



University of Plymouth
Academic Partnerships
CORNWALL COLLEGE
Programme Specification
FdSc Wildlife Education and Media
Academic Year 2020-2021



**UNIVERSITY OF
PLYMOUTH**

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

HE Operations

Tel: (01209 616256)

E-mail: (cornwallhea@cornwall.ac.uk)

Please note:

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

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PROGRAMME SPECIFICATION

Programme Title: FdSc Wildlife Education & Media

Internal Programme Code: FT 3062 PT 5267

Partner Delivering Institution: Cornwall College, Newquay

Start Date: 2020-21

First Award Date: Full Time July 2022 / Part Time July 2023

Date(s) of Revision(s) to this Document: May 2019/3 Aug 2020

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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 / Part time
Final Award:	FdSc
Intermediate Award:	CertHE
Programme Title:	Wildlife Education and Media
UCAS Code:	XP33
HECoS Code:	100444/100443/100459/101318/100356
Benchmarks:	FDQ Benchmark (2004)/QAA Benchmarks – Sections of Earth Sciences, Environmental Sciences and Environmental Studies (2014); Communication, media, film and cultural studies (2016); Biosciences (2015) and Education Studies (2015)
Date of Programme Approval:	September 2005 (updated May 19)

PS2. Brief Description of the Programme

The Wildlife Education and Media Foundation Degree has been developed by Cornwall College Newquay and the Plymouth University, working closely with Newquay Zoo, Blue Reef Aquarium and local secondary schools.

The course concerns the communication of scientific knowledge which is becoming increasingly important at both local and national levels. The course aims to equip you with the necessary skills to talk to a variety of audiences about science and wildlife through a range of media.

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>)

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 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

- Work-based learning opportunities at Newquay Zoo, National Marine Aquarium, RSPB and Cornwall Wildlife Trust
- Progress to Honours programme in Wildlife Conservation at the University of Plymouth
- 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 = 8

Target student numbers per stage = 16

Maximum student numbers per stage = 24

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.

Upon successful completion of the Foundation Degree students can progress to one of the following programmes:

- BSc (Hons) Biosciences Level 6 (University of Plymouth)
- BSc (Hons) Applied Zoology Level 6 (Cornwall College Newquay)
- BSc (Hons) Environmental Resource Management Top-Up (Cornwall College Newquay)

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*	*Usually accepted only in combination with other relevant L3 qualifications
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 of the academic year. The Programme Manager should

Entry Criteria (Qualifications)	Details
	<p>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 University of Plymouth'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.

All Wildlife Education and Media-specific modules are reviewed by the above External Examiner, along with a proportion of shared modules. Some shared modules are reviewed by other programmes' External Examiners.

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.

Updated 3 Aug 2020

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 Wildlife Education and Media
Academic Year	2020-2021	Mode of Attendance	Full Time (2 Years)
Plymouth Programme Code	3062	Course Duration	
		Total Credits	Level 4 (120 credits) Level 5 (120 credits)

For: Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Optional	Credits	Module
FHEQ - Level 4 (120 credits) Year 1				
1	AY	Core	20	CORN163 Animals and their Environment
1	AY	Core	20	CORN1005 Key Professional Skills
1	AY	Core	20	CORN1000 Fundamentals of Biology
1	AY	Core	20	CORN142 Wildlife Education
1	Semester 1	Core	10	CORN178 Evolutionary Theories
1	Semester 2	Core	10	CORN144 Fieldwork Techniques
1	AY	Core	20	WEM102 Wildlife and the Media
FHEQ - Level 5 (120 credits) Year 2				
2	AY	Core	20	CORN219 Education and Interpretation in Public Spaces
2	AY	Core	20	CORN296 Wildlife Education and Media in Practice
2	AY	Core	20	CORN221 Communicating Science and Natural History
2	AY	Core	20	NQS219 Individual Research Project
2	AY	Core	20	CORN241 Vertebrate Zoology and Conservation
Optional Modules – Select one 20 credits module from the follow				
2	AY	Optional	20	CORN2018 Marine Vertebrate Biology and Conservation
2	AY	Optional	20	CORN278 Primate Behaviour and Conservation
2	AY	Optional	20	CORN2017 Behavioural Ecology
2	AY	Optional	20	CORN2016 Global Conservation Issues

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College	Cornwall College, Newquay	Programme Title	FdSc Wildlife Education and Media
Academic Year	2020-2021	Mode of Attendance	Part Time (3 years) Indicative
Plymouth Programme Code	6355	Course Duration	
		Total Credits	Level 4 (120 credits) Level 5 (120 credits) 80 credits studied within each academic year.

For: Part Time (indicative)				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Optional	Credits	Module
FHEQ - Level 4 (80 credits) Year 1				
1	AY	Core	20	CORN163 Animals and their Environment
1	AY	Core	20	CORN1005 Key Professional Skills
1	AY	Core	20	CORN1000 Fundamentals of Biology
1	AY	Core	20	CORN142 Wildlife Education
FHEQ - Level 4 (40 credits), Level 5 (40 credits) Year 2				
2	Semester 1	Core	10	CORN178 Evolutionary Theories
2	Semester 2	Core	10	CORN144 Fieldwork Techniques
2	AY	Core	20	WEM102 Wildlife and the Media
2	AY	Core	20	CORN219 Education and Interpretation in Public Spaces
2	AY	Core	20	CORN296 Wildlife Education and Media in Practice
FHEQ - Level 5 (80 credits) Year 3				
3	AY	Core	20	CORN221 Communicating Science and Natural History
3	AY	Core	20	NQS219 Individual Research Project
3	AY	Core	20	CORN241 Vertebrate Zoology and Conservation
Optional Modules – Select one 20 credits module from the follow				
3	AY	Optional	20	CORN2018 Marine Vertebrate Biology and Conservation
3	AY	Optional	20	CORN278 Primate Behaviour and Conservation
3	AY	Optional	20	CORN2017 Behavioural Ecology
3	AY	Optional	20	CORN2016 Global Conservation Issues

College	Cornwall College, Newquay	Programme Title	FdSc Wildlife Education and Media
Academic Year	2020-2021	Mode of Attendance	Part Time (4 years) Indicative
Plymouth Programme Code	5267	Course Duration	
		Total Credits	Level 4 (120 credits) Level 5 (120 credits) 60 credits studied within each academic year.

For: Part Time (indicative)				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Optional	Credits	Module
FHEQ - Level 4 (60 credits) Year 1				
1	AY	Core	20	CORN163 Animals and their Environment
1	AY	Core	20	CORN1005 Key Professional Skills
1	AY	Core	20	CORN1000 Fundamentals of Biology
FHEQ - Level 4 (60 credits) Year 2				
2	AY	Core	20	CORN142 Wildlife Education
2	Semester 1	Core	10	CORN178 Evolutionary Theories
2	Semester 2	Core	10	CORN144 Fieldwork Techniques
2	AY	Core	20	WEM102 Wildlife and the Media
FHEQ - Level 5 (60 credits) Year 3				
3	AY	Core	20	CORN219 Education and Interpretation in Public Spaces
3	AY	Core	20	CORN296 Wildlife Education and Media in Practice
3	AY	Core	20	CORN221 Communicating Science and Natural History
FHEQ - Level 5 (60 credits) Year 4				
3	AY	Core	20	NQS219 Individual Research Project
3	AY	Core	20	CORN241 Vertebrate Zoology and Conservation
Optional Modules – Select one 20 credits module from the follow				
3	AY	Optional	20	CORN2018 Marine Vertebrate Biology and Conservation
3	AY	Optional	20	CORN278 Primate Behaviour and Conservation
3	AY	Optional	20	CORN2017 Behavioural Ecology
3	AY	Optional	20	CORN2016 Global Conservation Issues

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: 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 <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study. In particular:</p> <p>Knowledge and critical understanding of the well-established principles in their field of study</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures and tutorials. • Classroom discussions. • Student seminars. • Fieldwork exercises. • Laboratory practical exercises. • Self-directed study. • Research activities. • Learning from work experience. <p>Secondary/Supplementary:</p>	<p><i>c, d</i></p> <p><i>a, d</i></p> <p><i>d</i></p> <p><i>h</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>CORN1005 CORN142 CORN163 CORN178 CORN144 WEM102</p>

<p>and the way in which those principles have developed 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 living systems of human activities (and the converse) could also be considered; familiarity with the terminology, nomenclature and classification systems as appropriate; awareness of the underlying values and principles relevant to Education Studies knowledge of the diversity of learners and the complexities of the education process an awareness of the different contexts in which learning can take place and the range of different roles of participants in the learning process (including learner and teacher) an understanding of the role of technology in terms of media production, access and use;</p>	<ul style="list-style-type: none"> • Case studies. • Problem solving exercises 	<p><i>b, h</i></p> <p><i>h</i></p> <p><i>b</i></p>			
<p>Cognitive and Intellectual Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate an ability to present, evaluate, and interpret</p>	<p>Primary: Class exercises Tutorial/seminar discussions Feedback via coursework assessment process (essays etc)</p>	<p>e</p> <p>e</p> <p>e</p>	<p>ALL</p>	<p>Assessed discussions Essays/projects/dissertations Examinations/tests</p>	<p>CORN1005 CORN142 CORN163 CORN178 CORN144 WEM102</p>

<p>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. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. In particular to:</p> <ul style="list-style-type: none"> • analysing, synthesising and summarising information critically, including published research or reports; • obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses; • applying subject knowledge and understanding to address familiar and unfamiliar problems; • gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms; <p>Abstract analysis and synthesis</p> <ul style="list-style-type: none"> • The ability to engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use; <p>a basic ability to analyse educational concepts, theories and issues of policy in a systematic way</p>	<p>Secondary/Supplementary: Policy and practice analysis in surgeries Computer-based practicals on data and measurement problems</p>	<p>c</p> <p>e</p> <p>b</p>		<p>Coursework/groupwork on practical application questions Student presentations</p>	
<p>Key Transferable Skills:</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</p> <p>Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</p> <ul style="list-style-type: none"> • <i>evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</i> • <i>communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</i> • 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 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; 	<p>Primary: Library and other research exercises Group work awareness and practice Computer-based learning and assessment Secondary/Supplementary: Class and seminar interactions and feedback</p>	<p>c, h c, e d, h d, h h e</p>	<p>ALL</p>	<p>Coursework of all types Examination preparation and completion Assessed discussions Group work assessments</p>	<p>CORN1005 CORN142 CORN163 CORN178 CORN144 WEM102</p>
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<ul style="list-style-type: none"> • be able to apply relevant advanced numerical skills (including statistical analysis where appropriate) to biological data; • have a well-developed ability to interpret graphical and tabular presentation of data, and collect, use and interpret numerical data as appropriate • the ability to reflect on their own value system <p>the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject</p>					
<p>Employment Related Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate 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. In particular to: In ZOO6 Fieldwork and NQS107 Introduction to Ecology, students carry out practical work offsite, learning techniques to surveying a variety of species. CORN118 where students visit many zoos, wildlife parks to look how different establishments maintain the welfare of their animals. Work Based Learning will primarily be integrated into the new CORC1013</p>	<p>Primary: None Secondary/Supplementary: None</p>	<p>e, f</p>	<p>1-3, 4-8</p>	<p>Interviews Portfolio of evidence</p>	<p>CORN1005 CORN142 CORN163 CORN178 CORN144 WEM102</p>

<p>Personal and Employability Skills Development module through inclusion of job seeking skills and logged hours with employers. However, it features in other modules such as NQS101 Business Studies for the Environmental Sector and NQS107 Introduction to Ecology through guest lectures, fieldtrips, workshops, and tasks.</p>					
<p>Practical Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Ability to use appropriate field equipment with due regard for safety and the assessment of risk. In particular in relation to</p> <ul style="list-style-type: none"> • 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. <p>The ability to produce work which demonstrates the effective manipulation of sound, image and/or the written word;</p>	<p>Primary: Laboratory work Projects Designated tasks Lectures and tutorials Learning from work Practical industry related sessions</p> <p>Secondary/Supplementary: None</p>	<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>CORN1005 CORN142 CORN163 CORN178 CORN144 WEM102</p>

FHEQ 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>Knowledge / Understanding:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study. In particular:</p> <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 • 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 living systems of human 	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures and tutorials. • Classroom discussions. • Student seminars. • Fieldwork exercises. • Laboratory practical exercises. • Self-directed study. • Research activities. • Learning from work experience. <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies. • Problem solving exercises 	<p><i>c, d</i></p> <p><i>a, d</i></p> <p><i>d</i></p> <p><i>h</i></p> <p><i>b, h</i></p> <p><i>h</i></p> <p><i>b</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>CORN219 CORN296 CORN221 CORN278 CORN241 NQS219</p>

<p>activities (and the converse) could also be considered;</p> <ul style="list-style-type: none"> • familiarity with the terminology, nomenclature and classification systems as appropriate; • awareness of the underlying values and principles relevant to Education Studies • knowledge of the diversity of learners and the complexities of the education process • an awareness of the different contexts in which learning can take place and the range of different roles of participants in the learning process (including learner and teacher) <p>an understanding of the role of technology in terms of media production, access and use;</p>					
<p>Cognitive and Intellectual Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied. In particular:</p> <ul style="list-style-type: none"> • <i>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</i> 	<p>Primary: Class exercises Tutorial/seminar discussions Feedback via coursework assessment process (essays etc)</p> <p>Secondary/Supplementary: Policy and practice analysis in surgeries Computer-based practicals on data and measurement problems</p>	<p>e e e c e e</p>	<p>ALL</p>	<p>Assessed discussions Essays/projects/dissertations Examinations/tests Coursework/groupwork on practical application questions Student presentations</p>	<p>CORN219 CORN296 CORN221 CORN278 CORN241 NQS219</p>

<ul style="list-style-type: none"> • analysing, synthesising and summarising information critically, including published research or reports; • obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses; • applying subject knowledge and understanding to address familiar and unfamiliar problems; • gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms; <p>Abstract analysis and synthesis The ability to engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use;</p>					
<p>Key Transferable Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</p>	<p>Primary: Library and other research exercises Group work awareness and practice Computer-based learning and assessment</p> <p>Secondary/Supplementary: Class and seminar interactions and feedback</p>	<p>c, h</p> <p>c, e</p> <p>d, h</p>	<p>ALL</p>	<p>Coursework of all types Examination preparation and completion Assessed discussions Group work assessments</p>	<p>CORN219 CORN296 CORN221 CORN278 CORN241 NQS219</p>

<p>Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</p> <ul style="list-style-type: none"> • <i>evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</i> • <i>communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</i> • 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 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; • be able to apply relevant advanced numerical skills (including statistical analysis where appropriate) to biological data; • have a well developed ability to interpret graphical and tabular presentation of data, and collect, use and interpret numerical data as appropriate • the ability to reflect on their own value system 		<p>d, h</p> <p>h</p> <p>e</p>			
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<p>the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject</p>					
<p>Employment Related Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular: CORN219/220 are related to National Science Week activities.</p>	<p>Primary: None Secondary/Supplementary: None</p>	<p>e, f</p>	<p>1-3, 4-8</p>	<p>Viva voce Display material Portfolio of evidence</p>	<p>CORN219 CORN296 CORN221 CORN278 CORN241 NQS219</p>
<p>Practical Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Ability to use appropriate field equipment with due regard for safety and the assessment of risk. In particular in relation to</p>	<p>Primary: Laboratory work Projects Designated tasks Lectures and tutorials Learning from work Practical industry related sessions</p>	<p>c, h d, f, h</p>	<p>2, 5-7, 9,</p>	<p>Project work Competence in a range of business-related communication techniques</p>	<p>CORN219 CORN296 CORN221 CORN278 CORN241 NQS219</p>

<ul style="list-style-type: none"> • 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. <p>The ability to produce work which demonstrates the effective manipulation of sound, image and/or the written word;</p>	<p>Secondary/Supplementary: None</p>	<p>f</p>			
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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					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
<p>Students are required to produce a web-based portfolio for one of the modules and encouraged to add in education and media-related content from all modules over level 4 and level 5</p> <p>Students are required to produce a CV/application/LinkedIn response to a job advert and then undertake a mock interview for that job.</p> <p>Students are to produce an activity that raises money/awareness for a local charity</p>	Through the year	<p>g. The ability to identify and plan for suitable careers and be effective at applying for employment.</p> <p>h. The wider skills needed to be successful in employment in a formal or informal educational role.</p>	<p>6. Plan for suitable careers and be effective at applying for employment.</p> <p>7. Demonstrate the wider skills needed to be successful in employment in a formal or informal educational role.</p>	<p>Web-based media and education portfolio</p> <p>Portfolio of employment evidence</p>	<p>CORN142 (WRL)</p> <p>WEM102 (WRL)</p> <p>CORN144 (WRL)</p> <p>CORN1005 (WRL)</p>

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Production of materials for British Science Week Organisation of own educational event Display of Work-Based Learning materials	Through the year	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.	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.	Critical review of materials produced Viva voce Presentational display	CORN219 (WRL) CORN296 (WBL)

