1. **Title of the module**

WCON3101 (DI310) Wildlife Conservation and Management

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 or Spring

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

Only available to students registered for BSc in Wildlife Conservation

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

BSc in Wildlife Conservation

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

8.1 Understand key human impacts on species and how multidisciplinary research can help to develop effective strategies that practically address conservation problems

8.2 Understand how ecological, population and genetic theory underlies conservation management

8.3 Gain knowledge on the assessment of priorities in conservation through practical and desk-based experience

8.4 Gain knowledge on how to appreciate the importance of habitat quality through practical experience using a relevant taxonomic group

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

9.1 Understand the theory of conservation management

9.2 Understand the application of science for effective conservation

9.3 Evidence skills in scientific writing

9.4 Demonstrate skills in drawing on different lines of scientific evidence

1. **A synopsis of the curriculum**

The aim of the module is to link theory and practice in wildlife conservation. A number of practical conservation problems will be used to introduce key theoretical concepts that underlie modern biodiversity management. Particular emphasis will be placed on the challenges of collecting useable data for understanding threats, establishing conservation priorities (at the species and habitat levels) and informing decision-making. Students will develop an understanding of the practical skills and scientific principles that underlie conservation management goals and plans at different geographical and temporal scales.

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

Begon, M., Townsend, C.R. and Harper, J.L. (2005) Ecology: From Individuals to Ecosystems. 4th Ed. Sinauer Associates, Inc.

Primack, B. (2014) Essentials of conservation biology. 6th Edition

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

Sodhi, N., and Ehrlich, P.R. (2010) Conservation biology for all. Oxford University Press (Free online)

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

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

Report (2500 words) (50%)

Examination, 2 hour (50%).

13.2 Reassessment methods

Like for Like

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* | *9.1* | *9.2* | *9.3* | *9.4* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Practical/field sessions |  | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Report  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Examination | **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 introduces students to global conservation problems in the context of cultural differences and practices between societies. Another example is conservation priority setting and assessment which is undertaken at international scales, and requires consideration of threats and wildlife population status in multiple countries.

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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) |
| 27/10/16 | Minor | Sep-16 | 13,14 | No |
| 24/01/20 | Major | Sep 20 | 7-11, 13, 17 | No |