**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Degree and Programme Title**BSc (Hons) Animal Biology and Wildlife Conservation |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | Canterbury College |
| 1. **School responsible for management of the programme**
 | Biosciences School |
| 1. **Teaching Site**
 | Canterbury College  |
| 1. **Mode of Delivery**
 | Full-timePart-time  |
| 1. **Programme accredited by**
 | N/A |
| 1. **Final Award**
 | BSc (Hons)  |
| 1. **Programme**
 | Animal Biology and Wildlife Conservation |
| 1. **UCAS Code (or other code)**
 | Awaits |
| 1. **Credits/ECTS Value**
 | 120 (60 ECTS Credits) |
| 1. **Study Level**
 | Level H (6) |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Biosciences 2007 & Veterinary Science 2002. |
| 1. **Date of creation/revision**
 | V5 18.6.15 |
| 1. **Intended Start Date of Delivery of this Programme**
 | 10.9.15 |

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| 1. **Educational Aims of the Programme**

The programme aims to: |
| The BSc Animal Biology and Wildlife Conservation Programme aims to:* Equip students for a career or further study and with a wide range of transferable skills for employment in fields related to Animal Biology and or Wildlife Conservation.
* Provide a broad spectrum of knowledge and understanding of issues, theories and concepts relevant to Animal Biology and Wildlife Conservation and foster an ability to analyse and evaluate scientific conservation data.
* Encourage students to develop an appreciation of the importance of Biodiversity
* Encourage the development of students’ interpersonal skills, for example in communication, time management and organisation.
* Encourage students to reflect on and evaluate their learning and achievements.
* Promote life-long learning in a supportive environment, encouraging students from the local community to return to or continue in education.
* Develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.
* Enable progression to further study in related areas.
* Enhance the employability of students particularly in Animal Biology and or Wildlife Conservation roles.
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| **16 Programme Outcomes**The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Biosciences 2007 & Veterinary Science 2002. The Programme outcomes have been developed to reflect the FHEQ qualification level descriptors as set out in Annex 2 of the Credit Framework*.* |

**A. Knowledge and Understanding of:**

1. A systematic understanding of biological principles, classification systems and environmental demands relating to animal science. (SBVS 1.5)

2. A coherent knowledge of animal behaviour, responses and control, significance and importance of behaviours at least some of which is at, or informed by the forefront of aspects of animal biology and wildlife conservation. (SBVS 1.5, 2.2)

3. A systematic understanding and coherent knowledge of anatomy, reproduction and physiology of a range of animals, related principles and modern scientific techniques (SBVS 1.5, 2.2)

4. Methods of acquiring, interpreting and analysing biological information which is at, or informed by the forefront of aspects of animal biology and wildlife conservation, with critical understanding of their uses (SBVS1.5)

5. A conceptual understanding of the relationships between animals and their environment, including human-animal interaction enabling the student to devise and sustain argument (SBVS1.5)

6. A systematic understanding and coherent knowledge of biodiversity, conservation, genetic diversity and extinction.

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

**Teaching/learning**

Student and tutor led seminars will enhance students’ knowledge and develop their study and presentation skills. Lectures, and interactive learning experiences are key tools used to support and enhance the learning experience. Tutorials will be used throughout the programme to support and enhance the learning experience. Independent and directed reading, data gathering and research will deepen students’ knowledge and understanding supporting their critical analysis and construction of argument. Students will be encouraged to reflect on, analyse and critically evaluate concepts and ideas.

**Assessment**

Students’ progress will be will be monitored and tracked throughout the programme. They will be supported with regular tutorials to assist planning for success. Students will be assessed using a variety of assessment methods that will be both theoretical and practical. Assessment methods include written essays, research projects, reports, time constrained assignments and examinations.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Recognise and apply theories, concepts, principles and accurately established techniques to the study of animal science (SBB 3.2)

2. Develop a conceptual understanding that enables analyses, synthesis and critical interpretation of information (SBB 3.2)

3. Analyses of key issues and challenges, and evaluate responses, be able to make sound judgements and identify future needs (SBB 3.3)

4. Ability to research, discuss and debate the key concepts, principles and impacts of a range of aspects relating to animal science in context with particular aspects of current research (SBB 3.2)

5. Appreciation of modern clinical tests, technological developments and tools that relate to animal science (SBVS 2.3)

6. An appreciation of conservation constructs and ability to communicate ideas, problems and solution to specialist and non-specialist audiences. (SBVS 2.4)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

**Teaching/learning**

Student and tutor led seminars will enhance students’ knowledge and develop their study and presentation skills. Visits and practical events will enhance the learning experience. Lectures will inform and support studies. Preparing for these learning events will encourage students to recognise and develop data gathering, information processing and presentation skills whilst at the same time developing their reading and research experience.. Students will take part in discussions, negotiations, and tutorials all of which will assist them to recognise and map their progress towards their identified targets.

**Assessment**

The assessment of study, research, critical analysis and presentation skills will be evidenced in the work that students produce and will be monitored and enhanced throughout the programme. The specific assessment methods used will include: Examination, written assignment, report, case study analysis, time constrained assignment and presentation.

**C. Subject-specific Skills:**

1. Recognise the need for good practice and practical competencies, implementing effective systems and standards of animal welfare (SBVS 2.2)

2. Undertake accurate observation, recording, interpretation and analysis (SBB 3.6)

3. Demonstrate an appreciation of the complexity and diversity of animal biology and conservation through the study of organisms, their life processes and the interrelations between them and their environment (SBB 3.2)

4. Apply methods and techniques learned to undertake field and/or laboratory investigations, e.g. of animals; tissues; in a responsible, safe and ethical manner (SBVS 2.2)

5. Recognise a range of diseases and conditions and be able to discuss treatment and management (SBVS 2.3)

6. Be able to apply methods and techniques learned to undertake critical analysis of genetic, biodiversity, conservation and animal related biology issues. (SBB 3.2)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

**Teaching/learning**

Students will develop practical skills including observation, research and laboratory investigations as an integral element of their programme. Lectures, student and tutor led seminars and practical learning experiences will embed and enhance subject related practical skills.

Students will be encouraged to evaluate, analyse and respond to data and other evidence, developing their ability to formulate and discuss their opinions and develop argument supported by the latest research at the forefront of the discipline.

**Assessment**

The assessment of subject related practical skills will be evidenced in the work that students produce and will be monitored and enhanced throughout the programme. The specific assessment methods used will include: Examination, written assignment, report, case study analysis, time constrained assignment and presentation.

**D. Transferable Skills:**

1. Communicate ideas and arguments effectively to others, both verbally and in written form, using academic conventions. (SBVS 2.4) (SBB 3.4)

2. Develop interpersonal and teamwork skills that allow you to collaborate with others in research and problem solving. (SBVS 2.4) (SBB 3.4)

3. Develop personal and self-management organisational skills that will help you to work effectively in study and work (SBB 3.9, 3.10)

4. Make audio-visual presentations of ideas and arguments to fellow students and teachers

5. Collect, process, interpret and present data, using appropriate formats and ICT (SBB 3.3)

6. Demonstrate numeracy skills including quantitative techniques (SBB 3.7)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

**Teaching/learning**

Activities related to the development and enhancement of student transferable skills have been integrated into modules, learning experiences and coursework. These skills will form a foundation for the completion of assessment activities.

**Assessment**

These skills will be evidenced through your assessments, independent research and discussions. The specific assessment methods used will include: Examination, written assignment, report, case study analysis, time constrained assignment and presentation.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with the BSc Animal Biology and Wildlife Conservation programme, see the module mapping. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**This programme is studied as a one year top-up to honours degree following successful completion of the Higher National Diploma in Animal Biology and Wildlife Conservation, Higher National Diploma in Applied Animal Science or other relevant discipline. A part time programme delivered over two years will also be available, subject to student numbers. To achieve the award students must study 120 credits. Students will study six specialist modules of 15 credits each. Alongside this they will undertake the 30 credit Conservation Research Project module, which is a major piece of independent work. All modules must be completed and passed in order for the student to achieve the award. Under the part-time programme mode, students will undertake the Research Project in the second year.  |

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 3** |
| **Compulsory Modules** |
| **BI665** | Conservation and Wildlife Heritage | 6 | 15 | 1 and 2  |
| **BI660** | Animal Adaptations  | 6 | 15 | 1 and 2  |
| **BI663** | Clinical Animal Behaviour  | 6 | 15 | 1 and 2  |
| **BI666** | Pathology and Immunology | 6 | 15 | Term 1  |
| **BI662** | Anthrozoology  | 6 | 15 | 1 and 2  |
| **BI658** | Conservation Genetics | 6 | 15 | Term 2  |
| **BI659** | Conservation Research Project  | 6 | 30 | 1 and 2  |

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| **18 Work-Based Learning**Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the College will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students: |
| There is no specific work based element to this programme. |

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| **19 Support for Students and their Learning** |
| Canterbury College: * Induction week
* Student Handbook
* Student Union
* Tutorial System/Personal Tutor, including open access to Personal Tutor
* Learning Resources Centre
* HE study centre
* Dyslexia Support and Disability Support
* Student Information Centre for welfare matters
* Canterbury College, Learning Resources Centre, Drop in Support Centre (DISC)

University of Kent: * Templeman library resources and facilities
* Health and Safety booklet for students
* Student Union
* Induction during Freshers’ Week
* Careers Advisory Service
* Student support services
* Student Learning Advisers at UELT
* School and University induction programme
* Library services, see <http://www.kent.ac.uk/library/>
* Student Support <http://www.kent.ac.uk/studentsupport/>
* Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
* Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html>
* Kent Union, see [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
* Careers and Employability Services, see [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
* Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/)
* Information Services (computing and library services), see [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
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| **20 Entry Profile**The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**For fuller information, please refer to the University prospectus |
| Applicants must have a Higher National Diploma in Animal Biology and Wildlife Conservation or Higher National Diploma in Animal Science or other appropriate qualification with four module merits (equivalent to 60 credits) or above in year 2.Mature applicants are welcomed, and will be admitted subject to University of Kent APECL regulations.Applicants may be subject to interviewApplicants must have an average 6.5 in IELTs test, minimum 6.0 in reading and writing. |
| 20.2 **What does this programme have to offer?** |
| * High quality education allowing the development of a wide range of knowledge and skills, relevant to animal biology and conservation related industries and sectors and transferable to a broad range of graduate careers.
* The opportunity to develop and extend communication, interpersonal and team building skills in a supportive and friendly environment.
* The chance to build on skills already attained at HND level.
* An excellent standard of teaching that will encourage and support the acquisition of practical experience, academic and research skills and techniques.
* The opportunity for students to study locally, thus promoting flexibility and widening participation
* The facility for practical work in both laboratory, animal care environments and in the field.
* To provide the student with in depth knowledge and practical reflective understanding of key areas associated with animal science.
* To develop successful students who will be able to progress to postgraduate study at another institution or seek other training or studies.
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| 20.3 **Personal Profile** |
| This is suitable for students who:* are seeking to deepen their knowledge of animal biology and/or wildlife conservation and related issues and challenges
* want to participate in an exciting and challenging range of activities with a group that offers a diverse range of backgrounds and interests.
* enjoy working as part of a diverse team and engaging in debate on issues relevant to contemporary animal science
* possess good oral and written communication skills and the ability to work with others
* will have a willingness to build knowledge and skills across all aspects of the programme
* want to progress to postgraduate study at other institutions or go on to a career relevant to animal science
* have suitable levels of numeracy and IT skills and/or a willingness to develop them
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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| Canterbury College:* Module Evaluation Questionnaires
* Pre-course, on-course and post-course learner questionnaires
* Annual Course Reviews
* Annual Monitoring Reports
* Triennial Reviews
* Higher Education Reports
* Staff Development Programme
* Annual Staff Appraisal
* Personal Tutorial System
* Continuous monitoring of learner progress and attendance with action planning
* Staff/student liaison meetings
* Course Representative meetings
* Quality Assurance systems

University of Kent:* External Examiners’ reports
* QAA HER Audit
	+ Quality Assurance systems
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| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| Canterbury College:* Quality review process
* Quality Committee
* Departmental staff meetings
* Internal Verification of samples of assessed work

University of Kent* Faculty Learning and Teaching Committee
* External Examiners’ Reports
* Learning and Teaching Board
* Departmental Learning and Teaching committee
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| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| Staff/student liaison meetingsStudent Representatives on other committeesStudent Module Evaluation QuestionnairesProgramme evaluationsPersonal Tutor SystemDiscussions and meetings with tutorsAnnual NSS |
| 21.4 **Staff Development priorities include:** |
| * Diploma in Education and Training
* First Degree
* PGCHE requirements
* HEA (associate) fellowship membership
* Programme team meetings
* ICT training (to include VLE)
* Staff development courses
* Professional updating
* Staff Appraisal Scheme
* Peer observation of teaching
* Health and Safety training
* Professional experience in the industry/sector
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| 22 **Indicators of Quality and Standards** |
| Investors in People quality kitemarkTriennial Review SystemExternal Examiners’ ReportsRetention and achievement ratesCanterbury College Annual Programme Course Reviews & gradingQAA HER audit processes |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education
* QAA Benchmarking statement/s for Biosciences 2007 & Veterinary Science 2002
* Annex 2 of the University of Kent Credit Framework
* FHEQ Qualification Descriptors
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*Template last updated October 2014*

**BSc (Hons) Animal Biology and Wildlife Conservation:**

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|  | Conservation and Wildlife Heritage | Animal Adaptations  | Clinical Animal Behaviour  | Pathology and Immunology | Anthrozoology  | Conservation Genetics | Conservation Research Project |
| A1 | ✓ | ✓ |  |  |  | ✓ | ✓ |
| A2 |  | ✓ | ✓ |  | ✓ |  |  |
| A3 |  | ✓ |  | ✓ |  |  |  |
| A4 |  |  | ✓ | ✓ |  |  | ✓ |
| A5 | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |
| A6 | ✓ |  |  |  |  | ✓ | ✓ |
| B1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| B2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| B3 | ✓ |  | ✓ | ✓ |  |  | ✓ |
| B4 | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| B5 |  |  | ✓ | ✓ |  |  |  |
| B6 | ✓ |  |  |  |  | ✓ | ✓ |
| C1 | ✓ |  | ✓ | ✓ |  |  | ✓ |
| C2 | ✓ |  | ✓ | ✓ | ✓ |  | ✓ |
| C3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C4 | ✓ |  | ✓ |  |  | ✓ | ✓ |
| C5 |  |  | ✓ | ✓ |  |  |  |
| C6 | ✓ |  |  |  |  | ✓ | ✓ |
| D1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D2 | ✓ |  |  |  | ✓ |  | ✓ |
| D3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D4 | ✓ |  |  |  | ✓ |  | ✓ |
| D5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D6 |  |  |  | ✓ |  |  | ✓ |