MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Conservation Biology					
Module Code	USSKAK-30-2		Level	2	Version	2
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	USSKAA-30-1 Ecology and Environmental Systems		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2014 September 2017 (v2)		Valid to	September 2020		

CAP Approval Date	28/03/2014 01/02/2017 (v2)

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • discuss the importance of biodiversity and the need for its conservation (assessed in Component A); • recognise those factors that make individual species or populations vulnerable to extinction (assessed in Component A, B2); • make reasoned, practical suggestions for the conservation of biodiversity at a range of levels (e.g. population, species, habitat) (assessed in Component A, B1); • compare and contrast a range of conservation strategies (assessed in Component A, B1); • record ecological data, analyse, interpret, and present findings using appropriate mathematical skills (Component B2). •
Syllabus Outline	**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. **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. **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 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 *ex-situ* 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
Contact Hours	**Scheduled learning** Students can expect to receive a minimum of 72 hours taught material. This will be delivered as Interactive lectures. There will also be a residential field visit looking at practical conservation in action. **Independent learning** Students are expected to spend 164 hours on independent learning tasks and preparation of assessments.
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. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Key Information Sets Information						

	Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	136	164	0	300	✔

Total assessment of the module:		
Written exam assessment percentage		50%
Coursework assessment percentage		50%
		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

Indicative Reading List:
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.

Books
The most recent edition of

- Galatowitsch, S. M. (2012) Ecological Restoration. Sinauer Associates. (ESSENTIAL READING POST CHRISTMAS)
- Groom, G, Mcflee G. and Carroll R, (2006) Principles of Conservation Biology. 3rd Edition. Sinauer Associates.
- Primack, R. B (2008) A primer of conservation biology. 5th Edition. Sinauer Associates.

	• Primack, R.B (2010) Essentials of Conservation Biology. 5th Edition. Macmillan Science. • Pullin, A.S (2002) Conservation Biology. Cambridge University Press. Available as e-book **Journals** • Conservation Biology • Biological Conservation • Journal of Applied Ecology **Electronic Resources** • ARKive – www.arkive.org • UK BAP – www.ukbap.org.uk • International Union for the Conservation of Nature – www.iucn.org • IUCN Redlist for Endangered Species – www.redlist.org • Marine Conservation Society – www.mcsuk.org • Biodiversity Hotspots – www.biodiversityhotspots.org • Global Sea Turtle Network – www.seaturtle.org • IUCN Marine turtle specialist group – www.iucn-mtsg.org/ • Finding Sanctuary - http://www.finding-sanctuary.org/ • Natural England (Marine Conservation Zones) - http://www.naturalengland.org.uk/ourwork/marine/mpa/mcz/default.aspx

Part 3: Assessment	
Assessment Strategy	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. 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 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. 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.

Identify final assessment component and element		
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Exam (3 hours)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Case Study	50%
2. Field Trip report	50%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Exam (3 hours)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Case Study	50%
2. Field Trip report	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.

FOR OFFICE USE ONLY

First CAP Approval Date	28th March 2014			
Revision CAP Approval Date	15th November 2016	Version	2	RIA 12074