## KentVision Code and title of the module

WCON3101 Wildlife Conservation and Management

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Anthropology and Conservation

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

***Compulsory to the following courses:***

* BSc Wildlife Conservation and cognate courses

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

8.1 Understand key human impacts on species and how multidisciplinary research can help to develop effective strategies that practically address conservation problems

8.2 Understand how ecological, population and genetic theory underlies conservation management

8.3 Gain knowledge on the assessment of priorities in conservation through practical and desk-based experience

8.4 Gain knowledge on how to appreciate the importance of habitat quality through practical experience using a relevant taxonomic group.

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

9.1 Understand the theory of conservation management

9.2 Understand the application of science for effective conservation

9.3 Evidence skills in scientific writing

9.4 Demonstrate skills in drawing on different lines of scientific evidence.

## A synopsis of the curriculum

The aim of the module is to link theory and practice in wildlife conservation. A number of practical conservation problems will be used to introduce key theoretical concepts that underlie modern biodiversity management. Particular emphasis will be placed on the challenges of collecting useable data for understanding threats, establishing conservation priorities (at the species and habitat levels) and informing decision-making. Students will develop an understanding of the practical skills and scientific principles that underlie conservation management goals and plans at different geographical and temporal scales.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

## Assessment methods

* 1. Main assessment methods

Report (2500 words) (50%)

Examination, 2 hour (50%)

13.2 Reassessment methods

Like for like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | **8.1** | **8.2** | **8.3** | **8.4** | **9.1** | **9.2** | **9.3** | **9.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | x | x |  |  | x | x | x | x |
| Lectures | x | x | x | x | x | x |  |  |
| Practical/field sessions |  | x | x | x | x | x |  | x |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | **8.1** | **8.2** | **8.3** | **8.4** | **9.1** | **9.2** | **9.3** | **9.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Report | x | x | x | x | x | x | x | x |
| Examination | x | x | x | x | x | x | x | x |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module introduces students to global conservation problems in the context of cultural differences and practices between societies. Another example is conservation priority setting and assessment which is undertaken at international scales, and requires consideration of threats and wildlife population status in multiple countries.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 27/10/16 | Minor | Sep-16 | 13,14 | No |
| 24/01/20 | Major | Sep 20 | 7-11, 13, 17 | No |