

# Concepts in Animal Welfare

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Introduction, explanatory notes and further resources

## Concepts in Animal Welfare – Authors

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## Foreword

Every student who embarks on an education in veterinary science and medicine will, I believe, have formed some impression of what is meant by animal welfare and committed themselves to work to promote the welfare of those animals committed to their care. This is the spirit of veterinary medicine but it is only the beginning of a proper veterinary education. The welfare of an animal is defined by its physical and psychological state. Thus it should both be fit and feel good. Much of the veterinary curriculum is devoted to the art and science of keeping animals fit through attention to good husbandry, hygiene, preventative medicine and prompt treatment of injury and disease. Less attention has been given in the past to the study of how animals feel. This subject is much more difficult than it may appear at first sight. If I can never be entirely sure how you feel, how much more difficult is it to understand the feelings of a cow, a chicken or a fish?

WSPA, in association with the Veterinary School at the University of Bristol, have produced an excellent, comprehensive syllabus for the teaching of Animal Welfare within the veterinary curriculum. I am able to praise it because I was not directly involved, although my colleagues have contributed a great deal. The syllabus is comprehensive because it gives regard to science as the route to the proper understanding of animals, ethics as the route to proper respect for animals, and professional training as the route to converting right thoughts into right action.

A programme of study in animal welfare, involving formal teaching, practical experience and supervised self-education, is as essential to the veterinary curriculum as a programme in pathology or surgery. It is for individual schools to decide how best to deliver the syllabus. In the past, this has proved a problem because many veterinary teachers were not sure what the syllabus should contain. ‘Concepts in Animal Welfare’ precisely and effectively meets this educational need. I am confident that it will make a significant contribution to improving the teaching of animal welfare in veterinary colleges worldwide. This will be good for the animals too.



**John Webster, Professor of Animal Husbandry,  
University of Bristol School of Veterinary Science, UK**

## Introduction and explanatory notes

WSPA is pleased to present 'Concepts in Animal Welfare', a new resource to facilitate the teaching of animal welfare to students at veterinary institutes.

This resource is the result of collaboration between the World Society for the Protection of Animals (WSPA) and the School of Clinical Veterinary Science at the University of Bristol in England. The resource consists of 30 teaching modules covering a wide range of animal welfare topics. The modules build on the experiences of both organisations. In the case of WSPA, this is fifty years international experience of working with animals through our extensive network of member societies, collaboration with governments, international organisations and professional bodies, especially veterinarians. For its part, the University of Bristol is one of the leading establishments in the world in relation to the study of animal welfare science.

We envisage that veterinary faculties will use the modules in different ways. Although most of the thirty modules are independent of one another they can be used together as a comprehensive animal welfare course providing approximately thirty hours of teaching material. The following suggestions may be of help:

- There is a short presentation introducing the resource. This explains the overall aims and objectives of the course. It also gives an outline of the content of each of the modules. Each module has four distinct parts. The PowerPoint presentation can be viewed as a slide show for teaching purposes, but when viewed as notes pages will provide comprehensive notes for the teacher. In addition there are five project topics and three discussion topics for each module to help students assimilate information, and ten short questions to assess students' understanding of the various topics. These questions could be used as the basis for a course examination.
- Experienced teachers of animal welfare will wish to select and adapt modules for their existing course. In the 'Introduction' module we suggest a core of 'critical' sessions which can form the basis of an animal welfare course.
- We recognise that veterinary courses vary around the world depending on a range of factors including local conditions, culture, availability of resources and interests of the academic staff. In this respect some modules will be more relevant than others. Lecturers may have to adapt certain slides for their region – e.g. substitute relevant animal species.
- The modules have been designed to cover a wide range of issues, but care will have to be taken that issues that are particularly sensitive in a particular area are suitably adapted or omitted.
- All resources need to be updated as new knowledge is acquired and this resource is no exception. We plan to provide updates in the future via the Internet. We also hope to develop further resources to expand upon this basic course.
- We are keen to receive feedback about the usefulness of this resource and an assessment form is included in the resource pack for this purpose.

- These modules are aimed at stimulating critical thinking about welfare issues. The modules do not provide all the answers. Indeed, for some issues there are no clear solutions. Help can be found from a variety of sources, some local and some international. To help with broadening the scope of this resource we have provided a list of useful websites as well as reading references.

We believe that veterinarians play a major role in directly improving animal welfare through their own actions and by influencing others to do the same. We hope that this resource will play an important part in helping veterinarians of the future to develop a greater understanding of the welfare of animals by stimulating focused critical thinking on welfare issues, not only during their veterinary course but throughout their veterinary career.



**John Callaghan**  
Education and Training Director, WSPA

## Module details

### General principles

Module title (* = Critical modules)	Detail	Category
1. Animal welfare introduction*	Definitions Animals as sentient beings Role of science, ethics & legislation	General principles: Animal health and welfare
2. Welfare assessment and the Five Freedoms*	Measuring animal welfare using the 'Five Freedoms' Introduction to science methodologies	General principles: Animal health and welfare
3. Physiological indicators of welfare 1	Physiological indicators of good/poor welfare	General principles: Animal health and welfare
4. Physiological indicators of welfare 2	Physiological indicators of good/poor welfare (continued)	General principles: Animal health and welfare
5. Immune and production indicators of welfare	Immune and production indicators of good/poor welfare	General principles: Animal health and welfare
6. Behavioural indicators 1	Behavioural indicators of good/poor welfare	General principles: Animal health and welfare
7. Behavioural indicators 2	Behavioural indicators of good/poor welfare (continued)	General principles: Animal health and welfare
8. Group assessment and management of welfare	Welfare assessment at group level Management of welfare in group systems	General principles: Animal health and welfare
9. Human-animal interactions*	Human-animal relationship Conflict in human attitudes to animals The relationship between abuse of animals and abuse of humans	General principles: Animal health and welfare
10. Introduction to animal welfare ethics*	The moral status of animals Ethical theories Animal welfare versus animal rights	General principles: Animal health and welfare
11. Interaction with other ethical concerns	Animal welfare in relation to human welfare Animal welfare in relation to conservation Environmental factors	General principles: Animal health and welfare
12. The role of the veterinary profession and individual veterinarian*	Role of veterinary profession Ethical decision-making in veterinary practice Attitudes of veterinary students and surgeons Welfare issues in therapy	General principles: Role of the veterinarian and veterinary profession

13. Humane education	Aims and delivery of humane education The role of the veterinarian in changing attitudes Developing resources	Animal protection legislation and external influences: Humane education
14. Animal welfare organisations	Aims and objectives Role within community Selection and training of people working with animals Working relationship with the veterinary profession International co-operation and assistance	Special considerations: Animal welfare organisations
15. Protection legislation 1*	A model law Legislation – the reality	Animal protection legislation and external influences: Animal protection legislation
16. Protection legislation 2 – Enforcement and political pressure*	Enforcement Obstacles to enforcement Political pressure	Animal protection legislation and external influences: Animal protection legislation
17. Commercial exploitation of wildlife	CITES and related controls on trade in wildlife Examples of trade in different animals and animal parts Implications of exploitation	Animal protection legislation and external influences: Animal protection legislation
18. Influence of the marketplace	Effects of animal welfare on local markets Role of global and national retailers Influence of WTO	Animal protection legislation and external influences: Market forces

### Specific examples

19. Farm animal welfare assessment and issues 1	Causes of poor welfare Welfare assessment on farm Welfare potential	Welfare & different animal types: Farm animals
20. Farm animal welfare assessment and issues 2	Husbandry systems Principal welfare issues Mutilations	Welfare & different animal types: Farm animals
21. Farm animal transport and markets	Transport of live animals Markets	Welfare & different animal types: Farm animals
22. Slaughter of farm animals	Methods of slaughter Religious slaughter Effectiveness of legislation	Welfare & different animal types: Farm animals
23. Working animals	Working equines/buffalo/camels/oxen/elephants Working conditions Husbandry systems	Welfare & different animal types: Working animals

24. Animals used in entertainment	Concept of animals as entertainers Issues surrounding this use Effectiveness of legislation	Special considerations: Animals used in entertainment
25. Animals in experiments	Uses of experimental animals Ethics for and against such use Welfare issues Biotechnology/genetic engineering Alternatives Legal controls	Welfare & different animal types: Research & medicine
26. Companion animals 1 - Population control programmes	Responsible ownership Population control strategies	Welfare & different animal types: Companion animals
27. Companion animals 2 - Wider considerations	Role of rescue shelters Welfare implications of neutering programmes Control of the pet trade Aggressive dogs Breeding and showing Mutilations for cosmetic purposes	Welfare & different animal types: Companion animals
28. Euthanasia	Criteria for euthanasia Humane methods Cultural considerations Legal considerations Indiscriminate euthanasia as means of rabies control Communication skills with clients	Special considerations: Euthanasia
29. Wild animal management	Rehabilitation programmes Welfare and conservation Zoos and wild life parks Culling programmes e.g. seals, deer Consumption of wild animals	Welfare & different animal types: Wild animals
30.a.Religion and animals	Sacred animals Cultural philosophy Religious slaughter Animal sacrifice	Special considerations: Animals and religion
30.b.War and natural disasters	Natural disasters War zones	Special considerations: Disaster relief

## Photo credits

All pictures used in these presentations are the copyright of the World Society for the Protection of Animals (WSPA), University of Bristol Team or Compassion in World Farming (CIWF) except:

### Module 3

Slide 8 Vier Pfoten

### Module 7

Slide 11 Jim Hutchinson

### Module 10

Slide 10 Tim Phillips/National Anti-Vivisection Society, UK

Slide 16 The Fur Bearers

Slide 25 Anonymous for Animal Rights (Israel)

### Module 11

Slide 23 Paul Goriup, ICCE

### Module 13

Slide 9 Humane Education Trust (South Africa)

Slide 10 RSPCA

Slide 11 RSPCA

Slide 12 RSPCA/CIWF Trust

Slide 17 RSPCA/NCDL

### Module 14

Slide 11 RSPCA/NCDL

### Module 15

Slide 24 Algers

Slide 25 Algers

Slide 26 CBS Publishers

### Module 17

Slide 22 Karl Ammann

Slide 23 Karl Ammann

Slide 24 Mike Pugh

Slide 33 ProFauna (Indonesia)

### Module 18

Slide 23 The Fur Bearers

### Module 19

Slide 25 Marek Spinka

Slide 27 Marek Spinka

**Module 20**

Slide 26	Vicky Alhadeff (Both)
Slide 29	Colin Seddon/CIWF
Slide 34	Lekker Dier (Netherlands)

**Module 21**

Slide 24	Algers
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**Module 22**

Slide 20	Redrawn from Humane Slaughter Association (HSA ) outlines
Slide 21	" " " " " " " "
Slide 22	" " " " " " " "
Slide 24	" " " " " " " "
Slide 27	" " " " " " " "
Slide 31	" " " " " " " "

**Module 23**

Slide 7	Tim Phillips
Slide 8	B. Traxler (Top), Anwar Hossain (IFAD) (Bottom)
Slide 9	Thomas Rath (IFAD)
Slide 37	Paul Starkey (PTMR)

**Module 24**

Slide 24	Colin Seddon
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**Module 25**

Slide 6	R. Beggs/National Anti-Vivisection Society, UK
Slide 7	C. Iles/National Anti-Vivisection Society, UK
Slide 12	PACE
Slide 19	PACE (Both)

**Module 26**

Slide 4	IAHAIO
Slides 8,11,12,13,19,20,23,25,26,27,29,30,31,32,33,34,37	All Ray Butcher
Slide 34	RSPCA (Left)

**Module 27**

Slides 4,5,7,8,10,11,14,15,16,17,18,19,20,22,26,28,29 (Bottom),32,33 (Left),37,38,39	All Ray Butcher
Slide 29	RSPCA (Top)
Slide 33	Colin Seddon/RSPCA (Right)

**Module 28**

Slide 13	EAST (Taiwan)
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**Module 29**

Slide 14	WWF (Left), EIA (Right)
Slide 16	Karl Ammann

**Module 30.b**

Slide 6	Karl Ammann
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**Organisations and websites for further information**

A suggested reading list is available in the accompanying syllabus booklet.

**Module 1: Animal welfare introduction****Module 2: Welfare assessment and the Five Freedoms****Module 3, 4: Physiological indicators 1 & 2****Module 5: Immune/production indicators**

Merck Veterinary Manual	<a href="http://www.merckvetmanual.com/">http://www.merckvetmanual.com/</a>
NetVet Veterinary Resources	<a href="http://netvet.wustl.edu/">http://netvet.wustl.edu/</a>
USDA Animal Welfare Information Center	<a href="http://www.nal.usda.gov/awic/">http://www.nal.usda.gov/awic/</a>
International Veterinary Information Service	<a href="http://www.ivis.org/">http://www.ivis.org/</a>
Universities Federation for Animal Welfare	<a href="http://www.ufaw.org.uk/">http://www.ufaw.org.uk/</a>

**Module 6, 7: Behavioural indicators 1 & 2**

The Association for the Study of Animal Behaviour	<a href="http://www.societies.ncl.ac.uk/asab/">http://www.societies.ncl.ac.uk/asab/</a>
Animal Behavior Society	<a href="http://www.animalbehavior.org/">http://www.animalbehavior.org/</a>
Animal Sentience	<a href="http://www.animalsentience.com/">http://www.animalsentience.com/</a>

**Module 8: Group assessment and management of welfare**

Department for Environment, Food and Rural Affairs, UK	<a href="http://defra.gov.uk/">http://defra.gov.uk/</a>
EUREPGAP	<a href="http://www.eurep.org/">http://www.eurep.org/</a>

**Module 9: Human-animal interactions**

Psychologists for the Ethical Treatment of Animals	<a href="http://www.psyeta.org/">http://www.psyeta.org/</a>
The Latham Foundation	<a href="http://www.latham.org/">http://www.latham.org/</a>
International Association of Human-Animal Interaction Organizations	<a href="http://www.iahaio.org/">http://www.iahaio.org/</a>

**Module 10: Introduction to animal welfare ethics****Module 11: Interaction with other ethical concerns**

Ethics Updates	<a href="http://ethics.acusd.edu/">http://ethics.acusd.edu/</a>
Peter Singer website	<a href="http://www.petersingerlinks.com/">http://www.petersingerlinks.com/</a>
People for the Ethical Treatment of Animals	<a href="http://www.peta.org/">http://www.peta.org/</a>
Environmental Ethics	<a href="http://www.environmentalethics.ca/">http://www.environmentalethics.ca/</a>
Center for Environmental Philosophy	<a href="http://www.cep.unt.edu/">http://www.cep.unt.edu/</a>

**Module 12: Role of the veterinarian and veterinary profession**

World Veterinary Association	<a href="http://www.worldvet.org/">http://www.worldvet.org/</a>
Federation of Veterinarians of Europe	<a href="http://www.fve.org/">http://www.fve.org/</a>
Association of Veterinarians for Animal Rights	<a href="http://www.avar.org/">http://www.avar.org/</a>

British Veterinary Association <http://www.bva-awf.org.uk/>  
 Animal Welfare Foundation <http://www.avma.org/>  
 American Veterinary Medical Association <http://www.ivsa.org/>  
 International Veterinary Students' Association <http://www.commonwealthvetassoc.org/>  
 Commonwealth Veterinary Association

### Module 13: Humane education

Vertebrate View <http://www.teachingandanimals.vview.org/>  
 TeachKind <http://www.teachkind.com/>  
 Canadian Federation of Humane Societies <http://www.cfhs.ca/humaneeducator/>  
 National Association for Humane and Environmental Education <http://www.nahee.org/>  
 International Institute for Humane Education <http://www.iihed.org/>

### Module 14: Animal welfare organisations

World Animal Net <http://www.worldanimal.net/>  
 World Society for the Protection of Animals <http://www.wspa-international.org/>  
 The Royal Society for the Prevention of Cruelty to Animals <http://www.rspca.org.uk/>  
 The Humane Society of the United States <http://www.hsus.org/>  
 The American Society for the Prevention of Cruelty to Animals <http://www.aspc.org/>

### Module 15, 16: Protection legislation 1 & 2

The European Commission <http://europa.eu.int/>  
 Animal Legal & Historical Center <http://www.animallaw.info/>  
 Eurogroup <http://www.eurogroupanimalwelfare.org/>  
 The International Institute for Animal Law <http://www.animallawintl.org/>  
 Animal Legal Defense Fund <http://www.aldf.org/>

### Module 17: Commercial exploitation of wildlife

IUCN Red List of Endangered Species <http://www.redlist.org/>  
 Convention on International Trade in Endangered Species of Wild Fauna and Flora <http://www.cites.org/>  
 Captive Wild Animal Protection Coalition <http://www.cwapc.org/>  
 Journal of International Wildlife Law & Policy <http://www.jiwl.com/>  
 Species Survival Network <http://www.specieessurvivalnetwork.org/>  
 Environmental Investigation Agency <http://www.eia-international.org/>  
 Fur Free Alliance <http://www.information.com/>  
 International Primate Protection League <http://www.ippl.org/>

### Module 18: Influence of the marketplace

World Trade Organisation <http://www.wto.org/>

Compassion in World Farming <http://ciwf.co.uk/>  
 Race to the Top <http://www.racetothetop.org/>  
 Soil Association <http://www.soilassociation.org/>  
 Food and Agriculture Organization of the United Nations <http://www.fao.org/>  
 International Fund for Agricultural Development <http://www.ifad.org/>

### Module 19, 20: Farm animal welfare assessment and issues 1 & 2

#### Module 21: Transport and markets

Farmed Animal Net <http://www.farmedanimal.net/>  
 Compassion in World Farming <http://ciwf.co.uk/>  
 Humane Farming Association <http://www.hfa.org/>  
 AgriWorld Direct <http://www.agriworld.nl/>  
 Organic Research <http://www.organic-research.com/>  
 Farm Animal Welfare Council <http://www.fawc.org.uk/>  
 Food Animal Initiative <http://www.faifarms.co.uk/>

#### Module 22: Slaughter of farm animals

Dr. Temple Grandin's website <http://www.grandin.com/>  
 Humane Slaughter Association <http://www.hsa.org.uk/>

#### Module 23: Working animals

Society for the Protection of Animals Abroad <http://www.spana.org/>  
 The Brooke Hospital for Animals <http://www.brooke-hospital.org.uk/>  
 Samsung <http://mydog.samsung.com/>  
 National Search and Rescue Dog Association <http://www.nsarda.org.uk/>

#### Module 24: Animals used in entertainment

Circuses.com <http://www.circuses.com/>  
 Born Free Foundation <http://www.bornfree.org.uk/>  
 League Against Cruel Sports <http://www.league.uk.com/>  
 Showing Animals Respect and Kindness <http://www.sharkonline.org/>  
 World Society for the Protection of Animals <http://www.wspa-international.org/>  
 Animal Defenders <http://www.animaldefenders.org.uk/>  
 Captive Animals' Protection Society <http://www.captiveanimals.org/>  
 Zoocheck Canada <http://www.zoocheck.com/>

#### Module 25: Animals in experiments

National Anti-Vivisection Society <http://www.navs.org.uk/>  
 Fund for the Replacement of Animals in Medical Experiments <http://www.frame.org.uk/>  
 Australian and New Zealand Council for the Care of Animals in Research and Teaching <http://www.adelaide.edu.au/ANZCCART/>  
 International Network for Humane Education <http://www.interniche.org/>

Dr Hadwen Trust	<a href="http://www.drhadwentrust.org.uk/">http://www.drhadwentrust.org.uk/</a>
American Anti-Vivisection Society	<a href="http://www.aavs.org/">http://www.aavs.org/</a>
British Union for the Abolition of Vivisection	<a href="http://www.buav.org/">http://www.buav.org/</a>
Lord Dowding Fund for Humane Research	<a href="http://www.lfd.org.uk/">http://www.lfd.org.uk/</a>

**Module 26: Companion animals 1: Population control programmes**

**Module 27: Companion animals 2: Wider considerations**

Animal Sheltering Online	<a href="http://animalsheltering.org/">http://animalsheltering.org/</a>
World Small Animal Veterinary Association	<a href="http://www.wsava.org/">http://www.wsava.org/</a>
National Council on Pet Population Study and Policy	<a href="http://www.petpopulation.org/">http://www.petpopulation.org/</a>
The Federation of European Companion Animal Veterinary Associations	<a href="http://www.fecava.org/">http://www.fecava.org/</a>
National Animal Control Association	<a href="http://www.nacanet.org/">http://www.nacanet.org/</a>

**Module 28: Euthanasia**

Veterinary Education and Information links	<a href="http://vein.library.usyd.edu.au/links/euthanasia.html">http://vein.library.usyd.edu.au/links/euthanasia.html</a>
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**Module 29: Wild animal management**

WWF	<a href="http://www.panda.org/">http://www.panda.org/</a>
TRAFFIC	<a href="http://www.traffic.org/">http://www.traffic.org/</a>
International Wildlife Rehabilitation Council	<a href="http://www.iwrc-online.org/">http://www.iwrc-online.org/</a>
IUCN	<a href="http://www.iucn.org/">http://www.iucn.org/</a>
Whale and Dolphin Conservation Society	<a href="http://www.wdcs.org/">http://www.wdcs.org/</a>

**Module 30.a: Religion and animals**

Harvard University Center for the Environment	<a href="http://environment.harvard.edu/">http://environment.harvard.edu/</a>
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**Module 30.b: War and natural disasters**

HSUS Disaster Center	<a href="http://www.hsus.org/disaster/">http://www.hsus.org/disaster/</a>
Federal Emergency Management Agency	<a href="http://www.fema.gov/">http://www.fema.gov/</a>
Animal management in disasters	<a href="http://www.animaldisasters.com/">http://www.animaldisasters.com/</a>



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