

MSc/Diploma in Plant Diversity For Students Entering in October 2006

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Life Sciences
Programme Length:	12 months (24 part-time)
Programme Director: Dr. A. Culham	Date of Specification
Board of Studies: Plant Diversity	24 May 2006

Summary of Programme aims

The MSc in Plant Diversity is designed to address the broad area of Plant Systematics and Biodiversity, which has become both socially and scientifically important in the modern world at national and international scales. It contains three streams:

1. Taxonomy and Evolution (programme advisor - Dr. A. Culham);
2. Biodiversity Assessment and Conservation (programme advisor - Prof. F.A. Bisby);
3. Vegetation Survey and Assessment (programme advisor - Dr. S.L. Jury)

The Autumn term is common to all streams.

The course aims to provide professional-level training in the characterisation, assessment and sustainable management of plant diversity, both at the level of the world's flora and of its vegetation. The specific aims of the three streams are:

- a) Taxonomy and Evolution:
To provide a broadly-based introduction to classical and contemporary aspects of plant taxonomy.
- b) Biodiversity Assessment and Conservation:
To present a broadly-based introduction to key topics in plant classification, conservation and resource management.
- c) Vegetation Survey and Assessment:
To provide the theoretical understanding and practical skills necessary to carry out and interpret vegetation surveys and related vegetation studies to high standards in applied contexts.

Transferable skills

By the end of the course, students will have developed the following transferable skills:

- (i) word processing, use of the Internet and Worldwide Web, statistics packages and other computer skills;
- (ii) preparation of research proposals;
- (iii) development of research, herbarium and field collecting techniques, molecular and phytochemical analysis (taxonomy and evolution streams);
- (iv) data analysis using univariate and multivariate statistics and other techniques;

- (v) communication skills, written and verbal, poster presentation and use of PowerPoint;
- (vi) ability to use database/library resources.

Programme content

The modules that make up the taught component of the course follow. Note that PSMBG7, Diversity and Identification of Plants, is taught in part at the Royal Botanic Gardens Kew by staff of RBG, part at the National History Museum, South Kensington, by staff of the NHM and part at the Royal Horticultural Society's Garden, Wisley, by RHS staff.

All Streams

Module	Title	Credits	Level
<i>Compulsory modules</i>			
PSMAB7	Plants and Climate	10	M
PSMB4A	Conservation and Biodiversity, the Global and Local Scales	10	M
PSMB7C	Basic Plant Ecology	10	M
PSMBB4	Evolution of Plant Diversity	10	I
PSMBG7	Diversity and Identification of Plants	20	M

A. Taxonomy and Evolution Stream

Module	Title	Credits	Level
<i>Compulsory modules</i>			
PSMB2B	Critical Discussion of Systematic Literature	10	M
PSMB4B	Creating Revisions, Monographs, Floras and Information Systems	10	M
PSMB4C	Research Project	60	M
<i>Optional modules: select 40 credits to include one of either:</i>			
PSMB1C	Mediterranean Field Course	20	M
PSMB2C	Molecular Systematics	20	M

Plus two other from

PS2BE5	Ecological Biochemistry	10	M
PSMB5B	Biodiversity Assessment and the Sustainable use of Plant Resources	10	M
PSMBE8	Species Diversity Information Systems	10	M

B. Biodiversity Assessment and Conservation Stream

Module	Title	Credits	Level
<i>Compulsory modules</i>			
PSMB2B	Critical Discussion of Systematic Literature	10	M
PSMB4B	Creating Revisions, Monographs, Floras and Information Systems	10	M
PSMB5B	Biodiversity Assessment and the Sustainable use of Plant Resources	10	M
PSMB1C	Mediterranean Field Course	20	M
PSMB4C	Research Project	60	M
<i>Optional modules: 10 credits to be selected from the following:</i>			

PS2BE5	Ecological Biochemistry	10	I
PS3HJ8	Landscape Management Techniques	10	M
PSMBC5	Ecological Aspects of Environmental Assessment	10	M
PSMBE8	Species Diversity Information Systems	10	M

C. Vegetation Survey and Assessment Stream

Module	Title	Credits	Level
<i>Compulsory modules</i>			
PSMB1C	Mediterranean Field Course	20	M
PSMB5C	Research Project	40	M
PSMB8C	Advanced Plant Ecology	10	10
PSMB9B	Fieldwork and short field courses	30	M
PSMBC5	Ecological Aspects of Environmental Assessment	10	M
<i>Optional modules: 10 credits to be selected from the following:</i>			
PS2BE5	Ecological Biochemistry	10	I
PS3HJ8	Landscape Management Techniques	10	M
PSMB4B	Creating Revisions, Monographs, Floras and Information Systems	10	M
PSMB5B	Biodiversity Assessment and the Sustainable use of Plant Resources	10	M
PSMBE8	Species Diversity Information Systems	10	M

From mid-May to the end of August the students on the Taxonomic and Biodiversity streams will undertake a research project (PSMB4C), with the aim of producing publishable results. A written report must be submitted to the teaching office by **5pm on 20th September**. The project work will be supervised at Reading, RGB Kew, NHM, or elsewhere **subject to agreement of the Programme Director**. For projects based outside Reading University, a second supervisor based at Reading will be appointed. Fieldwork may, of course, be carried out anywhere in the world subject to approval and appropriate safety assessments.

During the first three weeks of the Summer Term, students in the Vegetation Survey and Assessment stream will normally undertake formal fieldwork in the Reading area, and in West Cornwall. Further residential field courses in early June (East Anglia) and in an upland region of Britain in early July will usually take place. Consequently, for this stream, the time available for the research project (PSMB5C) will be less (2½ months as opposed to 3½ months for the other streams).

Progression requirements

See appended progression requirements for students following a post-experience certificate.

Summary of teaching and assessment

The teaching is organised in modules (totalling 180 credits) that involve a combination of lectures, tutorials, workshops, seminars, field courses and practical sessions. Modules taken during the autumn and spring term will be assessed by a mixture of course work and formal examinations. The remaining credits will be assessed by written reports of the work undertaken.

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)

Failing categories:

40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory work

For Masters Degrees

To pass the MSc students must gain an average mark of 50 or more overall in 180 credits, including a mark of 50 or more for the dissertation. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 50 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more over 120 credits. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

Admission requirements

Entrants to this programme will normally be required to have obtained an honours degree in Botany, Biological Science, Plant Science, Environmental Science, Horticulture or a related discipline. Applicants will normally be expected to have gained a Class 2 (1) degree, but those with Class 2 (2) degrees may apply, and each case will be considered on its merits. Applicants who academic qualifications do not meet these formal standards may be admitted to a post-experience course; they may then transfer to MSc status subject to satisfactory performance in their first two terms.

Admissions Tutor: Dr. S.L.Jury

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning ([S@IL](#)) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying for a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support are provided by Programme Directors, the Careers Advisory Service,

the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Each student will be assigned to a personal tutor and in term 3 will also have a research project supervisor.

Career prospects

There is an expanding market for graduates with the ability to document, classify, assess, manage and conserve global biodiversity. Many of the graduates of the Taxonomy and Evolution stream who do not go on to higher degrees are likely to find employment in our internationally-recognised associated institutions, the Royal Botanic Gardens, Kew, the National History Museum, South Kensington, the RHS Wisley or in similar institutions elsewhere in the country or abroad. Graduates of the Biodiversity Assessment and Conservation stream may find employment in tropical inventory work or working with conservation bodies in this country or overseas. Vegetation Survey and Assessment graduates have usually gone into consultancies undertaking environmental impact assessment, or working with conservation organizations.

Opportunities for study abroad

This course introduces most of the students to Mediterranean ecosystems. In addition, the project work gives plenty of opportunities to work overseas. The NHM field station in Belize is available to those, particularly on the Biodiversity Assessment and Conservation streams who wish to gain tropical experience. Other placements can be arranged as required with other institutions, universities or field stations with which the School of Plant Sciences maintains regular contact.

Educational aims of the programme

The aim of the programme is:

- a) for the Taxonomy and Evolution stream, to provide instruction in the theoretical background and practical skills required to enable the graduate to embark on a career as a practising plant taxonomist, in research, teaching, the development and management of taxonomic collections and the documentation of the world's flora;
- b) for the Biodiversity Assessment and Conservation stream, to provide trainees from developing and developed countries with the practical and the critical skills they require to classify, conserve, utilize and manage botanical diversity in a way that permits sustained development for the benefit of all humankind;
- c) for the Vegetation Survey and Assessment stream, to train graduates (who are almost always deficient in field skills) and capable non-graduate field-workers (who are mostly deficient in theoretical grounding) to plan, conduct and interpret vegetation surveys and related botanical field investigations to high standards and especially to those standards required by commercial and professional users of such surveys.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. The range of plant diversity.
2. The factors affecting vegetation types and species distributions
3. The assessment of biodiversity.
4. The classification of plants.
5. The characters which can be used to classify plants.
6. The need for and methods available for conservation.
7. The factors which control plant distribution.
8. The assessment of rarity.
9. Methods of vegetation survey.

Teaching/learning methods and strategies

All these are covered in taught modules, by lectures and practical work.

3 and 4 are areas in which the Taxonomy and Evolution stream have more advanced modules.

2,5,6 and 7 are areas in which the Biodiversity Assessment and Conservation stream have more advanced modules which include some seminars.

8 is principally addressed by the students taking the Vegetation Survey stream in applied fieldwork.

Assessment

All the taught modules are assessed by examination. 1 is also assessed by an identification quiz. 5 is assessed by an extended essay. 8 is assessed in fieldwork reports.

6 is assessed in an oral presentation.

2,4,7 and 8 are often components of the research project.

Skills and other attributes

B. Intellectual skills – able to:

1. Understand the principles, underlying plant classification.
2. Understand the principles underlying the classification of plant communities.
3. Understand the concepts underlying classificatory computer programmes.
4. Interpret vegetation surveys.
5. Select appropriate characters for plant classification.
6. Understand the interactions between climate, soils and vegetation.
7. Understand the principles of genetic change and evolution.

Teaching/learning methods and strategies

All these areas are covered by taught modules. The lectures are supported by practical work in 1,2,3,4 and 5. 6 and 7 are taught by a combination of lectures and seminars. 4 is also taught on field courses.

Assessment

Examination questions will test understanding in 1 and 2.

3,4 and 5 are tested by practical or fieldwork reports.

6 is tested by an oral presentation.

7 is tested by an essay.

C. Practical skills

1. Use keys to identify plants.
2. Carry out field surveys.
3. Use statistical and classifications computer packages.
4. Manage plant collections.
5. Carry out laboratory work with microscopes, chemicals and a variety of metering instruments.
6. Dissect and describe a flower.

Teaching/learning methods and strategies

Fieldwork and laboratory work are components of most of the taught modules, and all these areas are addressed by hands-on experience. Most research projects will contain evidence of use of more than one of these skills.

Assessment

1 and 6 are assessed in an identification quiz.
2 is assessed in fieldwork reports
3 & 5 are assessed in the research project
3, 4 and 5 are assessed in laboratory reports on practical work.

D. Transferable skills – able to:

1. Use of the Internet.
2. Use of statistical packages.
3. Preparation of a research proposal.
4. Prosecution of research by applications of laboratory or field techniques.
5. Written and verbal communication skills.
6. Use of databases and library search methods.

Teaching/learning methods and strategies

1,2 and 6 are incorporated within taught modules.

3 is the assessment on the modules of containing research report preparation.
4 is taught in laboratory and field based practicals.

5 is taught in feedback given on essays, oral presentations and the research report.

Assessment

1,2 and 6 come within modular assessment of one particular module.

4 is assessed in laboratory and fieldwork reports.

5 is tested in essays, oral presentations and the research report.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.

Appendix**Progression from Post-experience certificate to MSc course**

Candidates admitted to a post-experience course who have followed the MSc programme during the autumn term may, at the discretion of the Head of School, transfer to the MSc programme if their performance in the December/January School examination is satisfactory (achievement of an average of 50%), the registration being back dated to the beginning of the Academic year.