University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Work and Research Skills					
Module Code	USSKAG-30-2		Level	2	Version	1
Owning Faculty	Health & Applied Sciences		Field	Biological, Biomedical and Applied Sciences		
Contributes towards	FdSc. Integrated Wildlife Conservation					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	USSKAC-30-1 Professional Work Skills		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate engagement with the experience of wildlife conservation work and use a reflective process to demonstrate independent learning and development of skills; graduation (Assessed in component A and B • Develop a variety of advanced employability skills and attributes relevant to gaining and sustaining employment post-graduation in the field of wildlife conservation (Assessed in component A and B). • Identify the essential steps in a valid scientific investigation, and plan experimental procedures and interpretation accordingly (Assessed in

	component B). • Design and carry out detailed research investigations that apply a range of ecological survey and environmental monitoring techniques (Assessed in component B). • Undertake statistical analysis of research data and be able to critically interpret and present these data in a variety of formats (Assessed in component B).
Syllabus Outline	**Developing graduate skills** Transition to level 2, expectations, requirements and support. Further development of study skills such as: literature and information searching, scientific writing, referencing, presentation skills, use of word processing packages, using feedback. Self-evaluation of skills and planning personal development. Further development for work-based skills in the field of wildlife conservation. Career planning and identification of aspirations; skills audits and the preparation of action plans; preparing CVs and covering letters; interview techniques. **Research principles and experimental design** Principles of scientific methodology. Hypothesis generation and testing. Principles of experimental design. Critical assessment of quantitative and qualitative research methodologies. Design and analysis of questionnaires and case studies. **Ecological surveying and Environmental monitoring** Principles and experience of ecological surveying techniques. Identification skills. Techniques in surveying terrestrial and aquatic fauna and flora. Methods for assessing and monitoring populations. Habitat and conservation management assessment techniques, habitat suitability and evaluation procedures. Techniques in monitoring of biotic and abiotic factors. Sampling of soils, sediments, atmosphere, hydrosphere. Use of organisms to monitor the environment. The relationships between biotic and abiotic factors. **Field based research** Experience of ecological surveying and environmental monitoring techniques in the field. Understanding the limitations and experimental constraints of working in the field. Working safely, responsibly and effectively in the field. Data organisation and field report writing.

	Statistical analysis and data interpretation Presentation of scientific data. Use of Excel, Minitab and SPSS. Analysis of environmental data from first principles. Data transformations, descriptive stats, data error bars, t-tests, chi-square, ANOVA, ANCOVA, multiple regression, ordination and classification techniques. **Work Experience** Completion of 100 hours within the conservation sector developing work related skills and providing an opportunity to gain experience in a different area than the first year module. A wider range of block placements are available or can be completed during the academic year.
Contact Hours	**Scheduled learning** Students can expect to receive a minimum of 82 hours taught material. This will be delivered as Interactive lectures and lectorials (36 hours) Workshops (12 hours) field practicals and visits (22 hours). Field visits will include museum visits, small mammal trapping and dormouse ecology training. **Independent learning** Students are expected to spend 118 hours on independent learning tasks and preparation of assessments. In addition, 100 hours of work experience is to be completed.
Teaching and Learning Methods	Learning will be centred in a variety of organisations, both national and international, where wildlife conservation is practised. Students will be expected to complete ~100 hours of relevant work experience (approximately half a day per week or one block of 3 weeks). This is a module about developing skills and so 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. The module will include field work where the emphasis will be placed on understanding the theory behind fieldwork and developing practical hands-on skills in field techniques. Team-working skills will be promoted through groupwork. Support material such as DVDs, relevant texts, internet and electronic resources, will be available for use both in formal and informal sessions. The module will be supported by individual workshops focussing on career aspirations, skills audits, and job application procedures. Individual student support will be provided by work-based supervisors and overseen by an academic placement tutor. Students will develop IT and data analysis skills through computer-based workshops. 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 and 100 hour work placement.
Key Information Sets Information	**Key Information Set - Module data** *Number of credits for this module* 30 Hours to be allocated: 300 | Scheduled learning and teaching study hours: 82 | Independent study hours: 118 | Placement study hours: 100 | Allocated Hours: 300 Total assessment of the module: Written exam assessment percentage 50% Coursework assessment percentage 50% 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	***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** The most recent edition of Amos, J-A. How to Pass that Job Interview. How To books, Oxford. Electronic book available to all students via the UWE Library website. Anon, Careers in environment and nature conservation: your questions and answers. Trotman, Richmond. Cottrell,S. Skills for Success. Palgrave Macmillan Cottrell, S., Study Skills. Palgrave Macmillan Currell, G. & Dowman, A. Mathematics and Statistics for Science. John Wiley & Son. Dytham, C. Choosing and Using Statistics, Blackwell, Oxford. Fanthome, C. Work placements – a survival guide for students. Palgrave Study Guides. Fowler J., Cohen L. and Jarvis P. Practical Statistics for Field Biology. John Wiley & Son. Goudie, A. Human Impact on the Natural Environment, Blackwell, Oxford. Gurnell, J. and Flowerdew, J., Live Trapping Small Mammals. The Mammal Society. Harris, S and Yalden. Mammals of the British Isles Handbook. The Mammal Society.

Henderson, P.A., Practical Methods in Ecology, Blackwell, Oxford.

Holmes, D., Research Methods for the Biosciences, Oxford University Press, Oxford

Kent, M. & Coker, P., Vegetation description and analysis. Belhaven Press, London

Rook, S., The Graduate Career Guidebook. Palgrave Macmillan

Southward, T.R.E., Ecological Methods. Third edition. Chapman & Hall, London.

Spellerberg, I. and Henderson. Evaluation and Assessment for Conservation. Chapman & Hall, London.

Sutherland, W.J., Ecological Census Techniques. Cambridge University Press, Cambridge.

Yalden, D., The Analysis of Owl Pellets. The Mammal Society.

Journals

BBC Wildlife Magazine

New Scientist Magazine

Oryx – International Journal of Conservation. Cambridge Journals

Electronic Resources

Arkive: images of Life on Earth. www.arkive.org

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 Portfolio which will include critical analysis of work placement and some study skills. The Coursework component of the assessment (component B) is made up of two elements. Element one is a 20 minute Presentation on their work experience placement. The second element is a Research Project which will be presented with a poster of field work that has been undertaken. 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**:
	50%	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Professional Portfolio	100%
Component B **Description of each element**	**Element weighting (as % of component)**
1. Work Experience Presentation	40%
2. Research Project Poster	60%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Professional Portfolio	100%
Component B **Description of each element**	**Element weighting (as % of component)**
1. Research Project Poster	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.