1. **Title of the module**

WCON5100 (DI510) Field Ecology of Temperate Environments

1. **Division or partner institution which will be responsible for management of the module**

Division of Human & Social Sciences

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**

Pre-requisite: WCON5390 Applied Ecology and Conservation

1. **The course(s) of study to which the module contributes**

Optional for: BSc. Wildlife Conservation (and cognate courses)

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

8.1 Apply principles in population and community ecology to key landscape management and conservation questions.

8.2 Understand the characteristics and ecological processes that define temperate ecosystems and their wildlife.

8.3 Gain theoretical and direct experience of the major conservation issues surrounding temperate ecosystems, particularly in Europe.

8.4 Critically evaluate the concept of restoration and rewilding.

8.5 Apply practical and analytical skills concerning ecological survey techniques and assessment methods for a range of temperate biota.

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

9.1 Make effective use of information sources.

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

9.3 Understand and explain the theoretical, technical or applied dimensions of a problem.

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

1. **A synopsis of the curriculum**

This is a field-based module designed to provide students with first-hand experience of ecological processes, biodiversity and conservation issues associated with temperate environments. The British Isles support a variety of temperate ecosystems, which are often highly managed and compete for space with growing urbanisation and agricultural development. Many of the trade-offs between development and conservation can therefore be critically explored here in the UK. Topics to be covered in the curriculum include:

* Ecological management of key temperate habitats
* Practical training in ecological techniques and survey methods for a range of taxonomic groups
* Anthropogenic factors affecting protected and rare species in the UK
* Species recovery, restoration and/or rewilding programmes in the UK

Students will spend time working on ecological questions in temperate habitats, with an emphasis on practical training in ecological survey and assessment methods. Teaching on conservation will be integrated to gain direct appreciation of the issues, problems and solutions surrounding wildlife in temperate systems.

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

Begon, M., Townsend, C.R. and Harper, J.L. (2005) Ecology: From Individuals to Ecosystems. 4th Ed. Blackwells.

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

Howell, E. (2012) Introduction to restoration ecology. Island Press

Sinclair, A.R.E. (2006) Wildlife ecology, conservation, and management. Blackwell.

Sutherland, W, J. (2006) Ecological Census Techniques. Cambridge University Press

Tree, I. 2018. Wilding. Picador

1. **Learning and teaching methods**

Total contact hours 40 hours

Total private study hours 110 hours

Total module study hours 150 hours

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

Written Assignment 1 (2,500 words) 50%

Poster 50%

13.2 Reassessment methods

100% coursework (2000 words)

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study |  | **X** | **X** | **X** |  | **X** |  | **X** | **X** |
| Lectures |  | **X** | **X** | **X** |  |  |  |  |  |
| Seminars (field) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Written assignment | **X** | **X** | **X** | **X** |  | **X** |  | **X** | **X** |
| Poster | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |

1. **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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and field sites

1. **Internationalisation**

The module provides an essential practical application for the conservation of wildlife. The assessment methods are designed to enable students to successfully complete their own independent projects and data gathering when they are out in the field, both abroad and at home. The module addresses major international issues that impact on species, habitats and human societies, including climate breakdown, and the loss of ecosystem functions provided by biodiversity.

**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.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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