CONSERVATION AND ENVIRONMENT

Canterbury
Kent is one of the UK’s leading universities with all of our academic schools producing world-class research. The University’s Durrell Institute of Conservation and Ecology (DICE) has an international reputation for wildlife conservation and is part of the School of Anthropology and Conservation, ranked 10th in the UK in The Guardian University Guide 2011.

Real world conservation
Conservation, as a field of academic study and professional practice, has its roots in field biology. However, while contributions from the natural sciences such as biology will always be essential for effective conservation, they are not sufficient by themselves.

Conservation is also about people, communities, communication, the law, economics, politics, management and change. No conservation initiative will thrive in the absence of any of these components. No individual can master them all. Only a team can deal with the challenges.

DICE is unique in its contribution to conservation across the globe. Conservation is not a traditional academic pursuit; it demands direct involvement to make positive change. DICE-taught practitioners hold decision-making roles in some of the world’s most innovative and successful conservation initiatives. An enduring collegiate network extends across disciplines, industries and cultures, reinforcing the application of best practice and speaking with clarity to multi-disciplined stakeholders. DICE adopts, augments and imparts knowledge among students, collaborators and partners. The Institute comprises a world-wide team.

Leading research
DICE was Britain’s first research and training centre dedicated to the international conservation of biodiversity, habitats and ecosystems. In the latest national review of research quality among British universities, DICE research was overwhelmingly judged as world-leading or internationally excellent.

DICE has projects running in 40 countries and provides first-hand experience from world experts in Africa, Asia and South America. These diverse projects range from the effects of global climate change on amphibian assemblages to the impact of tourism on national parks, the conservation of the black rhino, and wildlife conservation through certified peccary pelt sales in the Peruvian Amazon.

Excellent teaching
Founded in 1989, the DICE mission is to break down the barriers between the natural and social sciences in order to inform progressive approaches to conservation.

The Centre is committed to training a new, interdisciplinary generation of conservationists who think innovatively about the challenges that lie ahead using state-of-the-art teaching methods, project supervision and wide-ranging
access to resources. In the most recent national Teaching Quality Assessment, the School of Anthropology and Conservation was judged to be excellent.

Choice of programmes
The world is experiencing a great conservation crisis – animals and plants face extinction through habitat loss, overhunting, pollution, overpopulation and global climate change. Yet, we know that wildlife and biodiversity are vital for human survival. At DICE, we offer two undergraduate programmes: a BSc Hons degree in Wildlife Conservation and a BA Hons degree in Environmental Studies. If you plan to make a difference and help find the world’s biodiversity solution, our degree programmes show the way.

A global outlook
Kent is known as the UK’s European university because of its strong links with top-ranking continental European institutions, our UK locations close to the European mainland and our postgraduate centres in Paris and Brussels. We are a very cosmopolitan community – 22% of our students are from countries outside the UK.

The international environment within the School of Anthropology and Conservation gives you the chance to study a subject from a wide range of perspectives. Staff within the School undertake field work abroad, enabling you to learn at first-hand about conservation and environmental projects across all parts of the globe.

Transferable skills
It is critical that the world has professionals qualified to understand and manage wildlife and biodiversity in a sustainable way – people who understand ecology and biology in its social, legal and economic setting.

Our programmes equip you with skills and knowledge to meet the growing needs of government and non-government organisations charged with managing the earth’s wildlife and biodiversity. Our graduates work alongside local people in community-based conservation of wildlife and biodiversity everywhere.

A successful future
As well as enjoying a first-rate academic experience, we want you to be in the best position to succeed in a tough economic environment. The practical nature of the courses, along with contact from a network of world-leading conservationists, deliver the key transferable skills essential for a successful career.

For more information on the careers help we provide at Kent, see p8 or our Employability web page at www.kent.ac.uk/employability

DID YOU KNOW?
DICE was ranked 7th in the National Student Survey 2010, with 82% of students being satisfied with the overall quality of their course.
SUPERB STUDENT EXPERIENCE

Our campus at Canterbury provides a stunning location for your studies and offers first-class academic and leisure facilities. The campus benefits from a multicultural learning environment and is within easy reach of both London and mainland Europe.

Excellent resources
DICE has various long-term study sites around the world and maintains an ecology field trials area and field laboratory on the University campus. The School has excellent teaching resources, including a teaching laboratory with first-rate equipment and an integrated audio-visual system in our classrooms to help provide stimulating lectures.

Beautiful green campus
Our campus has plenty of green and tranquil spaces, both lawns and wooded areas, and is set on a hill with a view of the city and Canterbury Cathedral. The Canterbury campus is full of wild spaces and is teeming with many species of wildlife. Blean Woods are within walking distance and spread towards the nearby coast. Much of these woods are protected and they are a stronghold for rare species such as the nightingale and the Heath Fritillary butterfly.

Plenty to do
For entertainment, you’re spoilt for choice. The campus has its own cinema, theatre, and even a student nightclub. It has a reputation for being a very friendly university. There are many restaurants, cafés and bars on campus, as well as a sports centre and gym.

Everything you need on campus is within walking distance, including a general store, an off-licence, a bookshop, banks, a medical centre and a pharmacy. From campus, it’s a 20-minute walk or a short bus-ride into town.

Attractive location
Canterbury is a lovely city with medieval buildings, lively bars and atmospheric pubs, as well as a wide range of shops. The attractive coastal town of Whitstable is close by and there are sandy beaches further down the coast. London is less than an hour away by high-speed train.
Jim Labisko is in his final year of studying for the BSc Hons degree in Wildlife Conservation.

Why did you choose Kent?
I did an access to science course, after being out of education for about 20 years. As I found out more about DICE, Kent became number one on my list. Not only was I fairly local, but the links with Jersey Zoo and the University’s reputation were important to me.

How’s the course going?
I’ve loved every second of it; it’s been just fantastic.

Are there any modules you’ve particularly enjoyed?
In the first year, the highlight was a week-long field course doing things like small mammal trapping and bird surveying. It was more like a bonus than work – a reminder of what we’d been learning about, out in the field.

What are the tutors and lecturers like?
What’s really good about the School is that all the teaching staff have got their own particular areas of interest and actual ongoing research. You’re not just being taught by someone who’s teaching the same thing over and over again.

I’m interested in lots of different creatures and creepy crawlies, especially amphibians and reptiles. DICE’s Professor Richard Griffiths is a world-leader in amphibian conservation and it’s quite something to be working with him.

What are your fellow students like?
There is a real range of people, interests and backgrounds. We’ve got common ground because we’re doing the same course, but our attitudes and views are really mixed and that’s good.

Have you had any work experience?
Before coming to Kent, I spent six weeks working at Durrell Wildlife Conservation Trust – Jersey Zoo. During my first year at the University, I was awarded £750 from the Enterprise rent-a-car Scholarship Scheme to help fund a second visit to the zoo.

What are the facilities like on campus?
In my first year, I decided to jump straight in at the deep end and move into the flats at Park Wood. They’re fantastic – it was just the buzz of actually being at university and being so close to everything else on campus. I’ve lost count of how many times I went to the cinema!

What do you do in your spare time?
At the moment, I’m trying to get to grips with my dissertation. During the summer, I was fortunate enough to spend some time in the labs at ZSL London Zoo, where I carried out PCR screening (polymerase chain reaction) for an emerging fungal disease (chytridiomycosis) that’s affecting amphibians globally. For my dissertation, I’m looking at risks posed by the pet trade in amphibians to the spread of this fungus.

What sort of career do you have in mind?
Hopefully, I’m going to do a research-based Master’s and, after that, I want to do a PhD, possibly in Australia.

My aim is to get as experienced and qualified as I possibly can so that, in the remainder of my working life, I can make a really positive contribution to conservation.

Have you any advice for other students?
Do it! Do it! Do it! It’s the best thing I’ve ever done and it’s really important to me.
Kent equips you with essential skills to give you a competitive advantage when it comes to getting a job and Kent is consistently in the top 20 for graduate starting salaries.

**Good career prospects**

According to recent employment statistics, Kent graduates are doing better than ever in the changeable job market. Six months after graduation in 2010, 87% of DICE graduates were working or in full-time education.

The conservation and environmental sector is an expanding area for employment opportunities. Our graduates go into many kinds of work, ranging from technical posts involving ecological surveying, habitat management and species conservation to work with local people through environmental education and community extension to higher-level jobs in national and international planning and policy.

Potential employers include local, regional and national UK government departments, voluntary organisations and the private sector, as well as European and international conservation and environmental organisations. Many of our graduates also go on to further postgraduate study.

**Gain transferable skills**

As part of your learning experience at Kent, we are dedicated to helping you acquire key skills that will stand you in good stead for future employment. Analysing complex data, getting to grips with challenging ideas, writing well, gaining confidence and experience of expressing your ideas to others – all of these are important skills for your future and ones we will help you improve upon during your degree.

**Careers advice**

The Careers Advisory Service can give you advice on how to choose your future career, how to apply for jobs, how to write a good CV and how to perform well in interviews and aptitude tests. It also provides up-to-date information on graduate opportunities before and after you graduate.

**Further information**

For more information on the careers help we provide at Kent, see our Employability web page at www.kent.ac.uk/employability

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**DID YOU KNOW?**

78% of DICE graduates achieved a 1st or 2.1 degree.
Ben Payne graduated with a degree in Wildlife Conservation and is now working for Howletts Wild Animal Park, near Canterbury.

Why did you choose Kent?
Having looked at a number of courses in the UK, I thought that the Wildlife Conservation degree at Kent held the greatest potential. It offered the possibility to study abroad for the dissertation, and the School was highly reputable. The association with Gerald Durrell and Jersey Zoo was also important.

The degree itself has a large focus on the tropics and global biodiversity, but also recognises the importance of local biodiversity. It offers practical skills with local amphibians and small mammals, together with theory on subjects like conservation genetics.

What was your degree course like?
I found the entire course a pleasure to participate in and completely engrossing. The variety of modules meant that each year brought about new challenges and subjects.

The assessment for most modules includes exams and written assignments often in the guise of a scientific journal article. This is good practice if you are looking towards a career in research. The written assignments also allow students to research as much as possible and learn around the subject, something I found particularly enjoyable and enlightening.

The lecturers are all very approachable, knowledgeable and enthusiastic about their individual subjects and conservation. They are always open to discussion and always willing to help. I particularly liked being able to talk with them about their past and current research. There are some great stories to be uncovered – I hope to keep in contact with them as I continue my career and research.

How did your degree lay the foundations for your chosen career?
Throughout the degree, there was an emphasis on the continued need for education on conservation topics. Conservation education is something I’m passionate about and where I see my future. While at the University, I worked part-time in the education department at Howletts and Port Lympne Wild Animal Parks. Since finishing my degree, I have become full-time and now head the education team, managing eight people.

Could you describe a typical day in your current role?
Leaving my house, which is in the grounds of Howletts, the first animal I see in the morning is a gorilla or tiger. After a little paperwork involved with managing the team, most of my day is providing public or school talks, I cover a wide range, from talking about gorillas and their conservation both in the park and abroad, to undergraduate lectures on re-introduction of rhinos in Tanzania. Alternatively, I could be discussing what sounds tigers make with a group of five-year-olds. Much of my day is taken up with talking, then if I get the chance I’ll do a little research and reading of the latest conservation news.

What are your future plans?
I’m due to start studying a PhD on the impact of climate change on the conservation status of African antelope. After that, I would like to continue in research and education – maybe as a lecturer!

Do you have any other happy memories of Kent that you would like to share?
Probably my most enjoyable memories were the six weeks in Russia studying bird ecology and migration for my dissertation. It was a beautiful location filled with passionate conservationists who I remain friends with today, although my Russian is still pretty poor. It was a hugely inspiring trip. Our lecturer, Dr Martin Griffiths came too and his knowledge, support and enthusiasm helped while spending hours, waist-deep in water, searching for birds. I loved every minute.

What advice would you give to someone thinking of coming to Kent?
Do it! Work hard and, hopefully, you’ll be rewarded with a career in what I believe is the most important industry in the world – conservation.
CHOOSING YOUR PROGRAMME

DICE gives you a choice of two undergraduate study routes – a BSc Honours degree in Wildlife Conservation or a BA Honours degree in Environmental Studies.

Wildlife Conservation
The BSc in Wildlife Conservation is a three-year, full-time degree programme that provides comprehensive training in natural science aspects of conservation (including genetics, ecology, wildlife management and species reintroductions), together with training in the human dimensions of conservation (for example, environmental economics, international biodiversity regulation, the politics of climate change and work with rural communities).

The programme includes a significant lab and field-based component. There is also an opportunity to conduct a research project at home or abroad. Recent locations include South Africa, Russia and the Peruvian Amazon.

Environmental Studies
Our three-year full-time Environmental Studies degree programme focuses on the environment from the perspective of the social sciences and humanities. Although there are key introductions to the sciences of conservation in this programme, its focus is designed to equip you with understanding and skills, relating to the social, political, economic, legal and community aspects of conservation.

In addition to gaining an overview of social science perspectives, you can choose introductory modules from a range of social science disciplines including anthropology, ethnobiology, sociology, economics or philosophy.

You also have the opportunity to gain practical skills – for example, in biodiversity monitoring – and to carry out an independent research project.
STUDYING AT STAGE 1

Stage 1 is covered in the first year of full-time study, giving you an introduction to biological, social, physical and environmental sciences.

Teaching and assessment
In addition to lectures, you will have field trips and laboratory-based practicals (principally in the BSc programme). We make extensive use of small-group teaching formats such as tutorials, seminars and problem-solving sessions.

You need to pass Stage 1 to move on to Stage 2, but only marks from Stages 2 and 3 count towards your final degree result. Assessment is by a combination of coursework and written examinations.

Wildlife Conservation
Wildlife Conservation students take the following core Stage 1 modules:

- Animals, People and Plants: An Introduction to Ethnobiology
- Biodiversity I
- Life’s Systems and Processes
- Skills for Anthropology and Conservation
- Skills for Wildlife Conservation and Management.

Other recommended modules include:

- Economic and Environmental Systems
- Surveying and Monitoring for Biodiversity.

Environmental Studies
Environmental Studies students take the following core modules at Stage 1:

- Economic and Environmental Systems
- Environmental Issues: Social Science Approaches
- Skills for Anthropology and Conservation.

Optional modules include:

- Animals, People and Plants: An Introduction to Ethnobiology
- Disasters
- Foundations of Human Culture
- Introduction to Management
- Introduction to Philosophy: Ethics
- Introduction to Social Anthropology
- Life’s Systems and Processes
- Managers and Organisations
- Sociology.

Modules: Stage 1

Animals, People and Plants: An Introduction to Ethnobiology
This module introduces a wide-ranging view of the relationship of people, animals and plants. It provides social, political and cultural perspectives that complement other areas of study within your degree. The module emphasises the importance of culture in mediating the use of plants and animals among humans, and explores the role of wild and domestic plants and animals in human evolution, including the way human societies have manipulated and altered the landscape. The application of ethnobiology to contemporary problems in conservation, development and human rights is also explored.

Biodiversity I
Biodiversity loss is a matter of increasing public concern, but its extent and manifestations are not widely understood. In this module, you consider biodiversity in the context of species conservation and management. You are given a basic knowledge of animal and plant diversity, classification and biogeography, and explore the evolutionary changes that living organisms have experienced in arriving at their present day distribution and abundance.

Disasters
Hurricanes, air crashes, earthquakes, wars, shipping disasters, environmental disasters, and the Chernobyl explosion are all topics which can partly be understood from a scientific viewpoint. In recent years, methods have been developed which give some insight into catastrophic events. This module covers a number of phenomena, many of them well-known and well-publicised, giving a clear account of each and discussing the scientific, technical and human contributions to the disaster and the potential for causing catastrophic change.

CONTINUED OVERLEAF
Economic and Environmental Systems
Economic growth and the environment are intimately linked. With climate change threatening our current way of life and global biodiversity, we need to understand the linkages between economic activity and the environment in order to avert catastrophic changes. This module explains these links and possible solutions to climate change and other threats through various market and government mechanisms, such as carbon trading, environmental taxation and new forms of consumerism.

Environmental Issues: Social Science Approaches
This module gives you an understanding of a range of key environmental issues, the ways in which they have arisen, and the means by which they might be addressed. Among topics considered are: global warming, climate change and energy policy; waste and waste management; the politics of food production and supply; environmentalism and global justice; tropical deforestation, biodiversity and trade. The module includes contributions from the perspectives of sociology, anthropology, social policy, political science and law.

Foundations of Human Culture
This module looks at biological anthropology and human prehistory and is an exciting introduction to humans as the product of evolutionary processes. We explore primates and primate behaviour, human growth and development, elementary genetics, the evolution of our species, origins of agriculture and cities, perceptions of race, and current research into human reproduction and sexuality.

Introduction to Management
This module introduces you to theories of management, beginning with classical management systems through to contemporary management concepts. It illustrates the continuities and transformations in management thinking and practice throughout the 20th and 21st century. Lecture topics include: scientific management; human relations school; bureaucracy; post bureaucratic organisations; contingency approach; culture management; leadership; decision-making; and managing ethically.

Introduction to Philosophy: Ethics
Through a combination of classic and contemporary texts, this module introduces you to the area of philosophy known as ‘ethics’ or ‘moral philosophy’. It deals with questions such as the relation of morality to religion, whether rational argument can arrive at any ‘right answers’ to moral dilemmas and if values are grounded in a universal human nature or are relative to different societies and cultures. Philosophers studied include Plato, David Hume, Immanuel Kant and John Stuart Mill.

By the end of the module, you should have a broad overview of this area of philosophy, an acquaintance with its basic concepts, and the ability to make critical assessments of arguments used in support of moral judgements.

Introduction to Social Anthropology
Social anthropology is a discipline which has traditionally specialised in the study of non-western, pre-industrial societies. With increasing frequency, however, social and cultural anthropologists have turned towards the study of ‘home’, using insights gained from studying other cultures to illuminate aspects of their own society. This module looks at people from places as different as the rainforests of West Africa and the industrial heartlands of Britain and America, and introduces you to social anthropology through a selection of topics to illustrate the kind of issues that social anthropologists study and the arguments and theories they have developed.

Life’s Systems and Processes
Fundamental to the conservation and management of biodiversity is an understanding of the mechanisms by which living organisms adapt to environmental change. This module offers insight into biological adaptation by providing you with a knowledge of evolutionary processes and their consequences in higher organisms.
Skills for Anthropology and Conservation
This module introduces you to a range of basic practical and technical skills. The module includes: literary skills; reading skills; argument; bibliographical skills; referencing; photography and video skills; data collection and handling; planning projects and fieldwork; and the use of software.

Skills for Wildlife Conservation and Management
This module links practice and theory with the ecological and evolutionary roles of individuals and species in developing concepts of biodiversity. The impacts of ecological change and the human use of resources will be analysed for a variety of ecosystems. The module teaches the practical side of wildlife conservation and management and is primarily a field-based module.

Sociology
This module introduces debates about the nature of economy, policy and culture, exploring traditional issues such as class, gender and ‘race’ as well as key topics in sociology, such as social deviance, the family and the mass media.

Surveying and Monitoring for Biodiversity
The collection and interpretation of ecological data is an essential requirement for biodiversity research and monitoring. This module provides practical field experience in biodiversity monitoring and assessment methods. Specifically, the module introduces you to a range of basic field techniques and develops your skills in the collection, analysis and presentation of field data. The module is offered as an intensive one-week residential field course during the Easter vacation.

Managers and Organisations
This module enables you to understand how organisations and managers operate. Its particular focus is on the interaction between theory and the real-world practice of management. It covers the development of theories management, decision-making, leadership, motivation, delegation, business ethics and corporate culture. You also develop the ability to analyse the strengths and weaknesses of various organisational theories and to apply these theories to practical issues associated with management.

You gain a working knowledge of genetics, physiology, evolution and comparative morphology.
STUDYING AT STAGES 2 AND 3

Stages 2 and 3 are covered in your second and final year of full-time study and enable you to develop specialised knowledge and skills.

Wildlife Conservation
All Wildlife Conservation students take the following core modules:
• Conservation and Communities
• Conservation Social Science Research Methods
• Design and Management of Protected Areas
• Evolutionary Genetics and Conservation
• Further Topics in Conservation Biology
• Practical Research Project
• Primate Behaviour and Ecology
• Skills for Conservation Biologists
• Topics in Conservation Biology
• Wildlife Management and Sustainable Use.

Other recommended modules include:
• Climate Change and Conservation
• Global Biodiversity
• The Shaping of International Biodiversity Regulation
• Species Conservation.

Environmental Studies
At the end of the second year of study, students have the opportunity to carry out an independent research project. This gives you the opportunity to use social science research methods in a variety of contexts to explore key environmental issues and participate in the advancement of knowledge.

All Environmental Studies students take the following core modules:
• Conservation Social Science Research Methods
• Environmental Policy and Practice
• Environmental Politics
• Human Ecology
• Special Research Project.

Optional modules include:
• Conservation and Communities
• Corporate Social Responsibility and Environmental Management
• Environmental Law
• International Environmental Politics
• Medicinal Plants
• The Shaping of International Biodiversity Regulation.

Modules: Stages 2 and 3 Climate Change and Conservation
Global warming, acid rain and the depletion of the ozone layer are devastating events that humans have created in the post-industrial age. All levels of biodiversity will be impacted by these changes in the climate and atmosphere. In this module, you examine these relationships and look at how climate has influenced the diversity of life from the formation of the biosphere to the present day. You go on to discuss the actions which can be taken to mitigate the effects of climate change and the political and economic consequences of implementing such actions.
Conservation and Communities
In this module, you are introduced to cutting-edge debates about the place of local people in biodiversity conservation, and given an overview of the essential role that the social sciences play in the analysis of environmental issues. You gain a broad understanding of the social context of conservation, particularly the importance of politics and economics. You become familiar with the key issues in the implementation of community conservation and develop a critical approach to analysis of the current conservation-preservation debate.

Conservation Social Science Research Methods
You are introduced to social science methods and research design. You gain basic training and practical experience in the design and use of (a) qualitative interviews and (b) questionnaires. Sessions are also devoted to processing and analysis of qualitative data and also descriptive statistics to analyse quantitative data.

Corporate Social Responsibility and Environmental Management
The module examines the history of Corporate Social Responsibility and Environmental Management (CSREM); how society’s view on ethics and environmentalism has changed; and why organisations are motivated to act responsibly. It looks at the role of management activities and how CSR can be incorporated into them – whether policy and strategy, accounting, consumer behaviour and marketing, or operations and regulation. The module also looks at CSREM in practice, including how products are designed using the ‘lifecycle concept’ and ‘green design’, as well as the role of environmental policy such as ‘polluter pays’.

Design and Management of Protected Areas
Protected areas are one of the key strategies for the conservation of biodiversity. Since countries often limit protected areas to 10% of their territory, it is vital that these areas are maximising the biodiversity they preserve. This requires an understanding of the mechanical aspects of size, as well as the linkages between reserve areas, local people and biodiversity. This module looks at these issues of reserve design and aspects of planning legislation for protection.

Environmental Law
This module examines areas of law concerning the threats to environmental quality and ecosystems brought about by human impacts – especially those involving pollution and the unsustainable use of natural resources. The module discusses the foundational concepts of the subject, including the meaning of ‘the environment’, ‘pollution’ and ‘sustainable development’ in law. These ideas are then related to environmental quality legislation, concerned with public health and pollution controls in respect of different environmental media. After examining sectoral approaches to pollution control, the module then considers cross-cutting issues, such as access to environmental information and alternative approaches to environmental regulation using market mechanisms.

Environmental Policy and Practice
This module gives you an understanding of the ways in which governments have attempted to address environmental issues such as climate change, conservation, and pollution control. It discusses the role of government and other interest groups in formulating environmental policy, outlining and applying the key principles.

Environmental Politics
Environmental issues have become central matters of public concern and political contention. In this module, we consider explanations for the rise and social distribution of environmental concern, as well as the forms of organisation that have been adopted to address environmental questions. The development of environmental protest, environmental movements and Green parties are central concerns, but we also consider the ‘greening’ of established political parties and the political agenda. The approach is broadly comparative and examples will be taken from Europe (east and west), North America, Australasia and south-east Asia.

CONTINUED OVERLEAF
Evolutionary Genetics and Conservation
Genetics is the basis of all diversity within life on earth. Evolutionary processes foster biodiversity and genetic diversity across timescales, ranging from a few generations to millions of years. In this module, you examine genetic principles within the context of conservation – ranging from the maintenance of genetic diversity in natural populations, to genetic management of wild and captive populations, the genetic problems encountered by small populations, the concept of extinction and the modern molecular tools available to the conservation geneticist.

Further Topics in Conservation Biology
People working in the field of wildlife conservation must continually discuss relevant conservation issues to understand their ecological and evolutionary basis, and to look for real-world solutions. This module teaches you about the range of topics that are currently being researched in the field of conservation biology.

Global Biodiversity
Evolutionary processes of speciation and extinction have shaped global biodiversity through the ages. But, equally important are the ecological relationships of niches, competition, trophic structures and invasions.

In this module, you look at these mechanisms and how they relate to levels and gradients of global biodiversity. You also discover how a better understanding of the underlying principles of biodiversity can help conserve the world’s species and ecosystems.

Human Ecology
This is an introduction to environmental anthropology, and a critical exploration of theories concerning the relationship between culture, social organisation and ecology. Topics covered include: problems in defining nature and environment; environmental determinism and cultural ecology; ethnoecology; low intensity agriculture; and the anthropology of the environmental movement.

International Environmental Politics
This module examines the nature and emergence of international environmental problems and the response of the international community. Looking at a number of cases, including ozone depletion and global warming, we investigate international environmental policies – including the extent to which such policies provide effective governance, how far international relations theory can explain such policies and the ethical dimension of decision-making.

Medicinal Plants
This module is an introduction to ethnomedicine, a multidisciplinary field of study that employs chemistry, ecology, biology, pharmacology and anthropology to evaluate and understand the use of plants (and other substances) as medicines. The module has a heavy anthropology focus, and lecture and reading materials address issues such as the actions of natural products in the human body, the ecological and evolutionary basis of medicinal plant use, and the social control of botanical drugs.

Practical Research Project
Wildlife conservation and biodiversity management are based on field research applied to real world conservation. Practical skills can only be learnt through field or laboratory work. You are encouraged to undertake a practical research project so that you can learn first-hand the ups and downs of taking on a research project, developing an experimental design, sampling procedures, collecting data, analysing results and report writing.

Primate Behaviour and Ecology
The study of primate behaviour and ecology provides the comparative perspective that lies at the heart of biological anthropology, essential for a proper understanding of human evolution, biology and behaviour. This module places the emphasis on the variety in behaviour and ecology between primate species,
and the patterns and principles that can be generalised from this variation.

**The Shaping of International Biodiversity Regulation**

The module examines the way in which existing international legislation, which aims to preserve biodiversity, is intended to operate. The practical implementation of this legislation, in the international, regional and national sectors, is analysed to ascertain the forces and dynamics which, not only shape this area of law, but also obstruct the achievement of the objectives of biodiversity preservation. You go on to analyse specific areas such as the relationship between international biodiversity management and the regulation of land usage, intellectual property, international trade and international funding mechanisms, and the relevance of human rights to conservation.

**Skills for Conservation Biologists**

This module introduces the basic data analysis skills that are needed in field-based projects. It looks at obtaining and handling data, statistical analysis of data and the interpretation of statistical results. As well as attending seminars and lectures, you take part in field-based sessions and go on to use many of these skills in your Practical Research Project.

**Special Research Project**

Environmental Studies students have an opportunity to carry out practical research deploying the social science methods they have learned during the course. The research may be desk-based and/or field-based using information gathering skills and methods. The research is likely to concern an environmental topic that is close to the student’s heart, but the course convenors have plenty of ideas for topics in any event. This is an opportunity to produce high-quality, novel research in an area of key importance to the health and welfare of our planet.

**Species Conservation**

This module examines the methods required to recover small populations, and highlights case-histories which have succeeded or failed for particular reasons. After an appraisal of the advantages and disadvantages of such a strategy, this module addresses both the issues and the methodologies involved with species conservation programmes. Topics include captive-breeding, reintroduction, translocation, control of predators, and the field infrastructures which need to be in place to carry out these activities.

**Topics in Conservation Biology**

Conservation biology is a growing field of study and action. New environmental issues and conservation strategies are continually emerging. Here, you examine topics of current interest in the field of conservation biology and build on the knowledge you have gained elsewhere in the course. Whenever possible, we invite experts in the field to present actual case studies of current conservation problems, many of which take an interdisciplinary approach in their solutions.

**Wildlife Management and Sustainable Use**

Wildlife hunting is ubiquitous in wild lands around the world as a source of meat, hides, medicinal and handicraft products, and for sport. Hunting is a useful conservation strategy since people often conserve species they use, and this is commonly known as the ‘use it or lose it’ argument. But hunting must be sustainable to conserve species. Sustainability of hunting is based on principles of population ecology, inter-specific interactions and population regulation. This module examines these aspects of hunting and ways that wildlife management can be used to stop over-hunting.
VISIT THE UNIVERSITY

Come along for an Open Day or a UCAS Visit Day to see what it is like to be a student at Kent.

Open Days
Open Days are held in the summer and the autumn for potential students, and their families and friends, to have a look round the campus. The day includes a wide range of subject displays, demonstrations and informal lectures and seminars, and the chance to tour the campus with current students to view accommodation and facilities. For more information, see www.kent.ac.uk/opendays

UCAS Visit Days
UCAS Visit Days take place between December and April, and include a tour of the campus with a student guide, lunch in one of the colleges and a talk about University life. You also have the chance to talk to one of the academics and discuss any queries about the course. For more details, see www.kent.ac.uk/visitdays

Informal visits
You are welcome to visit the campus at any time. We produce a leaflet that can take you on a self-guided tour and you may be able to meet up with an academic member of staff. For more details, please contact the Information and Guidance Unit (see below).

More information
For more information about the University, or to order another subject leaflet, please contact the Information and Guidance Unit.

Tel: 01227 827272
Freephone (UK only): 0800 975 3777
Email: information@kent.ac.uk

You can also write to us at:
The Information and Guidance Unit, The Registry, University of Kent, Canterbury, Kent CT2 7NZ.

For the latest School information on studying Conservation or Environment at Kent, please see www.kent.ac.uk/sac
Location
Canterbury.

Award
BSc (Hons) Wildlife Conservation.
BA (Hons) Environmental Studies.

Offer levels
Offer levels are subject to change and may increase:
A/AS level 320 points (3 A level equivalents) including AB in two A levels; IB Diploma 33 points overall OR 16 points at Higher, including HL English A1/A2/B at 4/5/5 or SL English A1/A2/B at 5/6/6.

Required subjects
Wildlife Conservation:
A level natural science (eg, Biology, Chemistry, Environmental Science, Geography) grade B or above; IB Diploma Maths at 4 and HL Biology, Geography, Environmental Systems & Societies or Chemistry at 5 or SL Biology, Geography, Environmental Systems & Societies or Chemistry at 6.

Environmental Studies:
GCSE English Language and Mathematics grade C.

In exceptional circumstances, we may consider promising candidates who do not have the formal entrance requirements, but who have obtained several years’ relevant experience or other qualifications in the subject area.

For latest course information, including entry requirements, see: www.kent.ac.uk/ug

Terms and conditions: the University reserves the right to make variations to the content and delivery of courses and other services, or to discontinue courses and other services, if such action is reasonably considered to be necessary. If the University discontinues any course, it will endeavour to provide a suitable alternative. To register for a programme of study, all students must agree to abide by the University Regulations (available online at: www.kent.ac.uk/regulations).

Data protection: for administrative, academic and health and safety reasons, the University needs to process information about its students. Full registration as a student of the University is subject to your consent to process such information.
COME AND VISIT US

We hold regular Open Days at our Canterbury campus.
For more information, see: www.kent.ac.uk/opendays