




MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Equine Ethics and Welfare					
Module Code	UIEV4L-15-3		Level	3	Version	2.0
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 Science with Therapy BSc (Hons) Equine Science with Therapy (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		
Last Major Approval Date	12 January 2015		Valid from	01 September 2016		
Amendment Approval Date	V2.0- 31 July 2017		Revised with effect from	V2.0- 01 September 2017		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <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 • 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																																			
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 1039 1380 1442"> <thead> <tr> <th colspan="5" data-bbox="477 1039 1107 1077">Key Information Set - Module data</th> <th data-bbox="1107 1039 1246 1077"></th> <th data-bbox="1246 1039 1380 1077"></th> </tr> </thead> <tbody> <tr> <td data-bbox="477 1077 616 1120"></td> <td data-bbox="616 1077 772 1120"></td> <td data-bbox="772 1077 943 1120"></td> <td data-bbox="943 1077 1107 1120"></td> <td data-bbox="1107 1077 1246 1120"></td> <td data-bbox="1246 1077 1380 1120"></td> <td data-bbox="1380 1077 1455 1120"></td> </tr> <tr> <td data-bbox="477 1120 616 1202"></td> <td colspan="3" data-bbox="616 1120 1107 1202"><i>Number of credits for this module</i></td> <td data-bbox="1107 1120 1246 1202"></td> <td data-bbox="1246 1120 1380 1202">15</td> <td data-bbox="1380 1120 1455 1202"></td> </tr> <tr> <th data-bbox="477 1202 616 1364">Hours to be allocated</th> <th data-bbox="616 1202 772 1364">Scheduled learning and teaching study hours</th> <th data-bbox="772 1202 943 1364">Independent study hours</th> <th data-bbox="943 1202 1107 1364">Placement study hours</th> <th data-bbox="1107 1202 1246 1364">Allocated Hours</th> <td data-bbox="1246 1202 1380 1364"></td> <td data-bbox="1380 1202 1455 1364"></td> </tr> <tr> <td data-bbox="477 1364 616 1442">150</td> <td data-bbox="616 1364 772 1442">36</td> <td data-bbox="772 1364 943 1442">114</td> <td data-bbox="943 1364 1107 1442">0</td> <td data-bbox="1107 1364 1246 1442">150</td> <td data-bbox="1246 1364 1380 1442"></td> <td data-bbox="1380 1364 1455 1442"></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 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>	Key Information Set - Module data															<i>Number of credits for this module</i>				15		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours			150	36	114	0	150		
Key Information Set - Module data																																				
	<i>Number of credits for this module</i>				15																															
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																																
150	36	114	0	150																																

	<table border="1"> <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%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		0%																			
Practical exam assessment percentage		100%																			
		100%																			
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>Mellwraith, 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>
--	--

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, students are encouraged to submit a short proposal mid-semester outlining the main points that will be addressed during their poster defence, with a short evaluation of each point supported by relevant evidence. Students can utilise formative feedback in the development of their poster/presentation. During the resit opportunity students will be required to utilise feedback from the sit (or generic feedback from the Module Leader which will be available on Moodle) to support their re-sit attempt.</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. Poster defence (25 minutes)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Poster defence (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>		