University of the
West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Ethical Animal Breeding					
Module Code	UINV9H-15-3		Level	3	Version	1.0
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Hartpury		Field	Veterinary Nursing		
Department	Veterinary Nursing		Module Type	Standard		
Contributes towards	BSc (Hons) Veterinary Nursing Science (SW) BSc (Hons) Equine Veterinary Nursing Science (top-up)					
Pre-requisites	Animal Husbandry for Veterinary Nurses OR DPS Animal Husbandry for Veterinary Nurses		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2018		Valid to	01 September 2024		

CVC Approval Date	01 March 2018

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Critically evaluate current UK breeding legislation for companion animals to include horses in line with up to date peer-reviewed scientific knowledge (A) 2 Review the ethical implications of breeding companion animals and horses including consideration of industry pressures (A) 3 Interpret the effects of historic and current breeding practices on animal welfare (A) 4 Describe and evaluate the influence of genes on breeding outcomes (A)
Syllabus Outline	1 Breeding legislation (relevant breeding organisations, to include small animal and equine examples) 2 Ethics and breeding welfare (to include hobby and licensed breeders for dogs, cats and horses). Impact of UK breeding practices on rescue charities 3 Health checking and pre-breeding screening (selective breeding and genetics) 4 Artificial Insemination 5 Normal development of young animals (neonatal, socialisation periods)
Contact Hours	Indicative delivery modes: • Lectures, guided learning, seminars etc. 36 • Self directed study 0

	• Independent learning	114
	TOTAL	150

Teaching and Learning Methods	This module is delivered using group learning sessions with opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide students through the core syllabus. **Scheduled learning** May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits. **Independent learning** May include hours engaged with essential reading, examination preparation etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. **Virtual learning environment (VLE)** 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.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:		
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence.

	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 catalogue, 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 and wider professional sources. ***Access and skills*** Formal opportunities for students to develop their library and information skills are provided within the induction period and student 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.
Indicative Reading List	The following list is offered to provide the Curriculum Approval Committee/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. Books Aspinall, V. (Current Edition) *The complete textbook of Veterinary Nursing*. London: Butterworth-Heinemann. Beauchamp, T.L. (Current Edition) *The Oxford Handbook of Animal Ethics.* New York: Oxford University Press Cooper, B., Mullineaux, E. and Turner, L., eds. (Current Edition) *BSAVA Textbook of Veterinary Nursing*. Gloucester: BSAVA. Coumbe, K. (Current Edition) *Equine Veterinary Nursing Manual*. Oxford: Blackwell Publishing. Evans, J.W., Borton, A., Hintz, H.F. and Vleck, L.D. Van (Current Edition) *The horse*. New York, USA: W.H. Freeman and Company. Hastie P. (Current Edition) *The BHS Veterinary Manual.* Glasgow: Kenilworth Press. Higgins, A.J. and Snyder, J.R., eds. (Current Edition) *The equine manual.* Edinburgh: Elsevier. Overall, C. (Current Edition) *Pets and People: The Ethics of Companion Animals.* New York: Oxford University Press Journals The Veterinary Nurse The Veterinary Nursing Journal

<table>
<tr><td colspan="3" align="center">**Part 3: Assessment**</td></tr>
<tr><td>Assessment Strategy</td><td colspan="2">The module will be assessed using a case studies report (2000 words) to facilitate critical evaluation of UK breeding practices. Learners will be able to select a species-specific case to analyse. The cases will encourage consideration of the veterinary nurses's role in providing owners/breeders with an ethical understanding of animal breeding. This advice must be justified by referring to appropriate peer-reviewed scientific literature. This assessment will enable in depth utilisation of the information covered throughout the module, as well as via extensive additional study.

Formative feedback can be gained from this module in the module delivery, on Moodle, in tutorials and in revision sessions. Summative feedback can be gained once the assignment has been marked.

In line with the Institution'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 the VLE.

As part of the module delivery, students will gain feedback on a draft of their case study report, within an attendance monitored session. Students must discuss how they have utilised the feedback received within their summative assessment.</td></tr>
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Identify final assessment component and element	**Case Studies Report**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	**0%**

First Sit	

Component A **Description of each element**	**Element weighting**
1. Case Studies Report (2000 words)	100%

Resit (further attendance at taught classes is not required)	

Component A **Description of each element**	**Element weighting**
1. Case Studies Report (2000 words)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.