GE2139: ANIMAL WELFARE AND ETHICS

Effective Term
Semester A 2023/24

Part I Course Overview

Course Title
Animal Welfare and Ethics

Subject Code
GE - Gateway Education
Course Number
2139

Academic Unit
Infectious Diseases and Public Health (PH)

College/School
Jockey Club College of Veterinary Medicine and Life Sciences (VM)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)
Area 1 - Arts and Humanities

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

By the end of this course students will have learnt the fundamentals of animal welfare science, animal welfare judge and assessment, and how it relates to animal ethics and behavior. Students will understand that provision for an animal's welfare must be determined on a species-specific basis and be able to describe these within the common animal welfare terminology (e.g., Five Freedoms, Five Domains). They will have a sound understanding of the use of assessing animal welfare status. They will have gained an understanding of typical problems such as breed associated conditions and reproductive technologies. They will also learn about the appropriateness of euthanasia being applied in a variety of scenarios and species.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply basic concepts of animal welfare across a range of species			x	
2	Identify the principles of animal welfare science and describe how concepts such as sentience, ethics, behaviour, pain, husbandry, and management relate to the welfare of animals			x	
3	Apply commonly used welfare assessment techniques and evaluate their appropriate use for a species, a population or an individual			x	
4	Discuss the importance of stakeholders in identifying, managing, and protecting animal welfare, with particular attention given to pain management, euthanasia, and breed associated conditions.			x	x
5	Evaluate how differences in local animal welfare legislation, compared to other jurisdictions, can impact the welfare of companion, feral, laboratory, production, stray and wild animals.			x	

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures covering the designed learning contents for the course.	1, 2, 3, 4, 5	3 hours × 9 weeks 27 hours in total

| 2 | Tutorials | Tutorials designed for the demonstration of animal welfare judge and assessment. | 1, 2, 3, 4, 5 | 2 hours × 3 weeks 6 hours in total |
| 3 | Field Trips | Visits to animal facilities (e.g., LARU, Ocean Park, animal shelter) for the introduced animals, e.g., laboratory animals, zoo animals, companion animals. | 1, 2, 3, 4, 5 | 3 field trips in total 2 hours per field trip 6 hours in total |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Essay	1, 2, 3, 4, 5	15	
2	Presentation	1, 2, 3, 4, 5	15	
3	Field trip report	1, 2, 3, 4, 5	20	

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

2

Additional Information for ATs

A penalty of 5% of the total marks for the assessment task will be deducted per working day for late submissions, and no marks will be awarded for submissions more than 10 working days late.

Assessment Rubrics (AR)

Assessment Task

Essay

Criterion

Understanding of the principles of animal welfare science, welfare judge and assessment, and how these relate to management, husbandry, behavior, and ethics.
Ability to present those in written form.

Excellent (A+, A, A-)

Demonstrates a high level of perception of ethical and welfare issues and ability to describe those issues in written form

Good (B+, B, B-)

Demonstrates a well-developed level of perception of ethical and welfare issues and ability to describe those issues in written form

Fair (C+, C, C-)

Demonstrates a basic level of perception of ethical and welfare issues and ability to describe those issues in written form

Failure (F)

Demonstrates a lack of ability to perceive ethical and welfare issues and to describe those issues in written form

Assessment Task

Presentations

Criterion

Understanding of the principles of animal welfare science, welfare judge and assessment, and how these relate to management, husbandry, behavior, and ethics.
Ability to present those in oral presentation form.

Excellent (A+, A, A-)

Demonstrates a high level of perception of ethical and welfare issues and ability to describe those issues in oral presentation form

Good (B+, B, B-)

Demonstrates a well-developed level of perception of ethical and welfare issues and ability to describe those issues in oral presentation form

Fair (C+, C, C-)

Demonstrates a basic level of perception of ethical and welfare issues and ability to describe those issues in oral presentation form

Failure (F)

Demonstrates a lack of ability to perceive ethical and welfare issues and to describe those issues in oral presentation form

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Assessment Task

Field trips reports

Criterion

Perception of welfare issues during field trips and the ability to present those perceptions lucidly and logically in written form.

Excellent (A+, A, A-)

Demonstrates a high level of perception of ethical and welfare issues and ability to describe those issues in written form

Good (B+, B, B-)

Demonstrates a well-developed level of perception of ethical and welfare issues and ability to describe those issues in written form

Fair (C+, C, C-)

Demonstrates a basic level of perception of ethical and welfare issues and ability to describe those issues in written form

Failure (F)

Demonstrates a lack of ability to perceive ethical and welfare issues and to describe those issues in written form

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Assessment Task

Examination

Criterion

Understanding of the principles of animal welfare science, welfare judge and assessment, and how these relate to management, husbandry, behavior, and ethics.
Ability to apply animal welfare assessment techniques to a range of problems

Excellent (A+, A, A-)

Demonstrates a highly developed knowledge and understanding about animal welfare

Good (B+, B, B-)

Demonstrates a well-developed knowledge and understanding about animal welfare

Fair (C+, C, C-)

Demonstrates a basic knowledge and understanding about animal welfare

Failure (F)

Demonstrates a lack of knowledge and understanding about animal welfare

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Additional Information for AR

Mark Range

The following is the mark range for each letter grade that must be used for assessment of any examinations or coursework of BVM courses (VM- and GE-coded) offered by PH and VCS:

A+: ≥85%; A: 80-84.99%; A-: 75-79.99%; B+: 70-74.99%; B: 65-69.99%; B-: 60-64.99%; C+: 55-59.99%; C: 50-54.99%; F:<50%

Part III Other Information

Keyword Syllabus

Animal welfare science, animal ethics, welfare judge and assessment, production animal, laboratory animal, companion animal, working animal, exotic animal, pain management and euthanise, animal slaughter, ethics dilemma.

Reading List

Compulsory Readings

	Title
1	Reading materials on Canvas

Additional Readings

	Title
1	Benson GH and Rollin BE. (2004). The wellbeing of farm animals. Blackwell Publishing.
2	Mellor D, Patterson-Kane E, Stafford K. (2009). The Sciences of Animal Welfare (UFAW Animal Welfare).
3	Michael C. Applely, etc., (2018) Animal Welfare 3rd Edition
4	OIE (2005). Animal Welfare: Global issues, trends & challenges Scientific and Technical Review.
5	Recent Animal Welfare and Ethics resources new to the Library are listed on course Canvas page.
6	Mellor DJ, Beusoleil NJ (2015). Extending the Five Domains model for animal welfare assessment to incorporate positive welfare states. Animal Welfare 24, 241-253.
7	AVMA Guidelines for the Euthanasia of Animals (2020). https://www.avma.org/resources-tools/avma-policies/avma-guidelines-euthanasia-animals

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1

PILO 3: Demonstrate critical thinking skills

3, 4

PILO 4: Interpret information and numerical data

1, 2, 3, 4, 5

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3, 4, 5

PILO 6: Demonstrate effective oral communication skills

4, 5

PILO 7: Demonstrate an ability to work effectively in a team

1, 2, 3, 4, 5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

4, 5

PILO 9: Value ethical and socially responsible actions

1, 2, 3, 4, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

3, 4, 5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Mid semester essay