1. **Title of the module**

SACO9930 (SE993) Advanced Topics in Primate Behaviour

1. **School or partner institution which will be responsible for management of the module**

SAC

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc in Biological Anthropology

MSc in Conservation and Primate Behaviour

MSc in Conservation Biology

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1. Demonstrate an advanced understanding of evolutionary theory as it applies to primate behaviour.

8.2. Show an advanced understanding of the ways in which primates interact with one another & their environments.

8.3. Apply knowledge and understanding of the patterns and principles that account for the variation in ecology and behaviour of primates, drawing on examples from a wide range of species.

8.4. A clear appreciation of the use of primate models to understanding human behaviour

8.5. An understanding of methods of data collection and analysis common to primate behavioural studies.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1. Demonstrate critical thinking

9.2. Employ writing skills, such as clarity and presenting analytical results

9.3. Use reading skills

9.4. Employ effective time management and preparation skills

9.5. Show an ability to organise information in a clear way.

1. **A synopsis of the curriculum**

This module provides an understanding of primate behaviour and ecology at an advanced level, and how this allows us to better understand the evolutionary biology of human behaviour. Set within an evolutionary framework, this module combines established findings with the latest research. Seminars will employ critical analysis of classic and recent journal articles, considering the quality of research and presentation, and the utility of models derived from primate studies for understanding specific aspects of human behaviour. The field trip will allow for an opportunity to observe primate behaviour and practice methods of data collection.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Fleagle (2013) Primate Adaptations and Evolution, 3rd Edition, Academic Press, San Diego.

• Krebs, Davies & West (2012) Introduction to Behavioural Ecology 4th Edition, Wiley-Blackwell, Chichester.

• Campbell et al. (2010) Primates in Perspective. 2nd Edition, Oxford University Press, Oxford

• Strier (2011) Primate Behavioral Ecology. 4th Edition, Prentice Hall, Upper Saddle River, NJ

• Dolhinow & Fuentes (1999) The Nonhuman Primates. Mayfield, London.

• Richard (1985) Primates in Nature. W.H.Freeman, London.

1. **Learning and teaching methods**

Contact hours: ~~41~~ 37

Private study hours: 113~~09~~

Total hours: 150

1. **Assessment methods**
	1. Main assessment methods

 Essay, 4,000 words (80%)

Report (behavioural data collection) (20%)

13.2 Reassessment methods

100% Coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

*Add/delete lines and columns as appropriate:*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures* | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |
| *Seminars* |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| *Field Trip* |  | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essay 4000 words* | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **~~X~~** |
| *Practical Report* |  | **X** | **~~X~~** | **~~X~~** | **X** | **X** | **X** |  | **X** | **X** |

1. **Inclusive module design**

 The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

 The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

 a) Accessible resources and curriculum

 b) Learning, teaching and assessment methods

*Refer to Annex B Appendix A for guidance on this section*

1. **Campus(es) or centre(s) where module will be delivered**

 Canterbury

1. **Internationalisation**

 The subjects of this module are tropical and subtropical species, with cross-global distribution. Thus study of the biology of these species is international. This module also prepares students to undertake their own independent study, which in many cases would be in a habitat country (i.e. not the UK).

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 04/12/19 | Minor | Sep 2020 | 7, 12-14 | No |
|  |  |  |  |  |