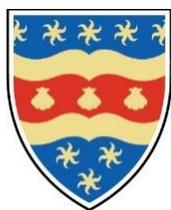




**Plymouth University**  
**Academic Partnerships**  
**CORNWALL COLLEGE (Newquay)**  
**Programme Quality Handbook**  
**FdSc Zoological Conservation**  
**Academic Year 2019-2020**



**UNIVERSITY OF  
PLYMOUTH**

*If you require any part of this Handbook in larger print, or an alternative format, please contact:*

HE Operations

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**Please note:**

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

# PROGRAMME SPECIFICATION



**Programme Title: FdSc Zoological Conservation**

**Internal Programme Code: FT 2714**

**Partner Delivering Institution: Cornwall College, Newquay**

**State Date: September 2019-20**

**First Award Date: July 2021-22**

**Date(s) of Revision(s) to this Document:**

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education<sup>1</sup>. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes<sup>2</sup>.

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<sup>1</sup>QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education:  
<http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf>, last accessed 28<sup>th</sup> July 2014 [n.b. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

<sup>2</sup> If required please contact Academic Partnerships Programme Administration for assistance.

## PS1. Programme Details

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site (s):</b>	Cornwall College, Newquay
<b>Accrediting Body:</b>	Plymouth University
<b>Language of Study:</b>	English
<b>Mode of Study:</b>	Full time (2 years)
<b>Final Award:</b>	FdSc
<b>Intermediate Award:</b>	Certificate of Higher Education (CertHE)
<b>Programme Title:</b>	Zoological Conservation
<b>UCAS Code:</b>	<b>C390</b>
<b>HECOS Code:</b>	100346, 100347, 100356
<b>Benchmarks:</b>	Biosciences benchmark
<b>Date of Programme Approval:</b>	2003

## PS2. Brief Description of the Programme

*This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (Approx. 200-250 words)*

The Foundation Degree has been developed by academic staff from Cornwall College in collaboration with staff at Newquay Zoo and others working in zoological conservation. The close partnership between Cornwall College and Newquay Zoo is unique, enabling students to gain access to the collection of exotic animals and first-hand experience of studying and working with them at all stage of the programme.

The Foundation Degree is highly contextualised, with site visits, field trips, and workshops given by conservation experts, integrated into the programme. This ensures that theory and practice are linked in a stimulating and relevant way.

## PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)

N/A

## PS4. Exceptions to Plymouth University Regulations

None

*Note: Plymouth University's Academic Regulations are available internally on the intranet:*

<https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm>

## PS5. Programme Aims

### This programme will deliver:

- A1: To offer an informative, intellectually stimulating coherent modular programme which is accessible to students with various entry qualification and which leads to an award appropriate to students' abilities and interests in zoological conservation.
- A2: To equip students with the academic qualifications, personal qualities and attitudes, and vocational skills and techniques, essential for a career in areas related to zoological conservation.
- A3: To provide students with the qualifications and learning skills required to continue their education to a full honours degree.
- A4: To provide students with transferable skills to level 2 of the SEEC descriptors, relevant to a wide range of jobs so that they can successfully compete in the marketplace for employment.
- A5: To provide exciting and inspirational learning opportunities for HE students, adjacent to Newquay Zoo and close to areas of outstanding natural beauty in Cornwall, so that the students can experience and learn about wildlife in captive and natural environment at first hand.
- A6: To raise students' awareness of the importance of developments in zoological conservation and their implications in human and global affairs.

## PS6. Programme Intended Learning Outcomes (ILO)

### By the end of this programme the student will be able to:

**ILO 1 Knowledge and critical understanding** - Of well-established principles of zoological conservation and the way in which those principles have developed;

- Knowledge of the main methods of enquiry in zoological conservation, and the ability to evaluate critically the appropriateness of different approaches to solving problems in zoological conservation and apply these in a work context;

**ILO2: Cognitive and intellectual skills** - Ability to apply underlying concepts and principles of zoological conservation outside the context in which they were first studied, and the application of those principles in a work context;

- An understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge in their studies of zoological conservation and in a work context;
- Use a range of techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their studies of zoological conservation and in a work context;

- Effectively communicate information, arguments and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques in the study of zoological conservation and in a work context;
- Undertake further training, develop existing skills, and acquire new competencies that will enable them to assume responsibility within organisations;
- Plan and execute research or development work on a zoological conservation topic, evaluate outcomes and draw valid conclusions;

**ILO3: Transferable skills** - Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.

- Demonstrate an understanding of the biological factors limiting the populations of animals;
- Demonstrate the basic principles and dynamics of ecology;
- Demonstrate an understanding of the ecology of both managed and unmanaged systems;
- Describe the policy and socioeconomic factors which form and influence zoological conservation;
- Understand how animal collections can be managed in the wild and in captivity;
- Recognise the ethical implications of zoological conservation and the needs and requirements of society;

**ILO4: Employment** - Apply their knowledge to a range of routine real-life situations;

- Demonstrate familiarity with a range of economic and business management theory and techniques;
- Demonstrate familiarity with relevant policy;
- Describe some features of the legal and ethical framework applicable to managing animals;
- Analyse and evaluate a range of specific scientific and technological processes;
- Describe the roles and responsibilities of regulatory and advisory bodies.
- Identify appropriate knowledge bases and theoretical perspectives

**ILO5: Practical** - Apply a range of methods to problem evaluation and amelioration.

- Communicate on a range of zoological issues illustrate and apply professional standards of responsibilities in relation to zoological conservation

## PS7. Distinctive Features

*This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:*

- Work-based learning opportunities at Newquay Zoo, National Marine Aquarium, RSPB and Cornwall Wildlife Trust
- Progress to Honours programme in Wildlife Conservation at the Plymouth University
- Opportunities to work individually and on collaborative and cross-disciplinary projects.
- The programme offered is inspirational, innovative and memorable, and will encourage creative thinking and the development of new ideas. You will be working in an expanding field where opportunities to develop new perspectives will be encouraged.
- Fieldwork and fieldtrip are a major component of course.
- Experienced, enthusiastic and friendly staff.
- Small group teaching.

## PS8. Student Numbers

*The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:*

*Minimum student numbers per stage = 12*

*Target student numbers per stage = 18*

*Maximum student numbers per stage = 30*

## PS9. Progression Route(s)

*Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.*

*This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.*

*Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.*

Providing that you achieve an overall mark of 40% in the Foundation Degree you will be able to progress on to the third year of the following:

- BSc (Hons) Applied Zoology (Top-Up Level 6) - at Newquay
- BSc (Hons) Animal Conservation Science (Final Year Level 6) - at Plymouth
- BSc (Hons) Environmental Resource Management (top-Up Level 6) – at Newquay
- BSc (Hons) Conservation Biology (Entry at Level 5) - at Plymouth

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

## PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<b>Level 2:</b> - <b>Key Skills requirement / Higher Level Diploma:</b> and/or - <b>GCSEs required at Grade C or above:</b>	Maths and English, Science at grade C or above– desirable
<b>Level 3: at least one of the following:</b> - <b>AS/A Levels</b> - <b>Advanced Level Diploma:</b> - <b>BTEC National Certificate/Diploma:</b> - <b>VDA: AGNVQ, AVCE, AVS:</b> - <b>Access to HE or Year 0 provision:</b> - <b>International Baccalaureate:</b> - <b>Irish / Scottish Highers / Advanced Highers:</b>	48 UCAS Tariff points from any combination of A-level/AS-level/ normally to include a science subject. Vocational A-level including at least one subject studied to A2-level. National Diploma with a profile of at least Pass Pass Pass (PPP); Advanced National Certificate – Credit overall Minimum of a pass in Advanced GNVQ in science at level 3 At least two "D" level passes from Scottish Higher or the Irish Higher Leaving Certificate.
<b>Work Experience:</b>	Assessed on application
<b>Other HE qualifications / non-standard awards or experiences:</b>	Assessed on application
<b>APEL / APCL<sup>3</sup> possibilities:</b>	Individuals may be considered for APCL or APEL in accordance with the academic regulations
<b>Interview / Portfolio requirements:</b>	Mature students would have to demonstrate at interview the necessary motivation, potential, experience and/or knowledge. Disabilities – the course welcomes applications from students with disabilities and is committed to its inclusive policy. In order to be more learner centred, the College requests that all applications be considered individually and in consultation with the Course Manager.
<b>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</b>	All students will require this check if they may be working with young people.

<sup>3</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

## **PS11. Academic Standards and Quality Enhancement**

*The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.*

*Elements of this process include engaging with stakeholders. For this definitive document it is important to define:*

### **Subject External Examiner(s):**

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

### **Additional stakeholders specific to this programme:**

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

## PS12. Programme Structure

<b>College:</b>	<b>Cornwall College, Newquay</b>	<b>Programme Title:</b>	<b>FdSc Zoological Conservation</b>
<b>Academic Year:</b>	<b>2019-2020</b>	<b>Mode of Attendance Course Duration:</b>	<b>Full Time Over 2 Years</b>
<b>Plymouth Programme Code:</b>	<b>2714</b>	<b>Total Credits:</b>	<b>120 Credits In Year 1 120 Credits In Year 2</b>

FHEQ level: FdSc Zoological Conservation For: Full Time (2714)				
F/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
<b>Stage 1, Year 1</b>				
Year 1	All	Core	20	CORN163 Animals and their Environment
Year1	All	Core	20	CORC1013 Personal and Employability Skills Development
Year1	All	Core	20	CORN115 Diversity, Classification and Evolution
Year1	All	Core	20	CORN171 Introduction to Zoology
Year1	All	Core	20	CORN154 Hygiene, Health and Welfare of Captive Animals
Year1	All	Core	20	ZOO6 Fieldwork
<b>Stage 2, Year 2</b>				
Year 2	All	Core	10	CORN218 Genetics for Conservation
Year 2	All	Core	10	CORN238 Conservation in Practice
Year 2	All	Core	10	CORN263 Primate Behaviour and Learning
Year 2	All	Core	20	CORN241 Vertebrate Zoology and Conservation
Year 2	All	Core	20	NQS219 Individual Research Project
Year 2	All	Core	10	CORN264 Disease and Disease Control
Year 2	All	Core	10	CORN260 Captive Diet and Feeding
<b>Stage 2 Optional Modules</b>				
Year 2	All	Optional	20	CORN213 Behavioural Ecology
Year 2	All	Optional	10	CORN202 Aquaria and Conservation of Aquatic Organisms
Year 2	All	Optional	20	CORN270 Marine Vertebrate Biology and Conservation
Year 2	All	Optional	10	CORN265 Insect Biology and Conservation

## PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

*Developing graduate attributed and skills, at any level of HE , is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.*

*Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:*

FHEQ level: FdSc Zoological Conservation Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p><b>Knowledge / Understanding:</b> Foundation degree benchmark 42 Biosciences:</p> <ul style="list-style-type: none"> <li>• Generic standards (threshold 3)</li> <li>• Molecular aspects of Biology (threshold 5 &amp; 8)</li> <li>• Organisms (threshold 2,6,7 &amp;8)</li> <li>• Ecology &amp; Environmental Biology (threshold 7)</li> </ul> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Lectures and tutorials.</li> <li>• Classroom discussions.</li> </ul>	<p><i>c, d</i></p> <p><i>a, d</i></p> <p><i>d</i></p>	<p>1-5, 7-13</p>	<p>Key knowledge and understanding is assessed via a combination of multiple choice tests, examinations, essays, presentations and seminar performances</p>	<p>CORN171,</p>

FHEQ level: FdSc Zoological Conservation Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<ul style="list-style-type: none"> <li>• Knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed</li> <li>• Have an understanding of the explanation of biological phenomena at a variety of levels (from molecular to ecological systems) and be able to explain how evolutionary theory is relevant to their area of study;</li> <li>• Know and understand the structure and function of various types of cells in unicellular and multicellular organisms, the structure and function of cell membranes, cell differentiation</li> <li>• Have knowledge of enzyme structure and function and of some of the most important mechanisms controlling the action of enzymes and other proteins</li> <li>• Describe basic organism structure and diversity;</li> <li>• Describe mechanisms for the life processes and appreciate how the physiology of an organism fits it for its environment;</li> <li>• Describe how organisms are classified and identified;</li> <li>• Appreciate the interactions of organisms with each other and the environment;</li> <li>• Appreciate the importance of the 'behaviour' of the organisms studied</li> </ul>	<ul style="list-style-type: none"> <li>• Student seminars.</li> <li>• Fieldwork exercises.</li> <li>• Laboratory practical exercises.</li> <li>• Self-directed study.</li> <li>• Research activities.</li> <li>• Learning from work experience</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Case studies.</li> <li>• Problem solving exercises</li> </ul>				

FHEQ level: FdSc Zoological Conservation Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<ul style="list-style-type: none"> <li>Demonstrate awareness of human interactions with natural populations and ecosystems, including habitat modification, pollution, exploitation and conservation</li> </ul>					
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b>            K and U is developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Zoological Conservation sector.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>Biosciences (generic standards – threshold 2, good, 5)            Communication, media, film and cultural studies (5.2 &amp; 4.1.1)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>Be able to construct reasoned arguments to support their position on the ethical and social impact of advances in the biosciences;</li> <li>Have ability in a range of practical bioscience techniques including data collection, analysis and interpretation of those data, and testing of hypotheses</li> <li>Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Class exercises</li> <li>Tutorial/seminar discussions</li> <li>Feedback via coursework assessment process (essays etc.)</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>Policy and practice analysis in surgeries</li> <li>Computer-based practicals on data and measurement problems</li> </ul>	<p>e</p> <p>e</p> <p>e</p> <p>c</p> <p>e</p>	<p>ALL</p>	<p>Assessed discussions            Essays/projects/dissertations            Examinations/tests            Coursework/group work on practical application questions            Student presentations</p>	<p>ALL MODULES</p> <p>CORN171,            ZOO6</p> <p>ALL MODULES</p> <p>ALL MODULES</p>

FHEQ level: FdSc Zoological Conservation Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
written, oral or in other forms; Abstract analysis and synthesis					
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>            Cognitive and intellectual skills are continually developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Having to think, write and communicate at this level requires students to develop these skills. These are integral skills that are developed over time through class activities, development of professional practice and writing essays.</p>					
<p><b>Key Transferable Skills:</b></p> <p>Biosciences (Generic standards –good, 1&amp;6)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Have the ability to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary</li> <li>• Be able to access and evaluate bioscience information from a variety of sources and to communicate the principles both orally and in writing (e.g. essays, laboratory reports) in a way that is well-organised, topical and recognises the limits of current hypotheses;</li> <li>• Be able to apply relevant advanced numerical skills (including statistical analysis where appropriate) to biological data;</li> <li>• Have a well-developed ability to interpret graphical and tabular presentation of data,</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Library and other research exercises</li> <li>• Group work awareness and practice</li> <li>• Computer-based learning and assessment</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Class and seminar interactions and feedback</li> </ul>	<p>c , h</p> <p>c, e</p> <p>d, h</p> <p>d, h</p>	<p>ALL</p>	<p>Coursework of all types            Examination preparation and completion            Assessed discussions            Group work assessments</p>	<p>CORN171,            ZOO6,            CORN115</p> <p>ZOO6</p>

FHEQ level: FdSc Zoological Conservation Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>and collect, use and interpret numerical data as appropriate</p> <ul style="list-style-type: none"> <li>• The ability to reflect on their own value system</li> <li>• The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject</li> </ul>					
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Key transferable skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Zoological Conservation sector. Students have opportunities on the programme to develop effective communication skills through activities that require them to work in groups, to feedback individual research projects and to write and present work to a high literary standard and the latest presentation IT formats.</p>					
<p><b>Employment Related Skills:</b></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</li> <li>• Undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Class exercises</li> <li>• Tutorial/seminar discussions</li> <li>• Feedback via coursework assessment process (essays etc.)</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Case studies.</li> <li>• Problem solving exercises</li> </ul>	e, f	1-3, 4-8	Project work Competence in a range of business-related communication techniques	ZOO6, CORN117, CORC1013

FHEQ level: FdSc Zoological Conservation Level 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  Employability related skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies, works and taught sessions. Learning material is up to date and reflects the professionalism of the Conservation and Countryside Management sector. . Many assignments/projects require students to complete observations, pieces and apply theory to practice. These activities make a clear link between academic theoretical learning and that of practice.</p>					
<p><b>Practical Skills:</b>  <b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>Communicating appropriately to a variety of audiences in written, verbal and graphical forms.</li> <li>Be competent users of ICT in their study and other appropriate situations</li> <li>Undertaking field and laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, and sensitivity to the impact of investigations on the environment and stakeholders</li> <li>Referencing work in an appropriate manner.</li> <li>The ability to produce work which demonstrates the effective manipulation of sound, image and/or the written word;</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Class exercises</li> <li>Tutorial/seminar discussions</li> <li>Feedback via coursework assessment process (essays etc.)</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>Case studies.</li> <li>Problem solving exercises</li> </ul>	<p>c, h</p> <p>d, f, h</p> <p>f</p>	<p>2, 5-7, 9,</p>	<p>Project work  Competence in a range of business-related communication techniques</p>	<p>ZOO6</p> <p>NQS219</p>
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  Practical skills are developed through a range of different learning opportunities and assessment tasks. Many assignments require students to complete projects, and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional Zoological Conservation Management.</p>					

FHEQ level: FdSc Zoological Conservation Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p><b>Knowledge / Understanding:</b>            Knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject(s) and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. They will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed</li> <li>• Engagement with the essential facts, major concepts, principles and theories associated with the chosen discipline. Knowledge of the processes and mechanisms that have shaped the natural world in terms, for example, of the spread of time from the geological to the present and of complexity from the environmental to the cellular. The influence on</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Lectures and tutorials.</li> <li>• Classroom discussions.</li> <li>• Student seminars.</li> <li>• Fieldwork exercises.</li> <li>• Laboratory practical exercises.</li> <li>• Self-directed study.</li> <li>• Research activities.</li> <li>• Learning from work experience</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Case studies.</li> <li>• Problem solving exercises</li> </ul>	<p><i>c, d</i></p> <p><i>a, d</i></p> <p><i>d</i></p>	<p>1-5, 7-13</p>	<p>Key knowledge and understanding is assessed via a combination of multiple choice tests, examinations, essays, presentations and seminar performances</p>	<p>CORN171</p>

FHEQ level: FdSc Zoological Conservation Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>living systems of human activities (and the converse) could also be considered;</p> <ul style="list-style-type: none"> <li>Familiarity with the terminology, nomenclature and classification systems as appropriate;</li> </ul>					
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b>            K and U is developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Zoological Conservation sector.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>Biosciences (generic standards – threshold 2, good, 5)            Communication, media, film and cultural studies (5.2 &amp; 4.1.1)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study</li> <li>Analysing, synthesising and summarising information critically, including published research or reports;</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Class exercises</li> <li>Tutorial/seminar discussions</li> <li>Feedback via coursework assessment process (essays etc.)</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>Policy and practice analysis in surgeries</li> <li>Computer-based practicals on data and measurement problems</li> </ul>	<p>e</p> <p>e</p> <p>e</p> <p>c</p> <p>e</p>	<p>ALL</p>	<p>Assessed discussions            Essays/projects/dissertations            Examinations/tests            Coursework/group work on practical application questions            Student presentations</p>	<p>ALL MODULES</p>

FHEQ level: FdSc Zoological Conservation Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<ul style="list-style-type: none"> <li>Obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses;</li> <li>Applying subject knowledge and understanding to address familiar and unfamiliar problems;</li> <li>Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms; Abstract analysis and synthesis</li> <li>The ability to engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use;</li> </ul>					
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  Cognitive and intellectual skills are continually developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Having to think, write and communicate at this level requires students to develop these skills. These are integral skills that are developed over time through class activities, development of professional practice and writing essays.</p>					
<p><b>Key Transferable Skills:</b></p> <p>Biosciences (Generic standards –good, 1&amp;6)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Library and other research exercises</li> </ul>	c, h	ALL	<p>Coursework of all types  Examination preparation and completion  Assessed discussions</p>	ALL MODULES

FHEQ level: FdSc Zoological Conservation Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<ul style="list-style-type: none"> <li>Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</li> <li>Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</li> <li>Have the ability to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary</li> <li>Be able to access and evaluate bioscience information from a variety of sources and to communicate the principles both orally and in writing (e.g., essays, laboratory reports) in a way that is well-organised, topical and recognises the limits of current hypotheses;</li> <li>Be able to apply relevant advanced numerical skills (including statistical analysis where appropriate) to biological data;</li> <li>Have a well-developed ability to interpret graphical and tabular presentation of data, and collect, use and interpret numerical data as appropriate</li> <li>The ability to reflect on their own value system</li> <li>The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject</li> </ul>	<ul style="list-style-type: none"> <li>Group work awareness and practice</li> <li>Computer-based learning and assessment</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>Class and seminar interactions and feedback</li> </ul>	<p>c, e</p> <p>d, h</p> <p>d, h</p>		Group work assessments	NQS204
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Key transferable skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Zoological Conservation sector. Students have opportunities on the programme to develop effective</p>					

FHEQ level: FdSc Zoological Conservation Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
communication skills through activities that require them to work in groups, to feedback individual research projects and to write and present work to a high literary standard and the latest presentation IT formats.					
<p><b>Employment Related Skills:</b></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>Qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</li> <li>Undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Class exercises</li> <li>Tutorial/seminar discussions</li> <li>Feedback via coursework assessment process (essays etc.)</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>Case studies.</li> <li>Problem solving exercises</li> </ul>	e, f	1-3, 4-8	Project work Competence in a range of business-related communication techniques	
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Employability related skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies, works and taught sessions. Learning material is up to date and reflects the professionalism of the Conservation and Countryside Management sector. . Many assignments/projects require students to complete observations, pieces and apply theory to practice. These activities make a clear link between academic theoretical learning and that of practice.</p>					
<p><b>Practical Skills:</b></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>Communicating appropriately to a variety of audiences in written, verbal and graphical forms.</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Class exercises</li> <li>Tutorial/seminar discussions</li> <li>Feedback via coursework assessment process (essays etc.)</li> </ul>	c, h  d, f, h	2, 5-7, 9,	Project work Competence in a range of business-related communication techniques	

FHEQ level: FdSc Zoological Conservation Level 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<ul style="list-style-type: none"> <li>• Be competent users of ICT in their study and other appropriate situations</li> <li>• Undertaking field and laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, and sensitivity to the impact of investigations on the environment and stakeholders</li> <li>• Referencing work in an appropriate manner.</li> <li>• The ability to produce work which demonstrates the effective manipulation of sound, image and/or the written word;</li> </ul>	<p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Case studies.</li> <li>• Problem solving exercises</li> </ul>	f			NQS219
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>            Practical skills are developed through a range of different learning opportunities and assessment tasks. Many assignments require students to complete projects, and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional Zoological Conservation Management.</p>					

## PS14. Work Based/ Related Learning

*WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:*

FHEQ level: Level 4 and 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Professional development planning is at the core of the curriculum, as students work towards developing their individual professional identity. complimented by seminars specific to the creative industries, that focus them on their professional identity. building upon this knowledge in relation to practice.	Throughout programme	Level 5	<ul style="list-style-type: none"> <li>External factors which influence work in this field.</li> <li>Capacity for logical thinking</li> <li>Developing ability to make and defend judgements.</li> <li>Function effectively as a member of a team and contribute to an organisation</li> <li>Improved effectiveness in the workplace</li> <li>Develop an interest in lifelong learning &amp; personal development.</li> <li>Demonstrate competencies associated with key functions in this area.</li> </ul>	Key knowledge and understanding is assessed via a combination of : Essays/projects/dissertations Examinations/tests Coursework/group work on practical application questions Reflective assignments	All core modules
<p><b>An explanation of this map:</b> Work Based Learning is embedded throughout level 6 of this programme. Assignments require students to complete observations, reflect on practice and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional Conservation and Countryside Management..</p>					