1. **Title of the module**

HECO5320 (DI532) Creative Conservation

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 5

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**

BSc Anthropology; BA Environmental Studies; BSc Wildlife Conservation; BSc Human Ecology:BSc Human Geography

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

8.1 Demonstrate developed creative practice in the context of a deeper understanding of specific conservation issues.

8.2 Acquire developed range of practical skills relating to the module topics and of use to conservation practice.

8.3 Demonstrate an understanding of the theoretical underpinnings to their creative conservation practice.

8.4 Demonstrate developed capacity to work alone and in teams whilst focussing on different conservation-oriented activities.

8.5 Demonstrate developed capacity to communicate and explain process, nature and outcomes of their creative practice.

8.6 Critically engage with their creative practice across each of the individual topics selected to comprise the curriculum (see below) and engaged with the theoretical background and underpinnings as well as the more practical aspects.

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

9.1 Demonstrate improved organisation and communication skills

9.2 Critically engage with real-world problems and issues, and develop creative solutions through dialogue and experimental practice

9.3 Feel confident to apply their new and improved skills to other, similar contexts and to share them with other people.

9.4 Further develop their critical academic skills.

1. **A synopsis of the curriculum**

Creative Conservation will engage students with a range of ways of thinking critically about conservation issues and their communication whilst developing their own creative practice and skills portfolio. The approach will seek to take a truly interdisciplinary approach, exploring these issues form a range of disciplinary perspectives and seeking syntheses and new imaginings in addressing them. Topics of focus may include:

* History of place and the relationship with nature – esp. East Kent and the Blean
* Photography - and the use of the still image
* Video - as representation and a research tool
* Art and Conservation - craftwork, eco-regional design and natural resource utilisation
* The Wildlife Documentary - a critical deconstruction and analysis
* Campaigning for Conservation
* Conservation and Agriculture
* Performance Ethnography - a theoretical framework for action research in conservation

In each case the theoretical, as well as the applied practical aspects of the topic will form a core component of the learning and teaching.

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

There is no single text book designated for this module, and students will be given references to specific articles/chapters in books etc. as we move through the module. Readings will be given primarily to inform the seminar and practical/workshop discussions (some to help in thinking about the practical aspects and the written assessments). These will be relatively few in number, *so students will be expected to have read and digested them thoroughly*. A separate list of useful references will be uploaded to Moodle and regularly updated, and students are encouraged to *share references with each other*. These references should alsoinclude websites and other online materials.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

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

Individual Practical Project (30%)

Individual Group Practical Final Text (4000 words) (40%)

Group Practical Project (30%)

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* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures |  |  |  | **x** | **x** |  | **x** |  | **x** |  | **x** |
| Seminars and practical assessments |  | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Informal Assessments as part of seminars and practical assessments |  |  |  |  |  |  |  |  |  |  |  |
|  | Creative exercise |  | **x** |  | **x** |  | **x** |  |  |  |  |
|  | Group presentation  | **x** |  |  | **x** | **x** | **x** | **x** | **x** |  |  |
|  | *Feedback questionnaire* |  |  |  |  |  |  |  | **x** |  |  |
| Private Study |  |  |  | **x** | **x** |  | **x** |  | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Group Presentation |  |  |  |  | **x** | **x** |  | **x** |  | **x** |  |
| Individual Project |  | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  |
| Individual Critical Reflections Text |  | **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 module is designed to engage students with a range of ways of thinking critically and creatively about conservation issues and their communication around the world.

**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) |
| 06/10/17 | Minor | January 2018 | 10,11,12 | No |
|  |  |  |  |  |

Revised FSO Jan 2018