

## Module Specification

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

Pre-requisite modules	Co-requisite modules	Overlapping modules
SBS005 or SBS110		

### 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).

The subject of Behavioural Ecology is concerned with explaining the evolutionary significance of animal behaviours. By bridging the disciplines of behaviour and evolution with genetics and ecology, Behavioural Ecology has revolutionised our understanding of the adaptive value of diverse behavioural traits. Topics covered in this module include sexual reproduction, courtship and mating, group living, family conflicts and kin selection, predators and prey, cooperation, and animal communication.

### 2) Module Aims

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

To gain knowledge about the concepts and processes that underlie animal behaviour. To build on this information to develop a perception of the evolution of individual and social behaviour. Central to the module is a development of the ability to critically examine adaptive explanations of animal behaviour. Through field visits and practical, to develop an understanding, and obtain some practical experience, of the methods used by behavioural ecologists, including field observation, laboratory experimentation and simple modelling. By supplementing lecture notes with references on selected topics, and by the use of student seminars, to develop skills on organising material and communicating effectively with colleagues, and gain an appreciation of the behaviour of animals in unnatural and natural conditions.

### 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	Be able to demonstrate an understanding of the links between the behaviour of animals and their ecology
A2	Observe and measure animal behaviour and analyse behaviour data
A3	Recognise and discuss the importance of observational, experimental and modelling work on animal behaviour

A4	Plan behaviour studies and write scientific reports on the behaviour of animals
A5	Have a more detailed knowledge of the literature and reading list provided, and relevant current literature

Disciplinary skills - able to:	
B1	Students will appreciate how to plan a study and observe, record, analyse and interpret the behaviour of all types of animals in natural and captive situations
B2	How to synthesise and summarise their own and published work in a critical manner

Attributes:	
C1	Identify individual and team goals and responsibilities and act in an appropriate manner
C2	Appreciate the diversity of opinion about moral and ethical issues concerning animal behaviour and how to gather evidence to inform the discussions of such issues

#### 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.

##### Core animal behaviour and behavioural ecology textbooks.

Alcock, J. (2009) *Animal behavior: an evolutionary approach* 9th Edition. Sinauer Associates, Inc. Massachusetts.

Davies, NB, Krebs, JR & West, SA (2012) *An introduction to behavioural ecology*. 4th. Edit. Wiley-Blackwell

Dugatkin, L (2003) *Cheating monkeys and citizen bees*. Harvard University Press.

Westneat, D.F. & Fox, C.W. Eds. (2010) *Evolutionary Behavioural Ecology*. Oxford University Press.

##### Very useful guides for observing animals and quantifying behaviour.

Dawkins, M.S. (2007) *Observing animal behaviour: design and analysis of quantitative data*. OUP

Martin, P. & Bateson, P. (1993 or 2007) *Measuring behaviour: an introductory guide*. Cambridge.

#### 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
Field Exercises	Scheduled	16
Total		38

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	38	25
Placement	0	0
Independent Study	112	75
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
Written Examination	Examination	Written Exam	3 Hours	80%	Yes	
Coursework	Written assignment	Coursework		20%	No	

**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	3 Hours