Note: This sheet does not form part of the specification and will not be published. The information on this sheet provides contextual and supporting information for the approval process and should provide answers to questions that commonly arise in the consideration of new and revised modules. Please type directly into the form, boxes will expand as needed.

NB – specifications with errors in formatting, typos and/or on incorrect or incomplete templates will not be considered for approval until corrected.

1. New Module (if yes, complete numbers 3-8, 10-14)
   Title: ☐ ☒

2. Revised Module (if yes, complete numbers 3-14)
   Title and code: DI897 Public Engagement in Conservation Action X ☐

3. State which stage(s) this module will be applicable to (information required by SITS): Stage 1. Level M

4. Is this module (or any consequently withdrawn modules) compulsory in any programmes:
   (i) in the School which owns the module? ☐ ☒
   (ii) in programmes owned by other Schools? ☐ ☒

5. Does the introduction/revision of this module, or the withdrawal of other modules, potentially require changes to those programmes? ☒ ☐

6. If so, are those potential changes the result of:
   (i) Changes to the Learning Outcomes of this module? ☐ ☒
   (ii) Changes to the term(s) in which this module is delivered? ☐ ☒
   (iii) Changes to pre- and co-requisite modules? ☐ ☒
   (iv) Other (please specify): modifying module title to better reflect module content ☒ ☐

7. If the answer to any of questions 4 to 6 is Yes - confirm that all the owners of the programmes listed in section 7 of the specification have been informed. ☐ ☒

8. Will any modules be withdrawn as a result of the introduction of this module/changes to the module?
   If yes, please provide the module code and title and information required (see the Annex B of the Code of Practice http://www.kent.ac.uk/teaching/qa/codes/taught/annexb.html) ☐ ☒

9. Please indicate which sections of the specification have been revised. NB the approval panel will look at the whole specification and may comment on sections that have not been revised in this submission.
   1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐
   9 ☐ 10 ☦ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐
   17 ☐ 18 ☐

10. Are there any implications for learning resources, including staff, library, IT and space? If yes, please confirm the School has considered and planned for the allocation of the resources required. ☐ ☒

11. Term and year the revised version/new module will start: April 2016

12. Date this version of the module specification was approved by the School LTC or GSC (and Board of Studies if appropriate): TBC

13. Rationale: please provide any contextual information that will assist members of the approval panel who may not be familiar with the discipline and custom and practice in your School:
   Advice from School/QA was to increase the overlap in learning outcomes assessed by each assessment method. Additional assessments built in to encourage development of group-work skills and presentation skills. There is a separate explanatory doc available on how this post-presentation feedback report is to be written, if required.

14. Please provide any additional information that may assist the approval panel, for example the rationale for assessment or an explanation of the learning and teaching methods if these vary from a commonly seen pattern:
Guidance for the Completion of Module Specification Templates

This guidance is intended to assist in the production and revision of module specifications across the Faculties. Full details of the requirements of new modules can be found in Annex B of the Code of Practice http://www.kent.ac.uk/teaching/ga/codes/taught/annexb.html.

Proposals for new modules should include a module specification template in the approved format. Revisions to existing modules require a revised specification with the changes clearly indicated using track-changes. Note that old specifications may be on an outdated template. This will need to be updated to the latest template as part of the revisions process.

All text in italics must be deleted before the new/revised specification is submitted for approval.

1. **Title of the module**
   DI897 Public Engagement in Conservation Action

2. **School or partner institution which will be responsible for management of the module**
   Durrell Wildlife Conservation Trust (through Durrell Conservation Training Ltd, Mauritius)/ School of Anthropology and Conservation

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Postgraduate (FHEQ Level: 7)

4. **The number of credits and the ECTS value which the module represents**
   15 (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Spring/Summer Term

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   PG Diploma Endangered Species Recovery (Mauritius)

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   8.1: Review a history of community-based conservation initiatives identifying how our theoretical understanding of how to engage local communities in conservation projects has evolved through time
   8.2: Understand the complexities in managing common-pool natural resources and critically assess the strengths and weaknesses of the approaches developed
   8.3: Appreciate the stages to be worked through in achieving behavioural change drawing on our theoretical understanding of human psychology and how we adopt new behaviours
8.4: Critically assess the role of social marketing techniques in achieving behavioural change
8.5: Outline the role of economics within the context of species conservation and how biodiversity can be valued
8.6: Plan the process of stakeholder engagement including dealing with conflict and achieving consensual decision-making

9. The intended generic learning outcomes.
   On successfully completing the module students will be able to:
9.1: Respond more constructively to inter-personal conflict under different situations
9.2: Demonstrate critical thinking and problem-solving skills to help address complex problems in groups
9.3: Explain complex to different audiences

10. A synopsis of the curriculum
This module explores the interface between local people and other stakeholders and their perceptions and knowledge of endangered species recovery projects. In doing so, the module covers a variety of interrelated topics and methodological approaches, such as targeted awareness-raising in species conservation, approaches for changing human behaviour towards endangered species, a more general exploration of human perceptions of natural resources and threatened wildlife, and the role of social marketing in generating support for endangered species recovery.

We reflect on the evolution of community-based conservation as a discipline in its own right and critically assess where this approach works and does not. We develop students’ research skills to help them understand stakeholder needs and interests, including Participatory Rural Appraisal (PRA) techniques and the uses (and misuses) of questionnaires. Through analysis of international case studies we consider the role of incentives in encouraging community engagement in sustainable natural resource use and introduce the topic of bio-economics and how we assign a monetary value to biodiversity. Throughout we develop students’ appreciation of the diverse needs and interests of local community groups, in particular from within developing countries and how we become as a profession better equipped to engage these groups and achieve consensus in how to manage threatened species and their habitats.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

12. Learning and Teaching methods

Module Specification Template (September 2015)
Students will devote a total of 150 hours of study time to this module. Formal contact time will comprise c. 40 hours, consisting of eight hours per day for five days, with an additional 110 hours of non-contact study time. The reason for the high number of hours of contact time - relative to the number of credits gained - is that, while in Mauritius students will gain first-hand experience of endangered species recovery work, there is little community-based conservation work happening. To compensate for this we will be devoting more time to contact time with lecturers experienced in the field. The material will be related to the subject areas listed above under ‘Synopsis of the curriculum’ and taught material will be structured to address the specific learning outcomes of the module. Non-contact study hours will comprise private reading and research in preparation for the test, unsupervised group discussions, and preparation of assessed assignments.

Students will be provided with guided readings throughout. The module will be led by staff from Durrell and taught by them with additional input from experienced academics and professional experts in field of community-based conservation and social marketing. Together, the expertise of module staff will be able to cover all learning outcomes within the module. A mixed teaching and learning approach will be adopted combining formal lectures, with group work, individual research and reading and group presentations.

13. Assessment methods.

One 2000 word assignment (70%), an assessed group presentation (with post-presentation feedback) (25%), and a critical review report on a given questionnaire (5%). The combination of essay-style and presentation assessments will assess students not only on their ability to assimilate, process and interpret information gathered from multiple sources (assignment), but also on their understanding of the core principles taught during the module (assessed presentation). The post-presentation feedback report will encourage students to reflect on their own presentation skills, how they worked in a team to develop their presentation and how to provide constructive feedback to fellow team members on their performance.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)

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<thead>
<tr>
<th>Module learning outcome</th>
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<th>9.1</th>
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<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
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<td>Formal presentations</td>
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<td>Group discussions/ case study analysis</td>
<td>C15hrs</td>
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<td>Student presentations</td>
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<td>Self-study</td>
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<td>Assessment method</td>
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15. The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:
The validated institution is Durrell Wildlife Conservation Trust, which delivers the PG Dip in Mauritius through Durrell Conservation Training Ltd. We have developed an agreement with Talents, Mauritius, to provide the venue for the taught component of this module, where appropriate. There are in addition other training facilities of comparable standards which will be used where appropriate. Additional facilities and support will be provided by the Mauritius Wildlife Foundation, Grannum Road, Vacoas, Mauritius.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

17. Partner College/Validated Institution:
Durrell Wildlife Conservation Trust (through Durrell Conservation Training Ltd, Mauritius)

18. University School responsible for the programme:
Durrell Institute of Conservation and Ecology

FACULTIES SUPPORT OFFICE USE ONLY
Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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