# Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>MSc in Biological Conservation</th>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
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## Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

Our programme aims to give students:

1) An understanding of the main drivers of the biodiversity crisis

2) An understanding of the scientific principles and evidence that underpin conservation practice at national and international level

3) A sound training in the relevant practical, investigative, research and generic skills that environmental managers should possess.

Knowledge and skills which you will acquire during the programme are listed below in the learning outcomes for the programme.

## Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

### Knowledge and understanding

1) Global patterns of biodiversity
2) The main threats to biodiversity (habitat loss and degradation, climate change, invasive species etc.)
3) Techniques for conserving and restoring biodiversity at all levels, from genetic to landscape
4) Current legislative and political framework for safeguarding the environment.
5) The functioning of conservation NGOs in the UK.
6) Career opportunities in conservation biology

Depending on the options taken, the students may also gain understanding of:

7) The use of modelling and simulation in understanding the environment
8) Role of information technology in the monitoring and assessment of environmental impacts
9) The role of economic factors in influencing environmental change, and as a potential tool for mitigating change.

### Subject-specific skills and other attributes

- Identification of a broad range of plant and animal taxa.
- Data collection and storage using a range of techniques
- Data analysis and interpretation
- Conducting of an individual research project in conservation

### Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

1) Critical reasoning
2) Analysis and synthesis of information from a variety of sources
3) Formulation and testing of hypotheses using appropriate and available lines of evidence
4) Application of knowledge to address a range of types of problems and issues
5) Planning, execution and reporting of an original research project.
6) Working in a safe and responsible manner in the field and laboratory
7) Oral presentation of results to an audience
8) Report writing, layout and design
9) Team working and the allocation of tasks
10) Independent working towards academic and personal goals
11) IT skills such as the use of word processors, spreadsheets, statistical, GIS and image analysis software
12) Use of the internet, bibliographic databases and other electronic information sources

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

The programme features a broad range of approaches to further understanding of the subject, including traditional lectures, seminars, extensive use of guest seminars from conservation practitioners (potential employers), small-group field teaching, one-to-one tuition from project supervisors, and self-directed learning (including creation of a collection of biological material).

Assessment strategies are varied, and include exams, oral and poster presentations, essays, practical reports, and tests of identification skills. The focus on developing identification skills is a particular feature of the course, driven by requests from potential employers.

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<tr>
<th>Professional/statutory body accreditation or recognition:</th>
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<td>Further details:</td>
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