

# University of the West of Scotland

## Module Descriptor

**Session: 2022/23**

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Status: Published

**Title of Module: Diversity of Life**

<b>Code: BIOL07020</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 40</b>	<b>ECTS: 20</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Richard Thacker		

**Summary of Module**

This module begins with a consideration of the diversity of life that exists on our planet. An introduction to the taxonomy and classification of life on earth is provided along with an examination of the processes by which life evolves. The module starts with a consideration of prokaryotic species before moving on through the eukaryotic kingdoms. A systems approach to the study of biodiversity is taken and students on the module will study the following: support and movement in plants and animals, nutrition in plants and animals, gas exchange in plants and animals, circulation in animals and animal nervous systems. The impact of human activities on biodiversity is also evaluated. The module concludes with a consideration of biological processes at the population and community level, including an introduction to animal behaviour, along with a description of the major terrestrial and aquatic environments that exist on earth. The module is taught using a blend of lectures, tutorials and practical studies.

- This module will work to develop a number of the key "I am UWS" Graduate Attributes to make those who complete the module (e.g.) Universal Work Ready Successful. these will include students who complete the module being; Analytical, Inquiring, Digitally literate, Autonomous, Problem-solver, Research-minded, effective communicator, Collaborative, Resilient and Driven.

**Module Delivery Method**

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

### Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Describe the diversity of life that exists on earth, the processes by which life has evolved and the scientific systems used to classify living organisms.

L2. Describe the major life processes (feeding, movement, respiration, communication) that exist in Plants

L3. Describe the major life processes (feeding, movement, respiration, communication) that exist in Animals

L4. Outline threats to biodiversity and ecological resources from anthropogenic factors such as habitat destruction and fragmentation, pollution, over-harvesting, alien introductions.

L5. Demonstrate competency in a range of technical laboratory skills

### Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7. A broad knowledge of the biodiversity that exists on earth  Understanding of interrelationships that exist within and between species
Practice: Applied Knowledge and Understanding	SCQF Level 7. Use of basic practical techniques in the biosciences as they relate to biodiversity  Identification of biodiversity
Generic Cognitive skills	SCQF Level 7. Evaluate and interpret evidence-based information in the biosciences  Collate and use information on biodiversity from a variety of sources
Communication, ICT and Numeracy Skills	SCQF Level 7. Communicating information on biodiversity particularly on relation to the production of practical reports  Use basic numerical and graphical skills to convey biological information  Use of computers for basic statistical analysis of data
Autonomy, Accountability and Working with others	SCQF Level 7. Working effectively in groups particularly in practical work in the biosciences

Development of initiative and independence in relation to studies in the biosciences

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

### Learning and Teaching

During completion of this module, the learning activities undertaken to achieve the module learning outcomes will include formal lectures, structured tutorials, laboratory classes and independent study. VLE-based support materials will be available through the textbook.

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Laboratory/Practical Demonstration/Workshop	40
Tutorial/Synchronous Support Activity	32
Independent Study	304
	400 Hours Total

### \*\*Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Textbook: Biology (Openstax - Free online textbook)

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, practicals), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. This module has a practical element as part of the Royal Society of Biology accreditation which must be attended.

## Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Biology L7-11
<b>Moderator</b>	Gary Boyd
<b>External Examiner</b>	S Rueckert
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1.05 Updates to attendance and equality statements

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Laboratory reports, worth 35% of the final mark
Essays, worth 30% of the final mark Class Tests (MCQs), worth 35% of the final mark
Observation of practical skills. This is a Pass/Fail component which must be passed
(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

## Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Laboratory/ Clinical/ Field notebook	✓	✓	✓	✓		35	3

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	✓	✓	✓	✓		30	0
Class test (practical)	✓	✓	✓	✓		35	5

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Workbook/					✓	0	1

Laboratory notebook/ Diary/ Training log/ Learning log							
<b>Combined Total For All Components</b>						100%	9 hours

## Footnotes

- A. Referred to within Assessment Section above  
 B. Identified in the Learning Outcome Section above

## Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
 This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper. Please refer to the UWS Equality and Diversity Policy at the following link: [UWS Equality and Diversity Policy](#)

**[UWS Equality and Diversity Policy](#)**

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)