

# Programme Specification

<b>Programme Title and Name of Award</b>	BSc (Hons) Animal Conservation Science (with Sandwich Placement)		
<b>Academic Level</b>	Undergraduate	<b>Total Credits</b>	480
<b>Professional Body Accreditation / Qualification</b>	N/A		
<b>Date of Professional Body Accreditation</b>	N/A	<b>Accreditation Period</b>	N/A
<b>UCAS Code</b>	D390		
<b>HECoS Code</b>	100347 Ecology 25% 100522 Animal Behaviour 25% 101318 Biodiversity Conservation 50%		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/animal-conservation-science-with-sandwich-year/">https://www.cumbria.ac.uk/study/courses/undergraduate/animal-conservation-science-with-sandwich-year/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Science, Natural Resources and Outdoor Studies		
<b>Programme delivered in conjunction with</b>	Not applicable		
<b>Principal Mode of Delivery</b>	Face to Face, Blended Learning, Work-Based Learning		
<b>Pattern of Delivery</b>	<p>Full Time</p> <p>This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader</p>		
<b>Delivery Site(s)</b>	Lake District Campus, Ambleside		

<b>Programme Length</b>	4 years full-time (maximum of 8)
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p><i>CertHE Conservation Biology</i></p> <p><i>DipHE Animal Conservation Science</i></p> <p><i>BSc Animal Conservation Science with Sandwich Placement (ordinary degree)</i></p> <p><i>BSc (Hon) Animal Conservation Science</i></p>
<b>Period of Approval</b>	1 <sup>st</sup> August 2020 to 31 <sup>st</sup> July 2026

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

**Biodiversity is in crisis locally, nationally and globally.** Twenty-seven percent of all species assessed globally by the International Union for the Conservation of Nature are threatened with extinction and one in five species of British mammals could go extinct over the next decade. **You can change this; our degree will give you the knowledge, analytical skills and practical experience to join the fight against the loss of wildlife species and their habitats.** A wildlife conservation scientist needs to have a sound knowledge of the worlds' biodiversity, understanding of the interactions between wildlife and the environment, insight into human influences on wildlife, as well as a number of practical, laboratory and analytical skills. We have designed this programme with these in mind.

- **Biological Diversity:** Conserving animal biodiversity requires an ability to identify different species and to understand the contribution of genetic and behavioural factors in maintaining biodiversity across a range of spatial and temporal scales.
- **Wildlife and Environment:** Being able to manage wildlife populations in situ and ex situ requires a profound understanding of the evolutionary processes that create animal biodiversity and how human activities such as climate change and habitat fragmentation are impacting them. Understanding the effects of environment, habitat quality and competing species on population health is also critical for survival.
- **Wildlife and Society:** Human activities are the primary threat to animal biodiversity worldwide. Understanding and ultimately managing our own interactions with animal species and their habitats in a sustainable manner is the key to effective conservation.
- **Skills for Conservationists:** The toolkit available to conservationists has grown dramatically over the last decades. Being effective in the field requires a good command of a range of survey techniques, data analysis and mapping tools, and digital skills in order to obtain, analyse and communicate a range of information.

L4	S1	Biodiversity 1	Intro. to Conservation Biology	Conservation skills & Practice		
	S2	Biodiversity 2	Animal Biology	Introduction to Ecology		
L5	S1	Conservation Genetics	Evolution & Biogeography		Valuing the Environment	Geographical Information Systems
	S2	Research methods	Biodiversity Monitoring	Animal Behaviour	Environmental Change Biology	
L6	S1	Applied Field Studies	Behavioural Ecology	Contemporary Issues in Conservation		Advanced GIS & Remote Sensing
	S2	Wildlife Management	Dissertation	Conservation Strategies		

**Figure 1:** Curriculum map of the BSc (Hons) Animal Conservation Science (with placement) showing the different compulsory (dark grey) and optional (medium grey) modules. The placement module occupies the year between Levels 5 and 6.

Figure 1 presents a curriculum map of your programme. At Level 4 we provide you with a broad introduction to conservation biology as a discipline at university level, enabling you in your journey through the transition from school to university and placing particular emphasis on supporting your journey towards self-directed, independent learning. We focus on developing your appreciation of a wide range of species, their biology, as well as the ecological factors that affect their distribution and abundance. At Level 5 you will deepen your knowledge of animal conservation science within all four programme themes noted above, but also begin to specialise in your own areas of interest, whilst retaining a clear sense of the interdisciplinarity that we feel is essential in a good conservationist. After Level 5, you will undertake your placement year, where you will gain experience at an external host organisation. On returning from placement, your ability to explore sub-disciplines within wildlife conservation deepens further in Level 6, which also presents the opportunity to demonstrate and

apply your knowledge, understanding and skills, often within professional or external contexts, as well as exploring the boundaries of contemporary conservation knowledge through independent research within your dissertation.

The study of animal conservation science is multi-disciplinary by necessity and encompasses a wide range of topics. To be effective in the field, you need to know about habitat management, genetics, animal behaviour and law, be able to choose between different strategies for conservation, and be competent with the research methods and other skills required to investigate issues of animal conservation.

The teaching team for the BSc (Hons) Animal Conservation Science are members of the Centre for National Parks and Protected Areas, an inter-disciplinary research centre addressing global issues in natural resource management and biodiversity conservation. Your degree is therefore delivered by a research-active team with diverse and complementary interests and particular strengths in animal behaviour, ecology, human aspects of conservation, conservation genetics, species restoration and rewilding. We draw on our own experience of working in conservation in the UK, across Europe and around the world – and we use these experiences to illustrate specific issues in wildlife conservation and how they may be solved. The course team brings considerable expertise, experience and enthusiasm to the delivery of the programme and we put special emphasis on hands-on, practical learning in the field and laboratory paired with analysis and discussion. You will be supported in adapting to university life through a vibrant induction week programme, personal tutorials, personal development planning and a wide range of student support services (see section “Student Support” for details).

The Lake District Campus in Ambleside is located in the midst of Lake District National Park, also a UNESCO World Heritage Site. Cumbria is home to a range of endangered and iconic species, such as ospreys and other birds of prey, red squirrels, Atlantic salmon and a range of other rare fishes, red deer, butterflies, and a range of rare plants. We have access to a range of distinctive ecosystems within a short walk or drive of campus, each with their own unique flora and fauna. These include lowland and upland peat bogs, wetlands, wet and dry heaths, limestone grasslands and Atlantic oak forest, the UK’s very own rainforest. This gives you the opportunity to experience conservation first hand throughout your study. It allows us to take the learning outside and teach you hands-on how to collect field data and to survey wildlife populations.

We work very closely with a range of local, national and international conservation organisations to ensure that the degree provides you with the knowledge and skills required for a successful career in wildlife conservation. Graduates from the BSc (Hons) Animal Conservation Science are now working for organisations such as the RSPB, Wildlife Trusts, Rivers Trusts, zoos and wildlife parks, London Zoological Society, Red Squirrels Northern England, a number of environmental and ecological consultancy firms. Several have established themselves as academics at universities and colleges in the UK and abroad. We have good contacts with other conservation practitioners and scientists and have ensured that you are taught the practical, analytical and digital skills and procedures relevant to the modern workplace. In line with this, the 4-year “with Sandwich Placement” version of the programme enables you to have a full year between the 2nd and 3rd taught years of the full-time course to develop these skills in a sandwich placement.

## **Aims of the Programme**

The overall aims of the Programme are to:

1. Develop your advanced knowledge and understanding relevant to animal conservation science
2. Provide you with a broad understanding of biological diversity and its interactions with the environment

3. Develop your awareness of threats to biodiversity and habitats and of the social and political constraints to conservation
4. Enable you to critically assess and make informed, evaluative choices regarding the conservation of wildlife and its habitat
5. Enable you to integrate information from the biological, geographical and social sciences and develop an inter-disciplinary approach to conservation
6. Provide you with the practical skills of conducting research in the laboratory and the field and enable you to undertake quantitative and qualitative approaches to acquiring, analysing and interpreting data
7. Give you the digital skills required to conduct conservation research and ability to learn effective oral and written communication skills to present your findings
8. Develop your critical understanding of the ethical mandate for, and constraints on, conservation practice
9. Foster your development as a critical, mature and independent individual and as a global citizen confident in your discipline
10. Enhance your employability particularly for a career in animal conservation science and for relevant post-graduate study

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for assuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability to:

- Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability to:

- Apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas and to effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.

- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability to:

- Critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise balanced judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

### **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 120 credits of study (CertHE) you will be able to demonstrate:**

- K1.** Ability to identify a range of organisms and a comprehensive understanding of their anatomy and ecology.
- K2.** Understanding of the scientific method and the role of research in biodiversity conservation.
- K3.** Understanding of relevant theories, paradigms, concepts, principles and goals of conservation biology, an awareness of its sub-disciplines, and the social, environmental and economic framework of biodiversity conservation.

#### **After 240 credits of study (DipHE) you will be able to demonstrate:**

- K4.** Comprehensive understanding of genetic inheritance, natural selection and evolution, and of the role of genetic research in conservation.
- K5.** Insight into the proximate and ultimate aspects that shape the behaviour of animals and how behavioural variation can affect conservation outcomes.
- K6.** Understanding of study design, data collection using different survey methods, data management, interpretation, and data analysis including statistical hypothesis testing.
- K7.** Understanding of the relationships between elements of animal biodiversity and the physical, biological, and cultural environment.
- K8.** Critical analysis of patterns of distribution of organisms in relation to biotic and abiotic factors and their influences on biological processes.

#### **After 360 credits of study (BSc Hons) you will be able to demonstrate:**

- K9.** Comprehension and critical analysis of the research process and profound understanding of the role of biological and sociological information to formulate effective conservation strategies
- K10.** Appreciation of the impact on society of biodiversity loss and the role of stake-holder engagement and community-based approaches in reversing it

**K11.** Evaluation and critical analysis of the effects of human interactions on natural populations and ecosystems

### **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 120 credits of study (CertHE) you will be able to demonstrate:**

- S1.** Ability to access scientific information, employ scientific writing style and present scientific data in tables and figures
- S2.** Good taxonomic skills including an ability to identify a range of plants, fungi, and invertebrate and vertebrate animals with a range of dichotomous keys
- S3.** Effective team-working skills and ability to conduct yourself professionally within a working and learning environment

#### **After 240 credits of study (DipHE) you will be able to demonstrate:**

- S4.** Ability to apply ecological survey and monitoring techniques to quantitatively assess abundance of biodiversity and habitat quality
- S5.** Proficiency at the major field and laboratory techniques and the skills to safely, professionally and ethically conduct field work and obtain meaningful data related to conservation
- S6.** Proficient use of information technology systems to access, analyse and interpret data, research findings and evidence from a variety of different sources

#### **After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:**

- S7.** Ability to present complex scientific information in a variety of forms and to discuss, debate and evaluate a range of conservation and wildlife management strategies
- S8.** Experience and competence 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
- S9.** Effective communication skills, including the ability to use technical language correctly, to present complex concepts and information in a clear and concise manner, both orally and in writing, and the ability to interact and communicate effectively in a wide range of professional environments
- S10.** Investigative and analytical skills, including the ability to formulate problems clearly, identify key issues, carry out an independent investigation using multiple information sources and apply critical judgement to construct logical arguments

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

As an interdisciplinary programme, the BSc (Hons) Animal Conservation Science is primarily aligned to two Benchmark Statements defined by the Quality Assurance Agency for Higher Education: and

- [QAA Benchmark Statements - Earth Science, Environmental Science and Environmental Studies](#) (published in 2014): When designing the module content and curriculum we have made sure that our programme meets these benchmarks in terms of intellectual skills, analysis and data interpretation skills, as well as communication, presentation and information technology skills. This gives you the multi-disciplinary knowledge and experience required for effective scholarship and practice in sustainability, sustainable development and ecosystem-level analysis.
- [QAA Benchmark Statements - Bioscience](#) (published in 2015): Study of the biosciences is critical to the understanding of major biological processes and the resolution of problems of international importance such as climate change and biodiversity loss. We have ensured that the programme meets these benchmarks required by an effective researcher of organismal biology: a broad understanding of the scientific basis of the study of living systems and the practical experience of working in the field and laboratory.
- [Institute of Environmental Management - Closing the Gap: Rebuilding Ecological Skills in the 21<sup>st</sup> Century](#) (published in 2011): The programme was designed to provide training in the 4 key ecological skills identified by the Institute of Environmental Management. These are
  - Species identification, especially of invertebrates, fish and lower plants.
  - Ecological survey, sampling, data assessment, evaluation and monitoring skills for fish and invertebrates.
  - Habitat creation, restoration and management in marine, coastal and upland environments.
  - Techniques to control the spread of invasive species and wildlife diseases.
- [Chartered Institute of Ecology and Environmental Management \(CIEEM\) Competency Framework](#): The Programme Outcomes for Skills and other Attributes (including Employability Skills) are aligned with CIEEM's benchmark competencies: ecological concepts, human ecology and impacts, biodiversity, conservation, environmental policy and law, environmental management, species identification and survey skills, and professional skills. This alignment ensures that you have the skills, knowledge, and behaviour for a successful career in wildlife management and conservation science

Internal reference points include:

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- Department of Science, Natural Resources and Outdoor Studies Business Plan

## Graduate Prospects

Halting and reversing the current rate of biodiversity loss requires a new generation of skilled conservationists. National and international legislation and increasing public awareness have ensured that there are good employment opportunities for conservationists with the right knowledge and skills.

The BSc (Hons) Animal Conservation Science is designed to give you the training to find employment in the field of wildlife conservation right after graduation. Upon completing the degree, you will have the necessary knowledge, skills and practical experience to work as a ranger, reserves manager, or biodiversity officer for a conservation organisation (e.g., a Wildlife Trust, a Rivers Trust, the RSPB, Wildfowl and Wetlands Trust, or a national park) and you are qualified to join the conservation team



at a zoo or wildlife park. Another attractive career is ecological or environmental consultancy: the degree has provided you with theoretical understanding and practical skills in the major survey techniques to assess wildlife and wildlife habitat in the UK.

For graduates wishing to gain further academic training to establish themselves in conservation research, the degree provides a solid foundation of theoretical understanding and analytical skills for postgraduate study in the environmental or biological sciences. Graduates from the BSc (Hons) Animal Conservation Science have progressed to complete masters programmes in the UK or abroad and research-orientated students have gone directly into PhD study.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Delivery is based at the Lake District Campus, Ambleside, through lectures supplemented by seminars, directed reading and independent study (including individual project work). To give you the necessary practical experience, your theoretical learning is augmented by a wide range of field practicals and where appropriate, laboratory work.

### **Learning and Teaching**

Our learning and teaching strategy has been developed in line with the University's Learning & Teaching Plan 2017-2022. Encapsulated within the first aim of the programme is a drive to engage our students in learning experiences that are enriching, enjoyable and intellectually stimulating. Below are some focused learning and teaching strategies which are designed to aid your learning and enhance your experience at university.

#### *Varied Teaching Styles*

We view you as a partner in learning and all modules include opportunities for your engagement and participation. A variety of learning and teaching methods are used to reflect the variety of individual learning styles that inevitably exist within a group, so that you will experience teaching methods best suited to your own preferred learning style. Delivery of your course is through practical sessions in the field and in the classroom, through lectures and seminars and through field visits and laboratory practicals. The location of the campus at Ambleside allows us to access different ecosystems, managed for many different objectives. Your tutors have built up links with local conservation organisations who often give site tours or guest lecturers or seminars as part of modules. The teaching facilities at the Ambleside campus are of a good standard and you have access to specialised teaching rooms such as a computer suite and laboratories which are used in modules at Levels 4, 5 and 6. All modules include extensive opportunities for engagement and participation. To do this we blend a range of teaching approaches which will typically include:

- Lectures
- Field work and field trips
- Laboratory classes
- Individual and group tutorials

- Utilisation of case studies
- Seminars and workshops
- Guided independent study involving electronic resources (VLE), textbooks and other self-study materials
- Problem-based learning using real life scenarios
- Training and practice in the use of IT and software packages
- Project work, both individually and in teams
- Reading and interpreting research publications

#### *Applied Teaching within a National Park*

The focus of your learning will be achieved through the integration of academic study and practical activity and application. We are situated within one of the world's best-known National Parks, where people live and work next to and amongst some of the most iconic landscapes in England.

Consequently, field work is one of the main pillars of your programme, allowing you to continually put theory and concept into context, enabling you to explore real world scenarios and develop your problem-solving abilities. As a result, we blend extensive field and laboratory work opportunities throughout your programme. For Example, at Level 4 you will have the opportunity to participate in a range of free half-day and full day fieldtrips to explore fundamentals of animal Conservation Science and consider what is in front of you and recognise the processes that define our discipline. This will be undertaken in modules such as Conservation Skills and Practice, Introduction to Ecology and Biodiversity 1 and 2. As you move into Level 5, we deepen your knowledge through more investigative exercises to appreciate the complexities of the real world, and recognising the diversity of approaches to 'doing' animal conservation, including one week of practical field work within Cumbria during the Biodiversity Monitoring module. By Level 6, you will be undertaking independent field research for your Dissertation module within the region or elsewhere.

#### *Global Focus*

Your tutors are experienced in conservation as a discipline and in teaching. They have varied backgrounds in practical and research-based conservation from all over the world and have strong involvement in the sector. You will benefit from their practice-based knowledge, research informed teaching and from the links they have developed during their careers. An example of this is through the Applied Field Studies module in which you are given the opportunity to go on an international field trip (this carries additional costs). This enables you to learn about societal, environmental and economic differences of conservation in different countries. You will also be able to apply theory and practice gained at Level 4 and 5 to a research project in the field. For example, you will build upon societal issues through the Introduction to Conservation Biology module at Level 4 and the Valuing the Environment Module at Level 5. In addition, the "with Sandwich Placement" version also provides you with the option to do an international placement.

#### *Interactive Computer-based Learning*

Campus-based learning through lectures, seminars and workshops, with attendance at all scheduled sessions, is seen as imperative to your progression. This is further enhanced by the use of our 'virtual learning environment' (VLE) 'Blackboard' where each module studied has a designated blackboard site providing not only standard lecture and practical material, but supplementary reading, virtual exercises and online forums. This blended approach allows for flexibility in learning whereby materials may be accessed at your convenience on site or via remote access. Most assignments are also submitted through Turnitin on Blackboard.

#### *Supported Learning*

You will be supported in your learning through structured personal tutorials and thorough timely feedback on your assignments. We take marking very seriously and operate an internal moderation

process where a sample of marked assignments are reviewed by a colleague to ensure fair and consistent grading and quality of feedback.

You will be supported in the progressive acquisition of subject knowledge and skills, gradually advancing towards more independent learning at Level 6, whilst developing a reflective approach to personal progress. This means many of the skills you learn are transferable across modules and build up through the levels. For example, in Level 4 we explore collection of basic information in modules such as Introduction to Ecology, Biodiversity and Conservation Skills and Practice, skills which are then developed in modules at Level 5, such as Biodiversity Monitoring, Research Methods, and Geographical Information Systems and which in turn are used in Level 6 modules such as Applied Field Studies and your Dissertation. At each level your analytical and planning skills are developed further.

Our aim is to support your development as an independent, passionate, critical thinker and help you establish yourself as a competent and respected member of an international community of researchers and practitioners dedicated to reversing biodiversity loss. Our teaching frequently draws on case studies and research from across the globe and you will have opportunity to engage in learning abroad as part of the international field trip or placement. We hope that our graduates emerge with a strong sense of global citizenship and the competence to address conservation issues on a global scale.

### *Employability*

This programme is focused on providing you with the skills and knowledge to become a competent Animal Conservation Scientist. Employability is therefore an important aim of the programme. Modules such as Conservation Skills and Practice at Level 4, Biodiversity Monitoring and Research Methods at Level 5 and Applied Field Studies and Dissertation at Level 6 provide vital employability skills because they combine real world data collection techniques with professional report standard assignments to demonstrate your understanding not only of how to undertake the work yourself, but also that you have the depth of knowledge to supervise the work of others in future and would be capable of critically appraising the quality of the results. Many of the assignments are designed to reflect the skills that would be required in the workplace and which involve collection of information, analysis and presentation of results.

### **Summative and Formative Assessment**

Our assessment strategy has also been developed to be in line with the University's Learning & Teaching Plan 2017-2022. The overarching consideration is to provide assessments which are seen as "for and as learning" rather than simply testing ability and knowledge.

The main drivers of this strategy are to:

- provide innovative, challenging and stimulating assessment which will enable you to develop the knowledge and professional skills required for employment
- be student-centred, flexible and modern
- be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE) and electronic portfolio
- impart academic rigour to the teaching and learning processes
- support the development of your independence, autonomy and critical self-reflection
- support different learners' needs at different stages of development

Within a balanced scheme, assessment methods may include:

- unseen examinations
- open-book examinations and practical tests

- laboratory and field reports
- computer-based assessments (statistical analysis)
- problem solving
- critical analysis of case studies and field work problems
- oral, audio-visual and poster presentation
- production of scientific papers
- research plan
- dissertations
- peer and self-assessment
- group work

One of the first modules studied is Conservation Skills and Practice at Level 4. This module is essential as it enables you to learn about key academic skills such as report writing, presentations and referencing sources of information. These are essential employability skills. These skills are then built upon during your other modules at Levels 4, 5 and 6. For example, students may be struggling with presentations skills and you are therefore given poster and group presentations at Level 4, as your confidence grows and you apply feedback given to you by your tutor you then move to individual presentations at Level 5; by Level 6 you are expected to present confidently.

At the start of each academic year, an assessment schedule is published on the Conservation site within Blackboard to give you a clear indication of when the deadlines for submission occur for all modules within your Animal Conservation Science programme. The programme team works very carefully to distribute assessment throughout the academic year to avoid bunching of assessments; however, it is also your responsibility to plan and manage your time within this assessment framework. All submitted assessments are marked by the appropriate member of the programme team (usually the person that designed the assessment), and marking is internally moderated before provisional marks and feedback are released. A selection of work will be sampled by our external examiner (an equivalent academic delivering similar courses at another university) to ensure quality and comparability of marking and assessment with national and sectoral norms.

Personal development and reflective practice will take place throughout the programme and will be implemented through the wide range of assessment and feedback activities (both formative and summative) as well as via our structured personal tutorial process.

Within the BSc Animal Conservation Science programme, we believe that engaging with feedback is probably the most important stage of the learning process. Modules contain formative feedback opportunities, typically early in the module, to enable your development towards the summative assessments, and our focus in giving feedback is to highlight ways in which you can improve your future work.

All of this is ultimately focussed on enabling you to embark on a relevant career as a conservation graduate. Our close links to industry ensure that our teaching is focussed on real world issues and the assignments reflect work you would be likely to do in your future career.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility,

prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

We have designed an Induction experience for you that balances your needs to find your bearings on campus and in the Lake District and to (re)familiarise yourself with the logistic aspects of academic learning and scholarship while also giving you ample opportunity to meet your lecturers and fellow students and to make new friends. Our Induction Week therefore consists of a range of on-campus activities combined with social events (generally organised by the Student Union and student societies) and free field trips to introduce you to Cumbria, the Lake District and some of the key players in local conservation.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Your Personal Tutor is there to support you with the academic aspects of your studies.

### **Personal Development Planning**

As a relatively small programme the teaching team will quickly come to know you on an individual basis and support your personal development throughout your studies. Personal Development Planning is an integral part of our tutorial system. You will work with your Personal Tutor as well as with your Programme Leader to regularly review your studies and achievements identify opportunities and plan your studies for the time ahead. On the "with Sandwich Placement" version of the programme the Placement Coordinator will also be involved in this process in your second year to support you with finding your placement opportunity.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current, and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Student Support Services**

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at Level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the

opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead+**

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all-important job interview. Contact [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk) or visit [www.cumbria.ac.uk/careerahead](http://www.cumbria.ac.uk/careerahead) for more information.

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
4	HSOC4100	Conservation Skills and Practice	20	Compulsory	K2 S1, S3
4	HSOC4101	Introduction to Conservation Biology	20	Compulsory	K2, K3 S1, S3
4	HSOC4105	Biodiversity 1	20	Compulsory	K1 S2
4	HSOC4106	Biodiversity 2	20	Compulsory	K1 S2
4	HSOC4108	Introduction to Ecology	20	Compulsory	K1, K2, K3 S1, S3
4	HSOC4118	Animal Biology	20	Compulsory	K1, K2 S1, S2
5	HSOC5113	Biodiversity Monitoring	20	Compulsory	K1, K2, K6, K7, K8 S2, S3, S4, S5
5	HSOC5103	Evolution & Biogeography	20	Compulsory	K1, K3, K4, K7, K8 S1, S6
5	HSOC5112	Conservation Genetics	20	Compulsory	K1, K3, K4, K6 S3, S4, S5,



5	HSOC5100	Research Methods & Data Analysis	20	Compulsory	K2, K6 S1, S5, S6
5	HSOC5102	Animal Behaviour	20	Compulsory	K2, K4, K5, K7 S1, S5, S6
Additionally, choose 20 credits from the following:					
5	HSOF5102	Geographic Information Systems	20	Optional	K2, K6, K8 S1, S5, S6
5	HSOR5010	Valuing the Environment	20	Optional	K3, K6, K7 S1, S3, S4, S6
5	HSOC5115	Environmental Change Biology	20	Optional <sup>1</sup>	S1, S4, S6 K2, K3, K4, K5, K7, K8
5	HSOC5114	Conservation Placement	120	Compulsory	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10
6	HSOC6100	Dissertation	40	Compulsory	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10
6	HSOC6105	Behavioural Ecology	20	Compulsory	K1, K2, K3, K4, K5, K7, K8, K10 S1, S5, S6, S8, S9, S10
6	HSOC6116	Applied Field Studies	20	Compulsory	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

6	HSOC6115	Wildlife Management	20	Compulsory	K2, K3, K4, K5, K7, K8, K9, K11 S1, S4, S5, S7, S8, S9, S10
Additionally, choose 20 credits from the following:					
6	HSOF6112	Advanced GIS and Remote Sensing	20	Optional <sup>1,2</sup>	K3, K6, K8, K9 S1, S4, S5, S6, S7, S8
6	HSOC6107	Contemporary Issues in Conservation	20	Optional <sup>1</sup>	K2, K3, K4, K5, K7, K8, K9, K10, K11 S1, S3, S6, S7, S8, S9, S10
6	HSOC6117	Conservation Strategies	20	Optional <sup>1</sup>	K2, K3, K6, K7, K9, K10, K11 S1, S3, S5, S6, S7, S8, S9, S10

### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

<sup>1</sup> This optional module may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

A failed student will not be permitted to re-register on the same programme

<sup>2</sup> Requires HSOF5102 Geographic Information Systems as prerequisite

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)

Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

<b>Programme Delivery Structure: Full Time (part time infill)</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
HSOC4100	Conservation Skills and Practice	Autumn Semester	20% portfolio 80% report	Autumn Semester
HSOC4101	Introduction to Conservation Biology	Autumn Semester	50% written assignment 50% written assignment	Autumn Semester
HSOC4105	Biodiversity 1	Autumn Semester	70% portfolio 30% written assignment	Autumn Semester
HSOC4106	Biodiversity 2	Spring Semester	70% portfolio 30% presentation	Spring Semester
HSOC4108	Introduction to Ecology	Spring Semester	70% written assignment 30% portfolio	Spring Semester
HSOC4118	Animal Biology	Spring Semester	30% set exercise 70% written assignment	Spring Semester
<b>Students exiting at this point with 120 credits would receive a CertHE Conservation Biology</b>				
HSOC5113	Biodiversity Monitoring	Spring Semester	50% report	Autumn Semester

			50% report	
HSOC5103	Evolution & Biogeography	Autumn Semester	40% poster presentation 60% written assignment	Autumn Semester
HSOC5112	Conservation Genetics	Autumn Semester	50% project work 50% written assignment	Autumn Semester
HSOC5100	Research Methods & Data Analysis	Year Long	30% practical skills assessment 70% written assignment	Spring Semester
HSOC5102	Animal Behaviour	Spring Semester	50% report 50% written assignment	Spring Semester
<b>Plus 20 credits from one of the following:</b>				
HSOF5102	Geographic Information Systems	Autumn Semester	70% portfolio 30% written assignment	Autumn Semester
HSOR5010	Valuing the Environment	Spring Semester	40% written assignment 60% set exercise	Spring Semester
HSOC5115	Environmental Change Biology	Spring Semester	40% oral presentation 60% written assignment	Spring Semester
<b>Students exiting at this point with 240 credits would receive a DipHE Animal Conservation Science</b>				
HSOC5114	Conservation Placement	Year Long	50% oral presentation 50% report	Autumn Semester
HSOC6100	Dissertation	Year Long	20% poster presentation 80% dissertation thesis	Autumn Semester Spring Semester

HSOC6105	Behavioural Ecology	Autumn Semester	50% written assignment 50% written exam	Autumn Semester
HSOC6116	Applied Field Studies	Autumn Semester	20% oral presentation 80% written assignment	Autumn Semester
HSOC6115	Wildlife Management	Spring Semester	30% oral presentation 70% written assignment	Spring Semester
<b>Plus 40 credits from the following:</b>				
HSOF6112	Advanced GIS and Remote Sensing	Autumn Semester	70% project work 30% written assignment	Autumn Semester
HSOC6107	Contemporary Issues in Conservation	Autumn Semester	60% oral presentation 40% written assignment	Autumn Semester
HSOC6117	Conservation Strategies	Spring Semester	60% oral presentation 40% written assignment	Spring Semester
<b>Students exiting at this point with 420 credits would receive an Ordinary BSc Animal Conservation Science with Sandwich Placement</b>				
<b>Students exiting at this point with 480 credits would receive a BSc (Hons) Animal Conservation Science with Sandwich Placement</b>				
<b>Students failing to complete HSOC5114 Conservation Placement would receive an Ordinary BSc Animal Conservation Science (300 credits) or a BSc (Hons) Animal Conservation Science (360 credits)</b>				

## Methods for Evaluating and Improving the Quality and Standards of Learning

<p><b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>• Module Evaluation</li> <li>• Programme Validation and Periodic Review</li> <li>• Annual Monitoring</li> <li>• Peer Review of Teaching</li> <li>• External Examiner Reports</li> <li>• Student Success and Quality Assurance Committee</li> <li>• Formal and informal feedback from external stakeholders</li> </ul>
<p><b>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</b></p>	<ul style="list-style-type: none"> <li>• Staff Student Forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: National Student Survey, UK Engagement Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> </ul>

<p><b>Date of Programme Specification Production:</b></p>	<p>01 February 2019</p>
<p><b>Date Programme Specification was last updated:</b></p>	<p>May 2024</p>
<p><b>For further information about this programme, refer to the programme page on the University website</b></p>	

<p><b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b></p>	
<p><b>Is the placement requirement more than 50% of the programme?</b></p>	<p>No</p>
<p><b>If yes, what % of the programme is the placement requirement?</b></p>	<p>25%</p>
<p><b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or</b></p>	<p>No</p>

<b>Regulatory Body (PSRB) or Department of Education requirements?</b>	
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