1. OVERVIEW

Subject Area	Biodiversity and Conservation
Degree	Bachelor's Degree in Veterinary Medicine
School/Faculty	Biomedical and Health Sciences
Year	Second
ECTS	3
Type	Optional
Language(s)	Spanish
Delivery Mode	On-campus
Semester	First semester

2. INTRODUCTION

One of the most important challenges in the 21st century is the conservation of our Planet Earth's biodiversity. Until recently, the role of the veterinarian in the conservation of wildlife was merely symbolic and grounded in individual success stories. Nevertheless, the effort towards the conservation of species and their habitats requires the involvement of multidisciplinary teams, in which vets play a signficant part. The subject area Biodiversity and Conservation aims to: define concepts such as Planetary Health, One Health and Conservation Medicine; explain the causes of extinction and loss of biodiversity; and analyse the role of the veterinarian in the conservation of species and environments.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by its acronym in Spanish):

- CB5. To develop the learning skills needed to undertake further studies with a high degree of autonomy (Autonomous Learning).

Cross-curricular skills (CT, by their acronym in Spanish):

- CT1. Ethical values. Ability to think and act in line with universal principles based on the value of individuals in order to support their full development, which involves a commitment to certain social values.
- CT5. Analysis and Problem-solving. Assess information critically, address complex situations by breaking them down into their various parts, identify patterns, and consider other alternatives, approaches and perspectives in order to reach the best solutions and effective arrangements.
- CT6. Adaptability. Assume, appreciate and integrate different roles, adapting your approach to the specific situation at hand, and work effectively in situations of uncertainty.
- CT7. Leadership. Lead, motivate and guide people according to their skills and abilities in order to effectively manage their development and common interests.

General skills (CG, by their acronym in Spanish):

- CG6. Carry out professional practice in connection with other health professionals, develop teamwork skills and ensure efficient use of resources and efficient quality management.
- CG7. Identify the risks that arise in all areas of the veterinary profession.

Specific skills (CE, by their acronym in Spanish):

- CE4. Knowledge and application of the principles and foundations of:
  - c) animal welfare and protection.
  - d) Bioethics.
- CE8. Knowledge and application of:
  - h) sustainable development.

Learning outcomes (RA, by their acronym in Spanish):

- Define the concept of biodiversity and its significance.
- Describe the problems impacting the conservation of biodiversity and the solutions put forward on the international scene of science and technology, with a special focus on global and local strategies of action.
- Identify the role of vets in the conservation of biodiversity and environmental protection, paying special attention to the specific problems that arise in the ex situ conservation of wildlife populations, and in the possession and trafficking of companion animals.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills (CE)	Learning outcomes (RA, by their acronym in Spanish)
CB5, CT6, CE8h	Define the concept of biodiversity and its significance.
CB5, CT5, CE3a	Describe the problems impacting the conservation of biodiversity and the solutions put forward on the international scene of science and technology, with a special focus on global and local strategies of action.
CB5, CT1, CE7e	Identify the role of vets in the conservation of biodiversity and environmental protection, paying special attention to the specific problems that arise in the ex situ conservation of wildlife populations, and in the possession and trafficking of companion animals.

4. CONTENT

This subject area is made up of seven topics (T), a simulation (L), a fieldwork practical (P), and other tasks such as the submission of essays, two tutorials (Tut) and one colloquium (Co). The learning content is divided into three units: Introduction to Biodiversity; Conservation; the Veterinarian's Role in Conservation and Biodiversity.

UNIT 1. INTRODUCTION TO BIODIVERSITY.

UNIT 2. CONSERVATION.

UNIT 3. THE VETERINARIAN'S ROLE IN CONSERVATION AND BIODIVERSITY.

5. TEACHING/LEARNING METHODS (MD, by their Spanish acronym)

The types of teaching/learning methods are as follows:

- MD1: Lecture / Web conference.
- MD2: Case studies
- MD4: Project-based learning
- MD6: Learning based on workshop/lab teaching

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of total hours	Number of hours on campus
AF1: Lectures	10	10
AF2: Group work (seminars, forums, debates and talks)	5	1.25
AF4: Oral presentations	1	1
AF5: Independent working	24	0
AF6: Workshops and/or labs and/or simulation	14	14
AF9: Research (scientific/case-based)	15	0
AF10: Tutorials	4	4
AF11: Assessment tests	2	2
TOTAL	**75**	**32.25**

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
SE1: On-campus theory exams	60%
SE3: Skills and abilities assessment	10%
SE5: Oral presentations	10%
SE6: Research projects	20%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment tasks, including the deadlines and assessment procedures for each task.

8. BIBLIOGRAPHY

The works of reference for following up this subject area are:

- Introduction to One Health: An Interdisciplinary Approach to Planetary Health (English Edition) 1a Edición. ISBN-13: 978-1119382867
- Infectious Disease Ecology and Conservation. ISBN-13: 978-0199583515