



Module Specification

Conservation Leadership in Practice

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Part 1: Information

Module title: Conservation Leadership in Practice

Module code: USSYHF-60-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 60

ECTS credit rating: 30

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Applied Sciences

Partner institutions: Bristol Zoological Society

Delivery locations: Frenchay Campus

Field: Applied Sciences

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will give students experience of an enquiry-based approach to and experience in, managing a conservation project at the strategic level. Students will develop their leadership and management capabilities through shadowing a BZS/UWE conservation project manager for 6 months (equivalent to 0.5 to 1 day worth/week).

Features: Not applicable

Educational aims: This module will enable students to demonstrate a progression in their understanding from knowledge of conservation leadership principles, through to participation and leadership in current conservation projects.

Outline syllabus: Indicative content of the module is as follows:

The syllabus is dictated by the nature of the work based learning and the timeline of the project the student joins, but will always include project leadership elements. For example, a certain project may require a detailed project design, management of staff, engagement with global and local partners, writing funding bids, or implementing a project exit strategy. Students will maintain regular meetings with the project leader and will be expected to demonstrate that the scope of their project and responsibilities within it lie within relevant standards of work-based learning. In addition, students will critically analyse, during their placement, their own strengths and weaknesses.

Standard activities the student may participate in include:

Strategic planning with project leadership team at project or programme-level

Literature research relevant to future projects and writing a literature review

Researching information (e.g. on future stakeholders and partners, funding bodies, government agencies)

Meeting with partners and stakeholders to monitor project development, assess engagement and secure support

Researching, writing and proof-reading grant application(s)

Collation, organisation and analysis of relevant information (e.g. qualitative, quantitative data, camera trap footage)

Writing reports, scientific papers, MoU drafts

Production of deliverables (e.g. flyers, presentations, social media posts)

Part 3: Teaching and learning methods

Teaching and learning methods: Due to the nature of the module, there will be limited lectures as most teaching and learning will occur organically during the work-based learning. Scheduled learning will be restricted to introductory explanatory sessions and group discussions. Independent learning will form the vast majority of the educational activity in the module. This can take as many forms as there are activities at work. Students will be required to demonstrate their learning using academic literature which will also require searching and reading and critical reflection. There will be an emphasis on students leading and taking ownership of their placement learning's objectives, captured on a learning agreement at the start of their placement.

The student will work within a Project Leadership Team of one of the ten conservation projects led by Bristol Zoological Society/UWE and other partners. Students will identify an area of learning need or interest based on their performance in practice.

Professional Practice or Placement learning: Students will identify their learning need or interest during professional practice or practice placements, and most learning will be undertaken in these settings. The student will design a learning agreement, between themselves and the project leader, bespoke to each student and project .

The Learning Agreement will follow the UWE Bristol's 3Ps model:

Prepare: students will get the most out of their placement by preparing in advance in terms of their responsibilities within the Programme and the Project, and project objectives and timelines.

Participate: Students will become an integral part of the project, regularly meeting with the project leadership team and participating in relevant meetings with partners.

Practise: students will learn by doing, leading specific activities within the project and taking ownership of the material produced, deliverables and actions implemented.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically analyse complex situations and address current limits of, or contradictions in, the knowledge base underpinning a conservation project

MO2 Critically reflect on own and/or other's responsibilities in relation to their management of learning and how they contribute to the goals of the organisation

MO3 Evaluate project goals and strategies and ethical solutions in dialogue with peers, stakeholders, mentors and others

MO4 Produce deliverables commonly used in project management (e.g. communication strategy, newsletter, exit strategy, project tracker) relevant to a real world active conservation project

Hours to be allocated: 600

Contact hours:

Independent study/self-guided study = 576 hours

Face-to-face learning = 24 hours

Total = 600

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/lists/7F912B80-FF5C-4988-073C-4C6F6C1DAF50.html) via the following link <https://uwe.rl.talis.com/lists/7F912B80-FF5C-4988-073C-4C6F6C1DAF50.html>

Part 4: Assessment

Assessment strategy: Portfolio of evidence (100% mark):

The portfolio aims to bring together all the theoretical and practical elements covered across the Programme. By reflecting on their experience of being part of an active conservation project and their role, students will solidify their learning, identify their strengths and weaknesses, and be better prepared to progress their careers in a way that best suit their interests and talents.

The portfolio will include a reflective critical evaluation of the student's experience during their shadowing in light of current conservation management literature

(maximum 6000 words), in addition the portfolio will include a collection of the deliverables produced during their placements (for example grant applications, internal reports, budgets). This assessment will be flexible/dependent on the project needs but consistent with the learning outcomes and across student experience. The assessment strategy for individual students depends on the learning agreement negotiated with the project leader.

This module will have a formative assessment (e.g. a short group presentation of their placement experience) that will aid students in the completion of the assessment by getting them thinking about key aspects of the project they have participated in.

Assessment components:

Portfolio (First Sit)

Description: Critical Evaluation of placement and deliverables produced. (6000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Critical Evaluation of placement

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Conservation Leadership [Zoo] MSc 2023-24