



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles of Animal Behaviour				
Module Code	UINXQ5-15-1	Level	1	Version	1
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	FdSc Animal Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	06 August 2013
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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 Identify evolutionary and proximate explanations for behaviour (A). 2 Comprehend the underlying physiological processes and development of behaviour in animals (A). 3 Describe the main concepts of instinct, imprinting and learning theory (A). 4 Appreciate the evolution of animal signals, why they evolve, and how they are used to communicate (B). 5 Understand the impact of the captive environment on a range of animal species (B). 6 Explain theories of reproductive and social behaviour (B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Adaptive explanations for animal behaviour (function of behaviour). 2 Internal and external environmental influences (causation of behaviour). 3 How and why behaviour evolves in species (evolution of behaviour). 4 Ontogeny, genes and behaviour, behavioural development (development of behaviour). 5 Innate and learned behaviour to include imprinting, habituation, classical conditioning, operant conditioning. 6 Social behaviour and the importance of hierarchies. 7 Communication (inter and intraspecific) in animals and sensory capabilities. 8 Abnormal behaviour in a range of animals. <p><i>Emphasis will be on behaviour in species of mammals and birds commonly kept in captivity.</i></p>

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self directed study</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 study	3	Independent learning	114	TOTAL	150										
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Teaching and Learning Methods	<p>Scheduled learning Includes lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; work based learning and 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) (or equivalent) 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> <p><u>Key information set - module data</u></p> <p><i>Number of credits for this module</i> 15</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>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="0" style="width: 100%;"> <tr> <td style="width: 60%;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">40%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	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	0%	Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%
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Reading Strategy	<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> <p>Essential reading Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p>Further reading Students 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. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</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> <ul style="list-style-type: none"> • Alcock, J. (Current Edition) <i>Animal Behaviour: An Evolutionary Approach</i>. Massachusetts: Sinauer Associates, Inc. • Barnard, C. (Current Edition) <i>Animal Behaviour: Mechanisms, Development, Function, Evolution</i>. London: Pearson. • Goodenough, J., McGuire, B. & Wallace, R.A. (Current Edition) <i>Perspectives on Animal Behaviour</i>. New York: Wiley and Sons, Inc. • Jensen, P. ed. (Current Edition) <i>The Ethology of Domestic Animals; An Introductory Text</i>. Oxon: CAB International Publishing. • Manning, A. and Stamp Dawkins, M. (Current Edition) <i>An Introduction to Animal Behaviour</i>. Cambridge: Cambridge University Press. • McFarland, D. (Current Edition) <i>Animal Behaviour: Psychology, Ethology and Evolution</i>. Harlow: Longman Scientific and Technical. • Milkosi, A. (Current Edition) <i>Dog Behaviour, Evolution & Cognition</i>, Oxford, Oxford University Press. • Slater, P.J.B. (Current Edition) <i>Essentials of Animal Behaviour</i>. Cambridge: Cambridge University Press. • Scott, G. (Current Edition) <i>Essential Animal Behaviour</i>. Oxford: Blackwell. • Serpell, J (Current edition) <i>The Domestic Dog; Its evolution, Behaviour and Interactions with People</i>. Cambridge, Cambridge University Press.

Part 3: Assessment			
Assessment Strategy	<p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Oral presentation: To allow the knowledge and intellectual skills gained throughout the module to be assessed in a controlled oral presentation setting. This presentation will be undertaken during the semester delivery within a peer group setting where possible.</p> <p>Written assignment: To facilitate in depth utilisation of the information covered throughout the module, as well as via additional study. This will also facilitate the development of transferable skills, such as scientific writing and research, early on in the student's academic career.</p> <p>Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</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 VLE.</p>		
Identify final assessment component and element	Written assignment.		
% weighting between components A and B (Standard modules only)		A:	B:
		40%	60%
First Sit			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Oral presentation (15 minutes)	100%	
Component B		Element weighting	
Description of each element			
1	Written assignment (1500 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Oral presentation (15 minutes)	100%	
Component B		Element weighting	
Description of each element			
1	Written assignment (1500 words)	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.			