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

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

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**  
   Level 6

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

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

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

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

8. **The intended subject specific learning outcomes.**  
   On successfully completing the module students will be able to:
   
   8.1 Design a concise well-researched and clearly justified proposal for a conservation project [B3];
   8.2 Critically analyse and interpret data from scientific literature [B4];
   8.3 Explain fundamental concepts of research design, data management and statistical analysis [C3];
   8.4 Describe the process of managing stakeholder participation in conservation planning and the fundamental tools required to problem-solve and manage conflict constructively [C4, D5];
   8.5 Explain the key steps in planning a species conservation programme [C5];
   8.6 Effectively communicate conservation messages in an appropriate style for different audiences (e.g. scientific literature, press releases, social media) [D1];
   8.7 Describe the practical applications of GIS in planning, executing and analysing conservation activities [D2];
   8.8 Demonstrate understanding of the principles of project accounting (e.g. preparing a budget) and of the fundraising process (e.g. preparing a grant application) [D4].

   The numbers in square brackets after the outcomes correspond to stated programme learning outcomes (see Programme Specification).
9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

9.1 Synthesise and organise information into well-structured and clear presentations [B5, D3];

9.2 Demonstrate general communication skills and techniques [D1, D3];

9.3 Demonstrate IT skills e.g. with Microsoft Word, Excel and Powerpoint (or open-source equivalents), basic statistics software, and GIS software [D2].

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

10. **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.

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


12. **Learning and teaching methods**
   Total contact hours: 140 hours
   Total private study hours: 160 hours
   Total module study hours: 300 hours (30 credits)

13. **Assessment methods**
   13.1 Main assessment methods
   Project Proposal (written, 1500 words) – 40%
   - A written proposal for a conservation-related project (adhering to formatting and layout guidelines provided)
   Project Proposal (oral presentation, 10 minutes) – 10%
   - A ten minute presentation based upon the written project proposal
   Grant Application – 15%
   - A written grant application seeking funding for a conservation activity (adhering to the provided template)
   Data Manipulation Exam (2hrs) – 15%
   - A computer-based exam testing knowledge of research design, data management, statistics and GIS
   Facilitation & Communications Skills Learning Journal – 5%
   - A short reflective journal detailing key transferable skills and techniques learnt during the ‘Facilitation & Communication Skills’ component, reflecting on how the student could put them into practise in their own roles
   Facilitation & Communication Skills Practical Observation – 5%
   - Staff observation of how well the student applies taught facilitation skills during group activities within the ‘Facilitation & Communication Skills’ component
   Strategy Planning Task – 10%
   - A written task in which students demonstrate their ability to strategically plan a conservation project using a recognised system e.g. Open Standards

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**
The Collaborative Partner (Durrell Wildlife Conservation Trust) 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

16. **Campus(es) or centre(s) where module will be delivered**

Durrell Conservation Academy, Durrell Wildlife Conservation Trust, Jersey

17. **Internationalisation**

This module, and the programme of which it is a component, is fully internationalised. It is specifically designed for an international audience and covers global conservation issues, looking at global conservation problems and drawing upon case studies from around the world. The module (and programme) is delivered by Durrell Wildlife Conservation Trust, which has extensive experience of working in many different countries around the world. Staff delivering the teaching also have extensive experience of working around the world. Discussions and group work within the course also draw upon the students’ own experiences from their own countries. Assessment methods are tailored, where possible, to reflect tasks and skills which have ‘real-life’ application in the countries where our students come from. Once students return home to their own countries, we continue to offer them support through our graduate network.
If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Validated Institution
   Durrell Wildlife Conservation Trust

19. University School responsible for the programme
   School of Anthropology and Conservation, University of Kent

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

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