Module Descriptor

Title	Behavioural Ecology		
Session	2025/26	**Status**	Published
Code	BIOL10011	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Mhairi Alexander		

Summary of Module

The aim of the course is to provide students with a thorough understanding of concepts in behavioural ecology. The module builds on themes presented at level 9, combining aspects of animal behaviour and conservation.

The class begins by introducing the field of behavioural ecology with a focus on wildlife management and conservation in addition to human influences on animal behaviour in urban environments. A range of the major concepts will then be addressed with a focus on current literature and research.

Practical work will enable competency in communication of important information related to the field as well as building further confidence in numeracy and writing abilities in an applied context.

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	Examine and critically assess a range of environmental issues from a behavioural perspective.
L2	Explain and evaluate in detail a range of methods in behavioural ecology that can be applied to the conservation of animals.
L3	Investigate and describe behavioural ecology frameworks used to explain observed behaviours.
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 10** Understanding of the key concepts involved in the study of behavioural ecology.
Practice: Applied Knowledge and Understanding	**SCQF 10** Engage with research investigation of behavioural ecology and habitat conservation over a range of situations to appreciate the challenges involved and how these may be dealt with in a scientific manner.
Generic Cognitive skills	**SCQF 10** Undertake critical analysis of a wide range of primary literature, including ethical aspects using a variety of study methods.
Communication, ICT and Numeracy Skills	**SCQF 10** Work in groups to undertake research investigations, appreciate the use of IT in gathering and processing information, and the value of modelling data to test hypotheses (e.g. qualitative vs quantitative and 'value' judgments).
Autonomy, Accountability and Working with Others	**SCQF 10** Solve problems in teams and on own initiative. Engage with a range of ethical issues associated with the 'exploitation' of the environment.

Prerequisites	**Module Code**	**Module Title**
	Other No specific prerequisites, but preference for Animal Behaviour : completion of SCQF L9	
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.

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

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	24
Laboratory / Practical Demonstration / Workshop	8
Tutorial / Synchronous Support Activity	16
Independent Study	152
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Davies, N.B., Krebs, J.R. & West, S.A. (2012). An Introduction to Behavioural Ecology, 4th edition. Wiley-Blackwell.

Peer-reviewed journals, e.g. Behavioural Ecology, Animal Behaviour, Trends in Ecology & Evolution.

(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

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

Attendance at synchronous sessions (lectures, workshops and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

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	Richard Thacker
External Examiner	J Spicer
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Online Open Book Exam (60%)
Assessment 2
Coursework (40%) - Qualitative data analysis, grant proposal, individual presentation
Assessment 3
N/A
(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**
Class Test (written)	☒	☒	☒	☐	☐	60	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☐	☐	40	14

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	16 hours

Change Control

What	When	Who