



Module Specification

Part 1: Basic Data					
Module Title	Behavioural Measurement				
Module Code	UINXSS-15-2	Level	2	Version	2.0
Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Sciences		
Department	Animal	Module Type	Standard		
Contributes towards	FdSc Animal Behaviour & Welfare BSc (Hons) Animal Behaviour & Welfare FdSc Animal Science & Management BSc (Hons) Applied Animal Science BSc (Hons) Applied Animal Science (SW)				
Pre-requisites	Animal Behaviour (UIN XNS-30-1); OR Introduction to Animal Behaviour (UIN XK7-15-1); OR Animal Behaviour & Welfare (TBC)	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Last Major Approval Date	V1.0 29 May 2014	Valid from	V1.0 01 September 2014 V1.1 01 September 2016 V2.0 01 September 2017		
Amendment Approval Date	V1.1 02 February 2016 V2.0 28 March 2017	Valid to	01 September 2023		

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 Analyse a range of research techniques commonly used in the behavioural sciences (A). 2 Assess published material and comment critically on research findings (A). 3 Recognise the health and safety and ethical implications of carrying out behavioural research (A). 4 Evaluate methods of practically assessing and measuring behaviour and welfare across a range of animal species and interpret data relating to this (A). 5 Apply the research process with relevance to the investigation of behaviour (A).
Syllabus Outline	<ul style="list-style-type: none"> • Implications of carrying out research. • Hypothesis generation and testing. • Research design – reliability and validity, individual differences and sample size, replication and pseudo-replication. • Dissemination of information from the literature; analysis and interpretation of behavioural data. • Data collection and recording media – appropriateness of data, recording and sampling techniques, data handling methods; media – video, dictaphones, automatic recording devices etc.

	<ul style="list-style-type: none"> • Design of surveys and questionnaire-based studies and the advantages and disadvantages of their use. • Analysis of animal groups (spread of participation index, dominance hierarchies, association indices and maintenance of proximity) 																				
Teaching and Learning Methods	<p>A variety of learning strategies will be used including lectures, seminars and practical sessions (33 hours) to develop knowledge and understanding, with practical application central to this. Video exercises will be used throughout the module to guide the student through the core syllabus, leading to a video based assessment at the end.</p> <p>Students will also be expected to engage in self-directed learning (3 hours) and independent learning throughout the module (114 hours) to develop their understanding of core principles and read widely around the topic.</p> <p>Scheduled learning May include lectures, seminars, tutorials, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, exam preparation etc. These sessions constitute an average time per level as indicated in the table below.</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>HEFCE require Key Information Sets (KIS) to be produced at programme level for all undergraduate programmes of more than one year in length. 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="475 1160 1391 1541"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <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> <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> <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					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
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Reading Strategy	<p>Any core, 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 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 the 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 study 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 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.</p> <p>Dawkins, M.S. (Current Edition) <i>Unravelling Animal Behaviour</i>. Harlow: Longman Scientific and Technical.</p> <p>Hawkins, D. (Current Edition) <i>Biomeasurement: A Students Guide to Biological Statistics</i>. Oxford: Oxford University Press.</p> <p>Howell, D.C. (Current Edition) <i>Fundamental Statistics for the Behavioural Sciences</i>. London: International Thomson Publishing Group Europe.</p> <p>Lehner, P.N. (Current Edition) <i>Handbook of Ethological Methods</i>. Cambridge: Cambridge University Press.</p> <p>Martin, R. and Bateson, P. (Current Edition) <i>Measuring Behaviour: An Introductory Guide</i>. Cambridge: Cambridge University Press.</p> <p>Morris, T.R. (Current Edition) <i>Experimental Design and Analysis in Animal Sciences</i>. Oxon: CABI publishing.</p> <p>Petrie, A. and Watson, P. (Current Edition) <i>Statistics for Veterinary and Animal Science</i>. Oxford: Blackwell Sciences Ltd.</p> <p>Journals</p> <p>Animal Welfare. Applied Animal Behaviour Science. Journal of Applied Animal Welfare Science.</p> <p>Websites and databases</p> <p>Universities Federation for Animal Welfare www.ufaw.org.uk. British and Irish Association of Zoos and Aquariums www.biaza.org.uk. Farm Animal Welfare Committee www.defra.gov.uk/fawc.</p>																				

	Association for the Study of Animal Behaviour www.asab.org . Science Direct www.sciencedirect.com . BioOne www.bioone.org .
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Part 3: Assessment	
Assessment Strategy	<p>The in-class test has been chosen to allow evaluation and application of techniques used to measure animal behaviour and to assess the knowledge and intellectual skills gained throughout the module. Practical elements will be included to allow for application of knowledge to real world scenarios.</p> <p>Formative feedback can be gained from this module in the module delivery, on the VLE, in tutorials and in revision sessions. Practical tasks will be undertaken during teaching to support skill development and application of knowledge and feedback will be provided. Summative feedback can be gained on scripts.</p> <p>In line with the Institution'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	In-Class Test	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. In-Class Test (2.5 hours)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. In-Class Test (2.5 hours)	100%	
<p>If a student is permitted a retake of the module under the Academic Regulations and Procedures, the assessment will be that indicated by the Module Specification at the time that retake commences.</p>		