



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundation Animal Studies				
Module Code	UINV8G-15-0	Level	0	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) Applied Animal Science BSc (Hons) Applied Animal Science (SW) BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Applied Animal Science with Therapy (SW) BSc (Hons) Bioveterinary Science				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2017	Valid to	01 September 2023		

CAC Approval Date	V1.0 27 April 2017
--------------------------	--------------------

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. Describe responsibilities for health and safety, legislation and interpersonal skills when working with animals. (A) 2. Explain how common husbandry practices impact on animal health and welfare. (A, B) 3. Explain the functioning of the animal and its diseases in relation to appropriate management of the environment. (B) 4. Develop a plan for handling and housing animals for a variety of purposes. (B) 5. Construct an effective oral presentation to communicate ideas, including the use of appropriate presentation aids (A)
Syllabus Outline	<ul style="list-style-type: none"> • Legal, ethical and health and safety requirements of working with animals • Appropriate housing and management of animals for a variety of purposes • Managing animal health and disease within a variety of environments • Safe animal handling practices, considering animal welfare • Skills required for working effectively in the animal-centred environment, including team work, communication, and time management

<p>Teaching and Learning Methods</p>	<p>A variety of learning strategies will be used during this module, with a particular focus on interactive sessions, through small group tasks and problem-based learning. Theoretical content will be enhanced through utilisation of practical sessions and work-based learning. Students will engage in practical sessions in onsite animal-based facilities as part of an internship programme, during which students will apply the scientific knowledge gained throughout the level 0 modules to real-life situations.</p> <p>Students will also be expected to engage in independent learning throughout the semester to continue to enhance their depth of knowledge. This may include reading in preparation for taught sessions, revision of material and preparation for assessment.</p> <p>This module is supported by the VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from the VLE.</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>																														
<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> <table border="1" data-bbox="480 947 1378 1301"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</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>150</td> <td>45</td> <td>105</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <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> <table border="1" data-bbox="592 1704 1273 1939"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	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	45	105	0	150	Total assessment of the module:		Written exam assessment percentage	50%	Coursework assessment percentage	0%	Practical exam assessment percentage	50%		100%
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	45	105	0	150																											
Total assessment of the module:																															
Written exam assessment percentage	50%																														
Coursework assessment percentage	0%																														
Practical exam assessment percentage	50%																														
	100%																														

<p>Reading Strategy</p>	<p>Essential 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>
<p>Indicative Reading List</p>	<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.</p> <p>Anderson, R.S. and Edney, A.T.B. (Current Edition) <i>Practical Animal Handling</i>. Oxford: Pergamon Press.</p> <p>Guirdham, M. (Current Edition) <i>Interpersonal Skills at Work</i>. London: Prentice Hall.</p> <p>Hollyforde, S. and Whiddett, S. (Current Edition) <i>The Motivation Handbook</i>. London: Chartered Institute of Personnel Development.</p> <p>Judah, V. (Current Edition) <i>Exotic Animal Care & Management</i>. Clifton Park, NY, USA: Thomson Delmar Learning.</p> <p>Warren, D. (Current Edition) <i>Small Animal Care and Management</i>. Australia: Delmar</p>

Part 3: Assessment

Assessment Strategy	<p>This module is summatively assessed by a 30 minute in-class test and an oral presentation. The in-class test will require students to demonstrate their knowledge and understanding of core material, through a variety of question types. This will be part way through the module to assess the developing knowledge and provide students with summative feedback at an early point in the year.</p> <p>The oral presentation will provide scope to demonstrate transferable skills, to address a problem-based scenario. Students will have the opportunity to present, followed by a short period of questioning to demonstrate their depth of scientific knowledge and increasing understanding of their academic abilities.</p> <p>Formative assessment and feedback will take place through timetabled seminars and tutorials.</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>
---------------------	--

Identify final assessment component and element	Oral Presentation	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral Presentation (20 minutes)	50%	
Component B (controlled conditions) Description of each element	Element weighting	
1. In-Class Test (30 minutes)	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral Presentation (20 minutes)	50%	
Component B (controlled conditions) Description of each element	Element weighting	
1. In-Class Test (30 minutes)	50%	
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.		