

# uwe hartpury

<b>MODULE CODE:</b>	UIE XCC-10-3	<b>MODULE VERSION:</b> 2.2
<b>MODULE TITLE:</b>	ETHOLOGY, ETHICS AND WELFARE	
<b>LEVEL:</b>	3	
<b>UWE CREDIT RATING:</b>	10	
<b>ECTS CREDIT RATING:</b>		
<b>MODULE TYPE:</b>	STANDARD	
<b>OWNING FACULTY:</b>	HARTPURY	
<b>FIELD:</b>	Equine Science	
<b>VALID FROM:</b>	28 November 2008	
<b>DISCONTINUED FROM:</b>		
<b>PRE-REQUISITES:</b>	None	
<b>CO-REQUISITES:</b>	None	
<b>EXCLUDED COMBINATIONS:</b>	None	

**LEARNING OUTCOMES:**

*To achieve credit at the end of this module the student will be able to:*

**A. Knowledge and understanding**

1. Appreciate the evolutionary web of equine development prior to and since domestication (A);

**B. Intellectual skills**

1. Apply scientific principles to the evaluation of animal welfare (B);
2. Understand and utilise the discipline of cognitive ethology, using the horse as an animal example (A, B);
3. State and defend on the basis of evidence a personal opinion related to current contentious welfare issues (A, B);

**C. Subject/professional and practical skills**

1. Interpret the effects of modern management regimes upon equine welfare (A);

**D. Transferable skills and other attributes**

1. Describe and comment verbally upon particular areas of current research, or equivalent advanced scholarship, in the discipline concisely within a high pressure environment (A)
2. Apply the methods and techniques that they have learned to review, consolidate and extend their knowledge, understanding and ability (B)

**SYLLABUS OUTLINE:**

1. Introduction: definitions of ethology and welfare; assessment of welfare; concepts involved; cognition; ethics.
2. Evolution and domestication.
3. The domestic horse: environment; nutrition; growth and development; shoeing.
4. The competition horse: training; transport; fitness; nutrition.
5. Endocrinology of stress.
6. Injury and rehabilitation: drug use and abuse; alternative therapies; retirement; euthanasia.
7. Reproductive welfare.

**TEACHING & LEARNING METHODS:**

After initial introductory lectures when the main concepts will be outlined, the module will be based on group tutorial sessions during which the topic for the following week will be presented by the tutor and a list of key references distributed. The issues will be prepared and discussed subsequently by the seminar group, allowing students with particular experience or knowledge to contribute to group understanding. The presentation will take place at the end of the Semester during the examination period and will be based on the application of the thoughts developed in the assignment to a current equine welfare concern.

**Reading Strategy****Essential Reading**

It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.

**Further Reading**

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of

bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

### Access and Skills

The development of literature searching skills is supported by the Library seminar within the induction period and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through iSkillZone. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.

### Indicative Reading List

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 the module handbook.

Allen, C. (1996) Assessing animal cognition: Philosophical and ethological perspectives. *Journal of Animal Science*. 74 (supplement 1).

Clark, S.R.L. (Current Edition) *Animals and their moral standing*. London: Routledge.

Donnellan, C., ed. (1996) *Meat eaters versus vegetarians: Issues for the nineties*. Cambridge: Independence.

Farm Animal Welfare Council (Current Edition) *Report on the welfare of livestock at markets*. London: HMSO.

Farm Animal Welfare Council (Current Edition) *Report on the welfare of livestock when slaughtered by religious methods*. London: HMSO.

Farm Animal Welfare Council (Current Edition) *Report on the welfare of livestock red meat animals at the time of slaughter*. London: HMSO.

Farm Animal Welfare Council (Current Edition) *Report on priorities for animal welfare research and development*. London: HMSO.

Fraser, A.F. (Current Edition) *The behaviour of the horse*. Wallingford: CAB International.

Nairne, P. (Current Edition) *Animal to human transplants: The ethics of xenotransplantation*. Nuffield Council on Bioethics.

Paterson, D. and Palmer, M., eds. (Current Edition) *The status of animals: Ethics, education and welfare*. Wallingford: CAB International.

Rollin, B.E. (Current Edition) *The unheeded cry: Animal consciousness, animal pain and science*. Oxford University Press

**Module Name** Ethology, Ethics & Welfare  
**Module Code** UIE XCC-10-3

## ASSESSMENT

In line with the College's commitment to facilitating equal opportunities, a student may apply to the Learning Teaching and Assessment Committee (LTAC) 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 Virtual Learning Environment (VLE).

**Weighting between components A and B (standard modules only)      A: 100%**

### ATTEMPT 1

#### First Assessment Opportunity

#### Description of assessment elements

Component A	Type	Length	Element Weighting
1	Poster presentation	30 minutes	100%

#### Second Assessment Opportunity (further attendance at taught classes is not required)

#### Description of assessment elements

Component A	Type	Length	Element Weighting
1	Poster presentation	30 minutes	100%

**ATTEMPT 2 (or subsequent), the assessment structure for ATTEMPT 1 applies. Attendance at taught classes is not required for a second or subsequent attempt.**

**Specification confirmed by:**



**Role: Associate Dean**

**Date: 28/11/2008**