1. **Title of the module**
   Transferable Skills for Conservation Managers (XX301)

2. **School or partner institution which will be responsible for management of the module**
   School of Anthropology and Conservation

3. **Start date of the module**
   March 2006 (revised version start date February 2014)

4. **The number of students expected to take the module**
   14

5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
   This is a modification of an existing module, so no module will be withdrawn.

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

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

8. **Which term(s) the module is to be taught in (or other teaching pattern)**
   February - May

9. **Prerequisite and co-requisite modules**
   Application of Conservation Biology Theory (XX300). Both modules are compulsory.

10. **The programmes of study to which the module contributes**
    Graduate Certificate in Endangered Species Management

11. **The intended subject specific learning outcomes**
    11.1. The importance of project management skills in efficient conservation projects (A8);
    11.2. How to design a concise research proposal using a systematic approach facilitating evaluation of its impact and effectiveness (B14);
    11.3. The principles of experimental design and statistical analysis for conservation (B15,C20);
    11.4. The practical applications of GIS mapping in planning and executing conservation projects (D24);
    11.5. The fund-raising cycle and the established steps involved in maximising “hit rate” for successful grant application writing (D26);
    11.6. The process of managing stakeholder participation in conservation planning and the fundamental tools required to manage conflict constructively (C21,D27);
    11.7. The value of working collaboratively and how to utilise the problem solving cycle to manage information collation and utilisation in a group situation (D27,D28);
    11.8. How to manage teams/staff within an organisation to promote a positive working environment in which motivation, creativity and output can be nurtured (D27);
11.9. The effective use of PR and social media for communicating a conservation message (D23).

The numbers in brackets after the outcomes correspond to stated programme learning outcomes (see Programme Specification).

12. The intended generic learning outcomes

The over-arching learning outcome of the module is to develop the fundamental skills required to effectively select and apply appropriate methodologies for successful species conservation in situations where decision making is complicated by politics and group dynamics.

In addition to the subject-specific learning outcomes, students will gain an understanding of:

12.1. How to critically analyse and evaluate the 'value' of research findings from a wide body of literature (B12);
12.2. How to prioritise and organise knowledge and examples into well-structured and clear oral and written presentations (B13);
12.3. Cross-cultural communication techniques using different mediums (verbal, written, diagrammatic etc.) (D23);
12.4. Enhanced IT skills in using Microsoft Word, Excel and Powerpoint (or open-source equivalents), basic statistics packages, and GIS software (D24);
12.5. General presentation skills (D25).

The numbers in brackets after the outcomes correspond to stated programme learning outcomes (see Programme Specification).

13. A synopsis of the curriculum

There is a growing body of scientific evidence and theory to support conservation work and new scientific methods are continually being developed. It is however the case that scientists and conservation workers tend to get better at what they already do and know and that while the biological aspects of the field advance there is much slower development in skills which allow application of methodologies and expertise from other disciplines.

Failure or inefficiencies of conservation projects are often put down to mismanagement, failure to raise funds or inability to comprehend and address issues and problems which extend beyond the biological field in to social, economic and political arenas. This module is designed to provide a framework of skills which are not unique to conservation but taught in context to enable the effective utilisation of the species management component of the course.

Research design, data management, and data analysis are key topics that are carefully linked together within this module. Starting with the fundamentals of good research design, unbiased sampling etc, we consider this through efficient data management and manipulation (for example, using spreadsheet and charting software), to statistical analysis. The module also covers principles of scientific writing, how to interpret published scientific data, and advice on searching for and correctly referencing relevant literature.

The GIS week enables students to develop their skills in collecting, inputting and analysing GIS data and provides them with a critical understanding of its role in conservation planning.

The facilitation and communication skills week provides a wide range of practical skills in facilitating meetings, conflict resolution, synergistic decision making and integrative approaches to conservation problems and to species management. This development of process awareness will support the development of staff and personal management skills for the establishment of effective teams. Communication is the key to any process but especially important in interdisciplinary situations. Development of thinking, problems solving and decision making skills relevant to individual and group situations will enable the student to focus conservation efforts.

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

This module will be taught over five weeks and will be delivered by qualified staff from Durrell Conservation Academy, supported by guest lecturers from Durrell’s overseas programmes, senior wildlife park staff and other invited speakers. All students will be assigned at least one tutor to provide support and guidance for the assessed project proposal (written and oral). Mentoring and general support or guidance is additionally available from Durrell Conservation Academy staff through our ‘open-door’ policy.

Learning and Teaching Methods used
Lectures (approximately 43 contact hours) – addresses learning outcomes: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 12.2, 12.3, 12.5;
Small group activities and plenary discussions (approximately 65 contact hours) – addresses learning outcomes: 11.1, 11.2, 11.3, 11.5, 11.6, 11.7, 11.8, 12.1, 12.2, 12.3, 12.5;
Fieldtrips (approximately 3 contact hours) – addresses learning outcome: 11.4;
Individual tutorial sessions (approximately 4 contact hours) – addresses learning outcomes: 11.2, 12.2;
Computer-based teaching sessions (approximately 25 contact hours) – addresses learning outcomes: 11.3, 11.4, 12.4.

The total amount of contact time for this module is 140 hours. In addition, students are expected to carry out at least 160 hours of independent learning time (research, further reading, revision, preparation of written and oral assessed work etc). Provision is made for this in the timetable. The total number of study hours is therefore 300 hours.

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

Formal summative assessment for this module is through a written project proposal, a written funding proposal, oral presentations of each of these written proposals, a written reflective learning journal, and a data manipulation and statistical analysis exam.

Written project proposal – students must submit a 1500 word proposal for a conservation-related project (following formatting and layout guidelines provided) to demonstrate their understanding of research design, skills in collation and synthesis of relevant background information etc. This accounts for 60% of module mark, and assesses outcomes: 11.1, 11.2, 11.3, 11.9, 12.1, 12.2.

Written funding proposal – students must demonstrate their understanding of effective grant-writing and succinct and coherent proposal writing by submitting a 2-page grant application (adhering to the provided template). This accounts for 20% of module mark, and assesses outcomes: 11.5, 12.2.
UNIVERSITY OF KENT

Oral project proposal presentation – students must give a 10 minute oral presentation based upon their written project proposal. This accounts for 5% of module mark, and assesses outcomes: 11.1, 11.2, 12.2, 12.3, 12.5.

Oral funding proposal presentation – students must give a 10 minute oral presentation based upon their written funding proposal. This accounts for 5% of module mark, and assesses outcomes: 11.5, 12.2, 12.3, 12.5.

Written reflective learning journal – students must submit a short learning journal detailing key transferable skills and techniques they have learnt during the Facilitation and Communication Skills component of this module, reflecting on how they could put these into practise in their own roles. This assessment does not contribute towards the percentage marks for this module, but is assessed on a pass/fail basis (as permitted in the University’s Credit Framework (Section 6.1), and must be passed. It assesses outcomes: 11.6, 11.7, 11.8.

Data manipulation and statistical analysis exam (2 hr ‘paper’ answered electronically) – students are assessed on their understanding of the principles of research design, skills in data manipulation and statistical analysis, and understanding of the uses of GIS in conservation. This accounts for 10% of module mark, and assesses outcomes: 11.3, 11.4, 12.4.

All assessment components must be passed, at a pass mark of 40% (except the pass/fail learning journal), in accordance with the University's Credit Framework (www.kent.ac.uk/teaching/qa/credit-framework).

17. Implications for learning resources, including staff, library, IT and space
   For its duration the module will be able to utilize all the facilities available at Durrell Conservation Academy and the adjacent Durrell Wildlife Park, which is a world-renowned centre for species conservation. These comprise the lecture room, library, computer room (with 24-hour internet access), small classroom and various small group breakout rooms, and all the facilities offered by the animal, veterinary and education departments within the wildlife park. Teaching will be led by Durrell Conservation Academy staff, supported by staff from Durrell’s wildlife park and field programmes, and external lecturers/practitioners brought in according to specific expertise.

18. Statement on support for disabilities and special educational needs:
   The Collaborative Partner (Durrell Wildlife Conservation Trust) 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 support service, and specialist support will be provided where needed.

19. Campus(es) where module will be delivered:
   Durrell Conservation Academy, Durrell Wildlife Conservation Trust, Jersey

20. Partner Validated Institution:
   Durrell Conservation Academy, Durrell Wildlife Conservation Trust

21. University School responsible for the programme:
   School of Anthropology and Conservation, University of Kent
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"

6th November 2013

Date

Dr David Roberts

Print Name

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"

8th November 2013

Date

Professor João Pina Cabral

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 Validated Institution: "I confirm that the Validated Institution has approved the introduction of the module and will be responsible for its resourcing"

1st November 2013

Date

Dr Tim Wright
Durrell Conservation Academy Manager
Durrell Wildlife Conservation Trust
(Partner Validated Institution)