

## Module specification

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Module Code	ANM533
Module Title	Learning and Training
Level	5
Credit value	20
Faculty	SLS
HECoS Code	100522
Cost Code	GAAN

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
FdSc Animal Behaviour Welfare and Conservation	Core
BSc (Hons) Animal Behaviour Welfare and Conservation	Core
BSc (Hons) Equine Science and Welfare Management	Core

## Pre-requisites

N/A

## Breakdown of module hours

Learning and teaching hours	20hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	10 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	15/5/24
With effect from date	September 2024
Date and details of revision	
Version number	1

## Module aims

This module will equip students with the underpinning knowledge of learning theory and its use effects and application to practical training. This can be utilised to develop and implement training and handling techniques in the workplace which are effective and ethically sound.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Analyse key theoretical principles of learning theory and their practical application to train animals effectively and ethically.
2	Evaluate the suitability, action, welfare and ethical considerations of animal training methods and equipment.
3	Apply learning theory to train an animal to perform a task.
4	Analyse training progress and identify areas for improvement.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

1. Coursework: Students will synthesise a training plan which applies learning theory and ethical practice to teach a behaviour to a species of their choice. Students will evaluate the training method and equipment and implement their training plan. They will keep a training record to analyse progress and problems with training and make suggestions for future improvement. (3,000 words equivalent)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Coursework	100

## Derogations

N/A



## Learning and Teaching Strategies

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A blended format will be utilised to deliver this module. An active and inclusive learning environment aligned to Universities ALF will enable flexible, accessible, and individualised learning opportunities for students. This approach will include both synchronous and asynchronous learning. Practical sessions and workshops will enable students to implement theory in practice. Assessments will take place midpoint (formative) and at the end of the module (summative).

## Indicative Syllabus Outline

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Application of associative and non-associative learning, schedules of reinforcement, motivating operations, Premack's principle, ABC's and four term contingency model, poisoned cues, behaviour chains and sequences, modifier cues, match to sample, errorless learning, predictability, shaping, prompting, luring, molding, capturing, differential reinforcement types, extinction, jackpots, concept learning, cues and stimulus control.

Training plan formulation, health and safety and risk assessment for training environment, evaluating progress and forward planning, applying training principles -Micro shaping, Tricks, Guide dogs / horses, assistance dogs, equestrian disciplines, PAT cooperative care, enrichment, techniques for rescue, TAG teach, trainer technical skills and attributes, animal welfare considerations, ethical training and equipment selection, equitation science, agency, control and choice, LIMA, fallacious training paradigms-dominance, cultural fog, problems with punishment, straw man arguments, core affect space and emotions.

Reflective practice models, measuring and recording animal and trainer performance, the importance of establishing and maintaining training records, importance of reviewing and revising training plans to meet objectives, setting goals and actions.

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Chance, P. and Furlong, E., (2022), *Learning and Behavior: Active Learning Edition* (8th ed) Boston MA: Cengage Learning, Inc.

### Other indicative reading

Rosales-Ruiz, J., Hunter, M., (2019), *PORTL The Portable Operant Research and Teaching Lab*. USA: Behavior Explorer.

## **Employability – the University Skills Framework**

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Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding. Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

### **The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.**

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.