1. **Title of the module**

WCON5010 (DI501) Climate Change and 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 6

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

Optional for…

BSc in Wildlife Conservation

BSc Human Geography

BA Environmental Social Science

BSc Biology

\*Inc. cognate courses

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

8.1 demonstrate a clear understanding of past, present and possible future climates;

8.2 demonstrate a detailed knowledge of the contribution anthropogenic factors have played in contemporary climate change;

8.3 demonstrate an advanced comprehension of how organisms, populations and communities have/will respond to climate change;

8.4 demonstrate synthesis of the measures that can be taken to mitigate climate change;

8.5 demonstrate critical evaluation of the various conservation actions/interventions that may be needed in a changing climate**.**

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

9.1 Communicate and disseminate knowledge effectively to a range of audiences (from the general public to subject specialists).

9.2 Demonstrate advanced analytical skills and interpret statistics.

9.3 Manage study/work time effectively.

9.4 Contribute constructively to team tasks.

9.5 Demonstrate critical thinking and reading skills.

1. **A synopsis of the curriculum**

This module will inform students how climate has influenced the diversity of life on Earth, from past to present, and its likely future impacts. We will begin with a summary of the physical science basis of contemporary climate change and the role that anthropogenic factors have played since the commencement of the industrial era. We will then explore the biological and ecological impacts of climate change on individual organisms, populations and communities, with particular emphasis given to understanding how species are responding. The module will then explore how conservation biologists are using particular interventions to ameliorate the most harmful and destabilising effects of climate change. From a more general perspective, the social, economic and political ways in which climate change can be mitigated will be assessed.

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

Brodie, J. Post, E. and Doak, D. (Editors) 2012. Wildlife conservation in a changing climate. University of Chicago Press, Chicago.

Burroughs, W.J. 2001. Climate Change: a multidisciplinary approach. Cambridge University Press, Cambridge.

Hannah, L. 2021. Climate change biology. Third Edition, Academic Press, London.

IPCC, 2014. Climate change. Sixth assessment synthesis report. (Pachauri, R.K and Reisinger, A. Editors.]). IPCC, Geneva, Switzerland. (https://www.ipcc.ch/reports/)

Peake, S. and Smith, J. 2009. Climate change: from science to sustainability. 2nd edition, Oxford University Press, Oxford

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Critical Writing Assignment (2500 words) (45%)

Computing Practical Report (2000 words) (35%)

COP briefing assignment (500 words) (10%)

COP presentation (10%)

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)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |
| Lectures & Seminars | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** |
| *Computing practical* | **x** |  | **x** |  |  |  | **x** |  | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Critical writing assignment* | **x** |  | **x** | **x** | **x** | **x** |  | **x** |  | **x** |
| *Computing practical report* | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** |
| *COP briefing assignment* | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| *COP Presentation* | **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 module provides an essential understanding of a global problem, the impacts of climate change on biodiversity and the environment. Course materials and assessments are global in scope, and designed to provide students with the necessary knowledge and understanding to be able to address climate-related issues both in the UK and abroad.

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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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/12/15 | Major | Sep 2016 | 3, 6, 7, 8, 9, 10, 11, 12, 13, 14 | No |
| 06/03/20 | Minor | September 2020 | 6 | No |

Revised FSO Jan 2018