Section 1: Basic Data

Awarding institution/body:	**UWE**
Teaching institution:	**UWE**
Faculty responsible for programme:	**FBE**
Programme accredited by:	
Highest award title:	**MSc Countryside Conservation and Managment (DL)**
Default award title:	
Interim award title:	**PG Certificate Countryside Conservation and Managment (DL)** **PG Diploma Countryside Conservation and Managment (DL)**
Modular scheme title:	
UCAS codes:	
QAA subject benchmarking group(s):	
Valid until:	
Valid from:	**2005**
Authorised by:	**PG Modular Scheme Director** Date:
Version code:	**2**
Version year:	**2005**

Section 2: Educational aims of the programme

The programme has been initiated in response to growing threats to the countryside/rural landscape and is directly concerned with training professionals to manage and mitigate these threats (in particular, loss of biodiversity and habitat, soil conservation and water management). Although elements have a UK/European focus, the programme principles and practices have a wider international relevance and value.

The educational aims of the programme are to:

1. provide an advanced programme of study in countryside conservation and management which is underpinned by staff research, consultancy and scholarship;

2. provide a programme of study that enables students to develop their capacity for critical analytical and independent thought and judgement;

3. prepare students for management by developing originality in tackling and solving problems through critical evaluation of theoretical methodologies, current research and professional practice;

4. provide flexible learning in the form of distance learning, allowing students to complete a Master's Programme in 28 months, or to build credit towards a PG Certificate, PG Diploma or MSc award, module by module.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
On completion of this programme students should be able to: 1. access and assimilate knowledge relevant to particular countryside systems and issues, and demonstrate an understanding of the interrelationships between areas of knowledge; 2. critically examine, synthesise and evaluate complex issues related to management in the countryside. 3. critically analyse and interpret the links between the needs for countryside conservation and management and the social, economic and cultural contexts within which conservation is managed; 4. demonstrate an understanding of, and be able to work with, the relationships that exist between the private sector, the state, voluntary agencies and community organisations; 5. demonstrate a critical knowledge of applied countryside conservation skills and how these can be used within management processes and outcomes. 6. Demonstrate an awareness of ethical and health and safety issues through assignments and approaches to practical/fieldwork.	The knowledge described opposite is introduced and developed through all the programmes' modules. They are developed from two core modules - Applied Conservation Management; Principles and Practice B/GIS and Remote Sensing for Conservation Management B. Students are directed to either of these modules depending on the time of the year and then the remaining modules build and develop from these two core modules. All modules are taught through the DL format. **Assessment** Testing of the knowledge base is though either essays or projects. Given the nature of DL, students are encouraged through the programme to develop their intellectual skills through a variety of educational methods such as self-reflective exercises and independent reading.

B: Intellectual skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
On completion of this programme students should be able to: 1. use research skills and employ a range of appropriate techniques relevant to countryside conservation and management. 2. judge and evaluate the quality (validity, reliability) of evidence which is used to support claims about theory and current problems in practice. 3. formulate, present and defend complex ideas, and engage with contested concepts. 4. demonstrate familiarity with methodologies applicable to their own research. 5. demonstrate originality in the use and application of research. 6. reflect on their own educational progress and professional practice. 7. tolerate, and operate within, an environment of uncertainty.	Intellectual skills are specifically developed through the research module (Research for Policy and Practice) and, later, in the 60-credit Dissertation. These skills are seen as the basis for the work carried out on the M level modules generally. The programme leader supports students by mediating between the focus on generic issues in academic and applied research (e.g. writing a research proposal, negotiating access, grounding one's thesis in an appropriate ontological/epistemological position) debated in the above-mentioned module and the subject-specific study of countryside conservation. **Assessment** A variety of assessment methods are employed. All modules, to a greater or lesser extent, test a learner's ability to demonstrate the skills described opposite, especially the research-based modules mentioned above (through the vehicle of assessed exercises such as, requiring the completion of a research proposal).

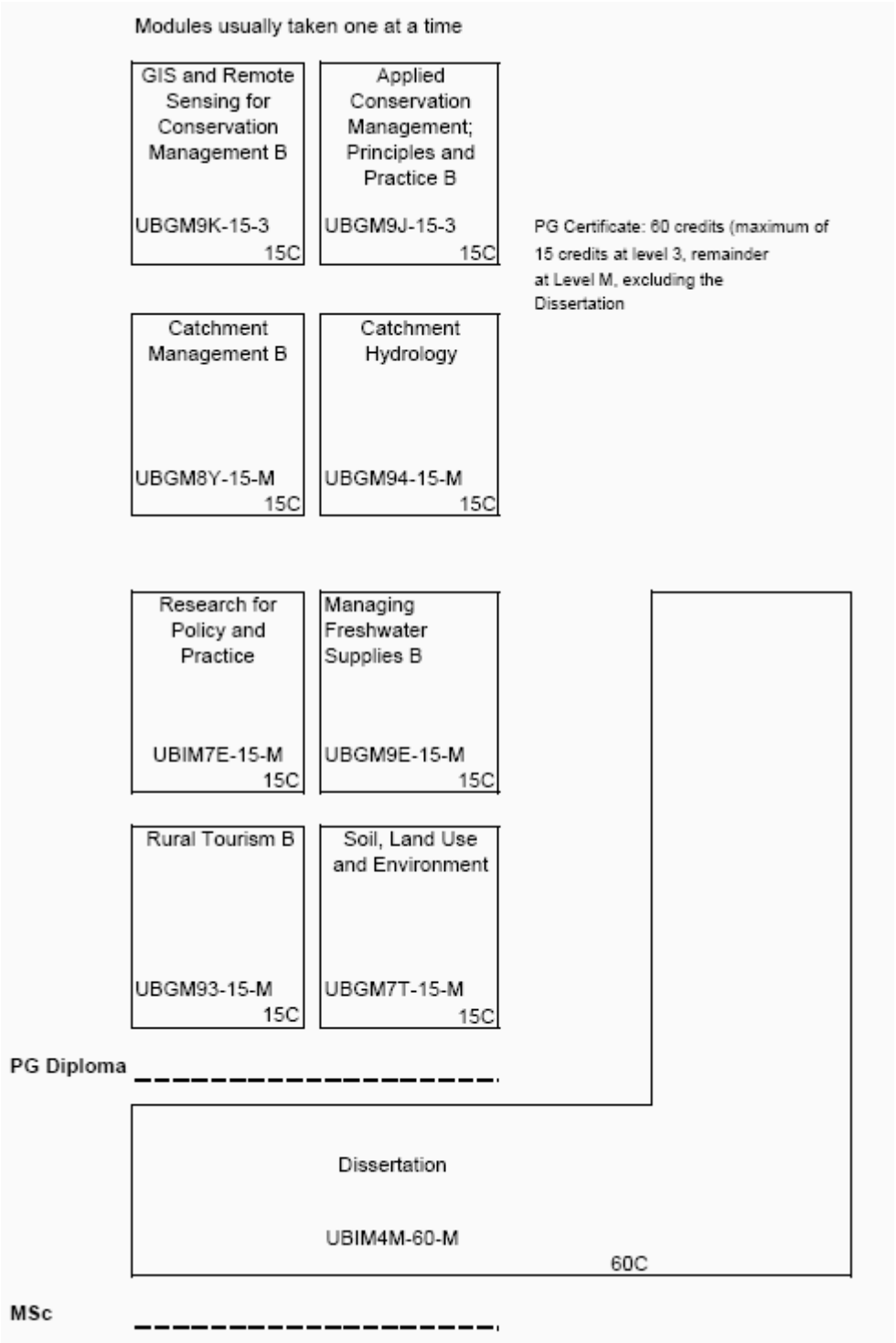
C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:	**Teaching/learning methods and strategies**
On completion of this programme students should be able to: 1. use skills and employ a range of techniques relevant to the formation and implementation of countryside conservation and management policies and practices. 2. access sources of advice and information from a wide range of organisations, pressure groups, web sites etc from all over the globe with an interest in countryside conservation and management. 3. adopt an inter-disciplinary approach to the study of countryside conservation and management, by drawing appropriate ideas, concepts and techniques from relevant disciplines (such as ecology, geography, economics and sociology).	Most modules are subject specific. In the majority of modules students are expected to undertake both an applied project and a theoretical component (essay). Some modules, e.g. Catchment Management B and Managing Freshwater Supplies; cross national perspectives B, particularly relate to Skill 3 opposite, but the skills described opposite are to a greater or lesser degree, embedded within all the subject specific modules. **Assessment** Certain assessments (e.g. vegetation classification) are of a more practical nature, and cannot be regarded as Masters level work, hence two modules are at level 3. However they form the basis from which more sophisticated applied conservation skills are developed, and hence form part of this course.

D: Transferable skills and other attributes

By the end of the programme, the student should be able:	**Teaching/learning methods and strategies**
On completion of this programme students should be able to: 1. present complex material effectively in written and graphic form to specialist and non-specialist audiences. 2. initiate and manage the research process, utilising appropriate methodologies. 3. act autonomously in planning and carrying out tasks to a professional standard. 4. self-direct and manage their own learning, exercising initiative and taking personal responsibility.	There are many occasions, during the programme of study, where students have the opportunity to acquire the skills described opposite. Apart from the use of e-mail, telephone, students are encouraged to present formative work for feedback from tutors prior to submission of their assessments. Discussion boards are also encouraged for questions and answers. **Assessment** Skill 1 is assessed thorough a variety of formative and summative assessment methods as described earlier, skill 2 through the research module and dissertation, skill 3 and 4 throughout all assessments.

Section 4: Programme structure



- course structure

Core modules

Level 3
UBGM9J-15-3: Applied Conservation Management; Principles and Practice B (15)
UBGM9K-15-3: GIS and Remote Sensing for Conservation Management B (15)
Level M
UBGM94-15-M: Catchment Hydrology (15)
UBGM8Y-15-M: Catchment Management B (15)
UBIM4M-60-M: Dissertation (60)
UBGM9E-15-M: Managing Freshwater Supplies: Cross-national Perspectives B (15)
UBIM7E-15-M: Research for Policy and Practice (15)
UBGM93-15-M: Rural Tourism B (15)
UBGM7T-15-M: Soil, Land Use and Environment (15)

Target Award

MSc Countryside Conservation and Managment (DL)

180 credits, comprising the 120 credits of the PG Diploma, plus the 60 credit dissertation

Default Award

Interim Awards

PG Diploma Countryside Conservation and Managment (DL)

120 credits (excluding the dissertation), of which at least 90 are at level M (including Research for Policy and Practice) and the remainder are at level 3

PG Certificate Countryside Conservation and Managment (DL)

60 credits (excluding the dissertation), of which at least 45 are at level M, and the remainder at level 3

Section 5: Entry requirements

Applicants normally have a minimum of a 2.2 honours first degree. Applications are also invited from those without a first degree but who, through appropriate employment and experience, might be in a position to complete and benefit from the programme. Such candidates are admitted subject to the course team being satisfied as to their experience and potential ability to cope with the requirements of the programme (a process that may involve the submission of an essay or other work).

Section 6: Assessment Regulations

This programme is assessed under the current version of the Modular Assessment Regulations

Section 7: Student learning: distinctive features and support

Distance Learning offers a high degree of flexibility of study. Students can choose their own study times and places and, within certain parameters, design their own study schemes. Distance Learning materials provide a uniquely adaptable and comprehensive learning experience throughout the duration of the programme. They comprise original written materials, offprints from journals and textbooks, diagrams and photographs. They are structured in an interactive way, with regular tasks and exercises that ascertain the fulfilment of the learning outcomes. For this programme, paper-based materials will be supplemented by web-based material and internet communication.

Students should appreciate that distance learning requires a high degree of self-reliance, commitment and self-discipline. With this in mind, the programme has been designed to provide a high level of support to assist study. Students are directed to an individual tutor relevant to their topic and are encouraged to use e-mail regularly and take advantage of discussion boards. Students are also provided with frameworks for study. This includes periods when they should be engaged with particular modules, assessment deadlines and hand-in dates. This will vary according to the package being studied and is a matter for negotiation between students, tutors and the Programme Leader on enrolment. The course provides a logical study programme and a proper academic progression, being driven principally by the testing of learning outcomes through the assessments. Feedback mechanisms allow students to contribute to the Scheme Management Committee. Students are invited to send their comments, via e-mail, two weeks prior to each meeting of the Scheme Management Committee.

Section 8: Reference points/benchmarks

- University teaching and learning policies

- The Faculty of the Built Environment's Teaching and Learning Policy applies to this programme

- Staff research projects: The Faculty places great emphasis on linking research/consultancy and teaching. Staff are engaged in a wide range of research and consultancy projects which will be drawn upon in the modules. Currently staff are engaged in a range of local and international projects ranging from research into soil erosion, hedgerow management, habitat surveying, water allocation, tourism impacts on the natural environment and development of site management plans for nature conservation.