1. **Title of the module**

DICE1001 (DI1001) Multidisciplinary Perspectives on Conservation

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 7

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**

MSc Conservation Biology

MSc Conservation and Tourism

MSc Conservation and International Wildlife Trade

MSc Conservation and Rural Development

MSc Conservation Project Management

MSc Conservation and Primate Behaviour

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

8.1 demonstrate knowledge and understanding of the definitions of biodiversity;

8.2 demonstrate knowledge and understanding of population and community ecology and how these relate to biodiversity management at different spatial scales;

8.3 demonstrate knowledge and understanding of the principles of genetics and how this relates to biodiversity management;

8.4 demonstrate knowledge and understanding of practical methods that can be used to measure biodiversity at the genetic, species and ecosystem levels;

8.5 demonstrate a critical understanding of how natural science approaches to conservation complement social science approaches to conservation, and the challenges of working across disciplinary boundaries;

8.6 demonstrate an understanding of some of the major social science approaches to the environment and conservation;

8.7 demonstrate familiarity with, and ability to critically synthesise, several specific social science issues in conservation policy and practice, and an understanding of the processes by which such debates are negotiated. The specific issues that will be included will vary from year to year depending upon contemporary debates and upon current research activities of the contributing staff.

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

9.1 demonstrate independent study skills: time management, self-direction, organisation and assimilation of information;

9.2 demonstrate literature searching and the ability to synthesise materials into a coherent account;

9.3 critically analyse and reflect;

9.4 demonstrate problem-solving skills relevant to conservation including the ability to review complex issues

1. **A synopsis of the curriculum**

This module is designed to provide students from a diverse range of disciplinary backgrounds with a broad overview of different natural and social science approaches to conservation. It will introduce students to the fundamental concepts that underpin biodiversity management, as well as facilitating the development of professional skills that will enable them to work successfully with individuals/organisations operating across the environmental and conservation sectors. The focus will be on understanding how different disciplinary perspectives can contribute to problem-solving in practice.

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

* Adams, W.M. (2004). Against extinction: the story of conservation. Earthscan.
* Frankham, R., Ballou, J.D. and Briscoe, D.A. (2004). A primer of conservation genetics. Cambridge University Press.
* Gaston, K.J. and Spicer, J.I. (2004). Biodiversity – An Introduction. John Wiley & Sons (2nd Ed.).
* Groom, M. J., Meffe, G.K. et al. (2006). Principles of conservation biology. Third Edition, Sinauer Associates.
* Hill, C.M, Webber, A.D. and Priston, N.E.C. (2017). Understanding Conflicts about Wildlife: A Biosocial Approach. Berghahn  Press
* Mulder, M.B. and Coppolillo, P. (2005). Conservation: linking ecology, economics and culture. Princeton University Press.
* Perman, R., Ma, Y., Common, M. and McGilvray, J. (2011). Natural resource and environmental economics. Addision Wesley (4th Ed.).

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 118

Total study hours: 150

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

Three paper review, 1700 words (50%).

Consultancy report, 2,000 words (35%).

Oral Presentation (15%).

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* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |  |
| *Lectures: natural science* | **x** | **x** | **x** | **x** | ***x*** |  |  | **x** | **x** | **x** | **x** |
| *Lectures: social science* |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Field visit with lectures* |  | **x** |  |  |  |  |  |  |  |  | **x** |
| *Independent study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Oral presentation* |  |  |  |  | **x** |  |  |  | **x** | **x** | **x** |
| *Three paper review* | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |
| *Consultancy report* |  |  |  |  | **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**

This module exposes students to the global dimensions and relevance of conservation biology and social science today, while encouraging a critical understanding of how the natural and social sciences and different methodologies critically complement one when it comes to addressing conservation challenges. Case studies presented and reviewed come from different parts of the world and students are exposed to a wide breadth of research produced by prominent international research experts and groups, including international collaborative efforts. These elements are central to the internationalisation dimension of this module and its global scope.

**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) |
| 05/08/2016 | Minor | September 2016 | 13 |  |
|  |  |  |  |  |

Revised FSO Jan 2018