Module Descriptor

Title	Wildlife Biology		
Session	2026/27	**Status**	Published
Code	BIOL09037	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	James Turner		

Summary of Module

This module explores a range of concepts important for understanding the ecology, physiology and behaviour of terrestrial vertebrate wildlife. There is a particular focus on the interactions between animal species and the environments in which they live and how these influence biological patterns observed in the wild. Topics covered include zoogeography, habitat occupancy, movement patterns, adaptation to the environment and energetic turnover. Additionally, the module aims to equip students with skills directly relevant to a career in wildlife biology, including species identification, fieldwork principles and animal tracking techniques. There is an emphasis on material sourced from current mammal, reptile, bird and amphibian research.

Practical work and assessments are centred on the completion of a virtual research project.

Students will develop competency in different aspects of conducting a scientific study; from conception to data collection, analysis and interpretation, to report writing and the public dissemination of information.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Describe in detail how aspects of an animal's biology influence their observed ecological patterns.
L2	Explain and evaluate desktop- and field-based methods used to obtain information on the biology of wildlife species.
L3	Demonstrate skills required to produce a scientific report based on the analysis, interpretation and presentation of biological data.
L4	
L5	

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 9** Understanding of the key concepts involved in the study of wildlife biology.
Practice: Applied Knowledge and Understanding	**SCQF 9** Experience in the collection and publication of observational data from free-ranging animals.
Generic Cognitive skills	**SCQF 9** Synthesise information from lectures, tutorials and workshops; critically analyse primary literature; evaluate data; and scientific writing skills.
Communication, ICT and Numeracy Skills	**SCQF 9** Analyse and interpret data collected from online databases to develop and present meaningful conclusions designed for both scientific and lay audiences.
Autonomy, Accountability and Working with Others	**SCQF 9** Solve problems under own initiative, take responsibility for the contribution of data to a publicly available resource and engage with peers in the discussion of scientific ideas.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Teaching will involve a blend of lectures, laboratories, practical demonstrations and tutorials. There will bemandatory on-campus activities.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	22
Tutorial / Synchronous Support Activity	6
Laboratory / Practical Demonstration / Workshop	8
Independent Study	164
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Lecture notes and practical support available on module VLE.

Current journals, e.g., Journal of Animal Ecology, Functional Ecology, Proceedings of the National Academy of Sciences.

*Fryxell, J.M., Sinclair, A.R. and Caughley, G. (2014) Wildlife ecology, conservation, and management. 4th edn. West Sussex: John Wiley & Sons.

*Withers, P.C., Cooper, C.E., Maloney, S.K., Bozinovic, F. and Cruz-Neto, A.P. (2016) Ecological and environmental physiology of mammals. Oxford: Oxford University Press

(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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

This module has a practical element as part of the Royal Society of Biology accreditation, which must be attended.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. 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.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Biology
Moderator	Mhairi Alexander
External Examiner	J Spicer
Accreditation Details	RSB
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Laboratory/ Clinical/ Field notebook Review/ Article/ Critique/ Paper

Clinical/ Fieldwork/ Practical skills assessment/Debate/ Interview/Viva voce/ Oral
Assessment 2
Review/ Article/ Critique/ Paper
Assessment 3
Report of practical/ field/ clinical work
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Laboratory/ Clinical/ Field notebook	☒	☒	☒	☐	☐	25	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☒	☐	☒	☐	☐	25	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☒	☒	☒	☐	☐	50	0
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Moderator Change	February 2026	J Turner