



MODULE SPECIFICATION

Part 1: Information			
Module Title	Contemporary Conservation Science		
Module Code	USSK5J-30-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Applied Sciences.
Department	Department of Applied Sciences.		
Contributes towards	BSc (Hons) Wildlife Ecology and Conservation Science (with Foundation Year), BSc (Hons) Wildlife Ecology and Conservation Science, MSci Wildlife Ecology and Conservation Science, MSci Wildlife Ecology and Conservation Science (with Foundation Year), BSc (Hons) Integrated Wildlife Conservation		
Module type:	Standard		
<i>Pre-requisites</i>	USSK5E-30-2 Conservation in Practice or completion of the FdSc Integrated Wildlife Conservation.		
<i>Excluded Combinations</i>	None		
<i>Co- requisites</i>	None		
<i>Module Entry requirements</i>	None		

Part 2: Description	
<p>This module provides advanced knowledge and practical experience of contemporary issues and solutions to the problems faced by species of conservation concern. Taught elements of the course will include horizon scanning, emerging technologies, stakeholder engagement, behavioural change, natural resource economics and ecological consultancy. Lectures will be completed with case studies from staff working at the forefront of conservation efforts, debates and in-class activities.</p> <p>Additional content may include the following:</p> <p><i>Conservation Genetics</i> 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.</p> <p><i>Landscape-scale Conservation</i> 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.</p> <p><i>Restoration Ecology</i> Species vs habitat vs 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.</p> <p><i>Funding Conservation & Environmental Entrepreneurship</i></p>	

Agri-environment schemes & 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 & 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.

Part 3: Assessment: Strategy and Details

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. 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 includes 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 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.

Identify final timetabled piece of assessment (component and element)	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Ten minute presentation of the Conservation Advocacy Strategy	100	
Component B Description of each element	Element weighting (as % of component)	

1. Conservation portfolio (4000 words)	100																																
Resit (further attendance at taught classes is not required)																																	
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1. Conservation portfolio (4000 words)	100																																
Part 4: Learning Outcomes & KIS Data																																	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate the effectiveness of contemporary conservation strategies around the world (Component A, B); • Review and evaluate threats to and opportunities for conservation presented by current technological advances and societal changes (Component A, B); • Develop and plan conservation projects which incorporate innovative or current best-practice techniques for biodiversity conservation (Component B); • Communicate effectively their work to others by a variety of methods, including written, oral, new media (Component B); • Exhibit the knowledge and ability to advocate to, and engage with, the decision making process at local and national levels (Component B). 																																
Key Information Sets Information (KIS)	<table border="1" data-bbox="533 1218 1444 1608"> <thead> <tr> <th colspan="5" data-bbox="533 1218 1002 1256">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="533 1256 1002 1294"></td> </tr> <tr> <td colspan="4" data-bbox="533 1294 1166 1332"><i>Number of credits for this module</i></td> <td data-bbox="1166 1294 1444 1332" style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <td colspan="5" data-bbox="533 1332 1002 1370"></td> </tr> <tr> <th data-bbox="533 1370 671 1529">Hours to be allocated</th> <th data-bbox="671 1370 831 1529">Scheduled learning and teaching study hours</th> <th data-bbox="831 1370 1002 1529">Independent study hours</th> <th data-bbox="1002 1370 1166 1529">Placement study hours</th> <th data-bbox="1166 1370 1305 1529">Allocated Hours</th> <td data-bbox="1305 1370 1444 1529"></td> </tr> <tr> <td data-bbox="533 1529 671 1568" style="text-align: center;">300</td> <td data-bbox="671 1529 831 1568" style="text-align: center;">72</td> <td data-bbox="831 1529 1002 1568" style="text-align: center;">228</td> <td data-bbox="1002 1529 1166 1568" style="text-align: center;">0</td> <td data-bbox="1166 1529 1305 1568" style="text-align: center;">300</td> <td data-bbox="1305 1529 1444 1568" style="text-align: center;"></td> </tr> </tbody> </table> <p data-bbox="432 1644 1544 1704">The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p data-bbox="432 1733 1544 1762">Written Exam: Unseen or open book written exam</p> <p data-bbox="432 1762 1544 1823">Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p data-bbox="432 1823 1544 1883">Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>	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	
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Contact Hours																																	

Total Assessment	Total assessment of the module:			
	Presentation of Conservation Advocacy Strateg			25%
	Conservation portfolio			75%
				100%
Reading List	https://uwe.rl.talis.com/lists/82A1E11E-D7A9-A0F4-A27E-6A99184F71F7.html			

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First CAP Approval Date	19 th June 2013			
Revision ASQC Approval Date	27/6/2018	Version	2	RIA 12674