## KentVision Code and title of the module

DICE8830 Special Topics in Conservation

## 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)

Spring

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

None

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

#### Optional to the following courses:

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

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

8.1 Gain an in–depth understanding and knowledge of one particular advanced topic in conservation that relates directly to the course of study.

8.2 Gain an in–depth understanding of how the topic of choice relates to wider biodiversity issues in both the natural and/or social sciences.

8.3 Use a range of tools for synthesising and analysing data in the specific field of research.

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

9.1 Independent study skills: time management, organisation and assimilation of information

9.2 Literature searching and the ability to write a concise, detailed and accurate report on an advanced topic

9.3 Critical analysis and reflection

9.4 Problem-solving approaches to conservation*.*

## A synopsis of the curriculum

This module provides the opportunity for students to undertake a detailed analysis or review of a specific topic of interest that relates directly to their course of study. The topic will be decided upon after consultation with the relevant member of staff and agreed by the Course Convenor and Director of Graduate Studies. The topic of interest may be explored using one or more of the following approaches: comprehensive literature review, systematic evidence review, collection and analysis of a small field data set, analysis of an existing data set, laboratory practical exercise, computer modelling. The topic of interest must be addressed by framing it within a clearly defined goal, and the approach used must allow a clear conclusion to be reached.

## 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: 145

Contact Hours: 5

Total: 150

## Assessment methods

* 1. Main assessment methods

100% coursework Written Report (100%)

* 1. Reassessment methods

Reassessment Instrument: 100% project

## 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Tutorials | **x** |  |  |  |  |  | **x** |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Written Report | **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

Students on this module interact directly with a member of staff who acts as a supervisor and individual tutor for the selected special topic; many of our UK and non-British staff in the conservation side of the school have research networks spanning different parts of the globe, which can benefit students when pursuing this module. Many students exploring special topics based on a data set may therefore be dealing and managing data coming from a different country than their own and gathering by an international team of experts and practitioners. Any literature review or systematic evidence review, and the project report itself typically necessitate students’ exposure to case studies from or methodological approaches applied in different parts of the globe and research produced by international researchers or research groups in and outside the UK, thus exposing the students broadly to the global relevance on their chosen topic.

**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) |
| --- | --- | --- | --- | --- |
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