Programme Specification

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1	**KEY INFORMATION**	
2	Awarding Body	Askham Bryan College
3	Programme Title	Certificate of Higher Education in Wildlife and Environmental Conservation
4	Programme code/s	L4D326Y
5	Award Level	Certificate of Higher Education
6	6a) HECoS code	101318 Biodiversity Conservation
	6b) UCAS Code	D326
7	Mode(s) of study	Full Time or Part Time
8	Credits Studied each Year	Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) during the year. The part-time programme will be completed in three years and typically be no less than 50% of the standard module diet of the full-time version of the award.
9	Length of programme	The full-time programme will be completed in one year The part-time programme will be completed in two years
10	Maximum Duration of Study	The maximum duration of study for full-time and part-time students (including up to one year postponement of studies) will be three years and four years respectively.
11	Where will the teaching take place?	Askham Bryan College (York)
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	None
13	USP & Programme Context	The natural environment is facing unprecedented challenges, including biodiversity loss, habitat fragmentation, climate change and increasing pressures on natural resources. As a result, there is growing demand for individuals with the knowledge, practical skills and environmental awareness required to support conservation, habitat restoration and sustainable land management. The CertHE Wildlife and Environmental Conservation has been designed to provide students with a broad introduction to the scientific, practical and organisational principles that underpin contemporary conservation practice. Based at University Centre Askham Bryan, students benefit from a unique learning environment that combines academic study with extensive opportunities for practical fieldwork. The College's 200-acre estate, licensed wildlife park, specialist laboratories and access to a diverse range of habitats provide an exceptional setting in which to develop ecological survey, species identification, habitat management and environmental

		monitoring skills. Students also gain experience using industry-relevant digital tools, including GIS technologies, supporting the development of modern conservation skill sets. The programme introduces students to ecology, wildlife conservation, environmental sustainability and human impacts on ecosystems through modules such as *Diversity of Life*, *Conservation and Wildlife Management*, *Ecological Conservation Skills* and *Anthroecology*. Students develop practical competence, scientific understanding and professional behaviours that prepare them for progression to higher levels of study or entry-level roles within the conservation and environmental sector. The programme's distinctive combination of specialist facilities, practical field-based learning and access to both a licensed wildlife park and extensive college estate provides students with authentic conservation experiences from the outset of their studies. Through strong links to local habitats and conservation practice, students develop the knowledge, skills and confidence needed to contribute to environmental management and wildlife conservation in a rapidly changing world.
14	Aims of the programme	The CertHE Wildlife and Environmental Conservation is designed to provide students with a broad foundation of knowledge, understanding and practical skills that support progression within the wildlife, conservation and environmental sectors, as well as further study. The programme develops students' understanding of the scientific, practical and organisational principles that underpin contemporary conservation and environmental management, enabling them to apply this knowledge in a range of professional and field-based contexts. The programme introduces students to key concepts in ecology, wildlife conservation, habitat management, environmental sustainability and conservation practice. Through the development of practical field skills, academic study and professional behaviours, students gain the knowledge and confidence required to contribute effectively to conservation and environmental management activities and to respond to the challenges facing natural ecosystems and biodiversity. **GENERIC AIMS** All CertHE awards aim to: 1. Develop students' knowledge and understanding of key concepts, principles and practices relevant to their chosen subject area and developing vocational interests. 2. Develop students' intellectual and academic skills, enabling them to gather, interpret and evaluate information, recognise relationships between concepts and apply knowledge within familiar contexts.

		3. Develop students' personal effectiveness and employability, particularly their ability to communicate effectively, work collaboratively, solve problems and take responsibility for their own learning. 4. Develop the academic and professional skills required for progression to further study, career development and lifelong learning. 5. Promote an awareness of the environmental, ethical, social and economic impacts of professional activities and encourage responsible and sustainable practice. 6. Provide an engaging, supportive and stimulating educational experience that fosters confidence, curiosity and personal development. **AWARD-SPECIFIC AIMS** The CertHE Wildlife and Environmental Conservation aims to: 1. Develop students' knowledge and understanding of the fundamental principles of wildlife conservation, ecology and environmental management. 2. Develop practical field and laboratory skills relevant to conservation and environmental management and enable students to apply these skills safely and effectively in a range of contexts. 3. Enable students to apply scientific knowledge and established conservation principles to familiar wildlife and environmental management situations. 4. Introduce students to the organisational, economic and policy factors that influence conservation projects and environmental management practices. 5. Develop students' ability to identify and address commonly encountered issues within conservation and environmental management using appropriate evidence and established approaches. 6. Develop students' awareness of the environmental, legislative, ethical and societal factors that influence the management of species, habitats and ecosystems. 7. Introduce students to academic enquiry and research skills, enabling them to locate, interpret and communicate information relevant to wildlife conservation and environmental management. 8. Prepare students for employment and further study through the development of professional behaviours, reflective practice and an understanding of career opportunities within the conservation and environmental sector.
REFERENCE POINTS WHICH HAVE INFORMED THE PROGRAMME		
15a	QAA subject benchmark statements	Earth Sciences, Environmental Sciences and Environmental Studies (2022) Biosciences (2023)

		Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (2024)
15b	QAA Frameworks for Higher Education Qualifications	The most up-to-date version is the March 2026 Subject Benchmark Statements (qaa.ac.uk) We also are working within the UK Quality Code for Higher Education https://www.qaa.ac.uk/quality-code
15c	Requirements of any Professional, Statutory and Regulatory Bodies (PSRB)	None
16	Inclusivity, access and student support	We are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation). All programmes seek to promote equality of opportunity by ensuring fair access, application, and progression opportunities for all students who meet the admissions criteria. All students across this programme, regardless of race, religion, background, sex, sexual orientation, disability or age, will be treated equally and provided with equality of opportunities throughout the course. Those with additional needs or requiring extra support will be provided with the means, resources and guidance to assist in their success. An alternative assessment may be available where necessary in line with reasonable adjustments policy and procedure.
17a	Link to The Digital Vision	Programme will be predominantly face-to-face teaching as is needed for a practical skills-based degree. Some of the more theory-based modules may take on a blended approach to teaching. ArcGIS software is at the forefront of the industry and therefore will be embedded throughout the programme. This links directly to The Digital Vision of the college.
17b	Link to the Education for Sustainability goals	Education for Sustainability is embedded throughout the Cert HE Wildlife and Environmental Conservation programme through teaching, fieldwork and applied conservation practice. Students develop an understanding of sustainable ecosystem management, biodiversity protection and responsible use of natural resources. Practical fieldwork on the college estate and wildlife park allows students to apply sustainable habitat management and monitoring techniques. The programme also promotes the use of digital tools such as ArcGIS to support evidence-based environmental decision making. These learning experiences support several United Nations Sustainable Development Goals, particularly SDG 13 (Climate Action), SDG 14 (Life Below Water) and SDG 15

		(Life on Land), by preparing graduates to contribute to sustainable conservation and environmental management.
18	Regulatory exemptions	None
19	Are students subject to Fitness to Practise Regulations?	No

20	PROGRAMME OUTCOMES		
	Knowledge and Understanding		
	Students are expected to	**Which will be gained through the following teaching and learning methods,**	**and assessed using the following methods,**
	Have broad understanding of well-established theories, ideas and terminology associated with the conservation discipline	Lectures and seminars	Exams, essays, presentations, practicals, reports
	Identify strengths and weaknesses of the theories, ideas and terminology associated with the conservation discipline	Seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Identify and communicate principles and concepts in conservation, recognising competing perspectives.	Seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Undertake investigative strategies within a limited and defined range of methods.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Judge the reliability of data collected, recognising the limitations of the enquiry.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Collect information to inform a choice of solutions to standard problems in familiar context	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Describe a range of information, identifying alternative methods and techniques.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Demonstrate emerging independence, initiative and engagement with the wider learning community	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Develop own role in relation to specified and externally defined parameters	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports

	Undertake performance tasks in the conservation discipline that may be complex and non-routine, engaging in self-reflection	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Work effectively with others and recognise the factors that affect team performance.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Demonstrate awareness of ethical issues in the conservation, discipline discuss these in relation to personal beliefs and values.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Undertake a role within a team, contributing information and ideas	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the conservation discipline	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Explain the key drivers for business success, the external context and pressures on an organisation	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Demonstrate a creative and innovative approach in professional and academic contexts	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports

21	**PROGRAMME REQUIREMENTS**				
	Module Title	Credits	Level	Module Code	Effective from:
	Level 4 COMPULSORY MODULES:				
	Diversity of Life	40	4	AM4008	01/09/2027
	Conservation and Wildlife Management	20	4	AM4007	01/09/2027
	Ecological Conservation Skills	20	4	AM4009	01/09/2027
	Anthroecology	20	4	AM4003	01/09/2027
	Level 4 OPTIONAL MODULES: **Choose One**				
	Land Management and Ecosystem Sustainability	20	4	TBA	01/09/2027
	River and Ocean Systems	20	4	AM4015	01/09/2027
	Sum of credits available at this level	**120**			
	Qualification/s available upon completion of the modules above	Certificate of Higher Education in Wildlife and Environmental Conservation			
	Module Compensation Exclusions	Level 4 Modules: None			

22	**LEARNING, TEACHING AND ASSESSMENT DATA (N.B Undergraduate programmes only)**										
	Assessment Method (% split)						**Learning and Teaching (% split)**			**Delivery Method (% split)**	
	Programme year	Coursework	Practical	TCA's	Oral	Other	Scheduled	Independent	Placement	Face to Face	Online
	Level 4	*33%*	*13%*	*20%*	*30%*	*0%*	*24%*	*66%*	*10%*	*100%*	*0%*

PROGRAMME STRUCTURE	
Level 4	
SEMESTER 1	SEMESTER 2
DIVERSITY OF LIFE AM4008 40 CREDITS	
ANTHROECOLOGY AM4003 20 CREDITS	ECOLOGICAL CONSERVATION SKILLS AM4009 20 CREDITS
CONSERVATION AND WILDLIFE MANAGEMENT AM4007 20 CREDITS	*OPTIONAL Choose 1
	LAND MANAGEMENT AND ECOSYSTEM SUSTAINABILITY TBA 20 CREDITS
	RIVER AND OCEAN SYSTEMS AM4015 20 CREDITS

*We cannot guarantee placement on your preferred elective if the module does not meet the minimum enrolment requirements or is oversubscribed due to resource limitations.

PROGRAMME OUTCOME MAPPING

L4		PROGRAMME OUTCOMES	MODULES					
			Diversity of Life	Conservation and Wildlife Management	Ecological Conservation Skills	Anthroecology	Lane Management and Ecosystem Sustainability	River and Ocean Systems
			C	C	C	C	O	O
Knowledge and Understanding	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the environmental discipline	X	X	X	X	x	X
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the environmental discipline	X	X	X	X	x	X
Cognitive, Intellectual and Thinking	CIT1(4)	Identify and communicate principles and concepts in environmental conservation, recognising competing perspectives.	X	X	X	X	x	X
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.			X			X
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.			X			
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context			X	X		
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.	X		X	X		
	CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community			X	X		
Practical and Professional	PP1(4)	Develop own role in relation to specified and externally defined parameters		X				
	PP2(4)	Undertake performance tasks in the environmental discipline that may be complex and non-routine, engaging in self-reflection			X			
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.		X	X			
	PP4(4)	Demonstrate awareness of ethical issues in the environmental conservation, discipline discuss these in relation to personal beliefs and values.		X	X	X	x	X
Employability	E1(4)	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning	X	X	X	X	x	X
	E2(4)	Undertake a role within a team, contributing information and ideas		X	X		x	
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the environmental conservation discipline	X	X	X	X	x	X
	E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.		X	X			
	E5(4)	Explain the key drivers for business success, the external context and pressures on an organisation		X				
	E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts		X				
	E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity					x	

SUSTAINABLE EDUCATION MAPPING

	Diversity of Life	Conservation and Wildlife Management	Ecological Conservation Skills	Anthroecology	Land Management and Ecosystem Sustainability	River and Ocean Systems
No Poverty		x		x	x	
Zero Hunger		x		x	x	
Good Health and Wellbeing		x		x		
Quality Education						
Gender Equality						
Clean Water and Sanitation		x		x	x	x
Affordable and Clean Energy						
Decent Work and Economic Growth						
Industry Innovation and Infrastructure						
Reduced Inequalities						
Sustainable Cities and Communities		x		x	x	x
Responsible Consumption and Production		x		x	x	
Climate Action		x		x	x	x
Life below Water	x	x	x	x	x	x
Life on Land	x	x	x	x	x	
Peace Justice and Strong Institutions					x	
Partnerships for the Goals						

ENTRY AND PROGRESSION

ENTRY REQUIREMENTS

For admission to all courses, students must have achieved passes (Grade 4 or above, or equivalence) in a minimum of five GCSE subjects including English, Mathematics and Science or have passed a science-based Level 2 Diploma, in lieu of GCSE Science. Equivalent qualifications may be considered.

In addition, for admission onto Cert HE programmes, students must have achieved a pass grade in a minimum of one 'A2' level subject (or equivalent) or have successfully completed an Extended/Diploma or T-Level in a relevant subject area. Using the UCAS tariff system, a typical offer for admission to the Cert HE would be in the range of 64 points.

Students may be invited to attend an interview, and places will be subject to a satisfactory reference and may also require satisfactory completion of an assessment.

See HE student admissions policy and procedure for full information regarding admissions processes for home and international applicants.

Applications from mature students are welcomed. Applicants can apply for Accreditation and Recognition of Prior Learning (A/RPL) in line with the published Policy and Procedure.

Progression

Students wishing to apply for transfer onto Level 5 of the FdSc programme must have satisfied the requirements for progression in line with Askham Bryan College academic regulations.

Students may progress to Level 5 FdSc in Wildlife and Environmental Conservation following successful completion of the Cert HE Agriculture (120 credits at Level 4).

Transfer

Students can apply to the Level 5 of the FdSc programme and must have satisfied the requirements for transfer in line with Askham Bryan College academic regulations. Unless otherwise indicated in the programme specification, students can transfer all core module credits between programmes. Please see Student Transfer Guidance for more information.

Entry with Advanced Standing

The maximum credit that can normally be advanced for students wishing to enter with advanced standing from an Askham Bryan College award, or an award from another institution. Askham Bryan College awards which qualify for the maximum volume of advanced standing into this programme are listed as follows:

Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College academic regulations. No more than ⅔ credit for the award may be derived from APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

AWARDS

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

Askham Bryan College programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels from Levels 3 – 6, according to their intellectual challenge. Courses leading to specific awards may include core modules and optional modules from which students must select choices up to the number of credits required.

The minimum credit requirements needed to gain a final award are:

Award Certificate in Higher Education 120 Credits

- To qualify for the award of Certificate of Higher Education in Wildlife and Environmental Conservation students are required to achieve the Level 4 outcomes as stated in the programme outcomes.
- Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education.

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the Cert HE Wildlife and Environmental Conservation programme.

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Curriculum design

The programme begins by developing students' understanding of current principles and practices, equipping them with the skills to critically evaluate approaches within the sector. A key feature of the Askham Bryan College curriculum is the integration of work-based examples, enabling students to apply academic knowledge to real-world industry challenges.

Students are not required to complete work placement during the programme, but those who are considering future transfer to Level 5 should consider completing at some work placement hours during level 4. Recommended to discuss this with the relevant Course Manager.

The curriculum is designed to be relevant and engaging for both students and employers, informed by industry stakeholder feedback, student focus groups, and course team review to ensure it remains current and responsive to sector needs.

Learning and teaching methods

Teaching and learning methods are designed to develop knowledge, practical skills and critical thinking through a combination of experience and reflection. Delivery methods vary according to the subject matter of each module and include lectures, seminars, workshops, field trips, guest lectures, case studies and independent study. Practical skills are developed through activities on the college land, in laboratories and during field-based learning.

All students undertake a research project in the final year of the programme. As students' progress, there is an increasing emphasis on independent learning, supporting the development of autonomy and professional practice. Additional learning resources and support are provided through the College's Virtual Learning Environment (VLE), preparing students for further study and continuing professional development after graduation.

Transferable skills

The modules are designed to develop the knowledge, skills and attributes needed for academic success, career progression and lifelong learning. The programme incorporates opportunities to enhance communication, numeracy, digital literacy and personal development planning. Industry relevant case studies activities support the development of professional skills and workplace readiness. At higher levels, modules place greater emphasis on teamwork, independent learning, problem-solving and research skills, preparing students for employment and further study.

Assessment

Assessment is an integral part of the learning process and is designed to support the development and demonstration of knowledge, understanding and skills. Most modules are usually assessed through two assessment components, although this may vary. Module descriptors specify the weighting of assessments, which are typically split 50/50 or 25/75. Unless otherwise stated, the overall module mark is calculated using a weighted average, with no minimum threshold required for individual assessment components.

Assessment methods are varied and may include essays, reports, presentations, case studies, problem-solving assignments, practical activities, research projects and work placement tasks. Time-constrained assessments may include open-book or closed-book examinations, with both seen and unseen questions.

A range of subject-specific assessment approaches is used to develop practical and technical competence, including professional discussions, peer observation, case studies and practical assessments.

To support students' transition into higher education, some modules include early assessment submission points with feedback provided before the Christmas break. Where semester one modules include time-constrained assessments, these are typically scheduled towards the end of Semester 1.

DOCUMENT MANAGEMENT To be completed by UCAB Academic Services			
	Date completed/revised	07.07.2026	
	Approval Dates	HE Academic Board	Date:
	Final-check Sign Off	Head of Academic Services and Quality Assurance:	Date: