<table>
<thead>
<tr>
<th><strong>MODULE CODE</strong></th>
<th>BIO3037</th>
<th><strong>MODULE LEVEL</strong></th>
<th>3</th>
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<tbody>
<tr>
<td><strong>MODULE TITLE</strong></td>
<td>Ecology of Environmental Change</td>
<td><strong>CREDIT VALUE</strong></td>
<td>15</td>
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<tr>
<td><strong>LECTURER(S)</strong></td>
<td>Dr James Cresswell (Co-ordinator), Dr David Santillo and others</td>
<td><strong>PRE-REQUISITES</strong></td>
<td>None</td>
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<td><strong>DURATION OF MODULE</strong></td>
<td>1 semester</td>
<td><strong>CO-REQUISITES</strong></td>
<td>None</td>
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<td><strong>TOTAL STUDENT STUDY TIME</strong></td>
<td>150 hours</td>
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**AIMS**

The aim of this module is to enable students to investigate for themselves the relationships between science and politics and to provide a better understanding of human impacts on the global environment. Students will have the opportunity to evaluate the relationship between the basic science that allows humans to understand the world's workings and the regulations and laws by which humans govern their own conduct with respect to the environment.

**INTENDED LEARNING OUTCOMES**

After completing the teaching and learning activities associated with this module you should be able to:

**Module-specific skills**
1. Demonstrate detailed knowledge of the scientific evidence for selected aspects of environmental change
2. Demonstrate knowledge of selected aspects of environmental regulation and management
3. Evaluate the extent to which regulation and management have been effectively informed by basic science

**Discipline-specific skills**
4. Demonstrate knowledge and understanding in ecology
5. Demonstrate detailed knowledge of essential facts and theory in a subdiscipline of the biosciences
6. Describe and critically evaluate aspects of current research in the biosciences with reference to reviews and research articles
7. With limited guidance, deploy established techniques of analysis and enquiry within the biosciences

**Personal and key skills**
8. Communicate ideas effectively and professionally by written means
9. Study autonomously and undertake projects with minimum guidance
10. Select and properly manage information drawn from books, journals, and the internet

**LEARNING/TEACHING METHODS**

Lectures will provide an introduction to selected primary scientific literature and sources of publicly available regulatory documents (e.g. from the United Nations, European Union and the United Kingdom Government and its agencies such as Defra). The module will be based on directing students to independent reading and delivered by: 14 x 1 h lectures, 1 x 1 h data handling session.

**ASSIGNMENTS & ASSESSMENTS**

<table>
<thead>
<tr>
<th>Component</th>
<th>%</th>
<th>ILOs tested</th>
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<tbody>
<tr>
<td>2 h essay examination</td>
<td>60</td>
<td>1-10</td>
</tr>
<tr>
<td>1 h test to include data handling</td>
<td>40</td>
<td>1-10</td>
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</table>

**SYLLABUS PLAN**

Topics covered are likely to change yearly to focus on the latest developments and to reflect the expertise of visiting speakers, but coverage may include: deforestation; the marine environment; climate change and species migration; atmospheric change; the impact of transport systems; disease and epidemics

**INDICATIVE BASIC READING LIST**

A list of primary scientific papers and identified websites will be provided.

**DATE OF LAST REVISION**

April 2007