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.

Degree and Programme Title:
Postgraduate Diploma in Endangered Species Recovery

1. Awarding Institution/Body
   University of Kent

2. Teaching Institution
   Durrell Conservation Training Ltd (of the Durrell Wildlife Conservation Trust)

3. School responsible for management of the programme
   School of Anthropology and Conservation

4. Teaching Site
   Mauritius (Talents)

5. Mode of Delivery
   Delete as applicable: Full-time

6. Programme accredited by
   University of Kent

7. Final Award
   Postgraduate Diploma

8. Programme
   Endangered Species Recovery

9. UCAS Code (or other code)
   N/A

10. Credits/ECTS value
    120 (60 ETCS)

11. Study Level
    Post-Graduate Diploma

12. Relevant QAA subject benchmarking group(s)
    N/A

13. Date of creation/revision *(note that dates are necessary for version control)*
    May 2013, revised version June 2013

14. Intended Start Date of Delivery of this Programme
    April 2014

15. Educational Aims of the Programme
    The programme aims to:

    1) Produce postgraduates equipped with the multi-disciplinary skills required to manage species recovery projects worldwide

    2) Enable students to learn direct from some of the world’s leading academic experts and conservation professionals in endangered species recovery, conservation project management and leadership and community-based conservation
3) Equip students with a conceptual understanding of conservation biology theory and practice that will enable them to respond decisively to complex situations as conservation professionals

4) Immerse students within a world-renowned conservation programme, with a strong research base thereby enabling them to learn how to make sound judgements within ‘live’ situations where decisions often have to be made in the absence of comprehensive understanding of causal relationships

5) Provide a unique learning opportunity for students to learn through practical involvement in a world-class species conservation programme (in Mauritius)

6) Expose students to the cross-cultural realities of managing endangered species recovery programmes within a developing country

7) Develop within students a critical and analytical capability for collection, analysis and interpretation of data used to support conservation decisions

8) Provide students with the skills to adapt and respond positively to change

9) Develop critical, analytical problem-based learning skills and the transferable skills necessary for professional development

10) Enhance the development of students’ interpersonal skills to assist them in developing their own conservation teams and multi-stakeholder partnerships

11) Assist students to develop the skills required for both autonomous practice and teamwork, necessary for ongoing professional development

12) Build professional networks between students and staff working within internationally recognised conservation organisations to facilitate future career development

13) Strengthen the relationship between the Indian Ocean region, and Mauritius in particular, with British teaching and learning institutions

### 16 Programme Outcomes

**A. Knowledge and Understanding of: (i.e. subject-specific knowledge and understanding)**

1. Systematic understanding of the principles of small population biology.
2. Critical and comprehensive understanding of conservation techniques for the recovery of threatened species and their habitats
3. Core concepts in island biogeography theory and evolution on islands
4. Principles of managing species recovery programmes
5. Principles of conservation research design, implementation and analysis
6. Theory and practice of invasive species biology, ecology and management
7. Principles and practice of planning conservation programmes and stakeholder management

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

**Teaching/learning:** Taught modules merged with field work and workshops to reflect on principles and practice. Taught modules consist of balance of lectures, small-group activities, whole group seminars and practical, problem-solving exercises. Field work involves embedding students within conservation field teams thereby providing first-hand and hands-on experience. Self-directed project activities will encourage students to develop their skills in research and conservation intervention.
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Assessment methods & strategies: Written and practical unseen class tests; Written reflective statements/ project proposals, written essays and oral presentations; Written student feedback forms.

Skills and Other Attributes
B. Intellectual Skills: (i.e. subject-specific intellectual skills)

1. Critical analysis of case studies
2. Reflective evaluation of conservation biology theory to the practice of endangered species recovery
3. Critical assessment of management and leadership styles and their impact on function of endangered species recovery teams
4. Design, implementation, analysis and write-up of focused research studies
5. Ability to marshal ideas and examples into well-organised written and oral presentations and distil core themes for diverse audiences

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

Teaching/learning: Students are encouraged to engage critically with the material throughout the programme, during small-group activities, whole group seminars and reflective statements on their experience during fieldwork. Tutorials are used to deepen reflection and the development of each individual's approach to conservation practice. Students will conduct background literature reviews to support the development of their applied understanding. Student presentations provide the opportunity for individuals to develop their arguments and elaborate on concepts and methodologies learnt during individual modules.

Assessment methods & strategies: Written reflective statements/ project proposals and oral presentations; written and practical unseen class tests; Written student feedback forms.

C. Subject-specific Skills: (These will include practise and professional skills)

1. Field biology skills (including population monitoring and survey skills)
2. Techniques for manipulating productivity  in- and ex-situ
3. Planning, delivery and evaluation of invasive species management techniques
4. Facilitation skills, conflict resolution and stakeholder management training
5. Leadership and management skills in conservation
6. Experimental design and fundamental statistical analyses
7. Conservation project planning and adaptive management
8. Reintroduction and translocation techniques

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

Teaching/learning: Module-specific skills are taught through scenario-based exercises and individual assignments mimicking tasks commonly undertaken in professional employment – report-writing, analysis of real or imaginary case studies or numerical data, making recommendations to management. Practical field skills are developed and applied during the field work experience. Additional workshops provide specific skills development opportunities.
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Assessment methods & strategies: Written reflective statements/ project proposals and oral presentations; written and practical unseen class tests; knowledge of practical skills assessed by examination; Written student feedback forms.

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

1. IT: GIS, Word, Excel, bibliographic and web searches
2. Ability to present scientific information to diverse audiences
3. Writing reports and funding proposals
4. Time management
5. Facilitation skills
6. Working in groups to achieve consensus
7. Process design skills (how to manage teams and group decision-making)
8. Skills to exercise initiative and personal responsibility
9. Independent learning skills required for continuing professional development
10. Fund-raising and grant writing skills

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

Teaching/learning: Transferable skills training is embedded within the programme as a key component of effectively managing endangered species recovery teams and garnering support for conservation action. Additional workshops are run on presentation skills, fund-raising and the use of IT

Assessment methods & strategies: Written reflective statements/ project proposals and oral presentations; written and practical unseen class tests; scenario-based assessed exercises; Written student feedback forms.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

The PG Dip in Endangered Species Recovery is a full-time taught programme comprising 6 months of taught modules with further assessed work submitted three months after participants return home. One module will have an assignment that comprises a ‘reflective portfolio’ of work that will be submitted 3 months after the taught modules have been completed. Although students will no longer be based on Mauritius they will continue to be supported via provision of a formal ‘instruction pack’ for the reflective portfolio as well as additional tutorial support where required. The programme consists of three 30 credit modules and two 15 credit modules. One credit corresponds to approximately 10hrs of “learning time”. This includes all taught and supervised classes and all private study and research. All five modules are compulsory. The modules are compiled as follows:

Module 1 (30 credits): one-week intensive classroom-based learning experience and approximately five weeks of student-led study time followed by a combination of an assessed written assignment and class tests
Module 2 (30 credits): as for module 1, except the written tests are replaced with two practical skills tests
Module 3 (15 credits): one-week intensive classroom-based learning experience and two weeks of student-led study time followed by submission of a written assignment and a class test
Module 4 (15 credits): as for module 3 except class test replaced by an assessed presentation
Module 5 (30 credits): student-led private research module in which students develop their own pilot study, with tutorial support. The module consist of 40hrs of contact time with a further 260hrs of student-led learning time (c6wks) including supervision and tutorial support as required. Modules 1-4 will not be taught simultaneously, but will be spread out over the first five months of the programme to allow time for personal study, assignments and tests.

All five modules (120 credits in total) are assessed at level M. To be eligible for the award of a postgraduate diploma, students must conform to the University's credit-framework regulations. Both the 'average' and 'preponderance' systems will be applied in making awards. Students successfully completing and passing the taught modules and meeting credit framework requirements will be eligible for the award of postgraduate diploma. In certain circumstances, notwithstanding what has been said in the paragraphs immediately above, students who have not successfully passed all their modules may be permitted to pass the programme through ‘Condonement’ (the granting of credit for failed modules on the basis of concessions evidence). However, there is no process of compensation (the granting of credit for failed modules on the basis of good performance in other modules). ‘Condonement’ may be allowed for no more than one module, and students must pass the required modules to be eligible for the Diploma.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
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<tbody>
<tr>
<td>DI894</td>
<td>Module 1: Biology and Ecology of Small Populations</td>
<td>M</td>
<td>30</td>
<td>2/3</td>
</tr>
<tr>
<td>DI895</td>
<td>Module 2: Endangered Species Recovery Techniques</td>
<td>M</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>DI896</td>
<td>Module 3: Leading and Managing Conservation Projects</td>
<td>M</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>DI897</td>
<td>Module 4: Public Engagement in Conservation Action</td>
<td>M</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>DI898</td>
<td>Module 5: Pilot Project in Endangered Species Recovery</td>
<td>M</td>
<td>30</td>
<td>3</td>
</tr>
</tbody>
</table>

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 University 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 work placement component of this programme.

19 Support for Students and their Learning
• Tailored course training manual/handbook
• Tailored ‘Getting around Mauritius’ handbook designed to provide necessary background information to students on Mauritian culture, transport, health, banking, emergency contact details etc.
• Induction programme to organisation, facilities and field staff
• Personal tutors for pilot project module- students will be assigned a personal tutor
• All students will have a Mauritius-based supervisor/pastoral care provider assigned at the start of the programme
• IT provision: all students will have access to a computer with 24-hour internet and email access
• Students will be provided with a dedicated library of core textbooks relevant to the course. They will also be provided with online access to a suite of peer-reviewed journals selected for their relevance to the course
• Students will be provided with a dedicated infrastructure/facility in Mauritius where IT computer facilities can be based, in order to provide a central space for individual-based research and learning whilst on the programme

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 course begins. There is no upper age limit.

20.1 Entry Route
For fuller information, please refer to the University prospectus

All entrants will be required to attend an in-depth interview (face-to-face or, where not possible, through Skype) prior to their acceptance on to the programme. This interview serves to both ensure correct expectations of the programme are set and, for non-English first language speakers, for us to confirm that they have sufficient English Language skills to be able to participate fully in the programme and complete required assessments. In addition, entrants must meet one or more of the following:
• A first class or good second class honours degree in a relevant discipline.
• A good honours degree in other subjects together with relevant practical experience
• Applicants may also be admitted without a first degree if their professional career has been such as to allow them to pursue the course and study and achieve the necessary academic standard
A proficiency in spoken and written English and a willingness to participate actively in group activities and oral presentations;

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

- First-hand experience of working within a world-renowned conservation programme and working with leading experts in the practice of endangered species recovery
- Direct exposure to the application of conservation biology theory to the practice of species and habitat conservation
- Training in ground-breaking techniques for species conservation at the interface between captive and wild population management
- Coaching from a multi-disciplinary team of experts with a proven track record of species conservation and habitat restoration
- The development of a comprehensive transferable skill set enabling students to go on to lead their own species recovery programmes and wider careers within the field of biodiversity conservation
- The opportunity to interact with leading conservation researchers and practitioners through the wider range of activities undertaken under the auspices of Durrell Conservation Training Ltd (Durrell), Mauritius Wildlife Foundation and DICE
- Contact with like-minded students and experienced conservation practitioners from throughout the world
- Cross-cultural experience of working within a developing country
- An interdisciplinary training in issues relating to conservation and biodiversity management at the international level
- The opportunity to interact with leading conservation researchers and practitioners through the wider range of activities undertaken under the auspices of DICE and Durrell

### 20.3 Personal Profile

**Personal Profile**

- Motivated individuals with a drive to develop their careers as conservation managers and leaders
- Individuals willing to work under field conditions for significant periods of time combined with a desire to develop their theoretical understanding of species conservation projects
- Good team players with a willingness to be flexible to account for life within a “live” field programme
- Self-motivated individuals with a high degree of self-discipline and willingness to conduct personal study
- Suitable skills or a willingness to acquire skills in IT, in written English and in basic research methods
- Keen to experience diverse cultures, lives and livelihoods

### 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

- Written student evaluations of each module and of the programme as a whole
- Formal assessment results (exams, project submissions etc.)
- Individual and group meetings between training staff and students
- Maintaining an “open door” policy throughout the programme to deal with any student concerns
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- External accreditation and external examiners reports (including periodic programme reviews)
- Mid-course and end of course meetings between staff involved in training to maintain quality of course delivery
- Annual staff appraisals
- Annual report
- Peer observation

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

- Board of Examiners
- Board of Studies
- Graduate Studies Committee
- Staff/student Consultative Committee

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

- Regular one-to-one meetings between programme coordinator and students during the programme
- Staff/ student consultative committee
- Written student evaluations of all modules, workshops/seminars and of the programme
- Staff-student interactions during supervision sessions, formal teaching, committees (above), and informal meetings
- External examiners assessments during one-to-one interviews with students

#### 21.4 Staff Development priorities include:

- Durrell staff programme co-ordinator (Mauritius-based) must have a post-graduate level teaching qualification or be willing to undertake one as part of their professional development requirements. Time will be made available for completion of such a course.
- Team teaching between lecturers on taught modules to provide peer-to-peer teaching practice/ learning opportunities
- Programme team meetings
- Personal study by teaching staff to remain up-to-date on current teaching and learning practice
- Health and safety training (relevant to international context of this programme)
- Links with other conservation organisations and learning establishments concerned with conservation biology training globally
- Membership of relevant professional/academic bodies (e.g. Society for Conservation Biology, Chartered Management Institute)
- Support for enhanced use of educational technology (e.g. Moodle and other on-line learning tools)
- Annual Appraisals
- Research seminars/ conferences (available regionally)
- Regular contact with University of Kent teaching and learning and Quality Assurance staff to remain up-to-date with University requirements and benchmarks

#### 22 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of periodic programme review (state date of last PPR)
Regular funding of scholarships by a variety of international conservation agencies
Oversubscription of available places on the programme

22.1 The following reference points were used in creating these specifications:

- University Mission Statement
- University Learning and Teaching Strategy
- Learning and Teaching Board Guidance Notes
- Prior module and programme documentation
- Feedback from ‘pilot’ course running currently in Mauritius (May-August, 2013)

Last updated September 2014