1. **Title of the module**

BICC5240 (BI524) Introduction to Conservation

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

School of Biosciences/East Kent College Group

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

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 & Spring & Summer

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

None

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

HND/C Applied Animal Science

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Evaluate relationships between living organisms and their environments, and discuss concepts of genetic diversity
3. Demonstrate critical understanding of the principal threats currently facing wildlife and the environment
4. Critically evaluate the main strategies utilised to try to avert these threats and the extent to which they are successful.
5. Identify key UK conservation organisations and evaluate their roles and how they achieve their goals.
6. Explain the role of legislation and discuss sustainable development in conservation.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Demonstrate critical thinking skills
9. Analyse problems and identify appropriate solutions
10. Utilise resources effectively
11. Demonstrate communication and report writing skills
12. Demonstrate effective self-management skills
13. **A synopsis of the curriculum**

This module aims to provide students with the key knowledge and understanding of conservation concepts and strategies that need to be applied to endangered species and environments. Specific examples will be assessed.

It considers the major factors affecting loss of habitats and species extinction nationally and internationally and evaluates the steps that are being taken to try and limit the losses.

The module will include:

* Relationships between living organisms and their environments, concepts of genetic diversity
* Species habitat requirements and habitat loss, locally and globally
* Extinction and rarity, endangered species, invasive and introduced species
* Over-exploitation of natural resources
* Ethical and legal issues and considerations, policies and legislation
* Governmental and non-governmental conservation organisation and bodies, examine current species conservation action plans and programmes
* Measure to promote conservation, including protected areas, captive breeding, species reintroduction and conservation education
* Guest speakers and field visits such as to local nature reserves for examples of practical conservation management techniques.
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Biodiversity Group Report*, Sustaining the Variety of Life - Five Years of the UK Biodiversity Action Plan,* DEFRA (2002)

Meffe G K and Carroll C R, *Principals of Conservation Biology,* 2nd edition, Sinauer (1997)

McKee J K, *Sparing Nature - The Conflict between Human Population Growth and Earth’s Biodiversity,* Rutgers University Press (2003)

McNeely J A and Scherr S J, *Ecoagriculture - Strategies to Feed the World and Save Wild Biodiversity,* Island Press (2002)

Oldfield, S (ed), *The Trade in Wildlife – Regulations for Conservation,* Earthscan (2003)

Pullins A S, *Conservation Biology,* Cambridge University Press (2002)

Williams B et al, *Analysis and Management of Animal Populations,* Academic Press (2002)

1. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

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

Assignment (2,500 words) - 50%

Time constrained assignment - 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)***

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| **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** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **X** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** | **x** | **X** | **X** | **x** | **x** | **x** |  |  |
| *Seminars* |  | **x** |  |  | **X** | **x** | **x** | **x** | **x** |  |
| *Workshops* | **x** |  |  |  | **X** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essay*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *TCA* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |

1. **Inclusive module design**

The Partner Institution 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 College

1. **Internationalisation**

Conservation and ecology engages individuals, local communities, state governments, nongovernmental organisations, and international organisations. There has been tremendous, accelerating increase in interaction among all participants across the international arena, significant consideration has been paid to how to conceptualise cultural heritage. This is debated throughout the module.

1. **Partner College/Validated Institution**

East Kent College Group

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

School of Biosciences

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**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 Feb 2018