1. **Title of the module**

WCON5210 (DI521): Saving EndangeredSpecies

1. **Division or partner institution which will be responsible for management of the module**

Division of Human and Social Sciences

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 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

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

None

1. **The course(s) of study to which the module contributes**

Optional for:

BSc in Wildlife Conservation (and cognate programs)

BA Environmental Social Sciences

BSc Anthropology

BSc Biological Anthropology

BSc Human Biology and Behaviour

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

8.1 Have a detailed appreciation of the concept of species within the wider context of conservation.

8.2 Understand the concept of – and how to quantify - extinction risk

8.3 Critically evaluate the merits of different population recovery techniques including approaches to captive-breeding.

8.4 Recognise the importance of health and disease monitoring of wildlife in the context of endangered species management.

8.5 Demonstrate a detailed knowledge of case studies of international species recovery programmes, and an understanding of reasons that may underpin their success or failure.

8.6 Prioritize conservation management interventions at the species level within a wider context of the main causes of population decline.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Communicate succinctly the subject matter of practical tasks in group-based activities
   2. Work independently, manage their own learning and development, including time management and organisational skills.
   3. Critically evaluate information from multiple sources regarding for example, a particular case study (or case studies).
   4. Devise and sustain reasoned arguments founded on independent research
2. **A synopsis of the curriculum**

This module examines today’s cutting-edge techniques that are available to wildlife biologists attempting to save some of the world’s most critically endangered species from extinction. The module exposes students to the challenges of recovering endangered species, including a range of perspectives from priority-setting and resource allocation, to small population biology and the role of zoo collections. The module examines a number of cross-cutting themes relevant to recovering endangered species, including the management of invasive species, leadership of species recovery programmes, island endemic species, species of extreme rarity, reintroduction biology and managing infectious disease in conservation programmes. Throughout the module iconic case histories are examined and used as a way to consider the reasons why some programmes are successful whilst others fail. The consideration of topics and case studies leads to a reappraisal of particular approaches to species conservation such as institutional priority-setting, field infrastructures and leadership styles which tomorrow’s wildlife biologists will need in order to restore endangered species in the future.

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

Ewen, J. (2012) *Reintroduction Biology: Integrating Science and Managemen*t Wiley-Blackwell.

Sutherland B., I. Newton and R Green. (2004), *Bird Ecology and Conservation: A Handbook of Techniques* (core). Oxford University Press.

Whittaker, R. (1998). *Island Biogeography: Ecology, Evolution, and Conservation* (core). Oxford University Press

Norris K. and D. Pain. (2002). *Conserving Bird Biodiversity: General Principles and their Application* (core). Cambridge University Press.

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

Caughley, G and A. Gunn. (1996) *Conservation Biology in Theory and Practice* (Core). Blackwell Science.

Powell, A (2008). *The Race to Save the World's Rarest Bird: The Discovery and Death of The Poâ°ouli*, Stackpole Books.

Turvey, S (2009). *Witness to Extinction: How We Failed to Save The Yangtze River Dolphin*. Oxford University

Juniper, T (2002). *Spix's Macaw: The Race to Save the World's Rarest Bird*, Fouth Estate.

MacDonald, P (2010). *Facing Extinction: The World's Rarest Birds and the Race to Save Them*, T & AD Poyser.

Nicholls, H (2006). *Lonesome George: The Life and Loves of a Conservation Icon*, Macmillan.

1. **Learning and teaching methods**

Contact Hours: 28

Private Study: 122

Total Hours: 150

1. **Assessment methods**

Abstract of Critical Review - abstract of 1000 words: (20%)

Critical Review - 4000 words (80%)\*

This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

13.2 Reassessment methods

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures |  | X | X | X | X | X | X | X | X | X | X |
| Seminars |  | X | X | X | X | X | X | X | X | X | X |
| Private Study |  | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Abstract of Critical Review |  |  | X |  | X |  |  |  | X | X |  |
| Critical Review |  | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division 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 focuses on recovery of endangered species and therefore has an inherent international focus given that the most iconic case studies in endangered species recovery are found worldwide (Specific Learning outcome 8.5).

**DIVISIONAL USE ONLY**

**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) |
| 06.08.21 | Minor | Sept 21 | 5,6,7,9,10,12,13,14 | No |
|  |  |  |  |  |