University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Work Skills					
Module Code	USSKAC-30-1		Level	1	Version	1.1
Owning Faculty	Health & Applied Sciences		Field	Biological, Biomedical and Applied Sciences		
Department	Applied Sciences					
Contributes towards	FdSc. Integrated Wildlife Conservation					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2016		Valid to	September 2020		

CAP Approval Date	May 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Develop a variety of basic key graduate skills and attributes relevant to gaining and sustaining employment in wildlife conservation post-graduation (Assessed in component A. • Demonstrate engagement with the experience of work in wildlife conservation and reflect on development of professional skills (Assessed in component A). • Describe, for the field studies considered, the range of factors which affect the environment (Assessed in component B); • Record environmental data, present, analyse and interpret these data using appropriate mathematical, statistical and communication skills (Assessed in component B). • Use resources that will support professional development using research, problem solving and study skills throughout their undergraduate course (Assessed in component B).
Syllabus Outline	***Skills for study and work*** Transition to university, expectations, requirements and support. Introduction to study skills and generic graduate, skills. Proficiency and careers within the environmental

	sector. The evaluation of skills and planning personal development. Activities may include: academic reading; literature and information searching; scientific writing; referencing & plagiarism; presentation skills; time management; understanding and using feedback; formative assessment and feedback from staff and peers; revision techniques and exam preparation; self evaluation and reflection; planning ahead. ***Field skills and Work Experience*** Principles of fieldwork, sampling methodologies and monitoring health and safety. Investigation of a range of environmental issues in a local and regional context. Activities may include: generic work skills, field monitoring of air, soil or water quality; investigating the impacts of human activities (e.g. industry, tourism) on urban and rural environments through site visits and surveys; investigations into the factors that affect the distribution of living organisms. ***Analytical skills*** Introduction to hypothesis testing. Testing of hypotheses and making decisions, for example the use of t-tests and Chi-squared test. Appreciation of variability in scientific data and experimental uncertainty. Examining linear relationships and rates of change. Recording, presenting, analysing and interpreting scientific data using IT packages such as Excel & SPSS.
Contact Hours	**Scheduled learning** Students can expect to receive a minimum of 104 hours taught material. This will be delivered as Interactive lectures and lectorials (48 hours) Workshops (24 hours) field practicals and visits (32 hours). Field visits will include a four day residential field trip. **Independent learning** Students are expected to spend 96 hours on independent learning tasks and preparation of assessments. There is also 100 hours' work experience to be completed in a relevant placement that would support their employability.
Teaching and Learning Methods	Students will be expected to complete ~100 hours of relevant work experience (approximately half a day per week or one block of 3 weeks). Learning will be centred in a variety of organisations where wildlife conservation is practised. Individual student support will be provided by work-based supervisors and overseen by an academic placement tutor. A variety of teaching and learning approaches will be employed. The module will be delivered using a mixture of whole group and small tutorial group sessions. Students will be allocated to a Study Skills Tutor group where a member of staff will facilitate personal, group and peer assisted learning of key skills. The module includes a residential fieldtrip of 4 days duration where emphasis will be placed on the understanding the theory behind fieldwork and developing practical hands on skills in field techniques. Team-working skills will be promoted through group work. Expert opinion will be accessed via site visits (e.g. to industrial sites, information resources). Support material such as DVDs, relevant texts, internet and electronic resources, will be available for use both in formal and informal sessions. Support for student learning in Analytical skills will be given through weekly lectures/tutorials which will be integrated with the self-assessment tests to ensure focussed help can be given to those students who need help in the particular areas. Students will develop IT and data analysis skills through computer-based workshops. Resources for Analytical Skills also include direct tutorial material, and references to published material, software, internet and intranet resources. Where possible, the statistical topics are presented and tested in the context of environmental issues. Student learning will be supported through the University's E-Learning Environment, Blackboard. **Scheduled learning** includes interactive lectures, workshop and supervised fieldwork. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion of work experience placement hours.

Key Information Sets Information	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	104	96	100	300

Total assessment of the module:	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
	100%

Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
Indicative Reading List	*The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* **Books** Bedford, D. and Wilson, E. (2012) *Study Skills for Foundation Degree*s. David Fulton Books. Cottrell,S. (2010) *Skills for Success*. London, Palgrave Macmillan Cottrell,S. (2013) *The Study Skills Handbook*. 4th edition. London, Palgrave Macmillan Currell, G. & Dowman, A. (2009) *Essential Mathematics and Statistics for Science*. 2nd edition. New York, John Wiley & Son. Dytham, C. (2010) *Choosing and Using Statistics*, 3rd edition. Oxford., Blackwell.

	Fanthome, C. (2004) *Work placements – a survival guide for students*. London, Palgrave Macmillan Fowler J., Cohen L. and Jarvis P. (1998) *Practical Statistics for Field Biology*, 2nd edition. New York, John Wiley & Son. Henderson, P.A. (2003) *Practical Methods in Ecology*, Oxford, Blackwell Jones, A., Duck, R., Reed, R. & Weyers, J. (1999) *Practical Skills in Environmental Science.* New Jersey, Prentice Hall. Primack, R.B. (2014) *Essentials of Conservation Biology*, 6th edition. Stamford, Connecticut, Sinauer Associates, Inc. **Journals** • Oryx – International Journal of Conservation. Cambridge Journals • BBC Wildlife Magazine **Electronic Resources** • Arkive: images of Life on Earth. www.arkive.org • Environment Jobs http://www.environmentjob.co.uk/jobs • Primate Info Net http://pin.primate.wisc.edu/

Part 3: Assessment	
Assessment Strategy	The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom. Assessments includes both summative (assessment that contributes to module mark) and formative (assessment that does not contribute to module mark) assessment and feedback opportunities. The Controlled Conditions component of the assessment (Component A) comprises of a professional skills portfolio which links to the work placement and includes a reflective review. The Coursework component of the assessment (component B) is made up of two elements. Element one is a Field Report which requires students to assess the different survey methods used during their study tour (1500 words, worth 40% of total module marks). Element two is a data analysis portfolio incorporating different statistical elements (20% of module marks) Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class and on-line tests and quizzes, problem-solving workshops, and model answers for past exam questions. Assessment criteria will be made available to the students in the module guide at the start of the module. All work is marked using the Department's Generic Assessment Criteria, which in turn has been developed with reference to a range of external reference points, including the QAA Quality Code on Assessment of Students and the recognition of prior learning, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	**A:**	**B**:
	P/F	**100%**

First Sit		
Component A (controlled conditions) **Description of each element**		**Element weighting (as % of component)**
1. Professional Skills Portfolio		Pass/Fail
Component B **Description of each element**		**Element weighting (as % of component)**
1. Field Report		60%
2. Data Analysis Portfolio		40%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Professional Skills Portfolio	Pass/Fail
Component B **Description of each element**	**Element weighting (as % of component)**
1. Field and Data Analysis Portfolio	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	