Action for Biodiversity	
Module Ref No:	**C180-4Z**
Date of Validation:	**2020**
SCQF Level:	**10**
SCQF Credits:	**15**

1. Rationale

Global biodiversity is part of a large and vital system, it provides basic services which we all rely upon such as: the provision of food, fresh water and clean air, it provides us with protection from the elements and at a deeper level it provides us with cultural services such as health and mental wellbeing and spiritual enrichment.

Global conservation has a long legacy, but it is constantly developing to reflect the complexity of the environment and the demands upon it. Since the Earth Summit countries have produced their own biodiversity conservation strategies. In order to meet these strategies organisations, have to develop and adapt research, theory and the practical applications to meet the increasing demands of dynamic environments and ecosystems.

At an international level the situation is even more complex; for example, both the scale and the interplay between social, economic and environmental are more significant. There are big questions to be considered: how do we focus on such large scales without missing the vital detail and how, given the complexity of the social/economic/environmental contexts of different countries, do we ensure fairness in the conservation decisions being made?

This module will look at the current mechanisms for delivering biodiversity conservation, the successes and conflicts that they have caused, and their impact on wider natural resource use and informing options for management of the environment.

2. Learning Outcomes

At the conclusion of this module the student should be able to:

LO1:	Investigate and appraise the concepts of biodiversity, and how global biodiversity relates to and addresses wider conservation and environmental protection issues.
LO2:	Review and use peer reviewed research, reports, policies, legislation and the organisations involved in promoting, researching and delivering action for biodiversity.
LO3:	Investigate and appraise the effectiveness of a range of past, current and possible future mechanisms designed to deliver action for biodiversity.
LO4:	Compare and evaluate action for biodiversity in the UK and in other countries.

3. Content

3.1	**Concept of biodiversity** Origin of concept, adoption at Rio Earth Summit and subsequent initiatives. Measurement of biodiversity: species number, community level, genetic resource, process level (e.g. photosynthesis). How biodiversity relates to nature conservation. Public awareness and understanding of biodiversity.

3.2	**Policies, legislation & organisations – a critical review** Earth Summit, UK and Local Biodiversity Action Plans, Wildlife and Countryside Act, Nature Conservation (Scotland) Act, Wildlife and the Natural Environment Act, Birds and Habitats Directive, RAMSAR and other agreements. Role of NGOs, communities and individuals; the advantages and disadvantages. Relative importance of designated areas in contrast to landscape scale conservation. Current 'State of Nature' and other specific policy/strategy document.
3.3	**Effectiveness of global, national and local initiatives:** Measuring and monitoring biodiversity, coordination of policies and decision making in governments, agri-environment and other funding schemes, species and habitat policy, research and action, impacts on biodiversity: for example world conflict, development, invasive species, economics.
3.4	**Biodiversity in other countries:** Comparison of compliance with the Biodiversity Convention and other agreements in other countries, range and effectiveness of initiatives, relative importance of national and local governments, NGOs, communities and individuals.

4. Approaches to Learning and Teaching

Notional Study Hours:

Typically, students will have to undertake about **150 hrs** of study to successfully achieve the learning outcomes for this module; this will be made up of a combination of both scheduled and independent study as indicated below.

Scheduled Study: Typically consisting of:	**30 hrs**
Lectures	18 hrs
Seminars	4 hrs
Tutorials/Debates	4 hrs
External visits	4 hrs
Independent Study:	**120 hrs**

5. Graduate Attributes

Opportunity to develop the following aspects of graduate attributes will be included within this module:

Graduate Attribute	**Learning Activity and Aspect Developed**
1. Academically competent	By class preparation and assessment fulfilment the student will be engaged in primary and secondary research to evaluate mechanisms used in action for biodiversity.
2. Critical thinker	By engaging in tutorial centred debates following each taught component of the module students will be supported in developing critical awareness skills and presentation of points of view.
3. Desire for learning and personal development	By completing the class work and assessment the student will be encouraged to engage in 'cutting-edge' action for biodiversity, the objective being to inspire students in the subject area and to actively investigate the current situation in nature conservation.

4. Responsible member of society	By engaging in class debates students will be supported to continue to develop their moral codes in relation to conservation topics – which ultimately impacts on society
5. Employability	The proposed assessment requires students to contact organisations that are actively engaged in action for biodiversity, this will compliment their skills development and employability.

6. Assessment

This module will be assessed using the following methods:

Assessment Method	Contribution to Grade (%)	Nature of Assessment
Oral Presentation	**50%**	Individual poster and oral presentation based on group project.
Written Coursework	**50%**	A 2000-word policy brief reviewing a given issue to suit the nature of the topic.

7. Reading

Required: the following texts are general subject texts – each subject area covered in lectures has its own literature on Moodle – lecturers will indicate in advance of class which resources are required reading for that semester.

Hambler, Clive, Canney & Susan, (2013) Conservation. [Ebook] https://encore.uhi.ac.uk/iii/encore_sruc/record/C__Rb1555341

Karevia, P., (2011). Natural Capital: theory & practice of mapping ecosystem services. Oxford: Oxford University Press. Available as an E-book from library catalogue.

Morand,S. and Lajaunie, C., (2018) Biodiversity and health : linking life, ecosystems and societies
EBOOK:http://encore.uhi.ac.uk/iii/encore_sruc/record/C__Rb1901599__Sbiodiversity__Ff%3Afacetavailability%3AzANDy%3AzANDy%3AOnline%3A%3A__Orightresult__U__X6?lang=eng&suite=sruc

Additional:

Hoekstra, J., Molnar, J., Jennings, M. & Revenga, C., (2010). The Atlas of Global Conservation: Changes, Challenges, and Opportunities to Make a Difference.

Ladle, R. & Whittaker, R., (2011). Conservation Biogeography. Wiley Blackwell

Marvier, M., Kareiva, P., and Silliman, B., (2017) Effective conservation science: data not dogma, Oxford University Press.

Sinclair, A., Fryxell, J. and Caughley, G., (2006). Wildlife ecology, conservation and management. Oxford: Blackwell Publishing.

Sutherland, W., (2000). The Conservation Handbook: Research, Management and Policy. Oxford: Blackwell Science..

8. Staff

Module Leader(s):	Sarah Marley (Aberdeen) Lucy Thornton (Barony) Hannah Grist (Edinburgh) Louise Mitchell (Edinburgh)