# KentVision Code and title of the module

SACO7016 Economics of Biodiversity and Natural Resources

# Division and School/Department or partner institution responsible for the module

Division of Human and Social Sciences, School of Anthropology and Conservation

# The level of the module

Level 7

# The number of credits and the ECTS value which the module represents

20 credits (10 ECTS)

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

Autumn or Spring

# Delivery of the module

* 1. **Mode of study**

In person

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

Canterbury

# Prerequisite and co-requisite modules and/or any module restrictions

None

# The course(s) of study to which the module contributes

* 1. **The module is compulsory for the following courses**

None

* 1. **The module is optional for the following courses**

MSc Conservation Science (and cognate pathways)

MSc Ethnobotany

# A synopsis of the curriculum

Effective biodiversity conservation relies on a critical understanding of the linkages between the social, economic and ecological systems. In this module students will be introduced to key economic theories and concepts and how they relate to environmental and conservation issues. Using problem-based learning approach, we will explore the economic causes of conservation conflicts and biodiversity loss, and apply a whole systems approach to identify possible solutions. The design of this module along the principles of problem-based active learning means that a high level of student preparation and engagement is expected throughout the course. This module does not require previous training in economics.

# Contact Hours

Private Study: 170

Contact Hours: 30

Total: 200

# Learning and teaching methods

Teaching methods include a mixture of lectures, seminars, group discussions and student presentations in a workshop format. Part of each session will follow a ‘flipped classroom’ approach where students discuss the key issues related to the week’s theme based on prior preparation of the materials. These problem-based learning sessions will also include small group work, economic games and role play, short student presentations and Q&A.

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 Demonstrate knowledge of key economic concepts as they relate to biodiversity conservation

12.2 Critically analyse the causes and consequences of biodiversity loss in relation to economic activities

12.3 Critically compare, assess, and apply economic tools and techniques, and market-based mechanisms commonly used in biodiversity conservation

12.4 Analyse current debates about the economics of environmental and biodiversity conservation issues within appropriate theoretical frameworks.

12.5 Critically evaluate the application of economic principles in contemporary biodiversity conservation policies.

# The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 Demonstrate systems thinking

13.2 Demonstrate skills to analyse case studies within a coherent theoretical framework

13.3 Demonstrate critical thinking

13.4 Present reports containing balanced arguments supported by quantitative and qualitative evidence

# Assessment Strategy

Assessment strategy in this module follows two key approaches: authenticity and sustainability. Authentic assessments try to capture aspects of real-world problems or situations that are or could be relevant to the learners’ lives beyond higher education, and are found to positively impact proficiencies linked to employability. Sustainable assessments incorporate knowledge, skills and predispositions required for lifelong learning and developing practice, such as through self-assessment, peer-evaluation, reflection and use of portfolios and in general integrate assessment as part of learning activities.

* 1. **Main assessment methods**

Presentation (25%)

 Written assignment (2000 words) (75%)

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**

Both assignments in this module are designed to capture aspects of real-world problems and help develop skills and knowledge for lifelong learning and developing practice (authenticity and sustainability). Presentations help learners summarise and present complex issues in succinct and visually appealing manner, while learning design and communication skills. Written assignment requires student to write an essay on conservation issue of clear policy relevance and explicitly outline key recommendations based on available evidence.

* 1. **Reassessment methods**

Like for like.

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 | 13.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Workshops/seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

* 1. **Module learning outcomes against assessment methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 | 13.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Presentation* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Written assignment* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

# Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

# Inclusive module design

The Division 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

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students (for revised modules)** | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
| 17.08.23 | Major  | Sep 24 | New  | 1, 4, 8, 10, 14, 15 (replaces DICE8880) |