



Course Handbook

BSc (Hons) Animal Biology and Conservation

2016-17

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Sources of Additional Information

This handbook provides useful information about your course, how it will be delivered and how you will be assessed. It does not try to give you all the information you will need during your time at the university. More information can be found in the following places:

On-Line Student Guide

The on-line student guide (<http://www.staffs.ac.uk/student/guide>) provides important information about the university and the services available to students, including:

- Welcome Week
- Student Cards
- e:VisionStaffs Portal
- Our Student Charter
- The Staffordshire Graduate
- Term Dates
- Timetabling
- Student accommodation
- Campus and travel information
- Finance, fees and support
- Disclosure and Barring Service applications
- Visas
- Course and module enrolment
- Recognition of Prior Learning
- Changing your award or modules
- Withdrawing or intermitting from your course
- University rules and regulations
- Disciplinary matters including academic misconduct
- Appeals and complaints
- Referencing and study skills (including guidance on completing assessments)
- What to do if you can't hand in work due to circumstances beyond your control
- Examinations
- Getting feedback on your work
- The student voice
- Employability and careers
- IT services and support
- Disability and dyslexia
- Counselling
- The Nursery
- The Multi-Faith Chaplaincy
- Graduation
- Certificates, Transcripts and Verification Letters

Module Handbooks

Your course is made up from a number of individual modules. Detailed information on each module is provided in separate module handbooks. Your module tutor will tell you how to access the handbook for their module.

The BlackBoard On-Line Learning Environment

Information and learning materials for your modules will be provided on the BlackBoard on-line Learning Environment. BlackBoard will form an important part of your learning experience. Please let your module tutor know if you encounter any problems accessing this material.

Welcome to the Faculty of Computing, Engineering and Sciences

The Faculty is home to three subject based Schools located on the Stoke-on-Trent campus. As well as our on-campus students we have many students who are learning away from our University campuses in Staffordshire – with many learners studying in educational partners both in and outside of the UK, work-based learners studying in their workplace and also distance learners from across the globe using the internet



to interact with their tutors and peers. Consequently, you are now a student in one of the largest such faculty in UK universities, and we are delighted that you are one of our students. The Faculty is host to one of the first UK university computing departments, to science programmes which are some of the highly rated by students in the UK, and to an engineering scheme founded upon the needs of engineering employers. Your course of study will therefore be up to date and relevant, will be serviced by well qualified staff, and will also be geared to preparing you for life and employment after university. Our Staffordshire Graduate Pledge aims to help all of our students achieve what they want to in life.

As one of our students we expect you to work hard, to set high standards for yourself. To help you to succeed you will have access to excellent staff and facilities, and also to a range of student support services to help deal with your particular needs. Of course, to do this academic, administration and technical staff that you come across as part of your studies will readily advise and support you. Your part is to take your study seriously, to ensure that you set-aside appropriate time for your study, and to make full use of the diverse range of learning opportunities – both in class and outside of classes – provided by your course. It is important to us that you are successful and that you go on to be a good ambassador for the university.

Inevitably at the start of term you will be bombarded with a host of well-intentioned information. Some of that information is immediately important to start your studies to make sure that you are in the right place at the right time. Some information you will need later in your course e.g. about assessments, changing modules, extenuating claims etc. Whilst other information is about the services the University offers generally which you may need to utilise in the future. We suggest that you download this handbook and keep it for reference and familiarise yourself with the range of information it contains. This should be the first document of your own digital-archive - get into the habit of downloading essential documents like module descriptors and module handbooks when the course starts.

You are now part of the 'family' of Computing, Engineering and Sciences and we look forward to working with you to help you to succeed as a Staffordshire Graduate.

Very best wishes,
Professor Hastings McKenzie – Dean, Faculty of Computing, Engineering and Sciences

1. Welcome to your Course

On behalf of Course Team I am pleased to welcome you to Biological and Biomedical Sciences at Staffordshire University. As award leader for B.Sc. (Hons) Animal Biology and Conservation, I am pleased to welcome you to Biological Sciences at Staffordshire University.

This award focuses on the ecology and behaviour of animals. It will develop your skills in animal surveying and identification and apply your knowledge to conservation management. After a broad underpinning of material in the first year, your second and third years will focus on applied aspects of animal behaviour, fieldwork, conservation and habitat management.

If you have any questions about any aspects of your studies or any problems please see me.

Good luck in your studies.

Dr. Kevin Reiling, Award Leader

2. Your Course Team

Award Leaders: Dr Pauline Gowland, R115, 01782 294783,
p.gowland@staffs.ac.uk

Dr Kevin Reiling, R113, 01782 294746,
k.reiling@staffs.ac.uk

As the Award Leader for Animal Biology and Conservation, I am responsible for the smooth running of the award and am available to help with any general academic issues you may have. However Pauline and I share the role of Award Leaders and if I am unavailable, Pauline will be able to help.

Academic Group Leader: Dr Angela Priestman, R115, 01782 294845,
a.priestman@staffs.ac.uk

Final Year Project Co-ordinator: Dr Peter Gowland, R115, 01782 294581,
p.c.gowland@staffs.ac.uk

In addition to myself, Pauline, Angela and Pete, other Biological Sciences staff you are likely to meet during your degree are:

Academic Staff	Room	Telephone	Email
Dr Rob Barrington	R203	294845	r.barrington@staffs.ac.uk
Dr Sue Bird	R115	294408	s.j.bird@staffs.ac.uk
Dr David Cadagan	R203	295870	david.cadagan@staffs.ac.uk
Mr Ian Davies	R203	295922	j.i.davies@staffs.ac.uk
Mr Trust Diya	R123	295870	t.diya@staffs.ac.uk
Prof. John Dover	R113	294021	j.w.dover@staffs.ac.uk
Dr Paul Mitchell	R113	294572	p.mitchell@staffs.ac.uk
Dr Harry Mountain	R113	294702	h.a.mountain@staffs.ac.uk
Mr Paul Orsmond	R115	294776	p.orsmond@staffs.ac.uk
Dr Dave Skingsley	R113	295757	d.r.skingsley@staffs.ac.uk
Mrs Anne Turner	R202	295922	a.m.turner@staffs.ac.uk
Dr. Sarah Williams	R113	295829	sarah.williams@staffs.ac.uk

Technical and support staff you are likely to meet:

Technical Staff	Room	Area of expertise
Sue Avery	R236	Physiology
Mishele Barrigas	R218	Physiology
Liz Deakin	R236	Forensic Biology
Denise Figgins	R218	Genetics/Cell biology
Ian Hopkins	R217	Microbiology
Audra Jones	R104	Physiology
Rob Manning	R217	Biochemistry/Molecular
Caroline Newman	R124	Environment

The department is built upon over 500 person years of teaching and research experience at the University level, specific details for each member can be accessed via their staff profile pages at

http://www.staffs.ac.uk/academic_depts/sciences/people/biological_biomedical_staff.jsp

3. An Introduction to your Course

The aims of BSc (Hons) Animal Biology and Conservation are to provide students with

- the opportunity to develop a knowledge and understanding of the issues linked to animal conservation at both the local and global scale
- a progressively structured, stimulating and supportive educational experience, which is informed by developments at the forefront of the discipline
- the opportunity to develop the survey and identification skills valued by employers
- a graduate level knowledge of current biological research and therefore capable of contributing to public debate on scientific and ethical issues
- opportunities for enhanced employability by developing you as a professional scientific practitioner

Your award has a set of written learning outcomes that describe what you should be able to do by the end of each level of the course and can be found in Appendix A. These statements are designed to help you understand what you need to do to pass your course and receive your award.

Each module you study has separate learning outcomes which join together to enable you to demonstrate that you have achieved the overall learning outcomes for your award. The learning outcomes for your modules can be found in your module handbooks.

The specific learning outcomes for your award and modules have been matched to eight university wide learning outcome statements (knowledge and understanding; learning; enquiry; analysis; problem solving; communication; application; and reflection). These standard statements describe the abilities and skills all Staffordshire University students should demonstrate in order to pass their course. The statements have been designed to meet national expectations contained within the [Framework for Higher Education Qualifications](#). This ensures that the learning outcomes for your course are equivalent to similar courses at other UK universities and colleges. A table showing how your module learning outcomes have been aligned with the eight university learning outcome statements can be found in Appendix B.

The design of your course has been guided by the QAA national subject benchmark for Biological Sciences. Written by national experts, the benchmark describes the defining characteristics of the subject area and the abilities and skills you should be able to demonstrate by the end of the course.

4. The Structure of your Course

This BSc Honours Award usually takes 3 years to complete and typically 6 years if studied part-time. The course consists of 3 levels (level 4, 5 and 6) and for each level you are required to study and pass 120 credits (full-time students study one level / 120 credits per year, part-time students typically study half a level / 60 credits per year). The maximum

number of years you can be registered on a course is 8 years and the maximum amount of time you can take to complete any given level is 3 years.

The award structure is illustrated in the grids below. You will enrol of modules for Levels 5 and 6 in the March preceding that academic year.

L E V E L 4	Semester 1	BIOL40586 Introduction to Scientific Practice (30 credits)	BIOL40427 Molecules to Cells (30 credits)	BIOL40431 Biology of Organisms (30 credits)	BIOL40433 Biological Processes (15 credits)	BIOL40434 Ecology (15 credits)
	Semester 2					

L E V E L 5	Semester 1	BIOL50445 Professional Practice and Placement (30 credits)	BIOL50437 Adaptation and Survival (30 credits)	BIOL50438 Ecology and Field Biology (30 credits)	BIOL50441 Behaviour (15 Credits)
	Semester 2				BIOL50442 UK Field course (15 credits)

L E V E L 6	Semester 1	BIOL60627 Research Project (30 credits)	BIOL60620 Toxicology (15 credits)	BIOL60439 Invertebrate Conservation (15 credits)	BIOL60625 Applied Entomology (15 credits)
	Semester 2		BIOL60632 Current Advances in Biosciences (15 credits)	BIOL60623 Vertebrate Conservation (15 credits)	BIOL60626 Conservation Biology and Habitat Management (15 credits)

The academic year is split into two semesters running from September through to June. The length of each teaching block is twelve weeks plus independent study, revision and assessment weeks. The [academic calendar for 2016-17](#) specifies the start and end dates of semesters. Full-time students typically study 60 credits per semester whilst part-time students typically study 30 credits per semester.

Each level / 120 credits is divided into smaller credit modules. You will study both 15 credit modules (equivalent to 150 hours of learning time) and 30 credit modules (equivalent to 300 hours of learning time).

Your timetable, can be found on the Biology Home on BlackBoard. We try to ensure prior to your arrival that your timetable works effectively for you but inevitably changes may be required.

5. The Staffordshire Graduate and Employability

The BSc (Hons) Animal Biology and Conservation course aims to produce graduates who are reflective and critical learners with a global perspective that are prepared to positively contribute both in the world of work and society in general.

As a Biology graduate you will develop **discipline expertise** informed by your exposure and engagement with the learning programme underpinned by research, consultancy and advanced scholarship.

Upon graduation you should be able to demonstrate your **professionalism** by being work ready, **enterprising** and **entrepreneurial** in your outlook. You will understand the role of the professional bodies in regulation and development of professional standards within the developing research-led disciplines of Biological Sciences.

You will have had the opportunity to develop both subject specific skills and a wider skill set that will form the foundations of you as a **lifelong learner** and aid your post- University development. You will be able to reflect on your skills and employability within the context of life sciences and related professions.

Activities such as finding new solutions to old problems or conducting a piece of research will demonstrate **independence of thought**, innovation, flexibility, initiative taking, leadership and risk-taking and will allow you to show **creative** ability in their delivery and **effective communication**. This ability will be both verbal and *via* a variety of electronic formats. This approach will also ensure you will be **technologically, digitally and information** literate, having used a range of technology in your degree including: technologies to access learning materials and information e.g. VLE and e-library resources; to record, collect and analyse data/information e.g. spreadsheets, analytical devices, diagnostic machinery and software and in research or industrial application.

You should also have developed the skills of **independence of thought** by social interaction and through **teamwork** to be able to identify opportunities, prioritise tasks and deploy appropriate skills to organise your time in order to enable **problem- solving** across a spectrum of activities to accomplish objectives. Equally, you should be able to adapt those skills and as appropriate demonstrate further skills of motivation, commitment, delivery, negotiation, leadership and responsibility to work effectively in team situations.

The completion of the **inquiry based learning** programme will help develop your **critical** and **reflective** approach. Specifically you will be able to understand the often contested nature of knowledge and be confident to question/challenge views and perspectives, ask appropriate questions and seek or generate appropriate information and 'data' to answer those questions; examine 'evidence' objectively to make informed and considered

evaluations and judgements on the value/credibility of qualitative and quantitative information.

Science is a global construct and as a Biology graduate you should develop as a **global citizen** with an understanding of both global issues and of your place in a globalised economy. You will develop and understand various perspectives within the Biological Sciences including moral and ethical, national and international and those related to culture and diversity and including those relating to the economy, society, environment and advancing medical approaches.

Appendix C shows how the Staffordshire Graduate attributes map against the core modules in which they are delivered.

More information on the Staffordshire Graduate can be found at:

<http://www.staffs.ac.uk/study/staffordshiregraduate/>

6. Professional Recognition

Forensic Biology is accredited by [The Royal Society of Biology](#).

“Degree Accreditation follows an independent and rigorous assessment of bioscience degree programmes which contain a solid academic foundation in biological knowledge and key skills, and prepare graduates to address the needs of employers.”

The RSB is the umbrella accrediting body for all UK Bioscience degrees and indicates recognition by the professional body of Bioscientists.

7. Learning, Teaching and Assessment on your Course

7.1 Learning and Teaching

A key aim of your award is to develop you as a professional scientific practitioner and this is reflected in our approach to teaching, learning and assessment. You will start with high levels of tutor driven activities; often with in-class competence based work and gradually develop the skills, confidence and capabilities to drive your own learning both with us and beyond. For example, your practical skills - an essential skill set demanded by employers of bioscience graduates - will be developed and practised throughout your degree. In order to do this effectively you will spend a high proportion of class time in Levels 4 and 5 in the laboratory and/or field. In Level 6 more specialist practical skills are developed via your independent research project.

Throughout your award, theory and practice are integrated and many sessions will combine short lectures, seminars or workshops with practical work. This will allow theories and concepts to be explored, illustrated and reinforced and helps enhance your learning via direct experience. In-class activities will be supplemented by various online learning activities via the use of a virtual learning environment.

Being a scientific practitioner is not just about being adept in the laboratory or field; it is also about being adaptable, enterprising, able to solve problems and self-manage. It is also about being able to work and communicate effectively with others both within the sciences but also within a wider ethical and commercial framework. These skills reflect on your own development, your ability to think scientifically and your understanding of the wider context of science, all of these are skills and understanding are valued highly by employers. These skills are encapsulated in the Staffordshire Graduate programme and this award enables you to develop the Staffordshire Graduate attributes embedded within three core modules; one at each Level 4 through 6.

While all modules to varying degrees will address some of these aspects, Levels 4 and 5 include an overarching 30-credit module which will focus on these skills. This will be done by a mixture of workshops and tasks, some carried out independently, both of which are integrated with a tutorial programme that runs throughout the academic years 4 and 5, and culminates in a placement or equivalent experience during Level 5. Additionally, your skills and attributes are employed fully at Level 6 in your research project which is aligned with your award.

At each level of study you will be supported through our integrated tutorial system. At Levels 4 and 5 the tutorials are embedded in a 30 credit module and are a mixture of one-to-one and small group tutorials focusing on the support for your learning, effective use of feedback and developing your graduate attributes. At Level 6 in addition to tutorials with your project supervisor, you continue to have tutorials with your personal tutor focused on personal development and career success.

7.2 Placements and Work-Based Learning

The Biology award includes a compulsory, “placement” type of graduate level endeavour as part of the Level 5 module Professional Practice and Placement. This placement is an Award Specific Requirement so all students need to successfully complete this element of the module. Failure of this requirement will result in failure on all of our biological and biomedical awards.

This placement is a valuable experience and helps link to your practitioner development and obviously the Staffordshire Graduate programme mentioned elsewhere within this document.

The actual type of work can be varied but nominally equates to 21 days of full-time activity and can include things such as a traditional work placement, volunteering, social enterprise project, potentially existing part time work, organising an event or series of events, setting up a new club/society, developing and delivering aspects of a school curriculum or public engagement work or acting as an research intern with a member of staff.

You will be required to consider what type of work experience you would like to undertake and make contact with potential providers. Once you have established the placement is possible you are required to complete a placement application form. These are used by the Administration Team who will send the provider a copy of your application form and a

Health and safety form. Once this form has been returned to the University you will be able to undertake your placement.

7.3 Assessment

The assessments are designed to assess the knowledge, understanding and skills relevant to a career in the life and biomedical sciences and are progressively structured; so, for example, the number of assessments reduce as you progress through the levels, as they become more demanding; this reflects your development as scientists and autonomous learners with developing skill sets. Typically at Level 6 you will have one assignment per 15 credits.

Assessment will be by a mixture of coursework and exams. Coursework assessments are very varied (e.g. producing web pages, wikis, scientific articles, posters and presentations, literature reviews, video diaries, delivering seminars, *viva voces*, report writing etc.) and are designed to develop and assess a range of skills relevant to employment. Practical skills will be assessed both directly *via* tests of competency in carrying out various laboratory (and/or field) techniques, and also indirectly *via* the production of laboratory-based reports.

In Level 4, examinations will assess your breadth of knowledge and understanding of the fundamental concepts of the discipline. In Levels 5 and 6 the examinations, whether practical, essay-based or short answer/multiple choice, will test your ability to analyse, synthesise and evaluate ideas, to justify and to develop arguments.

Further details on academic regulations can be found here.

http://www.staffs.ac.uk/assets/academic_award_regs_1-3_tcm44-50984.pdf

7.4 How to Submit Assessments

You must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so is likely to result in failure of the module overall. There may be occasions when you are unable submit or undertake a piece of assessment due to circumstances beyond your control. The University has put in place a procedure for dealing with such extenuating circumstances. You can find more information on the university's extenuating circumstances procedure at:

http://www.staffs.ac.uk/support_depts/info_centre/handbook/extenuating/

Submitting Assignments Online

The majority of your assignments will be submitted electronically. Online assignments will be submitted through BlackBoard, using one of a number of methods. In each case, the module handbook and BlackBoard site for that module will make it clear how and when you are required to submit your work. All assignments should be submitted through the Module space in BlackBoard, and not through the award space. All assignments are marked anonymously unless this is not possible or undesirable

In some cases you may be asked to submit your work *via* email or another online process. In each case, this will be made clear in your module handbook.

All electronic submissions *via* BlackBoard should have an e-version of the coversheet cut-and-pasted into the front of your assignment document and will include Turnitin anti-plagiarism screening.

If written submission in a hard copy is needed it will be detailed in module handbooks. Instructions for the submission of assignments will be included in the relevant module handbooks or on assessment briefs. **It is your responsibility to ensure that you submit assignments on time and at the appropriate place.**

Anonymous Submission

Note that most assignments are marked anonymously, and that you are asked to fold and stick down the top-flap of the assignment receipt form to conceal your name before handing in your work. This is an important tool in helping to safeguard the integrity of the assessment process. Anonymous marking, however, may not be appropriate certain kinds of assessment (for example, an artefact or presentation).

For online submissions, we will use the tools available in BlackBoard to ensure anonymity wherever possible.

Learning Support Agreements

If you have a learning support agreement which recognises dyslexia as a disability make sure that you ask for one of the yellow stickers (available from the Faculty Office) to attach to your work to signal to the tutor that the assignment needs to be marked on content and understanding and not penalised for grammar, spelling or punctuation errors.

For online submissions, you will be advised by your Faculty Office, or in the module handbook on how to signal this to your tutor.

Similarly, if your learning support statement specifies that you can negotiate the submission dates of your assessments then please ensure that you have agreed new submission dates with your tutor (normally the Module Co-ordinator) in advance of the original deadline. On the Faculty assignment cover-sheet there is a box for stating the agreed negotiated deadline and the tutor's signature. Please be mindful of the fact that you may need to complete the cover-sheet in advance of the submission date to ensure you get the tutor's signature – rather than assume the tutor will be available on the day / time you intend to submit.

If you hand work in after a negotiated deadline, it will be treated as 'late', and will be marked at zero. So, if having once negotiated a deadline you find that, as it approaches, you are going to need a further extension, you will need to go back to your tutor to authorise this. Your tutor will use the test of 'reasonableness' in agreeing to any further extension.

If you need to adjust the assignment schedule agreed with your tutor for reasons that are unrelated to your disability, then you will need to use the normal Extenuating Circumstances procedure.

Keeping a Backup

Finally, of course, it is good practice to keep a hard or (backed-up) electronic copy of any assignment you submit, whether that assignment is submitted on paper or electronically. Should the assignment you submit get lost, then you will have the receipt to prove that you handed it in, and a copy to replace what has been lost.

7.5 Feedback on your Work

Coursework and other assessments, excluding examinations

You will normally receive feedback on all your assessments, other than examinations, within 20 working days following the deadline for submission of your assessment or actual date of the assessment (in the case of class tests). For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module Handbooks.

In order to ensure that feedback is provided within 20 days, in most cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

If work is submitted for formative comments it is normal to **only submit it once**, usually as a plan rather than the full submission.

Formal University examinations

Feedback for examinations will always be provided. At the latest, feedback should be provided at least four weeks before the next examination period.

The University hopes that you will also play your part by ensuring that you collect feedback from the relevant sources as soon as it is available.

7.6 External Examiners Appointed to your Course

External examiners help the university to ensure that the standards of your course are comparable to those provided by other universities or colleges in the UK. More information on the role performed by external examiners can be found at:

www.staffs.ac.uk/externalexaminers/

The external examiner for your course is: Dr Anne Oxbrough, Senior Lecturer in Biology, Edge Hill University.

It is not appropriate for you to make direct contact with your external examiner. External Examiners will not respond to any direct communication from a student.

8. Extra Costs

All students are provided with a laboratory coat and must bring them to all sessions which are based in the laboratories (both wet and dry practicals). If, occasionally, you forget your laboratory coat you may hire one. If you do not have a laboratory coat or do not have the money to hire one, you will not be permitted to carry out the practical. Purchasing of stationary, calculators (note mobile telephones are not allowed in wet labs or examinations) and texts are the responsibility of the students.

Fees will cover the cost of all compulsory laboratory based work and fieldwork.

9. Communication

From us to you

- In class.
- Personal face to face meetings.
- Email – staff will use your student email account and not your private email addresses. You must check this regularly and ensure your mail box is not full.
- BlackBoard. All modules have BlackBoard support and this is a useful way to communicate module specific information.

From you to us

- In class
- Email. Simple enquires can be dealt with quickly by email. However before contacting staff you should ensure you have checked your course handbook or module handbook as often the information is already available in these resources. Personal email accounts are not acceptable channels of communication.
- Meetings. Some queries need to be addressed by face-to-face meetings. If this is the case you should telephone the staff member from the Faculty Reception to see if they are available. Generally staff are happy to meet students straight away. However if they are not available (e.g. if they are going to a class) then it may be necessary to make an appointment for a mutually convenient time.

10. Support and Guidance

There are a number of ways by which you can seek support and guidance and this may depend on the nature of your query.

Award Leaders (Dr Kevin Reiling and Dr Pauline Gowland) are available for providing advice about the award related matters such as changing award or study mode.

All modules have a designated Module Co-ordinator and these can be the first point of contact for any questions relating to a specific module. The name and contact details for Module Co-ordinators are provided in the module handbooks.

You will normally be allocated a Personal tutor before you start term and you will meet them in Welcome Week and on a regular basis throughout your studies. In accordance with the University's Personal Tutoring. You will keep the same Personal Tutor for all levels. The School of Sciences Personal Tutoring Scheme is embedded within your modules and thus requires a number of group and individual meetings during the course of the year. However, if you have any problems or queries, you should contact your Personal Tutor to discuss them, as soon as possible – don't wait for a scheduled meeting.

Your Personal Tutor will:

- be your first point of contact to give you advice or direct you to further support on academic and pastoral matters and University services;
- help you develop your academic skills;
- oversee your academic progress on your award including providing general feedback on your overall academic performance and help you enhance your learning by you reflecting on your feedback;
- encourage you to engage with all the opportunities the University has to offer to enhance your Staffordshire Graduate Attributes and employability;
- encourage you to give feedback to the University on your modules and in course surveys;
- be prepared, if requested, to provide written references for you.

To ensure that you get the most from your personal tutorials your course team expect you to:

- maintain regular communication with your Personal Tutor, attending all meetings/making contact as arranged;
- proactively contact with your Personal Tutor when you need help or guidance which may impact on their academic performance or pose any risk to their withdrawal or progression;
- prepare for and engage in Personal Tutor-related activities;
- positively respond to advice provided to resolve any issues that you have with your studies.

If you have any general concerns, the Faculty Student Guidance Advisor can help you with a wide range of educational issues as well as offering specialist information and support. A drop-in service is available, but to discuss an issue in depth you can then book an appointment. Further details can be found at http://www.staffs.ac.uk/support_depts/studentguidance/advisors/.

The University offers help and support in many areas including counselling, disability, learning support agreements, equality & diversity, international students, mature students etc. Information on university support services can be found in the on-line student guide (available at: <http://www.staffs.ac.uk/student/guide>)

The Student Advice Centre run by the Student's Union provides independent, impartial and confidential advice to students free of charge. More information on the Student's Union can be found at: <https://www.staffsunion.com/>.

11. The Student Voice

During the course you will have the opportunity to share your views and opinions on your modules, course and the university. Your feedback is key to ensuring that we get an accurate picture of what it is like to be a student at Staffordshire University and enables us to enhance the learning experience for current and future students.

In each module that you study you will have the opportunity to complete a module evaluation questionnaire and provide some feedback to help us continuously improve the classes that we deliver to you.

At Levels 4 and 5 you are invited to complete the SVS (Student Viewfinder Survey) and at Level 6 you will complete the NSS (National Student Survey). The SVS is conducted internally by the University, whilst the NSS is an external survey conducted across the whole of the UK. Both the SVS and the NSS measure student satisfaction.

Six months after graduating you will be asked to complete the DLHE (a survey about the Destinations of Leavers from Higher Education); another external survey to collect information about graduate employment.

The NSS and DLHE feed into University league tables and can be used to compare across courses and universities.

Programme Committee Meetings are held once each semester. The scheduled meetings are announced on BlackBoard and students are invited to raise any points for discussion with their student representative (either in person or via a discussion board). Meeting notes are also posted on BlackBoard in a dedicated course committee area. Each level is usually represented by one student who is responsible for raising your views and any issues about the course.

Student representatives are elected via the University election scheme and are expected to attend the student liaison committees.

Examples of issues raised and how we addressed them:

You said . . .	We did . . .
In some cases assessment feedback was too slow.	Improved the turnaround time for assessment feedback and on every assessment description you will be given a date by which you can expect to receive feedback.
The timetable was unclear and difficult to understand.	Each student at level 4 receives an individual day by day timetable of where to be for every attendance day until Christmas. After that information is provided in a week view

	format .
Timing of assessments.	All modules now fit into an overall planned assessment regime designed to spread the student load as much as possible.

12. Rules and Regulations

Your course is delivered and assessed according to the University's Academic Award Regulations. These can be accessed at: <http://www.staffs.ac.uk/regulations>

In addition to the standard regulations, the Level 5 Placement is an Award Specific Requirement and must be completed. Failure to complete this will result in failure on this, and all of our biological and biomedical awards.

Appendix A – Award Learning Outcomes

	Level C (Cert HE)	Level I (Dip HE)	Level H (BSc (Hons))
Knowledge & Understanding	Define & explain fundamental biological and ecological terminology and concepts across a range of organisational levels	Use biological and ecological terminology accurately and in an appropriate context, and demonstrate knowledge and critical understanding of key biological and ecological concepts and theories	Demonstrate advanced knowledge & understanding of a complex body of biological and ecological principles, concepts & theories relating to wildlife conservation, which extends beyond the directly taught programme, at least some of which is at the forefront of the discipline
Learning	Recognise how knowledge and understanding has developed within selected areas of the biological and ecological sciences	Recognise some of the current limits of knowledge in aspects of the biological/ecological sciences	Recognise and take account of the ambiguity, provisional nature, biases and value-laden nature of knowledge when drawing conclusions and evaluating information
Enquiry	Demonstrate competence and safe working practices in basic practical techniques, and be able to manipulate and interpret data, using statistical analysis where appropriate	Use a range of standard ecological survey and sampling techniques and be able to carry out appropriate data analysis in order to conduct and interpret field investigations	Select, evaluate & apply appropriate techniques to conduct biological/ecological investigations safely and ethically, and interpret, evaluate & present the data produced
Analysis	Evaluate and interpret concepts and principles	Critically analyse biological/ecological information using a range of established techniques	Describe and comment upon research or advanced scholarship, and critically evaluate arguments, assumptions etc. to make judgements
Problem Solving	Consider and choose between approaches to solving well defined problems	Develop and implement appropriate strategies to solving problems relating to the sampling and surveying of organisms, both as an individual and as part of a team	Develop questions to achieve a solution (or identify a range of solutions) to a complex problem or series of problems relating to the conservation of animals
Communication	Describe and explain in a coherent and well structured manner fundamental biological and ecological concepts	Communicate using a range of formats a set of biological/ecological ideas and/or explain and substantiate a viewpoint	Communicate effectively and confidently, in various formats, complex ideas and reasoned arguments
Application	Understand how biological and ecological knowledge and skills can be applied to real-world problems	Apply biological and ecological principles, concepts and practical skills outside the context in which they were first studied	Apply advanced knowledge, understanding, methods and techniques, some of which are at the forefront of the discipline, to the conservation of animals
Reflection	Reflect on their knowledge and skills development	Critically evaluate their strengths and weaknesses and demonstrate personal responsibility in order to advance their personal and professional development	Demonstrate personal responsibility, manage their own learning, & exercise initiative in complex & unpredictable circumstances, including in an employment context

NB For the award of a BSc Ordinary Degree, students must achieve the learning outcomes for Level 5 (Dip HE), plus demonstrate the following Level 6 outcomes: knowledge and understanding, learning, analysis, communication and application. In effect this means that students on the Ordinary Degree will not take the 30-credit Honours Project module.

Appendix B – Curriculum Maps

The University has identified a set of general learning outcomes which any student can expect to achieve as a result of studying at the University. These were identified by the University from the national framework for Higher Education Qualifications, and these types of learning outcome are common to all degrees across the university, and to all levels of study. They vary in specific content depending on programme area and level of study. As you progress through the levels of the award, the range of material you will have encountered, and your expertise in those areas will increase. These general learning outcomes are as follows:

- **Knowledge and Understanding.** You will know and understand a body of knowledge about the field.
- **Learning.** You will be able to distinguish different approaches within the field and to participate in debates about the validity of these approaches.
- **Enquiry.** You will be aware of a range of research methods, of the ethical considerations associated with them, and be able to use these methods, supported by a range of information sources.
- **Analysis.** You will be able to analyse and evaluate theories and concepts in the field and to use different research methods for this purpose.
- **Problem Solving.** You will be able to analyse problems in terms of your field of study and to carry out research designed to solve those problems.
- **Communication.** You will be able to communicate in a range of different ways about ideas in the field, using conceptual analysis and empirical evidence, and to use information technology appropriately (e.g. word processors and statistical software) to do so.
- **Application.** You will be able to apply your knowledge and understanding of the field to real life issues using the skills itemised above.
- **Reflection.** You will be able to work independently and responsibly in the field, and have acquired general skills valued in employment or future learning.

The tables on the following pages map these general learning outcomes to the specific learning outcomes for each module which makes up BSc (Hons) Animal Biology and Conservation.

Modules	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
Level 4								
Introduction to Scientific Practice (30 Credits)								
1. Carry out enquiry based learning and critical analysis by demonstrating an	✓			✓	✓			✓

Modules								
Level 4	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
awareness of personal responsibility for your own learning and by conducting a personal skills audit identifying where skills gaps exist mapped against career and employment expectations.								
2. Demonstrate a high level of IT, oral and written communication skills		✓				✓		
3. Display the ability to work in a team to develop, execute and present the outcome of an investigation appropriate to the level of study			✓	✓	✓	✓		
4. Self-evaluate and reflect on your progress in developing the attributes considered essential for the Staffordshire Graduate				✓				✓
5. Demonstrate knowledge and understanding of basic good laboratory practice, safe working, data handling and fundamental principles underlying the biological sciences.	✓	✓					✓	
6. Manipulate and interpret information from a variety of sources including those of a statistical nature.			✓	✓	✓			
Molecules to Cells (30 Credits)								
1. Describe the physical and chemical structures of typical eukaryotic and prokaryotic cells together with the roles of their biologically important molecules, organelles and other cellular components	✓					✓		
2. Explain, at the molecular level, the events that allow the transmission of information along genetic and metabolic pathways	✓	✓						

Modules								
Level 4	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
3. Safely and competently perform selected practical procedures involving a range of basic equipment and appropriately interpret findings in the context of published biological literature			✓	✓		✓	✓	✓
Biology of Organisms (30 credits)								
1. Recognise representatives of the major forms of life, be aware of diagnostic aspects of their biology and the subsequent implications to survival and reproduction.	✓	✓						
2. Successfully communicate fundamental biological concepts	✓					✓		
3. Successfully display the ability to evaluate and integrate various types of information from a variety of sources into a professionally appropriate written format.				✓				✓
Biological Processes (15 Credits)								
1. Describe the significance and interaction of key biological processes relating to the activity of molecules, cells, organisms and populations.	✓						✓	
2. Appraise your ability to critically investigate information relating to Biological processes				✓		✓		✓
Ecology (15 Credits)								
1. Explain some of the fundamental ecological concepts and theories	✓							

Modules								
Level 4	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
2. Carry out a range of basic ecological techniques and evaluate their advantages and limitations					✓			
3. Manipulate and interpret data, using statistics analysis where appropriate			✓					

Modules								
Level 5	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
Professional Practice and Placement (30 Credits)								
1 Be work ready and employable and understand the importance of being enterprising and entrepreneurial through the reflection upon your career goals in relation to your personal and professional development and citizenship		✓						✓
2 Be a good communicator with the confidence to interact with a range of colleagues. Effectively communicate your skills and abilities through the problem-solving and contextualisation of your own experiences in work-based situations.	✓				✓	✓	✓	✓
3 Have developed the skills of independence of thought and social interaction through teamwork, being critically self-aware of the demands while work-based and, more generally, aware of the importance of team work				✓				✓

Modules								
Level 5	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
skills in the working environment.								
4 Self-evaluate and reflect on your progress in developing the attributes considered essential for the Staffordshire Graduate				✓				✓
5 Formulate approaches for the self development in the short, medium and long term				✓	✓			✓
6 Develop, design and present details of research based scientific investigation			✓		✓	✓		
Adaptation and Survival (30 Credits)								
1. Communicate knowledge and critical understanding of plant and animal structure, function and behaviour, relate that to coping with abiotic and/or biotic factors and how that has shaped the evolution of life.	✓					✓		
2. Demonstrate the ability to generate and analyse data then evaluate and link that data to global perspectives within a team and as an individual.			✓	✓	✓			✓
3. Communicate understanding of how fundamental scientific concepts apply to the world at large.	✓						✓	
Ecology and Field Biology (30 Credits)								
1. Evaluate critically the appropriateness of different sampling approaches to estimating abundance/ relative abundance of species					✓			
2. Demonstrate knowledge of habitat and organismal ecology and underpinning			✓				✓	

Modules								
Level 5	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
concepts, principles as applied to conservation								
3. Demonstrate an ability to identify common plants and animals using keys	✓							
Behaviour (15 Credits)								
1. Critically appraise current experimental practice as a way of explaining behavioural responses		✓						
2. Elucidate and then communicate current thinking explaining behavioural responses				✓		✓		✓
Field Course (15 Credits)								
1. Carry out, in a safe, ethical and environmentally responsible way, a range of ecological sampling and survey techniques			✓					
2. Design, carry out, analyse and report on a well defined piece of research				✓	✓	✓		
3. Critically evaluate your own progress and demonstrate personal responsibility in working with others in the planning and implementation of a small research project								✓

Modules								
Level 6	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
Research Project (30 Credits)								
1. Gather, synthesise, summarise and critically	✓	✓						

Modules								
Level 6	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
evaluate information and evidence including current biological research and then use that information to support and develop arguments								
2. Safely and ethically execute appropriate practical techniques to conduct a biological investigation with minimal guidance and indirect supervision			✓				✓	✓
3. Explain the scientific principles underlying the methods and techniques used and evaluate their limitations and alternatives including consideration of relevant safety and ethical issues	✓	✓					✓	
4. Apply appropriate statistical techniques to test biological hypotheses and demonstrate an awareness of their assumptions and the limitations of the tests used		✓			✓		✓	
5. Confidently and proactively employ IT skills as an integral tool to support learning			✓					
6. Communicate in the format and style appropriate to a professional biological scientist						✓		
Toxicology (15 credits)								
1. Communicate knowledge of toxicants, the problems they cause and the techniques needed to assess and measure their	✓					✓		

Modules								
Level 6	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
impact.								
2. Demonstrate the ability to analyse data then evaluate and link the findings of the analysis in a scientifically appropriate manner to the world at large.			✓	✓	✓			
Applied Entomology (15 Credits)								
1. Demonstrate detailed knowledge and advanced understanding of selected aspects of insect biology that is informed by the forefront of the discipline and shows an understanding of the uncertainty and limits of current knowledge	✓	✓						
2. Comment on and evaluate aspects of current entomological research				✓				
Invertebrate Conservation management (15 Credits)								
1. Describe and comment upon current research, or equivalent advanced scholarship in insect conservation and critically evaluate arguments, assumptions, abstract concepts and data, to make judgements.				✓				
2. Demonstrate an understanding of the uncertainty, ambiguity and limits of Knowledge in invertebrate conservation		✓						

Modules								
Level 6	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
3. Demonstrate a systematic understanding of key aspects, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of work in invertebrate conservation	✓							
Vertebrate Conservation (15 Credits)								
1. Demonstrate detailed knowledge and advanced understanding of the principles and practice underpinning vertebrate conservation	✓							
2. Apply the methods of systematic review to the synthesis and evaluation of current research relating to vertebrate conservation		✓		✓			✓	
Conservation Biology and Habitat Management (15 Credits)								
1. Demonstrate an understanding of conservation and restoration management and effects on species, habitats and biodiversity	✓							
2. Demonstrate an ability to devise useful conservation strategies in different biotopes					✓		✓	
3. Demonstrate personal responsibility, management of own learning, and show initiative in relation to student-centred field work and working as part of a team								✓

Modules Level 6	Knowledge & understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
Current Advances in the Biosciences (15 Credits) Core								
1. Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge within your award discipline and/or related areas	✓	✓						
2. Use established techniques of enquiry within your discipline to initiate and undertake critical evaluation of current research to arrive at considered judgement on the value of this work, to consider wider ethical issues and to communicate your conclusions in an appropriate way to other scientists			✓	✓		✓		
3. Manage your own learning by taking personal responsibility and showing initiative to demonstrate your learning ability, qualities and transferable skills necessary for professional level employment (or training).								✓
4. Evaluate the role of Bioscience research, enquiry, endeavour and enterprise within the global context	✓						✓	

Appendix C – The Staffordshire Graduate

Attribute Characteristic	Level	Module(s) code: title	No of Credits	Core or Option C / K / O	Brief description of activity / activities	How is achievement 'assessed'? <small>(will assume it is an individual assessment - please indicate otherwise)</small>
Work-ready and employable	4	Introduction to Scientific Practice	30	C	Development of core laboratory, data handling and statistical analysis skills	Demonstrating competency (team and individual) Reflective Portfolio
	5	Professional Practice and Placement	30	C	Professional practice/identify is explored in terms of 'being a professional' in work and employment. Design of practical investigation.	Oral presentation. Placement Report
	6	Research Project	30	C	Design implementation and analysis of a scientific investigation.	"Scientific Paper" <i>Viva voce</i>
Understanding of enterprise and entrepreneurship	4	Introduction to Scientific Practice	30	C	Introduction to team working attributes (Belbin), effectiveness of working in a team. Identification and reflection on personal skills and attribute development (SWOT analysis).	Reflective portfolio on skills development – their identification of where they are at regarding the key skills identified as important by employers.
	5	Professional Practice and Placement	30	C	Identifying opportunities, showing creativity and innovation are all part of scientific progress. Focused workshops embed the need for	Oral presentation. Placement Report

					enterprise and entrepreneurship in both the industrial and wealth creation dimension but also as fundamental traits within the basic scientific skill set.	
	6	Research Project	30	C	Students need to identify novel approaches and solutions in order to complete the work, expanding on level 5 development.	“Scientific Paper” <i>Viva voce</i>
Understanding of global issues and graduate’s place in the global economy	4	Introduction to Scientific Practice	30	C	Attendance at a series of ‘key note’ lectures delivered by staff and guest speakers some of which will cover issues relating Biological Sciences within a global perspective. The content will also highlight the opportunities of a biological science student within an international employment market.	Within the team executed mini-research project and/or the individual presentation on a biological science topic of their choice.
	5	Professional Practice and Placement	30		Employability, professional development and scientific discovery are fundamental to this module, and are in their own right global issues, which have implication for the global economy. Students, through their engagement with employability, professional development, and scientific discovery issues, develop	Professional practice and the development of professional identify are assessed within the oral presentation and placement report

					an awareness of the global economy. The graduate has a place in the global economy as a result of their professional practice and the development of professional identify, and hence their awareness of their place in the global economy is facilitated through the demonstration of identify and practice.	
	6	Research Project	30	C	Students are working as a scientific professional and thus draw upon and communicate to the global audience.	“Scientific Paper” <i>Viva voce</i>
Communication skills	4	Introduction to Scientific Practice	30	C	Team executed mini-project, subject specific presentation of their choosing.	Team executed mini-project, subject specific presentation of their choosing. Reflective portfolio on skills development.
	5	Professional Practice and Placement	30	C	The module encourages peer-interaction, oral presentation and written reflective pieces and video production	Oral presentation and placement report
	6	Research Project	30	C	Participation in student conference	“Scientific Paper” <i>Viva voce</i>
Presentation skills	4	Introduction to Scientific Practice	30	C	Team executed mini-project, subject specific presentation of their choosing.	Team executed mini-project, subject specific presentation of their choosing. Reflective portfolio on skills development.

	5	Professional Practice and Placement	30	C	Learners become aware through a variety of activities how everything from body language to final summative written reports are encapsulated in the term 'professional skills'	Oral presentation and placement report
	6	Research Project	30	C	Participation in student conference, production of "Scientific Paper" and <i>Viva voce</i>	"Scientific Paper" <i>Viva voce</i>
The ability to interact confidently with colleagues	4	Introduction to Scientific Practice	30	C	Team executed mini-project, subject specific presentation of their choosing.	Team executed mini-project, subject specific presentation of their choosing. Reflective portfolio on skills development.
	5	Professional Practice and Placement	30	C	Peer-interaction and peer-evaluation are encourage and while on placement students will work with a number of colleagues	Opportunities to develop confidence in peer-interaction are provided and formative discussion occurs. Formal summative assessment is made through reflective writing. Oral presentation and placement report. Team skills assessment.
	6	Research Project	30	C	Execution of project, participation in student conference, production of "Scientific Paper" and <i>Viva voce</i> . Interaction with technical team regarding obtaining equipment.	<i>Viva voce</i>
Independence of thought	4	Introduction to Scientific Practice	30	C	Subject specific presentation of their choosing. Completion of a reflective portfolio on skills development.	Subject specific presentation of their choosing. Reflective portfolio on skills development.

	5	Professional Practice and Placement	30	C	Placement are obtained through independent action and thinking by the student. Self-evaluation of knowing 'how they are doing' and 'what further needs doing' in terms of assessed assignments resides primarily with the student. Collaborative learning environments will guide students in developing aspects of independent thinking	Both oral presentation and placement report require independent thinking and will be demonstrated through problem solving, reflection and enquiry learning outcomes
	6	Project	30	C	Execution of project	"Scientific Paper" <i>Viva voce</i>
Skills of teamworking	4	Introduction to Scientific Practice	30	C	Belbin test, team work activity workshop, team executed mini research project.	Poster, reflective portfolio on skills development.
	5	Professional Practice and Placement	30	C	Student – led tutorials, group activities in designing and developing scientific experiments will all involve team work	Competence assessment that must be passed informs the final summative action plan.
	6	Research Project	30	C	Interaction with technical team regarding obtaining equipment	
Ability to carry out inquiry-based learning and critical analysis	4	Introduction to Scientific Practice	30	C	Team executed mini research project.	Poster
	5	Professional Practice and Placement	30	C	The scientific careers search model and the scientific approach to new knowledge generation are both	Oral presentation and placement report

					enquiry based and require critical analysis. Action planning	
	6	Research Project	30	C	The project.	“Scientific Paper” <i>Viva voce</i>
Skills of problem solving and creation of opportunities	4	Introduction to Scientific Practice	30	C	Team executed mini research project, reflection on personal skills and attribute development	Poster, reflective portfolio on skills development.
	5	Professional Practice and Placement	30	C	Identifying opportunities, showing creativity and innovation are all part of scientific progress. Identifying and utilising placement opportunities and recognising personal growth	Placement report
	6	Research Project	30	C	The project.	“Scientific Paper” <i>Viva voce</i>
Technologically, digitally and information literate	4	Introduction to Scientific Practice	30	C	Development of core skills. Research for mini-project and presentation, presentation of data for the mini-project.	Competency test, Project poster.
	5	Professional Practice and Placement	30	C	Literature, placement searching. Statistical calculation, and date treatment. Identifying career , placement and reflective literature	Oral presentation and placement report
	6	Research Project	30	C	Data analysis and information searching needed for practitioner level project engagement.	“Scientific Paper”

An understanding of the concepts of life-long learning and life-long success	4	Introduction to Scientific Practice	30	C	Demonstration of competencies. SWOT analysis, use of feedback diary.	Competency test, reflective portfolio on skills development.
	5	Professional Practice and Placement	30	C	Awareness of the changing global issues such as, employability, professional development and scientific discovery, encourages the recognition for the need to continue learning and to be able to recognise and evaluate what is 'success' in terms of the students own professional practice and identify.	placement report team skills assessment
	6	Research Project	30	C	The self-development and discovery linked to an original investigation, coupled with the nature of scientific advancement will force the student to recognise the importance of life-long learning to successes within the scientific arena.	

