



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Animal Management II				
Module Code	UINVK9-30-2	Level	2	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 2014		Valid to	01 September 2020	

CAP Approval Date	29 May 2014
--------------------------	-------------

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 Compare and contrast the various animal management strategies utilised in the care of animals (A, B). 2 Critically evaluate the principles of animal management utilised within the animal industry (considering National Occupational Standards) (B). 3 Apply academic knowledge of animal health, behaviour and welfare, nutrition, exercise and management of facilities in practical situations (A). 4 Demonstrate the ability to supervise the maintenance of facilities within an animal establishment including an awareness of Health and Safety (A). 5 Demonstrate the ability to interact and communicate appropriately with industry professionals, including veterinarians, para-professionals and the public (B). 6 Reflect on experience and/or practice and plan and implement personal transferable skill objectives (B). 7 Demonstrate the ability to apply supervisory skills in a practical situation that demonstrate the ability of others to carry out routine husbandry practices for a range of species (A). 8 Demonstrate the ability to manage time effectively and work proficiently as part of a team (A). 9 Secure and maintain suitable and relevant work placement(A, B).

Syllabus Outline	<p>1 Supervision of the management of a range of species throughout life stages (to include nutrition, breeding, housing, veterinary care and specialist requirements).</p> <p>2 Animal Health –Assessment and monitoring of animal health including prophylaxis, routine and annual health regimes. Common animal diseases, ailments and injuries. Good husbandry practices and maintenance of good health. Indications, diagnosis (to include microbiology) and management of disease.</p> <p>3 Role of allied health professionals (eg. Veterinary surgeons, Veterinary nurses, physiotherapists, specialists) in relation to legislation.</p> <p>4 Nutrition: Condition scoring, ration design and feeding practices.</p> <p>5 Management of facilities: Housing, equipment and commercial enterprises.</p> <p>6 Development and application of supervisory skills.</p> <p>7 Health and safety. Identification of risk factors to both animals and personal involved in the management of a range of animals including transportation.</p> <p>The student with support of a tutor must contact employers to gain a work placement, and must obtain written agreement from the employer to confirm the offer of a specified period of work placement.</p> <p>Prior placement approval must have been granted by the College, and all attendant paperwork must have been completed and signed off by both the placement provider and the module's placement tutor, BEFORE starting the work placement.</p> <ul style="list-style-type: none"> • How to find a suitable work placement. • How to apply for a work placement. • Identifying own skills relevant to placement. • Consideration of future careers. 								
Contact Hours	<p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">66</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;">228</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">300</td> </tr> </table>	Lectures, guided learning, seminars etc	66	Self directed study	6	Independent learning including work placement	228	TOTAL	300
Lectures, guided learning, seminars etc	66								
Self directed study	6								
Independent learning including work placement	228								
TOTAL	300								
Teaching and Learning Methods	<p><i>Scheduled learning</i> May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><i>Independent learning</i> May include 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><i>Placement learning</i> Work-based learning equating to 110 hours of approved and verified work experience (the maximum claimable work against the total of 110 hours is 48 hours per week) is a compulsory part of this module. Overseas work experience is feasible, but this must be discussed and approved well in advance.</p> <p>The work placement tutor will:</p> <ul style="list-style-type: none"> • Mentor the student through the whole process from selecting placement options, application and interview, through to the end of the placement exit interview with the placement provider. • Help the student construct a personal development plan/work objectives in conjunction with the placement provider. • Monitor progress throughout the placement with the student and placement provider. 								

	<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>																		
<p>Key Information Sets Information</p>	<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 30</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">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: 25%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">118</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> <p>Total assessment of the module:</p> <table style="width: 100%;"> <tr> <td style="width: 60%;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">100%</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	300	72	118	110	300	Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours															
300	72	118	110	300															
Written exam assessment percentage	0%																		
Coursework assessment percentage	0%																		
Practical exam assessment percentage	100%																		
	100%																		
<p>Reading Strategy</p>	<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"> • 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. & Angus, J. (Current Edition) <i>Grooming Manual for the Dog & Cat</i>. Oxford: Blackwell Publishing. • Lane, D. Cooper, B. & 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. & Redrobe, S (Current Edition) <i>BSAVA Manual of Exotic Pets</i>. Gloucester: BSAVA. • Pond, W. Church, D. Pond, K. & 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. <p>Journals:</p> <ul style="list-style-type: none"> • Animal Behaviour. • Applied Animal Behaviour Science. • The British Journal of Animal Behaviour. • The Veterinary Journal. • Zoology. <p>Websites and databases:</p> <ul style="list-style-type: none"> • British and Irish Association of Zoos and Aquariums www.biaza.org.uk. • LANTRA www.lantra.co.uk. • Department for Environment, Food & Rural Affairs www.defra.gov.uk. • Royal College of Veterinary Surgeons www.rcvs.org.uk.
-------------------------	---

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy for the module is portfolio submission and a reflective skills audit.</p> <p>Component A will take the form on a single element of assessment, as a practice portfolio and workplace log book. Students will be 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>In order to assess quantity and quality of work placement experience, assessment will be carried out through submission of a portfolio of evidence regarding the work placement completed. This will include evidence of the student following due process to gain a placement (placement approval certificate, hours' log, self and employer evaluation) and evidence of demonstration of competencies.</p> <p>To demonstrate key skills in communication, time management, use of technology and critical analysis, the student will be required to complete an oral examination regarding the skills developed during their work placement. The student will be required to critically reflect on their own position within the business and analyse of the wider functioning of the business.</p> <p>Competencies:</p> <p>Students will produce a reflective portfolio demonstrating competencies most appropriate to the industry in which the work experience was completed and most relevant to their programme. The relevant National Occupational Standards for Animal Care/Management (current edition) and/or Animal Technology (current edition) and/or Animal Care and Welfare (current edition) will be utilised as a framework (United Kingdom Commission for Employment and Skills, current edition). Students will be required to select a number of those most relevant to their placement, present evidence of how they are met and justify their selection, demonstrating consideration of why they are relevant and how they are implemented in the workplace.</p> <p>To maintain consistency for all students on this module, competency assessment will be based around a standardised framework which will incorporate:</p> <ol style="list-style-type: none"> 1 Carrying out practical tasks typically required on the specific work placement with a particular focus on an area appropriate to the student's course, to the relevant National Occupational Standards; 2 Preparing a simple management plan for an area of land, activity or animal managed by the placement provider; 3 Analysing and evaluating the implementation of National Occupational Standards into the business and wider industry. <p>In undertaking the tasks involved in the placement, the student's competency will be assessed using a range of quality indicators as follows:</p> <ol style="list-style-type: none"> 1 Ability to perform duties to National Occupational Standards 2 Quality of work 3 Quantity and timeliness of work 4 Attendance and punctuality 5 Attitude to health and safety, including personal protective equipment, analysis of risk and implementation of risk assessments 6 Working and co-operation with others 7 Verbal communication skills with a range of audiences 8 Appearance and dressing appropriately for the task 9 Tidiness and attention to detail in work 10 Initiative and creativity 11 Response to instructions and advice
---------------------	---

	<p>12 Ability to work alone, without supervision and providing supervision to others</p> <p>13 Ability to learn new skills and systems</p> <p>14 Ability to communicate with a wide range of people</p> <p>Component B will take form of a reflective skills audit where students are required to reflect on elements within their practice portfolio and reflect on own practical experienced gain and how scientific principles that underpin chosen competencies has 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>Formative feedback can be gained from this module in the module delivery, on VLE, in tutorials and in revision sessions. Summative feedback can be gained upon assignment and exam 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 learning and assessment needs. For further information regarding this please refer to the VLE.</p>				
Identify final assessment component and element	Reflective skills audit.				
% weighting between components A and B (Standard modules only)	<table border="1"> <tr> <td style="background-color: #e0e0e0;">A:</td> <td style="background-color: #e0e0e0;">B:</td> </tr> <tr> <td>P/F</td> <td>100%</td> </tr> </table>	A:	B:	P/F	100%
A:	B:				
P/F	100%				
First Sit					
Component A (controlled conditions) Description of each element	Element weighting				
1 Practical portfolio and workplace logbook (after completing 110 hours of work in an approved work placement)	Pass/Fail				
Component B Description of each element	Element weighting				
1 Reflective Skills Audit (2,000 words)	100%				
Resit (further attendance at taught classes is not required)					
Component A (controlled conditions) Description of each element	Element weighting				
1 Practical portfolio and workplace logbook (after completing 110 hours of work in an approved work placement)	Pass/Fail				
Component B Description of each element	Element weighting				
1 Reflective skills audit (2,000 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.					