



MODULE SPECIFICATION

Part 1: Information			
Module Title	Integrating Sustainable Development and Conservation		
Module Code	USSKBB-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	Wildlife and People 2020-21		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: Pre-requisites: students must have USSKAD-30-1 Wildlife and People.</p> <p>Educational Aims: See Learning Outcomes</p> <p>Outline Syllabus: This module will cover some key concepts in the subject area of conservation and sustainable development, as follows:</p> <p>Human/Wildlife Conflicts: The module will examine the nature of human/wildlife conflicts; impacts on human lives and livelihoods, lethal and non-lethal control methods of problem populations.</p> <p>Sustainable Development and Wildlife Conservation: Students will discuss historical approaches to Development and Conservation including the role of governments, aid agencies, UN agencies, and the World Bank in development projects. They will also explore the evolution of the concept of sustainable development; the Bruntland Report, the 1992 UN Conference on Environment and Development – the Rio Declaration, Agenda 21 and the Convention on Biological Diversity.</p> <p>Communities and Conservation This course will also explore community conservation in theory and practice e.g. community –</p>

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based natural resource management. Students will be given the opportunity to review successes and challenges in developing and developed countries.

Sustainable Exploitation of Biological Resources

The exploitation of biological resources will also be examined and objectives for managing harvestable resources e.g. forestry, fisheries, maximum sustainable yield and quota setting. Specific issues relating to migratory species will be discussed and certification schemes and consumer behaviour.

In addition, we will explore a number of related issues in this subject area to examine their potential in progressing sustainable development and conservation objectives e.g. wildlife tourism, trophy hunting and the use of biodiversity in traditional medicines and cultural practices.

Teaching and Learning Methods: A variety of teaching and learning approaches will be employed. The module will be delivered using interactive lectures combined with workshops and some small group work, debates etc. Lectures will be used to introduce main concepts and to guide and inform student centred learning while workshops will provide students the opportunity to discuss issues in-depth. These will be further supported by visiting speakers.

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 levels 2 and 3. The module will also use activities that will support continued learning of generic research skills e.g. using appropriate references, academic writing etc.

Scheduled learning includes interactive lectures and small group work.

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 subject-based understanding 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 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 comprises a 15-20 minute presentation (with 5 minutes for questions) which takes place at the end of the year. In pairs students will be asked to design an integrated sustainable development and conservation project. Presentations will be peer reviewed (as well as assessed by tutors). This component will test all the learning outcomes.

The Coursework component of the assessment is made up of two elements.

Element one is a case study which requires students to evaluate sustainable development and conservation projects (1200 words, worth 25% of total module marks). This will test learning outcomes 1 and 2. Element two is a problem solving exercise (1500 words, worth 25% of module marks) where the students will be asked to complete a grant application and assessment will focus on conservation/ development specific and generic skills e.g. the ability to present a strong argument, grammar and spelling, research and referencing. This component will test learning outcome 5.

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 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 Quality Code on Assessment of Students and the recognition of prior learning, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

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First Sit Components	Final Assessment	Element weighting	Description
Set Exercise - Component B		25 %	Problem solving exercise
Presentation - Component A	✓	50 %	Presentation (15-20 minutes with 5 minutes for questions)
Case Study - Component A		25 %	Case study report
Resit Components	Final Assessment	Element weighting	Description
Set Exercise - Component B		25 %	Problem solving exercise
Presentation - Component A	✓	50 %	Individual presentation
Case Study - Component B		25 %	Case study report

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
	Describe the nature of human/wildlife conflicts and critically review the success of a range of communities and conservation projects	MO1
	Compare contrasting views and priorities of those engaged in sustainable development and conservation projects, and draw clear and balanced conclusions	MO2
	Research case studies on current topics in sustainable development and conservation and present their findings via a range of media	MO3
	Demonstrate the development of team-working skills, and of oral and visual presentation skills	MO4
	Develop career skills e.g. learning to write grant applications, designing and implementing projects (logistics, budget, management etc.)	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

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	Hours to be allocated	300
	Allocated Hours	300
Reading List	<i>The reading list for this module can be accessed via the following link:</i> https://uwe.rl.talis.com/modules/usskbb-30-2.html	

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Integrated Wildlife Conservation [Sep][FT][Zoo][2yrs] FdSc 2019-20

Forensic Science {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19