1. **Title of the module**

BICC5260 (BI526) Applied Animal Psychology

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

School of Biosciences/East Kent College Group

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

Level 5

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)**

Autumn & Spring & Summer

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

BICC3100 (BI310) Ethology

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

HND/C Applied Animal Science

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Investigate the physiological control of animal behaviour
3. Critically discuss the importance of an appreciation of learning theory in the management and training of animals
4. Critically assess factors contributing to development of animal behaviour
5. Review and evaluate current theories of cognition and consciousness in animal species and demonstrate an appreciation of their importance
6. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
7. Demonstrate critical thinking skills
8. Work with complex material
9. Analyse problems and identify appropriate solutions
10. Demonstrate communication and report writing skills
11. Scan and organise data, abstract meaning from information and share knowledge with others
12. Demonstrate effective self-management skills
13. Demonstrate research skills
14. Debate and discuss with peers
15. **A synopsis of the curriculum**

This module builds on the knowledge already gained in the Ethology module to cultivate a deeper understanding of the behaviour of animals and an appreciation of the importance of this insight. Any person working with animals will benefit from the application of psychological principles in their endeavours, whether breeding and rearing animals, training and competing, promoting animal welfare or trying to conserve endangered species.

The module looks at a range of concepts in psychology from the structure and functions of the nervous system at cell level to consideration of higher functions of the brain such as thought, reasoning, emotion and ultimately consciousness. Processes and concepts in the development and modification of behaviour in animals are considered in relation to their potential applications in a variety of animals and situations.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Burch M.R. and Bailey J.S. (1999), *How Dogs Learn,* New York: Wiley

Carlson N.R. (2001), *Physiology of Behaviour,* 7th ed, Boston: Allyn and Bacon

Carter R (2002), *Consciousness,* Weidenfeld and Nicolson

Domjan M (2003), *The Principles of Learning and Behaviour,* 5th ed, Belmont: Thomson Wadsworth

Greenfield S (2000), *The Private Life of the Brain,* New York: John Wiley and Sons

Gregory R.L. (ed) (2004), *The Oxford Companion to the Mind,* Oxford University Press

Kurland A (1999), *Clicker Training for your Horse,* Ringpress

McGreevy P (2004), *Equine Behaviour: a guide for veterinarians and equine scientists,* Saunders

Mills D and Nankervis K (1999), *Equine Behaviour: principles and practice,* Blackwell Science

Serpell J (ed) (1995), *The Domestic Dog: its evolution, behaviour and interactions with people,* Cambridge University Press

Stamp Dawkins M (1998), *Through Our Eyes Only?: The search for animal consciousness,* Oxford University Press

Turner D.C. and Bateson P (eds) (2000), *The Domestic Cat: The biology of its behaviour,* 2nd ed, Cambridge University Press

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 90

Total study hours: 150

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

Written assignment (2,000 words) - 50%

Examination - 50%

13.2 Reassessment methods

Like for like

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Lectures* | **x** | **x** | **x** |  | **x** | **x** | **x** |  |  |  |  |  |
| *Seminars* |  | **x** |  | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |
| *Workshops* | **x** |  | **x** |  | **x** | **x** | **x** |  | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Essay/Examination*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |

1. **Inclusive module design**

The Partner Institution 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

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

Canterbury College

1. **Internationalisation**

The importance of animal psychology varies across countries and cultures. Varying aptitudes to animal psychology influences international differences in ethical standards and animal welfare.

1. **Partner College/Validated Institution**

East Kent College Group

1. **University School responsible for the programme**

School of Biosciences

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018