



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advances In Animal Behaviour				
Module Code	UINXKL-15-M	Level	M	Version	1.3
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	MRes Animal Behaviour and Welfare MSci Animal Behaviour and Welfare				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	Second Class Honours Degree in relevant topic	
Valid From	01 September 2016 V1.3 01 September 2017		Valid to	01 September 2019	

CAC Approval Date	12 March 2013 V1.2 02 February 2016 V1.3 23 February 2017
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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 Select and explain current issues which are complex, conceptually challenging, and are at, or informed by, the forefront of animal behaviour research (A, B). 2 Make informed judgments about complex, advanced or ambiguous information in animal behaviour literature (A, B). 3 Undertake complex research tasks competently, with minimum guidance and evaluate the research and data collection methods (B). 4 Synthesise sources and communicate orally, in writing, and in appropriate media, in academic and professional contexts making well informed, coherent and persuasive arguments (A, B). 5 Select and adapt an appropriate format and style to design a professional poster presentation in such a way as to enhance understanding and engagement by academic audiences (B).
Syllabus Outline	<p>This module will examine recent advances in the following areas:</p> <ul style="list-style-type: none"> • Animal cognition (including prospective cognition, social cognition, problem solving, theory of mind etc). • Animal personality (including personality traits, heritability, adaptive function, implications of animal personality etc). • Animal communication and language (including intraspecies and interspecies communication, language training etc).

	<ul style="list-style-type: none"> • Social behaviour (including cooperation, conflict, prosocial behaviour and empathy, inequity aversion etc). 																				
Teaching and Learning Methods	<p>A variety of learning strategies will be used during this module. Scheduled learning will provide an opportunity for students to consolidate theoretical knowledge and to put that knowledge into practice (36 hours). It is expected that students will spend a minimum of 114 hours on independent learning as this is an essential component of modules at postgraduate level. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. Developing the ability to work in a team is an essential transferable skill and the development of oral presentation skills will be particularly useful for postgraduate students intending to present their work at peer-reviewed conferences. Conferencing technologies (including videoconferencing, Skype) will be used in conjunction with the virtual learning environment (VLE), email and phone calls to keep in touch with students between teaching blocks.</p> <p>Scheduled Learning may include lectures, seminars, tutorials, demonstration, practical classes.</p> <p>Independent Learning may include 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.</p> <p>Virtual Learning Environment (VLE) (or equivalent) This module 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 (or equivalent).</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.</p> <p><u>Key Information Set - Module data</u></p> <table border="1" data-bbox="395 1178 1453 1211"> <tr> <td>Number of credits for this module</td> <td style="text-align: center;">15</td> </tr> </table> <table border="1" data-bbox="395 1243 1453 1429"> <thead> <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> <ol style="list-style-type: none"> 1 <i>Written Exam</i>: Unseen written exam, open book written exam, In-class test. 2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam. <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> <p>Total assessment of the module:</p> <table border="1" data-bbox="395 1888 1066 2031"> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">00%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	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	Written exam assessment percentage	50%	Coursework assessment percentage	00%	Practical exam assessment percentage	50%		100%
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	100%																				

Reading Strategy	<p>Students are expected to read a range of textbooks, study skills material, journal articles and industry relevant publications in support of the module.</p> <p>Essential Reading Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to library services, online applications, and inter-library loans.</p> <p>Further Reading 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 catalogue, 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 the academic literature and wider professional sources.</p> <p>Access and Skills The development of literature searching skills is supported by a library seminar held during Induction. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to ensure they are sourcing high quality references so that can maintain academic integrity and avoid plagiarism. Additional support is available through the library services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</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>Danchin, E., Giraldeau, L-A. and Cezilly, F. (Current Edition) <i>Behavioural Ecology</i>. Oxford, UK: Oxford University Press.</p> <p>Krebs, J. R., and Davies, N. B. eds. (Current Edition) <i>Behavioural Ecology: An Evolutionary Approach</i>. Oxford, UK: Blackwell.</p> <p>McFarland, D. (Current Edition) <i>Animal Behaviour: Psychobiology, Ethology and Evolution</i>. Harlow, UK: Addison Wesley Longman.</p> <p>Martin, P. and Bateson, P. (Current Edition) <i>Measuring Behaviour</i>. Cambridge, UK: Cambridge University Press.</p> <p>Reznikova, A. (Current Edition) <i>Animal Intelligence</i>. Cambridge, UK: Cambridge University Press.</p> <p>Shettleworth, S. J. (Current Edition) <i>Evolution, Cognition and Behaviour</i>. Oxford, UK: Oxford University Press.</p> <p>Wasserman, E.A. and Zentall, T.R. (Current Edition) <i>Comparative Cognition</i>. Oxford, UK: Oxford University Press.</p> <p>Recommended Journals:</p> <p>Animal Behaviour. American Naturalist. Behavioural Ecology. Behavioural Ecology and Sociobiology. Ecology and Evolution. Journal of Evolutionary Biology.</p>

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy of a poster assessment and a written examination has been chosen so as to facilitate utilisation of the information and experience gained throughout the module.</p> <p>The students will be required to construct and present a poster (based on a topic arising from the material covered in lectures or further reading) to an audience of academics and their peers in a conference style setting. It will be assessed via a combination of academic and peer assessment. Dissemination of the majority of research at scientific meetings is via the medium of poster presentations. Therefore, the ability to produce a professional and informative poster and to be able to confidently communicate content is a valuable skill essential for a research scientist. Guidance on poster production will be included in the Module Guide. The written examination will ensure that students can demonstrate a robust and comprehensive understanding of the material covered during the module in a controlled examination setting. The weightings between the components reflect the fact that the ability to accurately construct and present a poster and to communicate information in a time-constrained environment are both essential skills for an animal scientist and that an equal number of learning outcomes are assessed via each component.</p> <p>Feedback can be gained from this module in the module delivery, on feedback sheets, on the VLE, in tutorials and in revision sessions.</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	Written examination.		
% weighting between components A and B (Standard modules only)	A:	B:	
	50%	50%	
First Sit			
Component A (controlled conditions) Description of each element	Element weighting		
1 Written Examination (1.5 hours)	100%		
Component B Description of each element	Element weighting		
1 Poster Assessment	100%		
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element	Element weighting		
1 Written Examination (1.5 hours)	100%		
Component B Description of each element	Element weighting		
1 Poster Assessment	100%		
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			