1. **Title of the module**

SACO8980 (SE898) Plant Resources and their Conservation

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

School of Anthropology and Conservation

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 credits (7.5 ECTS)

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

Autumn and Spring

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

Co-requisite with SE884 Botanical Foundations in Ethnobotany

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

MSc Ethnobotany

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

8.1 discuss critically the relationship between plant species, groups or plants and the uses to which they are put, from the perspective of economic botany

8.2 deal with the threats posed by plant use through effective conservation.

8.3 understand the ways in which botanists have approached the study of plant specimen collection and taxonomy, and the role of the botanic garden in plant conservation and ethnobotanical research

8.4 present case studies through which these concepts can be thought and critiqued

8.5 develop a nuanced comparative perspective on these concepts engaging ethnographic and ethnobotanical materials

8.6 appreciate the potential challenges and benefits of ethnobotanical research in local, regional, national and international settings.

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

9.1 articulate and assess a number of botanical approaches to issues in economic botany and conservation.

9.2 understand the study of economic botany and plant conservation in relation to how the subject has developed, and the role of botanic gardens

9.3 evaluate various theories of how botanical knowledge is organized and explained

9.4 think critically in botanical terms about the relationship between plants and people

9.5 choose appropriate methods in relation to ethnobotanical questions suitable for research study

9.6 present ideas systematically and cogently both orally and in writing

9.7 interact with peers and their seminar leaders in the exchange of ideas

9.8 summarise complex material succinctly

1. **A synopsis of the curriculum**

This module covers selected aspects of botany, plant conservation, ethnobotany and botanic gardens, chosen with reference to their relevance to the Ethnobotany MSc. Students should complete the module with enhanced understanding of plant classification and the botany of selected plant families, plant conservation techniques, the role of botany in carrying out ethnobotany, and the range of work and facilities at a botanical garden.

Indicative topics are:

* Botanical information resources
* Basic taxonomy
* The role of the herbarium
* Plant systematics and family sorts
* Taxonomy of selected families
* Collecting plant specimens under tropical conditions
* Ethnobotanical research at Kew
* Yam ethnobotany
* History of economic botany and the role of the botanic garden
* Chinese herbal medicine
* Plant phytochemistry in relation to ethnobotany
* Applied Ethnobotany

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

Balick, M.J., and P. Cox 1996. *Plants, people and culture*

Harris, J.G. and M. W. Harris 1994. *Plant identification terminology*

Heywood, V. 1993*. Flowering plants of the world*

Hobhouse, H. 1992. *Seeds of change*

Lewington, A. 2002. *Plants for people*

Mabberley, D. J. 1997. *The plant book.*

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

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

Essay (3000) (100%).

13.2 Reassessment methods

Reassessment Instrument: 100% coursework.

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| *Class meetings* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Essay* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **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**

This module exposes students to a wide variety of concepts and materials from across different regions of the globe and intellectual traditions. The reading list is comprised of research produced by internationally acclaimed scholars, who contribute to the internationally shared public concerns of our times. These two elements are central to the internationalisation dimension of this module and contribute to the pedagogical cultivation of global citizenship.

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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) |
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Revised FSO Jan 2018