# KentVision Code and title of the module

SACO7014 Leadership Skills for Conservation Managers

# 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

# A synopsis of the curriculum

The success of conservation projects at the species or ecosystem level is determined by the ability of those in charge to manage the teams and the individuals involved in delivering outputs. The failure of conservation projects worldwide to deliver pre-determined successes is in part due to the absence of sufficient people with these skill sets. We need to match the desire for scientific understanding about biodiversity with an appreciation of the social skills required to manage and lead conservation programmes if we are to make more efficient and effective use of the limited resources at our disposal. In this module students will begin by reflecting on the qualities required within a leader and how a leader’s management style can impact on others within an organisation. Students will consider the extent to which we can apply management theory to the practice of endangered species and habitat recovery and the people involved in making it happen. They will go on to consider different approaches to managing conflict within teams and balancing organisational and individual expectations and motivations. By drawing on examples from both the business world and conservation community students will consider different models for developing and managing teams and consider how to optimise performance within an organisation.

# Contact Hours

Private Study: 170

Contact Hours: 30

Total: 200

# Learning and teaching methods

Teaching methods include a mixture of lectures, group discussions and group seminars. Alongside these methods, parts of the module will involve problem-based learning sessions involving small group work and analyses of case studies.

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 demonstrate a comprehensive understanding of the function of a manager and leader within conservation programmes and the personal attributes required for the role.

12.2 critically evaluate the theory and practice of team development and demonstrate advanced theories about managing individual expectations through time.

12.3 demonstrate a critical awareness in detail of how to manage performance within people and organisations and be able to apply methodologies to evaluate achievement of conservation outcomes.

12.4 understand in detail and critically evaluate how leadership models and modes of practice can be applied to organisational effectiveness.

# The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 demonstrate critical thinking and assigning priorities for action.

13.2 demonstrate integration of theoretical models and practical data.

13.3 assess and appraise case studies.

13.4 write reports containing balanced arguments supported by qualitative and quantitative 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. Assessments incorporate knowledge, skills and predispositions required for lifelong learning and developing practice, such as reflection, evaluation, and analyses of case studies.

* 1. **Main assessment methods**

Evaluation report (3,500 words, excl. references) (70%)

Leadership guide (1,200 words excluding references) (30%)

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

In adherence to the University’s Assessment and Feedback Strategy, the learning and teaching strategy for this MSc programme in Conservation Science ensures that assessment is effective, fair, and inclusive and supports learning. Delivery of course material will adhere to the five Kent Inclusive Practices by offering all content online (Moodle) as the main digital learning resource, sharing content in advance of timetabled sessions, and ensuring content, multimedia and assessments are easy to navigate. The Evaluation Report will require students to apply their knowledge and understanding of the subject-specific topics and to synthesise it within a broader context within the discipline. The Leadership guide requires students to utilise the knowledge they have gained and apply it to produce the required frameworks.

* 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 | 13.1 | 13.2 | 13.3 | 13.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **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** |

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

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 13.1 | 13.2 | 13.3 | 13.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Evaluation report* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Leadership guide* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

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# 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)** |
| --- | --- | --- | --- | --- |
| 22.09.23 | Major | Sep 2024 | New | 4, 7, 8, 10, 13, 14, 15 (replaces DICE8890) |