1. **Title of the module**

WCON5450 (DI545) Conservation Policy and Practice

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**

None

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

BSc Wildlife Conservation

BSc Human Geography

BSc Environmental Social Science

BSc Human Ecology

Also available as Wild

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

8.1 Describe key multilateral international policy agreements that are directly relevant to biodiversity conservation (e.g. the CBD, CITES, CMS, UNCCD, and the UN Sustainable Development Goals), and critically evaluate their importance for conservation

* 1. Understand and explain key mechanisms through which governments, business and non-governmental organisations engage with biodiversity impacts in practice (e.g. regulatory compliance, Environmental Impact Assessment, Environmental Management Systems, Corporate Responsibility programmes, Supply Chain management)
  2. Explain how governments, business and non-governmental organisations contribute to the process for the negotiation and agreement of conservation policy targets (e.g. the Aichi Targets and their post-2020 successors), as well as monitoring progress towards those targets
  3. Demonstrate a critical awareness of the prominent tools and methods used by governments, business and non-governmental organisations in evaluating, managing and mitigating their biodiversity impacts.

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

9.1 critically evaluate assumptions made by themselves and others, in such a way as to identify a range of solutions to new problems

9.2 communicate information, ideas and solutions to non-specialist audiences

9.3 demonstrate the capacity for decision-making in complex, real-world contexts

9.4 demonstrate the ability to identify further training needs of a professional nature

1. **A synopsis of the curriculum**

The module will examine the way in which biodiversity conservation activities are widely implemented in practice and on the ground, particularly by organisations for which conservation is not the primary focus. As such, relevant regulatory and voluntary principles that govern the conservation actions of businesses and governments will be explored, alongside some of the more influential multilateral conservation policies.

The pathways by which scientific evidence is integrated into policy and practice will be illustrated using some case studies. Consultation processes, as well as the role of government and non-government organisations in formulating and implementing policy and practice will be explored.

Ultimately, the goal of the module is to better equip students to practice conservation in a non-conservation organisational setting once they have completed their programmes.

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

Cardinale, Primack, Donovan and Murdoch (2019) *Conservation Biology*

Oldfield (2003) *The trade in wildlife regulation for conservation*

Bowman (2010) *Lyster's International Wildlife Law*

Balmford et al. (2005) *The Convention on Biological Diversity's 2010 Target.* Science **307**(5707)

Butchart et al. (2010) *Global Biodiversity: Indicators of Recent Declines.* Science **328**(5982)

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

Case-study (2,000 words) (30%)

Examination, 2-hour (70%)

13.2 Reassessment methods

Reassessment Instrument: 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** |  |
| Lecture | **x** | **x** | **x** |  | **x** |  | **x** |  |
| Seminar |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Case-study | **x** |  |  | **x** | **x** | **x** | **x** | **x** |
| Exam | **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 aims to expose students to how conservation related policies, both national and international, and how they shape global conservation practice.

**FACULTIES SUPPORT OFFICE 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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