



AGRI12001 *Livestock Health and Welfare*

Term 1 - 2018

Profile information current as at 19/05/2024 08:46 pm

All details in this unit profile for AGRI12001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will provide you with an holistic approach to evaluating and maintaining livestock health and well-being. You will learn about the key concepts of livestock welfare and their applications, and the cause, impact, treatment and prevention of livestock diseases, including selected exotic and zoonotic diseases.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites: AGRI11003 Livestock Production Management

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2018

- Bundaberg
- Emerald
- Mixed Mode
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation**

Weighting: 20%

2. **Practical and Written Assessment**

Weighting: 30%

3. **Practical and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students and Unit Coordinator.

Feedback

Not enough practical activities.

Recommendation

More resources are required at the Emerald Campus. These resources include providing a science laboratory and equipment so that more practicals can be incorporated.

Feedback from Students and Unit Coordinator.

Feedback

Assessments were not clear enough.

Recommendation

Redesign the assessment pieces to be simpler and better aligned to learning outcomes. Allocate more time early in the term to explain the task requirements.

Feedback from Students and Unit Coordinator.

Feedback

Assessment feedback needs to be clearer and returned faster.

Recommendation

More structured assessment feedback and maintaining feedback time frames according to the Unit Profile in future.

Feedback from Students.

Feedback

Too much focus on biology.

Recommendation

Reduce the biological theory and increase the practical activities in future.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Evaluate the health and welfare of livestock.
2. Develop and implement health and welfare strategies for livestock within an enterprise.
3. Critique the animal welfare codes of practice and legislation for inclusion in a production plan and enterprise procedure.
4. Develop and monitor a best practice treatment plan.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 50%	•	•		
2 - Presentation - 20%				•
3 - Practical and Written Assessment - 30%			•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•			•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work			•	•
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	•	•	•	•		•	•	•		
2 - Presentation - 20%	•		•	•		•	•	•		
3 - Practical and Written Assessment - 30%	•		•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to a spreadsheet program such as Excel
- PowerPoint
- Word processing software such as MS Word

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Saba Sinai Unit Coordinator
s.sinai@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: Livestock Health and Welfare - Why does it matter?		

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Livestock Diseases: pathogens, pathogenesis, host defences against disease, treatment and prevention methods		

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Integumentary System - normal functioning, pathogens and diseases, impacts on production and treatment & prevention methods		

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal & Nervous Systems - normal functioning, pathogens and diseases, impacts on production and treatment & prevention methods		Assessment 1 (Presentation) Due

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Circulatory & Respiratory Systems - normal functioning, pathogens and diseases, impacts on production and treatment & prevention methods		Internal students field trip, Wednesday.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Digestive system - normal functioning, pathogens and diseases, impacts on production and treatment & prevention methods		

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Livestock Welfare Introduction: Laws, regulations and guidelines		

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Animal welfare in the Livestock Industry: Societal perspectives and animal welfare organisations		

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
(Beef Week) Animal welfare in feedlots, live export, saleyards & agricultural shows		Beef week - Rockhampton

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessments and Measurements of Livestock Welfare		Assessment 2 Due Land Transport of Livestock Standards Essay Due: Week 10 Friday (18 May 2018) 5:00 pm AEST

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Livestock Biosecurity & Zoonosis		

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Livestock Welfare Innovations, Science and Research		Assessment 3 Due Livestock Health and Welfare Assessment Report Due: Week 12 Friday (1 June 2018) 5:00 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Beef Week 2018 will be held in Rockhampton from the 6th - 12th of May, Week 9. Students are encouraged to attend and network with industry representatives.

In order to pass this unit, students must attain at least 50% overall, and meet the minimum mark specified for each assessment

Assessment Tasks

1 Livestock Diseases in Low- and Middle-Income Countries

Assessment Type

Presentation

Task Description

Your group (3-4 people) is part of an international Food and Agriculture Organisation (FAO) team charged with developing livestock disease treatment and prevention plans that you will present, in a 15-minute PowerPoint (or similar) presentation, to livestock farmers and Ministry of Agriculture (or equivalent) staff in a low- or middle-income country.

You are to choose one of the following livestock diseases and settings:

- o Highly pathogenic avian influenza, chickens, chicken farmers, Indonesia
- o Brucellosis, goats, goat farmers, Mexico
- o Fasciolosis in sheep, sheep farmers, Iran
- o Foot and Mouth Disease in cattle, nomadic cattle farmers Kenya

The emphasis of your presentation should be on prevention and treatment strategies

In your presentation you must

- o Introduce the disease: pathogen, hosts, severity, pathogenesis, domestic and international distribution
- o Discuss the implications of this disease on production e.g. quality of meat, financial strain etc.
- o Diagnosis, signs and symptoms of the disease
- o Suggest relevant prevention and treatment methods. Provide instructions on how to administer specific treatments and/or implement prevention methods.
- o Outline how these prevention and treatment plans will improve production
- o Discuss how and when you would review this treatment plan
- o Provide brief concluding remarks
- o Provide a list of references (This should just appear as a slide at the end of your presentation, it is not necessary to read through it)

Your presentation must be in a video format and uploaded onto the Moodle site for this unit. Follow these instructions to convert a PowerPoint presentation to MP4 or WMV format:

<https://support.office.com/en-us/article/turn-your-presentation-into-a-video-c140551f-cb37-4818-b5d4-3e30815c3e83>

Presentations shorter than 14 minutes and longer than 16 minutes will attract a 5% penalty. (i.e. 5 marks out of 100 for this assessment)

You must reference at least 10 sources, including 4 peer-reviewed academic journal articles and demonstrate this in your presentation.

15% of the total mark of Assessment 2 will come from marks from group member evaluations (Details on conducting the Self and Peer Assessment will be provided on Moodle.)

Assessment Due Date

The presentation is due on Monday 26/03/2018 by 5PM AEST and must be submitted as a link to an Unlisted YouTube video. The Peer-Assessment portion of Assessment 2 is due on Tuesday 27/03/2018 by 5PM AEST

Return Date to Students

Week 5 Monday (2 Apr 2018)

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

You will be marked based on your:

1. Ability to discuss all the required points
2. Clear and professional communication
3. Incorporation of culturally relevant considerations
4. Adhere to the time limit
5. Peer-assessment (as submitted by your group members)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

The presentation is due on Monday 26/03/2018 by 5PM AEST and must be submitted as a link to an Unlisted YouTube video (See this link for more details on uploading an Unlisted video:

<https://support.google.com/youtube/answer/157177?co=GENIE.Platform%3DDesktop&hl=en> . Follow these instructions to convert a PowerPoint presentation to MP4 or WMV format:

<https://support.office.com/en-us/article/turn-your-presentation-into-a-video-c140551f-cb37-4818-b5d4-3e30815c3e83>).

The Peer-Assessment portion of Assessment 2 is due on Tuesday 27/03/2018 by 5PM AEST

Learning Outcomes Assessed

- Develop and monitor a best practice treatment plan.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Land Transport of Livestock Standards Essay

Assessment Type

Practical and Written Assessment

Task Description

Increased societal expectations around animal welfare has led many to believe that the livestock industry's "welfare credentials" must continually be fulfilling or exceeding consumer expectations. You will be required to write an essay outlining your position on whether or not the Australian Animal Welfare Standards and Guidelines – Land Transport of Livestock (Part A General standards and guidelines for the transport of livestock) should be adapted to better reflect social perspectives around the ethical treatment of livestock during transport. Your essay is to discuss this issue in the context of the transport of all livestock but you may choose to provide examples for transporting specific types of livestock e.g. alpacas, deer, cattle etc.

As part of the research for your essay, you will have the chance to engage members of the public in community consultation in the week 8 tutorial. You should also draw on other resources including academic research, industry reports and resources, government documents, animal advocacy documents and newspaper articles.

Part A: Community Consultation (5%)

As part of the tutorial and practical sessions in week seven (7) you will use the Australian Animal Welfare Standards and Guidelines – Land Transport of Livestock (Part A General standards and guidelines for the transport of livestock) and other resources to develop a set of questions/points for discussion to assess the acceptability of the Standard from the perspective of a member of the public. You will then have the opportunity to use these questions and points of discussion in the Week 8 tutorial where members of the public will be invited to answer your questions in class. The purpose of this activity is to assess whether or not the Standards align with community expectations regarding the transport of livestock in Australia.

You will be required to submit a 200-word summary capturing the points of the in-class discussion. These may appear in dot point form. Your summary must be included as an appendix to your essay (i.e. at the end of the Essay, after the references section)

Part B: Essay (25%)

You are to write a 1000 word essay outlining your position on whether or not the Australian Animal Welfare Standards and Guidelines – Land Transport of Livestock should be adapted to better reflect community expectations of transporting livestock.

Your essay should follow the basic format (approximate word counts in parentheses):

1. Introduction (~200 words)
2. Body: with various subheadings, the names and content of which depend on your argument (~650 words)
3. Conclusion (~150 words)
4. References

Assessment Due Date

Week 10 Friday (18 May 2018) 5:00 pm AEST

Return Date to Students

Review/Exam Week Monday (4 June 2018)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Part A

You will be assessed on your ability to accurately reflect the relevant points of the community discussion in the week 7 tutorial.

Part B

You will be assessed on the way in which you explain the laws, regulations and standards relevant to livestock transport in Australia, how you formulate your argument, your ability to communicate effectively (including proper punctuation and grammar) and your ability to draw on a variety of resources and evidence to support your argument, including the responses received during the week 8 tutorial session.

Please note that penalties will apply for essays that do not meet the required word limit (within 10% over and 10% under the limit). This penalty will be 5% for every 100 words outside this range. (i.e. 5 marks out of 100 marks for this assessment). You may write the essay in third or first person.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Critique the animal welfare codes of practice and legislation for inclusion in a production plan and enterprise procedure.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Livestock Health and Welfare Assessment Report

Assessment Type

Practical and Written Assessment

Task Description

Part A

During the field trip in week 5, a veterinarian or livestock farmer will demonstrate methods of physically evaluating animal health. These animal health evaluation methods will relate to one or more livestock health issues/diseases that have physical manifestations. You will be assessed on your ability to demonstrate the livestock health evaluation

methods as shown to you by the veterinarian/livestock farmer. Part A is worth 10% of the final grade for this unit.

Part B

Based on the livestock health evaluation method you demonstrated in Part A of Assessment 3, you are to write a 2500 word report that can be used to assist Australian livestock producers to implement on-farm health and welfare strategies for a livestock disease/health issue. This disease/health issue must be a disease/health issue with a physical manifestation that can be evaluated with the methods demonstrated to you on the Week 5 Field Trip.

Your report should follow the basic outline, with the approximate words along side each section in parentheses:

1. Title
2. Introduction to the report (~250 words)
3. Basic information on the disease (causes, symptoms, global and local distribution, diagnostic/evaluation methods) (~400 words)
4. Implication of the disease on livestock welfare (including how to assess livestock welfare) (~350 words)
5. Prevention strategies, biosecurity measures (~550 words)
6. Treatment strategies (~550 words)
7. Relevant regulations: Any reporting requirements (is it a notifiable disease and who should farmers report to?) or other legislation & regulations (~200 words)
8. Conclusion (200 words)
9. References

You may include figures, tables and graphs (these must be appropriately captioned). The title, figure/table/graph captions, in-text references and reference list are not included in the word count. You must use American Psychological Association (APA) referencing style. Your report must adhere to the word count within a range of $\pm 10\%$ (i.e. between 2250 to 2750 words). Please note that penalties will apply for essays that do not meet the required word limit (within 10% over and 10% under the limit). This penalty will be 5% for every 100 words outside this range. (i.e. 5 marks out of 100marks for this assessment) You must write the report in third person.

This assessment task will require you to draw on a variety of resources, including peer-reviewed academic articles and government resources. You must reference at least 15 sources, including no less than seven (7) peer-reviewed academic journal articles. The report is worth 40% of the final grade of this unit.

Assessment Due Date

Week 12 Friday (1 June 2018) 5:00 pm AEST

Return Date to Students

Exam Week Wednesday (13 June 2018)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

In Part A you will be assessed on:

Your ability to repeat the animal health evaluation methods demonstrated to you.

In Part B you will be assessed on:

- A clear introduction
- A demonstrated understanding of the basic biology of the livestock disease/health issue and how it impacts livestock production
- A demonstrated understanding of the associated animal welfare issues
- The quality of your discussion on prevention, biosecurity and treatment strategies
- Your ability to identify, analyse and explain relevant laws, regulations and disease reporting requirements
- Your adherence to the word count (within allowable 10% leeway)
- Clear and understandable writing
- Consistent and relevant referencing
- Any formatting with regards to figures, table and graphs, including clear captions
- Your ability to draw on a variety of resources, no less than 15 and from at least seven (7) peer-reviewed academic journal articles. Failure to adhere to these minimum number of references will attract a 5% penalty from the report. (i.e. 5 marks out of 100 for this assessment)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

through Moodle

Learning Outcomes Assessed

- Evaluate the health and welfare of livestock.
- Develop and implement health and welfare strategies for livestock within an enterprise.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem