

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	ANM527
Module Title	Climate Change and Conservation
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	101070
Cost Code	GAAN

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
FdSc Practical Wildlife Management	Core
FdSc Animal Behaviour, Welfare and Conservation	Core
BSc (Hons) Animal Behaviour, Welfare and Conservation	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	25 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	5 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	12/05/2022
With effect from date	September 2023
Date and details of revision	15/5/24 Approved revalidation for Sept 2024 – updated module hours, LO's, Indicative Tasks, Syllabus.
Version number	2

Module aims

This module aims to introduce students to natural and anthropogenic changes in the climate and the science of current climate change. Students will be able to identify how climate change will affect biomes, habitats and species worldwide and learn how global efforts to combat climate change are being implemented.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate natural and anthropogenic causes of climate change
2	Analyse changes to biomes, habitats, and species distribution due to climate change
3	Critically evaluate global efforts to combat climate change

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Coursework: Design learning materials (with teacher's guide) for year 7 students that demonstrate natural and anthropogenic causes of climate change (1000 word equivalent)

Assessment 2: Group project: Video blog highlighting changes in biodiversity and possible solutions to climate change (15 minutes)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Coursework	40
2	2, 3	Group Project	60



Derogations

N/A

Learning and Teaching Strategies

A blended format will be utilised to deliver this module. An active and inclusive learning environment aligned to Universities ALF will enable flexible, accessible, and individualised learning opportunities for students. This approach will include both synchronous and asynchronous learning. Practical sessions and workshops will enable students to implement theory in practice. Assessments will take place midpoint and at the end of the module.

Indicative Syllabus Outline

Natural fluctuations; historical pattern of global warming and cooling. Current increases in global temperature, rainfall, storm intensity, sea temperature, sea level increase, melting sea ice, predicted rises and changes. Anthropogenic factors that have caused recent changes in the climate; burning fossil fuels, agriculture, deforestation, cement production

Decreasing regions of snow, ice, and permafrost. Areas of food production move and reduce. Habitat decline; coral reef, salt marsh, mudflats, wetlands, coastal, peat and soil erosion. Loss of spawning grounds, prey, shifting distribution and migration patterns, disruption to hibernation, changes to flowering times. Non-native species favoured by new conditions.

COP26, 2015 Paris Agreement, Kyoto Protocol, green economy, low-carbon economy, sustainability, reducing carbon emissions, carbon off-setting, renewable energy, carbon absorption, reduction in meat intake, changing farming practices, reduction in consumption

Use of interactive Our World in Data maps, NASA data/maps and Planet software for up-to-date climate data and satellite images. Work with IT and Visual Arts for video recording and editing.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Dessler, D. E. (2019), *The Science and Politics of Global Climate Change: A Guide to the Debate*. Cambridge: Cambridge University Press.

Other indicative reading

Beebee, T. (2018), *Climate Change and British Wildlife (British Wildlife Collection)*. London: Bloomsbury Publishing Plc.

Hampshire-Waugh, M (2021), *Climate change and the road to NET-ZERO: Science, Technology, Economics, Politics*. London: Crowstone Publishing.

Hanson, A. (2022), *Hurricane Lizards and Plastic Squid: How the Natural World is Adapting to Climate Change*. London: Icon Books.



Employability – the University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding. Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.

