



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Wildlife and Society				
Module Code	USSK5D-30-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Contributes towards	BSc. Hons Wildlife Ecology and Conservation Science				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to		

CAP Approval Date	19 th June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of how non-sustainable human interactions with the environment can lead to loss of ecological and social capital (assessed in Component A); discuss how environmental problems and their solutions relate to political and economic imperatives in relation to Sustainable Development (assessed in Component A); demonstrate an understanding of environmental policy at a National, European and International level (assessed in Component A); describe the role of conservation organisations and the different methods used to effect change at local, national and international levels (assessed in Component B1 and B2); 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 (assessed in Component B1,B2).
Syllabus Outline	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

	<p>use to effect change. Specifically this module will introduce the following;</p> <p><i>Introduction to Biodiversity and Conservation</i> What biodiversity is and where it is found. Economic and social values of biodiversity. Threats to biodiversity and drivers of extinction.</p> <p><i>Society</i> 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><i>Sustainable Development</i> What is Sustainable Development? The meaning of the ‘three pillars of Sustainable Development’ – economic development, social development and environmental protection. Introduction of Sustainable Development models, The Natural Step, Twelve Capitals, and the triple Bottom Line.</p> <p><i>Economics</i> 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).</p> <p><i>Policy Making & Implementation</i> 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.</p> <p><i>Meet the Employers</i> Introduction to the different organisations working to benefit biodiversity, how they carry out their work and what opportunities they offer for student involvement.</p>
Contact Hours	<p>Scheduled learning Students can expect to receive a minimum of 72 hours taught material. This will be delivered as Interactive lectures and lectorials (36 hours) Workshops (12 hours) field practicals and visits (24 hours). Field visits will include two whole-day trips to local employers to develop practical skills directly related to students’ employability.</p> <p>Independent learning Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.</p>
Teaching and Learning Methods	<p>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</p>

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.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300



Total assessment of the module:	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List

Indicative Reading List:

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more

frequently updated mechanisms.

The most recent edition of

Books

- Baker, S. Sustainable Development. Routledge, London.
- Goudie, A. Human Impact on the Natural Environment. Blackwell, Oxford.
- Diamond, J. Collapse: how societies choose to fail or succeed. Penguin, London.
- Primack, R.B. Essentials of Conservation Biology. British Film Institute, London.
- Sodhi, N. S., & Ehrlich, P. R. (Eds.). Conservation biology for all. Oxford, UK: Oxford University Press.

Journals

- *Environment, Development and Sustainability*. Institutional access. (<http://www.springerlink.com/content/102874/>)
- *Ethics and the Environment*. Institutional access. (http://muse.jhu.edu/journals/ethics_and_the_environment/)
- *The Journal of Environment and Development*. Institutional access. (<http://jed.sagepub.com/>).

Electronic Resources

- *The Environmental Literacy Council* - Environment & Society: provides information and resources regarding the interactions between human society and the environment. <http://www.enviroliteracy.org/>
- *The International Research Foundation for Development*: an autonomous, nonpartisan, transnational organization composed of an international community of contemplative thinkers, policy makers, practitioners, and laypersons who are making a concerted effort to improve the quality of life at various levels of the world. <http://www.irfd.org/>
- Sustainable Development Unit, DEFRA. <http://www.sustainable-development.gov.uk/>
- *Conservation Evidence*: a free, authoritative information resource designed to support decisions about how to maintain and restore global biodiversity. <http://www.conservationevidence.com/>

Part 3: Assessment

Assessment Strategy

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.

The Controlled Conditions component of the assessment (Component A) comprises a single 2-hour exam 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

	<p>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.</p> <p>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.</p> <p>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.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 40%	B: 60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Report (1500 words)	66.6%	
2. Presentation	33.4%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Report (2500 words)	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		