

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Communication for Conservation				
Module Code	USSKDF-30-M		Level	M	Version1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences		Field	Environmental	
Department	Biological, Biomedical and Analytical Sciences		Module Type	Standard	
Contributes towards	MSc Advanced Wildlife Conservation in Practice				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	2nd June 2015		Valid from	January 2016	
Revision CAP Approval Date			Revised with effect from		

<b>Review Date</b>	January 2021
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<b>Part 2: Learning and Teaching</b>	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• recognise the complexity of communication needs surrounding environmental and conservation initiatives, particularly with regard to identifying and engaging with different stakeholder groups (Components B1 and B2);</li> <li>• critically evaluate the efficacy and limitations of existing communication methods including social media (Component B2);</li> <li>• demonstrate an advanced understanding of the communication and behaviour change theories that underpin this discipline (Component B1 and B2);</li> <li>• apply practical skills to enable communication with different target audiences (Component A);</li> <li>• conduct independent analysis and evaluation; synthesising knowledge from a range of different academic disciplines and conservation practitioners (Component B1 and B2); and</li> <li>• work effectively within a team, making appropriate use of the capacities of team members and managing/ resolving potential conflict situations (Component A and B1).</li> </ul>

Syllabus Outline	<p>Effective communication is vital for the success of conservation initiatives to (i) identify and engage with audiences; (ii) raise issues in the public consciousness; (iii) drive policy change and (iv) inspire behaviour change. This module will provide students from predominately biological and environmental backgrounds with the skills and theoretical understanding to communicate with different stakeholders and design effective communication.</p> <p>This module is designed to introduce the students to:</p> <ol style="list-style-type: none"><li>1. the interdisciplinary nature of communication strategies by drawing on literature from diverse research areas such as Psychology, Anthropology, Environmental Education and Conservation Biology;</li><li>2. Conservation Psychology and behaviour change theory;</li><li>3. methods for understanding and engaging with different audiences including participatory methods, listening skills, qualitative interviewing, citizen science etc.;</li><li>4. practical communication skills including presenting, lobbying, publishing etc.;</li><li>5. effective campaign design;</li><li>6. critical appraisal of current and historical communication campaigns. The module will also help students to be reflective on their own work.</li></ol>																																			
Contact Hours	<p>This module will take a blended learning approach with both face to face contact time (48 hours) and distance learning (24 hours).</p>																																			
Teaching and Learning Methods	<p>Teaching will be a mixture of scheduled, independent and distance learning.</p> <p>This module will be delivered predominately at Bristol Zoo Gardens with the expertise of lecturers from the Conservation Learning and Conservation Science Departments. Guest lecturers will also be conducting master classes in specific communication skills e.g. social media, engaging with local communities, working with lobbyists and government organisations etc.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, practical classes and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																																			
Key Information Sets Information	<table><tr><td colspan="5"><b>Key Information Set - Module data</b></td></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td></tr><tr><td colspan="5"></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>48</td><td>228</td><td>24</td><td>300</td></tr><tr><td colspan="5"></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework essay 30%</b> <b>Portfolio 50%</b> <b>Group Presentation 20%</b></p>	<b>Key Information Set - Module data</b>										Number of credits for this module				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	48	228	24	300					
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Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		
Coursework assessment percentage	50%	
Practical exam assessment percentage	50%	
	100%	

#### Reading Strategy

##### **Core reading**

Any core reading will be indicated clearly, along with the method for accessing it. E.g .students may be given a print study pack or be referred to texts that are available electronically or in the library. Module handbooks will also reflect the range of reading to be carried out.

##### **Further reading**

Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

##### **Access and skills**

The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

#### Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

The most recent edition of the following texts:

Corbett, J.B. (2006). *Communicating Nature: how we create and understand environmental messages*. Washington: Island Press.

Fortmann, L. (2008). *Participatory Research in Conservation and Rural Livelihoods: doing science together*. Oxford: Wiley-Blackwell.

Marshall, G. (2014). *Don't Even Think About it: why our brains are wired to ignore climate change*. USA: Bloomsbury.

McKenzie-Mohr, D. (2011). *Fostering Sustainable Behaviour: an introduction to community-based social marketing*. Canada: New Society Publishers.

Newing, H. (2010). *Conducting Research in Conservation: a social science perspective*. London: Routledge.

### Part 3: Assessment

Assessment Strategy	<p>The assessment strategy for this module is as follows:</p> <p><b>Component A: Portfolio (50%)</b> Students will be asked to demonstrate and document some of the skills that they have learnt throughout the course e.g. creating campaign materials, engaging with social media, audio-visual techniques etc. As part of the portfolio, they will need to critically review their progress. Word count equivalent to 4000 words. This is the controlled element of the assessment since each portfolio will be individual to each student.</p> <p><b>Component B1: Group Presentation (20%).</b> Students will be asked to create a communications campaign; they need to identify their audience and draw on the skills they have acquired during the module to demonstrate how they would effectively communicate the issues and use methods to achieve the desired outcome. They will be encouraged to examine the relevant theory independently and then come together in groups for an intensive 1.5 day workshop to design the campaign. Presentation length: 30 mins inc questions.</p> <p><b>Component B2: Essay (30%)</b> Students will be asked to select an issue of conservation significance, e.g. climate change, and critically evaluate historical and current communication campaigns. They will need to use relevant theoretical frameworks to evaluate success and make recommendations for improvement. Word count: 3000 words.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Portfolio	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Group Presentation	40%	
2. Essay	60%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Portfolio	100%
Component B Description of each element	Element weighting (as % of component)
1. Individual Presentation	40%
2. Essay	60%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	