



University of Plymouth
Academic Partnerships
CORNWALL COLLEGE
Programme Specification
FdSc Conservation & Ecology
Academic Year 2020-2021



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Please note:

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

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PROGRAMME SPECIFICATION

Programme Title: FdSc Conservation and Ecology

Internal Programme Code: FT 5309 PT 5310

Partner Delivering Institution: Cornwall College, Newquay

Start Date: 2019-2020

First Award Date: Full Time (July 2022), Part Time (2023)

Date(s) of Revision(s) to this Document: 20 May 19

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PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Cornwall College, Newquay
Accrediting Body:	University of Plymouth
Language of Study:	English
Mode of Study:	Full time (2 years) and Part time (3 years)
Final Award:	FdSc
Intermediate Award:	Certificate of Higher Education (CertHE)
Programme Title:	Conservation and Ecology
UCAS Code:	C180
HECOs Code:	100468/100469
Benchmarks:	The academic standards of the programme are set and maintained with reference to the FHEQ and the programme aligns with the defining characteristics of the QAA Foundation Degree Qualification Benchmark. The programme has also been written utilising the QAA Subject Benchmark statement covering Earth Sciences, Environmental sciences and environmental studies (2014). The management and delivery of the programme is in accordance with the precepts of the QAA Code of Practice.
Date of Programme Approval:	April 2008

PS2. Brief Description of the Programme

The aim of the FdSc Conservation and Ecology is to develop student's theoretical and scientific knowledge along with their practical skills to a level where employment within the conservation industry is a realistic option.

The course specialises in the areas of knowledge students will need to be able to survey / manage organisms and habitats. Graduates will have an understanding of the variety and conflicting demands placed on the natural environment by biodiversity conservation objectives, agriculture, industry, leisure and other human activities. A variety of teaching methods are used including fieldwork, lectures, laboratory work and workshops.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>)

N/A

PS5. Programme Aims

This programme will deliver:

- a. An enthusiasm for learning, in general, and biological science, natural history and education, in particular.
- b. An understanding of the political, economic and sociological context of wildlife science and conservation, wildlife education, public relations and the media.
- c. The ability to communicate effectively in a range of contexts relating to wildlife science and conservation, and be confident in using a range of media.
- d. Knowledge, understanding and skills in fundamental biology, wildlife science and conservation, wildlife education, public relations and the media.
- e. The ability to critically think about, assess and evaluate scientific issues.
- f. The ability to become autonomous learners equipped to cope with third year degree studies.
- g. The ability to identify and plan for suitable careers and be effective at applying for employment.
- h. The wider skills needed to be successful in employment in a formal or informal educational role.

PS6. Programme Intended Learning Outcomes (ILO)

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

1. Demonstrate a knowledge of the fundamentals of biological science.
2. Demonstrate an understanding of the political, economic and sociological context of wildlife-related education and conservation.
3. Communicate using a range of media on issues relating to science and natural history.
4. Initiate and undertake critical analysis of scientific evidence and to communicate scientific information effectively to different target audiences
5. Function as autonomous learners equipped to cope with third year degree studies.

6. Plan for suitable careers and be effective at applying for employment.
7. Demonstrate the wider skills needed to be successful in employment in a formal or informal educational role.
8. Evaluate evidence, arguments and assumptions, to reach sound judgements, and to propose solutions to problems arising from their evaluations and judgements.

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:

The programme is intended to develop:

- a. An enthusiasm for learning, in general, and biological science, natural history and education, in particular.
- b. An understanding of the political, economic and sociological context of wildlife science and conservation, wildlife education, public relations and the media.
- c. The ability to communicate effectively in a range of contexts relating to wildlife science and conservation, and be confident in using a range of media.
- d. Knowledge, understanding and skills in fundamental biology, wildlife science and conservation, wildlife education, public relations and the media.
- e. The ability to critically think about, assess and evaluate scientific issues.
- f. The ability to become autonomous learners equipped to cope with third year degree studies.
- g. The ability to identify and plan for suitable careers and be effective at applying for employment.

The wider skills needed to be successful in employment in a formal or informal educational role.

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 = 5

Target student numbers per stage =15

Maximum student numbers per stage =25

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.

- BSc (Hons) Applied Zoology (Top-up) - Cornwall College Newquay (Level 6)
- BSc (Hons) Environmental Resource Management (Top-up) – Cornwall College Newquay (Level 6)
- BSc (Hons) Animal Conservation Science – University of Plymouth (Final Yr Level 6)
- BSc (Hons) Biosciences (Top-Up) – University of Plymouth (Level 6)

Your Programme Manager has the support of an Academic Liaison Person (ALP) with questions regarding to progression to programmes at the University of Plymouth.

Progression routes are correct at the time of publication but they may be subsequently amended.

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

PS10. Admissions Criteria

Entry Criteria (Qualifications)	Details
Functional Skills	L2 Literacy and L2 Numeracy
GCSE (or equivalent)	Minimum of Grade C/grade 4 in Maths, English Language and Science (if science based programme)
A/AS Levels	48 UCAS tariff points to include at least 32 points from A2 level in relevant subjects
BTEC National Diploma/Extended Diploma/L3 Diploma	48 UCAS tariff points – in a relevant subject
BTEC 90 Credit Diploma/Subsidiary Diploma*	As above in a relevant subject and considered only with combination of other relevant level 3 qualifications
City & Guilds (land based) Extended Diploma/ Advanced Technical Extended Diploma	48 UCAS tariff points – in a relevant subject
City & Guilds (land based) L3 Diploma/ Subsidiary Diploma/90 Credit Diploma*	
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in a relevant subject
International Baccalaureate	24 points
Scottish/Irish	48 UCAS tariff points to include at least 32 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	APL will be considered as per University of Plymouth Regulations and on an individual basis
Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	Students who will be carrying out work experience where they will be in contact with young people under 18 or vulnerable adults must be in receipt of an enhanced DBS. There will be a charge that will be paid by the student and application needs to be completed prior to the placement.
Capability statement	The College is very supportive of students with disabilities, and year-on-year we are making adjustments to assist these students throughout their studies. On notification of any registered disability or need for learning support, the Admissions Officer will notify the Programme Manager and Student Services to ensure that applicants are aware of the support available. Student Services will contact students about how to apply for support and guide them through the process to ensure that support is in place at the start

Entry Criteria (Qualifications)	Details
	<p>of the academic year. The Programme Manager should check prior to commencement of the programme and ensure that appropriate adjustments are undertaken. Completing this programme does require a level of physical fitness and mobility. Where either the College or the applicant are unsure, TCCG will institute the 'Fitness to Study' procedure in line with University Regulations.</p>

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):

A selection of marked work will be made available to the External Examiner (EE) about halfway through the year. The EE will also have a talk, usually via Skype with all students.

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

College	Cornwall College, Newquay	Programme Title	FdSc Conservation and Ecology
Academic Year	2020-2021	Mode of Attendance	2 Yr Full Time
Plymouth Programme Code	5309	Course Duration	
		Total Credits	Level 4 120 Level 5 120 (total 240)

FHEQ level: 4 & 5 FdSc Conservation and Ecology For: Full Time (5309)				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
FHEQ Level: 4 FdSc Conservation and Ecology				
1	AY	Core	20	CORN128 Ecology of Aquatic Systems
1	AY	Core	20	CORN1005 Key Professional Skills
1	AY	Core	20	CORN181 The British Countryside
1	AY	Core	20	CORN1002 Diversity, Classification and Evolution
1	AY	Core	20	CORN163 Animals & Their Environment
1	AY	Core	20	CORN1001 Field Survey Techniques
FHEQ Level: 5 FdSc Conservation and Ecology				
2	AY	Core	20	NQS219 Individual Research Project
2	AY	Core	20	CORN2022 Zoological Conservation in Practice
2	AY	Core	20	CORN2020 Habitat Survey & GIS
2	AY	Core	20	CORN273 Population Genetics & Community Ecology
Students must choose one from each of the following pairs of optional modules:				
2	AY	Optional	20	CORN2021 Invertebrate Ecology & Survey
2	AY	Optional	20	CORN290 Fish Ecology
2	AY	Optional	20	CORN2016 Global Conservation Issues
2	AY	Optional	20	CORN2019 Ecology Survey & Management of Mammals & Herptiles

College	Cornwall College, Newquay	Programme Title	FdSc Conservation and Ecology
Academic Year	2020-2021	Mode of Attendance	3 Yr Part Time
Plymouth Programme Code	5310	Course Duration	
		Total Credits	Level 4 120 Level 5 120 (total 240) Y1 (80), Yr 2 (80), Yr 3 (80)

FHEQ level: 4 & 5 FdSc Conservation and Ecology For: Part Time (5310)				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
Year 1 – Stage 1 (Level 4 80 credits)				
1	AY	Core	20	CORN1005 Key Professional Skills
1	AY	Core	20	CORN1002 Diversity, Classification and Evolution
1	AY	Core	20	CORN163 Animals & Their Environments
1	AY	Core	20	CORN1001 Field Survey Techniques
Year 2 – Stage 1 and 2 (Level 4 & 5 80 credits)				
2	AY	Core	20	CORN181 The British Countryside
2	AY	Core	20	CORN128 Ecology of Aquatic Systems
2	AY	Core	20	CORN2020 Habitat Survey & GIS
2	AY	Optional	20	CORN273 Population Genetics & Community Ecology
Year 3 – Stage 2 (Level 5 80 credits)				
3	AY	Core	20	NQS219 Individual Research Project
3	AY	Core	20	CORN2022 Zoological Conservation in Practice
3	AY	Optional	20	CORN2021 Invertebrate Ecology & Survey
3	AY	Optional	20	CORN2016 Global Conservation Issues
3	AY	Optional	20	CORN290 Fish Ecology
3	AY	Optional	20	CORN2019 Ecology Survey & Management of Mammals and Herpetiles

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:

FdSc Conservation and Ecology levels 4 & 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 <u>Core</u> Modules
<p>Knowledge / Understanding: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): Foundation degree benchmark 42 Biosciences: ~ Generic standards (threshold 3) ~ Molecular aspects of Biology (threshold 5 & 8) ~ Organisms (threshold 2,6,7 &8) ~ Ecology & Environmental Biology (threshold 7)</p> <p><i>By the end of this level of this programme the students will be able to demonstrate knowledge of the underlying concepts and principles associated with the their area(s) of study and an ability to evaluate and interpret these within the context of those areas of study</i></p> <p><i>A threshold pass:</i></p>	<p>Primary</p> <ul style="list-style-type: none"> Lectures and tutorials Laboratory practical and fieldwork Learning from work experience Workshops with partner organisations <p>Secondary</p> <ul style="list-style-type: none"> Visits to nature reserves and relevant science/ natural history education venues Case studies Directed independent study Problem-solving exercises 	a,b,c,d,e	1,2,3,4,5,7	Examinations Reports Log books Group and individual presentations	CORN1005 Key Professional Skills CORN1001 Field Survey Techniques CORN1002: Diversity, Classification and Evolution CORN163 Animal and their Environment CORN181: The British Countryside

<ul style="list-style-type: none"> • knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed • 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 • 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 • describe basic organism structure and diversity • describe mechanisms for the life processes and appreciate how the physiology of an organism fits it for its environment • describe how organisms are classified and identified • appreciate the interactions of organisms with each other and the environment • appreciate the importance of the 'behaviour' of the organisms studied • demonstrate awareness of human interactions with natural populations and ecosystems, including habitat modification, pollution, exploitation and conservation 					<p>NQS219: Individual Research Project</p> <p>CORN2020: Habitat Survey & GIS</p> <p>CORN2022 Zoological Conservation in Practice</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: The learner has demonstrated a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology and can demonstrate awareness of ethical issues associated with the subject.</p>					
<p>Cognitive and Intellectual Skills: A threshold pass:</p> <ul style="list-style-type: none"> • construct reasoned arguments to support their position on the ethical and social impact of advances in the biosciences 	<p>Primary</p> <ul style="list-style-type: none"> • Class exercises • Tutorial/seminar discussions 	<p>a,b,c,d,e</p>	<p>1,2,3,4,5,7</p>	<p>Assessed discussions</p> <p>Essays/projects/d issertations</p>	<p>CORN1005 Key Professional Skills</p>

<ul style="list-style-type: none"> • have ability in a range of practical bioscience techniques including data collection, analysis and interpretation of those data, and testing of hypotheses • 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 <p>Understanding of subject-specific theories, paradigms, concepts and principles and some understanding of more specialised areas.</p>	<ul style="list-style-type: none"> • Feedback via coursework assessment process (essays etc) <p>Secondary For example:</p> <ul style="list-style-type: none"> • Policy and practice analysis in surgeries • Computer-based practicals on data and measurement problems 			<p>Examinations/ tests</p> <p>Coursework/ groupwork on practical application questions</p>	<p>CORN1002: Diversity, Classification and Evolution</p> <p>CORN163 Animals & Their Environments</p> <p>CORN128: Ecology of Aquatic Systems</p> <p>NQS219: Individual Research Project</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>The learner has demonstrated the ability to analyse with guidance given classifications/guidance, can collect and categorise ideas and information in a predictable and standard format, can evaluate the reliability of data using defined techniques and/or tutor guidance and can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues.</p>					
<p>Key Transferable Skills: <i>A threshold pass:</i></p> <ul style="list-style-type: none"> • interact effectively within a team / learning group, manage learning using resources for the discipline communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using ICT) • take responsibility for own learning with minimum direction • manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies. • have the ability to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary • be able to access and evaluate bioscience information from a variety of sources and to 	<p>Primary: Lectures, tutorials, guided study</p> <p>Secondary/Supplementary: Guided practical and laboratory experience.</p> <p>Guided field work Group work presentations.</p>	<p>a,b,c,d,e</p>	<p>1,2,3,4,5,7</p>	<p>Coursework of all types</p> <p>Examination preparation and completion</p> <p>Assessed discussions</p> <p>Group work assessments</p>	<p>CORN1005 Key Professional Skills</p> <p>NQS219: Individual Research Project</p> <p>CORN2020: Habitat Survey & GIS</p>

<p>communicate the principles both orally and in writing (eg essays, laboratory reports) in a way that is well-organised, topical and recognises the limits of current hypotheses</p> <ul style="list-style-type: none"> • be able to apply relevant advanced numerical skills (including statistical analysis where appropriate) to biological data 					
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The learner can work effectively with others as members of a group and meet obligations to others; they can work within an appropriate ethos and can access and use a range of learning resources; they can evaluate their own strengths and weaknesses within criteria largely set by others; they can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance; they can take responsibility for their own learning with appropriate support; they can communicate effectively and report practical procedures in a clear and concise manner; they can apply given tools / methods accurately and carefully to a well-defined problem and appreciate the complexity of the issues in the discipline.</p>					
<p>Employment Related Skills: By the end of this level of this programme the students will be able to demonstrate for an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. A threshold pass:</p> <ul style="list-style-type: none"> • Undertake further training and develop new skills within a structured and managed environment • Quantities and transferable skills necessary for employment requiring the exercise of personal responsibility 	<p>Primary: Lectures, tutorials, guided study, group presentations, learning from work, practical industry related sessions</p> <p>Secondary/Supplementary: Guided practical and laboratory experience</p> <p>Guided field work</p>	<p>a,b,c,d,e</p>	<p>1,2,3,4,5,6,7</p>	<p>Project work</p> <p>Competence in a range of business-related communication techniques</p>	<p>CORN1005 Key Professional Skills</p> <p>CORN2020: Habitat Survey & GIS</p>
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The learner has demonstrated an understanding of organisational and work based practices; they have out theory in to practice by applying and developing discipline relates skills, knowledge and understanding.</p>					

<p>Practical Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA. Education Studies (transferable skills 2) Earth Science, Environmental Sciences (3.3.6 & 3.3.5) Communication, media, film and cultural studies (4.3.1)</p> <p>A threshold pass:</p> <ul style="list-style-type: none"> • communicating appropriately to a variety of audiences in written, verbal and graphical forms • be competent users of ICT in their study and other appropriate situations • 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 • referencing work in an appropriate manner • The ability to produce work which demonstrates the effective manipulation of sound, image and/or the written word 	<p>Primary: Lectures, tutorials, guided study, group presentations, learning from work, practical industry related sessions</p> <p>Secondary/Supplementary: Guided practical and laboratory experience, guided field work</p>	<p>a,b,c,d,e</p>	<p>1,2,3,4,5,6</p>	<p>Project work</p> <p>Competence in a range of business-related communication techniques</p>	<p>CORN1005 Key Professional Skills</p> <p>CORN1002: Diversity, Classification and Evolution</p> <p>CORN181 The British Countryside</p> <p>NQS219: Individual Research Project</p> <p>CORN2020: Habitat Survey & GIS</p>
<p>An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Learners will have demonstrated an ability to apply practical skills developed within the course to a wide variety of industry related scenarios and will be required to complete a range of practical based skills assessments throughout this unit.</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: 4 & 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Key Professional Skills (CORN1005)	In class workshops for students in preparation for mock job application and interview				
Zoological Conservation In Practice (CORN2022)	Guest speakers from a variety of conservation/ecology/animal based organisations	As PS13	As PS13	As PS13	As PS13
<p>An explanation of this map: As employment related skills section in PS13</p>					

