1. **Title of the module**

DICE8830 (DI883) Special Topics in Conservation

1. **School or partner institution which will be responsible for management of the module**

Division of Human and Social Sciences / School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Conservation Biology

MSc Conservation and Tourism

MSc Conservation and International Wildlife Trade

MSc Conservation and Rural Development

MSc Conservation Project Management

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 gain an in depth understanding and knowledge of one particular advanced topic in conservation that relates directly to the programme of study.

8.2 gain an in depth understanding of how the topic of choice relates to wider biodiversity issues in both the natural and/or social sciences.

8.3 use a range of tools for synthesising and analysing data in the specific field of research.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to demonstrate:**

9.1 independent study skills: time management, organisation and assimilation of information

9.2 literature searching and the ability to write a concise, detailed and accurate report on an advanced topic

9.3 critical analysis and reflection

9.4 problem-solving approaches to conservation

1. **A synopsis of the curriculum**

This module provides the opportunity for students to undertake a detailed analysis or review of a specific topic of interest that relates directly to their programme of study. The topic will be decided upon after consultation with the relevant member of staff and agreed by the Programme Convenor and Director of Graduate Studies. The topic of interest may be explored using one or more of the following approaches: comprehensive literature review, systematic evidence review, collection and analysis of a small field data set, analysis of an existing data set, laboratory practical exercise, computer modelling. The topic of interest must be addressed by framing it within a clearly defined goal, and the approach used must allow a clear conclusion to be reached.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Pechenik, J. and Lamb, B. (1996) How to Write About Biology. Prentice Hall; New Ed edition
* Robson, R. and McCartan, K. (2016). Real World Research: A Resource for Users of Social Research Methods in Applied Settings. John Wiley & Sons (4th Ed.)
* Sutherland, W.J. (1998). *Conservation Science and Action*. Blackwell: Oxford.

1. **Learning and teaching methods**

Total contact hours: 5

Private study hours: 145

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

*100% coursework Written Report (100%).*

13.2 Reassessment methods

Reassessment Instrument: 100% project.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| *Tutorials* | **X** |  |  |  |  |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Assignment* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students on this module interact directly with a member of staff who acts as a supervisor and individual tutor for the selected special topic; many of our UK and non-British staff in the conservation side of the school have research networks spanning different parts of the globe, which can benefit students when pursuing this module. Many students exploring special topics based on a data set may therefore be dealing and managing data coming from a different country than their own and gathering by an international team of experts and practitioners. Any literature review or systematic evidence review, and the project report itself typically necessitate students’ exposure to case studies from or methodological approaches applied in different parts of the globe and research produced by international researchers or research groups in and outside the UK, thus exposing the students broadly to the global relevance on their chosen topic.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018