

## Template C4



# Programme Specification

**Title of Course:** *FdSc Wildlife and Conservation*

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| <b>Date first produced</b>                       | 01/01/2017  |
| <b>Date last revised</b>                         | 07/03/2024  |
| <b>Date of implementation of current version</b> | 01/09/2023  |
| <b>Version number</b>                            | 6   |
| <b>Faculty</b>                                   | Faculty of Health, Science, Social Care & Education |
| <b>School</b>                                    | School of Life Sciences, Pharmacy and Chemistry     |
| <b>Department</b>                                | Department of Applied & Human Sciences              |
| <b>Delivery Institution</b>                      | Activate Learning                                   |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

|  |                                     |
|--|-------------------------------------|
| <b>Award(s) and Title(s):</b><br><i>Up to 10 pathways</i>  | FdSc Wildlife and Conservation      |
| <b>Intermediate Awards(s) and Title(s):</b><br><i>There are 4 Intermediate awards for each pathway</i> | CertHE Animal Behaviour and Welfare |
| <b>Course Code</b><br><i>For each pathway and mode of delivery</i>                                     |                                     |
| <b>UCAS code</b><br><i>For each pathway</i>  | D4D4                                |

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| <b>RQF Level for the Final Award:</b>  | 5  |
| <b>Awarding Institution:</b>           | Kingston University  |
| <b>Teaching Institution:</b>           | Activate Learning  |
| <b>Location:</b>                       | Merrist Wood College   |
| <b>Language of Delivery:</b>           | English  |
| <b>Modes of Delivery:</b>              | Part-time<br>Full-time   |
| <b>Available as:</b>                   | Full field   |
| <b>Minimum period of registration:</b> | Part-time - 4<br>Full-time - 2   |
| <b>Maximum period of registration:</b> | Part-time - 8<br>Full-time - 4   |
| <b>Entry Requirements:</b>             | <p>The minimum entry qualifications for the programme are:</p> <p>From A levels: 64 UCAS points<br/>           BTEC National: 64 UCAS points from Level 3<br/>           Animal/Countryside Management<br/>           Access Diploma: 64 UCAS points from Access to HE<br/>           Animal Management however access courses with science units will be considered<br/>           Plus: English and maths GCSE grade A*-C</p> <p style="text-align: right;">It is advantageous to have geography, biology or psychology A level</p> <p>A minimum IELTS score of 6 with minimum of 5.5 in any component is required for those for whom English is not their first language.</p> |

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| <b>Programme Accredited by:</b>                        | N/A   |
| <b>QAA Subject Benchmark Statements:</b>               | Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences |
| <b>Approved Variants:</b>                              | There are no variants.  |
| <b>Is this Higher or Degree Apprenticeship course?</b> |   |

***For Higher or Degree Apprenticeship proposals only***

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|--|-----|
| <b>Higher or Degree Apprenticeship standard:</b>     | N/A |
| <b>Recruitment, Selection and Admission process:</b> | N/A |
| <b>End Point Assessment Organisation(s):</b>         | N/A |

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

The main aims of the field are to:

1. achieve a recognised level five qualification and provide excellence in terms of industry standards to prepare the learner for employment, or progress to a full honours degree qualification.
2. enable learners to develop skills for independent work and learning.
3. create opportunities for learners to gain practical experience with a wide range of animal species.
4. introduce learners to a breadth of topics related to the wildlife conservation sector.
5. allow learners the opportunity to explore a range of career areas within wildlife conservation industries and develop aspirations in chosen fields through the use of professional development and module delivery.

### **B. Intended Learning Outcomes**

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmark for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (July 2016), the Foundation Degree Qualification Benchmark (May 2010) and relate to the typical student.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

| Programme Learning Outcomes |   |    |   |    |  |
|-----------------------------|---|----|---|----|--|
|                             | <b>Knowledge and Understanding</b>  |    | <b>Intellectual Skills</b>  |    | <b>Subject Practical Skills</b>  |
|                             | On completion of the course students will be able to:   |    | On completion of the course students will be able to  |    | On completion of the course students will be able to   |
| A4                          | Evaluate the threats to global biodiversity and contemporary approaches to wildlife conservation.   | B4 | Utilise research skills that enhance contribution to the animal industry.                   | C3 | Undertake field surveys and develop biodiversity management plans.   |
| A3                          | Demonstrate understanding of the structure and functioning of the natural world at an organism, population, community and ecosystem levels.                         | B3 | Apply knowledge and understanding to address both familiar and novel problems.              | C2 | Devise, plan and undertake investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, legal requirements and sensitivity to impact of investigations on the environment and stakeholders. |
| A2                          | Appreciate the welfare implications of exploitation and concerns over ethical, legal, and cultural issues involving animals.  | B1 | Recognise and apply theory, concepts and principles from diverse disciplines appropriately. | C1 | Collect and record information or data from primary or secondary sources, summarising it using appropriate qualitative and quantitative techniques.  |
| A1                          | Draw from theory, practicals, investigations, and application of principles to develop knowledge and understanding of wildlife conservation for a range of species. | B2 | Critically analyse information synthesising and summarising the outcomes.                   | C4 | Execute and appraise specified ecological data collection, data analysis and data interpretation techniques.   |

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

This programme is offered in full-time and part-time mode, and leads to the award of Foundation Degree. Full-time delivery is typically two days per week on-site and one day per week for part-time. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team and subject to Kingston University regulations. Intake is normally in September.

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

#### FdSc Wildlife and Conservation

| <b>Level 4</b>  |                    |                     |              |                       |                       |                  |                  |
|---|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| <b>FdSc Wildlife and Conservation</b>                 |                    |                     |              |                       |                       |                  |                  |
| <b>Core modules</b>                                   | <b>Module code</b> | <b>Credit Value</b> | <b>Level</b> | <b>Teaching Block</b> | <b>Pre-requisites</b> | <b>Full Time</b> | <b>Part Time</b> |
| Animal Health, Welfare and Nutrition                  | SG4032             | 30                  | 4            | 1&2                   |                       |                  |                  |
| Breeding programmes and Animal Husbandry              | SG4036             | 30                  | 4            | 1&2                   |                       |                  |                  |
| Fundamentals of Ecology and Ecological Field Skills I | SG4038             | 30                  | 4            | 1&2                   |                       |                  |                  |
| Professional Development in the Work Environment 1    | SG4031             | 30                  | 4            | 1&2                   |                       | 0                | 0                |
| <b>Optional Modules</b>                               |                    |                     |              |                       |                       |                  |                  |

## Progression to Level 5

Progression to Level 5 requires 120 credits including passes in all Level 4 modules. Students exiting the field/course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Animal Behaviour and Welfare.

| <b>Level 5</b>  |                    |                     |              |                       |   |                  |                  |
|---|--------------------|---------------------|--------------|-----------------------|---|------------------|------------------|
| <b>FdSc Wildlife and Conservation</b>                     |                    |                     |              |                       |   |                  |                  |
| <b>Core modules</b>                                       | <b>Module code</b> | <b>Credit Value</b> | <b>Level</b> | <b>Teaching Block</b> | <b>Pre-requisites</b>                                 | <b>Full Time</b> | <b>Part Time</b> |
| Conservation of Global Biodiversity                       | SG5030             | 30                  | 5            | 1&2                   |   |                  |                  |
| Native Wildlife Management and Ecological Field Skills II | SG5031             | 30                  | 5            | 1&2                   | Fundamentals of Ecology and Ecological Field Skills I |                  |                  |
| Professional Development in the Work Environment 2        | SG5021             | 30                  | 5            | 1&2                   | Professional development in the work environment 1    |                  |                  |
| Research Methods  | SG5022             | 30                  | 5            | 1&2                   |   |                  |                  |
| <b>Optional Modules</b>                                   |                    |                     |              |                       |   |                  |                  |

## D. Principles of Teaching, Learning and Assessment

The Foundation Degree in Wildlife and Conservation is designed to develop a student's knowledge, understanding, cognitive skills, practical skills and key transferable skills at Level 4 and Level 5 and as a suitable progression into Level 6 honours level in an appropriate discipline. A variety of teaching and learning strategies are employed to include formal lectures, group discussion, seminars, individual study, independent research, practical workshops and field work. Where appropriate guest speakers and a range of working environments are used to support the learning.

The programme has been designed to extend the academic knowledge and understanding through application to the workplace environment and through the development of vocational skills and competencies. Consideration has been given to the balance of intellectual and practical skills. Throughout the field emphasis is placed on developing self-awareness skills, communication skills, interpersonal skills, research and information literacy skills, numeracy skills, management and leadership skills and creativity and problem solving skills.

All students are provided with an opportunity to gain experience in a related workplace setting through the Professional Development Modules in levels 4 and 5. Expectations of the student experience in the workplace are fully articulated at the commencement of the placement. This is by means of a workplace learning contract / agreement and handbook/feedback for employers. The modules relating to Professional Development in the Work Environment provide a mechanism for students to identify and apply self-awareness techniques for their own skill development and create a professional development plan to support career choices.

A sound appreciation of ethics will be considered throughout the course through application to pertinent and current case studies that have impacted on the industry. This will allow a greater appreciation of the issues faced in wildlife conservation and will provide the learner with information to make valued and considered judgements.

Equality and diversity is fully embedded within the content and delivery of the course giving an inclusive programme for the learner. Diversity is represented, for example, through cultural differences in perception to animals. This will give a wider appreciation of faith, culture and our complex relationship with animals particularly in a time where social media is used as a tool to share information rapidly that may lack scientific validity or credibility. Equality is a fundamental value of our teaching and learning, with all learners having the ability to demonstrate academic and practical strengths and develop further through support and self-directed study. This can be facilitated through feedback and tutorial support for all. The practical nature of this module and specific nature of the programme may mean that a range of industry experience will be present in the cohort. Peer learning, small study groups and evaluation of the latest industry advances will allow inclusion in the development of employability skills for the cohort. A range of teaching styles and activities will be used to reflect the diversity of the groups learning needs.

Students are encouraged to recognise the workplace as a learning environment and to apply the knowledge and skills gained to the other fields of study and taught modules. Although learners may have specific career paths and aims, the programme has been designed to reflect the necessary skills development leading to the autonomy required should they progress to level 6. By liaising with industry professionals we have developed a programme with a sound grounding to specific animal behaviour and welfare needs at level 4 and 5. The underpinning knowledge is developed in the classroom and supported further with assessment, both formative and summative.

The assessment strategy promotes authentic learning and flexibility to equip students to work in this diverse field. Assessments are designed to allow students to develop subject specific skills and knowledge, and to research topics/species of interest linked to subject areas they would wish to specialise in and career aspirations. Feedback on assessment performance and feed forward advice is provided on all assessment activities to enhance student development and progression. This comprises mainly individual comments but also group feedback to the cohort so that generic issues such as technical writing and referencing skills can be enhanced. Formative assessment is designed to promote learning and allows students to become familiar with the expectations and requirements associated with assessment processes. Throughout the course there are many opportunities for formative assessment which provide constructive feedback (to feed forward) prior to summative assessment. Typically this includes practical work, informal in-class or online tests, discussions and peer review. These are designed to inform students of their own progress, allowing reflection on learning to identify strengths and weaknesses and to facilitate planning for success.

The students are expected to exercise increasing autonomy in their learning as they progress from Level 4 to Level 5 as preparation for progression to Level 6 Honours. Up take for the level 6 is high so it is essential that the learners are equipped with the research and evaluative skills that are required to succeed. Independent research, critical thinking and scientific objectivity is developed further at level 5 which prepares for the dissertation at BSc level. Students are supported with academic skills sessions in both year 1 and year 2 to ensure they are equipped with skills required for study at each level. Furthermore, students are prepared for the Level 5 Research Methods module through development of skills at Level 4 such as collection and review of data e.g. in Animal Health, Welfare and Nutrition.

Teaching and learning is informed by current scholarship in both educational and vocational practice, and typically has a strong multidisciplinary element to further enhance the more



traditional research-led curriculum. Throughout the programme of study, students are supported by a highly skilled and passionate team of tutors. These tutors all take part in regular industrial updating to ensure their knowledge and skills are current within their area of expertise. Practice informed teaching ensures that students are given the highest quality of lessons throughout the programme. To support teaching and learning the team remain committed to their relevant industry sectors and have embedded good practise. One such recent development is the application and use of QR codes across the Animal Management Centre. This project is continuously evolving and will give HE students the opportunity to embrace technology both as a learner and facilitator through the use of online in-class quizzes, pod casts, audio clips and videos through our YouTube education channel. Technology is key to the learning opportunities available with embedded in taught sessions and through our VLE. Students will have the opportunity to manage our animal collection on the Zoological Information Management System (ZIMS); an industry standard. The rebuild also has the provision for behavioural studies with equipment for video recording, CCTV and nocturnal observation.

One tutor sits on the ethical review committee of a major animal collection and is an active member of the British and Irish Association of Zoos and Aquariums (BIAZA) South-east region education panel. The teaching team all engage with their respective industries including animal cognition and learning, behavioural modification and wildlife management.

## **E. Support for Students and their Learning**

Throughout the two year programme of study, students are allocated a personal tutor who is available to give support and guidance in relation to professional development, academic support and pastoral care. In addition to this, Level 4 students can be supported by a high achieving Level 5 student mentor who assists with study skills, professional development and general academic queries. This mechanism was launched in September 2011 and feedback is positive and wholly constructive. The mentor gives a 'real feel' to the learning experience and is approachable as a peer.

Students are supported by:

- Module leader for each module studied
- Individual tutorials with the personal tutor and programme manager to support academic progress and personal development at least once per term
- Group tutorials to develop study skills and allow feedback
- A professional development coordinator to assist with placements
- Professional development and academic skills sessions timetabled weekly
- Additional learner support. Students are introduced to this department during induction and again during initial tutorials. This department extensively supports those students with a DSA and offers guidance to those needing to refine their studentship skills at level 4/5. This can be support with organisation, effective research or structural issues.
- Comprehensive induction and handbook issued
- Level 5 student mentor to support and guide Level 4 students where required
- HE centre for taught sessions and independent research
- Learning Resource centre and induction to e-learning
- Moodle site for course specific material
- Student Staff Course Consultative meetings
- Students Union
- Careers Service supporting job application and CV development.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Annual review and development
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies

## **G. Employability and work-based learning**

Graduates from this programme are entering a very competitive field where the importance of practical experience to support the qualification cannot be underestimated. With this in mind, each student is fully briefed on the limitations within the field and supported with their career path through the professional development module and the tutorial process. Each year level 5 students support the level 4 students with skills workshops that allow transferable skills to be taken into the work place.

Guest speakers and industry visits are integral throughout the qualification to ensure that each learner has the opportunity to explore the diversity of employment pathways or specialise further. Realistic assignments supported by industry links are praised by the external examiners. The professional development module provides an excellent platform for refining career choice and links to modules and practicals taught at Merrist Wood. A dedicated coordinator supports students to secure relevant placements and provides an excellent link to these providers.

Guest speakers normally include but are not limited to;

- Ecologists
- Wildlife managers
- Surrey Police Wildlife Officer
- Conservationists

Industry visits typically include;

- Wildlife trusts
- ZSL - London Zoo & Whipsnade Zoo
- Petworth Park
- WWT London / Arundel

Many level 5 students continue onto level 6 whilst others seek employment within the wildlife conservation field. Employment opportunities exist within wildlife trusts and charities, national parks, research roles for organisations such as ZSL, conservation boards, county councils and private organisations to name but a few.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Work based learning is an essential component of the Foundation Degree and each student must complete 200 hours at level 4 and again at level 5. This is assessed through a 30 credit Professional Development in the workplace module at each level. It is the responsibility of individual students to source and secure such work-based learning experiences. This allows students to reflect upon their own personal

experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. A designated work placement coordinator ensures not only that the selected work placement complies with the required health and safety legislative framework, but is also there to support students in problem solving in order to find a suitable placement. Students will have access to a wide range of potential placements from an approved database of employers but will be encouraged to find their own. There are opportunities to work at both the Animal Management and Equine Centre if deemed applicable by the centre managers.

## H. Other sources of information that you may wish to consult

Please visit the Unistats site ([www.unistats.co.uk](http://www.unistats.co.uk)) for our most current feedback.

## I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

| Module Code               |    | Level 4 |        |        |        | Level 5 |        |        |        |
|---------------------------|----|---------|--------|--------|--------|---------|--------|--------|--------|
|                           |    | SG4038  | SG4036 | SG4031 | SG4032 | SG5021  | SG5022 | SG5030 | SG5031 |
| Knowledge & Understanding | A4 |         |        |        |        |         | S      | S      |        |
|                           | A3 | S       |        |        |        |         | S      | S      |        |
|                           | A2 |         |        |        |        |         | S      |        |        |
|                           | A1 | S       | S      |        |        |         | S      | S      |        |
| Intellectual Skills       | B4 | S       | S      |        |        | S       | S      | S      |        |
|                           | B3 | S       | S      |        |        | S       | S      | S      |        |
|                           | B1 | S       | S      |        |        |         | S      | S      |        |
|                           | B2 | S       | S      |        |        |         | S      | S      |        |
| Practical Skills          | C3 | S       |        |        |        |         | S      | S      |        |
|                           | C2 |         |        |        |        |         | S      |        |        |
|                           | C1 |         |        |        |        |         | S      | S      |        |
|                           | C4 | S       |        |        |        |         |        | S      |        |

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.