1. **Title of the module**

DICE8800 (DI880) Conservation and Community Development

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 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)**

Autumn or 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

MSc Conservation and Primate Behaviour

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

8.1 gain knowledge of historical trends in approaches to rural development, and an understanding of current debates on the relationship to community aspects of conservation

8.2 gain an awareness of reflexive issues connected to the relationship of the researcher with the study community

8.3 gain an understanding of the principle theoretical issues in community conservation and development, including institutional aspects and governance; the relationship between ‘scientific’ expertise and local knowledge; the significance of human and indigenous rights; and the relationship between policy and practice.

8.4 gain an understanding of the development of professional skills such as stakeholder analysis, consultation techniques, and project cycle management

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

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

9.2 demonstrate literature searching and the ability to synthesise materials into a coherent account

9.3 demonstrate critical analysis and reflection

1. **A synopsis of the curriculum**

The curriculum will aim to give an integrated view of theoretical and practical approaches to conservation and community aspects of rural development. Indicative themes to be covered include:
An introduction to rural development, with a focus on community aspects
How do they see you? Community perspectives on researchers and project workers
Who sets the agenda? Consultation, collaboration and technical support
Community organisation: Institutions, representation and decision-making
Incorporating rights: indigenous peoples and conservation
Building on local knowledge systems: the role of technical expertise
Working with communities: and technical support
Community-based tourism: benefit-sharing and private partnerships
Wider perspectives: project cycles and multi-stakeholder processes
Policy and practice: the relationship between conservation and rural development.

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

Mikkelsen B (2005). Methods for development work and research: a new guide for practitioners. 2nd Edition. Sage Publications.

Mulder MB and Coppolillo P (2005). Conservation: linking ecology, economics and culture. Princetown University Press.

Russell D and Harshbarger C (2003). Groundwork for community-based conservation: strategies for social research. Altamira Press.

Singh K (2009). Rural Development: Principles, Policies and Management. 3rd Edition. Sage Publications.

1. **Learning and teaching methods**

Total contact hours: 17.5

Private study hours: 132.5

Total study hours: 150

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

Written Assignment (2500 words) (80%)

Poster (20%).

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)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures/seminars/practicals* | **X** | **X** | **X** | **X** |  |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Poster* |  |  | **X** | **X** | **X** | **X** | **X** |
| *Assignment* | **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**

In this module students are encouraged to consider and understand a variety of different political, economic and social issues in a global context. The module content and assessments have an explicitly global focus, equipping students with an understanding of conservation and community development issues that can be applied worldwide.

**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.**

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

Revised FSO Jan 2018