## KentVision Code and title of the module

WCON5210 Saving EndangeredSpecies

## 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 6

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

15 (7.5 ECTS)

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

Autumn and Spring

1. **P**rerequisite and co-requisite modules and/or any module restrictions

This module includes an optional field trip for which numbers may be restricted for logistical reasons. Places on the trip will be prioritised for Wildlife Conservation students and for those that did not take part in the international residential field trip as part of WCON5350. if still oversubscribed, random allocation for the field trip will take place.

Please note that students will be responsible for funding their own travel to Jersey (up to £60 will be reimbursed).

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

Optional for:

* BSc in Wildlife Conservation (and cognate courses)
* BA Environment and Sustainability (and cognate courses)
* BSc Anthropology (and cognate courses)
* BSc Biological Anthropology (and cognate courses)
* BSc Human Biology and Behaviour (and cognate courses)
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:**

9.1 Communicate succinctly the subject matter of practical tasks in group-based activities

9.2 Work independently, manage their own learning and development, including time management and organisational skills.

9.3 Critically evaluate information from multiple sources regarding for example, a particular case study (or case studies).

9.4 Devise and sustain reasoned arguments founded on independent research.

## 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.

This module includes an optional two day field course to the Durrell Conservation Academy in Jersey. The 2-day workshops will allow students to (i) understand the role that zoos and captive management can play in biodiversity conservation, (ii) become acquainted with the conservation work of DCA and WT, (iii) interact with conservation/zoo staff during taught sessions and seminars, (iv) gain a first-hand impression of the hands-on captive management and other field techniques necessary to conserve endangered species, and (v) learn about associated field projects worldwide and in the UK currently undertaken by DCA and WT. Students will be reimbursed for up to £60 for the cost of their travel to Jersey but will need to meet the remaining travel costs. The cost of accommodation and full board at the Durrell Conservation Academy will be covered by the School of Anthropology and Conservation.

Students who do not participate in the field trip will still meet the module learning outcomes through the teaching events and assessments taking place throughout the module duration.

## 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

Contact Hours: 28

Private Study: 122

Total Hours: 150

## Assessment methods

Abstract of Critical Review – abstract of 500 words (20%)

Critical Review – 4,000 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

## 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 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| Lecture | X | X | X | X | X | X | X | X | X | X |
| Seminar | X | X | X | X | X | X | X | X | X | X |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Abstract of Critical Review  |  | X |  | X |  |  |  | X | X |  |
| Critical Review  | X | X | 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 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**

**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) |
| --- | --- | --- | --- | --- |
| 06.08.21 | Minor | Sept 21 | 5,6,7,9,10,12,13,14 | No |
| 24.05.23 | Major | September 2024 | 6, 7, 10, 13 |  |