1. KentVision Code and title of the module

DICE8850 (SE885) Ecotourism and Rural Development

## Division and School/Department or partner institution which will be responsible for management of the module

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

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

PGDip/MSc Conservation and Rural Development

PGDip/MSc Conservation and International Wildlife Trade

PGDip/MSc Conservation Project Management

PGDip/MSc Conservation Biology

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

8.1 Demonstrate an understanding of the interaction between conservation, society and the economy

8.2 Discuss the role that nature-based tourism and other enterprises can play in delivering conservation and supporting livelihoods

8.3 Demonstrate a knowledge of the environmental impacts of nature-based tourism and other enterprises on protected areas

8.4 Demonstrate a knowledge of the economic impacts of conservation on national and local economies

8.5 Demonstrate an understanding of current debates on strengths and weaknesses of eco-tourism and other conservation related enterprises

8.6 Demonstrate an ability to work independently and in teams to conduct social surveys and interviews, and assimilate information from a wide variety of sources and to write a report of relevance to local businesses

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

9.1 Integrate information from different disciplines

9.2 Demonstrate skills to analyse case studies within a coherent theoretical framework

9.3 Demonstrate critical thinking

9.4 Present reports containing balanced arguments supported by quantitative and qualitative evidence

## A synopsis of the curriculum

This module is designed to complement other modules by offering students an opportunity to learn first-hand from conservation practitioners, local businesses and other stakeholders about practical aspects of rural development and biodiversity conservation. In addition, the assessments provide students with an opportunity to develop and practice the social science research skills required to effectively manage conservation projects in a manner sympathetic to livelihoods and rural development objectives. The module includes field experiences to local sites to understand environmental impacts of visitors to natural areas and other sites of interest and to discuss emerging business thinking regarding conservation and livelihoods, exploring relationships between different stakeholders from cultural, policy and socio-economic perspectives and gain practical insight into different management tools to resolve conflicts. The module will therefore provide practical learning to complement theoretical issues taught in other modules. Students will become familiar with practical tools for successful management of conservation embedded in local communities, and will analyse the strengths and weaknesses of conservation in a rural development context. The emphasis throughout will be on learning from the experience of people and organisations directly engaged in conservation and economic development.

## Reading list

## Indicative reading list below; most up to date reading list for this module can be found on the university’s [reading list pages](https://kent.rl.talis.com/index.html).

## Buckley, R. (2008) *Environmental impacts of ecotourism*. Wallingford: CABI

* Mowforth, M., Munt, I. (2016) *Tourism and sustainability: development, globalisation and new tourism in the Third World*. Fourth edition. Abingdon, Oxon: Routledge.
* S. K. Nepal and J. Saarinen (Eds.) (2016) *Political ecology and tourism*. Abingdon, Oxon: Routledge.
* Buckley, R. C. (2010) *Conservation Tourism*. Wallingford: CABI.

## Learning and teaching methods

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Teaching methods include a mixture of lectures by the module teaching staff and invited speakers, group discussions and student presentations in a workshop format. Group discussions are based on analysis of the knowledge gained from the field and experience with data gathering in the field. Non-contact study hours will comprise private reading and research, unsupervised group discussions, group work, and preparation of an assessed assignment based on a field data gathering exercise.

## Assessment methods

* 1. Main assessment methods
* Individual assignment: Briefing paper (1500 words) – 50%
* Group assignment: Consultancy report (4000 words) – 50%

13.2 Reassessment methods

Reassessment instrument: 100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |
| *Group discussions* |  | **X** |  |  | **X** |  |  |  | **X** | **X** |
| *Presentations* | **X** |  | **X** | **X** |  |  | **X** | **X** |  |  |
| *Fieldtrip* | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Individual Assignment* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Group Assignment* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The subject and content focuses on conservation and rural development at local, regional, national and international level.

**DIVISIONAL USE ONLY**

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

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