Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	ANM428
Module Title	Professional and Academic Development
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	101090
Cost Code	GAAN

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
FdSc Canine Behaviour Training and Performance	Core
FdSc Practical Wildlife Management	Core
FdSc Animal Behaviour Welfare and Conservation	Core
BSc (Hons) Animal Behaviour Welfare and Conservation	Core
BSc (Hons) Equine Science and Welfare Management	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	27 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	9 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**36** hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	**200 hrs**

For office use only	
Date and details of revision	August 2023 – inclusion of Animal and Equine programme titles May 2024 – Approved revalidation for Sept 2024, revised LO1
Version number	3

Module aims

This module aims to equip the student with a range of skills and attributes in preparation to work in their chosen sector whilst following professional codes of practice. The module will also develop a range of skills required for academic studies, which will be used and extended upon throughout the programme.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Describe the key roles and responsibility of personnel involved in a variety of industry business models.
2	Explain industry specific legislation and legislation for safe working and industry policies within the sector.
3	Describe effective communication styles appropriate for audience in the professional and academic environment.
4	Use effective literature searches to gain information on specific topics and correctly cite and reference diverse sources using the University's style.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Essay: Effective communication in the professional and academic environment (1500 words)

Assessment 2: In-class test (unseen, 1.5 hrs, MCQs and short answer questions)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	3 & 4	Written Assignment	50
2	1 & 2	In-class test	50

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of lectures and practical activities. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF). The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both synchronous and asynchronous where students can access their learning at a time and place to suit themselves. The Moodle VLE (Virtual Learning Environment) and other on-line materials and resources will be available to support learning.

Indicative Syllabus Outline

Learning outcome 1

Personnel involved in subject professions, roles and responsibilities, student responsibilities in placement, different models of related businesses, charity, specialist centres, corporate, franchise / start-ups.

Learning outcome 2

Legislation applicable to the industry, health and safety at work requirements, risk assessments, standard operating procedures and industry policies, Code of Professional Conduct, data protection, client and animal records, One Welfare, ethical practice, waste management legislation, RIDDOR, animal welfare legislation, Health and Safety.

Learning outcome 3

Communication styles, models, body language, emotional intelligence, methods of communication, client and staff communication, strategies to cope with demanding situations, client disagreements, introduction to well-being and resilience, managing university life, time management and making deadlines, setting goals, life and work balance, academic skills in writing and adapting to different formats, working as part of a team, the benefits and challenges, revision tips.

Learning outcome 4

Using search engines to retrieve valuable and relevant information and literature, evaluating information sources, effective searching, making the most of IT and various platforms, correctly citing work, recognising different referencing styles, proficiency in Wrexham University Harvard style.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cottrell, S. (2019), *The Study Skills Handbook*. 5th ed. London: Red Globe Press.

Other indicative reading
Lia, P. (2020) *Simplify Your Study: Effective Strategies for Coursework and Exams:(74)* Oxford: Bloomsbury Publishing.

Fraser,D. (2023) Understanding Animal Welfare: The Science in its Cultural Context (UFAW Animal Welfare) Oxford: Wiley-Blackwell.

Sandoe, P., Corr, S., and Palmer, C. (2016), *Companion Animal Ethics: UFAW Animal Welfare Series*. Oxford: Wiley-Blackwell.

The UFAW Journal - Animal Welfare

Employability – the University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding. Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.