MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leading Teams in the Animal Industry				
Module Code	UINV85-15-1		Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury		Field	Animal and Land Sciences	
Department	Animal		Module Type	Standard	
Contributes towards	FdSc Animal Science & Management				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAC Approval Date	28 March 2017		Valid from	V 1.0 01 September 2017	
Revision CAC Approval Date			Revised with effect from		

Review Date	01 September 2023

Part 2: Learning and teaching	
Learning outcomes	On successful completion of this module students will be able to: 1 Reflect on the skills and personal qualities desirable in an employee. (A) 2 Demonstrate the skills required to supervise a small team, including sound communication, flexibility, and responsibility to the chain of command. (A) 3 Assume responsibility for the actions of one's team, including time management, quality of work, and ability to meet deadlines. (A)
Syllabus outline	• Leadership styles • Leadership skills, including delegation, motivation, conflict resolution, developing trust, negotiation and influence • Supervisory skills, including understanding business hierarchy and difference in roles/responsibilities, team working, building trust and communication
Teaching and learning methods	A variety of learning strategies will be used including lectures, seminars, and self-directed study. Students will also be expected to engage in independent learning throughout the module. Further to this, students are supported to develop core vocational skills through engagement with regular hours in the Hartpury Animal Unit, supervising other students. Development of the skills required to supervise a team will be developed through the teaching of the ILM Level 2 unit "Developing Yourself as a Team Leader". **Independent learning** 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.

	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.
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

Number of credits for this module   15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated hours
150	54	96	0	150

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	100%
Practical exam assessment percentage	0%
	100%

Reading strategy	Students are expected to read a range of textbooks, study skills material, journal articles and industry relevant publications in support of the module. Any core essential reading will be indicated clearly in the first week of module teaching along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack, or be referred to texts that are available electronically, etc. This guidance will be available on the relevant VLE page. **Further and wider reading** is encouraged for this module with relevant material indicated in lectures, lecture notes, seminar preparation instructions and on the relevant VLE. **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 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.

Eales-white, R. (Current Edition). *The Effective Leader.* London: Kogan Page Ltd.

Guirdham, M. (Current Edition) *Interpersonal Skills at Work.* London: Prentice Hall.

Hollyforde, S. and Whiddett, S. (Current Edition) *The Motivation Handbook.* London: Chartered Institute of Personnel Development.

Pardey, D. (Current Edition) *Leading Teams.* Lichfield: Institute of Leadership and Management.

Pedler, M, (Current Edition). *A Manager's Guide to Self-Development.* Maidenhead: McGraw-Hill Publishing Company. |
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Part 3: Assessment	
Assessment strategy	The portfolio assessment will allow the student to demonstrate application of their knowledge and intellectual skills gained throughout the teaching and work experience within the module. Students will complete an Institute of Leadership and Management level 2 unit as part of this module, and this will be included as part of the portfolio. Students will be required to pass this assignment in order to pass this module. Furthermore, students must evidence their engagement with time spent in the Hartpury Animal Centre. During this time they will be required to supervise a small group of students, whilst they complete daily duties. Reflection on this experience will also be evidenced within the portfolio, to allow the student to develop the skills crucial to the supervision of teams.

In order to pass the ILM unit a grade of 50% must be achieved.

Formative feedback can be gained from this module in the module delivery, on the VLE, and in tutorials, and from the Animal Centre team in relation to their group's completion of specified tasks. Summative feedback can be gained upon return of the portfolio.

In line with the Institution'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. |

Identify final assessment component and element	Portfolio		
% weighting between components A and B (Standard modules only)		**A:**	**B**:
		100%	0%
First sit			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Portfolio (equivalent to approx. 2000 words)		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Portfolio (equivalent to approx. 2000 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.			