



## **Module Specification**

### **Effective Communication for Conservation**

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## Part 1: Information

**Module title:** Effective Communication for Conservation

**Module code:** USSKBD-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Applied Sciences

**Partner institutions:** None

**Field:** Applied Sciences

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes

**Outline syllabus:** This module is all about people; how best to understand them, and communicate with them for effective conservation outcomes. The module explores the psychology of decision-making and behaviour-change, and how

conservation messages are best communicated to different audiences. It seeks to identify the motivations of organisations and individuals that both devise such communication initiatives, and are the intended recipients of them. Students will also explore the rationale for, and approaches to, evaluation of such initiatives. The emphasis in this module is on developing the practical skills necessary to effectively communicate conservation messages with the aim of encouraging the adoption of more environmentally friendly behaviour patterns.

The course will use case-studies, guest speakers and practical exercises to introduce a wide variety of methods and media for conservation communication. A range of audience types will also be considered.

Students will develop practical skills related to presenting information to public audiences, using both direct interventions (such as exhibitions, popular lectures and informal events) as well as through a variety of media. In addition, students will develop skills in the design, implementation and evaluation of projects. Indicative content will include:

Public opinion and attitude research, and audience segmentation methods

Writing for different audiences, including signage, the production of educational or marketing material, and engaging with defined audiences through other media such as film or social media

Planning and implementing a communication initiative

Practical approaches to evaluation

Topics covered include: critical appraisal of previous communication initiatives, both within conservation field and learning from other sectors; learning styles, psychology and the drivers of attitudes and behaviours; audience segmentation; exploration of the extent to which different approaches encourage one way or two way communication; appreciation of methodologies for targeting specific sub-groups, and approaches to planning and evaluating science communication initiatives.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module will be delivered primarily using problem-based learning, lectures and practical workshops. Problem-based learning will be used to actively engage students in the theoretical concepts underpinning this unit and highlight their relationship to the practice of presenting issues about wildlife conservation. Considerable emphasis will be placed on developing understanding of the contexts in which wildlife conservation is communicated and the methods that can be used to take conservation issues directly to the public.

Workshop sessions will be designed to stimulate different communication scenarios, wherein students will develop their practical skills in planning, presenting and evaluating communication initiatives. In addition, Bristol Zoo offers a wide range of communication activities which can act as exemplars, and as case-studies for evaluation. Formative assessment opportunities will help encourage students to develop the ability to critique their own and peers' approaches to science communication.

In class teaching and learning will be supplemented by directed and independent learning. This will include exploration of a variety of conservation communication methodologies.

Contact Hours:

Scheduled learning Students can expect to receive a minimum of 48 hours taught material. This will be delivered as Interactive lectures and lectorials (24 hours)

Workshops (12 hours) field practicals and visits (12 hours). Field visits will include two whole-day trips to local employers to develop practical skills directly related to students' employability.

Independent learning Students are expected to spend 102 hours on independent learning tasks and preparation of assessments.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Identify key sub-groups within intended audiences and understand each group's attitudes, motivations, and drivers of behaviour

**MO2** Determine a suitable communication method and medium for a given target audience, and identify its strengths and weaknesses

**MO3** Demonstrate familiarity with the wide spectrum of print and broadcast media, and the use of social, mobile and web-based technologies

**MO4** Demonstrate breadth and flexibility in writing styles and other methods of communication

**MO5** Display the practical communication skills necessary for taking conversation to a variety of audiences

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 102 hours

Face-to-face learning = 48 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/usskbd-15-2.html) via the following link <https://uwe.rl.talis.com/modules/usskbd-15-2.html>

## **Part 4: Assessment**

**Assessment strategy:** The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the module's Learning Outcomes are attained, as described below.

Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.

Assessments includes both summative (assessment that contributes to module mark) and formative (assessment that does not contribute to module mark) assessment and feedback opportunities.

The controlled conditions task (Assessment Task 1) requires students to create and present a new conservation campaign for their chosen campaign topic. They have to identify the motivations of their specific concept/demographic, outline and justify their methodologies for targeting specific sub-groups within the chosen audience, and demonstrate their understanding of the psychology of decision-making and behaviour change. This assessment task integrates subject-based skills in effective communication for conservation with additional key graduate skills including the ability to communicate effectively, present findings via a range of media, and develop oral and visual presentation skills.

The coursework (Assessment Task 2) is a written (1,000 words) critical analysis of a conservation campaign for a given species or issue. Safeguarding a future for iconic species is a crucial matter addressed by numerous conservation campaigners. This assessment task tests students' abilities to explore and critically analyse the communication methods used in conservation. They need to think carefully about how conservation messages are communicated directly to the public. An appreciation of the psychology of decision-making and behaviour change is also required in order to provide a critical appraisal of conservation and communication initiatives.

Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class and on-line tests and quizzes and problem-solving workshops.

Assessment criteria will be made available to the students in the module guide at the start of the module. All work is marked using the Department's Generic Assessment Criteria, which in turn has been developed with reference to a range of external

reference points, including the QAA Code of Practice on Assessment of Students, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

**Assessment tasks:****Presentation (First Sit)**

Description: Presentation (controlled conditions)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

**Report (First Sit)**

Description: Written report

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO5

**Presentation (Resit)**

Description: Presentation (controlled conditions)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

**Report (Resit)**

Description: Written report

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO5

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Integrated Wildlife Conservation [Zoo] FdSc 2022-23