

# BSc (Hons) Wildlife Conservation

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|                                    |                                        |
|------------------------------------|----------------------------------------|
| Awarding institution               | Bath Spa University                    |
| Teaching institution               | Bath Spa University                    |
| School                             | Science                                |
| Department                         | Biology                                |
| Main campus                        | Newton Park                            |
| Other sites of delivery            | Other BSU campuses and field locations |
| Other Schools involved in delivery | N/A                                    |
| Name of award(s)                   | Wildlife Conservation                  |
| Qualification (final award)        | BSc (Hons)                             |
| Intermediate awards available      | CertHE, DipHE                          |
| Routes available                   | Single                                 |
| Sandwich year                      | Optional                               |

|                                                                           |                                                                                      |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Duration of award                                                         | 3 years full-time, 4 years with Professional Placement Year<br><br>6 years part time |
| Modes of delivery offered                                                 | Campus-based                                                                         |
| Regulatory Scheme[1]                                                      | Undergraduate Academic Framework                                                     |
| Exemptions from regulations/framework[2]                                  | No                                                                                   |
| Professional, Statutory and Regulatory Body accreditation                 | The Royal Society of Biology                                                         |
| Date of most recent PSRB approval (month and year)                        | August 2024                                                                          |
| Renewal of PSRB approval due (month and year)                             | August 2029                                                                          |
| UCAS code                                                                 | Institution B20, Course WC11 or WC12 (with professional placement year)              |
| Route code (SITS)                                                         |                                                                                      |
| Relevant QAA Subject Benchmark Statements (including date of publication) | Biosciences (March 2023)                                                             |
| Date of most recent approval                                              | September 2020                                                                       |
| Date specification last updated                                           | March 2025                                                                           |

[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

## Exemptions

There are no exemptions.

## Programme Overview

This RSB-accredited programme will give you the opportunity to learn about the lives of wild animals and plants, the challenges that they face, and how we can help to overcome these. You will explore the rapidly developing field of conservation science, including threats to biodiversity and opportunities for habitat management and creation. You will learn about the biology and behaviour of animals, the importance of a variety of biomes and the different flora and fauna that they support. Then consider how we can use this understanding to aid their protection using interdisciplinary approaches. This course is grounded in biology but will also explore social and economic issues related to Wildlife Conservation and encourage you to explore and develop brave new creative approaches to protecting the natural world. Field work will form an important part of your study as you learn through interaction with nature and develop your practical skills and employability. This programme has been accredited by the Royal Society of Biology following an independent and rigorous assessment. Accredited degree programmes contain a solid academic foundation in biological knowledge and key skills, and prepare graduates to address the needs of employers.

## Programme Aims

1. To provide a challenging and motivating interdisciplinary programme in wildlife conservation rooted in biology
2. To promote the evolution of a critical scientific understanding of life in students
3. To enable students to acquire practical skills in fieldwork, analysis and communication
4. To allow students to develop an understanding of the relationships between human societies and wildlife, including threats to, and opportunities for, conservation
5. To support students in becoming independent evidence-based problem solvers in a challenging and changing world
6. To improve career opportunities by encouraging engagement with external organisations to include volunteer and placement work
7. To give students opportunities to explore their own experiences of wildlife, biophilia and conservation in a creative way

# Programme Intended Learning Outcomes (ILOs)

## A Subject-Specific Skills and Knowledge

|    | <b>Programme Intended Learning Outcomes (ILOs)</b><br><br><b>On Achieving Level 6</b>                                                                                                                                                  | <b>On Achieving Level 5</b>                                                                                                                                                                       | <b>On Achieving Level 4</b>                                                                                                                                                                                                                                |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1 | Independently apply scientific methods to arrive at novel conclusions in an appropriate area, including independent recording of data, data manipulation and statistical analysis                                                      | Application of scientific method to a solve a problem or answer a question with guidance, including accurate recording of data and statistical analysis                                           | Awareness of scientific method and its use in developing knowledge, including simple data recording and analysis                                                                                                                                           |
| A2 | A detailed and coherent systematic understanding of the evolutionary, ecological, and behavioural nature of animal and plant life in a variety of environments and the ability to apply these to wildlife conservation                 | Understanding of the evolutionary, ecological, and behavioural nature of wildlife and applying this understanding in a conservation context                                                       | Understanding of the grand themes of biology that relate to the lives of animals and plants, in particular the theory of evolution by natural selection and the principles of ecology, and awareness of the major biomes and classes of plants and animals |
| A3 | Application of conceptual understanding of a range of interactions between humans and the natural world to produce solutions to conservation problems, including an awareness of intercultural and intersocietal differences and norms | Understanding of a range of social impacts of biology and conservation, including threats and opportunities for biodiversity conservation and the ethical implications of conservation strategies | An awareness of the major socio-economic issues that underlie the global threat to biodiversity                                                                                                                                                            |

|    |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                               |                                                                                                                                                           |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| A4 | Ability to critically challenge received ideas, assess the evidence-base for conservation strategies and/or wildlife research findings, and decide on an appropriate course of action based on this, with an appreciation of uncertainty, ambiguity and the limits of knowledge | Ability to challenge received ideas, compare differing conservation strategies and/or wildlife research findings based on scientific evidence and to construct reasoned arguments based on this                               | Awareness of the need to challenge established ideas and assess the efficacy of conservation effort through the development of an evidence-based approach |
| A5 | Ability to communicate in a highly accurate, precise and concise manner appropriate to scientific writing and presentation                                                                                                                                                      | Ability to communicate in an appropriate scientific style in multiple media including written work and oral presentation                                                                                                      | Ability to write in an appropriate scientific style                                                                                                       |
| A6 | Ability to devise, plan and conduct fieldwork independently                                                                                                                                                                                                                     | Application of field techniques for assessing ecosystems, and ability to plan field work including risk assessment                                                                                                            | Familiarity with field techniques for investigating species presence and ability to assess risk in the field                                              |
| A7 | Ability to produce work (written/visual/oral) that informs, entertains and cogently persuades both specialist and general nonscientific audiences or creatively reflects on the student's relationship with the natural world                                                   | Application of knowledge of the natural world to create expressive work in response to<br><br>wildlife/conservation or the importance of the natural world for human wellbeing, suitable for a general nonscientific audience | Ability to produce appropriate work<br><br>(written/visual/oral) that communicates concepts to a general non-scientific audience                          |

## B Cognitive and Intellectual Skills

|    | <b>Programme<br/>Intended Learning Outcomes<br/>(ILOs)</b><br><br><b>On Achieving Level 6</b>                                                                                                                      | <b>On Achieving Level 5</b>                                                                                                                         | <b>On Achieving Level 4</b>                                                                                                   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| B1 | Use of critical thinking to evaluate competing ideas and develop a personal synthesis based on a variety of available evidence/opinions with an appreciation of the uncertainty, ambiguity and limits of knowledge | Use of critical thinking to challenge and evaluate ideas to determine validity                                                                      | Use of critical thinking to challenge received ideas relating to wildlife conservation and human relationships with wildlife' |
| B2 | Ability to independently produce new original work that shows initiative and communicates ideas effectively to varied audiences based on a developed intuitive understanding of the issues                         | Ability to independently produce new original work that communicates ideas effectively to varied audiences                                          | Ability to independently produce new original work that communicates ideas                                                    |
| B3 | The ability to demonstrate well developed strategies for updating, maintaining and enhancing your knowledge, including cross-disciplinary and cross-cultural awareness                                             | The ability to demonstrate well developed strategies for updating, maintaining and enhancing your knowledge, including cross-disciplinary awareness | The ability to demonstrate strategies for updating, maintaining and enhancing your knowledge                                  |
| B4 | Critically apply relevant advanced numerical and data analysis skills to wildlife/conservation data collected in independent research projects                                                                     | Apply relevant advanced numerical and data analysis skills to wildlife/conservation data collected by students                                      | Apply relevant numerical and data analysis skills to wildlife/conservation data                                               |

## C Skills for Life and Work

|    | <b>On achieving Level 6 you will be able to:</b>                                                                                                                                                       | <b>On achieving Level 5 you will be able to:</b>                                                                               | <b>On achieving Level 4 you will be able to:</b>                                   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| C1 | <b>Work Independently</b><br>Exercise initiative, independence and personal responsibility to manage your own learning and time.                                                                       | <b>Work Independently</b><br>Exercise independence and personal responsibility to manage your own learning and time.           | <b>Work Independently</b><br>Manage your own learning and time.                    |
| C2 | <b>Work with Others</b><br>Work collaboratively with others to achieve individual and common goals, solve problems creatively and build interpersonal relationships to flourish in a global workplace. | <b>Work with Others</b><br>Work collaboratively with others to achieve individual and common goals, solve problems creatively. | <b>Work with Others</b><br>Work collaboratively with others.                       |
| C3 | <b>Communicate with Impact</b><br>Communicate clearly, effectively and impactfully with specialist and non-specialist audiences.                                                                       | <b>Communicate with Impact</b><br>Communicate clearly and effectively with others.                                             | <b>Communicate with Impact</b><br>Communicate accurately and reliably with others. |
| C4 | <b>Demonstrate Digital Fluency</b><br>Use digital skills productively, critically and ethically to enhance creativity and communication.                                                               | <b>Demonstrate Digital Fluency</b><br>Use digital skills productively, critically and ethically.                               | <b>Demonstrate Digital Fluency</b><br>Use digital skills productively.             |

# Programme content

This programme comprises the following modules

Key:

Core = C

Required = R

Required\* = R\*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered as single and/or combined award

| Wildlife Conservation BSc |            |                                                   |         | Status |       |
|---------------------------|------------|---------------------------------------------------|---------|--------|-------|
| Level                     | Code       | Title                                             | Credits | Single | Joint |
| 4                         | BIO4000-20 | Biological Techniques                             | 20      | C      |       |
| 4                         | BIO4104-20 | Communicating Science                             | 20      | C      |       |
| 4                         | BIO4003-20 | Ecology and the Diversity of Life                 | 20      | C      |       |
| 4                         | BIO4105-20 | Endless Forms: Evolution, Diversity and Biophilia | 20      | C      |       |
| 4                         | BIO4106-20 | Analysing Nature                                  | 20      | C      |       |
| 4                         | GEO4103-20 | Environmental Change                              | 20      | C      |       |
| 5                         | BIO5010-20 | Research Skills for Wildlife Conservation         | 20      | C      |       |
| 5                         | BIO5108-20 | Conservation Ecology                              | 20      | C      |       |
| 5                         | BIO5107-20 | Behavioural Ecology                               | 20      | C      |       |
| 5                         | BIO5106-20 | The Wild Muse: creative explorations of nature    | 20      | C      |       |
| 5                         | BIO5000-20 | Biological Systems                                | 20      | O      |       |

|   |             |                                                    |     |    |  |
|---|-------------|----------------------------------------------------|-----|----|--|
| 5 | BIO5001-20  | Biology in Society                                 | 20  | O  |  |
| 5 | EDU5103-20  | Environment and Education                          | 20  | O  |  |
| 5 | BIO5006-20  | Environmental Management                           | 20  | O  |  |
| 5 | PUB5103-20  | Science Journalism and Publishing                  | 20  | O  |  |
| 5 | PET5101-20  | Ecology and Nature                                 | 20  | O  |  |
| 5 | GEO5107-20  | Geospatial Skills for Professional Practice        | 20  | O  |  |
| 5 | PPY5100-120 | Professional Placement Year                        | 120 | O  |  |
| 6 | BIO6009-20  | Dissertation Planning for Wildlife Conservation    | 20  | C  |  |
| 6 | BIO6010-20  | Dissertation Publication for Wildlife Conservation | 20  | C  |  |
| 6 | BIO6110-20  | Wildlife Conservation Field Course                 | 20  | R* |  |
| 6 | POL6109-20  | Conservation Politics in Africa                    | 20  | O  |  |
| 6 | BIO6102-20  | Wildlife Photography                               | 20  | O  |  |
| 6 | BIO6111-20  | Marine Biology and Conservation                    | 20  | R* |  |
| 6 | BIO6002-20  | Environmental Practice                             | 20  | O  |  |
| 6 | POL6005-20  | Environmental Politics                             | 20  | O  |  |
| 6 | BIO6104-20  | Plants and People                                  | 20  | O  |  |
| 6 | BIO6103-20  | Animal Behaviour                                   | 20  | O  |  |
| 6 | GEO6108-20  | Extreme Climates and Environments                  | 20  | O  |  |

## Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

## Work experience and placement opportunities

Work Placement opportunities are available as an optional module at level 5 and 6, or as a Professional Placement year between levels 5 and 6. These could be with local or international organisations as arranged by the students and advised by a variety of tutors with a range of contacts. Optional modules such as Environment and Education may contain specific kinds of work experience. All placements will be dependent on the external conditions at the time and may be affected by factors beyond our control including public health concerns (such as measures to control infectious disease epidemics).

## Additional Costs Table

| Module Code & Title                           | Type of Cost                                                                                                                          | Cost          |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------|
| BIO5108-20 Conservation Ecology               | Contribution towards a residential field trip                                                                                         | Approx. £100  |
| EDU5103-20 Environment and Education          | This module includes the option to enroll onto an additional course: DBS required; transport costs; payment of accredited course fees | Approx. £200  |
| BIO6110-20 Wildlife Conservation Field Course | Contribution towards an international field trip                                                                                      | Approx. £2500 |

| <b>Module Code &amp; Title</b>             | <b>Type of Cost</b>                           | <b>Cost</b>       |
|--------------------------------------------|-----------------------------------------------|-------------------|
| BIO6111-20 Marine Biology and Conservation | Contribution towards a residential field trip | Approx. £100-£150 |
| POL6005-20 Environmental Politics          | Purchase one key textbook                     | Approx. £30       |

## Graduate Attributes

| <b>Graduate Attribute</b>     | <b>While at Bath Spa, I will develop my ability to:</b>                                                                                     | <b>This programme will help me to do this through:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Confidently Self-Aware</b> | Reflect on and recognise my unique skills, strengths, and values and be able to apply and articulate them in a range of different contexts. | <p>Embedding reflective practice, and skills self-audit starting at Level 4.</p> <p>Providing regular feedback on progress, through both formative and summative assessment to foster confidence.</p> <p>Providing support to students based on individual ways of working and engagement.</p> <p>Scaffolding learning and assessment and gradually increasing requirements for complexity and independence of work.</p> <p>Encouraging students to engage in new ways of working to explore potential strengths and synergies with existing strengths.</p> |

|                               |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotionally Attuned</b>    | Be mindful of how my actions and emotions impact those around me so I can better navigate difficult situations and build effective interpersonal relationships. | <p>Enabling frequent within-programme interactions with other students, for example in practical or fieldwork settings (including residential field trips).</p> <p>Facilitating in class discussion and debate within agreed boundaries, including on subject specific and general ethical issues.</p> <p>Embedding reflective practice.</p> <p>Encouraging a supportive student community.</p> |
| <b>Inclusive Collaborator</b> | Contribute independently to collaborative projects while working effectively with others, valuing diversity and respecting individual differences.              | <p>Embedding group working opportunities and teaching students how to work effectively within a team.</p> <p>Enabling multidisciplinary group working opportunities.</p> <p>Facilitated peer support sessions.</p>                                                                                                                                                                              |
| <b>Adaptable Innovator</b>    | Embrace challenges, taking risks where needed and applying individual and collective problem solving.                                                           | <p>Embedding problem solving tasks at all levels.</p> <p>Providing project management opportunities, including the final year empirical Dissertation project.</p> <p>Project work across many modules that involves creatively responding to challenges.</p> <p>Encourage students to take risks in trying new approaches.</p>                                                                  |

|                         |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical Thinker</b> | <p>Keep an open mind, ask curious questions and think creatively to gain a deeper and broader understanding of global perspectives and the world around me.</p> | <p>Including critical thinking in multiple assessments and specifically teaching and assessing this component at Level 5 and 6.</p> <p>Encouraging students to question received ideas including an appreciation of uncertainty, and to present their own synthesis and/or novel ideas.</p> <p>Exposing students to a variety of perspectives from different disciplines.</p>                                                                        |
| <b>Forward Thinker</b>  | <p>Set goals, plan ahead and utilise resources to support my personal ambitions and achieve my own version of success.</p>                                      | <p>Supporting the development of planning skills from Level 4.</p> <p>Assessing specific project planning skills within a group at level 5 and individually at Level 6.</p> <p>Regularly providing students with opportunities to assess their progress and get support when needed.</p> <p>Autonomous planning of projects and completion of projects to deadline.</p> <p>Provide flexible support to students based on a student-led approach.</p> |

|                                 |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ethical Leader</b>           | <p>Act with empathy, making decisions grounded in ethical principles while advocating for sustainability and positive social change.</p> | <p>Ensuring students have an ethical awareness of issues within the field of Wildlife Conservation and broader society.</p> <p>Opportunities to take modules focused on sustainability and/or the politics and/or philosophy of human interactions with the natural environment.</p> <p>Introduce students to the Global diversity of perspectives on issues of Wildlife Conservation.</p> <p>Ethics assessment completed for research projects involving human participants.</p>                                                                                                          |
| <b>Responsible Self-Starter</b> | <p>Be accountable for my actions and decisions while demonstrating creativity, proactivity, and a focus on solutions.</p>                | <p>Providing students with clear guidance on how to approach assessments, so they can demonstrate independence.</p> <p>Enabling supportive skills development from Level 4 through to Level 6.</p> <p>Ensuring students gain progressively more autonomy as they move through the course.</p> <p>Allowing students to take control of their approach to collaborative working and proactively seeking support from staff in a way that suites their way of learning.</p> <p>Encouraging and supporting students to make use of the broader opportunities afforded by university study.</p> |

|                                  |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Compassionately Resilient</b> | <p>Respond to setbacks with a reflective and positive attitude, flexibility and a self-caring approach.</p>   | <p>Providing students with opportunities to reflect on progress.</p> <p>Ensuring students know where and how to get the relevant support, so ensure they are confident within themselves.</p> <p>Providing very clear guidance on expectations as clarity fosters positivity and the ability to be flexible.</p> <p>Encouraging student to engage with a variety of activities and modes of working, recognising they are likely to show greater aptitude in some than in others.</p> |
| <b>Digitally Resourceful</b>     | <p>Utilise and responsibly leverage existing and emerging technologies to solve problems and communicate.</p> | <p>Building confidence in use of digital resources including relevant specialist software and communication tools, including the synergies of these with traditional practices such as field work.</p> <p>Developing and then assessing students' ability to use digital skills to collect, analyse and display data.</p> <p>Remain open to the inclusion of new digital skills acquired outside of formal study.</p>                                                                 |

# Modifications

## Module-level modifications

| Code       | Title                                       | Nature of modification          | Date(s) of approval and approving bodies                   | Date modification comes into effect |
|------------|---------------------------------------------|---------------------------------|------------------------------------------------------------|-------------------------------------|
| BIO5000-20 | Biological Systems                          | Assessment change               | Approved via Chair's action<br>01/12/2020                  | 2021/2022                           |
| BIO4003-20 | Ecology and the Diversity of Life           | New module                      | Approved at SQMC<br>23/11/2022                             | 2023/2024                           |
| BIO4001-20 | Conservation Biology                        | Module removed                  | Approved at SQMC<br>23/11/2022                             | 2023/2024                           |
| PSY5110-20 | Environmental Psychology and Sustainability | New module                      | Approved at Sciences SQMC<br>November 2022                 | 2023/2024                           |
| BIO4000-20 | Biological Techniques                       | Updates to Assessment           | Curriculum Approval Panel<br>Chair's Action<br>August 2024 | 2024/25                             |
| BIO4003-20 | Ecology and Diversity of Life               | Updates to ILOs                 | Curriculum Approval Panel<br>Chair's Action<br>August 2024 | 2024/25                             |
| BIO5010-20 | Research Skills for Wildlife Conservation   | Updates to ILOs                 | Curriculum Approval Panel<br>Chair's Action<br>August 2024 | 2024/25                             |
| BIO4106-20 | Analysing Nature                            | Updates to assessment weighting | Sciences SQMC<br>December 2024                             | 2025/26                             |
| BIO5106-20 | The Wild Muse                               | Updates to assessment weighting | Sciences SQMC<br>December 2024                             | 2025/26                             |

|            |                                                   |                                                                        |                             |         |
|------------|---------------------------------------------------|------------------------------------------------------------------------|-----------------------------|---------|
| BIO6110-20 | Wildlife Conservation Field Course                | Updates to assessment mappings and prep work.                          | Sciences SQMC December 2024 | 2025/26 |
| BIO6111-20 | Marine Biology & Conservation                     | Updates to assessment weighting                                        | Sciences SQMC December 2024 | 2025/26 |
| BIO4104-20 | Communicating Science                             | Updates to syllabus, assessments and ILOs                              | Sciences SQMC December 2024 | 2025/26 |
| BIO4003-20 | Ecology & Diversity of Life                       | Updates to assessment weighting                                        | Sciences SQMC December 2024 | 2025/26 |
| BIO4105-20 | Endless Forms: Evolution, Diversity and Biophilia | Updates to syllabus/assessment weighting                               | Sciences SQMC March 2025    | 2025/26 |
| BIO5106-20 | The Wild Muse: Creative Explorations of Nature    | Updates to syllabus/ learning and teaching activities                  | Sciences SQMC March 2025    | 2025/26 |
| BIO6102-20 | Wildlife Photography                              | Updates to syllabus/ learning and teaching activities/assessment tasks | Sciences SQMC March 2025    | 2025/26 |

#### Programme-level modifications

| Nature of modification                                                                   | Date(s) of approval and approving bodies | Date modification comes into effect |
|------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------|
| GEO4101-20 Sustainability in Life and Work replaced with GEO4103-20 Environmental Change | Curriculum Approval Panel December 2023  | 2024/25                             |
| PSY5110-20 Environmental Psychology and Sustainability removed                           | Curriculum Approval Panel December 2023  | 2024/25                             |
| BIO5003-20 Ecology and Biodiversity replaced with BIO5108-20 Conservation Ecology        | Curriculum Approval Panel December 2023  | 2024/25                             |

|                                                                                                                           |                                            |         |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------|
| BIO6103-20 Animal Behaviour added as an Optional module                                                                   | Curriculum Approval Panel<br>December 2023 | 2024/25 |
| BIO6104-20 Plants and People added as an Optional module                                                                  | Curriculum Approval Panel<br>December 2023 | 2024/25 |
| BIO5102-20 Biology Work Placement deleted                                                                                 | Curriculum Approval Panel<br>December 2024 | 2025/26 |
| GEO6108-20 Extreme Climates and Environments added as Optional                                                            | Curriculum Approval Panel<br>December 2024 | 2025/26 |
| GEO5005-20 Geotechnologies for Society and Environment replaced by GEO5107-20 Geospatial Skills for Professional Practice | Curriculum Approval Panel<br>December 2024 | 2025/26 |
| EDU6108-20 Learning in Science deleted                                                                                    | Curriculum Approval Panel<br>December 2024 | 2025/26 |

**Attached as appendices:**

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

## Appendix 1: Programme Structure Diagram – BSc (Hons) Wildlife Conservation

| Single Honours                                                                                                                         |                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 4                                                                                                                                |                                                                                                                                                              |
| Semester 1                                                                                                                             | Semester 2                                                                                                                                                   |
| Core Modules                                                                                                                           |                                                                                                                                                              |
| BIO4000-20 Biological Techniques<br>BIO4104-20 Communicating Science<br>BIO4105-20 ‘Endless Forms’: Evolution, Diversity and Biophilia | BIO4003-20 Ecology and the Diversity of Life<br><br>BIO4106-20 Analysing Nature<br>GEO4103-20 Environmental Change                                           |
| <b>Rule Notes:</b> N/A                                                                                                                 |                                                                                                                                                              |
| Level 5                                                                                                                                |                                                                                                                                                              |
| Core Modules                                                                                                                           |                                                                                                                                                              |
| BIO5010-20 Research Skills for Wildlife Conservation<br>BIO5108-20 Conservation Ecology                                                | BIO5106-20 The Wild Muse: Creative Explorations of Nature<br>BIO5107-20 Behavioural Ecology                                                                  |
| Optional Modules                                                                                                                       |                                                                                                                                                              |
| BIO5000-20 Biological Systems<br>PET5101-20 Ecology and Nature<br>GEO5107-20 Geospatial Skills for Professional Practice               | BIO5006-20 Environmental Management<br>BIO5001-20 Biology in Society<br>EDU5103-20 Environment and Education<br>PUB5103-20 Science Journalism and Publishing |
| <b>Rule Notes:</b> N/A                                                                                                                 |                                                                                                                                                              |
| Optional Professional Placement Year 120 credits                                                                                       |                                                                                                                                                              |
| Level 6                                                                                                                                |                                                                                                                                                              |
| Core Modules                                                                                                                           |                                                                                                                                                              |
| BIO6009-20 Dissertation Planning for Wildlife Conservation                                                                             | BIO6010-20 Dissertation Publication for Wildlife Conservation                                                                                                |

| Single Honours                                                                                                                                                                                               |                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Required* Modules                                                                                                                                                                                            |                                            |
| BIO6110-20 Wildlife Conservation Field Course                                                                                                                                                                | BIO6111-20 Marine Biology & Conservation   |
| Optional Modules                                                                                                                                                                                             |                                            |
| BIO6002-20 Environmental Practice                                                                                                                                                                            | BIO6102-20 Wildlife Photography            |
| BIO6104-20 Plants and People                                                                                                                                                                                 | POL6005-20 Environmental Politics          |
| GEO6108-20 Extreme Climates and Environments                                                                                                                                                                 | POL6109-20 Conservation Politics in Africa |
|                                                                                                                                                                                                              | BIO6103-20 Animal Behaviour**              |
| <b>Rule Notes:</b> Students must select at least 1 R* module<br><br>**Students who have taken BIO5107-20 Behavioural Ecology at level 5, are not permitted to select BIO6103-20 Animal Behaviour at Level 6. |                                            |

## Appendix 2: Map of Intended Learning Outcomes

| Level | Module Code | Module Title                                    | Status<br>(C,R,R*,O)[4] | Intended Learning Outcomes            |    |    |    |    |    |    |                                   |    |    |    |                          |    |    |    |   |
|-------|-------------|-------------------------------------------------|-------------------------|---------------------------------------|----|----|----|----|----|----|-----------------------------------|----|----|----|--------------------------|----|----|----|---|
|       |             |                                                 |                         | Subject-specific Skills and Knowledge |    |    |    |    |    |    | Cognitive and Intellectual Skills |    |    |    | Skills for Life and Work |    |    |    |   |
|       |             |                                                 |                         | A1                                    | A2 | A3 | A4 | A5 | A6 | A7 | B1                                | B2 | B3 | B4 | C1                       | C2 | C3 | C4 |   |
| 4     | BIO4000-20  | Biological Techniques                           | C                       | X                                     | X  |    |    |    |    |    |                                   | X  | X  | X  |                          | X  | X  | X  | X |
| 4     | BIO4104-20  | Communicating Science                           | C                       | X                                     |    |    |    | X  |    | X  | X                                 | X  | X  | X  | X                        | X  | X  | X  | X |
| 4     | BIO4105-20  | Endless Forms: Evolution, Diversity & Biophilia | C                       |                                       | X  | X  |    | X  |    | X  | X                                 | X  | X  |    | X                        |    | X  |    |   |
| 4     | BIO4003-20  | Ecology and the Diversity of Life               | C                       | X                                     | X  |    | X  | X  | X  |    | X                                 | X  | X  |    | X                        | X  | X  | X  |   |
| 4     | BIO4106-20  | Analysing Nature                                | C                       | X                                     | x  |    | X  | X  | X  |    | X                                 | X  | X  |    | X                        | X  | X  |    |   |
| 4     | geo4103-20  | Environmental Change                            | C                       | X                                     |    | X  | X  |    | X  |    |                                   | X  | X  | X  | X                        | X  | X  | X  |   |
| 5     | BIO5010-20  | Research Skills for Wildlife Conservation       | C                       | x                                     |    |    |    | X  |    |    | X                                 | X  | X  | X  | X                        | X  | X  | X  |   |
| 5     | BIO5109-20  | Conservation Ecology                            | C                       | X                                     | X  | X  | X  | X  | X  |    | X                                 | X  | X  |    | X                        | X  | X  | X  |   |

|   |            |                                                |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |
|---|------------|------------------------------------------------|---|---|---|---|--|---|---|---|---|---|---|---|---|---|---|---|
| 5 | BIO5106-20 | The Wild Muse: Creative Explorations of Nature | C |   |   | X |  |   |   | X | X | X | X |   | X | X | X |   |
| 5 | BIO5107-20 | Behavioural Ecology                            | C | X | X | X |  | X | X |   | X | X | X | X | X | X | X |   |
| 5 | BIO5000-20 | Biological systems                             | O | X | X |   |  | X |   |   |   |   | X |   | X | X | X | X |
| 5 | PET5101-20 | Ecology and Nature                             | O |   |   | X |  |   |   |   | X |   | X |   |   |   |   |   |
| 5 | GEO5107-20 | Geospatial Skills for Professional Practice    | O |   |   |   |  |   | X |   |   |   |   |   |   |   |   | X |
| 5 | EDU5103-20 | Environment and Education                      | O |   |   | X |  |   |   |   |   |   | X |   |   |   |   |   |
| 5 | BIO5001-20 | Biology in Society                             | O |   | X | X |  | X |   |   | X |   | X |   | X |   | X | X |
| 5 | PUB5103-20 | Science Journalism and Publishing              | O |   |   |   |  | X |   |   |   |   | X |   |   |   | X | X |
| 5 | BIO5006-20 | Environmental Management                       | O |   |   | X |  |   |   |   |   |   | X |   | X | X | X | X |
| 5 | PPY5100-20 | Professional Placement Year                    | O |   |   | X |  |   |   |   |   |   | X |   |   |   | X |   |

|   |            |                                                    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|------------|----------------------------------------------------|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | BIO6009-20 | Dissertation Planning for Wildlife Conservation    | C  | X |   |   | X | X |   |   | X | X | X | X | X |   | X | X |
| 6 | BIO6010-20 | Dissertation Publication for Wildlife Conservation | C  | X |   |   | X | X |   |   | X | X | X | X | X |   | X | X |
| 6 | BIO6110-20 | Wildlife Conservation Field Course                 | R* | X | X | X | X | X | X | X | X | X | X |   | X | X | X |   |
| 6 | BIO6002-20 | Environmental Practice                             | O  |   |   | X | X | X |   |   | X | X | X |   |   |   | X | X |
| 6 | POL6109-20 | Conservation Politics in Africa                    | O  |   |   | X | X | X |   |   | X | X | X |   |   |   | X |   |
| 6 | BIO6102-20 | Wildlife Photography                               | O  |   |   |   |   |   | X | X |   | X |   |   | X |   | X | X |
| 6 | POL6005-20 | Environmental Politics                             | O  |   |   | X |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 | BIO6111-20 | Marine Biology and Conservation                    | R* | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 6 | BIO6104-20 | Plants and People                                  | O  |   |   | X |   |   |   | X |   | X | X |   | X | X | X |   |
| 6 | BIO6103-20 | Animal Behaviour                                   | O  | X | X |   |   | X | X |   | X | X |   | X | X | X | X | X |

|   |            |                                         |   |   |   |  |  |   |  |  |  |   |   |   |  |  |   |   |
|---|------------|-----------------------------------------|---|---|---|--|--|---|--|--|--|---|---|---|--|--|---|---|
| 6 | GEO6108-20 | Extreme<br>Climates and<br>Environments | O | X | X |  |  | X |  |  |  | X | X | X |  |  | X | X |
|---|------------|-----------------------------------------|---|---|---|--|--|---|--|--|--|---|---|---|--|--|---|---|

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[4] C = Core; R = Required; R\* = Required\*; O = Optional

### Appendix 3: Map of Summative Assessment Tasks by Module

| Level | Module Code | Module Title                                    | Status (C,R,R*,O)[5] | Assessment method |        |       |        |          |              |           |                  |                   |                    |                  |              |                     |               |
|-------|-------------|-------------------------------------------------|----------------------|-------------------|--------|-------|--------|----------|--------------|-----------|------------------|-------------------|--------------------|------------------|--------------|---------------------|---------------|
|       |             |                                                 |                      | Coursework        |        |       |        |          |              |           |                  | Practical         |                    |                  |              | Written Examination |               |
|       |             |                                                 |                      | Scientific Paper  | Report | Essay | Review | Proposal | Dissertation | Portfolio | Creative Project | Practical Project | Practical Workbook | Practical Skills | Presentation | Written Exam        | In-class test |
| 4     | BIO4000-20  | Biological Techniques                           | C                    | x                 |        |       |        |          |              |           |                  |                   |                    | x                |              |                     |               |
| 4     | BIO4104-20  | Communicating Science                           | C                    |                   |        |       |        |          |              | x         |                  |                   | x                  |                  |              |                     |               |
| 4     | BIO40105-0  | Endless Forms: Evolution, Diversity & Biophilia | C                    |                   |        | x     |        |          |              | x         |                  |                   |                    |                  |              |                     |               |



|   |                 |                                                              |   |  |    |  |  |   |  |   |  |  |  |  |   |  |   |
|---|-----------------|--------------------------------------------------------------|---|--|----|--|--|---|--|---|--|--|--|--|---|--|---|
| 5 | PET51<br>01-20  | Ecology<br>and<br>Nature                                     | O |  | x  |  |  |   |  | x |  |  |  |  |   |  |   |
| 5 | GEO5<br>107-20  | Geospati<br>al Skills<br>for<br>Professio<br>nal<br>Practice | O |  | 2x |  |  |   |  |   |  |  |  |  |   |  |   |
| 5 | EDU5<br>103-20  | Environ<br>ment and<br>Educatio<br>n                         | O |  |    |  |  |   |  | x |  |  |  |  | x |  |   |
| 5 | BIO50<br>01-20  | Biology<br>in<br>Society                                     | O |  |    |  |  |   |  |   |  |  |  |  | x |  | x |
| 5 | PUB51<br>03-20  | Science<br>Journalis<br>m and<br>Publishin<br>g              | O |  | x  |  |  |   |  | x |  |  |  |  |   |  |   |
| 5 | BIO50<br>06-20  | Environ<br>mental<br>Manage<br>ment                          | O |  | x  |  |  |   |  |   |  |  |  |  | x |  |   |
| 5 | PPY51<br>001-20 | Professio<br>nal<br>Placeme<br>nt Year                       | O |  |    |  |  | x |  | x |  |  |  |  |   |  |   |

|   |                |                                                                         |    |  |   |  |   |  |   |  |   |  |  |  |   |  |  |
|---|----------------|-------------------------------------------------------------------------|----|--|---|--|---|--|---|--|---|--|--|--|---|--|--|
| 6 | BIO60<br>09-20 | Dissertati<br>on<br>Planning<br>for<br>Wildlife<br>Conserva<br>tion     | C  |  |   |  | x |  |   |  |   |  |  |  | x |  |  |
| 6 | BIO60<br>10-20 | Dissertati<br>on<br>Publicati<br>on for<br>Wildlife<br>Conserva<br>tion | C  |  |   |  |   |  | x |  |   |  |  |  |   |  |  |
| 6 | BIO61<br>10-20 | Wildlife<br>Conserva<br>tion<br>Field<br>Course                         | R* |  | x |  |   |  |   |  | x |  |  |  |   |  |  |
| 6 | BIO60<br>02-20 | Environ<br>mental<br>Practice                                           | O  |  | x |  |   |  |   |  |   |  |  |  | x |  |  |
| 6 | POL61<br>09-20 | Conserva<br>tion<br>Politics<br>in Africa                               | O  |  | x |  |   |  |   |  |   |  |  |  | x |  |  |
| 6 | BIO61<br>02-20 | Wildlife<br>Photogra<br>phy                                             | O  |  |   |  |   |  |   |  | x |  |  |  | x |  |  |

|   |                |                                                |    |   |   |   |  |   |  |   |   |   |   |  |   |  |  |
|---|----------------|------------------------------------------------|----|---|---|---|--|---|--|---|---|---|---|--|---|--|--|
| 6 | POL60<br>05-20 | Environ<br>mental<br>Politics                  | O  |   | x |   |  |   |  | x |   |   |   |  |   |  |  |
| 6 | BIO61<br>11-20 | Marine<br>Biology<br>and<br>Conserva<br>tion   | R* |   |   |   |  |   |  |   | x | x |   |  |   |  |  |
| 6 | BIO61<br>04-20 | Plants<br>and<br>People                        | O  |   |   | x |  |   |  |   |   |   |   |  | x |  |  |
| 6 | BIO61<br>03-20 | Animal<br>Behavior                             | O  | x |   |   |  | x |  |   |   |   |   |  |   |  |  |
| 6 | GEO6<br>108-20 | Extreme<br>Climates<br>and<br>Environ<br>ments |    |   |   |   |  |   |  |   |   |   | x |  | x |  |  |

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[5] C = Core; R = Required; R\* = Required\*; O = Optional