

CORE Module Descriptor

Collaborative Practices in the Uplands			
Module Code:	HSOR4014	CAT credits:	10
Mode of delivery:	Blended Learning	NQF Level:	4
Owning Institute:	Science and Environment	HECoS Code:	100517
Validation Start Date:	August 2025		

Aims of the Module
<p>The aims of this module are:</p> <ul style="list-style-type: none"> to develop your knowledge of collaborative practices for land management where multiple outcomes are sought to develop your skills for more effective and authentic collaboration in your work, e.g. as a member of a farm cluster or commons association, provider of advisory services or manager of environmental projects. to learn about governing collaborative schemes and resolving conflicts

Intended Learning Outcomes
On successful completion, you will be able to:
1. Describe differing perspectives towards land management in the uplands and marginal land.
2. Reflect on the key principles derived from examples of collaborative process in action that you can apply in future.
3. Review a variety of resources and tools for collaborative practice in land management and select those which best support your work.
4. Evaluate best practice and pitfalls in collaborative practice through peer discussion and detailed case studies.
5. Describe the key considerations/priorities in building a sustainable framework for collaboration in land management

Indicative Module Content
<p>These aspects of your module content are shown as indicative of the approach planned and as such might reasonably be expected to change and be updated over time.</p>
<p>Introduction</p> <p>This course will cover the key aspects of collaborative management of land where multiple outcomes are sought including nature recovery, livestock production, landscape, archaeology, access and natural flood management. It is an applied and practical course focusing on recent examples of collaborative land management, allowing participants to practice tools and understand the underpinning legal documents that enable collaborative management.</p> <p>Sometimes collaboration is essential, such as on common land or where a Landscape Recovery scheme is being negotiated. In other instances, such as farmer clusters, working together can achieve enhanced outcomes for nature, access, climate, heritage and business. Delivering</p>

Indicative Module Content

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multiple outcomes involves people with different viewpoints reaching an agreement; it is a profoundly social process. This course will cover both the 'soft skills' such as negotiation and active listening as well as the formalities of governance and financial management.

Context/Key Themes

- Collaboration for delivering environmental outcomes between multiple parties
- A focus on uplands and other marginal land
- Management schemes and agreements for common land, farmer clusters and landscape recovery

Indicative topics

- Benefits of collaborative practices
 - Power, rights, responsibilities
 - Understanding multiple perspectives
 - Property rights, landlords and tenants, common land owners and commoners
 - Power dynamics
 - Conflict management
- What comprises successful collaboration
 - Attributes of successful collaboration
 - Giving a voice and representing all perspectives – the role of independent facilitation
 - Collaboration vs coordination: coordination of land management across a landscape.
- How to engage and communicate
 - Pitfalls and best practice
 - Personal skills
- Designations and consent
 - EIAs, heritage impact assessments and works on Commons consents
- Governance of Collaborative Agreements
 - 'rules of engagement' - developing a framework
 - Coordination among the different statutory bodies and interest groups
 - Collaborative Agreements, formal governance
- Funding
 - Making the most of ELM and other public schemes
 - Bringing in private finance
- Cash flow for capital works
- Delivery
 - Risk Management
 - Ongoing Communication with the parties
 - Conflict management
 - Embedding sustainability and legacy

Bringing the threads together...

Collaboration as an ethos 'how we are' as well as the practice 'what we do'.

Indicative Student Workload (hours)

Tutor Led Live	8
External Visits	8
Practical Classes and Workshops	8
Guided Independent Study	76

Formative Assessment –

Formative assessment provides an opportunity for you to receive feedback on work as part of your learning for the module. Formative work does not have marks awarded that contribute to the final module mark.

1. A self-assessment exercise will be provided upon registration for the module, to be completed prior to the first taught session. This will guide the student through an audit of the key skills and knowledge encountered in the module. The outcomes will assist the student to select the most appropriate reference resources and allocate independent study time effectively. The outcomes will also assist the tutor in pitching and differentiating the teaching according to the needs and prior experiences of the cohort and individuals.
2. The module tutor will provide formative verbal feedback during practical classes/workshops and fieldwork.
3. Opportunities for formative feedback through peer discussion will be provided at times during workshops and live tutor-led sessions online.

Summative Assessment –

Summative assessment provides the opportunity for you to demonstrate that you have met the learning outcomes for the module.

	Length/size of the assessment	ILOs assessed	% Weighting	Is anonymous marking possible?	Core element?‡
Portfolio	Approx 3000 words	1-5	Pass/Fail	No	Yes

‡ By default, your final module grade will be an aggregated mark. However, if this box is marked 'yes,' then you *must* also successfully pass this element of assessment in order to pass the module, regardless of the overall aggregated mark. If core element(s) of assessment are failed, the module will not be eligible for compensation. Further information on module compensation is available in the Academic Regulations.

Portfolio Task

Reflective Log & Summary

Based on your learning experiences while on the course:

- Maintain a reflective log of your learning – noting the principles, practices and resources which are new to you. (~150 words per session in note form)
- Use a case study to identify differing perspectives and analyse how well collaborative practices were applied (500 -750 words)
- Summarise the key insights which you'll apply in building a sustainable framework for collaborative practice in your work in future. (500-750 words)

Marking

The Programme Team have taken the following steps to remove unconscious bias from the assessment process:

- Diversity of prior experience, academic attainment and academic confidence among students joining this module is expected.
- Opportunities to develop the further skills and knowledge required to pass assessment will be provided within the module to all students.
- The assessment methods are chosen to allow flexibility in how students demonstrate the learning outcomes.

An assessment rubric will be developed to assist in deciding the extent to which learning outcomes are demonstrated, limiting the subjectivity of assessment decisions.

Reassessment

Reassessment in the failed component(s) will be undertaken as stated in the Academic Regulations.

Compensation

This module is **not** eligible for compensation (condonation) as a marginal fail within the limits set out in the Academic Regulations.

Indicative Core Bibliography

Essential reference resources for this module, listed below are publicly available, free of charge, online. This allows for the continued use of the resources after completion of studies.

Natural England (2012). A Common Purpose <https://historicengland.org.uk/images-books/publications/common-purpose/common-purpose-guidance/#:~:text=A%20Common%20Purpose%20is%20intended,a%20structured%20and%20inclusive%20framework.>

Aglionby, J. and Morris, R. (Ed), (2015). Better Outcomes on Upland Commons <https://static1.squarespace.com/static/5d5fcdc672b2a400016bf1bb/t/5ff74bdb4857c45aef8dcfe0/1610042350723/Better+Outcomes+Report+Print+Version+31-07-15.pdf>

Ponta, N., Steiner, E., Metzger, M. and Toteva, G., (2020) Towards Regional Land Use Partnerships: Lessons from collaborative partnerships in Scotland https://www.landcommission.gov.scot/downloads/5fa124a246d82_Appendix%201.%20ETH-ECCI%20Lessons%20From%20Collaborative%20Partnerships.pdf

Foundation for Common Land, (nd). Thinking at Landscape Scale, with Mark Owen and Naomi Oakley <https://foundationforcommonland.org.uk/commons-stories/central-dart-moor-landscape-recovery>

Aglionby, J. and Field, H., (2022) *Rewilding and farming: could the relationship be improved through adopting a three compartment approach to land use?* In: Hawkins, Sally, Convery, Ian, Carver, Steve and Beyers, Rene, (eds.) Routledge handbook of rewilding. Taylor and Francis Group, London, UK, pp. 248-260.

Barkley, L., Chivers, C., and Short, C. J., (2023). Co-designing long-term agreements for Landscape Recovery: Final Report. Environmental Land Management Test and Trial for DEFRA. Project Report. University of Gloucestershire.

Canioni, J., Constant, N., Chakkol, M., Johnson, M., and Hughes, J., (2023) Building Partnerships for Landscape-Scale Conservation: Guidance for Identifying and Developing Collaborative Partnerships. A collaboration between WBS & RSPB funded by the Endangered Landscapes Programme. <https://www.endangeredlandscapes.org/wp-content/uploads/2023/11/Guidance-for-Identifying-and-Developing-Collaborative-Partnerships.pdf>

Dempsey, B. (2023) Bridging the divide: rewilding, farming and the triple challenge, WWF-UK, Woking https://www.wwf.org.uk/sites/default/files/2023-11/Bridging-the-Divide_2023_English.pdf

Ostrom, E., A (2009) General Framework for Analyzing Sustainability of Social-Ecological Systems. *SCIENCE*, 24, Jul 2009, Vol 325, Issue 5939 pp. 419-422 [DOI: 10.1126/science.1172133](https://doi.org/10.1126/science.1172133)

Redpath, S.M., Young, J., Evely, A., Adams, W.M., Sutherland, W.J., Whitehouse, A., Amar, A., Lambert, R.A., Linnell, J.D.C., Watt, A., and Gutiérrez, R.J., (2013). *Understanding and managing conservation conflicts*. Trends in Ecology & Evolution, Volume 28, Issue 2, Pages 100-109. <https://doi.org/10.1016/j.tree.2012.08.021>.

Short, C. J., and Dwyer, J. C., (2012) *Reconciling pastoral agriculture and nature conservation: developing a co-management approach in the English uplands*. Pastoralism: Research, Policy and Practice, 2 (1). p. 13. doi:[10.1186/2041-7136-2-13](https://doi.org/10.1186/2041-7136-2-13)

Young J., Mitchell C., Redpath S.M., (2020). Approaches to conflict management and brokering between groups. In: Sutherland, W.J., Brotherton, P.N.M., Davies, Z.G., Ockendon, N., Pettorelli, N., Vickery, J.A., (eds). *Conservation Research, Policy and Practice*. Ecological Reviews. Cambridge University Press; 2020: 230-240.
<https://www.cambridge.org/core/books/conservation-research-policy-and-practice/approaches-to-conflict-management-and-brokering-between-groups/18E37A7CFE4F4ADD42BA7888908DAB1A>

Useful Websites

Farmer Clusters: <https://www.farmerclusters.com>

Common Land Toolkit: <https://foundationforcommonland.org.uk/common-land-toolkit>

Additional Notes

n/a

Stand-Alone Study

Students who successfully complete this module as a stand-alone module will be eligible for a University transcript of credit.