

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: Animal Behaviour.

Code: BIOL08027	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Mhairi Alexander		

Summary of Module

This module deals with a range of key concepts that are important in the study of animal behaviour.

The module begins with providing background on the fundamental concepts in animal behaviour including natural selection, the influence of genetics on behaviour and the concept of the selfish gene. The course then builds on this background to cover important areas of study within the field and classes focus on orientation, navigation and migration, social groups, foraging behaviours, sexual strategies and communication.

Practical work associated with the module is comprised of a mixture of lab based work, computer labs as well as written assignments. Students develop practical techniques as well as numeracy and writing skills that are a vital component of this field of biology.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓		✓		

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

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

Fully Online

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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:
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	
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Learning Outcomes: (maximum of 5 statements)

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

- L1. Evaluate a range of concepts that describe how animals behave throughout their life.
- L2. Evaluate a range of behavioural mechanisms by which animals adapt to their environment.
- L3. Demonstrate skills required to conduct scientifically meaningful studies of animal behaviour

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 8. Understanding of the key concepts involved in the study of animal behaviour (selfish gene, inclusive fitness, Evolutionary Stable Strategies, sexual selection, etc).
Practice: Applied Knowledge and Understanding	SCQF Level 8. Engage with practical investigation of animal behaviour in a range of situations to appreciate the challenges involved and how these may be dealt with in a conclusive manner.
Generic Cognitive skills	SCQF Level 8. Undertake critical analysis of lecture materials during consideration of online questions and analysis of practical investigations.
Communication, ICT and Numeracy Skills	SCQF Level 8. Work in groups to undertake practical investigations, appreciate the use of the Null hypothesis in statistical analysis of behavioural questions.
Autonomy, Accountability and Working with others	SCQF Level 8. Solve problems in teams and on own initiative. Engage with a range of ethical issues associated with the 'use' of animals by mankind.

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

* Indicates that module descriptor is not published.

Learning and Teaching

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (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	12
Tutorial/Synchronous Support Activity	12
Independent Study	152
	200 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:

Web-based handouts, lecture notes, practical support. See course on module VLE.

Practical work: Animal behaviour practical schedules.

Chris Barnard, 2003 Animal Behaviour: Mechanism, Development, Ecology and Evolution Paperback Prentice Hall, ISBN-10: 0130899364

Peter Slater, 1999 Essentials of Animal Behaviour, Cambridge University Press, ISBN: 0521629969

(**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, practical, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Biology L7-11
Moderator	Richard Thacker
External Examiner	John Spicer
Accreditation Details	N/A
Changes/Version Number	1.01

Assessment: (also refer to Assessment Outcomes Grids below)

Class Test (60%)

Coursework - laboratory reports, written assignment, infographic (40%)

(N.B. (i) **Assessment Outcomes Grids** 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 **indicative schedule** 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.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓		60	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓		✓	14	12
Laboratory/ Clinical/ Field notebook	✓		✓	26	14
Combined Total For All Components				100%	26 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.

[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)