Module Descriptor

Title	Advanced Animal Welfare and Legislation		
Session	2026/27	**Status**	Published
Code	BIOL10035	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	James Turner		

Summary of Module

Adanced Animal Welfare and Legislation focusses on the welfare and management of animals held in captivity in a range of environments, including research institutions, commercial enterprises, zoological parks and domestic housing. The module will also cover legislation, ethics and law related to the housing of animals and how it is regulated.

The role that animal care and ethics committees play in the regulation of the use of both captive and wild animals in scientific research is discussed. Minimising stress and pain experienced by animals is imperative in any setting. Therefore, this module will examine the physiologies of different taxa and the sensitivity of their nervous systems to external and internal stimuli and how this is reflected in levels of protection afforded to them by ethical assessment. The concept of the 3Rs—the replacement, refinement and reduction of animals in research—is examined in detail.

As well as an in-depth treatment of current practices, the history of animals in captive settings will be examined in alignment with the development of animal welfare legislation.

This is a core module for the BSc (Hons) Animal Care and Zoology programme. Several graduate attributes are developed during this module including: critical thinking, being ethically-minded socially responsible, creative and influential.

Module Delivery Method	**On-Campus**[1]	**Hybrid**[2]	**Online**[3]	**Work -Based Learning**[4]
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Evaluate and defend the fair treatment of animals from an ethical standpoint.
L2	Analyse the connection between animal physiology and the regulatory framework of animal ethics and care committees.
L3	Demonstrate a critical understanding of the legislation governing animal housing conditions and the health and welfare of captive animals.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Understand the core principles of the ethical treatment of animals.
Practice: Applied Knowledge and Understanding	**SCQF 10** Describe the legislation put in place to ensure the protection of animals.
Generic Cognitive skills	**SCQF 10** Critically analyse problems that arise with the housing of captive animals and describe solutions used to ensure animal welfare.
Communication, ICT and Numeracy Skills	**SCQF 10** Be able to evaluate and analyse numerical and graphical data related to the use of animals in research environments.
Autonomy, Accountability and Working with Others	**SCQF 10** Engage in discussions of the concepts underlying the maintenance of animal welfare in captivity.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

This module focsses on the welfare of animals from a legislative perspective, including laws related to housing, care and the use of animals for scientific research and other related work. Theoretical and practical information is disseminated in lectures and a series of practical workshops to provide active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event).

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Laboratory / Practical Demonstration / Workshop	12
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

All relevant articles and resources will be made available on the VLE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Regular engagement with timetabled teaching sessions, course-related learning resources including those in the VLE and completing assessments and submitting these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Biology
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report of practical/ field/ clinical work (50%)
Assessment 2
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral (20%)
Assessment 3
Review/ Article/ Critique/ Paper (30%)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Report of practical/ field/ clinical work	☒	☐	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☐	☒	☐	☐	☐	20	2

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☒	☐	☐	☐	☐	30	0
Combined total for all components						100%	2 hours

Change Control

What	**When**	**Who**