1. **Title of the module**

WCON5180 (DI518) Contemporary Conservation Science

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

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

None

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

BSc Wildlife Conservation

BSc Environmental Social Sciences

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

8.1 place research ideas and concepts into a wider contemporary conservation context

8.2 appreciate the interplay between pure and applied conservation studies

8.3 review, summarise and commentate on current research topics

8.4 synthesise information in the specialist primary peer-reviewed journal literature, and subsequently use it to support a personal opinion

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

9.1 confidently and actively participate in research discussions so as to

9.2 understand how to manage study/work time effectively

9.3 develop critical thinking and reading skills

9.4 improve written presentation skills

9.5 successfully conduct in-depth independent library-based research

1. **A synopsis of the curriculum**

Conservationists must continually analyse relevant and topical issues in a broad, real-world context. This includes understanding contemporary research, critically evaluating its ecological, evolutionary and interdisciplinary basis, and using this information to inform effective solutions to conservation problems that are embedded in social, political and economic reality. In this module, students will use and apply knowledge/skills gained throughout their degree programme during in-depth discussions of how current research programmes, as presented at the weekly DICE seminars, fit into the wider conservation context. In addition, they will write up these evaluations as a series of ‘News and Views’ style commentary articles, as published in the top international journal Nature.

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

Relevant readings relate to the seminars in the DICE seminar series, and thus change from year to year. The following readings are examples of Nature ‘News and Views’ articles which provide a model for written assessments.

Gill, D.A. et al. 2017. Capacity shortfalls hinder the performance of marine protected areas globally. Nature 543: 665-671.

Worm, B. 2017. How to heal an ocean. Nature 543: 630-631.

Birkenbach, A.M. et al. 2017. Catch shares slow the race to fish. Nature 544: 223-226.

Rosenberg, A.A. 2017. The race to fish slows down. Nature 544: 165-166.

Stegen, G. et al. 2017. Drivers of salamander extirpation mediated by *Batrachochytridium salamandrivorans*. Nature 544: 353-356.

Fisher, M.C. 2017. In peril from a perfect pathogen. Nature 544: 300-301.

Carvell, C. et al. 2017. Bumblebee family lineage survival is enhanced in high-quality landscapes. Nature 543: 547-549.

Lozier, J.D. 2017. A helping habitat for bumblebees. Nature 543: 498-499.

1. **Learning and teaching methods**

Total contact hours: 23

Private study hours: 127

Total study hours: 150

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

Written assignment 1 (2 pages) (33.3%)

Written assignment 2 (2 pages) (33.3%)

Written assignment 3 (2 pages) (33.4%).

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** |  |  |  |  | **x** |  |  |
| Seminar discussion groups | **x** | **x** | **x** | **x** | **X** |  | **x** |  |  |
| Private Study | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** |  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Essay 2 | **x** |  | **x** | **x** |  | **x** | **x** | **x** | **X** |
| Essay 3 | **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**

Students will be asked to analyse, challenge and understand the topical issues of conservation in a real-world context. This includes understanding contemporary research, critically evaluating its ecological, evolutionary and interdisciplinary basis, and using this information to inform effective solutions to conservation problems that are embedded in social, political and economic reality, both in the UK and worldwide.

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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) |
| 06/10/17 | Minor | September 2017 | 12 | No |
|  |  |  |  |  |

Revised FSO Jan 2018