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Pearson

Higher Nationals in

Animal Management

SCHEME OF WORK

UNIT: 1 Animal Health and Welfare

For use with the Higher National Certificate and
Higher National Diploma in Animal Management
First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

Higher National Certificate/Diploma in Animal Management

SCHEME OF WORK

Programme Title:	Higher Nationals in Animal Management	Level:	4
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Unit Title:	Animal Health and Welfare	Tutor:	
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Unit Number:	1	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Define causal pathogens and factors that can influence animal health and disease	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Discuss the concepts of animal health and disease, and methods of disease prevention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Assess physiological, behavioural and physical measures of animal welfare	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Evaluate changes to animal management systems to enhance animal welfare	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic(s): <ul style="list-style-type: none">• Introduction to unit• Definitions related to health and disease: infectious, contagious, zoonotic, causal• Factors that influence health and disease Sample activities: <ul style="list-style-type: none">• Pair activity: Work in pairs to search internet for examples of diseases in different animal species; present summary to group.• Individual activity: Individuals to review video case studies and assess if animals are healthy or not.• Individual or group activity: Individuals or group to take part in animal health quiz.
Session 2	LO1 & LO2	Topic(s): <ul style="list-style-type: none">• Bacteria: morphology, reproduction• Examples of common aetiopathogenesis• Prevention of bacterial disease Sample activities: <ul style="list-style-type: none">• Tutor activity: Tutor to deliver lecture on bacteria.• Pair activity: Work in pairs on laboratory session reviewing bacteria slides.• Group activity: Group to research allocated bacterial species, and present overview to rest of group.

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1 & LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Viruses: morphology, reproduction • Examples of common aetiopathogenesis • Prevention of viral disease • Assessment 1 briefing <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Tutor to deliver lecture on viruses. • Group activity: Group to research allocated virus species, and present overview to rest of group. • Tutor activity: Tutor to lead overview of assessment requirements. • Group activity: Student-led Q&A to address general questions and concerns. • Tutor activity: Tutor to review academic requirements and submission format • Tutor activity: Tutor to answer individual student queries and questions.
Session 4	LO1 & LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Fungi and protozoa: morphology, reproduction • Examples of common aetiopathogenesis • Prevention of fungal and protozoal disease <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Tutor to deliver lecture on fungi and protozoa. • Pair activity: Work in pairs on laboratory session to review example fungus and protozoa slides. • Group activity: Group to research allocated fungal or protozoa species, and present overview to rest of group.
Session 5	LO1 & LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Endoparasites: morphology, life cycles • Examples • Prevention methods <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Individuals to fill in parasite quiz. • Pair activity: Work in pairs in laboratory session to review endoparasite slides. • Group activity: Groups to make posters of endoparasite life cycles and prevention methods.

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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1 & LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Ectoparasites: morphology, life cycles Examples Prevention methods <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Individuals to fill in ectoparasite quiz. Pair activity: Work in pairs in laboratory session to review ectoparasite slides. Group activity: Group to make posters of ectoparasite life cycles and prevention methods.
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Vaccination Common vaccination protocols for different animal species <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Work in pairs to review and discuss vaccination leaflets and their purpose. Pair activity: Pairs to carry out role play advising owners why vaccination is important. Individual activity: Individuals to fill in vaccination quiz.
Session 8	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Methods to manage the spread of disease: health monitoring, daily protocols, isolation, quarantine, barrier nursing, culling and euthanasia Review of how control measures differ across different animal species Notifiable diseases <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Individuals to design an animal health check form. Pair activity: Work in pairs to carry out practical assessment of animal facilities, evaluate how they manage the spread of disease and make suggestions for how protocols used could be improved. Group activity: Group to design a quarantine or isolation unit for animals.

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO1 & LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assignment draft review workshop <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Tutor to review individual student drafts for second assignment. • Tutor activity: Tutor to arrange Individual appointments to address student queries and questions.
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to animal welfare assessment • Legislation • What is stress? <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Discuss in pairs what animal welfare and stress mean; leading into class discussion. • Group activity: Class to discuss what animal welfare and stress mean. • Group activity: Individuals to use internet to investigate key points of allocated legislation and how these relate to animal welfare including at least one practical example; prepare presentation and present to rest of group.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Physiological measures of animal health and welfare <p>Sample activities:</p> <ul style="list-style-type: none"> • Group activity: Discuss in a group what physiological measures can be used within animal health and welfare assessment. • Individual activity: Individuals to carry out practical assessment of animal health and welfare. • Pair activity: Work in pairs to check heart rate, body condition score, weight and capillary refill time assessment in live animals.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Behavioural measures of animal health and welfare <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss in a group what behavioural measures can be used within animal health and welfare assessment. Individual activity: Individuals to undertake behaviour assessment of animal health and welfare in collection. Pair activity: Work in pairs to design a behavioural welfare assessment form.
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Physical measures of animal health and welfare <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discuss in a group what physical measures can be used within animal health and welfare assessment. Individual activity: Individuals to carry out physical assessment of animal health and welfare in collection. Individual assessment: Individuals to fill in welfare assessment quiz.
Session 14	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Practical: animal welfare assessment <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Work in pairs to design an animal welfare assessment form (incorporating all measures covered to date). Individual activity: Individuals to use form to undertake animal welfare assessment of a range of animal species. Group activity: Discuss in a group, individual assessments and suggest improvements that could enhance animal welfare.
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Why do we assess animal welfare? Constraints and opportunities <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Tutor to lead group debate of animal welfare; reasons to assess, constraints and opportunities. Pair activity: Work in pairs to prepare an animal welfare case to present to the group; use internet to find a suitable case. Pair activity: Pairs to make animal welfare case presentations.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Managing animal welfare for individuals Managing animal welfare in large collections <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Work in pairs to design an animal welfare assessment form (incorporating all measures covered to date) for use to assess welfare in groups of animals: farm animals, zoo animals or wild animals. Individual activity: Individuals to carry out practical assessment of welfare for animals in group housing: looking at group and then selected individual animals. Group activity: Group to discuss how welfare assessment differs when evaluating a group compared to an individual.
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Introduction to enrichment: types, benefits, applications and examples Designing enrichment activities <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Work in pairs to carry out internet search to find an example of enrichment activities used in animals. Group activity: Work in a group to design an enrichment intervention to improve animal welfare for domestic animals. Group activity: Work in a group to design an enrichment intervention to improve animal welfare for exotic animal species.
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Practical visit: animal welfare assessment in zoo collections <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Individuals to carry out practical assessment of zoo animal welfare. Group activity: Group to discuss how welfare assessment differs when evaluating zoo animals. Pair activity: Work in pairs to design an enrichment intervention for a selected zoo animal.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO3 & LO4	Topic(s): <ul style="list-style-type: none">• Assignment workshop Sample activities: <ul style="list-style-type: none">• Tutor activity: Tutor to lead overview of assessment requirements.• Group activity: Group to hold student-led Q&A to address general questions and concerns.• Tutor activity: Tutor to review academic requirements and submission format.• Tutor activity: Tutor to answer individual student queries and questions.
Session 20	LO3 & LO4	Topic(s): <ul style="list-style-type: none">• Assignment draft review workshop Sample activities: <ul style="list-style-type: none">• Tutor activity: Tutor to review individual student drafts for second assignment.• Tutor activity: Tutor to arrange individual appointments to address student queries and questions.

Pearson Higher Nationals in Animal Management

SCHEME OF WORK

UNIT: 02 Business and the Business Environment

For use with the Higher National Certificate and
Higher National Diploma in Animal Management
First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Animal Management

SCHEME OF WORK

Programme Title:	Higher Nationals in Animal Management	Level:	4
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Unit Title:	Business and the Business Environment	Tutor:	
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Unit Number:	2	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the different types, size and scope of land-based organisations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Demonstrate the interrelationship of the various functions within a land-based organisation and how they link to organisational structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on land-based business operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Determine the internal strengths and weaknesses of specific land-based businesses and explain their interrelationship with external macro factors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Introduction to unit's content and two-unit assignments• What is a business?• Types of organisation, profit and non-profit entities• Formal and informal businesses• Legal structures – sole trader, partnerships, limited companies• Other forms of business entity <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Group to have a Q&A on general/prior knowledge of different business types.• Group activity: Group to discuss and differentiate legal entities, such as sole trader, partnership etc.• Pair activity: Work in pairs to establish advantages and disadvantages of each business type.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Issue and introduction of Assignment 1• Exploration of differences in businesses on the basis of their main function, scope and the size of operations• National, international and global business development and growth <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Work in a group to measure business size – large and small organisations and business scale.• Group activity: Group to use case studies to highlight differences in large, small and micro businesses.• Group activity: Group to discuss the organic growth of a business through different structures, e.g. sole trader, partnership, limited company.

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic(s): Stakeholders, roles and responsibilities</p> <ul style="list-style-type: none"> Investigating different roles within typical businesses and the responsibilities associated with different levels and authorities Stakeholder analysis and meeting stakeholder needs Business obligations to stakeholders in the context of corporate social responsibility (CSR) <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: In small groups, research and identify different roles within different businesses. Group activity: Group to create a quiz activity on responsibilities attached to different roles in a business and test each other. Group activity: Group to discuss levels of authority and associated responsibilities.
Session 4	LO1	<p>Topic(s): Business environment</p> <ul style="list-style-type: none"> The purpose of economic activity and the production of goods and services to satisfy changing needs and wants Introduction to economic concepts, e.g. scarcity and choice, supply and demand Definition of industrial structures and introduction of Porter's Five Forces to analyse industry structure <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Work in a group to brainstorm different economic concepts and different examples. Group activity: Group to research how businesses respond to variations in supply and demand. Group activity: Group to have case study discussion on the application of Porter's Five Forces to identify and understand industry competition.

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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO2	<p>Topic(s): Functional areas in business (1)</p> <ul style="list-style-type: none"> Explore different main functions or departments such as marketing, finance, human resources <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Work in a group to identify different departments/functions in a given business. Tutor to provide different contexts to explore differences. Group activity: Different groups to present back the main generic functions such as marketing, finance and human resources, including their roles and responsibilities. Group activity: Group to review different organisational charts. Small groups to feedback on how a particular chart illustrates functional interrelationships.
Session 6	LO2	<p>Topic(s): Functional areas in businesses (2)</p> <ul style="list-style-type: none"> Explore secondary/additional functions or departments found in some businesses such as procurement, maintenance, operations and manufacturing <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Work in a group to Identify and list additional support departments/functions in different types of businesses from different sectors. Tutor activity: Tutor to provide different contexts to explore differences. Group activity: Different groups to present back on each of the additional functions such as procurement, maintenance, operations and manufacturing, including their roles and responsibilities.
Session 7	LO2	<p>Topic(s): Functional interrelationships</p> <ul style="list-style-type: none"> Explore interrelationships between various functions and the impact on operational effectiveness Explore the role of different functions in achieving organisational goals and objectives <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Work in a group to establish the links and dependencies between different departments/functions in a given business. Tutor to provide different contexts to explore differences. Group activity: Group to discuss and student input into the relation between various functions as previously identified. Pair activity: Work in pairs to explore the role of different functions in achieving organisational objectives.

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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	<p>Topic(s): Functions and structures (1)</p> <ul style="list-style-type: none"> Defining organisational charts and their use Different structures, e.g. flat or tall hierarchical, matrix etc. Investigating how different functions impact on organisational structures The impact of size and scope on organisational structures <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Group to have Q&A on organisational charts and their purpose. Identify the different types, e.g. tall or flat. Group to discuss how different functions report into each other. Group activity: Group to create an organisational chart for a given business. Group activity: Group to reflect on how size and scope of previous activity affected the structure created by students.
Session 9	LO2	<p>Topic(s): Functions and structures (2)</p> <ul style="list-style-type: none"> Exploration of differences between structures on the basis of size – national, global etc. – and location Complexities of local, transnational, international and global organisations Virtual structures <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Group to discuss varied structures such as chain, franchise, head office operated and others. Individual activity: Individuals to research into centralised and decentralised structures and management. Group activity: Debate in a group the use of virtual structures, appropriateness and future practices.
Session 10	LO1 & LO2	<p>Topic(s): Assignment draft review workshop</p> <ul style="list-style-type: none"> Review of student progress on the first assignment Review of academic requirements and submission format <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Tutor to lead brief overview of assignment requirements. Group activity: Group to have open Q&A to address general questions and concerns.

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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	<p>Topic(s): Environmental analysis</p> <ul style="list-style-type: none"> • Issuing Assignment 2 and the introduction to the second assessment • Definition of the concept of environmental analysis in a business context • Macro and micro environmental analysis • Introduction to PESTLE and SWOT/TOWS analytical tools <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Work in pairs to investigate and define business environmental analysis. • Group activity: Work in a group to differentiate between a macro and micro environmental analysis. • Tutor activity: Tutor to define and explain a PESTLE and a SWOT/TOWS analysis.
Session 12	LO3	<p>Topic(s): Macro environmental analysis – PESTLE (1)</p> <ul style="list-style-type: none"> • In-depth delivery of a PESTLE analytical tool • Investigation of current case studies with which to apply the model <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor activity: Tutor to lead explanations and questioning of political, economic and social factors. • Group activity: Work in a group to investigate current political, economic and social factors influencing and impacting the business environment. Present feedback and discuss. • Group activity: Group to apply these political, economic and social factors to a given organisation. • Pair activity: Work in pairs to apply PESTLE and SWOT/TOWS analysis to a chosen business.

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s): Macro environmental analysis – PESTLE (2)</p> <ul style="list-style-type: none"> In-depth delivery of a PESTLE analytical tool Investigation of current case studies with which to apply the model <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Tutor to lead explanations and questioning of technological, legal and environmental factors. Group activity: Work in a group to investigate current technological, legal and environmental factors influencing and impacting the business environment. Present feedback and discuss. Group activity: Group to apply a PESTLE analysis to a given organisation. Pair activity: Work in pairs to create a PESTLE analysis for presentation in the next session.
Session 14	LO3	<p>Topic(s): Macro environmental analysis applied – PESTLE</p> <ul style="list-style-type: none"> Investigation of PESTLE analysis applied in and presented by student for their selected contexts <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: Pairs to present a PESTLE analysis for a chosen business. Group activity: Group to peer review and feedback on presentations. Tutor activity: Tutor to summarise findings and link to Assignment 2.
Session 15	LO3	<p>Topic(s): Macro environmental impact and response</p> <ul style="list-style-type: none"> Investigation of how the macro environment affects business operations Transformation processes that organisations go through in response to change <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Work in a group to carry out impact analysis of environmental factors on a selected business. Group activity: Group to hold brainstorming session on ways a business could respond to change. Tutor activity: Tutor to lead critical reflection of practicalities of discussed changes.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s): Micro environmental analysis – SWOT/TOWS</p> <ul style="list-style-type: none"> In-depth delivery of a SWOT/TOWS analytical tool as an analysis framework The link between external factors and internal SWOT Investigation of current case studies with which to apply the model <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor activity: Tutor to lead explanations and questioning – SWOT factors and the value of SWOT analysis and implementation. Group activity: Group to have Q&A: which S&Ws influenced by PESTLE; which O&Ts arise from PESTLE. Group activity: Work in a group to apply a SWOT/TOWS analysis to a given organisation. Group activity: Group to present SWOT analysis with Q&A.
Session 17	LO4	<p>Topic(s): Micro environmental analysis applied – SWOT/TOWS</p> <ul style="list-style-type: none"> Investigation of a SWOT/TOWS analysis applied in and presented by student for their selected contexts <p>Sample activities:</p> <ul style="list-style-type: none"> Individual activity: Individuals to present SWOT analysis for a chosen business. Group activity: Group to peer review and feedback on presentations. Tutor activity: Tutor to summarise findings and link to Assignment 2.
Session 18	LO4	<p>Topic(s): Internal factors and responses affecting operations</p> <ul style="list-style-type: none"> Investigate how internal factors should be analysed and how strengths and weaknesses that affect business operations form the basis for strategic management Decision-making and action-planning based on SWOT analysis findings <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Work in a group to investigate how information from a SWOT analysis should be viewed and used. Pair activity: Work in pairs to explore and list possible business strategies that could respond to SWOT and PESTLE factors. Tutor activity: Tutor to lead critical reflection of practicalities of discussed strategies.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO3 & LO4	Topic(s): Assignment workshop <ul style="list-style-type: none">Review of student progress on the second assignment Sample activities: <ul style="list-style-type: none">Tutor activity: Tutor to lead brief overview of assessment requirements.Group activity: Group to have open Q&A to address general questions and concerns.Tutor activity: Tutor to review academic requirements and submission format.Tutor activity: Tutor to answer individual student queries and questions.
Session 20	LO3 & LO4	Topic(s): Assignment draft review workshop <ul style="list-style-type: none">Review of individual student drafts for second assignment Sample activities: <ul style="list-style-type: none">Tutor activity: Tutor to arrange individual appointments to address individual student queries and questions.