**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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| **BSc (Hons) Animal Biology and Wildlife Conservation [Top Up]** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | East Kent College Group |
| 1. **School responsible for management of the programme** | School of Biosciences/East Kent College Group |
| 1. **Teaching Site** | Canterbury College |
| 1. **Mode of Delivery** | Full-time |
| 1. **Programme accredited by** | N/A |
| 1. **a) Final Award** | BSc (Hons) |
| 7. **b) Alternative Exit Awards** | BSc non-hons |
| 1. **Programme** | Animal Biology and Wildlife Conservation |
| 1. **UCAS Code (or other code)** | CD34 |
| 1. **Credits/ECTS Value** | 120 (60 ECTS) |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Biosciences (15;  Veterinary Science (2002) |
| 1. **Date of creation/revision** | June 2015/revised FSO Feb 2018 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2018 |

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| 1. **Educational Aims of the Programme**   The 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 information and 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 QAA subject benchmarking statement for Biosciences (2015) (SBB) and Veterinary Science (2002) (SBVS). |

**A. Knowledge and Understanding of:**

1. A systematic understanding of biological principles, classification systems and environmental demands relating to animal science. (SBVS 1.5) (SBB 5.2, 7.7)

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) (SBB 5.3)

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) (SBB 7.7)

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. (SBB 4.1, 5.2, 7.7)

**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 7.10)

2. Develop a conceptual understanding that enables analyses, synthesis and critical interpretation of information (SBB 7.7)

3. Analyses of key issues and challenges, and evaluate responses, be able to make sound judgements and identify future needs (SBB 5.5)

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 5.5)

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

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

**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 356)

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 7.13)

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. Able to apply methods and techniques learned to undertake critical analysis of genetic, biodiversity, conservation and animal related biology issues. (SBB 3.2) (SBB 5.6)

**D. Transferable Skills:**

1. Communicate ideas and arguments effectively to others, both verbally and in written form, using academic conventions. (SBVS 2.4) (SBB 5.2)

2. Develop interpersonal and teamwork skills that allow you to collaborate with others in research and problem solving. (SBVS 2.4) (SBB 5.2)

3. Develop personal and self-management organisational skills that will help you to work effectively in study and work (SBB 7.8 3.10)

4. Make audio-visual presentations of ideas and arguments to fellow students and teachers (SBB 7.8)

5. Collect, process, interpret and present data, using appropriate formats and ICT (SBB 5.6)

6. Demonstrate numeracy skills including quantitative techniques (SBB 7.8)

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

**Teaching/learning**

Student and tutor led seminars, lectures, tutorials and interactive learning experiences. Independent and directed reading, data gathering and research will deepen students’ knowledge and understanding supporting their critical analysis and construction of argument. Visits and practical events will enhance the learning experience.

Students will develop data gathering, information processing and presentation skills, reading and research experience.

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**

Students’ progress will be will be monitored and tracked throughout the programme. They will be assessed using a variety of assessment methods, both theoretical and practical. Assessment methods include written essays, research projects, reports, time constrained assignments, case study analysis, presentations and examinations.

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| For more information on the skills developed by individual modules see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This is a Stage 3 top up programme and is studied over one year full-time.  The programme comprises modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  Students on this Stage 3 programme who do not achieve all the modules but who achieve at least 60 credits at level 6 or above and meet Credit Framework requirements will be eligible for the award of a BA non-honours degree.  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework. |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | | |
| **Compulsory Modules** | | | | | |
| BICC6650 | BI665 | Conservation and Wildlife Heritage | 6 | 15 | 1 and 2 |
| BICC6600 | BI660 | Animal Adaptations | 6 | 15 | 1 and 2 |
| BICC6630 | BI663 | Clinical Animal Behaviour | 6 | 15 | 1 and 2 |
| BICC6660 | BI666 | Pathology and Immunology | 6 | 15 | 1 |
| BICC6620 | BI662 | Anthrozoology | 6 | 15 | 1 and 2 |
| BICC6580 | BI658 | Conservation Genetics | 6 | 15 | 2 |
| BICC6581 | BI659 | Conservation Research Project | 6 | 30 | 1 and 2 |

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| **18 Work-Based Learning** |
| N/A |

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| **19 Support for Students and their Learning** |
| * Induction programme * Programme/module handbooks * Library services <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/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/> * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>   **College-specific:**   * HE Learning Resources Centre, Drop in Support Centre (DISC) * Student Information Centre for welfare matters * Pastoral and academic tutorial support: advice on academic difficulties, progression routes and individual progress * Student Union |

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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 current information, please refer to the University prospectus |
| Applicants must have a relevant HND or equivalent to the value of 240 credits  Mature applicants are welcomed, and will be admitted subject to University of Kent APECL regulations.  Applicants may be subject to interview  Applicants 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?** |
| * The opportunity to study with highly qualified tutors * The opportunity to develop a wide range of knowledge and skills relevant to animal biology and conservation related industries and sectors. * 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. * A high standard of teaching that encourages and supports the acquisition of practical experience, technical skills, academic and research skills. * The opportunity for students to study locally, thus promoting flexibility and widening participation * The facility for practical work in the 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. |
| 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** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>   **College-specific:**   * Triennial Review * Higher Education Reports |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners   **College-specific:**   * Canterbury College Quality Committee |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports   **College-specific:**   * Canterbury College annual Programme Course Reviews and grading |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality> * QAA Benchmarking statements for Biosciences (2015) and Veterinary Science (2002) * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| 23 **Inclusive Programme Design** |
| The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

**Module mapping**

**Compulsory Modules**

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