



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--------------------------------------|--------------------|------------------|
| Module Title | Wildlife and Society | | |
| Module Code | USSK5D-30-1 | Level | Level 4 |
| For implementation from | 2020-21 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Faculty of Health & Applied Sciences | Field | Applied Sciences |
| Department | HAS Dept of Applied Sciences | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: This module introduces key concepts underpinning the discipline of Conservation Biology. It examines how conservation problems and their solutions relate to social, political and economic imperatives, and the broad methods conservation organisations use to effect change. Specifically this module will introduce the following:</p> <p>Introduction to Biodiversity and Conservation: What biodiversity is and where it is found. Economic and social values of biodiversity. Threats to biodiversity and drivers of extinction.</p> <p>Society: Historical impacts of environmental degradation on human societies. Different cultural and religious perspectives on environment. Historical growth of environmentalism and impact on global societies, economies and politics. Introduction to political ecology. Shaping the agenda and roles of pressure groups and industry at local and national level.</p> <p>Sustainable Development: What is Sustainable Development? The meaning of the ‘three pillars of Sustainable</p> |

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Development' – economic development, social development and environmental protection. Introduction of Sustainable Development models, The Natural Step, Twelve Capitals, and the triple Bottom Line.

Economics:

Introduction to economic concepts: supply and demand, allocation of resources, marginal principle, scarcity, tragedy of the commons. Economic theory in relation to environmental issues. Economic-based approaches to valuing ecosystems and solving environmental problems (payments for ecosystem services; trading permits; carbon and biodiversity offsetting, taxes).

Policy Making and Implementation:

Legislative framework for policy making: Parliament, local authorities, the European Union. The Governmental institutions involved in the implementation of Sustainable Development initiatives (government departments, local authorities, Environment Agency etc). Global policy frameworks – World Summit on Sustainable Development outputs, Millennium Development Goals and UN Conventions on Climate Change, Desertification and Biodiversity. Scientific controversies with reference to contemporary issues for example Fracking and GM case studies.

Meet the Employers:

Introduction to the different organisations working to benefit biodiversity, how they carry out their work and what opportunities they offer for student involvement.

Teaching and Learning Methods: A variety of teaching and learning approaches will be employed. The module will be delivered using interactive lectures combined with workshops and field visits where appropriate. Lectures will be used to introduce main concepts and to guide and inform student centred learning while workshops will provide students the opportunity to discuss issues in-depth. These will be further supported by field visits to local conservation practitioners which will enable students to experience real-world conservation work first hand. Student learning will be supported through the University's E-Learning Environment, Blackboard. A culture of continuous learning will be developed through the implementation of regular on-line discussion groups which discuss identified topics in-depth. All sessions will be used to inform and provoke the process of critical thinking and awareness required for levels 2 and 3.

The module places considerable emphasis on recognising and using subject-specific theories, paradigms, concepts and principles. The module will introduce the idea of analysing, synthesising and summarising information critically, including prior research. Learning methods include the application of knowledge and understanding to address familiar and unfamiliar problems.

Scheduled learning includes interactive lectures, workshop and supervised fieldwork.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Scheduled learning: Students can expect to receive a minimum of 66 hours taught material. This will be delivered as Interactive lectures and lectorials (36 hours) Workshops (12 hours) field practicals and visits (18 hours). Field visits may include trips to local employers to develop practical skills directly related to students' employability, where possible.

Independent learning: Students are expected to spend 234 hours on independent learning tasks and preparation of assessments.

Part 3: Assessment

The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom. Assessments includes both summative (assessment that contributes to module mark) and formative (assessment that does not contribute to module mark) assessment and feedback opportunities.

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Component A comprises an online exam, with a 24 hour submission window, which takes place at the end of the year. The paper is a combination of multiple choice and longer answer questions, designed to test both the breadth of the students' subject knowledge (multiple choice questions), and their understanding of key concepts (longer answer questions). This component will test learning outcomes 1, 2 and 3.

The Coursework component of the assessment (component B) is made up of two elements. Element one is a Reflective Report which requires students to assess the different methods used by conservation organisations and, based in part on their direct experiences of meeting employers, develop their own beliefs, priorities and planned actions towards benefitting biodiversity (1500 words, worth 40% of total module marks). Element two is a group presentation about the work of a given conservation organisation (20% of module marks, includes submission of Minutes of preparation meetings detailing actions etc to allow for an individual mark to be assigned). This component will test learning outcomes 4 and 5.

Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class and on-line tests and quizzes, problem-solving workshops, and model answers for past exam questions.

Assessment criteria will be made available to the students in the module guide at the start of the module. All work is marked using the Department's Generic Assessment Criteria, which in turn has been developed with reference to a range of external reference points, including the QAA Code of Practice on Assessment of Students, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

| First Sit Components | Final Assessment | Element weighting | Description |
|------------------------------------|------------------|-------------------|-----------------------------|
| Report - Component B | | 40 % | 1500 word reflective report |
| Presentation - Component B | | 20 % | Presentation |
| Examination (Online) - Component A | ✓ | 40 % | Online exam (24 hours) |
| Resit Components | Final Assessment | Element weighting | Description |
| Report - Component B | | 60 % | 2500 word reflective report |
| Examination (Online) - Component A | ✓ | 40 % | Online exam (24 hours) |

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| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | |
|---|--|---------------------------------|------------------|---|-----|--|-----|--|-----|---|-----|---|-----|------------------------------|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Demonstrate an understanding of how non-sustainable human interactions with the environment can lead to loss of ecological and social capital</td> <td>MO1</td> </tr> <tr> <td>Discuss how environmental problems and their solutions relate to political and economic imperatives in relation to Sustainable Development</td> <td>MO2</td> </tr> <tr> <td>Demonstrate an understanding of environmental policy at a National, European and International level</td> <td>MO3</td> </tr> <tr> <td>Describe the role of conservation organisations and the different methods used to effect change at local, national and international levels</td> <td>MO4</td> </tr> <tr> <td>Discuss the need for, and barriers to, an interdisciplinary approach to the analysis of conservation problems with particular reference to their social and economic dimensions</td> <td>MO5</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Demonstrate an understanding of how non-sustainable human interactions with the environment can lead to loss of ecological and social capital | MO1 | Discuss how environmental problems and their solutions relate to political and economic imperatives in relation to Sustainable Development | MO2 | Demonstrate an understanding of environmental policy at a National, European and International level | MO3 | Describe the role of conservation organisations and the different methods used to effect change at local, national and international levels | MO4 | Discuss the need for, and barriers to, an interdisciplinary approach to the analysis of conservation problems with particular reference to their social and economic dimensions | MO5 | | | | |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | | | |
| Demonstrate an understanding of how non-sustainable human interactions with the environment can lead to loss of ecological and social capital | MO1 | | | | | | | | | | | | | | | | |
| Discuss how environmental problems and their solutions relate to political and economic imperatives in relation to Sustainable Development | MO2 | | | | | | | | | | | | | | | | |
| Demonstrate an understanding of environmental policy at a National, European and International level | MO3 | | | | | | | | | | | | | | | | |
| Describe the role of conservation organisations and the different methods used to effect change at local, national and international levels | MO4 | | | | | | | | | | | | | | | | |
| Discuss the need for, and barriers to, an interdisciplinary approach to the analysis of conservation problems with particular reference to their social and economic dimensions | MO5 | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <tbody> <tr> <td colspan="2">Independent Study Hours:</td> </tr> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">234</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">234</td> </tr> <tr> <td colspan="2">Scheduled Learning and Teaching Hours:</td> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">66</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">66</td> </tr> <tr> <td>Hours to be allocated</td> <td style="text-align: center;">300</td> </tr> <tr> <td>Allocated Hours</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 234 | Total Independent Study Hours: | 234 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 66 | Total Scheduled Learning and Teaching Hours: | 66 | Hours to be allocated | 300 | Allocated Hours | 300 |
| Independent Study Hours: | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 234 | | | | | | | | | | | | | | | | |
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| Allocated Hours | 300 | | | | | | | | | | | | | | | | |
| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ussk5d-30-1.html</p> | | | | | | | | | | | | | | | | |

| Part 5: Contributes Towards | |
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| This module contributes towards the following programmes of study: | |