

KEY PROGRAMME INFORMATION

Originating institution(s) Kingston Maurward College	Faculty responsible for the programme Faculty of Science and Technology
Final award(s), title(s) and credits FdSc Marine Ecology and Conservation 120 credits (60 ECTS) L4/ 120 (60 ECTS) credits L5)	
Intermediate award(s), title(s) and credits HE Cert Marine Ecology and Conservation (120 (60 ECTS) credits L4)	
UCAS Programme Code(s) (where applicable and if known) F710	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load 100351 (34%), 100883(33%), 100418 (33%)
External reference points The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), Foundation Degree qualification benchmark, Master's Degree Characteristics and Subject Benchmark Statements; QAA Foundation Degree Subject Benchmark QAA Biosciences Subject Benchmark Statements QAA Earth sciences, Environmental Sciences and Environmental Studies Subject Benchmark Statements	
Professional, Statutory and Regulatory Body (PSRB) links N/A	
Places of delivery Kingston Maurward College	
Mode(s) of delivery Full time, Part time, CPD	Language of delivery English
Typical duration 2 years full time, 4 years part time, each level 1 year full time or 2 years part time	
Date of first intake September 2020	Expected start dates September 2020
Maximum student numbers N/A	Placements 150 hours minimum of work placement for the completion of the Work Based Learning module at level 4. This can be through more than one provider if required and can be through regular and/ or block placements. Students are expected to secure their own placements, although the college provides support and guidance for this. Assessment for this module is in August before starting level 5 to allow students to complete their placements.
Partner(s) Kingston Maurward College	Partnership model

Programme Specification – Section 1

	Validation
Date of this Programme Specification March 2025	
Version number V1.1-0925	
Approval, review or modification reference numbers E20181941, approved 05/09/2019 FST2425 15, approved 19/03/2025, previously v1.0	
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Programme Specification – Section 1

PROGRAMME STRUCTURE

Programme Award and Title: FdSc Marine Ecology and Conservation								
Year 1/Level 4								
Students are required to complete all 6 core units.								
Unit Name	Core/Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Study and Research Skills	Core	20		100		42	V1.0	101088 (100%)
Introduction to Marine Habitats	Core	20		100		84	V1.0	100351 (100%)
Marine Animal Ecology and Behaviour	Core	20	50	50		84	V1.0	100347 (50%) 100522 (50%)
Marine Animal Physiology	Core	20	40	60		84	V1.0	100351 (50%) 100937 (50%)
Marine Environmental Science	Core	20	40	60		42	V1.0	100883 (100%)
Work-based Learning	Core	20		70	30	42	V1.0	101088 (100%)
Progression requirements: Requires 120 credits at Level 4. Students will be allowed to proceed to Level 5 on completion of units 1 to 5 at the Summer exam board, provided they successfully complete their Work Based Learning assessment prior to the resit board in September. Students can continue their studies at Level 5 if they require a resit for Work Based Learning, provided the re assessment is completed by the full completion of their studies and confirmation of final award. Exit qualification: Cert HE Marine Ecology and Conservation (requires 120 credits at Level 4)								

Year 2/Level 5								
Students complete 4 core units and 2 optional units:								
Unit Name	Core/Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Zoology of Marine Invertebrates	Core	20	50	50		84	V1.0	100418 (100%)
Zoology of Marine Vertebrates	Core	20		100		84	V1.0	100418 (100%)
Marine and Coastal Conservation	Core	20		100		84	V1.0	101318 (50%) 100468 (50%)
Specialist Research Project	Core	20		100		84	V1.0	101088 (100%)
Coastal Processes and Geomorphology	Option	20		100		84	V1.0	100883 (100%)
Marine Animal Health and Welfare	Option	20		60	40	42	V1.0	100976 (50%) 100518 (50%)
Marine Ecology Field Study Tour	Option	20		100		50	V1.0	100351 (100%)
Exit qualification: FdSc Marine Ecology and Conservation (requires 120 credits at Level 4 and 120 credits at Level 5)								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The aim of the programme is the development of students who on completion of the Foundation Degree:

- Have a critical understanding of the ecological processes that constitute marine and coastal ecosystems;
- Have the necessary scientific skills, knowledge and practical skills to develop successful careers in specialist fields of marine and coastal ecology and conservation;
- Can apply these skills to specific conservation issues within marine and coastal ecosystems and also communicate effectively with both those working in the field of marine conservation and with the wider public;
- Have the ability to carry out independent investigations in the area of marine and coastal ecology and conservation;
- Have transferable management, communication and interpersonal skills that can be applied within the marine industry;
- Are equipped with specialist IT skills;
- Have marketable and transferable skills to seek alternative employment in related industries;
- Have the skills and knowledge necessary for further study.

From a wider perspective the programme aims to:

- To establish Dorset as a centre of excellence for the training and provision of highly skilled and experienced marine and coastal conservationists, marine ecologists and fisheries scientists;
- To attract high calibre students with a keen interest in marine and coastal ecology and conservation;
- To use, in a sustainable fashion, the considerable marine resources available within Dorset;
- To maintain and promote the conservation status of the marine and coastal habitats and species within Dorset;
- To produce high quality graduates with the necessary knowledge and practical skills to develop successful careers in specialist fields of marine and coastal ecology and conservation;
- To provide a direct link between study and employment opportunities within the local region.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

Programme Specification - Section 2

The continued validation of this programme with Bournemouth University aligns with the strategic vision of both institutions.

Kingston Maurward remains the only land based college in Dorset and its higher education offer reflects its specialist nature. With the introduction of T Level study programmes in 2020-22 in vocational subject areas, the college needs to ensure it can provide qualifications above level 4 in its curriculum in technical and vocational subjects, of which marine conservation is a part of.

The college's vision is to remain an independent specialist college. The inclusion of specialist degree level provision, such as marine ecology, is a key element in the diversity of the college's business strategy to allow it to continue to stand alone in the local region.

The continued support of this programme from BU aligns with the BU2025 strategy as it will feed into Top Up provision in the faculty of Life and Environmental Sciences. The programme continues to attract a large proportion of non-traditional entrants to higher education. These include those with vocational qualifications and mature students. Thus meeting the widening participation agenda through partnership working. Many of these non-traditional learners will access BU via the Top Up BSc (Hons) Marine Ecology and Conservation programme through direct progression. The connection to the FdSc Marine Ecology and Conservation will play a part in BU meeting its aims for inclusivity and responsibility.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits are the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning.

Of the time devoted to assessment, every 10 hours of student effort is equivalent to approximately 1,000 words of coursework or 1 hour of examination. Therefore, as a guideline, a 20-credit unit would normally require the equivalent of approximately 3,000 words in total (e.g. a 1500-word written coursework and a 1 ½ hour unseen examination).

Study at Kingston Maurward College follows these same guidelines regarding assessment and taught contact time and independent study. The amount of taught time allocated to units may depend on the subject area and the level of expected practical activities that may be involved. For example, Study and Research Skills is a predominantly a classroom based unit focusing on IT and independent study skills and is allocated 42 hours of teaching. Geomorphology and Coastal Processes is a highly practical unit and so attracts 84 hours to allow for practical activities within the teaching of the module. All modules have only two pieces of assessment allocated to a total of 3000 words or equivalent.

STAFF DELIVERING THE PROGRAMME

The programme will be managed and taught predominantly by staff from the Academy for Animal Conservation and Welfare. The Programme Leader is a full-time academic solely dedicated to HE teaching. Staff profiles for the teaching team are included in Appendix 8. The programme will be further supported by library, technical, student support and administrative staff (HE Co-ordinator and HE Administrator) and the School Link Tutor. The anticipated structure of the team is shown in the table below. Academic staff from the School of Applied Sciences may contribute as guest lecturers, where relevant areas of expertise are shared. The team are further supported by staff from industry partners e.g. Weymouth Sea Life Park and Marine Sanctuary, Durlston Country Park and Nature Reserve, Purbeck Marine Wildlife Reserve, Chesil Beach Reserve, Charmouth Heritage Coast Centre, Lulworth Cove and Heritage Centre, National Trust Studland Beach and Nature Reserve, Dorset Wildlife Trust,

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Atlantic Whale Foundation, Centre for Environment, Fisheries and Aquaculture Science (CEFAS),
Operation Wallacea and the Fleet Study Group.

Name	Notes	Unit Leader	Alternative Unit Leader
Mat Jarvis MA	Head of Higher Education	Level 4 Marine Environmental Science Level 5 Zoology of Marine Invertebrates Geomorphology and Coastal Processes Marine Ecology Field Study Tour*	Tom Goss TBA Tom Goss Donna Taylor
Vanessa Davidson	Unit leader	Level 4 Study and Research Skills	Mat Jarvis Lee Read Lee Read/Tom Goss
Dr Donna Taylor	Unit leader Residential Warden	Level 4 Marine Animal Ecology and Behaviour	Lydia Lee
Lydia Lee MSc	Programme Leader FdSc Marine Ecology and Conservation	Level 4 Work Based Learning Level 5 Marine and Coastal Conservation	Nathan Lidgett Mat Jarvis
Lee Read MSc	Programme Leader FdSc / BSc (Hons) Animal Behaviour and Welfare	Level 4 Marine Animal Environmental Physiology Level 5 Marine Animal Health and Welfare Specialist Research Project	Nathan Lidgett Nathan Lidgett Tom Goss/ Donna Taylor
Nathan Lidgett	Unit leader Laboratory Technician	Level 4 Introduction to Marine Habitats Level 5 Zoology of Marine Vertebrates	Donna Taylor Mat Jarvis
Genoveva Esteban	School Link Tutor		
Tom Goss MF	Programme Leader FdA Tourism Park Management	Previous PL for programme – can support staff with programme and with second marking	
Lillian Mone	HE Administrator		

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 5 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	
A1 Apply fundamental scientific concepts;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> • lectures (A1 – A9); • seminars (A1 – A9);
A2 Demonstrate a detailed knowledge of a range of marine and coastal ecosystems;	
A3 Appreciate the diversity of marine life, from an evolutionary, physiological and behavioural perspective;	

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<p>A4 Appreciate the complex interrelationships between marine organisms and their abiotic and biotic environments;</p> <p>A5 Develop an awareness of the ecological, economic, cultural, political, and ethical considerations of conserving marine habitats and species;</p> <p>A6 Identify and analyse the impact of anthropogenic factors on marine and coastal ecosystems;</p> <p>A7 Discuss the welfare issues associated with conservation and aquaculture;</p> <p>A8 Demonstrate a detailed knowledge of methods for collecting and analysing marine ecological data;</p> <p>A9 Demonstrate an awareness of sustainable practices in relation to marine and coastal conservation.</p>	<ul style="list-style-type: none"> • directed reading (A1 – A9); • use of the VLE (A1 – A9); • practical fieldwork activities (A2, A5, A6, A8, A9); • independent research (for dissertation) (A1, A5, A8). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (A3, A4, A5, A7); • coursework essays and presentations (A2 – A9); • research project (A1, A5, A8).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Demonstrate knowledge and understanding of the material taught in the programme;</p> <p>B2 Apply their scientific and technological knowledge in a practical context;</p> <p>B3 Discuss and synthesise information relevant to the programme;</p> <p>B4 Analyse critically published work in the fields of marine ecology and conservation;</p> <p>B5 Define problems, devise, predict and evaluate possible solutions, to solve familiar and unfamiliar problems;</p> <p>B6 Critically evaluate evidence from a range of sources to support hypotheses and findings;</p> <p>B7 Express and defend opinions and judgements;</p> <p>B8 Plan, execute and report on a project involving independent research.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B4); • seminars (B1 – B4); • directed reading (B4, B6, B8); • use of the VLE (B1 – B8); • practical fieldwork activities (A2, B5, B5); • independent research (for dissertation) (B1 – B8). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (B1, B3-B7); • coursework essays and presentations (B1 – B8); • dissertation (B1 – B8).
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to</p>

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	demonstrate the programme learning outcomes:
<p>C1 Identify a range of marine and coastal invertebrate and vertebrate species;</p> <p>C2 Design an appropriate conservation strategy for a given habitat and / or species and critically evaluate its effectiveness;</p> <p>C3 Effectively manage a conservation project, from design, to implementation, to monitoring;</p> <p>C4 Identify and safely use appropriate laboratory methods;</p> <p>C5 Undertake a range of practical marine and coastal ecological surveys in a rigorous and safe manner;</p> <p>C6 Prepare scientific reports and deliver presentations;</p> <p>C7 Make effective use of relevant academic literature and other sources of information;</p> <p>C8 Make effective use of IT and software packages relevant to the programme;</p> <p>C9 Communicate effectively with specialists and the general public.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C3); • coursework essays (C1 – C3, C6 – C9); • practical fieldwork activities (C1, C4, C5); • independent research project (C3 – C9); • group exercises (C5 – C6, C9). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (C1, C7); • coursework essays and presentations (C1, C2, C3, C6 – C9); • independent research project (C3 – C9).
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 Be independent and reflective learners;</p> <p>D2 Apply psycho-motor skills to the achievement of practical tasks;</p> <p>D3 Demonstrate problem solving skills;</p> <p>D4 Solve numerical problems using appropriate techniques;</p> <p>D5 Apply a range of basic statistical tests to experimental and fieldwork data;</p> <p>D6 Use IT, including word processing, spreadsheets and the World Wide Web;</p> <p>D7 Communicate effectively by oral, visual and written means;</p> <p>D8 Work in collaboration with others, including staff and students</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D5); • seminars (D1 – D5); • use of the VLE (D1 – D5); • practical fieldwork activities (D1, D2, D3, D8); • work experience placement (D1, D7, D8, D9, D10, D11); • directed reading (D6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p>D9 Set and work towards targets for personal, career and academic development;</p> <p>D10 Demonstrate time management skills;</p> <p>D11 Self-appraise and evaluate their performance.</p>	<ul style="list-style-type: none"> • coursework essays and presentations (D1, D3 – D5); • open book examinations (D1, D7, D10); • independent research project (D1 – D11).
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LEVEL 5 INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 Relate an underpinning knowledge of evolution, physiology and behaviour to the conservation of marine invertebrates and vertebrates;</p> <p>A2 Critically evaluate the effects of environmental, ecological and anthropogenic factors on marine and coastal invertebrate and vertebrate species;</p> <p>A3 Relate an underpinning knowledge of the key physical processes that create coastal formations to the cause of vulnerable shorelines;</p> <p>A4 Demonstrate an underpinning knowledge of the organisational and legislative frameworks that exist to protect marine and coastal habitats and species;</p> <p>A5 Relate an underpinning knowledge of the impact of anthropogenic activities on marine and coastal species, habitats, and ecosystem processes to marine biodiversity and the need for conservation;</p> <p>A6 Demonstrate an awareness of the economic, environmental, political and cultural considerations in marine resource management, including sustainable fishing practices;</p> <p>A7 Relate an underpinning knowledge of the main management techniques used in commercial aquaculture and conservation management to species health and welfare;</p> <p>A8 Relate an underpinning knowledge of disease outbreak to monitoring, control and eradication in commercial aquaculture and wild populations.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A8); • seminars (A1 – A8); • directed reading (A1 – A8); • use of the VLE (A1 – A8); • independent research project (A1 – A5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (A1, A7, A8); • coursework essays & presentations (A1 – A8); • practical fieldwork activities (A2, A3, A5); • independent research project (A1 - A5).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>

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<p>B1 Critically analyse and evaluate a range of information with minimal guidance;</p> <p>B2 Select appropriate techniques of data collection and show the ability to evaluate the relevance and significance of the data collected;</p> <p>B3 Apply the knowledge and theories taught at level 4;</p> <p>B4 Justify their selection of information;</p> <p>B5 Debate ethical issues on a range of conservation and aquaculture practices;</p> <p>B6 Analyse personal strategies that can be applied to managing conservation projects.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B3); • seminars (B1, B3 – B6); • directed reading (B1 – B5); • use of the VLE (B1 – B6); • practical fieldwork activities (B2, B3); • independent research project (B2 – B6).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (B3, B5); • coursework essays and presentations (B1 – B6); • independent research project (B1 – B6).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Apply a knowledge of phylogeny to the classification and identification of marine invertebrates and vertebrates;</p> <p>C2 Critically evaluate the impact of environmental, ecological and anthropogenic factors on marine and coastal species;</p> <p>C3 Design appropriate management strategies for the conservation of a range of coastal and marine ecosystems and evaluate their effectiveness;</p> <p>C4 Devise appropriate <i>in-situ</i> and <i>ex-situ</i> strategies for the conservation of marine invertebrates and vertebrates;</p> <p>C5 Design detailed experimental and research protocols for studying marine invertebrates and vertebrates;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C7); • seminars (C1 – C7); • independent research project (C1 – C2); • practical fieldwork activities (C5, C6); • group exercises (C1 – C7).
<p>C6 Identify and investigate a range of coastal formations through field studies;</p> <p>C7 Demonstrate an awareness of methods for diagnosing disease outbreak in aquaculture systems.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (C1,C7);

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	<ul style="list-style-type: none"> • coursework essays and presentations (C1 – C7); • independent research project (C1 – C2).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Communicate effectively by oral, visual and written means;</p> <p>D2 Use IT, including word processing, PowerPoint, spreadsheets and the World Wide Web;</p> <p>D3 Be reflective learners and evaluate their performance;</p> <p>D4 Collect, analyse and present statistical and scientific data;</p> <p>D5 Work effectively in teams;</p> <p>D6 Debate and defend their opinion.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D6); • seminars (D1 – D6); • use of the VLE (D2); • practical fieldwork activities (D1, D4, D5); • work placement (D1, D3, D5); • directed reading (D2, D3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays and presentations (D1 – D6); • open book examinations (D1); • independent research project (D1 – D6).

LEVEL 4/Cert HE INTENDED STAGE OUTCOMES

<p>A: Knowledge and understanding</p> <p>This stage provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p>
<p>A1 An understanding of basic statistical methods, laboratory techniques, report writing, presentation skills and relevant IT software;</p> <p>A2 An understanding of the concepts underpinning the ecology and diversity of marine and coastal ecosystems;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A10); • seminars (A1 – A10);

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<p>A3 A detailed understanding of the classification of marine life and ecosystems;</p> <p>A4 A detailed knowledge of the taxonomic diversity of major marine phyla;</p> <p>A5 A detailed knowledge of the underlying principles of animal behaviour and a basic understanding of behavioural study techniques;</p> <p>A6 An appreciation of ecological systems and environmental principles and their subsequent application to conservation practices;</p> <p>A7 A fundamental knowledge of the earth sciences in the context of marine and coastal environmental systems;</p> <p>A8 An awareness of the impact of anthropogenic effects on marine and coastal environmental systems;</p> <p>A9 A fundamental knowledge and understanding of the legislation and related ethical issues relevant to conservation;</p> <p>A10 A detailed understanding of the cellular basis of homeostasis in marine species.</p>	<ul style="list-style-type: none"> • directed reading (A1 – A10); • use of the VLE (A1 – A10); • practical fieldwork activities (A1, A3, A4, A5). <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (A1 – A10); • coursework essays and presentations (A1 – A10).
<p>B: Intellectual skills</p> <p>This stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p>
<p>B1 Demonstrate the knowledge and understanding of relevant topic material;</p> <p>B2 Recognise the role of conservation organisations and legislation;</p> <p>B3 Demonstrate an awareness of scientific language and methodology;</p> <p>B4 Exercise appropriate judgement in selecting and presenting information;</p> <p>B5 Identify appropriate tests and analyse numerical data;</p> <p>B6 Communicate selected information in a variety of ways.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B6); • seminars (B1 – B6); • directed reading (B1 – B6); • use of the VLE (B1 – B6); • practical fieldwork activities (B1 – B6). <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (B1 – B6); • coursework essays and presentations (B1 – B6).
<p>C: Practical skills</p>	<p>The following learning and teaching and assessment strategies and methods</p>

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This stage provides opportunities for students to:	enable students to achieve and to demonstrate the stage learning outcomes:
<p>C1 Develop detailed practical skills in marine ecology and identification;</p> <p>C2 Develop an investigative approach to the significance of biodiversity;</p> <p>C3 Appreciate the importance of environmental impact assessment in relation to conservation;</p> <p>C4 Develop an investigative approach to the study of homeostatic mechanisms in marine animals;</p> <p>C5 Observe, record and report on laboratory activity;</p> <p>C6 Apply the principles of geomorphology and oceanography to marine and coastal conservation;</p> <p>C7 Use laboratory and fieldwork to generate data and use appropriate software packages to analyse data;</p> <p>C8 Write structured reports;</p> <p>C9 Plan, execute and report on a work placement.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C2 – C3, C8); • coursework essays (C1 – C3, C5); • practical fieldwork activities (C1, C2, C4, C6, C7); • group exercises (C1, C2, C4, C6, C7, C8); • work placement (C9). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays and presentations (C1 – C9); • assessed log books for field and laboratory work (C1 – C8).
<p>D: Transferable skills</p> <p>This stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:</p>
<p>D1 Communicate effectively by oral, visual and written means;</p> <p>D2 Use IT including PowerPoint, word processing, spreadsheets and the World Wide Web;</p> <p>D3 Apply a range of basic statistical tests to experimental and fieldwork data;</p> <p>D4 Become independent and reflective learners;</p> <p>D5 Demonstrate problem solving skills including solving numerical problems using appropriate techniques;</p> <p>D6 Work in collaboration with others, including staff and students.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D5); • seminars (D1 – D5); • use of the VLE (D1 – D5); • directed reading (D1 – D5); • lectures (D1 – D6); • seminars (D1 – D6); • use of the VLE (D2); • practical fieldwork activities (D1, D4, D5); • work placement (D1, D3, D5)

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	<ul style="list-style-type: none">• directed reading (D2, D3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none">• coursework essays and presentations (D1 – D6);• open book examinations (D1);• work placement diary (D4, D5, D6).
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ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exceptions: Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are: IELTS (academic) 6.0 (with a minimum of 5.5 in each of four categories) or direct equivalent.

The University's standard Admission Regulations are available within section 3.1 of the *ARPP* on the BU website via the following link.

For UG programmes:

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

PROGRESSION ROUTES

Students graduating from the FdSc Marine Ecology and Conservation would be eligible to progress onto the final year of a range of suitable BSc degrees offered by the Department of Life and Environmental Sciences at Bournemouth University. These may include: BSc (Hons) Marine Ecology and Conservation; BSc (Hons) Ecology and Wildlife Conservation; BSc (Hons) Environmental Science. Students would be expected to gain a Pass in the foundation degree with a total of 240 credits (120 at L4/ 120 at L5) for successful progression to the programme.

Students would also be eligible to progress to the BSc (Hons) Animal Behaviour and Welfare Top Up at Kingston Maurward College (validated by the Royal Agricultural University). Progression on to this programme would require a Pass on the FdSc Marine Ecology and Conservation with a total of 240 credits (120 at L4/ 120 at L5).

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Foundation degree Assessment Regulations.

The University's Standard Assessment Regulations are available within section 6.1 of the *ARPP* on the BU website and are available via the following links to specific policies and procedures.

Programme Specification - Section 2

For Foundation degrees <https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-foundation.pdf>.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

At Level 4 students are expected to complete a core unit in Work Based Learning. This requires the student to complete 150 hours of industry-based placement and assessment for the unit, before the start of Level 5. Students may complete these hours through regularly arranged placement or block placements. To accommodate the time needed to complete the placement assessment for this unit occurs prior to exam board in September, and hence prior to starting Level 5. This allows the summer recess period for students to complete work placement activities.

Students are allowed to proceed to Level 5 subject to completion of the WBL unit, following completion of the other 100 credits at Level 4. Students who do not pass the unit prior to progression to Level 5 will have an opportunity to resit the unit assessment whilst continuing their studies at Level 5. Students will not be able to be awarded the foundation degree unless this unit is successfully completed and they have achieved 120 credits at both Level 4 and Level 5.

Students will be encouraged to undertake work based learning *en bloc* at centres of excellence in marine ecology, conservation, coastal management or fisheries science. These may be in distant locations or abroad, in which case there is provision for them to work during the summer vacation.

Students may undertake their work based learning at their current work places, if they receive an appropriate level of training, and providing this does not interfere with their studies. A workplace mentoring scheme would be organised with the employer under these circumstances to ensure that suitable developmental learning opportunities are provided for the student.

Students will attend a series of formal lecture sessions prior to their placements. These will allow students to develop the necessary knowledge and skills to complete a successful work placement. Furthermore, tutor guidance and support will be available throughout the entire process.

Up to three work based learning placements will be acceptable providing all assessment work is based on the placement of longest duration and that all placements form valid experiences at a suitable level of responsibility and training.

An agreed job specification will form part of the unit to ensure a beneficial work based learning placement for both the provider and student and that the employer will undertake to provide the learner with new experiences and learning opportunities.

Further information can be found in the Work Based Learning Placement Guide which will be provided for student and employer to follow agreed procedures for the Work Based Learning unit.

The work based learning is formally assessed in the form of a written report, a reflective diary and a presentation to fully reflect the importance attached to experiential learning in the course. A satisfactory report from the work based learning provider is also required. A visit at the placement(s) by a member of the teaching team may be carried out but given the growing number of students undertaking overseas placements this is becoming increasingly difficult.

Programme Specification - Section 2

Programme Skills Matrix

Units		Programme Intended Learning Outcomes																																											
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11							
L E V E L	Zoology of Marine Invertebrates	*		*	*		*				*	*	*		*		*		*	*	*				*	*	*	*					*	*	*	*		*					*		
	Zoology of Marine Vertebrates	*		*	*		*				*	*	*		*		*		*	*	*				*	*	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*		
	Marine and Coastal Conservation	*			*	*	*	*		*	*	*	*		*		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Specialist Research Project	*							*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Coastal Processes and Geomorphology	*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
5	Marine Animal Health and Welfare	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Marine Ecology Field Study Tour	*	*	*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
L E V E L	Study and Research Skills										*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Introduction to Marine Habitats	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Marine Animal Ecology and Behaviour	*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Marine Animal Physiology	*			*					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Marine Environmental Science	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	Work-based Learning										*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

A - Subject Knowledge & Understanding

This programme provides opportunities for students to:

1. Apply fundamental scientific concepts;
2. Demonstrate a detailed knowledge of a range of marine and coastal ecosystems;
3. Appreciate the diversity of marine life, from an evolutionary, physiological and behavioural perspective;
4. Appreciate the complex interrelationships between marine organisms and their abiotic and biotic environments;
5. Develop an awareness of the ecological, economic, cultural, political, and ethical considerations of conserving marine habitats and species;
6. Identify and analyse the impact of anthropogenic factors on marine and coastal ecosystems;
7. Discuss the welfare issues associated with conservation and aquaculture;
8. Demonstrate a detailed knowledge of methods for collecting and analysing marine ecological data;
9. Demonstrate an awareness of sustainable practices in relation to marine and coastal conservation.

C – Subject-specific/Practical Skills

This programme provides opportunities for students to:

1. Identify a range of marine and coastal invertebrate and vertebrate species;
2. Design an appropriate conservation strategy for a given habitat and / or species and critically evaluate its effectiveness;
3. Effectively manage a conservation project, from design to implementation to monitoring;
4. Identify and use safely appropriate laboratory methods;
5. Undertake a range of practical marine and coastal ecological surveys in a rigorous and safe manner;
6. Prepare scientific reports and deliver presentations;
7. Make effective use of relevant academic literature and other sources of information;
8. Make effective use of IT and software packages relevant to the programme;
9. Communicate effectively with specialists and the general public.

B – Intellectual Skills

This programme provides opportunities for students to:

1. Demonstrate knowledge and understanding of the material taught in the programme;
2. Apply their scientific and technological knowledge in a practical context;
3. Discuss and synthesise information relevant to the programme;
4. Analyse critically published work in the fields of marine ecology and conservation;
5. Define problems, devise, predict and evaluate possible solutions, to solve familiar and unfamiliar problems;
6. Critically evaluate evidence from a range of sources to support hypotheses and findings;
7. Express and defend opinions and judgements;
8. Plan, execute and report on a project involving independent research.

D – Transferable Skills

This programme provides opportunities for students to:

1. Be independent and reflective learners;
2. Apply psycho-motor skills to the achievement of practical tasks;
3. Demonstrate problem solving skills;
4. Solve numerical problems using appropriate techniques;
5. Apply a range of basic statistical tests to experimental and fieldwork data;
6. Use IT including word processing, spreadsheets and the World Wide Web;
7. Communicate effectively by oral, visual and written means;
8. Work in collaboration with others, including staff and students;
9. Set and work towards targets for personal, career and academic development;
10. Demonstrate time management skills;
11. Self-appraise and evaluate their performance.