MSc in Wildlife Management and Conservation
For students entering Part 1 in 2011/2

Awarding Institution: University of Reading
Teaching Institution: University of Reading
Relevant QAA subject Benchmarking group(s):
Faculty: Life Sciences Faculty
Programme length: 1 years
Date of specification: 23/Aug/2011
Programme Director: Dr Graham Holloway
Programme Advisor:
Board of Studies: MSc in Wildlife Management and Conservation
Accreditation:

Summary of programme aims
The purpose of the course is to prepare graduates from appropriate disciplines (e.g. biological, agricultural, geographical or environmental sciences) for employment in a variety of conservation or wildlife management related careers or to continue to a PhD. The course provides both the theoretical and the practical experience required for the students to realise their potential and to discover where their talent lies in the multidisciplinary fields of conservation biology and wildlife management.
The expected outcomes are that students should acquire and demonstrate in the context of wildlife management and conservation:

- Appreciation of the philosophical context in which wildlife conservation is carried out both in the UK and overseas;
- Understanding of the essential principles of research design in conservation biology and wildlife management;
- Appreciation of a range of wildlife issues both in the UK and overseas;
- Competence in a range of research methods for data collection and detailed expertise in a subset relevant to the student's own research interests;
- Expertise in data management and analysis, and awareness of issues affecting data interpretation;
- Understanding of the legal and ethical issues in the conduct and dissemination of a research programme;
- Competence in research management and in written and oral skills for communicating research output wildlife conservation issues;
- Awareness of issues relevant to the pursuit of a career in wildlife conservation or management;
- Acquisition of a broad range of transferable employment-related skills.

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

- Ability to use computers for statistics, data analysis and communication;
- Ability to use databases and other library resources;
- Writing skills: writing of articles for a scientific and a broader audience, abstraction of other's work from written and oral material, critically reviewing the work of peers;
- Ability to make oral presentations;
- Ability to use keys and other identification material;
- Ability to collect field data on a variety of taxonomic groups in a structured manner.

Programme content
Compulsory modules

Code	Module title	Credits	Level
BIMWA12	Quantitative Methods	20	7
BIMWH1	Practical Wildlife Management	10	7
BIMWC1	The Management of Vertebrates for Conservation	10	7
BIMWK1	Invertebrate Survey and Assessment	10	7
BIMWE1	Conservation Genetics	10	7
BIMWF1	Species and Habitat Conservation	10	7
BIMWG2	GIS for Wildlife Managers	10	7

BIMWB2	Aquatic Resources	10	7
BIMWL2	Vertebrate Survey and Assessment	10	7
BIMWI2	Mammal Conservation	10	7
BIMWM2	Current Issues in Conservation	10	7
BIMWPRO	Research Project	60	7

Part-time or modular arrangements
The course can only be taken on a full-time basis.

Progression requirements
Acceptance onto any module is conditional on the student having submitted all assessments in previous modules. The Research Project will normally be the last piece of work to be submitted for assessment (by dissertation).

Assessment and classification
Teaching is by a variety of methods, including lectures, small group seminars, discussion sessions, practicals, individual feedback on written work and one-to-one advice. Assessment procedures mirror the diversity of teaching methods and include scientific essays, oral and poster presentations, pamphlet production, essay based examinations, production of a wildlife diary and submission of project dissertation.

Marks should be interpreted within the following framework:

Mark Interpretation
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 including a mark of 50 or more for the dissertation. Students will be expected to have gained a pass mark for at least 80% of the total credits on offer to qualify for the award of MSc. 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 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas
To pass the Postgraduate Diploma students must gain an average mark of 50 or more. 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 eligible for a Merit.

For PG Certificates
To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements
Entrants to this programme are normally required to have obtained an honours degree in a suitable subject, for example biological science, geographical science, agricultural science or environmental science. Applicants should have gained or expect to gain a class mark of 2(i) or better (*i.e.* 60%+ [or international equivalent, e.g.

B+ US letter grade]). Applicants holding 2(ii) degrees may also apply and each case will be considered on its own merits

Admissions Tutor: Dr P.J. Baker

Support for students and their learning
University support for students and their learning falls into two categories.   Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.   Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Support for graduate students in the School of Biological Sciences is similarly aimed at both learning and pastoral support. Learning support includes the use of a workroom dedicated to postgraduate students with networked PCs and printers, scanners, provision of photocopy cards and inter library loans (limited number), and ready access to members of staff who are all respected scholars in the fields taught. Pastoral support augments the University care system with each student being allocated a Personal Tutor within the School.

Career prospects
Students will have good prospects in careers that involve the management of wildlife or conservation. Career prospects in research related academic fields are also good. On average, 2 or 3 students go on to do a PhD each year and most of the remainder go on to secure a position in the conservation sector.

Opportunities for study abroad or for placements
A number of students carry out projects abroad every year.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Understanding of a broad variety of methods in, and approaches to, wildlife management and conservation biology. 2. Advanced understanding of the principal qualitative and quantitative research methods used in wildlife management. 3. The use of computer software designed to analyse and present data, to prepare presentations, and to word process. 4. Ethical, legal and economic issues as they relate to practical wildlife management. 5. Theoretical issues as they relate to wildlife management research. 6. Individual qualities required to carry out conservation work under field conditions. 7. Approaches available to communicate concepts to a non-scientific audience both orally and written	1-5 are covered in lectures and seminars, and are further supported during the project work and thesis preparation. 4 is covered by visiting speakers and members of staff. 6 is covered by field trips and practical work under field conditions, including the project work. 7 is supported by small group seminars, the production of a poster and pamphlet, and the preparation of material designed for publication in popular magazines. *Assessment* 1,2,4 and 5 are assessed through continuous coursework and examinations. 3 is assessed through continuous assessment and the project thesis. 6 is assessed through field trips and the project thesis. 7 is assessed through seminar presentations and

coursework.

Skills and other attributes

B. Intellectual skills - *able to:*

1. Understand the theoretical framework(s) in which research in wildlife management and conservation is carried out.
2. Give an account of the basics of research design, data capture, and analysis as they apply to wildlife management.
3. Understand the basis on which evidence based decisions are made in wildlife management.
4. Select from a number of possible methods the one most appropriate to a particular data set or a given research question.
5. Critically evaluate the design and conduct of conservation research.
6. Write well-structured and well-argued scientific essays.
7. Present convincing and well-structured arguments to non-scientific audiences.
8. Summarise complex arguments in the form of posters or pamphlets.

Teaching/learning methods and strategies

1-5 are developed in lectures and seminars. Coursework essays give the opportunity for formative feedback in support of 6 and 7.
7 is supported by feedback on small group oral presentations and feedback on written assignments designed for popular magazines.
Feedback on poster presentations and pamphlet construction support 8.

Assessment
1-6 are assessed through coursework and examination.
6-8 are assessed through coursework
7 is also assessed during student run seminars

C. Practical skills - *able to:*

1. Perform advanced searches for information relevant to specific topics.
2. Choose and apply appropriate data preparation and analytical procedures.
3. Plan and carry out research into wildlife management and conservation issues.
4. Collect and manage data.
5. Write up empirical conservation research.
6. Carry out habitat management for wildlife conservation purposes
7. Carry out wildlife surveys.
8. Identify species from a variety of taxonomic groups.
9. Use items of equipment, such as radio-tracking kit, mist nets and small mammal traps.

Teaching/learning methods and strategies

1 is practiced throughout the course in conjunction with the preparation of coursework and the thesis.
2 and 4 are achieved through dedicated seminars and practicals, and during the preparation of the project thesis.
2-5 are undertaken during the project period and thesis preparation.
6-9 are practised during dedicated practical sessions.

Assessment
1 is assessed through the submission of coursework and the project thesis.
2 and 4 are assessed through coursework, examination and the project thesis.
2-5 are assessed through the project thesis.
6-9 are assessed during dedicated practical sessions.

D. Transferable skills - *able to:*

1. Communicate precisely or at length to scientific or non-scientific audiences.
2. Give oral presentations.
3. Work as part of a group.
4. Plan and implement a project.
5. Solve practical problems.
6. Use IT to write, to present information visually, to manage and analyse numeric data, to communicate, and to find information.
7. Manage time.
8. Condense complex orally delivered information.

Teaching/learning methods and strategies

Transferable skills are integrated in subject based teaching. 1 is learned, with formative feedback, through essays and other written assignments.
2 is included in seminars
3 forms a natural part of several of the modules.
4 and 5 are included in the project.
6 and 7 pervade all parts of the course.
8 is supported by formative feedback on research seminars written by the student.

Assessment
1,2,6 and 8 are formally assessed as coursework.

4 and 5 are assessed through the project thesis.
An adequate standard in 3 and 7 are required to pass the course.

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.