Nottingham Trent University Course Specification

	Basic Course Information	
1	Awarding Institution:	Nottingham Trent University
2	School/Campus:	School of Animal, Rural & Environmental Sciences / Brackenhurst Campus
3	Final Award, Course Title and Modes of Study:	BSc (Hons) Wildlife Conservation (Full Time, Sandwich)
4	Normal Duration:	Full Time (3 years); Sandwich (4 years)
5	UCAS code:	D447; D449

6 **Overview and general educational aims of the course**

The BSc (Hons) Wildlife Conservation course is designed to provide you with an integrated approach to the conservation of wildlife, both within the UK and overseas. The course has been developed as a response to the interest shown by the media, students and employers in animals, particularly those in their natural habitats, reflecting society's concern with the conservation of wildlife. The course will attract students who want to study a scientific course with a substantial element of application in the field of conservation.

The course combines the strands of conservation that deal with managing habitats for the conservation of wildlife and the infrastructure for conservation activity, with the scientific strands of animal science concerning the principles of animal function and behaviour. Therefore, you will acquire the transferable skills needed to identify, monitor and manage animals and their habitats, as well as the scientific knowledge required to study animals and populations both in their own environment and in captivity.

The Wildlife Conservation course will provide you with many skills to fulfil the requirements for careers in conservation that require a scientific, analytical approach to conservation issues. It will also provide skills in other fields of scientific study by providing a balance between technical modules, developing knowledge and skills, and modules that develop your cognitive abilities.

The course has strong links to industry, strengthened through two advisory committees; with membership representing a broad range of countryside-related industries, statutory bodies, wildlife parks and zoos, and the voluntary sector. Work experience opportunities are an intrinsic part of our offer to students and form an important feature of the course. Students can choose from a Certificate in Professional Practice which is a short 6 week+ placement carried out at the end of their second year or they can elect to study on a sandwich year and undertake a course-relevant work-based placement following successful completion of year 2 (level 5) of the course. You can be involved in wildlife conservation with a company, organisation, or charity, either in the UK or overseas.

In summary, the course aims to:

- foster and develop in students a knowledge and understanding of biology and its relative disciplines;
- enable students to interpret and analyse information gathered through surveys and data collection, in order to be effective in scientific research and the management of wildlife;
- encourage students to develop an innovative, creative and enterprising attitude to problem solving in both science and wildlife conservation;
- encourage students to be proactive, develop the ability to conceptualise and to generate policy and management initiatives to deal with conservation issues;
- provide focus upon the applied nature of constituent subjects relevant to the changing needs of society and the broad range of employment opportunities;
- provide opportunity for flexibility and specialisation within the wildlife conservation sector through projects and electives;
- develop students' understanding and personal transferable skills set;
- equip students with the skills and knowledge to make an effective contribution to their chosen career and to wider society.

7 **Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding. By the end of the course you should be able to:

- Appraise ethical conflict, objectively analyse arguments and apply reasoning to resolve conservation issues and scientific problems (B);
- Apply scientific knowledge of anatomy and physiology, reproduction and health to contribute to the conservation of species (B);
- Demonstrate knowledge of population genetics, dynamics and interactions to effectively manage wildlife (B)
- Describe the principles and processes governing interactions of organisms and their environment (B)
- Assess the contribution of behavioural patterns to survival and success (B)
- Use scientific knowledge, legal and practical principles to effectively manage wildlife and their habitats (B);
- Demonstrate awareness of human interactions with natural populations and ecosystems, including habitat modification, pollution, exploitation, conservation (B)
- Explain biological phenomena at a variety of levels and be able to explain how evolutionary theory is relevant to wildlife conservation (B)

(B) Indicates those outcomes having specific reference to the QAA Subject benchmark statements for Biosciences.

Skills, qualities and attributes. By the end of the course you should be able to:

- Demonstrate experience and competency in a broad range of appropriate practical techniques and skills relevant to wildlife conservation including data collection,

analysis and interpretation of those data, and testing of hypotheses and the ability to place the work in context and to suggest lines of further investigation (B)

- Demonstrate a range of key transferable skills such as the ability to express yourself with confidence, both orally and in writing; good visual presentational skills; good analytical and problem-solving skills (B).
- Demonstrate the capacity for independent critical thought, rational inquiry and self-directed learning (B).
- Demonstrate the skills and confidence to make an effective contribution to your chosen career by planning work and using time effectively and the ability to work collaboratively in teams (B).

(B) Indicates those outcomes having specific reference to the QAA Subject benchmark statements for Biosciences.

8 **Teaching and Learning Methods**

In the majority of modules, your teaching and learning is centred on lectures supported by group exercises, seminars and practical work. Group exercises emphasise acquiring competence in the application of the fundamental principles of wildlife conservation. They are focused around problem solving and generally support the academic content of more than one lecture. Seminars are more student-led than lectures and are focused around particular issues facing the profession. Lectures, group work and seminars all help to develop your subject knowledge and understanding.

Practical work, both field and laboratory based, are used across all levels of the course and are where you will learn most about hypothesis testing, experimental design, data collection and interpretation. A final year individual research project allows you to specialise in an area of wildlife conservation that particularly interests you. Often, research undertaken is utilised by conservation organisations.

The work carried out in many of the modules uses examples of real situations where students are required to provide survey results, produce reports for industry and work to the standards expected in the industry on practical tasks.

'Soft skills', commonly referred to as team work, communication and problem-solving, are a fundamental part of wildlife conservation. They broaden your practical experience, and are developed in a number of modules, for example Wildlife Field Techniques and GIS, where there is a field course element.

The course emphasises independent learning and is structured to facilitate greater learner autonomy by the final year. You are encouraged to undertake independent reading to supplement and consolidate what is being taught.

The delivery of the course is enhanced by the excellent resources of the Brackenhurst Estate. The 200 hectares of land is managed by the School as a mixed farm and includes a range of semi-natural and manmade habitats. Within the Estate are populations of many threatened wildlife species, providing a range of wildlife on site that is utilised

during the delivery of the course. In addition, the animal unit houses over 200 animals representing around 60 species, and has been designed to include specialist teaching rooms which contain various research equipment and essential resources to enhance the learning experience. You will have the opportunity to develop animal handling skills that can be transferred to wild animals.

9 **Assessment Methods**

The course uses a variety of assessment techniques to ensure that you can demonstrate the range of learning outcomes. Subject knowledge and understanding is mainly tested through assignments, reports, projects, presentations and unseen examinations. These also assess a range of transferable skills, including confidence in written communication.

Knowledge acquisition at Levels 4 and 5 is assessed partly through examinations and tests but at each level there is individual project work to encourage independent thought.

At Level 6, assessments involve a greater emphasis on independent research and critical evaluation in order to develop research proposals and management recommendations. These are used to develop skills and to differentiate between the levels of attainment of individual students.

Research and field work skills are assessed through students undertaking primary research at Level 4 during Ecological Census Techniques, then at Level 5 in both Experimental Design and Wildlife Field Techniques and GIS, with an increasing level of autonomy and difficulty leading to individual research project at Level 6 in both the Field Course modules (Africa and UK) and the Dissertation.

Students will also undertake some assessments such as practice reports, desktop studies and give seminar presentations that help develop their study and communication skills without contributing to the module grades.

10 **Course structure and curriculum**

The course is studied on either a full-time or part-time basis, with the option of an industrial sandwich placement between years two and three.

BSc (Hons) Wildlife Conservation

Level 4

Applied Anatomy and Physiology (20 credits)
Behaviour (20 credits)
Biodiversity Conservation (20 credits)
Conservation Organisations and Wildlife Issues (20 credits)
Ecological Census Techniques (20 credits)
Principles of Ecology (20 credits)

Level 5

Applied Habitat Management (20 credits)
Behavioural and Evolutionary Ecology (20 credits)
Experimental Design and Analysis (20 credits)

Law and Policy (20 credits)

Wildlife Field Techniques and GIS (20 credits)

Wildlife Population Biology (20 credits)

Industrial Placement Option

36 weeks placement leading to a *Placement Diploma in Professional Practice* taken between Level 5 and Level 6.

Level 6

Conservation Ecology (20 credits)

Dissertation (40 credits)

Wildlife Management (20 credits)

You can choose 20 credits of options from:

Adaptive Physiology (20 credits)

Wildlife Conflicts and Resolution (20 credits)

You can choose 20 credits of options from:

Africa Field Course (20 credits)

UK Field Course (20 credits)

(Please note that occasionally we may not be able to offer an option in a given year).

Sandwich Award

Students have the opportunity of taking a placement for one year between years two and three with employers such as Natural England, the Wildlife Trusts and ecological consultancies. The placements focus on developing personal skills, professional competencies and technical skills and a deeper understanding of the sector of industry. Preparation for the placement will involve a short tutorial programme during the second year of study to identify desired outcomes from the placement year. Students who have returned from placements in the previous year will give short presentations on their experiences to other students during a showcase event. The placement will comprise of on-the-job work-based learning supported by mentoring. Students will be expected to take responsibility for their learning, under the supervision of a dedicated placement tutor. During the placement, there may be opportunities to undertake work-based training events and we encourage students to take advantage of these.

Students who undertake the sandwich placement will be eligible for a Placement Diploma in Professional Practice award if they:

a) satisfactorily complete at least 36 weeks of supervised work experience;
b) receive satisfactory reports from the placement tutor and/or workplace supervisor in respect of the competencies or learning outcomes or experience gained;
c) submit all required tasks for the award

Students who satisfactorily complete between 6 and 35 weeks of supervised work experience and who satisfy points b) and c) above will be eligible for a Placement Certificate in Professional Practice.

The award of Diploma in Professional Practice is Pass/Fail. Students must complete all three parts to be eligible for the award. These arrangements are consistent with the University's guidelines on the certification of placement activity.

11 **Admission to the course**

Entry requirements

For current information regarding all entry requirements for this course, please see the course information web page.

12 **Support for Learning**

Student support is provided in the first instance through an induction course providing all of the essential information about the course and the support we provide for your learning. During the year, further support is provided through the tutorial process for pastoral and academic support.

You will be encouraged to enhance your skills for employment by the use of personal development planning. This process will allow you to develop your study and communication skills through a structured process. Support will be given to enable you to access the online tools for this.

The School has been praised for the support students receive whilst on courses here. You will be given the opportunity to take up additional support as you need it.

The School has well-established links with Student Support Services who have a centre based in the Brackenhurst Campus. Additional learning support is provided for students with specific learning needs such as dyslexia.

13 **Graduate destinations/ employability**

Potential graduate employers were asked to contribute to the development of the course outcomes and content at its inception and the team has contacts with industry representatives with whom they consult on a regular basis.

Students are encouraged to develop skills for work through the work-related activities in sessions and through the industrial placement opportunities between years 2 and 3. Students are also encouraged to work in the industry during holidays and at weekends, either paid or voluntarily.

This course aims to produce flexible graduates with a range of transferable skills who can work in the diverse field of wildlife conservation in the UK and overseas.

Graduates could progress to careers in a diverse range of wildlife conservation activities. Typical employment areas include environmental consultancy, work in wildlife parks and zoos, working for charities and voluntary organisations including wildlife rescue centres, working for government and statutory agencies especially as Species Officers, practical

conservation positions as rangers/wardens and research either in academic institutes or for conservation organisations based in the UK or overseas.

14 **Course standards and quality**

The quality of this course is monitored through induction questionnaires, mid-year reviews, end-of-year reviews, module feedback questionnaires, School end-of-year questionnaires, statistical data and external examiners. Students are involved in the reviews and questionnaires, and contribute to the maintenance of quality of the course. In addition, student feedback is obtained during tutorials which helps to address any concerns as they arise.

The outcomes of the above inform quality management committees through the annual reporting process and inform action plans for the following year, leading to curriculum modifications and development. An action plan produced as a result of monitoring provides a focus for the course teams and the School. This is monitored through the course committees to ensure that the action loops are closed and there are no outstanding issues.

15 **Assessment regulations**

This course is subject to the University's Common Assessment Regulations (located in its Academic Standards and Quality Handbook). Any course-specific assessment features are described below:

The final degree classification is determined by **either** the weighted arithmetic mean of the contributing grade points, or by the majority grade, whichever results in the higher outcome.

The majority grade is determined by establishing the highest degree classification at which more than half the qualifying credits have been achieved.

In this course the level 5 credits contribute to the final degree classification, the overall level 5 arithmetic mean will be used to represent the equivalent of 20 level 5 credit points in a total of 140 credits (this is what we mean by 'qualifying credits'). Therefore, for a student's majority grade to be first class, they need to have been awarded first class grades in over 70 credits (from a total of 120 credits from level 6 and 20 credits from level 5).

16 **Additional Information**

Collaborative partner(s):	None
Course referenced to national QAA Benchmark Statements:	QAA Subject benchmark statements: Biosciences.
Course recognised by:	
Date this course specification approved:	May 2019
Any additional information:	

Students will have the opportunity to interact with others on related courses and exchange ideas, thus broadening their experiences through attending modules undertaken by other students on countryside management and animal science courses.

Fieldwork

Students will be expected to make a financial contribution to the cost of any field courses they undertake. This includes a week long field course as part of the Wildlife Field Techniques and GIS module at Level 5, and 10 day residential field courses to either South Africa, or the UK, as part of the Africa Field Course or UK Field Course modules at Level 6. Field courses encourage group working and the development of research methods, and are often a memorable highlight of a student's university experience.