

## Module Specification

Module Title  Module Code   
Credit Value  Level  Mode of Delivery  Semester A

Pre-requisite modules	Co-requisite modules	Overlapping modules
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### 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

A review of evolutionary biology, including Darwinian and Neo-Darwinian perspectives, evolutionary mechanisms and the consequences of evolution, the genetic basis of evolution.

### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module will emphasise the role of evolution as a central unifying theme in biology. The module will provide an understanding of the mechanisms of evolutionary change (including processes that are adaptive and neutral with respect to adaptation) and its significance for speciation. It will illustrate the importance of evolutionary theory for understanding sexual reproduction, host-parasite dynamics, and coevolution. The module will review the significance of the fossil record for evolution and rates of evolution, and will provide an explanation of the reconstruction of phylogenetic relationships among species.

### 3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:	
A1	Understand and place the development of evolutionary theory in its historical context
A2	Understand the main scientific concepts of evolutionary theory
A3	Understand and appreciate the significance of evolutionary theory as a central theme in biology

Disciplinary skills - able to:	
B 1	Be able to provide a sound knowledge of evolutionary theory
B 2	Be able to gain an appreciation of the way in which scientific theories develop and are modified

Attributes:	
C1	Sounds basis for students general scientific understanding and knowledge of evolutionary
C2	Improve writing and argumentative skills

#### 4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Ridley, M (2003) Evolution (3<sup>rd</sup> Edition), Blackwell

Kardong, K.V. (2004) An Introduction to Biological Evolution, McGraw-Hill

Zimmer, C. (2016). The Tangled bank. Roberts & Company.

#### 5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lecture	Scheduled	22
Workshops	Scheduled	6
Total		28

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	28	18.6
Placement	0	0
Independent Study	122	81.4
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in

each category of teaching and learning activity.

## 6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Coursework	Coursework	Coursework		25%	No	
Examination	Written Exam	Written	1.5 Hours	75%	Yes	

**Final element of assessment:** The assessment that takes place last. **There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.**

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

## Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment       Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Resit Examination	Written Exam	1.5 Hours