Programme Specification

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.

### Graduate Certificate in Endangered Species Management

<table>
<thead>
<tr>
<th>1. Awarding Institution/Body</th>
<th>University of Kent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>Durrell Wildlife Conservation Trust</td>
</tr>
<tr>
<td>3. School responsible for management of the programme</td>
<td>School of Anthropology and Conservation</td>
</tr>
<tr>
<td>4. Teaching Site</td>
<td>Durrell Conservation Academy, Durrell Wildlife Conservation Trust, Jersey</td>
</tr>
<tr>
<td>5. Mode of Delivery</td>
<td>Full-time (12 weeks)</td>
</tr>
<tr>
<td>6. KentVision Academic Model</td>
<td>To be completed in due course, once approved by the University</td>
</tr>
<tr>
<td>7. Programme accredited by</td>
<td>n/a</td>
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<td>8a. Final Award</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>8b. Alternative Exit Awards</td>
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</tr>
<tr>
<td>9. Programme</td>
<td>Endangered Species Management</td>
</tr>
<tr>
<td>10. UCAS Code (or other code)</td>
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</tr>
<tr>
<td>11. Credits/ECTS Value</td>
<td>60 credits / ECTS equivalent = 30 credits</td>
</tr>
<tr>
<td>12. Study Level</td>
<td>Undergraduate (6) level</td>
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<tr>
<td>13. Relevant QAA subject benchmarking group(s)</td>
<td>No applicable QAA benchmarking statement</td>
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<tr>
<td>14. Date of creation/revision (note that dates are necessary for version control)</td>
<td>Nov 2013/revised Oct 2019</td>
</tr>
<tr>
<td>15. Intended Start Date of Delivery of this Programme</td>
<td>February 2020</td>
</tr>
</tbody>
</table>

### 16. Educational Aims of the Programme
The programme aims to:

1. generate a cadre of international conservation practitioners better equipped to play central roles in determining the future outlook for species conservation and biodiversity management within their country or region;
2. develop an innovative approach of teaching and learning catalysed by new findings in the theory and practice of species conservation and biodiversity management;
3. create a fusion of the theory and practice of species conservation by attracting a combination of high achieving practitioners as students from the global conservation community;
4. develop the lateral thinking abilities of the students through exposure to cross-disciplinary approaches to problem-solving in conservation;
5. enhance the critical and analytical powers of the students to facilitate more informed decision making;
6. underpin the decision-making and adaptive management skills of the students with sound scientific reasoning to encourage more efficient and effective use of limited resources within the field;
7. enhance the employability of the students within the field of species conservation and biodiversity management through the acquisition of excellent communication skills and the confidence to work both as part of a dynamic team and alone;
8. create a supportive and dynamic learning environment in which students are encouraged to think “out of the box” and to challenge current thinking and practice, and given the confidence to make improvements;
9. provide high quality teaching in a supportive environment incorporating highly experienced conservation practitioners and scientists with a track record of success with skilled facilitators able to manage the learning process.

17 Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

A. Knowledge and Understanding of: (i.e. subject-specific knowledge and understanding)
   A1. the concepts of biodiversity and ecosystems services, their values, and threats to them;
   A2. the concept of extinction risk and how to measure it;
   A3. The value of priority setting and strategic planning in guiding conservation action;
   A4. small population biology and its relevance to biodiversity conservation;
   A5. the potential and limitations of ex-situ species management as a conservation tool;
   A6. the application of captive management skills to assist in-situ recovery of threatened species;
   A7. the role of conservation medicine and the management of animal health in species conservation;
   A8. the theory and practice of conservation education and community-based conservation and their potential roles as conservation tools.

Skills and Other Attributes
B. Intellectual Skills: (i.e. subject-specific intellectual skills)
   B1. synthesise information from various written and spoken sources to gain a coherent understanding of conservation biology theory and practice;
   B2. adopt a holistic approach to problem-solving considering the different cultural, spiritual, scientific and experiential viewpoints of other students;
   B3. design a concise well-researched and clearly justified proposal for a conservation project;
   B4. critically analyse and interpret data from scientific literature;
   B5. synthesise and organise knowledge and examples into well-structured and clear presentations;
   B6. utilise problem-solving and analytical skills to critique pre-prepared data sets.
C. Subject-specific Skills: *(These will include practise and professional skills)*

C1. best practice in animal husbandry (e.g. nutrition, health, reproduction, welfare);
C2. population monitoring skills (e.g. survey design, minimising bias, sampling methods, survey techniques);
C3. research design, data management and principles of statistical analysis for conservation;
C4. managing stakeholder participation in conservation planning (e.g. problem-solving tools, managing conflict);
C5. techniques for the planning and management of conservation programmes (e.g. using the ‘Open Standards’ approach.).

D. Transferable Skills: *(Non-subject specific key skills)*

D1. cross-cultural communication techniques using different mediums (verbal, written, diagrammatic etc.);
D2. enhanced IT skills e.g. with Microsoft Word, Excel and Powerpoint (or open-source equivalents), basic statistics packages, GIS software, and population monitoring software;
D3. presentation skills;
D4. fundraising and financial management skills;
D5. facilitation and group work skills;

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

Both modules within this programme are delivered through a wide range of methods to enable students with different learning styles to gain the necessary theoretical and practical understanding. Both modules feature formal lectures, group discussions, problem-solving scenarios and other group tasks and activities, guided tours, fieldtrips, practical skills workshops, computer-based activities, seminars/tutorials, self-directed learning and private study time. Considerable use is made of small group activities with problem-based learning scenarios, in which students are encouraged to consider contentious and innovative solutions to species conservation with objectivity and rational thinking during group discussions. The ‘Skills Development Task’ (a key component of module XX300) is a bespoke learning element fully customised for each individual student and delivered through a combination of 1:1 staff supervision and self-directed learning. Where students have different starting levels of ability (such as with some computer-based skills) provision is made for this by offering differentiated instruction whereby students can progress at different rates as appropriate to them.

Assessment methods used to demonstrate achievement of the programme outcomes include written exams, assessment of practical skills (such as data manipulation and statistics), and a range of coursework – including written assignments, a written project proposal, a written funding proposal, and an oral presentation. These methods have been chosen not only to assess outcome achievement, but also to provide students with useful ‘real-life’ practical skills of relevance to the conservation sector.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.
18 Programmes Structures and Requirements, Levels, Modules, Credits and Awards

The Graduate Certificate is studied over a 12-week period, full-time and residential. Because of the residential nature of the programme, some practical activities may take place during weekends and evenings. It is a single-stage programme comprising two compulsory modules, each of 30 credits in value at level 6.

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 the 60 credits in this course requires around 600 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](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html). Both modules are designed to be at level 6. For further information of the levels, refer to Annex 2 of the Credit Framework at [http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html).

The first module (XX300), comprising 300 hours of learning time, focuses on the application of conservation biology theory. It consists primarily of lecture-based teaching, structured discussion groups, computer-based learning, tours of Jersey Zoo, and practical skills sessions. In addition, students are given a 4-5 day period (entitled 'Skills Development Task') in which they can develop enhanced practical skills or knowledge in a particular topic of relevance to them. For many students, this may involve practical work within Jersey Zoo (e.g. practical experience in animal husbandry, veterinary work, or conservation education). For all such work, students are given 1-to-1 support and personalised learning objectives are set and agreed upon before the work commences. There will be a maximum of 35 hours per week contact time with training staff with an additional minimum of 8 hours per week for personal study related to this module. In total, students will receive approximately 230 hours contact time and 70 hours personal study time.

The second module (XX301), comprising 300 hours of learning time, is devoted to developing the bulk of the programme’s intellectual, subject-specific and multi-disciplinary transferable skills. These include skills such as research design, data management, statistical analysis, GIS, design and management of conservation programmes, grant-writing, facilitation, communication and group work skills. Much of the assessment is designed to build experience in useful practical skills, such as writing a grant proposal, giving an oral presentation, writing a project proposal etc. Students will attend workshops and be tutored through these activities but will also be expected to undertake significant time periods of personal study and project development. In total, students will receive approximately 140 hours contact time and 160 hours personal study time.

Both modules must be passed (pass mark = 40%). As the programme comprises two modules that contribute 50% each to the overall credits, there is no system for compensation or condonement within the programme.

All assessed work is marked in accordance with the University’s Credit Framework ([www.kent.ac.uk/teaching/qa/credit-framework](http://www.kent.ac.uk/teaching/qa/credit-framework)).

<table>
<thead>
<tr>
<th>KV Code</th>
<th>SDS Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX300</td>
<td></td>
<td>Application of conservation biology theory</td>
<td>6</td>
<td>30</td>
<td>Feb - May</td>
</tr>
</tbody>
</table>
XX301 | Transferable skills for conservation managers | 6 | 30 | Feb - May

Please note that there are no optional modules, and that this is a single-stage programme.

19 Work-Based Learning

Disability Statement

Work-based learning on this programme comprises tours of the organisation’s animal collection (Jersey Zoo) led by relevant staff, and the above-mentioned 4-5 day Skills Development Task. The vast majority of Jersey Zoo is designed to be accessible to visitors with impaired mobility, so we are able to provide tours where this is not an issue. Staff also have experience of supervising and giving tours to visually-impaired students and visitors. For students with hearing impairments or specific learning difficulties, then audio recordings or written transcripts of guided tours can be provided where necessary.

The 4-5 day Skills Development Task is fully customised around the learning objectives and needs of each individual student. Therefore, any specific needs or disability issues are factored in to the task design and supervisory arrangements. The small cohort size (~12-15 students) allows us to give considerable 1:1 support to our students.

See also Section 15 of the two Module Specifications for further information on disability support in this programme.

Where relevant to the programme of study, provide details of any work-based learning element:

This course includes practical elements which are conducted within the facilities of Durrell Wildlife Conservation Trust. As such, they are integral parts of the teaching and learning experience, rather than a separate placement element. All students receive short practical teaching sessions as part of XX300. In addition, students are given a 4-5 day period (entitled ‘Skills Development Task’) in which they can develop enhanced practical skills or knowledge in a particular topic of relevance to them. For many students, this may involve practical work within Jersey Zoo (e.g. practical experience in animal husbandry, veterinary work, or conservation education). For all such work, students are given 1-to-1 support and personalised learning objectives are set and agreed upon before the work commences, and a short report is written afterwards.

20 Support for Students and their Learning

- Durrell Conservation Academy induction programme to facilities, organisation, staff and learning opportunities;
- Detailed course handbook describing course content, assessments, and general policies and procedures (including links to further support on the University's website);
- On-site conservation library with wide range of books, journals, newsletters and research reports;
- Access to wide range of relevant current and back-issue conservation journals;
- On-site computing facilities – all students provided with 24 hour access to computer, internet, printing services and a suite of relevant software;
- A minimum of one proposal supervisor per student to provide support for personal project work, and one academic advisor to provide more general support;
- Access to personal advisors who can provide support of a pastoral nature;
- Open-door policy provided by all staff - students encouraged to seek support whenever required, both learning-related and personal;
### 21 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.

#### 21.1 Entry Route

For current information, please refer to the University prospectus

- An honours degree or equivalent in a conservation-related subject; or
- An honours degree in other subject combined with relevant practical experience, or
- Applicants will also be considered without a degree but with the ability to demonstrate equivalent academic standard through their professional career.

#### 21.2 What does this programme have to offer?

- An excellent grounding in the theory and practice of endangered species conservation and management;
- First-hand experience of the species conservation work conducted by one of the world’s foremost species conservation organisations;
- Exposure to ground-breaking techniques for species conservation at the interface between captive and wild population management;
- A multi-disciplinary team of lecturers with proven track records in species conservation and facilitation;
- An opportunity to learn from conservation colleagues from around the world through the multi-national group of students and visiting lecturers who attend the course;
- The chance to become part of an international alumni network of conservationists providing ongoing support following the course;
- The development of a broad suite of transferable skills required for modern-day species conservation management.

#### 21.3 Personal Profile

- A demonstrable and active interest in species conservation and biodiversity management through current occupation;
- A proficiency in spoken and written English (which will be assessed at the interview stage) and a willingness to participate actively in group activities and oral presentations;
- A willingness to develop existing skills in IT and research design.

### 22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

#### 22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards
- Written student evaluations of each module and of the programme as a whole;
- Formal assessment results (exams, proposal submissions, oral presentations etc.);
- Individual and group meetings between training staff and students;
- Maintaining an “open door” policy throughout the course to deal with any student concerns;
- Peer observation and team teaching;
- Annual staff appraisals;
- Annual programme and module monitoring reports, see [http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html);
- University QA Partner Institution Student Survey;
- External Examiners system, see [http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html](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](http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html).

### 22.2 Committees with responsibility for monitoring and evaluating quality and standards

- School Graduate Studies Committee;
- Faculty Graduate Studies Committee;
- Faculty Board;
- Board of Examiners;
- Programme Committee (combined equivalent, with University approval, of ‘Board of Studies’ and ‘Teaching and Learning Committee’);
- Student Voice Committee;
- Disciplinary Committee;
- Mitigation Committee.

### 22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Written student evaluations of each module and of the programme as a whole;
- Individual and group meetings between training staff and students;
- Maintaining an “open door” policy throughout to deal with any student concerns;
- Student Voice Committee (one meeting per module);
- University QA Partner Institution Student Survey.

### 22.4 Staff Development priorities include:

- Qualified teacher status (e.g. PGCE, PGCHE, or City & Guilds AET/PTLLS course);
- Staff appraisal scheme;
- Attendance at relevant national/international conferences;
- Attendance at University Learning Teaching Network training events and conferences when possible;
- Direct exposure to field programmes and understanding of conservation research initiatives within the organisation and its partners;
- Peer observation and team teaching;
- Regular programme team meetings.

### 23 Indicators of Quality and Standards

- Results of the most recent periodic programme review;
- Annual External Examiner reports;
23.1 The following reference points were used in creating these specifications:

- Programme specification for the University of Kent MSc in Conservation Science and Management;
- Programme specification for the University of Kent BSc in Wildlife Conservation.

24 Inclusive Programme Design

The Collaborative Partner (Durrell Wildlife Conservation Trust) 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.

This version of the template updated October 2019
### Graduate Certificate in Endangered Species Management – Module Map (Single Stage, 2 modules – both compulsory)

**Single Stage Programme - Programme Learning Outcomes**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Module XX300</th>
<th>Module XX301</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A) Knowledge and Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1 - the concepts of biodiversity and ecosystems services, their values, and threats to them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 - the concept of extinction risk and how to measure it</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>A3 - the value of priority setting and strategic planning in guiding conservation action</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>A4 - small population biology and its relevance to biodiversity conservation</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>A5 - the potential and limitations of ex-situ species management as a conservation tool</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>A6 - the application of captive management skills to assist in-situ recovery of threatened species</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>A7 - the role of conservation medicine and the management of animal health in species conservation</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>A8 - the theory and practice of conservation education and community-based conservation and their potential roles as conservation tools</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><strong>B) Intellectual Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1 - synthesise information from various written and spoken sources to gain a coherent understanding of conservation biology theory and practice</td>
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<td>B2 - adopt a holistic approach to problem-solving considering the different cultural, spiritual, scientific and experiential viewpoints of other students</td>
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<td>B3 - design a concise well-researched and clearly justified proposal for a conservation project</td>
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<tr>
<td>B5 - synthesise and organise knowledge and examples into well-structured and clear presentations</td>
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</tr>
<tr>
<td><strong>C) Subject-specific Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1 - best practice in animal husbandry (e.g. nutrition, health, reproduction, welfare)</td>
<td>●</td>
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<tr>
<td>C2 - population monitoring skills (e.g. survey design, minimising bias, sampling methods, survey techniques)</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>C3 - research design, data management and principles of statistical analysis for conservation</td>
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<tr>
<td>C4 - managing stakeholder participation in conservation planning (e.g. problem-solving tools, managing conflict)</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>C5 - techniques for the planning and management of conservation programmes (e.g. using the ‘Open Standards’ approach)</td>
<td>●</td>
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<tr>
<td><strong>D) Transferable Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D1 - cross-cultural communication techniques using different mediums (verbal, written, diagrammatic etc.)</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>D2 - enhanced IT skills e.g. with Microsoft Word, Excel and Powerpoint (or open-source equivalents), basic statistics packages, GIS software etc.</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>D3 - presentation skills</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>D4 - fundraising and financial management skills</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>D5 - facilitation and group work skills</td>
<td>●</td>
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