1. **Title of the module**

WCON3050 (DI305) Biodiversity

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 4

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

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

None

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

BSc Wildlife Conservation

BA Environmental Social Sciences

BSc Human Geography

Also available as a wild module

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

8.1 Demonstrate knowledge of environments being the result of natural processes

8.2 Demonstrate a clear understanding of the drivers of change in the natural world over space and time, demonstrating knowledge of the interactions between climate, ecosystems, and landscapes

8.3 Demonstrate a clear understanding of the biodiversity concept and the magnitude of biodiversity

8.4 Demonstrate a knowledge of how biodiversity is distributed across the planet and the key hypotheses that have been proposed to explain observed patterns in both space and time

8.5 Demonstrate an appreciation of the different use and non-use values of biodiversity, using real world examples

8.6 Demonstrate a basic knowledge of the contemporary threats to biodiversity and the ways in which conservationists attempt to protect/maintain biodiversity

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

9.1 Demonstrate advanced communication skills in order to disseminate knowledge to a range of audiences (from the general public to subject specialists)

9.2 Understand how to manage study/work time effectively

9.3 Demonstrate developed critical thinking, reading and writing skills

1. **A synopsis of the curriculum**

This module will introduce a range of fundamental concepts that underpin our understanding of biodiversity and, therefore, the conservation of biodiversity and associated ecosystem services. The differences and similarities between the multiple definitions for the term ‘biodiversity’ will be considered, in addition to examining how scientists are trying to assess the magnitude of biodiversity on the planet. Spatial and temporal patterns of biodiversity will be investigated, including how past geophysical processes have shaped biodiversity as we see it distributed across biomes today. The importance of biodiversity (both use and non-values) will be discussed – including a case study of the global carbon cycle, explaining how that links to biodiversity and ecosystem service provision. The module will then explore the contemporary threats to biodiversity and provision of associated ecosystem services, in conjunction with a broad overview of the methods conservationists employ to protect and maintain biodiversity.

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

Gaston, K.J. & Spicer, J.I. 2004. *Biodiversity: an introduction*. 2nd edition. Blackwell Science, Oxford

Caughley, G. & Gunn, A. 1996. *Conservation Biology in Theory and Practice*. Blackwell Science, Oxford

Dobson, A.P. 1996. *Conservation and Biodiversity*. Scientific American, New York

Gaston, K.J. (ed.) 1996. *Biodiversity: a biology of numbers and difference*. Blackwell Science, Oxford

Groombridge, B. & Jenkins, M.D. 2002. World *Atlas of Biodiversity: Earth’s living resources in the 21st Century*. University of California Press, London

Loreau, M., Naeem, S. & Inchausti, P. (eds.) 2002. *Biodiversity and Ecosystem Functioning: synthesis and perspectives*. Oxford University Press, Oxford

1. **Learning and teaching methods**

Total contact hours: 28

Private study hours: 122

Total study hours: 150

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

*Poster Presentation (30%)*

*Examination, 2 hour (70%).*

13.2 Reassessment methods

Reassessment Instrument: 100% exam.

1. ***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* | *8.6* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| *Seminars* |  |  |  | **X** | **X** | **X** |  | **X** | **X** |
| *Field Trip* |  |  |  | **X** | **X** |  |  | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Poster Presentation* |  |  | **X** | **X** | **X** |  | **X** | **X** |  |
| *Examination* | **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**

The scope of the module is global biodiversity, so multiple international examples are used to illustrate key principles. Furthermore, the two coursework elements (i.e. the poster and Powerpoint presentations) require students to study in depth an international case study. There is no international travel as part of this module: the field trip is within the UK

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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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 31/01/19 | Major | September 2019 | 7-10,14 | No |
| 19/12/19 | Major | September 2020 | 7,13,14 | No |