

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|---|---------------------------|-------------------------|-------------|----------|
| Module Title | Ethics and Welfare | | | | |
| Module Code | UINXSW-15-2 | Level | 2 | Version | 1 |
| Owning Faculty | Hartpury | Field | Animal and Land Science | | |
| Contributes towards | FdSc Animal Behaviour & Welfare BSc (Hons) Animal Behaviour & Welfare FdSc Animal Science and Management BSc (Hons) Animal Science BSc (Hons) Animal Science (SW) FdSc Animal Management FdSc Animal Management (SW) FdSc Equine Management FdSc Equine Management (SW) | | | | |
| 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 | | |

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| CAP Approval Date | 27 January 2014 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1 Evaluate the role that Animal Welfare and Animal Rights organisations play in improving animal welfare (A). 2 Debate the ways in which moral and ethical theories influence attitudes to animals (A, B). 3 Analyse the link between animal cognition and animal welfare (A). 4 Summarise and evaluate the arguments involved in current animal welfare debates including those concerning farm, zoo, wild and laboratory animals (A, B). 5 Assess the benefits, animal welfare costs and ethical dilemmas associated with animal use (A, B). |
| Syllabus Outline | <ol style="list-style-type: none"> 1 History of animal welfare and animal ethics. 2 Work undertaken by various animal welfare organisations. 3 Introduction to theories and concerns of animal welfare and welfare ethics. 4 Different categories of sentience and their welfare and ethical implications. 5 Deontology, contractarianism, utilitarianism, relationism and respect for nature. 6 Animal cognition and the impact on animal welfare science. 7 Animal ethics and welfare in a range of contexts (including farm, zoo, laboratory, wild and companion). |

| Contact Hours | <p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</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 learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL HOURS</td> <td style="text-align: right;">150</td> </tr> </table> | Lectures, guided learning, seminars etc | 33 | Self directed study | 3 | Independent learning | 114 | TOTAL HOURS | 150 | | | | | | | | | | |
|---|--|---|---|-------------------------|-----------------------|----------------------|-----|--------------------|------------|---|-----|------------------------------------|-----|----------------------------------|----|--------------------------------------|-----|--|------|
| Lectures, guided learning, seminars etc | 33 | | | | | | | | | | | | | | | | | | |
| Self directed study | 3 | | | | | | | | | | | | | | | | | | |
| Independent learning | 114 | | | | | | | | | | | | | | | | | | |
| TOTAL HOURS | 150 | | | | | | | | | | | | | | | | | | |
| Teaching and Learning Methods | <p>Scheduled learning 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>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>Virtual learning environment (VLE) This specification 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.</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>Key information set – module data</p> <p>Number of credits for this module 15</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 a:</p> <ol style="list-style-type: none"> 1 <i>Written exam</i>: Unseen written exam, open book written exam, in-class test. 2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical exam</i>: Oral assessment and/or presentation, practical skills assessment, practical exam. <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;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</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 | 50% | Coursework assessment percentage | 0% | Practical exam assessment percentage | 50% | | 100% |
| 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 | 50% | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | 0% | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | 50% | | | | | | | | | | | | | | | | | | |
| | 100% | | | | | | | | | | | | | | | | | | |

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| Reading Strategy | <p>Core readings 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>Further readings 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>Access and skills 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"> • Armstrong, S.J. (Current Edition) <i>The Animal Ethics Reader</i>. London: Routledge. • Broom, D.M. and Fraser, A.F. (Eds) (Current edition) <i>Domestic Animal Behaviour and Welfare</i>. Wallingford: CAB International. • Broom, D.M. and Johnson, K.G. (Current Edition) <i>Stress and Animal Welfare</i>. London: Chapman & Hall. • Corrigan, R., and Farrell, M.E. (Eds) (Current Edition) <i>Ethics: A University Guide</i>. Gloucester: Progressive Frontiers Press. • Fraser, A.F. and Broom, D.M. (Current Edition) <i>Farm Animal Behaviour and Welfare</i>. Wallingford: CAB International. • Griffin, D.R. (Current Edition) <i>Animal Minds</i>. Chicago: The University of Chicago Press. • Rowlands, M. (Current Edition) <i>Animal Rights: Moral Theory and Practice</i>. Chippingham and Eastbourne: Palgrave Macmillan. <p>Journals:</p> <ul style="list-style-type: none"> • Animal Welfare. • Journal of Applied Animal Welfare Science. • Opinion articles in quality newspapers and magazines. <p>Databases :</p> <ul style="list-style-type: none"> • BioOne. • Science Direct. • Web of Knowledge. <p>Web sites:</p> <ul style="list-style-type: none"> • Universities Federation for Animal Welfare (UFAW): http://www.ufaw.org.uk • Department for the Environment, Food and Rural Affairs – http://defra.gov.uk/ • National Centre for the Replacement, Refinement and Reduction of Animals in Research - http://www.nc3rs.org.uk/ |

Part 3: Assessment

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| Assessment Strategy | <p>The assessment strategy for the module is via a written examination and an oral presentation.</p> <p>The examination will allow the knowledge and intellectual skills gained throughout the module to be assessed in a controlled examination setting.</p> <p>The oral presentation will allow students to analyse and evaluate the welfare and ethical implications of a particular topic in a scientific manner avoiding emotive bias. This also allows students to develop their academic presenting and team working skills. A group mark will be assigned for the sit. At resit this oral presentation will be an individual effort with an individual mark assigned.</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 the VLE.</p> | | |
| Identify final assessment component and element | Written examination. | | |
| % weighting between components A and B (Standard modules only) | A: | B: | |
| | 50% | 50% | |
| First Sit | | | |
| Component A (controlled conditions) Description of each element | | Element weighting | |
| 1 | Written examination (1 hour) | 100% | |
| Component B Description of each element | | Element weighting | |
| 1 | Group oral presentation (30 minutes) | 100% | |
| Resit (further attendance at taught classes is not required) | | | |
| Component A (controlled conditions) Description of each element | | Element weighting | |
| 1 | Written examination (1 hour) | 100% | |
| Component B Description of each element | | Element weighting | |
| 1 | Individual oral presentation (15 minutes) | 100% | |
| If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences. | | | |