MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Conservation in Practice				
Module Code	USSK5E-30-2		Level	2	Version	2
Owning Faculty	Health and Applied Sciences		Field	Applied Sciences	
Contributes towards	BSc (Hons) Wildlife Ecology and Conservation Science				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	USSK5D-30-1 Wildlife and Society		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Describe a wide spectrum of species conservation techniques and critically evaluate their application in different scenarios (assessed in Component B1); • Discuss landscape scale conservation within the context of current international and national legislation (assessed in Component B1); • Plan, implement and accurately report a scientifically robust population estimate for a particular species/group (assessed in Component B2); • Develop a variety of employability skills and attributes relevant to gaining and sustaining employment in wildlife conservation post graduation (assessed in Component A); • Relate academic studies to wildlife conservation practice (assessed in Component A); • Use a reflective process to demonstrate development of skills in core areas (assessed in Component A).
Syllabus Outline	This module builds on the knowledge gained in the Level 1 Wildlife and Society module to provide knowledge and practical experience of solutions to the problems faced by species of conservation concern. Taught elements of the course will include case studies which emphasise the pathway from international to local level efforts to conserve biodiversity. *Conservation Prioritisation*

	Need for prioritisation. Species vs habitat vs ecosystem conservation. Biodiversity hotspots. Prioritisation at international, national and local levels. IUCN red lists, BAP.
	Species Management Species monitoring; Minimum Viable Population & Minimum Dynamic Area; Effective population sizes, loss of genetic diversity & inbreeding depression; Population Viability Analysis; Metapopulations and Ecological Networks; Computer modelling and mapping; In situ vs ex-situ conservation. Establishing protected areas. Species reintroduction.
	Community-based Conservation Community-Based Natural Resource Management / Integrated Conservation and Development Projects. Alternative income strategies. Ameliorating human-wildlife conflict.
	Conservation Legislation Introduction to international (CITES, Birds Directive, Habitats Directive) and national (Wildlife and Countryside Act; Natural Environment White Paper) legislation. Marine conservation. Specific case studies of their impacts and limitations.
	Practical Skills Workplace experience of methods used day-to-day by different conservation organisations allowing development of a range of practical skills and experience relevant to practical conservation; experience of working, alone and in teams, in a safe and ethical manner; relationship between practical skills used by conservation organisations and ecological theory that underpins conservation in practice.
Contact Hours	**Scheduled learning:** Students can expect to receive a minimum of 72 hours taught material. This will be delivered as Interactive lectures and lectorials (28 hours) tutorials (14 hours) Workshops (15 hours) laboratory or field practicals (15 hours). Teaching is organised on an alternating week pattern so that field visits and workshops can be linked with the theory delivered through lectures, to support and extend student learning. **Independent learning:** Students are expected to spend 168 hours on independent learning tasks and preparation of assessments. **Work-based learning:** Students are expected to spend 60 hours gaining practical skills while volunteering for a professional conservation organisation.
Teaching and Learning Methods	A variety of learning approaches are used. Practical sessions provide experience of relevant laboratory and field techniques. Practical, workshop and tutorial sessions provide opportunities for data handling and interpretation, problem-solving and discussions with academic staff. Interactive lectures and lectorials provide contexts and overviews of topics to guide student-centred learning. Student learning is supported by audio-visual material, specialist software packages, paper based worksheets, and computer modelling and mapping exercises. The University's on-line Learning Environment Blackboard is used to enhance the students' learning experience, including links to relevant on-line resources and background reading, facilities for interaction and coordination during group work (eg. wikis, blogs), and communication between tutors and students. **Scheduled learning** includes: interactive lectures, practical classes and workshops; fieldwork; field visits. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are

comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	168	60	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Controlled component: Professional experience portfolio
Coursework: Action plan; Survey report.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Controlled component Portfolio			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.
	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.
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.*
	<u>Books</u> The most recent edition of
	• Primack, R.B. A Primer of Conservation Biology. Sinauer Associates.
	• Milner-Gulland, E. J., & Rowcliffe, J. M. Conservation and sustainable use: a handbook of techniques. OUP Catalogue.
	• Hunter Jr, M. L., & Gibbs, J. P. Fundamentals of conservation biology. Wiley-Blackwell.
	• Sutherland, W. J. Ecological census techniques: a handbook. Cambridge University Press.

	• Collen, B., Pettorelli, N., Baillie, J. E., & Durant, S. M. Biodiversity Monitoring and Conservation: Bridging the Gap Between Global Commitment and Local Action. Wiley-Blackwell.
	Journals • Conservation Biology • Biological Conservation • British Wildlife • Oryx E-resources • Conservation International (www.conservation.org/) • JNCC (http://jncc.defra.gov.uk/) • Collaboration for Environmental Evidence (http://www.environmentalevidence.org/) • IUCN (http://www.iucn.org/)

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. The 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 professional experience portfolio containing: a log of works carried out with example outputs where appropriate; a skills audit; an assessment of how the works carried out relate to conservation theory & legislation; reflections of experience gained. This component will test learning outcomes 1,2 and 4. The Coursework component of the assessment (component B) is made up of two elements. Component B1 will require students to develop a spatially-explicit species management strategy which requires the description and prioritisation of different conservation activities within a landscape context. Component B2 will require the students to design, implement and report a scientifically-robust species population survey. This will include mapping techniques (GIS) when appropriate. Different elements of this component will be marked sequentially as the tasks are carried out giving opportunity for constructive feed-forward and formative learning. This component will test learning outcomes 1, 2 and 3. 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 for individual assessment elements will be made available to the students at the start of the module and are described in the module guide. 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.

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. Professional experience portfolio	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Species Conservation Action Plan	50
2. Species Population Survey Report	50

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Professional experience portfolio	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Species Conservation Action Plan	50
2. Species Population Survey Pitch Presentation	50
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.	

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