



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Behavioural Measurement				
Module Code	UINXSS-15-2	Level	2	Version	1.1
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	FdSc Animal Behaviour and Welfare BSc (Hons) Animal Behaviour and Welfare FdSc Animal Science and Management BSc (Hons) Animal Science BSc (Hons) Animal Science (SW) BSc (Hons) Applied Animal Science BSc (Hons) Applied Animal Science (SW) BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Applied Animal Science with Therapy (SW) MSci Animal Behaviour and Welfare				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Animal Behaviour (UINXGG-20-1); OR Introduction to Animal Behaviour (UINXK7-15-1)		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

CAP Approval Date	29 May 2014
--------------------------	-------------

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1 Apply a range of research techniques commonly used in the behavioural sciences (A, B). 2 Assess published material and comment critically on research findings (A, B). 3 Recognise the health and safety and ethical implications of carrying out behavioural research (A, B). 4 Describe and discuss methods of practically assessing and measuring behaviour and welfare across a range of animal species (A, B). 5 Formulate a research programme of relevance to the investigation of behaviour and interpret data relating to this (B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Implications of carrying out research. 2 Hypothesis generation and testing. 3 Research design – reliability and validity, individual differences and sample size, replication and pseudo-replication.

	4	Dissemination of information from the literature; analysis and interpretation of behavioural data.
	5	Data collection and recording media – appropriateness of data, recording and sampling techniques, data handling methods; media – video, dictaphones, automatic recording devices etc.

	<p>6 Design of surveys and questionnaire-based studies and the advantages and disadvantages of their use.</p> <p>7 Analysis of animal groups (dominance hierarchies, association indices and maintenance of proximity).</p>																				
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars</td> <td>33</td> </tr> <tr> <td>Self-directed study</td> <td>3</td> </tr> <tr> <td>Independent study</td> <td>114</td> </tr> <tr> <td>TOTAL</td> <td>150</td> </tr> </table>	Lectures, guided learning, seminars	33	Self-directed study	3	Independent study	114	TOTAL	150												
Lectures, guided learning, seminars	33																				
Self-directed study	3																				
Independent study	114																				
TOTAL	150																				
Teaching and Learning Methods	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, 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, 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) 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>Key information set – module data</p> <table> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">15</td> </tr> </table> <table border="1"> <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:</p> <ol style="list-style-type: none"> <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test. <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. <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> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; 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	0%	Practical exam assessment percentage	50%		100%
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	0%																				
Practical exam assessment percentage	50%																				
	100%																				

Reading Strategy	<p>Core readings Any 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 readings 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 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"> • Dawkins, M.S. (Current Edition) <i>Unravelling Animal Behaviour</i>. Harlow: Longman Scientific and Technical. • Howell, D.C. (Current Edition) <i>Fundamental Statistics for the Behavioural Sciences</i>. London: International Thomson Publishing Group Europe. • Lehner, P.N. (Current Edition) <i>Handbook of Ethological Methods</i>. Cambridge: Cambridge University Press. • Martin, R. and Bateson, P. (Current Edition) <i>Measuring Behaviour: An Introductory Guide</i>. Cambridge: Cambridge University Press. • Morris, T.R. (Current Edition) <i>Experimental Design and Analysis in Animal Sciences</i>. Oxon: CABI publishing. • Petrie, A. and Watson, P. (Current Edition) <i>Statistics for Veterinary and Animal Science</i>. Oxford: Blackwell Sciences Ltd. <p>Journals:</p> <ul style="list-style-type: none"> • Animal Welfare. • Applied Animal Behaviour Science. • Journal of Applied Behavioural Science. • Journal of Applied Animal Welfare Science. <p>Websites and databases:</p> <ul style="list-style-type: none"> • 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. • Association for the Study of Animal Behaviour www.asab.nottingham.ac.uk. • Science Direct www.sciencedirect.com. • BioOne www.bioone.org.

Part 3: Assessment			
Assessment Strategy	<p>The written examination has been chosen so as to allow the knowledge and intellectual skills gained throughout the module to be assessed in a controlled examination setting.</p> <p>The oral presentation assessment has been chosen to facilitate in depth, practical utilisation of the information covered throughout the module, as well as via additional study, in application and discussion of use of techniques to measure animal behaviour.</p> <p>Formative feedback can be gained from this module in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained upon oral presentation and exam scripts.</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 hour)	100%	
Component B Description of each element		Element weighting	
1	Oral poster presentation (25 minutes)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1	Written examination (1 hour)	100%	
Component B Description of each element		Element weighting	
1	Oral poster presentation (25 minutes)	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.			