

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Companion Animal Behaviour and Training				
Module Code	UINXST-15-2	Level	2	Version	1.2
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	BSc (Hons) Animal Behaviour and Welfare BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Applied Animal Science with Therapy (SW) FdSc Animal Behaviour and Welfare MSci Animal Behaviour and Welfare				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Animal Behaviour (UINXNS-30-1) OR Animal Behaviour and Welfare (UINV83-15-1)		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2016 V1.2- September 2018		Valid to	01 September 2020	

CAP Approval Date	19 May 2014 V1.2- 06 August 2018
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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 Analyse learning processes in animals and explore the influence and use of these when managing behaviour and training problems (A, B). 2 Evaluate the development of behaviour problems and abnormal behaviours (A, B). 3 Evaluate the influence of physical health problems on animal behaviour (A, B). 4 Recognise a wide variety of training aids and appreciate their positive and/or negative effects on the animal's behaviour and welfare and their suitability for addressing different behaviour problems (A, B). 5 Demonstrate an ability to construct a viable, detailed and justified behavioural modification programme for a variety of problems encountered in companion animal species (A). 6 Demonstrate an ability to construct a viable, detailed and justified training programme and apply to a companion animal species (B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Medical and environmental causes of behaviour: the role of physical health problems and the environment in the development and maintenance of abnormal or problematic companion animal behaviours. 2 Functional analysis and behavioural diagnostic, antecedent control. 3 Training methods: shaping, prompting and fading, chaining, reinforcements, punishment and its associated ethics, stimulus control, aversive and non-aversive training aids etc., justification of training methods.

	<p>4 The role of the behaviourist in a professional situation, constructing an accurate concise argument pertaining to animal behaviour.</p> <p>5 The role of the trainer in professional situations, developing and applying techniques to establish behaviours for obedience, agility and enrichment.</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												
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Teaching and Learning Methods	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, practical classes and workshops.</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;">40%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</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	40%	Coursework assessment percentage	60%	Practical exam assessment percentage	0%		100%
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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"> • Appleby, D.A., ed. (Current Edition) <i>The APBC Book of Companion Animal Behaviour</i>. London:Souvenir Press. • Askew, H. R. (Current Edition) <i>Treatment of Behaviour Problems in Cats and Dogs: a Guide for the Small Animal Veterinarian</i>. Oxford: Blackwell Science. • Landsberg, G., Hunthausen, W., and Ackerman, L. (Current Edition) <i>The Handbook of Behaviour Problems of the Dog and Cat</i>. Oxford: Butterworth-Heinemann. • Manning, A. and Stamp Dawkins, M. (Current Edition) <i>An Introduction to Animal Behaviour</i>. Cambridge: Cambridge University Press. <p>Journals:</p> <ul style="list-style-type: none"> • Applied Animal Behaviour Science. • Journal of Applied Animal Welfare Science. • Journal of Applied Behavioural Science. <p>Websites and databases:</p> <ul style="list-style-type: none"> • 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 practical and supportive written 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 train animals to perform a sequence of chained behaviours.</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 submission of video demonstrating applied training techniques with supportive literature and from 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 VLE.</p>	
Identify final assessment component and element	Written examination.	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
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 Written assignment (written training plan, video submission and reflective statement) (1,250 words)	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 Written assignment (written training plan, video submission and reflective statement) (1,250 words)	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.		