

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours (Fnd) in Wildlife Conservation

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	6Z79
<b>JACS Code</b>	C310
<b>Programme Duration</b>	Full-Time: 4 Years,
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Biosciences (2015); Earth Sciences, Environmental Sciences and Environmental Studies (2014); Geography (2014)
<b>Programme accredited by</b>	Institution of Environmental Sciences
<b>Description of accreditation</b>	<a href="https://www.the-ies.org/accreditation">https://www.the-ies.org/accreditation</a>
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours (Fnd) in Wildlife Conservation  Bachelor of Science with Honours (SW) in Wildlife Conservation  Diploma of Higher Education in Wildlife Conservation  Diploma in Higher Education (SW) in Wildlife Conservation  Certificate of Higher Education in Wildlife Conservation
<b>Programme Leader</b>	Colm Bowe

### Educational aims of the programme

Develop an understanding of the variety and importance of biological diversity, its complexity and its interactions with the physical and anthropological environment, the pressures it faces from human activities and the steps that need to be taken to ensure its long-term conservation.

Develop a common core of knowledge, understanding and skills in terms of the scientific, socio-economic and interdisciplinary aspects of wildlife conservation in order to produce graduates who are trained for work with professional conservation organisations.

Demonstrably link fieldwork and experiential learning to the wider development of both subject specific and vocational practical skills and to apply such skills to conservation practice, management and research.

Develop powers of critical and analytical thinking, problem solving and logical argument through the progressive development of understanding, critical awareness and research skills over the course of the degree programme.

Enhance employment prospects by developing graduates with a wide range of transferable technical, analytical and critical skills.

Promote the concept of continuous improvement, lifelong learning, and contribution to the wider community through personal development and scholarly activity whilst developing awareness of the social context of Wildlife Conservation.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

In addition to the aims for the main target award, the sandwich programme aims to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment.

### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education**

*A student who is eligible for this award will be able to:*

Reflect on the scientific skills required for the course and their future careers

Develop a basic, practical and relevant mathematical and scientific foundation for the quantitative aspects of all Level 4 modules

Apply the skills needed for academic study and enquiry

Utilise problem-solving skills

Collect, analyse, and interpret experimental data

Evaluate their-own academic and professional performance

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education**

*A student who is eligible for this award will be able to:*

Possess a detailed knowledge and understanding of a wide-range of field and laboratory techniques

Analyse and evaluate information relating to a range of conservation related areas

Take responsibility for their-own personal and professional learning and development

A student who successfully completes a placement year will be eligible for the Sandwich award and will, in addition to the above, be able to demonstrate the professional and personal skills necessary for effective employment within a professional environment

## **Target award Learning Outcomes - Bachelor of Science with Honours (Fnd)**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Demonstrate knowledge and critical understanding of the essential facts, concepts, principles and theory of the scientific underpinning of wildlife conservation and/or how this can be applied to conservation practice.
2. Demonstrate an understanding of the structure, biogeography and diversity of ecosystems in relation to
3. biological, chemical, anthropogenic and physical factors.
4. Demonstrate awareness and ability to critically analyse and evaluate human interactions with natural populations and ecosystems, such as habitat modification, pollution, exploitation and conservation.
5. Demonstrate an understanding that environments are a result of both natural process and human activity
6. acting at various spatial and temporal scales and the complexity of this relationship
7. Demonstrate critical awareness of the methodologies used in acquiring, analysis and interpretation of conservation related data at different spatial and temporal scales.
8. Understand and critically evaluate the process for the design, implementation and monitoring of conservation management practice.
9. Demonstrate a critical understanding of the political and socioeconomic factors that influence decisions around conservation and sustainability.
10. Analyse, critically appraise, understand and interpret current research in wildlife conservation through literature, information and data.
11. Recognise and apply Wildlife Conservation subject specific theories, paradigms, concepts or principles.
12. Analyse, synthesise and summarise information critically, including published research or reports.
13. Obtain and integrate several lines of subject-specific/interdisciplinary evidence to formulate and test
14. hypotheses.
15. Apply subject knowledge and understanding to address familiar and unfamiliar problems.
16. Recognise the moral and ethical issues of investigations and appreciate the need for ethical standards and professional codes of conduct.
17. Demonstrate competence and progressive development in the basic and core experimental and/or survey skills appropriate to the study of Wildlife Conservation.
18. Design, plan, conduct and report on investigations, which may involve primary or secondary data.

19. Obtain, record, collate and analyse data using appropriate techniques in the field and laboratory, working individually or in a group.
20. Undertake field, laboratory investigations in a responsible, safe and ethical manner.
21. Communicate scientific information effectively in written, verbal, and visual forms and in formats appropriate to the audience.
22. Cite and reference work in an appropriate manner, ensuring academic integrity and the avoidance of plagiarism.
23. Use the internet and other electronic sources critically as a means of communication and a source of information.
24. Demonstrate problem solving via a variety of methods.
25. Develop skills necessary for independent lifelong learning (for example working independently, work as part of a team, time management, organisational skills).
26. Identify and work towards targets for personal, academic, professional and career development.
27. Use and interpret a variety of sources of information: textual, numerical, verbal, and graphical
28. Understand and manipulate numerical data.

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

The acquisition of knowledge is promoted via a variety of formal taught sessions including lectures, practical sessions (laboratory and PC based) and fieldwork sessions. Understanding is facilitated through seminars, workshops, tutorials, field projects, interactive classroom activities, group work and independent study.

Knowledge is assessed via tests, examination and coursework including report writing, presentation in multiple formats (poster, verbal written) and scientific communication reports. Higher levels of understanding are assessed by examination (multiple format including seen questions) and coursework elements such as field reports, laboratory reports, seminar presentations with question & answer sessions and the application of relevant ICT (GIS) to deliver practical solutions to problems.

Cognitive skills are developed in many environments, with an increasing emphasis as students progress from level 4 to level 6. Such skills are especially developed on residential fieldwork modules, applied modules and during the Research Project module. The application of thinking skills in a work environment can be developed in the Work Based Learning (WBL) module.

Essays and exam questions (including seen exam questions) are used to assess students' ability for critical thinking. Coursework elements such as reflective practice, field/laboratory reports, scientific communication and in particular the research project/WBL module allows students to demonstrate the full range of their cognitive skills.

Practical skills are taught during practical classes and fieldwork. Core principles required for field and laboratory work are introduced at level 4, and further developed at level 5 where more technical methods of data analysis are introduced. Students apply these skills independently at level 6 when completing the Research Project. If the WBL module is chosen these skills will be developed in an applied work place setting.

Practical and professional skills are assessed by submission of field based presentations and field/laboratory reports. The research project/WBL portfolio and other level 6 reports allow students to demonstrate the full range of skills they have acquired.

As well as having the opportunity to develop transferable skills in all academic modules, key skills are specifically taught in two specially designed modules at level 4 (Fundamentals of Scientific Research), level 5 (Research Skills and Employment) and level 6 (Research Project). Teaching in these modules is in small tutorial groups and via seminars, computer sessions and workshops.

Key skills are assessed through coursework at all levels in all modules and specifically in the modules mentioned above.

## Programme structure - programme rules and modules

### Study Abroad

Students will be offered the opportunity of study abroad at Level 5. Students can choose either Option A or Option B unless they undertake the Sandwich Year, in which case Option B is not available:

Option A: replacement of 60 credits of Level 5 with appropriate study abroad.

The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. A 60 credit Level 5 study abroad module (5256NATSCI) will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

Option B: additional study year abroad following Level 5

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with study abroad programme. Of those 600 credits, 120 will be taken via a Level 5 study abroad module (5252NATSCI) the modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Sandwich Year

The aim is to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment. The placement year will follow Level 5 and students will be enrolled on a 600 credit honours sandwich programme and take the module 5222NATSCI (Sandwich Year-Wildlife Conservation). The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

At level 5 to demonstrate balance of credits across the semesters, students must take 1 of 3 options from S1 and 1 of 2 options from S2.

Level 6	Potential Awards on completion	Bachelor of Science with Honours (Fnd)
Core	Option	Award Requirements
6201NATSCI RESEARCH PROJECT (40 credits) 6218NATSCI CONTEMPORARY ISSUES IN CONSERVATION (20 credits)	6204NATSCI FRONTIERS OF ECOLOGY (20 credits) 6206NATSCI INTERNATIONAL EXPEDITION (20 credits) 6210NATSCI ZOO CONSERVATION AND GENE BANKS (20 credits) 6219NATSCI CURRENT TOPICS IN PRIMATOLOGY (20 credits) 6300NATSCI WORK-BASED LEARNING (20 credits) 6303NATSCI SUSTAINABLE NATURAL HERITAGE (20 credits) 6308NATSCI RIVER MONITORING AND MANAGEMENT (20 credits)	60 core credits at level 6 60 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5201NATSCI RESEARCH SKILLS AND EMPLOYABILITY (20 credits) 5202NATSCI ECOLOGY FIELD SKILLS (20 credits) 5207NATSCI WILDLIFE AND ECOSYSTEM MANAGEMENT (20 credits) 5208NATSCI CONSERVATION PRACTICE AND MANAGEMENT SKILLS (20 credits)	5203NATSCI BEHAVIOURAL ECOLOGY (20 credits) 5209NATSCI MARINE AND FRESHWATER BIOLOGY (20 credits) 5210NATSCI WILDLIFE FORENSICS (20 credits) 5211NATSCI CONSERVATION TECHNOLOGY (20 credits) 5304NATSCI TERRESTRIAL AND MARINE SYSTEMS (20 credits)	80 core credits at level 5 40 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4201NATSCI FUNDAMENTALS OF SCIENTIFIC RESEARCH (20 credits) 4203NATSCI SKILLS FOR WILDLIFE CONSERVATION (20 credits) 4207NATSCI EVOLUTION AND INHERITANCE (20 credits)		120 core credits at level 4 0 option credits at level 4

4208NATSCI ANIMAL BEHAVIOUR (20 credits) 4209NATSCI ECOLOGY (20 credits) 4305NATSCI ENVIRONMENT SOCIETY AND SUSTAINABILITY (20 credits)		
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3401FNDSCI SKILLS AND PERSPECTIVES IN SCIENCE 1 (20 credits) 3403FNDSCI WILDLIFE STUDIES (20 credits) 3405FNDSCI SKILLS AND PERSPECTIVES IN SCIENCE 2 (20 credits) 3406FNDSCI ANATOMY AND PHYSIOLOGY (20 credits) 3407FNDSCI UNDERSTANDING THE ENVIRONMENT (20 credits) 3409FNDSCI BUILDING BLOCKS OF LIFE (20 credits)		120 core credits at level 3 0 option credits at level 3

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Graduate Skills are taught and practised within a wide range of modules and assessed within the core modules at Level 4 Fundamental in Scientific Research, Level 5 Research Skills, conservation practice and management skills and Employment and level 6 Research Project, Sustainable Natural Heritage, International Expedition and/or Work-based Learning. There are several options for residential field work at level 5 and 6 which foster a range of graduate skills. At level 4 Students will complete a Self Awareness Statement as part of the module assessment and at Level 5 an employment portfolio in Research Skills and Employment, which will include organisational overview and CV writing. This is designed to foster student awareness and engagement with their personal and professional development.

Students develop technical work related skills across a range of modules, however a number of modules are focused towards students developing applied skills at level 4 (Skills in Wildlife Conservation, Fundamentals of Scientific Research), level 5 (Ecology Field Skills, Conservation Practice and Management Skills, Research skills and Employability) and level 6 (Research project). Work-related learning opportunities are available through the routes of employer seminars, alumni networking events, employer led lectures/workshops and field trips, employer-driven assignments and modules.

Work-based Learning placement (135 hrs) and the Sandwich placement (12 months) offer the opportunity for students to gain work experience with a relevant professional organisation. Students are supported by the Professional Training Tutor who is responsible for advertising placements and promoting vocational training to students. Appropriate Work-based Learning or Sandwich placements (home or abroad) include working with for e.g. Conservation charities and NGOs i.e. Wildlife Trust, Zoos and Sanctuaries, Environmental Consultancies, Conservation related government bodies e.g. Environment agency/Natural England

## Criteria for admission

### A/AS Level

Applicants should have (or expect to obtain) at least 2 A2 Levels or equivalent, at least one of which should be normally in an appropriate science or social science subject. Our minimum points tariff is 220 points and our maximum

offer is 240 points; this will depend on subjects being studied. Our offers may be grade specific e.g. we usually expect at least 80 points in an appropriate science or social science subject.

### **BTEC National Diploma**

Applicants should be studying an appropriate Diploma and have (or expect to obtain) a pass with at least 3 merit grades at Level 3 in appropriate units.

### **AVCE**

AVCE applicants should normally have (or expect to obtain) 220 points in an appropriate discipline (normally science).

### **Irish Leaving Certificate**

Applicants must have passed (or expect to pass) their Irish Higher exams with at least grade BBC in 3 subjects, 2 of which must be sciences (Psychology may be considered a science).

### **Scottish Higher**

Applicants must have passed (or expect to pass) their exams with at least grade BBC in 3 subjects, 2 of which must be sciences (Psychology may be considered a science).

### **International Baccalaureate**

Applicants must have (or expect to obtain) the full award including grade 5 in one appropriate science.

### **Access**

Access applicants should have (or expect to obtain) a pass in an appropriate QAA-approved Access course.

### **Other**

In common with standard University policy, applicants should have GCSE passes in Mathematics and English Language at grade C or above, or equivalent. School/College leavers should be at least 17.5 years on admission.

### **Mature entry**

We welcome applications from highly motivated mature applicants with relevant experience but without the necessary formal qualifications. To qualify as a mature student you have to be at least 21 years of age by the 31st December of the year of entry.

### **Overseas qualifications**

Applicants should have acquired passes in appropriate examinations in their country of origin and provide evidence of English language ability equivalent to 6.0 IELTS.

## **External Quality Benchmarks**

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## **Support for students and their learning**

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## **Methods for evaluating and improving the quality and standards of teaching and learning**

### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

## **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

## **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

## **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

## ***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 takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*