# Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>Conservation Science, with Honours in Conservation Biology &amp; Management</th>
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<tbody>
<tr>
<td>UCAS code:</td>
<td>To be advised</td>
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<tr>
<td>SCQF Qualification Level:</td>
<td>Level 10</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>484</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
- An understanding of atmospheric, hydrological, geomorphological and ecological systems at a range of temporal and spatial scales
- An understanding of biological processes ranging from the cellular to the ecosystem
- An understanding of the effects of human activities on environmental and ecological systems
- A secure training in relevant practical skills, investigative and research skills and generic skills
- An understanding of current conservation issues and the theoretical and practical basis for conservation management
- Experience of conservation practice through work placement

**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**
- Structure and functioning of near-surface environmental systems in the lithosphere, hydrosphere, atmosphere and biosphere.
- Inter-relationships and interdependency of environmental and ecological systems.
- Environmental change at different temporal and spatial scales.
- Interactions of human activities with natural environmental systems at different time periods.
- Role of society in managing and regulating environmental and ecological systems.
- Conservation issues in a scientific and cultural context.
- Acquisition is through a combination of lectures, practicals and field work and directed reading, supported through tutorials, seminars, workshops and revision sessions. Knowledge and understanding are assessed through coursework essays and reports and unseen written examinations (essay, short answer and multiple choice formats). (vi) is specifically assessed through the final year review essay.

**Subject-specific skills and other attributes**
- Intellectual skills
- Critical reasoning
- Analysis and synthesis of information from a variety of sources
- Formulation and testing of hypotheses using appropriate and available lines of evidence
- Application of knowledge to address a range of conservation problems and issues
- Understanding of the key theories, principles and concepts in conservation
- Planning, execution and reporting an original research project
- Intellectual skills are acquired through the teaching and learning programme above. Assessment is via essays, reports, oral presentations, unseen written examinations and through the final year dissertation.
- Practical skills
- Planning and conducting an original research investigation
- Sampling properties of the environment
- Collecting and recording data using a range of field and laboratory techniques
- Data analysis using a range of appropriate statistical methods and packages
- Interpretation of environmental and biological data and awareness of data limitations
- Reporting the results of investigations with appropriate referencing of sources of information
- Working in a safe and responsible manner in the field and laboratory
### Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes
- Written, graphical and verbal communication
- Team working
- Independent learning towards academic and personal goals
- Library research skills
- IT skills including word processing, spreadsheets and GIS
- Use of internet, bibliographic databases and other electronic information sources
- Ability to operate effectively in a work environment

### 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

**Learning:**
The Conservation Biology & Management degree programme is structured in hierarchical, modular format. Students pursue their degree both full time and part time, progressing through stand alone but coherent modules. During the first two years students study basic biology and environmental science through modules taken by students who intend other biology or environmental science degrees modules. The knowledge and skills developed in modules taken during the first two years are required for, and further developed in, more advanced modules specifically programmed into this degree which are taken in year four. Students retain the option to pursue other degree programmes in Biological and Environmental Science until the end of the second year.

**Teaching:**
Most modules consist of lectures and practical work although the emphasis on one or the other depends on the specific module. Modules taken in the first two years place more emphasis on directed learning. In more advanced modules taken in years three and four there is more emphasis on independent learning and its communication in seminar and supervised project work. Students on this degree will also obtain experience of conservation practice through work placement.

**Assessment**
Students are assessed by a diversity of methods which include
- written or practical examinations completed within a restricted timeframe
- coursework which has substantially longer deadlines than examinations for completion.
- a final year thesis which reports the findings of their research project completed during their fourth year.

### Professional/statutory body accreditation or recognition:

### Further details:
Entry requirements: [http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php](http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/EarthSciences.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/EarthSciences.asp)


Introduction/revision date: **September 2009**