



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Conservation Biology		
Module Code	USSKAK-30-2	Level	Level 5
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	Ecology and Environmental Systems 2020-21		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Overview:</b> Pre-requisites: students must have passed USSKAA-30-1 Ecology and Environmental System.</p> <p><b>Educational Aims:</b> See Learning Outcomes.</p> <p><b>Outline Syllabus:</b> Introduction to Conservation Biology:            What is Conservation Biology? Why is it important? Why conserve biodiversity? In the early stages sessions will highlight how the discipline came about and what it is that Conservation Biology focuses on. You learn to identify diversity at a genetic, species and community level and assess biodiversity on a global scale.</p> <p>Losses of biological diversity:            It is impossible to assess the level of concern without having knowledge of extinction rates past and present. Throughout this section of the module you will research the current fitness of populations and attempt to identify those vulnerable to extinction.</p> <p>Causes of extinction:            In order to implement effective conservation practices we must understand the factors that threaten a species or a habitat. Previous research has shown us that it is difficult to stop these threats altogether, but appropriate management and integration with communities can be</p>

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successful in reducing the impact.

Conservation at the population level:

Upon identifying the knowledge required to fully understand the population biology and natural history of a population, we will assess how to successfully monitor species in the field and carry out population viability analysis in order to prioritise for conservation.

Conservation at a habitat level:

Establishing protected areas is not a simple game: knowledge of a population is essential to ensure the habitat provides the appropriate space, resources and biotic interactions that are required to sustain a population. This section will encourage critical analysis of designated areas where we will evaluate successes and failures and suggest future management techniques.

Ex-situ conservation strategies:

Although we will focus on in-situ conservation we are never in doubt of the need for exsitu options. Throughout the module reference will be made to zoological and botanical gardens, seed banks etc. and we will analyse the benefits of these strategies and assess their future role in conservation.

Practical conservation methods:

Employ habitat surveys of plant communities to develop an appreciation of organism identification skills and diversity metrics. Use population estimation techniques as well as gaining an appreciation of the conservation influences on those populations and their habitats. Team-working skills will be promoted through group work. Students will be required to collect data and perform analyses as part of an assessed field report.

**Teaching and Learning Methods:** Sessions will be made up of a mix of theory and interactive activities. During theory sessions students will be given research topics with which they must identify recent papers and report on in following weeks. Group discussions will also take place where students will share knowledge and research with peers to enhance understanding of the subject. There will also be guest speakers relevant to the topics.

Student learning will be supported through the University's e-Learning Environment, Blackboard. All sessions will be used to inform and provoke the process of critical thinking and awareness required for level 2.

The module will introduce the idea of analysing, synthesising and summarising information critically, including prior research. Learning methods include the application of knowledge and understanding to address familiar and unfamiliar problems.

Scheduled learning includes interactive lectures, workshop and supervised fieldwork. For 2020-21, Some lectures, tutorials and module specific practicals will move online as a result of Covid 19. There will also be field work looking at practical conservation in action.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion 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 over a 24 hour period, with an anticipated completion time of 2-hours, which takes place at the end of the year. The paper is made up of longer answer questions, designed to test both the breadth of the students' subject knowledge and their understanding of key concepts. This component will test learning outcomes 1, 2, 3 and 4.

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The Coursework component of the assessment (component B) is made up of two elements. Element one is a Case Study which requires students to assess the different methods used by conservation organisations for the conservation of a named species, (3000 words, worth 25% of total module marks). Element two is a Field Report which requires students to assess the different survey methods employed during their field trip (worth 25% of module marks) ). This component will test learning outcomes 2 and 5.

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

First Sit Components	Final Assessment	Element weighting	Description
Report - Component B		25 %	Field trip report
Examination (Online) - Component A	✓	50 %	Online examination (24 hours)
Case Study - Component B		25 %	Case study
Resit Components	Final Assessment	Element weighting	Description
Report - Component B		25 %	Field trip report
Examination (Online) - Component A	✓	50 %	Online examination (24 hours)
Case Study - Component B		25 %	Case study

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	<b>Module Learning Outcomes</b>	<b>Reference</b>
	Discuss the importance of biodiversity and the need for its conservation	MO1
	Recognise those factors that make individual species or populations vulnerable to extinction	MO2
	Make reasoned, practical suggestions for the conservation of biodiversity at a range of levels (e.g. population, species, habitat)	MO3
	Compare and contrast a range of conservation strategies	MO4
	Record ecological data, analyse, interpret, and present findings using appropriate mathematical skills	MO5
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	175
	<b>Total Independent Study Hours:</b>	175
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	125
	<b>Total Scheduled Learning and Teaching Hours:</b>	125
	<b>Hours to be allocated</b>	300
	<b>Allocated Hours</b>	300
Reading List	The reading list for this module can be accessed via the following link:	
	<a href="https://uwe.rl.talis.com/modules/usskak-30-2.html">https://uwe.rl.talis.com/modules/usskak-30-2.html</a>	

Part 5: Contributes Towards	
This module contributes towards the following programmes of study:	
Integrated Wildlife Conservation [Sep][FT][Zoo][2yrs] FdSc 2019-20	