## KentVision Code and title of the module

WCON5350 Tropical Conservation Science Field Course

## 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 6

## 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, Spring or Summer

The module will be offered to Stage 3 students and taught in either:

* the summer vacation between Stages 2 and 3 with credit awarded in Autumn term at Stage 3, or
* the winter vacation of Stage 3 with credit awarded in the Spring term.

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

Prerequisite: WCON5390

Capped at 20 students

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

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

* BSc Wildlife Conservation

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

8.1 Explain in depth the characteristics and ecological processes that define tropical rainforests as well as the characteristics of disturbed tropical forests and the breakdown of ecological processes within these habitats.

8.2 Demonstrate a critical of understanding the importance of tropical forests as centres of biodiversity and ecological diversification.

8.3 Apply theoretical and experiential knowledge gained regarding the major conservation issues surrounding rainforests to evaluate ways by which environmental impacts on tropical habitats can be mitigated.

8.4 Apply practical and analytical skills concerning ecological survey techniques and ecological assessment methods for a range of tropical biota, which can also be applied to other ecosystems.

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

9.1 Work effectively as a member of a team.

9.2 Make effective use of information sources.

9.3 Communicate succinctly the subject matter of practical tasks in group-based activities.

9.4 Understand and explain the theoretical, technical or applied dimensions of a problem.

9.5 Work independently, manage their own learning and development, including time management and organisational skills.

## A synopsis of the curriculum

This residential module is designed to provide students with first-hand experience of ecological processes, biodiversity and conservation issues associated with humid tropical environments. Tropical rainforests are the most biologically diverse habitats on Earth and the loss of rainforest is of tremendous conservation concern, both due to loss of diversity as well as its consequences for global warming.

Topics to be covered in the curriculum:

* Rainforest structure and defining characteristics of pristine and disturbed habitats.
* Practical training in ecological techniques and survey methods for a range of terrestrial taxonomic groups.
* Interventions such as protected area management and local community issues

Anthropogenic factors affecting rainforests including, fragmentation, global warming and agriculture.

The module will take place in a field studies centre at a rainforest location where there is an adequate infrastructure to ensure an acceptable standard of logistical support and health and safety conditions. Students will spend time working in forest systems, and there will be an emphasis on practical training in ecological survey and assessment methods. Teaching on conservation will be integrated with short visits to surrounding sites to gain direct appreciation of the issues, problems and solutions surrounding rainforests and their wildlife.

Participation in the module will be dependent on maintaining a clean disciplinary record during registration on the degree course prior to the module. These requirements may be waived in individual cases at the discretion of the module and course convenors where we judge that there is a strong case for allowing the student onto the module.

## 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: 74

Contact Hours: 76

Total: 150

## Assessment methods

* 1. Main assessment methods
* Written Assignment 1 (2,000 words) 40%
* Written Assignment 2 (2,000 words) 40%
* Field notebook (ca. 30 pages) 20%

13.2 Reassessment methods

Like for like

## 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 | 9.4 | 9.5 |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Field practicals  | **x** | **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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Written Assignment 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Field notebook | **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

As part of this process, a full UoK risk assessment will be prepared in consultation with, and in addition to, that available from the field studies centre host. As part of local health and safety obligations all participants at the field centre (staff and students alike) will be required to complete a short health questionnaire in which they will be asked to declare any pre-existing dietary, physical or mental health conditions that may affect procedures in place to minimise local hazards and risk. In accordance with fieldwork health and safety guidelines published by the Universities Safety and Health Association\* we will discuss any issues arising with the individual student, and the appropriate Adviser from Student Support and Wellbeing. If necessary, we will seek advice from an appropriately qualified health professional (e.g. a travel health practitioner, general practitioner or practice nurse) regarding alternative procedures. Should alternative arrangements be identified and agreed, these will then be written into the Inclusive Learning Plan.

\*[Guidance on Health and Safety in Fieldwork](https://www.kent.ac.uk/safety/hs/pages/fieldwork/guidance_on_health_and_safety_in_fieldwork.pdf).

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

* Canterbury
* Off-site at a research station in a tropical location

## Internationalisation

The module covers the ecology of tropical forests and the conservation threats facing them and is taught exclusively at a field site in the tropics. The subject content and module activities concern tropical countries, and will require students to appreciate and respect new customs and culture in Indonesia/Malaysia.

**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)** |
| --- | --- | --- | --- | --- |
| 26.01.22 | Minor | September 2022 | 5 | No |
| 16.11.22 | Major | September 2023 | 6, 10, 13, 14  | No |