

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	South Gloucestershire and Stroud College (SGSC)	
Delivery Location	Bristol Zoo Gardens/SGS College, Filton	
Faculty responsible for programme	Health and Applied Sciences	
Department responsible for programme	Department of Biological, Biomedical and Analytical Sciences (BBAS)	
Modular Scheme Title	<i>Any faculty modular scheme linking named programmes</i>	
Professional Statutory or Regulatory Body Links	None	
Highest Award Title	FdSc Integrated Wildlife Conservation	
Default Award Title	N/A	
Fall-back Award Title	N/A	
Interim Award Titles	Certificate in Higher Education Integrated Wildlife Conservation	
UWE Progression Route	BSc (Hons) Integrated Wildlife Conservation	
Mode(s) of Delivery	FT / PT	
Codes	UCAS: F750	JACS: CD34
	ISIS2: F750	HESA:
Relevant QAA Subject Benchmark Statements	Biosciences (2007) Earth Sciences, Environmental Sciences and Environmental Studies (2007)	
CAP Approval Date	28/3/14	
Valid from	September 2011	
Valid until Date	September 2017	
Version	Version 2.1	

Part 2: Educational Aims of the Programme

The FdSc Integrated Wildlife Conservation programme is a two year full-time, or typically four year part-time, programme designed to develop in students an understanding of the relationships between human beings, wildlife and the natural world, and to equip graduates with the knowledge, experience and skills required for a career in wildlife conservation. It takes a scientific approach to the study of wildlife conservation issues and is underpinned by a sound understanding of relevant biological principles. This knowledge is then integrated with a consideration of how humans interact with wildlife, in particular where these interactions are detrimental to wildlife, humans, or both, and investigates how such conflicts may be resolved through the implementation of sustainable development principles. It explores the motivations behind human behaviours that have a detrimental impact on biodiversity, and considers how communication strategies might best be developed and implemented to effect more wildlife-

Part 2: Educational Aims of the Programme

friendly behaviours. It also provides an opportunity for those students wishing to progress further in Higher Education to continue to a level 3 BSc (Hons) award programme in Integrated Wildlife Conservation at UWE.

General Aims

The programme will enable students to:

- explore the complexity and diversity of the living world, its evolution and function, at organism, population, community and ecosystem scales, and its relationship with the physical environment;
- understand the impact of human activities on the living world and the resulting threat to global biodiversity;
- integrate information from a range of disciplines in order to evaluate possible solutions to biodiversity loss, not only from a biological perspective, but also taking into account socio-economic, legislative and political factors;
- develop academic, generic, practical and employability skills which will equip students with the graduates skills needed for gaining employment and being successful at work;
- progress to further study in Higher Education within Integrated Wildlife Conservation and similar programmes.

Specific Aims

The specific aims of the programme are to:

- provide the education and resource environment which will enable students with a background in biology to develop:
 - a strong scientific understanding of the principles and processes that underpin wildlife conservation;
 - an understanding of the subject from a multidisciplinary and interdisciplinary perspective;
 - the field, laboratory and investigative skills necessary to undertake independent investigations of wildlife conservation problems;
 - the presentational skills necessary to communicate their findings to audiences with a variety of backgrounds, with the aim of promoting more wildlife-friendly behavioural patterns;
 - the skills of a literate and numerate student capable of independent learning.
- provide the opportunity for the development and practice of employability and professional skills through work-based learning;
- provide a curriculum that is enhanced by experience from research, consultancy, and professional practice;
- promote and widen access to careers in wildlife conservation to applicants with non-standard entrance requirements.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The Integrated Wildlife Conservation two-year Foundation Degree programme is designed to develop in students an understanding of the relationships between human beings, wildlife and the natural world. It takes a scientific approach to the study of wildlife conservation issues and integrates this with a consideration of how humans interact with wildlife. It investigates how such conflicts may be resolved through scientific intervention, sustainable development, and effective communication strategies. Through integrated work-experience modules it equips graduates with the knowledge, experience and skills required for a career in wildlife conservation. On completion, students may progress onto a level 3 BSc (Hons) programme in Integrated Wildlife Conservation at UWE.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and Understanding (subject specific)

1. a broad-based core covering the major elements of wildlife conservation together with specialised in-depth study of some aspects of the subject area.
2. the need for an interdisciplinary and multidisciplinary approach in advancing knowledge and understanding of wildlife conservation.
3. the essential facts, major concepts, principles and theories associated with wildlife conservation.
4. the influence on living systems of human activities and vice versa.
5. the basic experimental skills appropriate to wildlife conservation.
6. information and data, their setting within a theoretical framework, accompanied by critical analysis and assessment.
7. the terminology, nomenclature and classification systems relevant to wildlife conservation.
8. methods of acquiring, interpreting and analysing biological information.
9. the contribution of the subject to the development of knowledge about the diversity of life and its evolution.
10. a range of communication techniques and methodologies, including data analysis and the use of statistics.
11. current developments in wildlife conservation and the philosophical and ethical issues involved.
12. the applicability of wildlife conservation to the world of work.

B. Intellectual Skills (generic)

1. recognise and apply subject-specific theories, paradigms, concepts and principles.
2. analyse, synthesise and summarise information critically, including published research or reports.
3. obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses.
4. apply subject knowledge and understanding to address familiar and unfamiliar problems.
5. recognise the moral and ethical issues of investigations and appreciate the need for ethical standards and professional codes of conduct.

C. Subject/Professional/Practical Skills (subject specific)

1. read and use appropriate literature with a full and critical understanding.
2. give a clear and accurate account of Integrate Wildlife Conservation as a subject, marshal arguments and engage in debate and dialogue with specialists and non-specialists, using appropriate scientific language.
3. recognise that statements should be tested and evidence is subject to assessment and critical evaluation.
4. employ a variety of methods to investigate, record and analyse material.
5. think independently, set tasks and solve problems.
6. develop competency in the basic experimental skills appropriate to the study of wildlife conservation.
7. design, plan and conduct experiments using appropriate techniques in the field and laboratory.
8. collate, analyse and present both qualitative and quantitative data working individually or in groups.
9. undertake field and laboratory investigations in a responsible, safe and ethical manner, paying due attention to risk assessment, health and safety regulations, animal welfare, rights of access, and showing awareness of potential impacts to individual stakeholders and the environment.
10. cite and reference work in an appropriate manner.
11. develop a variety of advanced employability skills relevant to a career in wildlife conservation or related fields.

Part 3: Learning Outcomes of the Programme

D. Transferable Skills and other attributes (generic)

1. receive and respond to a variety of sources of information (eg. textual, numerical, verbal and graphical).
2. carry out sample selection; record and analyse data in the field and laboratory; ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection.
3. prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programs, spreadsheets and programs for presenting data visually.
4. solve problems by a variety of methods, including the use of computers.
5. identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles.
6. recognise and respect the views and opinions of other team members.
7. evaluate performance as an individual and a team member; evaluate the performance of others.
8. develop the skills necessary for self-managed and lifelong learning (eg. working independently, time management and organisational skills).
9. identify and work towards targets for personal, academic and career development.
10. develop an adaptable, flexible and effective approach to study and work.
11. use the internet and other electronic sources critically as a means of communication and a source of information.

The Learning Outcomes of the programme are mapped to the programme modules below. This demonstrates how the programme Learning Outcomes are achieved by students across both years of the programme.

Learning Outcomes:	Module No: USSKAA-30-1 Ecology & Env. Ecosystems	Module No: USSKAC-30-1 Professional Work Skills	Module No: USSKAD-30-1 Wildlife & People	Module No: USSKAE-30-1 Wildlife Biology	Module No: USSKAG-30-2 Work & Research Skills	Module No: USSKAJ-15-2 Animal Behaviour for Conservation	Module No: USSKAK-30-2 Conservation Biology	Module No: USSKBB-30-2 Integrating Sustainable Development & Conservation	Module No: USSKBD-15-2 Effective Communication for Conservation
A) Knowledge and understanding of:									
1. a broad knowledge of wildlife conservation + specialised in-depth study of some aspects.	X	X	X	X	X		X	X	X
2. an interdisciplinary and multidisciplinary understanding of wildlife conservation.	X		X			X	X	X	X
3. the essential facts, concepts, principles and theories of wildlife conservation	X		X	X		X	X	X	X
4. the influence on living systems of human activities and vice versa.	X		X	X		X	X	X	
5. the appropriate experimental skills	X	X		X	X	X			X
6. information and data, their critical analysis and assessment.	X	X	X	X	X	X	X		
7. the relevant terminology, nomenclature and classification systems	X		X	X		X	X	X	X
8. methods of acquiring, interpreting and analysing biological information.	X	X		X	X	X	X		
9. the diversity of life and its evolution.	X			X		X	X		
10. a range of communication techniques and methodologies, including data analysis.	X	X	X		X	X	X	X	X
11. current developments, philosophical and ethical issues		X	X		X	X	X	X	
12. the applicability of wildlife conservation to the world of work		X			X				X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Distinctive Features

The FdSc Integrated Wildlife Conservation programme is an interdisciplinary degree exploring the relationship between humans and wildlife. Students analyse the impacts that human activities have on natural systems, and explore ways in which conservation goals can be achieved without compromising societal aspirations. Underpinning this is a consideration of the way in which the public receive messages regarding the need for wildlife conservation, and how they process these messages in relation to their own behaviour, thus supporting the students to develop more effective methods of communication for conservation. The focus of the degree programme is primarily on animals, (although the fundamental roles played by plants and micro-organisms in ecosystem function is highlighted), and on conservation at an international level. A unique feature of this programme is its delivery at the Education Centre of Bristol Zoo.

Level 1 is concerned with the development of knowledge and understanding of the principles underlying the natural world, and how these relate to human socio-economic, political, and belief systems. It provides students with a sound scientific understanding of the biological principles underpinning wildlife conservation, including ecology, evolution, and wildlife biology along with the physical factors that shape the natural world.

Level 2 builds on the principles addressed at level 1 by exploring more advanced theory and practice related to wildlife conservation and its relationship to sustainable development. A key theme of level 2 is the investigation of what makes communication strategies effective in terms of changing public beliefs and behaviours.

Students develop the analytical and field skills needed to provide a firm foundation for conducting individual and group-based research work, along with the evaluation of research conducted by others, through special Skills modules at both levels. In addition, these address a range of transferable skills to allow students to develop as independent learners. Fieldwork is of fundamental importance to the development of skills and understanding in wildlife conservation, and occurs across a range of modules at both levels, including half day, whole day and residential visits. In particular, a residential field trip takes place at level 1 as part of the Professional Work Skills module, and there is an optional, international field trip in level 2.

Transition to HE and Student Support

This programme is one of a suite of environmental awards managed by UWE. Day-to-day management of the award is undertaken by SGS College staff, with support and input from UWE and Bristol Zoo staff. In particular, the Programme Leader has overall responsibility for the smooth running of the programme, supported at a modular level by named Module Leaders.

At the start of the first year, students undertake a comprehensive induction programme and are introduced to the university's regulations, the aims of the programme, and to the facilities and support systems based at UWE, SGS College Filton, and Bristol Zoo. Students are allocated a personal tutor and become part of a tutor group (typically < 15 tutees). Adjusting to university life is challenging for Level One students and to help with this transition students attend a short residential field course early in Semester one.

Guidance to students on the programme, along with full details of the academic and pastoral support available, is provided in the Programme Handbook which is available to all students at the start of the programme. In addition, module specific information is provided via Module Handbooks, UWE's on-line learning system Blackboard, and dedicated pages on SGS College's intranet FERN. Matters relating to groups of students are addressed through the programme management committee that includes student representatives, the programme leader and the teaching team. For all students, access to academic staff is via email or appointment.

Students benefit from being part of a small cohort, although opportunities exist for them to join fellow

Part 4: Student Learning and Student Support

students on the Wildlife Ecology and Conservation Science and Environmental Science degrees at UWE for some joint activities. Students also benefit from high levels of staff-student contact, allowing ample opportunity for formative assessment and additional support. The programme welcomes mature students, and students with disabilities or additional needs. Where possible, and following individual consultation, adjustments are made to practical and field work to allow all students to achieve the learning outcomes of the programme

Teaching and Learning facilities

Students on the FdSc Integrated Wildlife Conservation programme benefit from the teaching and learning facilities at UWE, at SGS College, and at Bristol Zoo.

Bristol Zoo has a dedicated Education Centre which includes a Lecture Theatre and other teaching rooms, a Laboratory, a Library, and Student Common room, equipped with computers and internet access. As well as access to considerable expertise in the field of wildlife conservation, the Zoo offers an excellent facility for students to study at first hand aspects of animal biology, behaviour and conservation ex-situ, but they are also encouraged to explore in-situ conservation through case-studies and independent research, making extensive use of facilities such as the wildlife image database Arkive. The Zoo also provides excellent opportunities for the practical evaluation of communication strategies, but students are encouraged to develop their own communication skills through other fora, for example the annual Bristol Festival of Nature and Bristol Bioblitz.

In addition to the educational facilities at the Zoo, students are able to use the academic and support facilities offered by SGS College and UWE, including library access, access to UWE online, the intranet and student union. In addition, both SGS College and UWE have support systems in place to help students find and successfully undertake work-based learning placements, including extensive databases of potential employers.

Student learning on the programme is supported by UWE's Virtual Learning Environment, hosted by Blackboard. This provides comprehensive support on a module-by-module basis, including access to teaching materials, links to relevant online resources and background reading, facilities for interaction and coordination during group work (e.g. blogs, wiki's) and communication between tutors and students.

In addition to programme-specific facilities, the university, SGS college, and Bristol Zoo offer a wide range of opportunities for learning and participation outside of the formal curriculum. These include: monthly Conservation Lectures and an Annual Symposium hosted by the Bristol Conservation and Science Foundation (based at Bristol Zoo), research talks by visiting experts, UWE research staff, and other organisations in Bristol; a wide range of student societies, some which are particularly targeted at conservation issues; a wide range of volunteering opportunities including working with local conservation organisations and supporting pupils in local schools; and opportunities to get involved with entrepreneurial projects or take part in environmental, conservation, or development projects at home and abroad. Such extra-curricular activities can now be formally recognised through the UWE Bristol Futures Award.

Preparation for the World of Work

Integrated work-based learning is a fundamental component of Foundation degrees and in the FdSc Integrated Wildlife Conservation it is spread equally across the 2 levels. It may be undertaken as a single block, or integrated throughout the teaching year, offering flexibility in learning experiences. Many students will choose to complete their work placements within Bristol Zoo itself, though there may be opportunities for work experience with other locally-based conservation organisations or other zoos nationally. In addition, opportunities may exist to undertake work-based learning alongside Zoo staff involved in international conservation projects for example in Madagascar, Cameroon and the Philippines. The work-based learning element provides students with the opportunity to expand their subject knowledge and understanding within the specific context of their placement, as well as developing a range of subject-specific and generic employment skills which will enhance their long-term employment prospects and enable them to make informed choices about possible future careers.

Part 4: Student Learning and Student Support

Work-based learning is supported by an Academic Placement Tutor (college-based) and a Placement Supervisor (work-based). Placement Supervisors are responsible for the day-to-day management of the students during their placement, whilst the Academic Placement Tutor provides general support, visits students undertaking work-based learning away from Bristol, as necessary, and is responsible for ensuring that the outcomes for work based learning are being met.

Teaching and Learning, Technology Enhanced Learning (TEL)

In order to support students during their transition to HE and to help students become independent learners, taught sessions at Level One are a mixture of interactive lectures, tutorials, workshops, laboratory, field and computer practicals. During this year students are taught the skills necessary to engage with appropriate technologies to allow a gradual move towards facilitated learning at Level 2. The taught sessions utilise TEL to support a pedagogy of Inductive Learning where the students engage in facilitated activities such as debates, problem based learning, group working, research etc. Integral to this programme is the use of subject based as well as generic use of technologies. For instance, data analysis and communication for conservation, are subject areas reliant on a range of contemporary technologies. In addition modern technologies are incorporated as vehicles of learning (e.g. blogs, web pages, data bases) and as vehicles for learning through assessment (e.g. online portfolios, online tests, wikis etc.).

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities are embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdSc Integrated Wildlife Conservation programme, teaching is a mix of scheduled, independent, and work-based learning.

Scheduled learning includes: lectures, seminars, tutorials, demonstrations, practical classes and workshops; fieldwork; external visits; and work based learning.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion, revision etc.

Description of any Distinctive Features

- Delivered at Bristol Zoo Gardens and taught by South Gloucestershire & Stroud College and Bristol Zoo staff.
- Integrated work experience with local and national wildlife conservation organisations
- Built in field work and field experience
- Local to global scientific study of wildlife conservation to attract international students.
- Built in key skills such as species identification, communication, IT and data analysis
- Opportunities to 'top up' to a BSc (Hons) degree through a final year based at UWE

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Part 5: Assessment

Assessment Strategy

A range of assessment methods are employed to monitor student attainment of the full range of Learning Outcomes. Assessment incorporates the Department's assessment strategy and The QAA Code of Practice on Assessment of Students. The principles, procedures and processes of assessment for each module are described in the module booklet, which is provided to each student and available online at the start of the module. Further, these assessments are summarised in the Assessment Calendar provided to the students, which also facilitates the appropriate scheduling of assessment loading.

Effective learning is achieved by employing a range of assessment approaches across the suite of modules that recognises differential approaches to learning. These include work-based learning, field work, and "real-world" assignments. The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students.

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills and allow students to realise their true potential. The focus is on assessments that link directly to employability as well as assessments for learning.

The nature of feedback on student work is varied, and relates to the nature of the work undertaken. Methods of feedback include: detailed comments on scripts; oral feedback; generic or assignment-specific feedback forms; peer assessment; and model answers. As well as supplying feedback on summative assessment, the teaching team also employ feed-forward strategies, both on summative work and formative assessment, such as in-class tests, on-line quizzes, problem-solving workshops, and modal answers for past exam questions.

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including: Unseen written exams, oral and visual (Powerpoint; posters) presentations; written assignments; investigative reports and case studies; practical and field reports; research projects; skills and work-based portfolios.

Assessment Map for FdSc Integrated Wildlife Conservation

		Type of Assessment*							
		Unseen Written Exam	Oral assessment and/or presentation	Data Analysis	Problem-solving Exercise	Written Assignment	Practical or Field Report	Case Study	Skills/Reflective Practice Portfolio
Compulsory Modules Level 1	USSKAA-30-1 Ecology & Env Systems	A (2x 20)	B (20)				B (40)		
	USSKAC-30-1 Prof. Work Skills			B (20)			B (30)		A (40)
	USSKAD-30-1 Wildlife & People	A (40)				B (30)		B (30)	
	USSKAE-30-1 Wildlife Biology	A (40)				B (30)	B (30)		
Compulsory Modules Level 2	USSKAG-30-2 Work & Research Skills		B (20)				B (30)		A (50)
	USSKAK-30-2 Conservation Biology	A (50)			B (25)			B (25)	
	USSKBB-30-2 Integrating Sustainable Development & Conservation		A (50)			B (25)		B (25)	
	USSKBD-15-2 Effective Communication for Conservation		A (50)			B (50)			
	USSKAJ-15-2 Animal Behaviour for Conservation	A (50)					B (50)		

*Assessment shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**.

ENTRY

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	USSKAA-30-1 Ecology and Environmental Systems	None	Certificate of Higher Education: Integrated Wildlife Conservation
	USSKAE-30-1 Wildlife Biology		
	USSKAD-30-1 Wildlife and People		
	USSKAC-30-1 Professional Work Skills		

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	USSKAK-30-2 Conservation Biology	None	Other requirements: 240 credits at which not less than 100 are at Level 2 or above and 120 are at Level 1 or above.
	USSKBB-30-2 Integrating Sustainable Development and Conservation		
	USSKAG-30-2 Work & Research Skills		
	USSKAJ-15-2 Animal Behaviour for Wildlife Conservation		
	USSKBD-15-2 Effective Communication for Conservation		

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply. The UCAS points tariff will be reviewed on a regular basis and published for new applicants. However, an applicant to this programme will typically have an A-level (or equivalent) in Biology. Applicants must also have GCSEs in English Language, Maths and Double Science at grade C or above.

Non-standard applicants without appropriate A-levels, or an equivalent qualification, will be considered on a case-by-case basis.

Part 8: Reference Points and Benchmarks

Subject benchmarks

The learning outcomes have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications and, in particular, the Foundation Degree Qualifications Benchmark. In particular, the following characteristics of the Foundation degree have been considered: employer involvement; accessibility; progression; flexibility; partnership; assessment, particularly of work-based learning; and monitoring and review.

In addition, close consideration was given to the Biosciences Benchmark statement when devising the curriculum, particularly when mapping the Learning Outcomes. The benchmark statement highlights the importance of taking a multidisciplinary and interdisciplinary approach to the subject, and such an approach is central to this programme, both explicitly, in the issue-based modules, and implicitly, through the suite of modules taken. In addition, the Benchmark Statement emphasises the practical nature of the biosciences, through laboratory and fieldwork, and the need for significant levels of numeracy. Both elements are well catered for within this programme. There is a clearly defined numeracy pathway through the 'Skills' modules, and numeracy skills are further developed through application in other modules. The programme also places strong emphasis on practical work; students will typically spend at least half their contact time engaged in practical work and the facilities that the zoo has to offer adds a stimulating and varied learning environment.

University teaching and learning policies:

In line with the University's teaching and learning policies, this programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active participation and engagement with the learning process. The programme seeks to create an environment that will stimulate students to take responsibility for aspects of their learning, while tutors take responsibility for facilitating that learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the programme.

A variety of assessment methods are incorporated within the programme to cater for a diversity of student strengths and abilities. Although this document focuses on summative assessment, the programme team recognises the importance of both summative and formative assessment activities, and feedback, as an integral part of the learning and teaching process. All assessments comply with current University Assessment Regulations.

Staff research projects:

Staff at South Gloucestershire and Stroud College, UWE and Bristol Zoo are actively engaged in research or professional practice, and consequently the programme development, teaching and project work is underpinned and informed by current research and practice.

Consideration of stakeholder feedback

Bristol Zoo Gardens, as representative of the work sector, was intimately involved in the development of the programme, helping to define its vision and shape its broad objectives. It provides work-based learning opportunities at both levels 1 and 2. It has representation at termly Programme Management and annual Quality Monitoring meetings, as well as the opportunity to liaise directly with SGS staff and students on a day to day basis. In addition, its contacts with zoos worldwide, along with the hands-on experience of its staff through on-going conservation projects world-wide, means that it is ideally placed to ensure that the curriculum remains current and relevant, and that students have opportunities for work- and project-based learning experiences that are at the forefront of current conservation thinking and practice.

Part 8: Reference Points and Benchmarks

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).