



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	University of the West of England		
Delivery Location	University of the West of England; Frenchay Campus		
Study abroad / Exchange / Credit recognition	No		
Faculty responsible for programme	Health and Applied Sciences		
Department responsible for programme	Biological, Biomedical and Analytical Sciences		
Modular Scheme Title			
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Integrated Wildlife Conservation		
Default Award Title	N/A		
Fall-back Award Title	N/A		
Interim Award Titles	N/A		
UWE Progression Route	N/A		
Mode(s) of Delivery	FT / PT		
Codes	UCAS:	JACS: F75A	
	ISIS2: F75A	HESA:	
Relevant QAA Subject Benchmark Statements	Biosciences		
First CAP Approval Date	Original Validation Date: May 2009	Valid from	September 2012
Revision CAP Approval Date	2 nd February 2016	Valid from	September 2016
Version	1.1		
Review Date			

Part 2: Educational Aims of the Programme

Context

The BSc (Hons) Integrated Wildlife Conservation programme is a one year full-time (or 2-3

Part 2: Educational Aims of the Programme

years part-time) follow-on programme designed specifically as a progression route for students who successfully complete the Foundation degree in Integrated Wildlife Conservation, and who wish to continue their studies to honours degree level.

The programme aims to develop in students an in-depth understanding of the relationships between human beings and the natural world, and an appreciation of the practical steps that can be taken to ameliorate any resulting harm. In particular, it aims to build on students existing knowledge and skills in integrated wildlife conservation, and help them develop a more critical knowledge of the subject area, along with an enhanced experience, and the advanced subject-specific and generic skills required for further study or a career in wildlife conservation.

General Aims

The programme enables 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 graduates for gaining employment and being successful at work, or for further study;
- become self-critical and independent learners who value themselves and others as constructors of knowledge and its exchange.

Specific Aims

The specific aims of the programme are to:

- provide the education and resource environment which will enable students with an advanced background in biology to develop:
 - a strong scientific understanding of the principles and processes that underpin wildlife conservation;
 - 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;
 - the skills of a literate and numerate student capable of independent 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 non- standard entrance requirements.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Part 2: Educational Aims of the Programme

The BSc (Hons) Integrated Wildlife Conservation programme aims to develop in students an in-depth understanding of the relationships between human beings and the natural world, and an appreciation of the practical steps that can be taken to ameliorate any resulting harm. It helps students to develop a critical knowledge of the subject area, along with an enhanced experience, and the advanced subject-specific and generic skills required for further study or a career in wildlife conservation.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and Understanding (subject specific)

1. a broad-based core covering the major elements of wildlife conservation together with specialised in-depth study of some aspects of the subject area.
2. the need for an interdisciplinary and multidisciplinary approach in advancing knowledge and understanding of wildlife conservation.
3. the essential facts, major concepts, principles and theories associated with wildlife conservation.
4. the influence on living systems of human activities and vice versa.
5. the advanced experimental skills appropriate to wildlife conservation.
6. information and data, their setting within a theoretical framework, accompanied by critical analysis and assessment.
7. the terminology, nomenclature and classification systems relevant to wildlife conservation.
8. methods of acquiring, interpreting and analysing biological information.
9. the contribution of the subject to the development of knowledge about the diversity of life and its evolution.
10. a range of communication techniques and methodologies, including data analysis and the use of statistics.
11. current developments in wildlife conservation and the philosophical and ethical issues involved.
12. the applicability of wildlife conservation to the world of work.

B. Intellectual Skills (generic)

1. recognise and apply subject-specific theories, paradigms, concepts and principles.
2. analyse, synthesise and summarise information critically, including published research or reports.
3. obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses.
4. apply subject knowledge and understanding to address familiar and unfamiliar problems.
5. recognise the moral and ethical issues of investigations and appreciate the need for ethical standards and professional codes of conduct.

C. Subject/Professional/Practical Skills (subject specific)

1. read and use appropriate literature with a full and critical understanding.
2. give a clear and accurate account of a subject, marshal arguments and engage in debate and dialogue with specialists and non-specialists, using appropriate scientific language.
3. recognise that statements should be tested and evidence is subject to assessment and critical evaluation.
4. employ a variety of methods to investigate, record and analyse material.
5. think independently, set tasks and solve problems.

Part 3: Learning Outcomes of the Programme

6. develop competency in the basic experimental skills appropriate to the study of wildlife conservation.
7. design, plan and conduct experiments using appropriate techniques in the field and laboratory.
8. obtain, record, collate and analyse data using appropriate techniques in the field and laboratory, working individually or in groups.
9. undertake field and laboratory investigations in a responsible, safe and ethical manner, paying due attention to risk assessment, health and safety regulations, animal welfare, rights of access, and showing awareness of potential impacts to individual stakeholders and the environment.
10. cite and reference work in an appropriate manner.

D. Transferable Skills and other attributes (generic)

1. receive and respond to a variety of sources of information (eg. textual, numerical, verbal and graphical).
2. carry out sample selection; record and analyse data in the field and laboratory; ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection.
3. prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programs, spreadsheets and programs for presenting data visually.
4. solve problems by a variety of methods, including the use of computers.
 5. identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles.
6. recognise and respect the views and opinions of other team members.
7. evaluate performance as an individual and a team member; evaluate the performance of others.
8. develop the skills necessary for self- managed and lifelong learning (eg. working independently, time management and organisational skills).
9. identify and work towards targets for personal, academic and career development.
10. develop an adaptable, flexible and effective approach to study and work.
11. use the internet and other electronic sources critically as a means of communication and a source of information.

<p>Learning Outcomes:</p> <p>A) Knowledge and understanding of:</p>	<p>Module No: USSK5K-30-3 Research Project or USSKBC-30-3 Dissertation</p>	<p>USSK5J-30-3 Contemporary Conservation Science</p>	<p>USSK55-15-3 Marine Ecosystems</p>	<p>USSK58-15-3 Remote Sensing & GIS</p>	<p>USSK59-15-3 Tropical Expedition</p>	<p>USSK5A-15-3 Wildlife, Film & Media</p>	<p>USSK56-15-3 Primate Ecology & Conservation</p>	<p>USSKBE-30-3 Resource Security & Sustainability</p>	<p>USSKCF-15-3 Scientific Frontiers</p>	<p>USSKCE-15-3 Science Communication</p>	<p>USSKCD-15-3 Environmental Forensics</p>
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Part 3: Learning Outcomes of the Programme

personal, academic and career development.	X	X									
adaptable, flexible & effective study	X	X	X	X	X	X	X	X	X	X	X
use the internet & other electronic sources	X	X	X	X	X	X	X	X	X	X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

Scheduled learning includes interactive lectures, lectorials, tutorials, seminars, project supervision, demonstration, laboratory, computer and field practical classes and workshops; fieldwork; external visits; film-making and work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, scientific research activity, attending professional seminars, assignment preparation and completion, revision etc.

Description of the teaching resources provided for students

The Bolland library provides an extensive range of literature that supports the programme. Additional material is held in the Field Studies Resource Room and in the library at Bristol Zoo. Students have 24-hour access to computers, and IT support services are available within the University's Computing Helpdesk. The University's Virtual Learning Environment, hosted by Blackboard has been developed to enhance the student's learning experience and provide comprehensive support on a module-by-module basis. Support includes, access to teaching materials, links to relevant online resources and background reading, facilities for interaction and coordination during group work (e.g. blogs, wiki's) and communication between tutors and students. The Faculty has a well-equipped range of general and specialist laboratories, a dedicated field laboratory, large glasshouse used for teaching and project work, dedicated project laboratory a wide range of specialist scientific equipment that is available for use by the students at appropriate stages in their study programme.

Teaching facilities for students when studying at Bristol zoo include a new HE Education Centre including lecture theatres, a laboratory, a computer room, a library, and a student common room, as well as access to the zoo's extensive collection of animals at the Clifton Zoo site and 'Wild Place' site North Bristol.

Description of any Distinctive Features

The BSc (Hons) Integrated Wildlife Conservation programme is an interdisciplinary degree exploring the relationship between humans and wildlife. 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 complex scientific issues are communicated to the public in order to develop more effective communication strategies.

Part 4: Student Learning and Student Support

The programme has been specifically designed to compliment and extend the knowledge and learning that students will achieve on successful completion of the FdSc degree in Integrated Wildlife Conservation. In addition, it may provide a suitable route to BSc honours level for others with relevant qualifications and/or experience

The BSc (Hons) Integrated Wildlife Conservation programme has been developed in consultation with a range of stake holders and has the following key features:

- Part-taught and delivered at Bristol Zoo Gardens
- Built in field work and field experience
- Attractive bespoke modules in Wildlife Film & Media, and Primate Ecology & Conservation;
- Local to global scientific study of wildlife to attract international students.
- Built in key skills such as GIS, identification, communication, contemporary conservation science and technology and optional skills in SCUBA and assessing tropical wildlife.

Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

A range of assessment methods are employed to monitor student attainment of the full range of Learning Outcomes. Assessment incorporates the Department's assessment strategy and The QAA Code of Practice on Assessment of Students. The principles, procedures and processes of assessment for each module are described in the module booklet, which is provided to each student and available online at the start of the module. Further, these assessments are summarised in the Assessment Calendar provided via the UWE Portal, which also facilitates the appropriate scheduling of assessment loading. The Final Year optional modules (15 credit) have semester based delivery. This allows assessments to be spread across both semesters for even loading.

Effective learning is achieved by employing a range of assessment approaches across the suite of modules that recognise differential approaches to learning. These include opportunities for field work, and "real-world" assignments, delivered by university staff, through our collaborations with Bristol Zoo. The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students. The programme incorporates a range of innovative and novel assessments, many utilizing new technologies.

Technology Enhanced Learning (TEL) is integral to the subject matter within this programme. Many taught topics are technology rich and TEL is also used to supplement learning and to help student learn through assessment. The need for proficiency and an emphasis on technology

Part 5: Assessment

aided skills was identified by employers (e.g. GIS, new media, blogs, web pages, data bases, press releases) and this feedback was used to inform the assessment strategy.

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 are designed to achieve the learning outcomes for each module and this is described on the module specification. The range and progression of assessment methods are shown below.

Assessment Map

The programme encompasses a range of **assessment methods** including: practical exams, written exams, posters, presentations, practical reports, field logs, portfolios, These are detailed in the following assessment map:

Note, A = Component A; B = Component B; P/F = Pass or Fail and the number in brackets represent the module weighting

Unseen Written Exam
Practical Exam
Practical Skills Assessment
Oral assessment and/or presentation
Investigative Report / case study
Practical or Field Report
Research Project Report
Skills Portfolio / Reflective portfolio


Part 5: Assessment

Compulsory Modules Level 3	USSK5K-30-3 Research Project				A (20)		A (10)	A (70)	
	USSKBC-30-3 Dissertation Project				A (20)		A (10)	A (70)	
Optional Modules Level 3	USSK56-15-3 Primate Ecology & Conservation	A (60)					B (40)		
	USSK5J-30-3 Contemporary Conservation Science				B (20)	B (30)			A (50)
	USSK55-15-3 Marine Ecosystems	A (60)					B (40)		
	USSK58-15-3 Remote Sensing & GIS			A (60)		B (40)			
	USSK59-15-3 Tropical Expedition		A P/F			B (30)	B (70)		
	USSK5A-15-3 Wildlife, Film & Media				A (40)				A (60)
	USSKBE-30-3 Resource Security & Sustainability	A (60)					B 2x (20)		
	USSKCF-15-3 Scientific Frontiers & Enterprise				A (40)				B (60)
	USSKCD-15-3 Environmental Forensics	A (60)					B (40)		
	USSKCE-15-3 Science Communication			A (60)			B (40)		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

ENTRY 	Year 3	Compulsory Modules USSK5K-30-3 Research Project <i>OR</i> USSKBC-30-3 Dissertation Project	Optional Modules USSK5J-30-3 Contemporary Conservation Science <i>OR</i> USSKCE-15-3 Science Communication	Highest Award BSc (Hons) Integrated Wildlife Conservation 120 credits of which not less than 100 are Level 3 or above
			USSK55-15-3 Marine Ecosystems	
			USSK58-15-3 Remote Sensing & GIS	
			USSK59-15-3 Tropical Expedition	
			USSK5A-15-3 Wildlife, Film & Media	
			USSK56-15-3 Primate Ecology & Conservation	
			USSKBE-30-3 Resource Security & Sustainability	
			USSKCF-15-3 Scientific Frontiers & Enterprise	
			USSKCD-15-3 Environmental Forensics	

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

 A Foundation degree in Integrated Wildlife Conservation, or equivalent.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

The learning outcomes have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications, and in particular, those that describe a higher education qualification at level 6: 'Bachelor's degree with honours'. Graduates of the award achieving an Honours classification will have developed an understanding of a complex body of knowledge related to integrated wildlife conservation, some of it at the current boundaries of the academic discipline. In addition, graduates will have developed analytical techniques, problem-solving skills and communication skills that can be applied to a range of employment opportunities.

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 studying the subject at a variety of levels from molecules to populations. Whilst students will be expected to have a firm foundation across the biological sciences on entry to this one year top-up programme, this theme is continued in within this programme, for example in the module Environmental Toxicology, where students consider the molecular and cellular processes that underpin the toxicity of pollutants to living organisms. The benchmark statement also underlines the importance of practical work in the study of the biosciences. Practical work is key to the development of students' knowledge and skills across the modules in the process, and in particular in the research project module, and in the Tropical Forests and Coral Reefs module, where a residential field trip forms the majority of the taught provision. This provides an exciting and challenging experience during which students have the opportunity to acquire a range of knowledge and skills outside those they could experience in temperate regions, and also to experience local culture, all within a framework which is facilitated by the involvement of local university staff and wildlife conservation experts.

The benchmarking statement also provides a description of subject standards for degrees in Ecology and Environmental Biology which is a good match to both the subject areas covered and the standards achieved by students on the degree programme.

[University strategies and policies](#)

In line with the university's teaching and learning policies, 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.

A variety of assessment methods are incorporated within the programme to cater for a diversity of student strengths and abilities. Although this document focuses on summative assessment, the programme team recognises the importance of both summative and formative assessment activities, and feedback, as an integral part of the learning and teaching process. All assessments comply with current University Assessment Regulations.

Staff in the faculty are research active and consequently programme development, formal

Part 8: Reference Points and Benchmarks

teaching and project work is underpinned and informed by current research. Thus all staff contributing to the award have an established record in supervising undergraduate research-based projects, and students may have the opportunity to carry out their projects working alongside research staff at post-graduate and post-doctoral level. Furthermore, there is on-going and developing research in wildlife conservation which is encouraged and maintained by the Faculty's Centre for Research in Biociences (CRIB).

Employer interaction/feedback:

Bristol Zoo Gardens, 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. Thus the programme has been designed to meet the future needs of the employment sector at home and abroad, by producing graduates who can combine their scientific knowledge and effective communication skills with an appreciation of the socio-economic, cultural and political barriers that prevent wildlife-friendly behaviours, to develop sustainable solutions to wildlife conflicts across the globe.

To ensure that the programme would be fit for purpose and to gain an in-depth knowledge of the needs of employers in this field, key personnel from the Wildfowl and Wetlands Trust (Slimbridge); Somerset Wildlife Trust; Worldwide fund for Nature (WWF-UK); Bristol Zoo Gardens and Bristol City Council were interviewed. This generated invaluable feedback on the attractiveness and usefulness of the programme and highlighted all the skills that were needed to produce a skilled and employable graduate ready to work in this field. All organisations were extremely helpful in providing ideas for content. Common themes emerged from these meetings and so in response to a request for proficiency in Geographical Information systems (GIS), data analysis, scientific writing, use of data bases, field based skills and communication skills, these skills have been built into the final year compulsory and optional modules.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).