1. **KentVision Code and title of the module**

DICE8880 Economics of Biodiversity Conservation

1. **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

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 and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Optional to the following courses:

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

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

8.1 Demonstrate knowledge of basic economic concepts as they relate to biodiversity conservation

8.2 Discuss the causes and consequences of biodiversity loss in relation to economic activity

8.3 Discuss and critically evaluate economic tools and techniques, and market-based mechanisms applied in biodiversity conservation

8.4 Demonstrate a critical understanding of current debates about the economics of environmental and biodiversity conservation issues.

8.5 Critically evaluate the application of economic principles in contemporary biodiversity conservation policies.

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

9.1 Apply concepts from economics into understanding of problems related to environment and biodiversity conservation

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.

1. **A synopsis of the curriculum**

Effective biodiversity conservation relies on a critical understanding of the linkages between the social, economic and ecological systems. In this module students will be introduced to key economic theories and concepts and how they relate to environmental and conservation issues. Using problem-based learning approach, we will explore the economic causes of conservation conflicts and biodiversity loss, and apply a whole systems approach to identify possible solutions. The design of this module along the principles of problem-based active learning means that a high level of student preparation and engagement is expected throughout the course. This module does not require previous training in economics.

1. **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).

1. **Contact Hours**

Private Study: 130

Contact Hours: 20

Total: 150

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

* Written Assignment (2,000 words) (80%)
* Class Presentation (20%).

13.2 Reassessment methods

* Reassessment Instrument: 100% coursework.

1. **Map of module learning outcomes (sections 8 and 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 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Group Discussions |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **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 | 9.1 | 9.2 | 9.3 | 9.4 |
| Class presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Written Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The subject and content focus on the link between society, economy and biodiversity conservation 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)** |
| --- | --- | --- | --- | --- |
| 17.02.21 | Minor | Sept 21 | 5 | No |
| 26.01.22 | Major | Autumn 2022 | 7, 8, 9, 10, 12, 13, 14, 17 | No |