1. **Title of the module**

HECO3150 (SE315) Field Class: Sustainable Land Use Systems

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

School of Anthropology and Conservation

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

Level 4

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**

BA in Environmental Social Science

BSc in Human Ecology

BSc in Wildlife Conservation

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

8.1 understand the varied nature of land use systems and the competing values that surround priorities for them and how they are managed;

8.2 apply basic theories of landscape interpretation to different land use contexts

8.3 understand and appreciate the challenges of translating policies for sustainable land use management into practice.

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

9.1 conduct field based observations of the principal components of land use systems

9.2 interview and question experts about a topic and evaluate their knowledge with reference to theory

9.3 articulate and defend arguments in a group-setting and work toward shared understanding of problems

9.4 organise information in a clear and coherent manner in a written format

* 1. analyse and utilise data drawn from grey and academic literature
1. **A synopsis of the curriculum**

This field based module explores how to interpret and assess the sustainability of land use systems. It involves local field investigations into different types and scales of system and the way these are valued and managed according to different, often competing, economic, social and environmental priorities for land. The local field investigations span key different contexts for learning. Contexts and emphasises will vary over each year according to teaching staff but may include:

* *Land-use systems at the landscape scale* –such as the management of protected areas designated for their biodiversity and cultural value.
* *Exploring and managing woodland environments*– including the culture and practice of woodland management.
* *Farming and agricultural change* –spanning the environmental and economic dimensions of changes in farming systems and wider supply chain
* *Urban ecosystems and landscapes –* including a focus on the role of green infrastructure for linking people to the natural world
* *Touristic and leisure landscapes –* linking sustainable landscapes to a major sector for economic regeneration and growth

The module will include four day-long field trips to local (Kent-based) sites over the course of the term and contextualised through supporting lectures and group exercises. The trips will be timetabled to avoid clashes with existing student commitments (and may include attendance at weekend and during reading weeks). The module will provide practical learning to complement theoretical issues explored across anthropology and conservation programmes. The emphasis throughout will therefore be on learning from the experience of people and organisations directly engaged in creating, cultivating and managing land for different kinds of human benefit.

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

A recommended module journal for an overall view of the dynamics and governance of land use systems is ***Land Use Policy***. Each component of the course is supported by a number of key readings that will help you develop your ideas and thinking further. In the seminars you will have an opportunity to engage with directed readings as part of your learning.

1. **Learning and teaching methods**

Total contact hours: 42

Private study hours: 108

Total study hours: 150

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

Journal (2500 words) (50%)

Land Use Systems Report (2500 words) (50%).

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** |  |  |  |  | **X** |
| *Lectures* | **X** |  | **X** |  |  |  |  |  |
| *Field Visits* | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| *Seminar* | **X** |  | **X** |  |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Field Journal* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Report* | **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**

This course is UK land-use in focus, but includes coverage of drivers of land use change that have relevance for land-use systems in North America, Australia and Mainland Europe.

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**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