1. **Title of the module**

WCON3111 (DI311) Principles of Biogeography and Ecology

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**

None

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

BSc Wildlife Conservation

BSc Human Geography

BSc Biology

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

8.1 understand the basics of plant biology and how this influences the formation and geographic patterning of habitats, ecosystems and biomes across the world.

8.2 understand fundamental ecological concepts and how they apply to conservation biology.

8.3 understand the core concepts of biogeography, including speciation, extinction, dispersal, continental drift and glaciation.

8.4 describe the major biomes across the world and how these have been influenced by historic, as well as contemporary, factors

8.5 appreciate how ecological and biogeographical theory can inform conservation strategies and practice, and better understand the threats to biodiversity from habitat loss and climate change

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

9.1 demonstrate added confidence and competence in their analytical skills through report writing

9.2 demonstrate competent written and verbal communication skills

9.3 demonstrate the ability to synthesise the research of others to form a coherent argument

9.4 demonstrate research skills of their own with which to identify and locate appropriate sources through library and independent research skills

1. **A synopsis of the curriculum**

The module explores the geographic patterns of biological diversity around the world (biogeography), and the relationships between plants, animals and their environment (ecology). It begins with how the physiology and reproductive biology of plants has shaped the variety of habitats, ecosystems and biomes seen in the natural world today. Key concepts and theories concerning how these geographical patterns have been affected by complex historical and current factors will also be explored. The module continues with an introduction to ecological concepts that define how species are distributed within communities and across landscapes. It concludes with a discussion of how biogeographical and ecological principles inform global conservation strategies, and help us better understand how to manage threats to biodiversity from environmental change.

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

Begon, M, Howarth, R, & Townsend, C.R (2014) Essentials of ecology. John Wiley & Sons

Cox, C, Moore, P & Ladle, R (2016) Biogeography: an ecological and evolutionary approach, 9th Ed. Wiley-Blackwell

Raven, PH (2005) Plant Biology, 7th Revised Ed. W.H.Freeman & Co Ltd.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Biogeographical case-study report (2,000 words) (30%)

Examination, 2 hour (70%)

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Report | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
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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 module aims to expose students to how biological diversity is distributed around the world, and how this is influenced by past and present processes.

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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) |
| 23/12/19 | Major | January 2021 | 5,7,13,14 | No |
|  |  |  |  |  |