

Module code: MOD011348	Version: 1 Date Amended: 11/Apr/2025
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1. Module Title
Applied Issues in Wildlife Conservation

2a. Module Leader
Steven Allain

2b. School
Writtle School of Agriculture, Animal and Environmental Sciences

2c. Faculty
Faculty of Science and Engineering

3a. Level
6

3b. Module Type
Standard (fine graded)

4a. Credits
15

4b. Study Hours
150

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

In this module, you'll explore a range of approaches for the conservation of wildlife in the face of rapid and ongoing environmental change. You'll examine the underpinning philosophy of conservation, and whilst the need for ex situ conservation is recognised, particular focus is given to the ecosystem approach as advocated by the Convention on Biological Diversity. You'll explore topics such as landscape scale conservation, the design of protected areas and reserves, habitat restoration and rewilding. Special attention will be given to conserving wildlife in the context of climate change. You'll also explore practical tools like adaptive management, threat and vulnerability analysis and abatement, and the importance of stakeholder engagement.

Throughout the module, you'll develop your skills in the synthesis and critical evaluation of information (supported by evidential-based, balanced, logical and cogent arguments), and in effective communication (focusing on a written format and professional competency). During lectures, you'll be encouraged to engage with the process of discussion to develop and consolidate confidence and self-esteem. An emphasis will be given to the importance of undertaking independent reading to consolidate and further your learning and understanding of the subject; such reading also provides an important learning experience with regard to written communication, particularly with respect to the use of in-text citation to underpin written commentary.

6b. Outline Content

Introduction to Applied Conservation Issues

The scope and significance of applied conservation in the Anthropocene with a review of global biodiversity trends.

Biodiversity / Wildlife - Concept of the 'value' of biodiversity. Compositionalist and functionalist philosophies. Structure and function nexus; ecosystem services.

Drivers of Biodiversity Loss

Threats to wildlife including directly to populations, their habitat and fragmentation. These current trends will be broken down into both 'direct' drivers (eg habitat destruction/fragmentation; invasive species; climate change; overexploitation) and 'indirect' drivers (eg socio-economics, demography, cultural.) There will also be an emphasis on the inter-connectedness between drivers.

Conservation - Ecosystem approach

Species-specific and landscape-scale approaches for wildlife conservation. Role of protected areas, habitat restoration, rewilding, stakeholders. Adaptive management. Threat analysis and abatement. Multidisciplinary requirements. Frameworks for setting conservation priorities (eg species vs. ecosystem focus).

Protected Areas and Landscape Approaches

The design and management of protected areas, why they are designated and what benefits they have on endangered or protected species. The need for considering connectivity and landscape-scale conservation when implementing protected areas or planning corridors.

People and Conservation

Participatory approaches to conservation with importance made on the positive benefits of including indigenous groups within research or conservation projects. This will include case studies of community led initiatives. Discussions around human-wildlife conflict with an understanding of the impacts and how to mitigate conflicts. Solutions for coexistence (eg compensation schemes, deterrent strategies) and basic human psychology to assist in cooperation.

Conservation Policy and Governance

Students will be familiarised with international conventions (eg CITES, CBD, Ramsar) as well as national wildlife protection laws and governance (eg Wildlife and Countryside Act 1981). These will be contextualised through some case studies that indicate how these laws and policies work or may be exploited.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

None

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Convey a comprehensive understanding of factors which are driving the decline in wildlife globally.
2	Knowledge and Understanding	Engage critically with ethical, cultural, and economic aspects of conservation, to evaluate the effectiveness of conservation interventions and policies.
3	Intellectual, practical, affective and transferrable skills	Discuss critically approaches for the conservation of wildlife in an era of environmental change, and the ecological and socio-political principles to wildlife management.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	36	1-2	Mixture of lectures / workshops
Other teacher managed learning	0	None	None
Student managed learning	114	1-2	Self-Directed Learning
TOTAL:	150		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-2	60 (%)	Fine Grade	30 (%)

Report – Students are to produce a 2500 word essay on a wild animal species facing decline (as defined by the IUCN Red List), explaining the factors driving this decline, and critically analyse possible methods for conserving this species. The report must be comprehensively referenced in Harvard style and include a reference list. Images, graphs and/or tables may be used if they aid in comprehension of the text; these should be appropriately labelled and referenced. Such causes of decline may include habitat loss, climate change, poaching, resource competition, or any other documented issue. Suggestions for conservation should be based on published scientific evidence and must be evaluated for realism.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1,3	40 (%)	Fine Grade	30 (%)

Social Media Campaign – Students are to produce a social media campaign for an under-appreciate species of their choice that is currently listed as Endangered or Critically Endangered on the IUCN Red List. Students will produce engaging content with the aim to educate the public, inspire empathy, and encourage actionable support for the species' conservation. Students should justify their chosen species, providing context for its ecological role and the threats it faces. The target audience will also be defined and measurable objectives through the use of the campaign should be specified (1500 words). Additional information such as detail on the types of content (e.g., videos, infographics, stories) and platforms (e.g., Instagram, TikTok) that will be used must also be included. Students should also consider the engagement strategies and think of ways to interact with the audience (e.g., hashtags, challenges, polls). Finally, students will create mock-ups for three types of posts for their campaign, such as: an educational infographic, a short video script or storyboard, a written post (e.g., an inspiring story or call to action), or a meme. These should reflect their understanding of the species and be designed for a specific platform.

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]