NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	**0078455**	**-Session-1987-88**

-Superclass-   **QA**

-Title-   **WILDLIFE CONSERVATION 1 (x $^1/_2$)**

-DESCRIPTION-

Type and Purpose	A general module which enables the student to acquire a knowledge of wildlife conservation.

Preferred Entry Level	Standard Grade in Science at 3 or
	0078181 Plant Identification : Introduction
	0068450 Introduction to Animal Wildlife

Learning Outcomes   The student should:

1.   identify habitats and their characteristic wildlife;

2.   recognise sites where changes in wildlife are associated with changes in land use and technology; and be able to suggest reasons for these changes;

3.   know the aims of wildlife conservation and associated organisations and regulations.

Content/ Context   Corresponding to Learning Outcomes 1-3:

1.   Identification of habitats within three separate areas for example, farm, riverside, industrial area, hillside, seaside, marsh, woodland; examples of their characteristic wildlife.

2.   Examples of technological and economic factors which have brought about changes in land use affecting wildlife diversity in at least two areas for example farming, forestry, fishing, heavy industry, tourism;

3.   The reasons for wildlife conservation; conserving wild species for the maintenance of local water and nutrient cycles, for local supply of food, for recreation and for preservation of genetic resources. The importance of diversity of habitats and species; the status and main areas of interest of relevant organisations, for example, Nature Conservancy Council, Countryside Commission, Forestry Commission, Agricultural Colleges, Regional and Local Authorities, National Trust for Scotland, Scottish Wildlife Trust, Royal Society for the Protection of Birds, Farming, Forestry and Wildlife Advisory Group.

The provisions could be limited to the features of the Wildlife and Countryside Act 1981 and amendments set down in the NCC publications "Wildlife, the Law and You" and "SSSIs: What you should know about Sites of Special Scientific Interest".

Suggested Learning and Teaching Approaches	The work of the module should be structured so that the student arrives at a comprehension of Learning Outcome 3 through a study of Learning Outcomes 1 and 2.

The concept of habitat may be developed through short, carefully structured field trips which include the opportunity to identify a few species which are characteristic of each habitat.

For particular sites old maps, (for example 1:2500 series, circa 1900) records, (for example, the Statistical Accounts, Natural History Society Records) photographs and interviews with local people, would allow the student to review changes in wildlife and to suggest possible reasons for the change. The student should compile a descriptive record of work.

Comprehension may be developed through discussion, possibly aided by a film or a short lecture by the teacher or a visiting speaker.

The student could obtain the information needed from the wide range of pamphlets which are available from the conservation organisations.

Assessment Procedures	Acceptable performance in the module will be satisfactory achievement of the performance criteria specified for each Learning Outcome.

Where cutting scores are stated these are intended to be for guidance. The precise cutting score for a test will

depend on the difficulty of the test and will have to be decided by the Tutor aided by the Assessor.

The following abbreviations are used below:

> LO   Learning Outcome
> IA   Instrument of Assessment
> PC   Performance Criteria

LO1   IA(1)   Identification test.

PC   The student is required to identify four habitats (either on site or from pictures) and to name species which are likely to be present.

Cutting score 80%.

IA(2)   Identification test.

PC   The student is required to identify without the use of a key, 10 specimens of wildlife from the range of habitats studied.   The specimens may be live, preserved or pictures.

Cutting score 80%.

LO2   IA   Written project - the student is required to investigate the habitats in a given area for evidence of changes in wildlife which have been associated with changes in land use and technology.

PC   The student:

(a)   accurately describes habitats and identifies species present;

(b)   gives credible evidence for presence of difference species in the past;

(c)   accurately states changes in land use or technology;

(d)   validly associates wildlife with land use or technology.

LO3   IA   Written open book exercise.

PC   The student:

(a)   states the aims of wildlife conservation;

(b)   names and explains the role of organisations involved in wildlife and countryside conservation;

(c)   states the main provisions of the current Wildlife and Countryside legislation.