1. **Title of the module**

DICE8750 (DI875) Principles and Practice of Ecotourism

1. **School or partner institution which will be responsible for management of the module**

School of Anthropology and Conservation

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

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

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

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Conservation Biology

MSc Conservation and Tourism

MSc Conservation and International Wildlife Trade

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand the growth, ecological, social and economic impacts of the tourism industry

8.2 Discuss the role that nature-based tourism and ecotourism play in this industry

8.3 Appreciate the environmental impacts of nature-based tourism on protected areas

8.4 Analyse the economic impacts of the tourism industry on national and local economies

8.5 Understand current debates on strengths and weaknesses of community-based tourism

8.6 Appraise management techniques to minimise environmental, social and economic impacts of nature-based tourism, so it moves closer to the principles and practises of ecotourism and better benefits biodiversity conservation.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Integrate information from different disciplines.

9.2 Analyse case studies within a coherent theoretical framework.

9.3 Develop their critical thinking and presentation skills

9.4 Present written reports containing balanced arguments supported by quantitative and qualitative evidence.

1. **A synopsis of the curriculum**

The module will introduce the importance of the growing tourism industry to biodiversity conservation, and equip students with the analytical skills and methodologies required to effectively manage ecotourism to natural areas, whether in protected areas, or on private or communal land. The module will cover how to limit environmental damage in the face of increasing numbers of visitors to natural areas and heritage sites. Environmental impacts of nature tourism will be discussed, and students will gain a theoretical and critical understanding of different management tools. Tourism also has major implications for conservation and the economy and this module will explore how to understand tourism from an economics perspective using appropriate logical and empirical analysis. The module will also provide grounding in theoretical and practical issues relevant to community-based nature tourism, by exploring relationships between hosts and guests from cultural and socio-economic perspectives. Students will become familiar with practical tools for successful management of community-based tourism, and will analyse the strengths and weaknesses of community-based tourism as a tool for both conservation and rural development. The emphasis throughout will be on implementing the principles and practice of ecotourism.

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

**annually)**

Cooper. C. et al. (Fifth Edition) (2013) Tourism Principles and Practice. Pearson, London.

Fennel, D (Fourth Edition) (2014) Ecotourism: an introduction. Routledge, London

Harrison, D (Revised Edition) (2001) Tourism and the Less Developed World. CABI Wallingford

Honey, M (Second Edition) (2008) Ecotourism and Sustainable Development: Who Owns Paradise? Island Press.

Mowforth, M., and Munt, I. Fourth Edition (2015) Tourism and Sustainability: Development, Globalisation and New Tourism in the Third World. Routledge, London.

Weaver, D. (Second Edition) (2008) Ecotourism. Wiley Australia Tourism.

1. **Learning and teaching methods**

Total contact hours: 23

Private study hours: 127

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

*Assignment (2000 words) (80%)*

*Class Test (20%).*

13.2 Reassessment methods

Reassessment Instrument: 100% coursework.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| *Field trip* | **X** | **X** |  |  |  | **X** | **X** |  | **X** |  |
| *Lecture, seminar and workshop sessions* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essay* | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| *Class test* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |

1. **Inclusive module design**

The School 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

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

Canterbury

1. **Internationalisation**

Tourism, and specifically ecotourism, is a global activity and so by definition the scope of this module is international throughout. In terms of its subject content case studies will be utilised from all over the world. Regarding assessment tasks although some students may opt to analyse a local Kent example of ecotourism practice in their written assignment, it is equally likely that some may opt to analyse an ecotourism project from overseas, possibly located in Europe, or further afield including the less developed world.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 19/07/2017 | Minor | September 2017 | 5, 11, 12, 14, 17 |  |
|  |  |  |  |  |

Revised FSO Jan 2018