## KentVision Code and title of the module

DICE8800 Conservation and Community 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

***Compulsory to the following courses:***

* MSc Conservation and Rural Development

***Optional to the following courses:***

* MSc Conservation Biology
* MSc Conservation and International Wildlife Trade
* MSc Conservation Project Management

## 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

## 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.

## A synopsis of the curriculum

This module explores the relationship between conservation and community in the context of rural development. It considers the role conservation agendas play in the development of rural communities and how rural development processes might, in turn, underpin conservation goals. Principal issues to be covered are as follows:

* The changing status and role of local communities conservation agendas
* The changing idea of ‘development’ and its implications for community-based conservation
* The linkages between conservation and ideas of poverty alleviation, rural livelihoods, and human wellbeing
* Integrating conservation and development goals into the management of protected areas.

The module places these concerns in a theoretical and applied context and draws examples from a range of geographical and cultural contexts.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 132.5

Contact Hours: 17.5

Total: 150.0

## Assessment methods

* 1. Main assessment methods

Written assignment (2500 words) – 80%

Poster 20%

13.2 Reassessment methods

Reassessment instrument: 100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods 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** | **9.1** | **9.2** | **9.3** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures/seminars/practicals | **X** | **X** | **X** | **X** |  |  | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | **8.1** | **8.2** | **8.3** | **8.4** | **9.1** | **9.2** | **9.3** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Poster  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written assignment | **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

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.

**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)** |
| --- | --- | --- | --- | --- |
| 16.11.22 | Minor | September 2023 | 7, 10, 11, 14, 17 | No |
|  |  |  |  |  |