MODULE SPECIFICATION

Part 1: Information			
Module Title	Contemporary Conservation Science		
Module Code	USSK5J-30-3	Level	Level 6
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	Conservation in Practice 2020-21
Excluded Combinations	None
Co- requisites	None
Module Entry requirements	None

Part 2: Description

Overview: Pre-requisites: Students must complete USSK5E-30-2 Conservation in Practice or the FdSc Integrated Wildlife Conservation.

Educational Aims: This module provides advanced knowledge and practical experience of contemporary issues and solutions to the problems faced by species of conservation concern.

Outline Syllabus: Taught elements of the course will include horizon scanning, emerging technologies, stakeholder engagement, behavioural change, natural resource economics and ecological consultancy.

Additional content may include the following:

Conservation Genetics:
Use of genetics in practical conservation.
DNA barcoding, DNA fingerprinting and monitoring elusive and cryptic species.
Studbook genetics and captive breeding.
Measuring historic and current gene flow between natural populations.
Phenotypic plasticity and the shifting climate.
The GM debate.

Landscape-scale Conservation:
What is landscape-scale conservation?
Economic and political drivers of land use change.
Monitoring species, habitats and ecosystem services across landscapes.
Working with land owners.
Methods of effecting change at the landscape level.
Measuring and enhancing connectivity.

Restoration Ecology:
Species versus habitat versus ecosystem restoration.
Methods of restoring ecological function.
Rewilding.
Dealing with the legacies of past land use e.g. nutrient enrichment, soil degradation, loss of seed bank.
Restoring disturbance regimes.

Funding Conservation and Environmental Entrepreneurship:
Agri-environment schemes and the Common Agricultural Policy.
Payments for Ecosystem Services.
Biodiversity Offsetting.
Nature Tourism.
Conservation-Grade produce.
Corporate Social Responsibility.
Grants.
Memberships, sponsors, legacies and major donors.
Social Enterprise and Community Interest Companies.
Enterprise schemes.
The role of ecological consultancy in conservation.

Future Issues for Conservation:
Synthetic Life and Lab-grown meat.
Nanotechnology.
Micro-plastic pollution.
Impacts of economic growth in Developing World.
Resurrection of extinct species.

Practical Skills:
Database creation and management.
Use of MS Access and GIS geodatabases.
Networking events.
Advocacy and engagement with the political process at local and national levels.
Surveys for consultancy.
Calculating Ecosystem Services.
Reporting and communication, press releases.

Teaching and Learning Methods: Lectures will be completed with case studies, guest lecturers, debates and live discussions.

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 module's 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 include 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 the presentation (face to face or on-line as instructed by the module leader) of a conservation advocacy strategy that the student will develop during the academic year. For this assignment, the student will choose a contemporary conservation issue that is

currently threatening ecosystems and/or species. The student will design an advocacy strategy or course of action that he/she will carry out during the remaining of the academic year. The advocacy strategy should identify the stakeholders the student will engage with and describe how to best approach them. Activities that the student could carry out to engage with stakeholders may include, but are not limited to, contacting conservation groups, local councillors and/or visiting local MPs; emailing/phoning a company's CEO, starting an online petition, creating behavioural change campaigns, attending (or even organising) relevant public events, such as talks, screenings, discussion groups; use of social media, etc. The student will receive feedback on the proposed advocacy strategy prior to its execution.

For the coursework component of the assessment (Component B) the student will create a Conservation Portfolio. Within the portfolio students will describe and provide evidence of the advocacy carried out and write a funding bid for a small, achievable project that they could feasibly carry out themselves. The project for the funding bid must be related to the conservation issue addressed with their advocacy strategy.

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 review of model coursework.

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 Faculty Generic Assessment Criteria for level 3.

First Sit Components	**Final Assessment**	**Element weighting**	**Description**
Portfolio - Component B	✓	75 %	Conservation portfolio (4000 words)
Presentation - Component A		25 %	Ten minute presentation of the conservation advocacy strategy
Resit Components	**Final Assessment**	**Element weighting**	**Description**
Portfolio - Component B	✓	75 %	Conservation portfolio (4000 words)
Presentation - Component A		25 %	Ten minute presentation of the conservation advocacy strategy

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**
Critically evaluate the effectiveness of contemporary conservation strategies around the world	MO1
Review and evaluate threats to and opportunities for conservation presented by current technological advances and societal changes	MO2
Develop and plan conservation projects which incorporate innovative or current best-practice techniques for biodiversity conservation	MO3
Communicate effectively their work to others by a variety of methods, including written, oral, new media	MO4
Exhibit the knowledge and ability to advocate to, and engage with, the decision making process at local and national levels	MO5

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	*The reading list for this module can be accessed via the following link:* https://uwe.rl.talis.com/modules/ussk5j-30-3.html	

Part 5: Contributes Towards
This module contributes towards the following programmes of study: Wildlife Ecology and Conservation Science [Sep][FT][Zoo][3yrs] BSc (Hons) 2018-19 Wildlife Ecology and Conservation Science [Sep][FT][Frenchay][4yrs] MSci 2018-19 Integrated Wildlife Conservation {Top-Up} [Sep][FT][Frenchay][1yr] BSc (Hons) 2020-21