning strategies will be used including lectures, seminars, on-farm practicals and computer workshops. Delivery will be support by visits to appropriate enterprises where possible, for example, Hartpury Farm and external business where possible.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>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.</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> <p>Number of credits for this module 15</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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: 25%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> </tr> </thead> <tbody> <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> </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> <p>Total assessment of the module:</p> <table style="width: 50%; margin-left: auto; margin-right: auto;"> <tr> <td style="width: 70%;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table> | | | | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 | Written exam assessment percentage | 50% | Coursework assessment percentage | 50% | Practical exam assessment percentage | 0% | | 100% |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | | | | |
| 150 | 36 | 114 | 0 | 150 | | | | | | | | | | | | | | | | | | |
| Written exam assessment percentage | 50% | | | | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | 50% | | | | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | 0% | | | | | | | | | | | | | | | | | | | | | |
| | 100% | | | | | | | | | | | | | | | | | | | | | |

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| Reading Strategy | <p>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.</p> <p>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.</p> <p>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.</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"> • Blowey, R.W. (Current Edition) <i>A veterinary book for dairy farmers</i>. Ipswich: Farming Press. • Broom, D.M. and Johnson, K.G. (Current Edition) <i>Stress and animal welfare</i>. London: Chapman & Hall. • Close, W.H. and Cole, D.J.A. (Current Edition) <i>Nutrition of sows and boars</i>. Nottingham: Nottingham University Press. • Cole, D.J.A., Wiseman, J. and Varley, M.A. (Current Edition) <i>Principles of pig science</i>. Nottingham: Nottingham University Press. • Cunningham, J.M.M. & Stamp, J.T. (Current Edition) <i>Sheep husbandry and diseases</i>. Oxford: Blackwell Scientific Ltd. • Ewbank, R. (Current Edition) <i>The management and welfare of farm animals: The UFAW handbook</i>. Wheathampstead: UFAW. • Fraser, A.F. and Broom, D.M. (Current Edition) <i>Farm animal behaviour and welfare</i>. Wallingford: CAB International. • Gadd, J. (Current Edition) <i>Pig production problems</i>. Nottingham: Nottingham University Press. • Gordon, I. (Current Edition) <i>Controlled reproduction in sheep and goats</i>. Wallingford: CAB International • Grandin, T., ed. (Current Edition) <i>Livestock handling and transport</i>. Wallingford: CAB International. • Henderson, D.C. (Current Edition) <i>The veterinary book for sheep farmers</i>. Ipswich: Farming Press. • McDonald, P., Edwards, R.A., Greenhalgh, J.F.D., and Morgan, C.A. (Current Edition) <i>Animal nutrition</i>. Harlow: Longman Scientific & Technical. • Peters, A.R. and Ball, P.J.H. (Current Edition) <i>Reproduction in cattle</i>. Oxford: Blackwell Science. • Phillips, C. (Current Edition) <i>Cattle behaviour and welfare</i>. Oxford: Blackwell Publishing. • Phillips, C.J.C. (Current Edition) <i>Principles of cattle production</i>. Oxford: CABI Publishing. • Ruckebusch, Y., Phaneuf, L-P., and Dunlop, R. (Current Edition) <i>Physiology of small and large animals</i>. Philadelphia: BC Decker Inc. |

- Sainsbury, D. (Current Edition) *Poultry health and management*. Oxford: Blackwell Scientific Publications.
- Thornton, K. (Current Edition) *Outdoor pig production*. Ipswich: Farming Press.
- Webster, J. (Current Edition) *Understanding the dairy cow*. Oxford: Blackwell Scientific Publications.

Websites and databases:

- Animal health & production compendium: www.cabi.org/ahpc
- British Pig Executive: www.bpex.org.uk
- Department for Environment, Food and Rural Affairs (DEFRA): www.gov.uk/defra
- Dairy Council: www.dairyco.co.uk
- English Beef and Lamb Executive: www.eblex.org.uk
- Meat and Livestock Commission Services Ltd (MLCS): www.mlcsl.co.uk
- National Beef Association: www.nationalbeefassociation.com

Journals:

- Animal
- Journal of Animal Production
- Journal of Animal Science
- Meat Science

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 | | | |
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| Assessment Strategy | <p>The written examination has been chosen to facilitate broad assessment of the knowledge and understanding and the intellectual skills gained throughout the module in a time-limited and controlled setting.</p> <p>The written report was chosen to facilitate in depth utilisation of skills and understanding gained from farm visits and seminars; and relating this to material learnt in lectures and in additional study via analysis, evaluation and discussion.</p> <p>Feedback will be provided throughout the module via tutorial support; class and on farm discussions and short exercises in addition to that on assignment submissions and examination scripts.</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 leaning and assessment needs. For further information regarding this please refer to the VLE.</p> | | |
| Identify final assessment component and element | | Written examination | |
| % weighting between components A and B (Standard modules only) | | A: | B: |
| | | 50% | 50% |
| First Sit | | | |
| Component A (controlled conditions) | | Element weighting | |
| Description of each element | | | |
| 1 | Written examination (1 hour) | 100% | |
| Component B | | Element weighting | |
| Description of each element | | | |
| 1 | Written report (1,500 words) | 100% | |
| Resit (further attendance at taught classes is not required) | | | |
| Component A (controlled conditions) | | Element weighting | |
| Description of each element | | | |
| 1 | Written examination (1 hour) | 100% | |
| Component B | | Element weighting | |
| Description of each element | | | |
| 1 | Written assignment (1,500 words) | 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. | | | |