




**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Wildlife Conflict				
Module Code	UINV6D-15-M	Level	M	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Standard		
Contributes towards	MRes Animal Behaviour and Welfare MRes Anthrozoology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	18 February 2016	Valid from	01 September 2016		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	01 September 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Systematically critique a range of societal belief systems regarding nature, and debate why understanding different viewpoints is important for the resolution of human-wildlife conflict. (B)</li> <li>2. Critically analyse the potential theoretical link between human attitudes and wildlife conservation. (A, B)</li> <li>3. Critically apply the concept of sustainable development to economic, social and policy development, and wildlife protection. (B)</li> <li>4. 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. (B)</li> <li>5. Critically reflect on graduate attributes and develop team building, influencing and communication skills to formulate strategies to resolve wildlife conflict. (A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Societal belief systems and ethical stances including conservationism, preservationism, animal rights and land-based ethics.</li> </ul>

	<ul style="list-style-type: none"> <li>• Causes of wildlife conflict, including poaching, crop destruction, human deaths and injuries, conflicts between wildlife and domestic animals and transmission of disease to livestock.</li> <li>• Protection of wildlife, including the role of national and international legislation, non-government organisations, charities, private land owners and managers.</li> <li>• Economic principles of wildlife conflict resolution, including eco-tourism, population management and control, compensation and mitigation.</li> </ul>																				
Contact Hours	<p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td>Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self-directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>150</b></td> </tr> </table>	Lectures, guided learning, seminars etc.	33	Self-directed study	3	Independent learning	114	<b>TOTAL</b>	<b>150</b>												
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Teaching and Learning Methods	<p>The majority of teaching for this module will be provided through a residential field course, whereby students will gain first-hand experience in managing and addressing wildlife conflict. Throughout the field course students will participate in interactive activities to further their own knowledge, depth of understanding, critical reflection and communication skills. This will be supported by the preparation of assessment and further reading to enhance formal teaching. Teaching will also be delivered via a blended learning approach, supported via the VLE. A variety of learning strategies will be used including lectures and seminars (33 hours) and self-directed learning (3 hours). Students will also be expected to engage in independent learning throughout the module (114 hours).</p> <p><b>Scheduled learning</b> It is anticipated that each student will receive/attend approximately 36 hours of scheduled learning activities over the course of the academic year delivered by way of: lectures, workshops and a residential visit.</p> <p><b>Independent learning</b> In addition to scheduled learning, there is an expectation that students will spend approximately 114 hours (spread over the entire academic year) on their own independent learning. This will include; essential reading, the completion of online tasks, assignment preparation and completion, library workshops and self-directed study,</p> <p><b>Virtual learning environment (VLE) (or equivalent)</b> 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.</p>																				
Key Information Sets Information	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left; padding: 5px;"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="4" style="padding: 5px;"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black; padding: 5px;">15</td> </tr> <tr> <th style="padding: 5px;">Hours to be allocated</th> <th style="padding: 5px;">Scheduled learning and teaching study hours</th> <th style="padding: 5px;">Independent study hours</th> <th style="padding: 5px;">Placement study hours</th> <th style="padding: 5px;">Allocated Hours</th> </tr> <tr> <td style="text-align: center; padding: 5px;">150</td> <td style="text-align: center; padding: 5px;">36</td> <td style="text-align: center; padding: 5px;">114</td> <td style="text-align: center; padding: 5px;">0</td> <td style="text-align: center; padding: 5px;">150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="600 488 1262 723"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		50%		Practical exam assessment percentage		50%					100%
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Reading Strategy	<p><b>Further reading</b>  Students will be encouraged to read a wide range of different materials that will promote their own development and aid in the acquisition of skills necessary to the successful completion of their studies. In addition, students will also be encouraged to engage with their future career potential and to read about their possible career choices. Training on how to identify further reading will be provided within lectures, workshops and tutorials by lecturers and members of the University Learning Centre Staff. Many resources can be accessed remotely to support a blended learning approach.</p> <p><b>Access and skills</b>  Formal opportunities for students to develop their library and information skills are provided within the induction period and student 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.</p>																				
Indicative Reading List	<p><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>Corbett, J. P. (Current Edition) <i>Communicating Nature: How We Create and Understand Environmental Messages</i>. Washington D.C.: Island Press</p> <p>Hambler, C. and Canney, A.M. (Current Edition) <i>Conservation</i>. Cambridge: Cambridge University Press.</p> <p>Woodroffe, R., Thirgood, S. and Rabinowitz, A. eds. (Current Edition) <i>People and Wildlife: Conflict or Coexistence?</i> Cambridge: Cambridge University Press.</p> <p>Journals:</p> <p>Animal Behaviour  Anthrozoos  Biological Conservation</p>																				

	Human Dimensions of Wildlife Journal of Applied Ecology Journal of Wildlife Management Oryx Society and Animals Wildlife Society Bulletin
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**Part 3: Assessment**

Assessment Strategy	<p>The video-based presentation will require students to work together in small groups to develop a resource to educate the public on strategies to resolve wildlife conflict. Students will produce a video which will be marked as a group, and will then be pitched and scrutinised by a panel during an oral examination. This will provide an opportunity to demonstrate a wide range of skills essential for addressing wildlife conflict, including communication, team working, conflict resolution and effective use of media. The content will then be critiqued by individuals in their report, exploring the scientific knowledge underpinning strategies for conflict resolution in greater depth, along with self-reflection on skills and attributes they possess which are crucial to effective conflict resolution. During the residential course students will be encouraged to engage in debate with their peers and professionals managing wildlife conflict, to support their assessment. Team working skills will also be developed through interactive group tasks as part of the module teaching and learning strategy. Students will be encouraged to reflect on how effective they work as part of the team. Informal feedback will be provided by tutors and peers at the end of these tasks to support individual development.</p> <p>Formative feedback can be gained from this module in the module delivery, on the VLE, in tutorials and via online seminars and guidance on communication skills and utilisation of media will be included in teaching. Summative feedback can be gained on marked work and feedback sheets</p> <p>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.</p>
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Identify final assessment component and element	Group Video-based presentation and defence	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Group Video-based presentation and defence (30 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Critical report (1500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A (controlled conditions)</b>	<b>Element weighting</b> <b>(as % of component)</b>

Description of each element	
1. Individual Video-based presentation and defence (20 minutes)	100%
Component B Description of each element	Element weighting (as % of component)
1. Critical report (1500 words)	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	