1. **KentVision Code and title of the module**

DICE8890 Leadership Skills for Conservation Managers

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

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

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 or Spring

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

 None

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

Compulsory to the following courses:

 MSc Conservation Project Management

Optional to the following courses:

 MSc Conservation Biology

 MSc Conservation and International Wildlife Trade

 MSc Conservation and Rural Development

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

8.1 understand the function of a manager and leader within conservation programmes and the personal attributes required for the role;

8.2 understand the theory and practice of team development and managing individual expectations through time;

8.3 understand how to manage performance within people and organisations working to achieve conservation outcomes;

8.4 understand how to apply models to organisational effectiveness.

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

9.1 demonstrate critical thinking and assigning priorities for action

9.2 demonstrate integration of theoretical models and practical data

9.3 demonstrate presentation skills and writing reports

9.4 assess and appraise case studies

1. **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.

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

## 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).

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

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

MCQ via Moodle (20%)

Essay (2000 words) (80%)\*

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module

13.2 Reassessment methods

Like for Like.

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

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Lectures* | **X** | **X** | **X** | **X** |  |  |  |  |
| *Seminars* | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Practicals* | **X** | **X** |  |  |  | **X** |  |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *MCQ* | **X** | **X** | **X** | **X** |  |  |  |  |
| *Essay* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **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

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

Canterbury

1. **Internationalisation**

The module includes inputs (either in person or via teams) from alumni and experts from overseas (Africa, South America, Europe) and also UK nationals who have worked overseas. Students examine a Conservation Excellence. The core conservation leadership model (Black 2021) was drawn from data provided by an international group of conservation professionals (Europe, North America, South America, Africa, Middle East, Oceania, South Asia, East Asia) so provides a truly international perspective on the subject. The core case study for the seminars is based in South Asia. Typically, case studies used in the course are from North America, Asia, Indian Ocean, the Caribbean, South Asia, and Africa. The very nature of a typical MSc cohort includes students of many nationalities who mix regularly into small group work as part of the learning process.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 07.06.22 | Minor | Sept 22 | 5,6,7,13.1,14,17 | No |
|  |  |  |  |  |