

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Animal Welfare Assessment				
Module Code	UINXSM-15-2	Level	2	Version	1
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	BSc (Hons) Animal Behaviour & Welfare FdSc Animal Behaviour & Welfare				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Introduction to Animal Welfare (UINXK9-15-1)	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2014	Valid to	01 September 2020		

<b>CAP Approval Date</b>	29 May 2014
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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"> <li>1 Analyse physiological, behavioural and physical measures of animal welfare assessment (A).</li> <li>2 Appraise contemporary welfare assessment methods utilised in a range of animal management contexts (A, B).</li> <li>3 Design welfare assessment frameworks for use in different animal management systems (B).</li> <li>4 Apply animal welfare assessment techniques in a range of practical contexts (B).</li> <li>5 Justify changes to animal management systems to improve welfare, based on theoretical principles and research findings (B).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Importance of animal welfare assessment.</li> <li>2 Welfare assessment method frameworks.</li> <li>3 Physiological measures of welfare assessment: autonomic nervous system measures, e.g. heart rate, respiratory rate, catecholamine levels, hypothalamic-pituitary-adrenal axis measures, e.g. glucocorticoid levels.</li> <li>4 Physical measures of welfare assessment: Body condition, productivity, immune function, disease and mortality.</li> <li>5 Behavioural measures of welfare assessment: change of behaviour, behaviour indicative of fear, abnormal behaviours, preference and motivation testing.</li> <li>6 Assessment of suffering.</li> <li>7 Welfare assessment in a range of contexts: companion, exhibited, farm, laboratory and wild.</li> </ol>

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self-directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent study</td> <td style="text-align: right;">114</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>150</b></td> </tr> </table>	Lectures, guided learning, seminars	33	Self-directed study	3	Independent study	114	<b>TOTAL</b>	<b>150</b>										
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Teaching and Learning Methods	<p><b>Scheduled learning</b> May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> May include hours engaged with essential reading, case study and/or seminar preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. This will involve the preparation and writing of a welfare assessment report, revision for the examination and further reading to support formal teaching.</p> <p><b>Virtual learning environment (VLE) (or equivalent)</b> This module 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 (or equivalent).</p>																		
Key Information Sets Information	<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> <p><b>Key information set – module data</b></p> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">15</span></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</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:</p> <ol style="list-style-type: none"> <li>1 <i>Written Exam</i>: Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <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> <p>Total assessment of the module:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">40%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	40%	Coursework assessment percentage	60%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p><b>Core readings</b> 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><b>Further readings</b> 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><b>Access and skills</b> 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>
Indicative Reading List	<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, including the module guide.</p> <ul style="list-style-type: none"> <li>• Appleby, M.C., Mensch, J.A., Olsson, I.A.S. and Hughes, B.O. (Current Edition) <i>Animal Welfare</i>. Wallingford: CAB International.</li> <li>• Broom, D.M. and Fraser, A.F. (Current edition) <i>Domestic Animal Behaviour and Welfare</i>. Wallingford: CAB International.</li> <li>• Broom, D.M. and Johnson, K.G. (Current Edition) <i>Stress and Animal Welfare</i>. London: Chapman &amp; Hall.</li> <li>• Fraser, A.F. and Broom, D.M. (Current Edition) <i>Farm Animal Behaviour and Welfare</i>. Wallingford: CAB International.</li> <li>• Mellor, D.J., Patterson-Kane, E. and Stafford, K.J. (Current Edition) <i>The Sciences of Animal Welfare</i>. Oxford: Wiley-Blackwell.</li> <li>• Moberg, G. and Mench, J.A. (Current Edition) <i>The Biology of Animal Stress: Basic Principles and Implications for Animal Welfare</i>. Wallingford: CAB International.</li> </ul> <p>Journals:</p> <ul style="list-style-type: none"> <li>• Animal Behaviour.</li> <li>• Animal Welfare.</li> <li>• Journal of Applied Animal Behaviour Science.</li> <li>• Journal of Applied Animal Welfare Science.</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• Department for the Environment, Food and Rural Affairs – <a href="http://defra.gov.uk/">http://defra.gov.uk/</a></li> <li>• National Centre for the Replacement, Refinement and Reduction of Animals in Research - <a href="http://www.nc3rs.org.uk/">http://www.nc3rs.org.uk/</a></li> <li>• Universities Federation for Animal Welfare (UFAW): <a href="http://www.ufaw.org.uk">http://www.ufaw.org.uk</a></li> </ul>

<b>Part 3: Assessment</b>			
<b>Assessment Strategy</b>	<p>The written examination will allow the knowledge and intellectual skills gained throughout the module to be assessed in a controlled examination setting.</p> <p>The welfare assessment report will facilitate in depth utilisation of data collected in the welfare assessment visits, as well as the information covered throughout the module, and via additional study, in the evaluation of animal welfare assessment methods and improvements to animal management systems to improve welfare.</p> <p>Formative feedback can be gained from this module in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained upon assignment and exam scripts.</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		Written examination	
<b>% weighting between components A and B</b> (Standard modules only)		<b>A:</b>	<b>B:</b>
		40%	60%
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b>	
1	Written examination (1 hour)	100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>	
1	Welfare assessment report (1,500 words)	100%	
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b>	
1	Written examination (1 hour)	100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>	
1	Welfare assessment report (1,500 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.			