University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Animal Behaviour for Wildlife Conservation					
Module Code	USSKAJ-15-2		Level	2	Version	1.1
Owning Faculty	Health & Applied Sciences		Field	Biological, Biomedical and Analytical Sciences		
Department	Applied Sciences					
Contributes towards	FdSc. Integrated Wildlife Conservation					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	USSKAE-30-1 Wildlife Biology, or equivalent		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2016		Valid to	September 2020		

CAP Approval Date	May 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. demonstrate a sound understanding of how Animal Behaviour has developed as a discipline (assessed in component A). 2. discuss the common underlining principles that determine animal behaviour (assessed in component A). 3. define the principles of behavioural ecology and discuss their importance for survival in the wild (assessed in component A). 4. design, undertake, analyse, report on and review a behavioural study of a named animal (assessed in component B). 5. review of the impact of human activity on animal behaviour and discuss how conservation practices can mitigate its effects (assessed in component A).
Syllabus Outline	This module introduces key concepts underpinning the discipline of Animal Behaviour. • Historical Development – contributions of Lorenz, Tinbergen, von Frisch and others – the distinction between ethology & comparative psychology.

	• Inherited vs. Learnt Behaviour – experimental approaches used to study the causes & function of behaviour, its ontogeny & evolution – genetics of inherited behaviour – molecular approaches. • Communication – chemical signals & pheromones – visual & auditory signals – tactile communication – electrical signalling. • Biological Rhythms – circadian & circannual rhythms – their origin, control & function • Orientation & Navigation – mechanisms of homing & migration. • Behavioural Ecology – habitat selection – cost benefit approaches – optimal foraging theory – sexual selection – social behaviour – altruistic behaviour & kin selection. • Human activity impacts' on animal behaviour – through disruption of social networks through habitat destruction or development; effects of disturbance, altered behaviours of captive animals.
Contact Hours	**Scheduled learning** Students can expect to receive a minimum of 48 hours taught material. This will be delivered as interactive lectures and lectorials, workshops, guest lectures, and field practicals. **Independent learning** Students are expected to spend 102 hours on independent learning tasks and preparation of assessments.
Teaching and Learning Methods	The syllabus is delivered primarily though power point lectures using a wide range of examples to illustrate key principles. Wherever possible, lectures are supplemented by audio-visual material (videos, DVDs) showing specific examples of animal behaviour. The lectures would be supported by practical work observing and recording the behaviour of wild, domesticated or captive animals – with particular emphasis of animals held in Bristol Zoo. **Scheduled learning** includes interactive lectures, workshop and supervised fieldwork. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Key Information Sets Information	**Key Information Set - Module data** *Number of credits for this module* 15 Hours to be allocated: 150 — Scheduled learning and teaching study hours: 48 — Independent study hours: 102 — Placement study hours: 0 — Allocated Hours: 150 Total assessment of the module: Written exam assessment percentage 50% Practical report assessment percentage 50% 100%
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
Indicative Reading List	***Indicative Reading List:*** *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. **Books** Manning, A. and Dawkins, M.S. (2012) *An Introduction to Animal Behaviour*. 6th edition. Cambridge, Cambridge University Press. Alcock J. (2013) *Animal Behaviour*. 10th edition. Sinauer Associates, Sunderland. Martin, P. and Bateson, P. (2007) Measuring Behaviour, An introductory guide. 3rd edition. Cambridge, Cambridge University Press Krebs, J.R. and Davies, N.B. (2012) *An Introduction to Behavioural Ecology*. 4th edition. Oxford , Wiley. McFarland, D. (1999) *Animal behaviour: psychobiology, theology and evolution*. 3rd edition. London, Longman. Dugatkin, L.A. (2013) *Principles of animal behaviour*. 3rd edition. London, W.W. Norton & Co. Scott, G. (2004) *Essential animal behaviour*. Oxford , Wiley. **Journals** • *Animal behaviour* • *Current Biology* • *Proceedings of the Royal Society: B* • *Behavioural Ecology* • *Behavioural Ecology and Sociobiology* • *Applied Animal Behaviour Science*

Part 3: Assessment	
Assessment Strategy	The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom. Assessments includes both summative (assessment that contributes to module mark) and formative (assessment that does not contribute to module mark) assessment and feedback opportunities. The Controlled Conditions component of the assessment (Component A) comprises a single 2-hour exam which takes place at the end of the year. The paper is designed to test both the breadth of the students' subject and their understanding of key concepts. This component will test learning outcomes 1, 2, 3 and 5. The Coursework component of the assessment (component B) is made up of one element. It is a practical report of animal behaviour observation (50% of module marks). This component will test learning outcomes 4. Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class and on-line tests and quizzes, problem-solving workshops, and model answers for past exam questions.

	Assessment criteria will be made available to the students in the module guide at the start of the module. All work is marked using the Department's Generic Assessment Criteria, which in turn has been developed with reference to a range of external reference points, including the QAA Code of Practice on Assessment of Students, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

Identify final assessment component and element		
% 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**	
1. Exam (2 hours)	100%	
Component B **Description of each element**	**Element weighting**	
1. Practical Report (3000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Exam (2 hours)	100%
Component B **Description of each element**	**Element weighting**
1. Practical Report (3000 words)	100%
If a student is permitted a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	