


ANNUAL COURSE REVIEW REPORT

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator
BI1512	Diversity of life 2	Catherine Jones Davina Derous
Period of review: (1 st / 2 nd half session (or summer term for PGT) and academic year)	2 nd half	
No. students registering:		
No. students withdrawing:		
Pass Rate (%) based on first attempt and excluding any C7, NP, GC or MC:	98%	

COURSE APPRAISAL:	
a)	PASS RATE: Please provide a reflective commentary on the pass rate
<p>This pass rate is slightly higher compared to last year (96.6%) and the grades show a nice distribution across the different grading scale. Two practicals were summative assessed (each 15%) with students having no prior knowledge of which out of the 4 practicals would be assessed until the day of the practical. The course had no end of term exams and 4 tests (each 17.5%) were spread strategically throughout the course after each subject block. This allowed the students to be tested when material was freshly learnt.</p>	
b)	STRENGTHS: What worked well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include the Course Feedback Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available.
<p>As in previous years positive feedback was received both from the SSLC and from the Course Feedback Form (CFF), with similar return rate as last year (15.4%). The CFF showed that the students thought teaching was effective (scores 4-5, 100%), staff were good at explaining things (scores 4-5, 100%), interesting subject (scores 4-5, 85%) and intellectual stimulating (scores 4-5, 95%). We provided an online version for the dissections practicals if students had ethical concerns. This was well received: "The fact that online versions of the dissections were provided was very good for me because it meant I had the same learning opportunities as everyone else even though I'm vegan." We also received great feedback RE how MyAberdeen was set up: "I loved how organised the folders in MyAberdeen are (folders labelled with lecture numbers in order and the topic title), it made Diversity of Life 2 probably my easiest course to navigate online." Overall the students liked the course content, its structure and the diverse topics, and found the workload manageable and fair.</p>	
c)	WEAKNESSES: What did not work well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include the Course Feedback Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available
<p>There seems to be a few mentions of clashes with another mandatory course. However, it is unclear if this is within our school or course taken outside our school. This was not an issue last time and we will assess this during the timetabling for next year.</p>	
d)	IDENTIFIED GOOD PRACTICE: Reflect on any new/innovative or particularly effective teaching or assessment methods. Indicate whether this good practice has been disseminated more widely within the School, University or outside of the University
<p>Nothing novel as such, simply keen staff using course content that logically follows the evolutionary tree of life, with practical material directly linking to lecture content reinforcing the concepts taught. Continuation of in-course online tests instead of end of semester exams, spread throughout the course after each subject block to allow the students to be tested when material was freshly learnt.</p>	

<p>e) DECOLONISING THE CURRICULUM: Reflect on issues of decolonising the curriculum and their application within this course, for example, including the decolonising agenda, and the anti-racist curriculum.</p> <p>Terms and definitions are explained to allow for multicultural backgrounds. Examples are included of animals across the globe and the science led teaching is highlighted by names of the researchers to show an international research portfolio. In the human evolution lecture, majority of the fossils were “discovered” by western countries in the late 1900s. Acknowledgements are then given to the country of origin and any other researchers on the team.</p>
<p>f) EQUALITY, DIVERSITY AND INCLUSION: Reflect on issues of equality, diversity and inclusion within the course, for example, EDI issues raised by way of Student-Staff Liaison Committee.</p> <p>100 % of students agreed that no EDI issues arouse. We have included online version of the dissections to facilitate ethical views.</p>

COURSE DEVELOPMENT:		
<p>a) EVALUATION OF CHANGES MADE THIS YEAR: Evaluate any changes implemented during this year as a result of feedback from previous years. Changes made that were not successful are just as important as changes that have been successful.</p> <p>Practicals were taught in the Science Teaching Hub for the first time last year and student flagged the issue with paperless labs and not like the electronic drawing on tablets. We have now changed this to paper again.</p>		
<p>b) PROPOSED CHANGES FOR NEXT YEAR: Summarise changes planned in the light of this review</p> <p>We will evaluate the clash with other mandatory lectures.</p>		
c) APPROVAL:		
Will approval be needed to make changes to the course using the Curriculum Management System?	YES	NO x

Signed: Davina Derous...  Date: 27/06/2024.....
(Course Co-ordinator)

COPIES OF THIS FORM SHOULD BE:

1. UPLOADED TO THE [QUALITY AND PLANNING SHAREPOINT SITE](#) AS SOON AS POSSIBLE FOLLOWING COMPLETION OF THE COURSE. DEADLINES WILL BE DETERMINED BY THE SCHOOL, WITH AN OVERALL CENTRAL DEADLINE OF **31 AUGUST (UG)** AND **30 NOVEMBER (PG)**
2. PUBLISHED TO STUDENTS AND STAFF VIA MYABERDEEN
3. CONTRIBUTE TO THE ANNUAL PROGRAMME REVIEW

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.