1. **Title of the module**

DICE8360 (DI836) Integrated Species Conservation and Management

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

Division of Human and Social Sciences

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

Level 7

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

15 (7.5 ECTS)

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

Autumn or Spring

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

None

1. **The course(s) of study to which the module contributes**

MSc Conservation (and cognate pathways)

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

8.1 understand the concept of the species as a unit for conservation action and how this relates to wider biodiversity management within both natural and social sciences;

8.2 understand the use of surrogate species in conservation;

8.3 understand genetic management in species conservation programmes;

8.4 understand how to measure the risk of extinction;

8.5 understand recovery programme design, including translocations and captive breeding;

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

9.1 demonstrate critical thinking and assigning priorities for action

9.2 demonstrate integration of theoretical models and practical data

9.3 demonstrate presentation skills and writing reports

9.4 demonstrate assessment and appraisal of case studies

**10. A synopsis of the curriculum**

Tackling conservation problems at the species level of organisation is both attractive and popular. In order to achieve this, it is important to understand how ‘species’ are defined and how they have evolved and gone extinct over evolutionary time scales. Certain species may be used to provide political or financial leverage in conservation programmes, while others may play fundamental roles in ecological systems – students will evaluate the different criteria used to assign species into these categories. This will lead into an appraisal of the role of conservation genetics in conservation planning, and how genetic and population parameters can be used to build predictive models of extinction risk. Islands provide special challenges for practitioners of species conservation – these will be discussed and illustrated with the aid of case studies. Assigning priorities in species conservation is essential to the planning process when resources are in short supply, and various quantitative and qualitative methods of achieving this will be presented, including the IUCN Red List system. The role of organisations such as NGOs and zoos will be discussed and evaluated, and current protocols for captive breeding, health monitoring, translocation and reintroduction presented. The module will draw together the various approaches to species conservation by appraising the structure, function and implementation of species recovery programmes.

**11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Ewen, J. (2012) *Reintroduction Biology: Integrating Science and Managemen*t Wiley-Blackwell.

Sutherland B., I. Newton and R Green. (2004), *Bird Ecology and Conservation: A Handbook of Techniques* (core). Oxford University Press.

Whittaker, R. (1998). *Island Biogeography: Ecology, Evolution, and Conservation* (core). Oxford University Press

Norris K. and D. Pain. (2002). *Conserving Bird Biodiversity: General Principles and their Application* (core). Cambridge University Press.

Pullin, A (2002). *Conservation Biology* (core). Cambridge University Press.

Caughley, G and A. Gunn. (1996) *Conservation Biology in Theory and Practice* (Core). Blackwell Science.

Powell, A (2008). *The Race to Save the World's Rarest Bird: The Discovery and Death of The Poâ°ouli*, Stackpole Books.

Turvey, S (2009). *Witness to Extinction: How We Failed to Save The Yangtze River Dolphin*. Oxford University

Juniper, T (2002). *Spix's Macaw: The Race to Save the World's Rarest Bird*, Fouth Estate.

MacDonald, P (2010). *Facing Extinction: The World's Rarest Birds and the Race to Save Them*, T & AD Poyser.

Nicholls, H (2006). *Lonesome George: The Life and Loves of a Conservation Icon*, Macmillan.

12. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

13. **Assessment methods**

*Written Assignment (80%)\**

*Class Test (20%) -* 15-20 short answer questions – 1 hour.

*\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.*

13.2 Reassessment methods

100% coursework

*14.* ***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* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Lectures* | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| *Seminars* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Test* | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |
| *Assignment* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

15. **Inclusive module design**

The Division 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

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

Canterbury

17. **Internationalisation**

The subject and content focuses on species conservation at the international level.

**DIVISIONAL USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 06.08.21 | Minor | Sept 21 | 5,7,11,13 | No |
|  |  |  |  |  |