



MODULE SPECIFICATION

Part 1: Information			
Module Title	Wildlife and People		
Module Code	USSKAD-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
<p>Educational Aims: See Learning Outcomes</p> <p>Outline Syllabus: This module examines how wildlife conservation issues, and their solutions, relate to social, political and economic imperatives. In particular, this module will introduce the following:</p> <p>Society The course will look at the formation of belief systems about nature and different cultural and religious perspectives on the natural world. Environmental ideologies including Animal Rights, Land-Based Ethics, and Deep Ecology will be examined. Different attitudes towards wildlife and the environment will also be explored and potential links to behaviour examined.</p> <p>As part of the society element, the role of zoos will be discussed. Students will also be given opportunity to explore the roles and resources of industry and pressure groups at local, national and international levels alongside International and local species protection strategies.</p> <p>Introduction to Sustainable Development The module will examine the process and goals of sustainable development. Underpinning this will be examination of the 'Three Pillars of Sustainable Development' – economic development,</p>

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social development, and environmental protection. Students will be introduced to Sustainable Development models and encouraged to apply their learning to current conservation problems.

Wildlife Protection

The course will also examine the legislative framework for international policy making; the role of the UN and associated institutions (UNEP, FAO, IUCN etc.) and key international agreements e.g. The Berne Convention, the Ramsar Convention, and CITES as well as the 1992 UN Conference on Environment and Development and resulting Conventions on Biodiversity and Climate Change. It will explore issues of implementation in case-study countries.

Economics

There will be an introduction to economic concepts; supply and demand; allocation of resources, marginal principle, and scarcity. The module will also discuss 'putting a value on wildlife' and review valuation methodologies e.g. willingness to pay and contingent valuation, cost benefit analysis, discounting and issues relating to the management of common resources.

Teaching and Learning Methods: Scheduled learning

Students can expect to receive a minimum of 66 hours taught material. This will be delivered as interactive lectures and small group work.

Scheduled learning includes interactive lectures and small group work.

Independent learning

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

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

A variety of teaching and learning methods will be employed. Lectures will be used to introduce main concepts and to guide and inform student centred learning while discussions and debates will provide students the opportunity to consider issues in depth. These will be further supported by visiting lectures by academics and conservation practitioners to allow students to explore these issues with those working in the field.

Student learning will be supported through the UWE's E-learning environment, Blackboard.

For 2020-21 some lectures, tutorials and module specific practicals will move online as a result of covid 19.

All sessions will be used to inform and provoke the process of critical thinking and awareness required for levels 2 and 3, through introducing and developing skills in analysing, synthesising and summarising information. The module places considerable emphasis on recognising and using subject-specific theories, paradigms, concepts and principles. The module also uses activities that will support the learning of generic research skills e.g. using appropriate references, academic writing etc.

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.

Component A comprises a single online exam to be completed within a 24 window, and anticipated to take 2 hours, which takes place at the end of the year. The paper is a combination of short and longer answer questions, designed to test both the breadth of the students' subject knowledge (short answer questions), and their understanding of key concepts (longer answer questions).

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The Coursework component of the assessment (component B) is made up of two elements. Element one is a Written Report which requires students to consider different cultural perspectives on nature and their significance for the development of successful conservation initiatives (1000 words, worth 30% of total module marks). Element two is a Case Study exercise whereby students need to apply the theoretical concept of sustainable development to a real world example (30% of module marks).

Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class 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 Quality Code on Assessment of Students and the recognition of prior learning, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

First Sit Components	Final Assessment	Element weighting	Description
Report - Component B		30 %	1000 word written report
Examination (Online) - Component A	✓	40 %	Online examination (24 hours)
Case Study - Component B		30 %	1000 word case study
Resit Components	Final Assessment	Element weighting	Description
Report - Component B		30 %	1000 word written report
Online Assignment - Component A	✓	40 %	Online examination (24 hours)
Case Study - Component B		30 %	1000 word case study

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Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	Describe a range of societal belief systems regarding nature and discuss why understanding different viewpoints is important for the development of successful conservation initiatives	MO1
	Demonstrate a basic understanding of the potential, theoretical link between attitudes and behaviour and their significance to wildlife conservation	MO2
	Discuss the concept of Sustainable Development with particular reference to economic, social and policy development, and wildlife protection	MO3
	Evaluate the need for, and barriers to, an interdisciplinary approach to the analysis of wildlife conservation problems with particular reference to their social and economic dimensions	MO4
Contact Hours	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
Reading List	<i>The reading list for this module can be accessed via the following link:</i>	
	https://uwe.rl.talis.com/modules/usskad-30-1.html	

Part 5: Contributes Towards

This module contributes towards the following programmes of study:
Integrated Wildlife Conservation [Sep][FT][Zoo][2yrs] FdSc 2020-21