Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

……… LTC Biosciences School 18.3.15 ……….(date)

**MODULE SPECIFICATION**

1. **Title of the module**

BI665 Conservation and Wildlife Heritage

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

Canterbury College

1. **Start date of the module**

September 2015 (Revised version start date September 2009)

1. **The number of students expected to take the module**

20

1. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**

Not Applicable

1. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**

Honours H

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS Credits)

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

Term 1 and 2. (Weeks 1-30)

1. **Prerequisite and co-requisite modules**

There are no prerequisite or co-requisite modules

1. **The programmes of study to which the module contributes**

BSC Animal Science and BSc (Hons) Animal Biology and Wildlife Conservation

1. **The intended subject specific learning outcomes**

On successfully completing the module students will be able to:

1. Critically debate the historic and current impacts of anthropogenic activity on the natural environment and analyse the influence of changing human perceptions
2. Critically analyse cultural variations in attitude towards conservation and the natural environment
3. Critically evaluate the implementation of policies and directives in relation to key contemporary ideas and philosophies of conservation and wildlife heritage
4. Have a systematic understanding of, investigate and debate future trends and business opportunities within the arena of nature conservation and wildlife heritage
5. **The intended generic learning outcomes**

On successfully completing the module students will be able to:

1. Apply methods and techniques learned to scan and organise data, abstract meaning from information and share knowledge with others
2. Work and study independently utilising initiative and taking personal responsibility
3. Manage their own learning
4. Critically evaluate arguments, assumptions and concepts to make judgements
5. Communicate information to both specialist and non-specialist audiences
6. **A synopsis of the curriculum**

The Indicative content will include topics such as:

The exploration of the relationship mankind has with the natural world

Animal conservation in the wider conservation agenda.

The effects on the environment of human activities will be analysed in relation to perceptions of animal populations as part of the natural world.

Historic and contemporary aspects will be considered in respect of changing knowledge and values on local, national and international scales.

Different cultural attitudes towards the natural environment and conservation will be examined.

Key contemporary ideas and global issues:

The trade in exotic animals,

Game reserves,

Ecotourism both at home and abroad,

Carbon footprint philosophy,

Sustainability and energy costing,

The conservation roles of authorities such as governments and organisations will be explored in terms of national and international policy and legislation.

The contemporary and future sustainable business opportunities will be analysed and assessed in relation to the expected demands of the 21st century.

1. **Indicative Reading List**

Macdonald, DW. Loveridge AJ, (2010) *AJ. Biology and Conservation of Wild Carnivores: The Canids and the Felids Two-Volume Set (Oxford Biology)* Oxford:Oxford University Press

# Mulder M B and Coppolillo P (2004) *Conservation: Linking Ecology, Economics, and Culture*, New Jersey: Princeton University Press,

Quammen D (1997) *The Song of the Dodo*, New York:Simon & Schuster

# Scott Mills L (2006) *Conservation of Wildlife Populations: Demography, Genetics, and Management*, New Jersey:Wiley Blackwell,

1. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Hours** | **Subject LOs** | **Generic LOs** |
| Lectures | 20 | 11.1, 11.2, 11.3, 11.4 | 12.1-12.5 |
| Seminars | 19 | 11.1, 11.2, 11.3, 11.4 | 12.1-12.5 |
| Workshops | 6 | 11.2 | 12.1-12.5 |
| Independent study | 105 | 11.1, 11.2, 11.3, 11.4 | 12.1-12.5 |
| **Total hours** | 150 |  |  |

1. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

This module will be assessed by 50% examination and 50% coursework

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Weighting** | **Subject LOs** | **Generic LOs** |
| Essay and Presentation1500 words  | 50% | 11.1, 11.4 | 12.1, 12.2, 12.3, 12.4, 12.5. |
| Essay based on the historic and current impacts of anthropogenic activity on the natural environment and analyses of the influence of changing human perceptions and presentation using appropriate media. |
| 2 hr Examination | 50% | 11.2, 11.3. | 12.1, 12.2, 12.4, 12.5. |
| A examination focused on the critically analyses and evaluation of cultural variations in attitude towards conservation and the natural environment and the implementation of policies and directives in relation to key contemporary ideas and philosophies of conservation and wildlife heritage |

1. **Implications for learning resources, including staff, library, IT and space**

There are no additional implications for the HE study centre or LRC.

1. **The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.**
2. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury College

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 20 and 21. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

1. **Partner College/Validated Institution:**

Canterbury College

1. **University School responsible for the programme:**

Biosciences School