



## **Programme Specification**

### **Integrated Wildlife Conservation [Zoo]**

Version: 2026-27, v1.0, Validated

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## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Integrated Wildlife Conservation [Zoo]

**Highest award:** FdSc Integrated Wildlife Conservation

**Interim award:** CertHE Integrated Wildlife Conservation

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Bristol Zoological Society

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Applied Sciences,  
College of Health, Science & Society

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2025

**Programme code:** F75000

## **Section 2: Programme Overview, Aims and Learning Outcomes**

### **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** The Integrated Wildlife Conservation two-year Foundation Degree programme is designed to develop an understanding of the relationships between humans, wildlife and the natural world. The programme covers the essential concepts, theories and contemporary developments pertaining to in situ and ex situ wildlife conservation utilising knowledge acquired within a zoo-based learning environment. It takes a scientific approach to the study of wildlife conservation issues and into how humans interact with wildlife. It investigates how such conflicts may be resolved through scientific intervention, sustainable development, and effective communication strategies. Integrated work-experience modules equips graduates with the knowledge, experience and skills required for a career in wildlife conservation. On completion, students may progress onto a level 6 BSc (Hons) programme in Integrated Wildlife Conservation at UWE.

**Features of the programme:** The FdSc Integrated Wildlife Conservation programme is an interdisciplinary degree exploring the relationship between humans and wildlife. A unique feature of this programme is its delivery by conservation practitioners at world-leading conservation organisation, Bristol Zoological Society in collaboration with academics at UWE. On this course, students analyse the impacts that human activities have on natural systems, and explore ways in which conservation goals can be achieved without compromising societal aspirations. Underpinning this is a consideration of the way in which the public receive messages regarding the need for wildlife conservation, and how they process these messages in relation to their own behaviour, thus supporting the students to develop more effective methods of communication for conservation. The focus of the degree programme is primarily on animals and people, (although the fundamental roles played by plants and micro-organisms in ecosystem function are highlighted), and on conservation at an international level.

Level 4 is concerned with the development of knowledge and understanding of the principles underlying the natural world, and how these relate to human socio-economic, political, and belief systems. It provides students with a sound scientific understanding of the biological principles underpinning wildlife conservation, including ecology, evolution, and wildlife biology along with the physical factors that shape the natural world. This includes integrated work experience with local, national

or international wildlife conservation organisations through programme-supported volunteering.

Level 5 builds on the principles addressed at level 4 by exploring more advanced theory and practice related to wildlife conservation and its relationship to sustainable development. A key theme of level 5 is the investigation of what makes communication strategies effective in terms of changing public beliefs and behaviours. Additional conservation volunteering is carried out to further increase students' practical knowledge and gain the vocational skills valued by employers.

Students develop the analytical and field skills needed to provide a firm foundation for conducting individual and group-based research work, along with the evaluation of research conducted by others, through special skills modules at both levels. In addition, these address a range of transferable skills to allow students to develop as independent learners. Fieldwork is of fundamental importance to the development of skills and understanding in wildlife conservation, and occurs across a range of modules at both levels, including half day, whole day and residential visits. In particular, a UK-based residential field trip takes place at level 4 as part of the Professional Work Skills module. In level 5, students are able to further develop their fieldwork skills, as well as learning about practical conservation projects first hand, through an additional residential fieldtrip in the Conservation Biology module.

The course is followed by an opportunity to 'top up' to a BSc (Hons) Integrated Wildlife Conservation degree through a final year based at UWE, with options for dissertation supervision offered by BZS.

Bristol Zoological Society, as representative of the work sector, was intimately involved in the development of the programme, helping to define its vision and shape its broad objectives. It provides work-based learning opportunities at both levels 4 and 5. In addition, its contacts with zoos worldwide, along with the hands-on experience of its staff through on-going conservation projects world-wide, means that it is ideally placed to ensure that the curriculum remains current and relevant, and that students have opportunities for work- and project-based learning experiences that are at the forefront of current conservation thinking and practice.

**Educational Aims:** The programme will enable students to:

Explore the complexity and diversity of the living world, its evolution and function, at organism, population, community and ecosystem scales, and its relationship with the physical environment.

Understand the impact of human activities on the living world and the resulting threat to global biodiversity.

Integrate information from a range of disciplines in order to evaluate possible solutions to biodiversity loss, not only from a biological perspective, but also taking into account socio-economic, legislative and political factors.

Develop academic, generic, practical and employability skills which will equip students with the graduates skills needed for gaining employment and being successful at work.

Progress to further study in Higher Education within Integrated Wildlife Conservation and similar programmes.

The specific aims of the programme are to:

Provide the education and resource environment which will enable students with a background in biology to develop:

- A strong scientific understanding of the principles and processes that underpin wildlife conservation in both ex situ and in situ contexts.
- An understanding of the subject from a multidisciplinary and interdisciplinary perspective.
- The field, laboratory and investigative skills necessary to undertake independent investigations of wildlife conservation problems.
- The presentational skills necessary to communicate their findings to audiences with a variety of backgrounds, with the aim of promoting more wildlife-friendly behavioural patterns.

Additionally the programme will:

- Provide the opportunity for the development and practice of employability and professional skills through work-based learning.
- Provide a curriculum that is enhanced by experience from research, consultancy, and professional practice.
- Promote and widen access to careers in wildlife conservation to applicants with both standard and non-standard entrance requirements.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Demonstrate an understanding of the essential concepts, theories and contemporary developments pertaining to in situ and ex situ wildlife conservation utilising knowledge acquired through zoo-based learning.
- PO2. Identify the problems and barriers to interdisciplinary wildlife conservation and plan, manage and execute appropriate methods with reference to their social and economic dimensions.
- PO3. Understand the principles of ecological and environmental systems, including how these apply to conservation in relation to both biological and anthropogenic factors.
- PO4. Recognise the moral, philosophical and ethical considerations inherent to wildlife conservation in practise and understand how such ethical standards can be applied through a professional code of conduct.
- PO5. Gain hands-on insights into conservation practises and understand their applications at the local, national and global scale.
- PO6. Formulate and test hypothesis-driven arguments to address conservation challenges, collecting, manipulating and statistically analysing ecological datasets to interpret results within a conservation context.
- PO7. Use a range of communication approaches to contextually disseminate information obtained within the theoretical framework of wildlife conservation.

PO8. Acquire transferrable skills required for lifelong learning, personal development and employment within the conservation sector relevant to both individual and team-based work practises.

**Assessment strategy:** Effective learning is achieved by employing a range of assessment approaches across the suite of modules that recognises differential approaches to learning. These include work-based learning, field work, and “real-world” assignments. The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students.

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills and allow students to realise their true potential. The focus is on assessments that link directly to employability as well as assessments for learning. Assessments at Level 4 develop student's scientific writing skills (e.g. synthesising literature within reports), data analysis techniques (e.g. a data skills portfolio), and presentation and communication techniques (e.g. poster presentations) as well as introducing the principles of the scientific method. These are then further developed at Level 5 with further assessments directly mapping onto and building on these skills (e.g. during assessed vivas, research and data collection projects, assessed field reports and problem solving exercises).

Level 4 is concerned with the development of knowledge and understanding of the principles underlying the natural world, and how these relate to human socio-economic, political, and belief systems. It provides students with a sound scientific understanding of the biological principles underpinning wildlife conservation, including ecology, evolution, and wildlife biology along with the physical factors that shape the natural world. This includes integrated work experience with local, national or international wildlife conservation organisations through programme-supported volunteering.

Level 5 builds on the principles addressed at level 4 by exploring more advanced theory and practice related to wildlife conservation and its relationship to sustainable development. A key theme of level 5 is the investigation of what makes

communication strategies effective in terms of changing public beliefs and behaviours. Additional conservation volunteering is carried out to further increase students' practical knowledge and gain the vocational skills valued by employers.

The nature of feedback on student work is varied, and relates to the nature of the work undertaken. Methods of feedback include: detailed comments on scripts; oral feedback; generic or assignment-specific feedback forms; peer assessment; and model answers. As well as supplying feedback on summative assessment, the teaching team also employ feed-forward strategies, both on summative work and formative assessment, such as in-class tests, on-line quizzes, problem-solving workshops, and model answers for past exam questions.

This programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active participation and engagement with the learning process. The programme seeks to create an environment that will stimulate students to take responsibility for aspects of their learning, while tutors take responsibility for facilitating that learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the programme.

Staff research projects:

Staff at UWE and Bristol Zoo Project are actively engaged in research or professional practice, and consequently the programme development, teaching and project work is underpinned and informed by current research and practice.

**Student support:** This programme is one of a suite of environmental awards managed by UWE. Day-to-day management of the award is undertaken by Bristol Zoological Society staff, with support and input from UWE.

At the start of the first year, students undertake a comprehensive induction programme and are introduced to the university's regulations, the aims of the programme, and to the facilities and support systems based at UWE and Bristol Zoo



Project. Students are allocated a personal tutor and become part of a tutor group (typically < 15 tutees). Adjusting to university life is challenging for level four students and to help with this transition students attend an early short residential field course.

Guidance to students on the programme, along with full details of the academic and pastoral support available, is provided in the Programme Handbook which is available to all students at the start of the programme. In addition, module specific information is provided via Module Handbooks and UWE's on-line learning system Blackboard. Matters relating to groups of students are addressed through the programme management committee that includes student representatives, the programme leader and the teaching team. For all students, access to academic staff is via email or appointment.

Students benefit from being part of a small cohort, although opportunities exist for them to join fellow students on the Wildlife Ecology and Conservation Science and Environmental Science degrees at UWE for some joint activities. Students also benefit from high levels of staff-student contact, allowing ample opportunity for formative assessment and additional support.

## **Part B: Programme Structure**

### **Year 1**

The student must take 120 credits from the modules in Year 1.

### **Year 1 Compulsory Modules**

The student must take 120 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
USSKAA-30-1	Ecology and Environmental Systems 2026-27	30
USSKAC-30-1	Professional Work Skills 2026-27	30
USSKAD-30-1	Wildlife and People 2026-27	30

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USSKAE-30-1	Wildlife Biology 2026-27	30
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**Year 2**

The student must take 120 credits from the modules in Year 2.

**Year 2 Compulsory Modules**

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
USSKAJ-15-2	Animal Behaviour for Wildlife Conservation 2027-28	15
USSKAK-30-2	Conservation Biology 2027-28	30
USSKBD-15-2	Effective Communication for Conservation 2027-28	15
USSKBB-30-2	Integrating Sustainable Development and Conservation 2027-28	30
USSKAG-30-2	Work and Research Skills 2027-28	30

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**Part C: Higher Education Achievement Record (HEAR) Synopsis**

The Integrated Wildlife Conservation two-year Foundation Degree programme is designed to develop an understanding of the relationships between humans, wildlife and the natural world. The programme covers the essential concepts, theories and contemporary developments pertaining to in situ and ex situ wildlife conservation utilising knowledge acquired within a zoo-based learning environment. It takes a scientific approach to the study of wildlife conservation issues with a consideration of how humans interact with wildlife. It investigates how such conflicts may be resolved through scientific intervention, sustainable development, and effective communication strategies. Through integrated work-experience modules it equips graduates with the knowledge, experience and skills required for a career in wildlife conservation. On completion, students may progress onto a level 6 BSc (Hons) programme in Integrated Wildlife Conservation at UWE.

**Part D: External Reference Points and Benchmarks**

The learning outcomes have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications and, in particular, the Foundation Degree Qualifications Benchmark. In particular, the following characteristics of the Foundation degree have been considered: employer involvement; accessibility; progression; flexibility; partnership; assessment, particularly of work-based learning; and monitoring and review.

In addition, close consideration was given to the Biosciences Benchmark statement when devising the curriculum, particularly when mapping the Learning Outcomes. The benchmark statement highlights the importance of taking a multidisciplinary and interdisciplinary approach to the subject, and such an approach is central to this programme, both explicitly, in the issue-based modules, and implicitly, through the suite of modules taken. In addition, the Benchmark Statement emphasises the practical nature of the biosciences, through laboratory and fieldwork, and the need for significant levels of numeracy. Both elements are well catered for within this programme. There is a clearly defined numeracy pathway through the 'Skills' modules, and numeracy skills are further developed through application in other modules. The programme also places strong emphasis on practical work, and the facilities that the zoo has to offer adds a stimulating and varied learning environment.

**Part E: Regulations**

Approved to University Regulations and Procedures.