1. **Title of the module**

WCON5050 (DI505) Key Issues in Conservation

1. **Division 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 courses of study to which the module contributes**

Compulsory on BSc Wildlife Conservation

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

8.1 demonstrate a sound understanding of current key issues in biodiversity and conservation

8.2 develop an enhanced understanding of some important concepts in conservation science

8.3 demonstrate skills in critical thinking, and theoretically apply these to conservation problems

8.4 understand how current issues impact on conservation practice

8.5 explore potential future issues in conservation

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

9.1 demonstrate added confidence and competence in their critiquing skills

9.2 demonstrate heightened ability to express themselves in speech and in writing

9.3 demonstrate heightened competence in communication more generally

9.4 synthesise the research of others and form a coherent argument with it

9.5 develop research skills of their own with which to identify and locate appropriate sources

1. **A synopsis of the curriculum**

The aim of this module is to examine emerging and controversial topics in conservation biology and to help students develop conceptual and critical thinking. Each week a topic is introduced in the lecture and discussed in seminar later in the week. You will be given papers on Moodle to read and evaluate before the seminar. Indicative topics that will be critically evaluated during the course include: developing sustainable use strategies for over-exploited species, wildlife trade and hunting, the roles of zoos in conservation, farming systems and conservation, conservation in the UK, habitat fragmentation, the impact of emerging infectious diseases, and the importance of reintroduction for recovery of threatened species.

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

Ewen, J.G. 2012 Reintroduction biology: integrating science and management. Wiley-Blackwell, Oxford

Gaston, K.J. and Blackburn, T.M. 2000 Pattern and Process in Macroecology. Blackwells.

Gaston, K.J. and Spicer, J.I. 2004 Biodiversity: An Introduction. Blackwell Publishing

Milner-Gulland, E.J. and Rowcliffe, J.M. 2007. Conservation and Sustainable Use: A Handbook of Techniques. Oxford University Press

Osborne, P.L. 2000. Tropical Ecosystems and Ecological Concepts. Cambridge University Press

Pimm, S.L. 1991 The Balance of Nature: Ecological Issues in Conservation of Species and

 Communities. University of Chicago Press, Chicago

Sodhi, N.S. 2007. Tropical Conservation Biology. Blackwell Publishing.

Zimmermann, A. 2007 Zoos in the 21st century: catalysts for conservation? Cambridge University Press.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

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

Written Report (50%)

Examination, 2 hour (50%).

13.2 Reassessment methods

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* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Lectures** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  |  |
| **Discussion sessions** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Private study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Report* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Exam* | **X** | **X** | **X** | **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**

The course addresses major international issues that impact on species, habitats and human societies, such as climate change, invasive species and emerging infectious disease.

**DIVISIONAL 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 CLOs (Q6&7 cover sheet) |
| 23/12/19 | Major | September 2020 | 1,5,8,11,14 | No |
| 21.07.21 | Minor | September 2021 | 7,8,9,10,14 | No |