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

GEOG5003 Sustainable Landscape Planning

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 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)**

Autumn or Spring

1. **Prerequisite and co-requisite modules and/or any module restrictions**

None

1. **The programmes of study to which the module contributes**

***Compulsory for:***

* BSc Human Geography

***Optional for:***

* BSc Wildlife Conservation,
* BA Environmental Social Sciences/Environment and Sustainability
* BSc Anthropology

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

8.1 Understand the relationship between society and nature from the starting point of social-ecological systems research in general and sustainable landscape planning in particular

8.2 Understand how approaches to sustainable landscape planning relate to wider developments in environmentalism, environmental policy and integrated approaches to natural resource management

8.3 Critically assess the guiding purpose of scientific and policy agendas for sustainable landscape planning.

8.4 Evaluate the roles of market, states and civil society action in promoting sustainable use of environmental assets in urban and rural contexts for decision making.

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

9.1 Understand and evaluate how evidence is presented and used in an academic social science context

9.2 Understand the utility of theory for revealing and testing assumptions about how the world works and the implications and practical consequences of these assumptions

9.3 Gather and assess relevant information to interpret complex problems and develop a critical and defensible written or verbal argument about them.

1. **A synopsis of the curriculum**

The aim of this module is to explore, assess and apply critical concepts and approaches to the sustainable planning of landscapes. Drawing on recent developments in the geography, conservation and environmental planning literatures, the module introduces students to key ideas intersecting with policy and practice agendas and initiatives for landscape, including natural capital, ecosystem services, environmental economics and participatory environmental management. Alongside critical reflection on the underlying assumptions that guide these developments, the module places students in real-world scenarios in which they must design and shape plans for rural and urban landscapes.

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. **Learning and teaching methods**

Private Study: 128

Contact Hours: 22

Total: 150

1. **Assessment methods**

13.1 Main assessment methods

* Group Presentation and Poster (10 mins plus supporting documentation): 25%
* Group Presentation and Report (1,000 words) (10 mins plus supporting documentation): 25%
* Individual Report (2,500 words): 50%

13.2 Reassessment methods

100% coursework (4,000 words)

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 | 9.1 | 9.2 | 9.3 |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **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 |
| Group Presentation and Poster | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Group Presentation and Report |  |  | **x** | **x** | **x** | **x** |  |
| Individual Report | **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 module is linked to understanding the international harmonisation of approaches to natural resource management, including the work of the Convention on Biological Diversity.

**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)** |
| 28.01.22 | Major | Autumn 2022 | 1, 8, 9, 10, 13, 14 | No |
| 06.12.22 | Minor | Autumn 2023 | 5, 7 | No |