University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data						
Module title	Wildlife Ecology					
Module code	UINXNQ-30-1		Level	1	Version	2
Owning faculty	Hartpury		Field	Animal and Land Science		
Contributes towards	BSc (Hons) Animal Behaviour & Welfare FdSc Conservation & Countryside Management FdSc Wildlife Conservation and Countryside Management					
UWE credit rating	30	ECTS credit rating	15	Module type	Standard	
Pre-requisites	None		Co-requisites	None		
Excluded combinations	Biodiversity		Module entry requirements	None		
Valid from	01 September 2014		Valid to	01 September 2020		

CAP approval date	27 January 2014

Part 2: Learning and teaching	
Learning outcomes	On successful completion of this module students will be able to: 1 Describe the classification of living organisms including the five kingdoms (A). 2 Explain major theories of the origins of life on Earth and evolution using scientific evidence (A, B). 3 Discuss the impact of environmental change on speciation and extinction and relate to conservation effort (A, B). 4 Demonstrate a knowledge of the ecological processes controlling the distribution and abundance of organisms and functioning of ecosystems (A, B). 5 Discuss the diversity of life, from the simplest cell to *Homo sapiens* (A). 6 Demonstrate evolutionary processes or relationships (B). 7 Discuss the human influence on ecological processes and biodiversity (A). 8 Relate ecological theory to case studies (B). 9 Communicate technical information clearly and professionally within time constraints and in a high pressure environment (A, B).
Syllabus outline	1 History of life on earth: chronological series, evolutionary processes; 2 Importance of natural selection for adaptive radiation and speciation; 3 Species divergence and classification; 4 Impact of sexual selection on phenotypes; 5 Species explosions and extinction; 6 Populations: life history strategies, population dynamics, intra-specific competition, dispersal and migration, K/R and C/S/R strategies. 7 Communities: inter-specific competition, niche, predator-prey relationships, resource partitioning, feeding behaviour and optimal foraging.

	8 Ecosystems: food chains and webs, energy and nutrient flows, trophic levels, succession, primary and secondary production, nutrient cycles, abiotic factors and species distribution. 9 Current trends in biodiversity and conservation. 10 Influence of Man: rarity and biodiversity, landscape and habitat fragmentation, habitat disruption, exploitation, introduced species.
Contact hours	Indicative delivery modes: Lectures, guided learning, seminars etc 66 Self directed study 6 Independent learning 228 **TOTAL** **300**
Teaching and learning methods	A variety of learning methods will be employed as part of this module. The majority of the learning outcomes will be delivered via lectures, which will include group tasks. Two field work sessions will support the theoretical knowledge developed in lectures. Guided learning will be provided to supplement learning during the annual study week, and allow students an opportunity to explore a topic through their own research skills. Independent learning will incorporate the preparation and writing of an assignment, revision for the examination and further reading to support formal teaching. ***Scheduled learning*** May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. ***Independent learning*** May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. ***Virtual learning environment (VLE) or equivalent*** This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.
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 interested in applying for. **<u>Key information set – module data</u>** 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	228	0	300

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

1 *Written exam:* Unseen written exam, open book written exam, in-class test.
2 *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3 *Practical exam:* Oral assessment and/or presentation, practical skills assessment, practical exam.

	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: Written exam assessment percentage 50% Coursework assessment percentage 50% Practical exam assessment percentage 0% 100%
Reading strategy	***Essential reading*** 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 study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. ***Further reading*** Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually. ***Access and skills*** Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
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, including the module guide. • Begon, M., Harper, J.L. & Townsend, C.R. (Current Edition). Ecology: from individuals to ecosystems. London: Blackwell Publishing. • Futuyma, D.J. (Current Edition) *Evolution.* Sunderland, MA: Sinauer Associates • Hambler, C. and Canney, S.M. (Current Edition) *Conservation.* Cambridge: Cambridge University Press • Ridley, M. (Current Edition) *Evolution.* London; Blackwell Science Ltd. • Stearns, S. C., Hoekstra, R. F. (Current Edition) *Evolution; An Introduction.* Oxford: Oxford University Press • Wilson, E.O. (Current Edition) *The Diversity of Life.* London: Penguin Press The above sources give an indication of the area of study involved. Although students may be directed to some specific titles, they will also be encouraged to identify other relevant material for themselves.

Part 3: Assessment			
Assessment strategy	The assessment for this module will be based on an examination and an individual poster presentation. The exam provides an opportunity for students to be tested on a wide range of learning outcomes. The poster presentation will be a visual representation of an aspect of evolution theory or conservation practice to allow application of knowledge and understanding in a professional manner, with focus on both visual/oral presentation skills and communication of material. Given the extent of the learning outcomes for both, it seems apt that these carry equal weighting towards the final mark for this 30 credit module. Opportunities for summative feedback will be as outlined above, whilst formative feedback will be provided throughout the module in the form of question and answer sessions, short quizzes throughout the module and discussions within lecture time. Feedback will be provided for all of these activities. Feedback will also be provided on examination scripts, assignments and in the run up to hand in dates via tutorial support at the request of the student. In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.		
Identify final assessment component and element	Written examination		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		50%	50%
First sit			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1	Written examination (1.5 hour)	100%	
Component B **Description of each element**		**Element weighting**	
1	Individual poster presentation (15 minutes)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1	Written examination (1.5 hour)	100%	
Component B **Description of each element**		**Element weighting**	
1	Individual poster presentation (15 minutes)	100%	
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.			