



ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Human-Animal Bond				
Module Code	UINV6C-15-M	Level	M	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Standard		
Contributes towards	MRes Anthrozoology MSci Animal Behaviour and Welfare				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	18 February 2016	Valid from	01 September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	01 September 2022
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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. Critically evaluate the role animals play in global human societies. (A) 2. Debate effectively the significance of the human-animal bond to human evolution and domestication of animals. (A) 3. Critically analyse factors influencing changes in human-animal relationships over time and between cultures. (A, B) 4. Systematically analyse the roles of animals in human society in light of major ethical, moral and philosophical standpoints. (A, B) 5. Synthesise how theoretical principles within human psychology apply to promote understanding of key aspects of anthrozoology. (A)
Syllabus Outline	<ul style="list-style-type: none"> • The Human-Animal Bond • Human evolution and animal domestication

	<ul style="list-style-type: none"> • Theories and principles of human psychology • Cultural and religious variance in the human-animal bond • Ethical, political and legal elements in relation to both historical and cultural variations. • The impact of the human-animal bond on animal behaviour and welfare • Roles of animals within society, including therapy, companion, livestock, sport, education, assistance, wildlife • Attachment theory, grief and loss • Animal rights, abuse and neglect • The significance of similarities and differences between human and animals, considering topics such as language, culture, communication, cognition and problem solving 								
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars etc</td> <td>33</td> </tr> <tr> <td>Self directed study</td> <td>22</td> </tr> <tr> <td>Independent learning</td> <td>95</td> </tr> <tr> <td>TOTAL</td> <td>150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	22	Independent learning	95	TOTAL	150
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TOTAL	150								
Teaching and Learning Methods	<p>This module has been designed to support students to be able to apply theory in context to practice and to analyse anthrozoology in action. This will be supported throughout delivery of the module through a blended learning approach. Sessions in the classroom will provide group discussion and debate whilst materials provided electronically will guide the student through case studies and real-world problems to explore solutions and critique practice.</p> <p>This module is delivered using interactive learning sessions and blended learning. Essential, recommended reading and exercises will be introduced to guide the student through the core syllabus to develop depth of knowledge.</p> <p>Scheduled learning It is anticipated that each student will receive/attend scheduled learning activities over the course of the academic year delivered by way of: lectures, workshops and visits, either in formal sessions or via blended learning.</p> <p>Independent learning In addition to scheduled learning, there is an expectation that students will study independently. This will include; essential reading, the completion of online tasks, assessment preparation and completion, library workshops and self-directed study.</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>								

	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	55	95	0	150																									
	The table below indicates as a percentage the total assessment of the module which constitutes a -																													
	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																													
	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:																													
	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>50%</td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>50%</td> <td></td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>						Total assessment of the module:					Written exam assessment percentage		50%			Coursework assessment percentage		50%			Practical exam assessment percentage		0%						
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Reading Strategy	<p>Further reading Students will be encouraged to read a wide range of different materials that will promote their own development and aid in the acquisition of skills necessary to the successful completion of their first year of study. In addition, students will also be encouraged to engage with their future career potential and to read about their possible career choices. Training on how to retrieve this further reading will be provided within lectures, workshops and tutorials by lecturers and members of the University Learning Centre Staff.</p> <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>																													
Indicative Reading List	<p><i>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.</i></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</i></p>																													

	<p><i>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>Journals:</p> <p>Anthrozoos</p> <p>Applied Animal Behaviour Science</p> <p>Journal of Applied Animal Welfare Science</p> <p>Society and Animals</p> <p>Websites:</p> <p>International Society for Anthrozoology (ISAZ) - http://www.isaz.net/</p>
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Part 3: Assessment	
Assessment Strategy	<p>Assessment for this module is intended to allow the student opportunity to demonstrate their ability to apply knowledge of key concepts and theories to real world situations and case studies. This will be achieved through a diverse strategy for assessment requiring effective communication with both the academic and the general public. Learning outcomes will be assessed via a written examination and a written assignment. The written examination will require the student to debate and critique a range of topics selected from the syllabus, under controlled conditions. This will allow students to demonstrate their analytical skills and detailed knowledge of the subject, and will include case studies requiring consideration and resolution of problems. The written assignment will be in the form of a lay press article on a topic of the student's choice, communicating complex scientific and psychological principles to the general public. Between the two forms of assessment, breadth and depth of knowledge will be assessed, through mechanisms allowing the student to demonstrate diversity in communication style and mode, which are considered essential in this human-centred field.</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. Debate of research and application to case studies will be inherent within taught sessions, providing opportunity for feedback from staff/peers and self-reflection. Summative feedback can be gained on exam papers, written assignment scripts 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 the VLE.</p>

Identify final assessment component and element	Written examination	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Written examination (1.5 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Written assignment (1500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Written examination (1.5 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Written assignment (1500 words)	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.	