



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Wildlife and People				
Module Code	USSKAD-30-1	Level	1	Version	1
Owning Faculty	Health & Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Contributes towards	FdSc. Integrated Wildlife Conservation				
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 2014		Valid to	September 2014	

CAP Approval Date	28/03/2014
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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"> • Describe a range of societal belief systems regarding nature and discuss why understanding different viewpoints is important for the development of successful conservation initiatives (assessed in component A, B1). • Demonstrate a basic understanding of the potential, theoretical link between attitudes and behaviour and their significance to wildlife conservation (assessed in component A, B1). • Discuss the concept of Sustainable Development with particular reference to economic, social and policy development, and wildlife protection (assessed in component A, B2). • 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 (assessed in component A, B1, B2).
Syllabus Outline	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>1. Society</p> <p>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>2. Introduction to Sustainable Development</p> <p>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, social development, and environmental protection. Students will be introduced to Sustainable Development models and encouraged to apply their learning to current conservation problems.</p> <p>3. Wildlife Protection</p> <p>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.</p> <p>4. Economics</p> <p>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.</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 small group work.</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 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.</p>

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

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.

Scheduled learning includes interactive lectures and small group work.

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	<p>Indicative Reading List: <i>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.</i></p> <p>Books</p> <p><i>The most recent edition of:</i></p> <ul style="list-style-type: none"> • Baker, S. Sustainable Development, Routledge, London. • Blewitt, J. Understanding Sustainable Development, Earthscan, London. • Daly, H. E., and Farley, J. Ecological Economics: principles and applications. Island Press, Washington. Electronic book available to all students via the UWE Library website • DeMello, M. Animals and Society: an introduction to human-animal studies. Columbia University Press, New York. • Manfredo, M.J., Vaske, J.J., Brown, P.J., Decker, D.J. and Duke, E.A. Wildlife and Society: the science of human dimensions. Island Press, Washington. • Manfredo, M.J. Who Cares About Wildlife: social science concepts for exploring human-wildlife relationships and conservation issues. Springer, New York. • Norton, B. G., Hutchins, M., Stevens, E. F., and Maple, T. L. Ethics on the Ark: Zoos, Animal Welfare and Wildlife Conservation, Smithsonian Books. <p>Journals</p> <ul style="list-style-type: none"> • <i>Human Dimensions of Wildlife</i>. Institutional access. (http://www.tandfonline.com/toc/uhdw20/current#.UqWfV_RdVqU) • <i>Environment, Development and Sustainability</i>. Institutional access. (http://www.springerlink.com/content/102874/) • <i>Ethics and the Environment</i>. Institutional access. (http://muse.jhu.edu/journals/ethics_and_the_environment/) • <i>The Journal of Environment and Development</i>. Institutional access. (http://jed.sagepub.com/). <p>Electronic Resources</p> <ul style="list-style-type: none"> • <i>The Environmental Literacy Council</i> - Environment & Society: provides information and resources regarding the interactions between human society and the environment. http://www.enviroliteracy.org/ • <i>The International Research Foundation for Development</i>: 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/ • <i>Conservation Evidence</i>: a free, authoritative information resource designed to support decisions about how to maintain and restore global biodiversity. http://www.conservationevidence.com/
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Part 3: Assessment	
Assessment Strategy	The Assessment Strategy has been designed to support and enhance the

	<p>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.</p> <p>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 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). This component will test learning outcomes 1, 2 and 3.</p> <p>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). This component will test learning outcomes 1, 2, 3 and 4.</p> <p>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.</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 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.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	40%	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. Written report (1000 words)	50%
2. Case Study (1000 words)	50%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting

Description of each element	(as % of component)
1. Exam (2 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Written report (1000 words)	50%
2. Case study (1000 words)	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.	