1. **Title of the module**

SACO8840 (SE884) Botanical Foundations of Ethnobotany

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 Ethnobotany

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

8.1 identify and collect a variety of plant material and process them into herbarium voucher specimens

8.2 source, critically evaluate, synthesise and present botanical, anthropological and other pertinent ethnobotanical information regarding particular plant species

8.3 identify plants that belong to two of the major plant families of Ethnobotanical interest

8.4 be familiar with a variety of plants and their characteristics, which belong to of the ‘functional groups’.

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

9.1 articulate and assess a number of botanical approaches to the classification of plants

9.2 understand the study of ethnobotany in relation to how the subject has developed

9.3 critically evaluate botanical information

9.4 present ideas systematically and cogently both orally and in writing

9.5 interact with peers and their seminar leaders in the exchange of ideas

9.6 summarise complex material succinctly

1. **A synopsis of the curriculum**

This module deals with botanical principles and practical taxonomic skills that every ethnobotanist should be familiar with. It includes an examination of different ways of organising plants, especially standard taxonomy and phylogeny. It also explores the various ways humans have used and valuated botanical resources. Some of the module will be devoted to the presentation by the students of a series of plant profiles that will result in a reference database of important plants that the students can use throughout their careers as ethnobotanists. Students will also receive training in handling botanical materials, producing voucher specimens and learning to use keys and floras to identify plants.

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

Rose, Francis: 1981. The Wildflower Key: a guide to plant identification in the field of the British Isles and NW Europe. London: Frederick Warne and Co.

Heywood, V.H. 1993. Flowering Plants of the World. New York: Oxford University Press

Harris, J.G. & Harris, M.W. 2001. Plant Identification Terminology. An Illustrated Glossary. Spring Lake Publishing.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 126

Total study hours: 150

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

Plant Profiles (40%)

Herbarium Voucher Specimens (30%)

Class Test (30%).

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| *Class meetings* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Plant profiles* |  | **X** |  |  | **X** | **X** | **X** |  |  | **X** |
| *Voucher specimens* | **X** |  | **X** | **X** | **X** |  |  |  |  |  |
| *Presentations* |  | **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 a wide variety of concepts and methods from botany and its use in ethnobotanical research, emphasizing the commonalities and differences in plant use across different regions of the globe.

**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.**

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| --- | --- | --- | --- | --- |
| 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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Revised FSO Jan 2018