1. Title of the module
   DI898 Pilot Project in Endangered Species Recovery

2. School or partner institution which will be responsible for management of the module
   Durrell Conservation Training Ltd/ School of Anthropology and Conservation

3. Start date of the module
   August 2014

4. The number of students expected to take the module
   15-17

5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal
   N/A

6. The level of the module (e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])
   Postgraduate (M) (FHEQ Level: 7)

7. The number of credits and the ECTS value which the module represents
   30 (15 ECTS)

8. Which term(s) the module is to be taught in (or other teaching pattern)
   Summer Term

9. Prerequisite and co-requisite modules
   None

10. The programmes of study to which the module contributes
    PG Diploma Endangered Species Recovery (Mauritius) (Module 5)

11. The intended subject specific learning outcomes
    Subject-specific Learning Outcomes (Module 5)

    By the end of this module students will be able to:

    11.1 Consider the appropriate analytical tools for collecting and analysing research data for a specific field of research, including Geographic Information Systems (GIS)

    11.2 Know and be able to apply the protocols and styles required for presenting and interpreting research results for a specific field of research

    11.3 Knowledge and be able to apply the protocols and styles required for citing articles in peer-reviewed journals and other sources of published/unpublished work for a specific field of research
11.4 Present a detailed understanding of a specific research field that relates to the proposed pilot project.

Relationship to Programme Learning Outcomes

PLO A.1: Systematic understanding of the principles of small population biology
PLO A.5: Principles of conservation research design, implementation and analysis
PLO B.2: Reflective evaluation of conservation biology theory to the practice of endangered species recovery
PLO B.4: Design, implementation, analysis and write-up of focused research studies
PLO B.5: Ability to marshal ideas and examples into well-organised written and oral presentations and distil core themes for diverse audiences
PLO C.6: Experimental design and fundamental statistical analyses

12. The intended generic learning outcomes

Generic learning outcomes

12.1 Ability to review and synthesise relevant literature in the subject area
12.2 Ability to plan a research pilot study within an appropriate timeframe
12.3 Ability to place the work within a wider conservation context
12.4 Ability to work within a research team and/or with an appropriate conservation organisation
12.5 Ability to present a pilot project proposal using an appropriate structure and style by a given deadline

Relationship to Programme Learning Outcomes

PLO D.1: IT: GIS, Word, Excel, bibliographic and web searches
PLO D.2: Ability to present scientific information to diverse audiences
PLO D.4: Time management
PLO D.8: Skills to exercise initiative and personal responsibility
PLO D.9: Independent learning skills required for continuing professional development

13. A synopsis of the curriculum
The pilot project represents a piece of independent ‘proof-of-concept’ research carried out by the student which is written up in the style of a short research paper
presenting preliminary findings. Before undertaking the pilot study, students are trained in research design and planning, and writing skills. A supervisor is allocated to each student. A component to this module which will add value to the student learning is the inclusion of an additional skills based training component around the fundamentals of statistical testing and analysis and GIS. This training will be delivered prior to or near the start of the pilot project component as it is designed to inform the development of student projects. The pilot project may consist of development of an appropriate methodology and/or collection of preliminary ‘proof-of-concept’ data, analysis of existing data sets, or a combination of these approaches. Students will be provided with training in the conceptualisation, design and relevant methodologies. The topic of the pilot project must be directly relevant to the programme of study.

14. Indicative Reading List

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

There are forty hours of contact time with students allocating an additional 260 hours of personal study time to this module, comprising private reading and background research, unsupervised group discussions, field work for data collection, consideration of study design and/or analysis of preliminary data. Students are expected to meet with their allocated supervisor as appropriate. The following can be used as a generic guideline of the role the tutor will play for each student (indicative number of hours in brackets): Initial concept and design of the pilot project (c1hr) (11.1, 11.2, 12.1, 12.2); Advice on data type and likely form of analysis (c1hr) (11.1); Advice on scope and structure of pilot project (c1hr) (11.3, 12.2, 12.4); time as required to read one complete draft of the pilot project and provide feedback (11.4, 12.3, 12.5). Students will be required to participate in at least one facilitated meeting to discuss progress in developing their research proposals and the problems/solutions found in terms of research design and methodology and consider feedback from their peers on improvements that could be made (12.4).

The module will be led by staff from Durrell in Mauritius with additional subject-specific tutors being sourced from our headquarters in Jersey (on-line tutorials) and our in-country partner organisation, MWF. Where subject-specific tutors cannot be located in Mauritius they will be sourced through the relevant staff in Durrell back in Jersey, or through Durrell Conservation Academy’s network of visiting lecturers. Online tutorials (e.g. through Skype) will be organised to enable students in Mauritius to participate in tutorials with these tutors back in Jersey. The full-time Durrell
Programme Manager for the Diploma (based in Mauritius) will take an initial lead in supervision of student pilot projects and will in addition oversee those students being tutored ‘remotely’ to ensure they are receiving the required support.

15. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

One 5000 word pilot research project (100%). The written assessment will assess students on their ability to assimilate, process and interpret information gathered from multiple sources, as well as their ability to collect, process and interpret field data or information.

| Written report | 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 12.5 |

16. Implications for learning resources, including staff, library, IT and space

There are no learning resource implications for Kent. This module forms part of the Postgraduate Diploma programme in Endangered Species Recovery that will be taught entirely in Mauritius and led by the Durrell Wildlife Conservation Trust (Durrell). Durrell will be establishing a dedicated library of current conservation-related textbooks on-site in Mauritius at the students accommodation. The initial establishment of this resource is funded by external supporters of Durrell. Funding has been identified to ‘top-up’ this library on an annual basis. Students will also be provided with on-line access to core peer-reviewed journals relevant to this module. This access will be funded centrally by Durrell as part of its commitment to the ongoing professional development of its staff and students of Durrell Conservation Academy. Costs for both the library and on-line journal access have been factored into the financial plan submitted to Kent finance department for approval as part of this accreditation process. Students are encouraged to bring their own laptops prior to attending the programme. However, for those that do not have this facility available (e.g. those on scholarships) Durrell will provide a laptop. Software used during the GIS course is free and available online, so no further cost implications exist for the student.

17. The School/Collaborative Partner (delete as applicable) 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 University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia support service, and specialist support will be provided where needed.

18. Campus(es) where module will be delivered:

The validated institution is Durrell Conservation Academy (through its legal entity in Mauritius, Durrell Conservation Training Ltd). We have developed an agreement with Talents, Mauritius, to provide the venue for the taught component of this module. Additional facilities and support will be provided by the Mauritius Wildlife Foundation, Grannum Road, Vacoas, Mauritius.
19. Partner College/Validated Institution:
Durrell Conservation Training Ltd

20. University School responsible for the programme
School of Anthropology and Conservation
UNIVERSITY OF KENT

SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL

Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate): "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

[Signature] 13/6/13
Director of Graduate Studies
Dr David Roberts

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

[Signature] 
Head of School  
Date

Print Name

SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

(Where the module is proposed by a Partner College/Validated Institution)

Statement by the Nominated Officer of the College/Validated Institution (delete as applicable): "I confirm that the Validated Institution has approved the introduction of the module and will be responsible for its resourcing"

[Signature] 25/9/2014
Nominated Responsible Officer of Partner College/Validated Institution

Jamieson Alexander Copsey
Managing Director, Durrell Conservation Training Ltd
Mauritius