1. **Title of the module**

BIOS5460 (BI546) - Animal Form and Function

1. **School or partner institution which will be responsible for management of the module**

Biosciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Biology and related programmes - compulsory module

BSc Biochemistry and related programmes - optional module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Describe body plans and the structural organisation of a range of animals.

8.2 Demonstrate an understanding of the physiological role of a range of structures in animals.

8.3 Compare physiological systems across the animal kingdom.

8.4 Describe how physiological systems adapt to specific environmental conditions.

8.5 Demonstrate a practical understanding of classification on the basis of external morphological features in the arthropods.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Analyse and communicate experimental findings.

9.2 Demonstrate effective written communication skills.

9.3 Integrate information from a variety of sources.

1. **A synopsis of the curriculum**

You study the diversity of animal life throughout evolution, including elements of functional anatomy and physiology such as circulation and gaseous exchange, the digestive system, the nervous system and reproduction.

Topics:

A. Comparative physiology - in this section the diversity of different physiological systems will be studied including circulation, gaseous exchange, feeding and digestion, excretion, nervous tissue and the senses, reproduction and immunology.

B. Form and Function - in this section a diverse range of taxonomic groups and their characteristics will be studied to understand the relationship between structure and function. How these characteristics equip the animal to survive and succeed in its particular environment will be explored.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Hickman, C.P., Roberts, L.S., Keen, S.L., Eisenhour, D.J., Larson, A., L’Anson, H. Integrated Principles of Zoology (17th Ed) (2017)
1. **Learning and teaching methods**

Total contact hours: 31

Private study hours: 119

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Practical report 1 (20%): Word count limit 2500 maximum

Practical report 2 (20%): Word count limit 2000 maximum

Exam, 2 hr (60%)

13.2 Reassessment methods

Like for like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** |  |  |  | **X** |
| Practicals |  | **X** |  |  | **X** | **X** | **X** | **X** |
| Recommended reading | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| Preparation of practical reports | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Revision/preparation for exam | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Practical reports 1 and 2 | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** |  |  | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Biosciences is an international discipline. This module presents subject-specific knowledge, research approaches and techniques, generated, developed and refined by scientists around the world. Mastery of the learning outcomes will equip students to apply the theories and techniques of the module in a wide range of international contexts. In compiling the reading list, consideration has been given to the range of texts that are available internationally and a selection has been identified to complement the delivery of the material. The School of Biosciences is an international community of students and staff. Group activities e.g. in practicals, tutorials, workshops and self-study will naturally draw on the international make-up of the student body; the module teaching team includes members with international experience of teaching and research collaboration.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 20/01/20 | Minor | Sep 2020 | 13 | No |
|  |  |  |  |  |

Revised FSO Feb 2020