




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Anthrozoology				
Module Code	UINV38-15-3	Level	3	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury College	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Standard		
Contributes towards	BSc (Hons) Animal Management (Top up) 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) BSc (Hons) Animal Behaviour and Welfare MSci Animal Behaviour and Welfare MRes Anthrozoology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2016	Valid to	01 September 2021		

CAP Approval Date	15 December 2014
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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. Debate the moral and ethical dilemmas that arise through the role of animals in human-animal interactions. (A) 2. Critically evaluate the impact of human-animal interactions on animal welfare. (A) 3. Critically analyse and evaluate the available literature on the use of animals in society. (A) 4. Critically evaluate the implications of human interactions with animals in a range of cultural perspective. (A) 5. Contextualise the development of the human-animal bond within a historical/ evolutionary context. (A)
Syllabus Outline	<ul style="list-style-type: none"> • The concept of anthrozoology and its relation to previous study in animal

	<p>science, including human-animal interaction, farming, sport, working animals, and wildlife.</p> <ul style="list-style-type: none"> • Impact of human-animal interactions on human health and welfare. • Evaluation of interactions with animals, including: pet keeping, animal-assisted therapy, assistance animals, and service animals, amongst others. • Applied ethics and animal use: opinions, beliefs and moral judgement, difference between ethical and welfare issues, attitudes to animals, if beliefs change and whether they can be altered through debate. 																				
Contact Hours	<p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td>• Lectures, site visits, guided learning, seminars</td> <td style="text-align: right;">33</td> </tr> <tr> <td>• Self directed learning</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, site visits, guided learning, seminars	33	• Self directed learning	3	• Independent learning	114	TOTAL	150												
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Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the student through the core syllabus.</p> <p>Scheduled learning includes lectures, seminars, tutorials, external visits.</p> <p>Independent learning includes hours engaged with essential reading and case study preparation. These sessions constitute an average time per level as indicated in the table below.</p> <p>Virtual Learning Environment (VLE) This module is supported by VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within 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> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center;">15</td> </tr> </thead> <tbody> <tr> <th style="text-align: center;">Hours to be allocated</th> <th style="text-align: center;">Scheduled learning and teaching study hours</th> <th style="text-align: center;">Independent study hours</th> <th style="text-align: center;">Placement study hours</th> <th style="text-align: center;">Allocated Hours</th> </tr> <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 style="text-align: right;"></p> <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					<i>Number of credits for this module</i>				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>Essential Reading Any essential reading will be indicated clearly and is regularly required. Module guides will reflect the range of reading to be carried out.</p> <p>Further Reading Further reading is required for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</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, evaluating information and referencing. Sign up workshops are also offered by the Library.</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>Books</p> <p>Fine, A. H. (Current Edition) <i>Handbook on Animal-Assisted Therapy: Theoretical Foundations and Guidelines for Practice</i>. London: Elsevier Academic Press.</p> <p>Manning, A. and Serpell, J. (Current Edition) <i>Animals and Human Society: Changing Perspectives</i>. London: Routledge.</p> <p>Serpell, J. (Current Edition) <i>In the Company of Animals: A Study of Human-Animal Relationships</i>. Cambridge: Cambridge University Press.</p> <p>Serpell, J. and Soulsby, L. (Current Edition) <i>Companion Animals in Society</i>. Oxford: Oxford University Press.</p> <p>Journals</p> <p>Anthrozoos</p> <p>Applied Animal Behaviour Science</p> <p>Applied Animal Welfare Science</p> <p>Society and Animals</p> <p>Websites</p> <p>International Society for Anthrozoology (ISAZ) - http://www.isaz.net/</p>																				

Part 3: Assessment

Assessment Strategy	<p>This module will be assessed through one form of assessment: an end of module open book examination (2 hours). This will address a range of topics to assess all learning outcomes under controlled conditions. This will allow students to demonstrate their analytical skills and detailed knowledge of the subject. The nature of an open book examination will facilitate students to present a detailed analysis and evaluation of topics, supported by extensive current published research.</p> <p>Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials, via practice exam papers and in revision sessions. Summative feedback can be gained on exam papers and via the VLE.</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>
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Identify final assessment component and element	Open Book Examination	
% 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. Open Book Examination (2 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. Open Book Examination (2 hours)	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		