

**CDA4 Programme Design Template
Module specification (with KIS) 2014-15**



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Equine Ethics and Welfare				
Module Code	UIEV4L-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Equine Science		
Department	Equine	Module Type	Standard		
Contributes towards	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equine Management (Top-Up) BSc (Hons) Equine Veterinary Nursing Science (Top-Up) BSc (Hons) Veterinary Nursing Science (SW) MSci Equine Science MSci Equine Science (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2015	Valid to	01 September 2021		

CAP Approval Date	12 January 2015
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Critically appraise husbandry and management systems of the domestic horse. (A) 2. Construct and articulate ethical arguments for and against the use of the domestic horse in current society. (A) 3. Evaluate key research and the contribution of prominent organisations and/or figures to advancing equine welfare. (A) 4. Make judgements and justify recommendations that are designed to improve equine welfare. (A)
Syllabus Outline	<ul style="list-style-type: none"> • Cognitive dissonance and moral philosophical viewpoints, including but not limited to; utilitarianism, care ethics, deontology • Evolution of the role of the domestic horse in society (companion/ utility/ feral examples) • Comparison between domestic and (semi) feral horse use and management

	<ul style="list-style-type: none"> • Equine charities and legislation • Euthanasia and rehabilitation • Ethics and welfare of breeding, training and competition • Agreed topics also formulated from student discussion at the start of the module 																				
Contact Hours	<p>Indicative delivery modes:</p> <p>Within the context of this module contact time with staff includes all forms of scheduled contact such as lectures, seminars. Contact time may also consist of virtual contact via e mail and the use of virtual learning environments (VLE's).</p> <table border="0" data-bbox="427 501 1347 629"> <tr> <td>• Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td>• Self directed learning</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</td> <td style="text-align: right;">150</td> </tr> </table>	• Lectures, guided learning, seminars etc.	33	• Self directed learning	3	• Independent learning	114	TOTAL	150												
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Teaching and Learning Methods	<p>During scheduled teaching, students will receive guidance and formative feedback on how to achieve this. Lectures introduce students to novel ways of thinking about personal beliefs and traditional systems. Seminars are designed to provide a safe environment for students to explore their own opinions and those of others based on their different individual experiences. Discussion and debate are encouraged and these experiences provide students with additional formative feedback in preparation for their oral assessment.</p> <p>Scheduled learning includes 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 includes hours engaged with essential reading, case study preparation, assignment preparation and completion 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.</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> <table border="1" data-bbox="477 1514 1382 1917"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td style="text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test</p>	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
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	<p>Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="587 398 1278 629"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		0%		Practical exam assessment percentage		100%				100%	
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Reading Strategy	<p>Essential 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 their 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 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.</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> <p>Books</p> <p>Blackburn, S. (Current Edition) <i>Being Good: A Short Introduction to Ethics</i>. Oxford: Oxford University Press</p> <p>Broom, D. M. (Current Edition) <i>Stress and Animal Welfare</i>. The Netherlands: Kluwer Academic Publishers</p> <p>McIlwraith, C.W., and Rollin, B.E. eds. (Current Edition) <i>Equine Welfare</i>. Oxford: Wiley-Blackwell</p> <p>Shapiro, L. (Current Edition) <i>Applied Animal Ethics</i>. Albany: Delmar</p> <p>Journals</p>																				

	<p>Animal Welfare</p> <p>Applied Animal Behaviour Science</p> <p>Journal of Applied Animal Welfare Science</p> <p>Journal of Veterinary Behaviour</p> <p>The Veterinary Journal</p> <p>Websites</p> <p>British Equine Veterinary Association www.beva.org.uk</p> <p>British Veterinary Association www.bva.co.uk</p> <p>The Universities Federation of Animal Welfare www.ufaw.org.uk</p> <p>Federation Equestre Internationale http://www.fei.org/fei/horse-health-and-welfare</p>
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Part 3: Assessment	
Assessment Strategy	<p>The assessment for this module enables students to articulate their opinions supported by evidence from extensive research and reading. They are guided not to present facts from the literature but to evaluate these as part of their appraisal. The assessment also requires students to formulate realistic recommendations on what can be done to improve equine welfare.</p> <p>To ensure students have a plan to work against during the development of their oral assessment, a 500 word project proposal must be submitted mid-semester. To be successful in this element students must outline the main points that will be addressed during their poster defence, with a short evaluation of each supported by relevant evidence. Students can gain valuable formative feedback from the tutor's comments once this piece of assessment is marked and returned to students. During the resit opportunity students will be able to submit a project proposal and receive formative feedback from the module leader to support their preparation for their summative assessment.</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	Poster defence	
% weighting between components A and B (Standard modules only)	A: 100%	B: 0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Project proposal (500 words)	25%	
2. Poster defence (20 minutes)	75%	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1. Poster defence with reflection (25 minutes)	100%
<p>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.</p>	