

## **Programme Specification**

### **FdSc Animal Conservation**

Valid from: September 2013

**Oxford Brookes, Faculty of Health and Life Sciences  
and  
Bridgwater College, Land-based, Sports and Services**

## SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Bridgwater College, Cannington Centre
Final award:	FdSc
Programme title:	Animal Conservation
Interim exit awards and award titles:	CertHE
Brookes programme code:	BW16
UCAS/UKPASS code:	TBC
JACS code:	TBC
Mode of delivery:	Face to face
Mode/s of study:	FT and PT
Language of study:	English
Relevant QAA subject benchmark statement/s:	<p>QAA Foundation Degree qualification benchmarks (2010)</p> <p>Subject Benchmark Statements;</p> <ul style="list-style-type: none"> <li>• Agriculture, horticulture, forestry, food and consumer sciences (2009);</li> <li>• Biosciences (2007);</li> <li>• Earth sciences, environmental sciences and environmental studies (2007).</li> </ul>
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	n/a
Faculty managing the programme:	Health and Life Sciences
Date of production (or most recent revision) of specification:	January 2013 v1.1

## **SECTION 2: OVERVIEW AND PROGRAMME AIMS**

### **2.1 Rationale for/distinctiveness of the programme**

The FdSc in Animal Conservation aims to provide students with a learning environment which promotes the understanding of the essential theoretical and practical aspects of the management of animal species, populations and ecosystems with relation to ecology, environmental management and human impact. The FdSc programme offers opportunities to study animal management, monitoring, distribution and conservation within a range of environments and human/industry perspectives.

A key feature of the programme is the emphasis on practical opportunities for work based learning which takes advantage of the college's close links to the conservation industry, through both environmental and zoological links. In addition practical learning is facilitated through excellent animal management facilities (animal management unit, equine centre and college farm) and the proximity to a wide range of external natural resources and habitats (including the Somerset levels, Jurassic coastline, Exmoor/Dartmoor and Steart Peninsula (EA/WWT)). Students are encouraged to broaden their education by undertaking conferences, day trips, study tours and visits aboard that are offered by the college to enhance their experience in this area of learning.

The FdSc will enable students to develop interpersonal skills which will enable graduates to be critically informed and resourceful individuals that are aware of the wider impact of land-based activities on the environment, society and organisational stakeholders.

### **2.2 Aim/s of the programme**

The programme aims to:

- Provide an integrative framework for animal conservation allowing the development of graduates that are competent in managing animal populations and habitats with the ability to apply the appropriate tools and techniques to support the identification, monitoring and management of a range of species.
- Develop knowledge and understanding of animal conservation principles, in order to formulate and criticise the tools and techniques used to manage individual animals, species and populations within a range of contexts.
- Develop scientific skills required to formulate, study and interpret animal conservation issues and processes in individual animals, species and populations within a variety of environmental situations.
- Provide an awareness of the ethical implications of a range of conservation issues within a range of environmental and industrial contexts;
- Provide flexibility in programme content and emphasis;
- Provide an awareness of the dynamic nature of the subject resulting from rapid modern developments in research findings and applications;
- Provide a range of teaching and learning experiences to help focus student career aspirations and decision making as responsible member's of society and industry;
- Facilitate personal development to improve student competency in a range of graduate attributes;
- Facilitate work-based learning by providing students opportunities to interact with industry and potential employers;
- Provide opportunities for international study abroad.

## SECTION 3: PROGRAMME LEARNING OUTCOMES

### **Knowledge, understanding and skills:**

On successful completion of this Programme, students will be able to:

#### **1. Academic literacy**

- a. Outline the key concepts in conservation and management of individuals, species, populations and ecosystems in captive and wild environments;
- b. Apply practical and analytical methods used in animal conservation;
- c. Articulate the central roles of animal conservation in ethical and legislative contexts;
- d. Examine the processes that affect animal biodiversity and ecology to evaluate their importance in designing a conservation programme;
- e. Outline key processes in animal conservation and evaluate their effectiveness within an environmental and industrial context;

#### **2. Research literacy**

- a. Research, examine, summarise and analyse subject-specific information;
- b. Demonstrate the practice of scientific enquiry;
- c. Apply appropriate field and laboratory methods and techniques for the study of animal conservation;
- d. Gather, evaluate and interpret evidence in the animal conservation domain to test scientific hypotheses;
- e. Apply numerical problem-solving skills in an animal conservation context;
- f. Record and report findings using accepted scientific formats.

#### **3. Critical self-awareness and personal literacy**

- a. Demonstrate flexibility as independent learners to enhance employability;
- b. Work productively with others;
- c. Communicate ideas and findings, both verbally and in writing, with clarity and in a manner appropriate to diverse audiences;
- d. Reflect on outcomes in order to evaluate the performance of oneself and others.

#### **4. Digital and information literacy**

- a. Use information technology to gather, interpret and evaluate ideas published information;
- b. Select and operate appropriate digital data handling tools in the context of animal conservation.

#### **5. Global citizenship**

- a. Articulate the major contributions of animal conservation, a multidisciplinary science, to the welfare and development of society both locally and globally;
- b. Identify and be responsive to perceptions of value of the physical and animal environment between different cultures, industry and sectors of society.

## SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

### 4.1 Programme structure and requirements:

*Appendix 1 contains overview of full time and part time semester pathways.*

#### PROGRAMME DIAGRAM FdSc Animal Conservation

##### Level 4

##### **Core Modules (Compulsory);**

Business and the Workplace (30)  
Applied Animal Management (15)  
Introduction to Habitats (15)  
Ecological Principles (15)  
Global Biodiversity and Conservation (15)  
Applied Field Studies (15)

##### **Option Modules;**

##### **Choose 1 of the following:**

Practical Conservation Skills (15)  
OR  
Biological Classification and Evolution (15)

##### **Exit Qualification:**

CertHE Animal Conservation  
Requires 120 credits at Level 4

##### **Progression Requirements;**

Requires 120 credits at Level 4

##### Level 5

##### **Core Modules (Compulsory);**

Research Project (30)  
Experimental Design and Analysis (15)  
Academic and Professional Development (15)  
Animal Conservation: Legislation and Ethics (15)  
Behavioural Ecology (15)  
Conservation and Tourism (15)

##### **Option Modules;**

##### **Choose 1 of the following:**

Environmental Science (15)  
OR  
Habitat and Environmental Enrichment (15)

##### **Exit Qualification:**

FdSc Animal Conservation  
Requires 120 credits at Level 4 and 120 credits at Level 5

##### **Progression Requirements;**

Requires 120 credits at Level 4 and 120 credits at Level 5

### 4.2 Professional requirements

Not applicable.

## SECTION 5: PROGRAMME DELIVERY

### 5.1 Teaching, Learning and Assessment

Over the course of the FdSc in Animal Conservation, full time students will study a 14 modules: 7 each year over 2 semesters (3 years for the part-time route; Appendix 1). Most modules run for a single semester, though some are double modules that will normally run over a whole year.

The teaching methods used on modules are varied and informed by contemporary practice in science teaching in higher education. All modules make use of the Bridgwater College Virtual Learning Environment (typically for locating programme and module resources, but also for discussion forums, collaborative information gathering, journal logs and coursework submissions and feedback). Most modules make use of lectures (on average 22 hours for a single credit module) to provide a framework for learning and for introducing more difficult concepts. Practical work and fieldwork (on average 12 hours for a single credit module) are also key features of most modules, enhancing learning and enabling to develop the skills needed for a relevant career. Other teaching methods include seminar discussions or debates, one-to-one or small group tutorials and problem-solving workshops. Reflective learning is encouraged through use of self, peer and staff formative feedback on assignments, group work and project work, and reflective diaries. All these activities develop critical self-awareness and personal literacy.

The assessment for modules is either based on performance in coursework and examination or coursework only. Coursework assignments are diverse and support the development of digital and information literacy. Assignments may include essays, laboratory and field notebooks, work diaries, practical reports, video diaries, seminar and poster presentations, webpage creation and problem-solving exercises. Where assessments include examinations, these will be timetabled at the end of the module.

Co-ordinated implementation of the University Assessment Compact, is designed to ensure that students progress towards meeting programme outcomes while experiencing diversity and balance in assessment practice within and between modules and equity in module workloads. Bridgwater College is committed to providing students with clear assessment criteria, and useful and timely feedback on all their work.

Discussions between programme staff have ensured that programmes are characterised by an appropriate breadth and depth of content that is informed by relevant benchmark statements, the requirements of accrediting bodies and the latest research. The quality of academic provision for students is assessed regularly by programme teams, principally through annual student evaluation of each module, and through critical evaluation of the annual external examiner reports. Dissemination and encouragement of good practice is facilitated through staff development activities undertaken in industry, through Bridgwater College internal CPD programmes and at Oxford Brookes.

Knowledge and understanding in many areas of animal management represented by this programme are rapidly advancing. Staff ensure that their teaching is kept up-to-date by integrating, where appropriate, the latest research findings in their lectures. CPD is undertaken within industry and future collaborations with research staff at Oxford Brookes is to be investigated. Articles from primary research journals are featured in student reading lists and students are encouraged to use primary research journals in preparing assignments. Students also have the opportunity to attend research-focused seminars delivered by invited speakers. These activities ensure the development of Academic literacy.

Research literacy is widely taught and practised, and students will be able to develop a research-orientation to their studies through the experimental design and analysis and research project modules at level 5. Projects with industry are encouraged.

Global citizenship is encouraged and nurtured in our programme in a number of ways: the use in teaching of international text books and journals that expose UK students to non-UK perspectives; study abroad opportunities; guest speakers and conferences expose students to different cultural perspectives; the presence of international students on our programmes; and the inclusion of modules such as 'global biodiversity and conservation', 'conservation and tourism' and 'animal conservation: legislation and ethics' at levels 4 and 5 that encourages students to think beyond their ethical and cultural perspectives.

The programme handbook provides a further commentary for students on how the Graduate Attributes (Academic literacy, Research literacy, Critical self-awareness and personal literacy, Digital and information literacy, Global citizenship) are developed through the programme. In addition, students will have tutorial discussions with their academic tutor, particularly in their first year, which will focus on identifying module content and activities leading to their acquisition of Graduate Attributes, and their experience of them.

## **5.2 Assessment regulations**

The programme conforms to the Oxford Brookes University B1. Foundation Degree Regulations (<http://www.brookes.ac.uk/uniregulations/current/specific/foundationdegree>).

## SECTION 6: ADMISSIONS

### 6.1 Entry criteria

Entrants to the programme should normally possess the following:

- a minimum of 120 UCAS points from A-level or 6-unit Vocational A-level in a relevant subject, plus four passes at GCSE (grades A–C), or O-level (grades A–C) normally including Mathematics, English Language and Science or equivalent level 2 qualifications;

Or:

- 120 UCAS points from a National Certificate or Diploma or other equivalent qualification, such as GNVQ/NVQ or other Level 3 vocational qualifications.

Or:

- A minimum of two years' relevant work experience and a current role in an appropriate animal management workplace setting, and
- A line managers letter of support and recommendation

### English Language Requirements

Applicants whose first language is not English must also demonstrate that their level of English is acceptable, by achieving a score in a recognised test such as:

- British Council IELTS: normally minimum level 6.0 overall with a minimum of 6.0 in the reading and writing components;
- TOEFL minim score of 550 paper-based or 213 computer based or 80 internet based.

### Dispensation

Exceptionally, applicants who can show that they have qualifications or experience or both that demonstrate that they have the knowledge and capabilities equivalent to those possessed by holders of the qualifications listed above may be admitted with dispensation from the requirement to possess those qualifications.

### Admission with credit

Applicants with prior certified or experiential learning may be admitted with credit for up to a maximum of 120 credits at level 4.

Application for the award of credit must be made in writing following discussion with the Programme Manager and the School Liaison Manager. Documentary evidence will be required in support of the application (Oxford Brookes regulations on the Accreditation of Prior Learning (ApeL Section A2.5). If sufficient learning is considered to be evidenced to meet the learning outcomes of a module (or modules), an application for credit will be made to the examinations committee.

A student admitted with credit will, on admission, receive a written statement of the modifications of these programme regulations as they apply to him/her. The average mark of a student receiving credit will be calculated on the total number of remaining modules for each year of study.

### 6.2 CRB checks

Not applicable.

## SECTION 7: STUDENT SUPPORT AND GUIDANCE

Bridgwater College operates a proactive approach to personal tutoring; a system similar to that seen in the Oxford Brookes Personal and Academic Support System (PASS). It recognises that students need to make various adjustments as they move into higher education, whether from school or employment.

The system encompasses five elements:

- an induction process
- a structured group and individual tutorial programme
- an academic tutor who will help the students to plan their FdSc programme and future career
- interaction with other students on the programme.
- a promonitor/proportal system that allows individuals/tutors/programme managers to monitor student progress,

Firstly, an induction process is planned where initial programme expectations, rules and regulations (via handbooks), enrolment and team building activities are undertaken in the week prior to commencing the programme. This helps students gain an understanding of what the programme involves and allows them to interact with their peers. Late enrollers are given a shorter but none the less comprehensive induction.

Secondly, regular seminars covering a wide range of subjects including transferable skills, research skills, understanding assessment criteria and making the most of coursework feedback are planned throughout the academic year. Tutors monitor student progress regularly in 1:1 tutorials to check that they are maximising their potential. If they experience academic difficulties we can arrange for them to receive academic mentoring support. The promonitor (tutors) and proportal (student) systems allow tracking of both learner profiles and academic progress. For students, access to programme information, planning as regards strengths and developments, records of tutor meetings, attendance, SMART targets and academic grade profiles are available within their own individual system accessible via the college VLE. For tutors, access to the student profile plus risk indicators and an outline of additional learning support is key on monitoring student progress and achievement. Close links between specific learning difficulty (SpLD) co-ordinators and tutors is utilised on a regular basis for tracking students with additional learning needs. If students are faced with challenges that affect their ability to study, such as illness, bereavement, depression, financial difficulties or accommodation issues, we will work with them in finding a way forward.

Thirdly, careers advice (academic and employment) is provided though-out the programme and within the academic programme in a level 5 module; academic and professional development.

There are also a number of general support services both at Bridgwater College and Oxford Brookes that the students will have access to, including learning and personal support services. These range from academic advisers, support co-ordinators, mental health team to specialist subject librarians, career advisers and other learning support staff all designed to ensure that students get the best out of their studies.

## **SECTION 8: GRADUATE EMPLOYABILITY**

The skills and knowledge gained on this programme are directly relevant to a number of careers in the area of animal conservation. Many of our graduates will find employment with environmental or conservation based organisations, zoological collections or wildlife rehabilitation organisations.

An Animal Conservation foundation degree also offers an excellent general university education and can provide a gateway to careers in management, journalism, the media and leisure industry.

Graduates will have the opportunity to enrol on to the BSc (Hons) Animal Conservation Top-Up at Bridgwater College or similar Top-Up programmes at other institutions.

## **SECTION 9: LINKS WITH EMPLOYERS**

Bridgwater College recognises and understands the importance and value of work based learning in enhancing academic standards and the learning opportunities for students. Students also benefit from increased employability prospects, or if already in employment it equips them with and develops their professional skills. In recent years the college has therefore implemented a clear policy and guidance on work based learning to ensure staff, students and employers work together to provide the best possible experience.

Within the proposed FdSc Animal Conservation qualification the work based learning unit, called 'Business and the Workplace' is incorporated into level 4 using a blended learning approach. The unit will require Foundation degree students to undertake a work placement period of 240 hours or equivalent, in a relevant industrial situation. This unit also incorporates a business management element, which in-fills the learning that, due to the competitive nature of this industry, can be difficult to pick up from a work placement, such as financial data, business and marketing strategies and business planning skills.

The emphasis is for full time and part time students to complete work based learning during the first year of academic study. Given the nature of the land based sector, this also allows students to experience the type of seasonal variances that they might expect from working in the industry. However, for those students wishing to travel further afield or whose other commitments prevent this, the opportunity to complete it during the summer months between year 1 and 2 will still be available.

The College provides support to students in securing and undertaking their placements, together with conducting relevant health and safety checks before they commence. This is monitored via the appointment of a dedicated work based learning co-ordinator for the Area in Bridgwater College

Further guidance as to the appropriateness of the placement in terms of developing the students' knowledge and experience is also provided by their tutor who will help the students to set relevant targets and monitor these as they become more responsible for their own learning. Guidance workbooks are available to both the students and employers. Work-based learning providers are invited to become part of an education advisory panel (bi-annual meetings), where feedback from industry on graduate skills is gained. Visiting speakers from relevant industries/professions also help create links with potential employers and are encouraged though-out all the modules. Day trips and study tours to a variety of organisations allows students to have the opportunity to interact with industry. Research projects in conjunction with industry are encouraged at level 5. Conference visits also allows interaction with the academic community.

## **SECTION 10: QUALITY MANAGEMENT**

### **Indicators of quality/methods for evaluating the quality of provision**

The programme adheres to the nationally accepted QAA Foundation Degree qualification benchmarks (2010) and nationally accepted subject benchmark statements to include:

- Agriculture, horticulture, forestry, food and consumer sciences (2009);
- Biosciences (2007);
- Earth sciences, environmental sciences and environmental studies (2007).

Other indicators of quality are:

- Annual evaluations of the programme by the External Examiner;
- Feedback from students in the annual evaluations and at the end of each module;
- Employment success rate of current and past graduates;
- Feedback obtained from the companies who employ our students;
- National Student Survey (NSS) for final year students;
- The College's HE Student Survey for first and second year students.

The programme also conforms to the structure and regulations of the University's Foundation Degree Framework. The programme is subject to Annual Review and University quality assurance procedures

**a. Full Time Route **\*\*Module codes to be added****

Note: module credit value in brackets

**Year 1 (Level 4)**

Semester 1	Semester 2
Business and the Workplace (30)	
Applied Animal Management (15)	Applied Field Studies (15)
Introduction to Habitats (15)	Global Biodiversity and Conservation(15)
Ecological Principles (15)	<b><i>Option; select 1 from 2;</i></b> Practical Conservation Skills (15) Or Biological Classification and Evolution (15)

**Total 120 credits**

**Year 2 (Level 5)**

Semester 1	Semester 2
Research Project (30)	
Experimental Design and Analysis (15)	Behavioural Ecology (15)
Academic and Professional Development (15)	Conservation and Tourism (15)
Animal Conservation: Legislation and Ethics (15)	<b><i>Option; select 1 from 2;</i></b> Habitat and Environmental Enrichment (15) Or Environmental Science (15)

**Total 120 credits**

**b. Part Time Route **\*\*Module codes to be added****

Note: module credit value in brackets

**Year 1 (level 4)**

Semester 1 (Level 4)	Semester 2 (Level 4)
Applied Animal Management (15)	Applied Field Studies (15)
Ecological Principles (15)	Global Biodiversity and Conservation (15)
Business and the Work Place (30) ** Business Section - theory (15)	<b>Option; select 1 from 2;</b> Practical Conservation Skills (15) Or Biological Classification and Evolution (15)

**Semester 1; 45 credits, Semester 2; 45 credits.**

**Year 2.**

Semester 1 (Level 4)	Semester 2 (Level 5)
Introduction to Habitats (15)	Behavioural Ecology (15)
Business and the Work Place (30) ** WBL to be completed (15)	Conservation and Tourism (15)
	<b>Option; select 1 from 2;</b> Habitat and Environmental Enrichment (15) Or Environmental Science(15)

**Semester 1; 30 credits, Semester 2; 45 credits.**

**Year 3.**

Semester 1 (Level 5)	Semester 2 (Level 5)
Research Project (30)	
Experimental Design and Analysis (15)	Academic and Professional Development (15)
Animal Conservation: Legislation and Ethics (15)	

**Semester 1; 30 credits, Semester 2; 45 credits.**