

Module Specification

Module Title	Marine and Animal Diversity			Module Code	BIO291
Credit Value	15	Level	4	Mode of Delivery	On Campus
Module Organiser		Dr S Le Comber			

Pre-requisite modules	Co-requisite modules	Overlapping modules
None	None	None

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).

This is a basic marine biology course that covers the biology of the marine animals at the phyletic level. The course will equip the students with an understanding of the taxonomy, phylogeny and basic biology of species from over 20 invertebrate phyla that they will experience directly on the field course. The module will also touch on some marine vertebrates (eg pinnipeds [seals], cetaceans [whales and dolphins] and birds). The module is entirely taught on a 10-day field course, with lectures covering functional morphology and evolutionary relationships complementing the practical work focussing on identification, classification, anatomy, ecology and behaviour.

The field course will take place in the September preceding commencement of the level 5 taught modules.

2) Module Aims

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

The aim of this module is to give students a grounding in the diversity of life today and how it got to its current state. A basic understanding of key taxa and traits and an ability to identify species and their evolutionary history is fundamental to many aspects of biology and this module will provide the necessary knowledge for further courses in the second and third years.

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	Recognise the challenge of identifying species and their relationships.
A2	Understand the characters used to delineate species and higher clades and their relationships.
A3	Understand the evolutionary history of life on Earth.
A4	Understand the evolutionary history of life on Earth.

Disciplinary skills - able to:	
B1	Be able to understand the roles of taxonomy and systematics in modern biology.
B2	Be able to critically assess taxonomic identifications and phylogenetic analyses.
B3	Recognise key characters and evolutionary drivers of diversity linked to the origin and spread of life on Earth.

Attributes:	
C1	Recognise key characters and evolutionary drivers of diversity linked to the origin and spread of life on Earth.

C2	Connect information from different areas to apply to problems.
C3	Assess changing ideas in science with improved methods and ideas.
C4	Work individually and in groups.

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.

Invertebrate Zoology, Barnes, Calow and Olive. Blackwell.

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)
Fieldwork	Scheduled	100
Guided Independent Study	Independent	50
Total		150

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
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Scheduled learning and teaching	100	66.67
Placement	0	0
Independent Study	30	33.33
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.

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
Exam	Written Exam	Written	2 hours	50	Yes	N/A
Field Course Report	Report	Coursework	1500 words	50	No	N/A

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 Exam	Written Exam	2 hours