



# AGRI12001 *Livestock Health and Welfare*

## Term 1 - 2019

Profile information current as at 10/05/2024 05:22 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 - 2019

- 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: 50%

#### 3. **Practical and Written Assessment**

Weighting: 30%

### 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 Unit Coordinator & Students

##### Feedback

Field trip should be conducted earlier in the term

##### Recommendation

The field trip directly relates to Assessment 3 Part A & Part B. Allowing students to complete Part A (during the field trip) and thus being able to commence Part B earlier in the term will mean that students can contextualize their learning earlier in the term and develop ideas for their Assessment 3 Part B.

#### Feedback from Unit Coordinator & Students

##### Feedback

The Lecture > Practical > Tutorial sequence seems to work well

##### Recommendation

Maintain the flow of Lecture followed by Practical followed by Tutorial. Where the lecture introduces the concept/organ system, the practical explores relevant specimens and the tutorial covers answers to practical book questions and a case study

#### Feedback from Unit Coordinator & Students

##### Feedback

Return assessment feedback sooner

##### Recommendation

Assessment feedback should be returned sooner. Detailed feedback on correcting punctuation, grammar, sentence structure etc is inefficient and can be better achieved by addressing the whole class in lectures or by a general email.

#### Feedback from Unit Coordinator, Students & Guests

##### Feedback

More research-led lecturers

##### Recommendation

More research-led lectures, particularly with regards to innovation for livestock welfare, should be included. This should be arranged prior to the beginning of term. However, some of the invited guest lecturers canceled, often only days in advance. This dampens student enthusiasm. The unit coordinator should explore ways to ensure greater levels of commitment from guest lecturers.

## 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



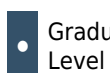
N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## Alignment of Assessment Tasks to Learning Outcomes

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](mailto:s.sinai@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

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

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Livestock Diseases & Zoonosis: Pathogens, Pathogenesis, Host Defences Against Disease, Treatment and Prevention Methods		

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Integumentary System: Normal Functioning, Pathogens and Diseases, Impacts on Production and Treatment & Prevention Methods		

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal & Nervous Systems: Normal Functioning, Pathogens and Diseases, Impacts on Production and Treatment & Prevention Methods		<b>Livestock Diseases in Low- and Middle-Income Countries</b> Due: Week 4 Monday (1 Apr 2019) 11:45 pm AEST

**Week 5 - 08 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Circulatory & Respiratory Systems: Normal Functioning, Pathogens and Diseases, Impacts on Production and Treatment & Prevention Methods		Field Trip (Friday)

**Vacation Week - 15 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Week 6 - 22 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Digestive & Reproductive Systems: Normal Functioning, Pathogens and Diseases, Impacts on Production and Treatment & Prevention Methods		

**Week 7 - 29 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Livestock Welfare Introduction: Laws, Regulations and Guidelines		

**Week 8 - 06 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Livestock Welfare Along the Supply Chain Part 1		

**Week 9 - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
		Field Trip (Monday and Tuesday)
Livestock Welfare Along the Supply Chain Part 2		<b>Livestock Health and Welfare Assessment Report</b> Due: Week 9 Friday (17 May 2019) 11:45 pm AEST

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Animal Welfare in the Livestock Industry: Societal Perspectives and Animal Welfare Organisations		

**Week 11 - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Assessments and Measurements of Livestock Welfare		

**Week 12 - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
		Field Trip (Friday)
Livestock Welfare Innovations, Science and Research		<b>Land Transport of Livestock Standards Essay</b> Due: Week 12 Friday (7 June 2019) 11:45 pm AEST

**Review/Exam Week - 10 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Exam Week - 17 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

## Assessment Tasks

### 1 Livestock Diseases in Low- and Middle-Income Countries

#### Assessment Type

Presentation

#### Task Description

PART A: Presentation

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 Ministry of Agriculture (or equivalent) staff in a low- or middle-income country. Students will select their own groups.

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, smallholder cattle farmers, Kenya

The emphasis of your presentation should be on prevention and treatment strategies, and include the following:

- 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 and market access
- 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 PowerPoint or similar format (with audio) and uploaded onto the Moodle site for this unit.

Instructions on how to add audio to a PowerPoint Presentation can be found here:

<https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c>

Presentations must be no shorter than 14 minutes and no longer than 16 minutes.

You must reference at least 10 sources, including 4 peer-reviewed academic journal articles and demonstrate this in your presentation (Reference list on last slide(s)).

PART B: Self and Peer Evaluation

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.)

Both Part A and Part B of this assessment are due on 01/04/2019 at 11:45PM. A marking rubric will be made available for this assessment on Moodle

#### Assessment Due Date

Week 4 Monday (1 Apr 2019) 11:45 pm AEST

The presentation is due on Monday 01/04/2019 by 11:45PM AEST and must be submitted by one student to Moodle. The Peer-Assessment portion of Assessment 1 is due on Wednesday 03/04/2019 by 11:45PM AEST

#### Return Date to Students

Vacation Week Monday (15 Apr 2019)

#### 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 01/04/2019 by 11:45PM AEST and must be submitted by one student to Moodle . The Peer-Assessment portion of Assessment 1 is due on Wednesday 03/04/2019 by 11:45PM 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 Livestock Health and Welfare Assessment Report

## Assessment Type

Practical and Written Assessment

## Task Description

Based on the information and activities in the practicals and field trip(s) 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. Your report must be followed by a 300-word Note (Appendix 1) outlining how the information presented in the practical activities and/or field trip(s) informed your report.

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 and 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
10. Appendix 1 (300 words)

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 for the report and 270 to 330 words in Appendix 1). 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 50% of the final grade of this unit. A marking rubric will be made available for this assessment on Moodle

## Assessment Due Date

Week 9 Friday (17 May 2019) 11:45 pm AEST

## Return Date to Students

Week 11 Friday (31 May 2019)

## 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

## 3 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. An increasing body of scientific knowledge on animal welfare also guides the industry's approach to livestock welfare. 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, both in light of the scientific understanding of livestock welfare and 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 engage in a discussion on certain aspects of the Standards and Guidelines in the week 8 lecture and tutorial. You must also draw on other resources in developing your essay, including academic research, industry reports and resources, government documents, animal advocacy documents and newspaper articles.

Part A: Community Consultation (5%)

In preparation for the week 8 tutorial, 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 in-class discussion in the Week 8 tutorial with your peers.

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.

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 12 Friday (7 June 2019) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (21 June 2019)

**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 in-class discussion in the week 8 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.

You must remain within 10% over and 10% under the word count (1000 words). You may write the essay in third or first person. A marking rubric will be made available for this assessment on Moodle

**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

## 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