1. KentVision Code and title of the module

WCON5460 Conservation and Communities

## 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 (17.5 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:***

BA Environmental Social Sciences/Environment and Sustainability and cognate courses

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

BSc Anthropology and cognate courses

BSc Human Geography and cognate courses

BSc Wildlife Conservation and cognate courses

Also available as an elective module

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

8.1 Understand the history of Western conservation approaches towards local communities

8.2 Acquire a broad conceptual understanding of the social context of conservation, including economic, cultural and political factors

8.3 Acquire familiarity with different forms of community conservation and key issues and techniques in its implementation

8.4 Analyse case studies and come up with practical recommendations for management measures related to the relationship between communities and conservation

8.5 Critically approach and analyse current conservation debates

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

9.1 Demonstrate general learning and study skills

9.2 Demonstrate critical and analytical skills

9.3 Express ideas via a variety of methods

9.4 Interpret scholarly publications

9.5 Make a structured and logical argument

## A synopsis of the curriculum

The driving causes of biodiversity loss are not just ecological, but also political, economic and cultural, and conservationists need to acquire the knowledge and skills to address broader social contexts. This module aims to introduce students to cutting-edge debates about the place of local people in biodiversity conservation, and provide them with an overview of the essential role that the social sciences play in the analysis of environmental issues. Objectives of the module are to provide students with a broad conceptual understanding of the social context of conservation; knowledge of the history of conservation approaches towards local communities; familiarity with key issues in the implementation of community conservation; and a critical approach to analysis of the current conservation debates.

## 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: 125

Contact Hours: 25

Total: 150

## Assessment methods

* 1. Main assessment methods

Essay/Report (2,000 words) (50%)

Examination, 2 hours (50%)

13.2 **Reassessment method**

100% coursework

## Map of module learning outcomes (sections 9 & 10) to learning and teaching methods (section 13) and methods of assessment (section 14)

**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 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Private Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| *Lectures* | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| *Seminars* |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Field Trip* |  | **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 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Essay/Report* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division/Collaborative Partner *(delete as applicable)* 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 examining the causes of biodiversity loss, students are encouraged to consider and understand a variety of different political, economic and cultural issues from broad social contexts. Objectives of the module are to provide students with a broad conceptual understanding of the social context of conservation, and particularly of the importance of politics and economics; knowledge of the history of conservation approaches towards local communities; familiarity with key issues in the implementation of community conservation; and a critical approach to analysis of the current conservation-preservation debate.

**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) |
| --- | --- | --- | --- | --- |
| 06/10/17 | Minor | Jan 2018 | 12 | No |
| 31/01/20 | Major | Sep 2020 | 1 | No |