Programme Specification for BSc (Hons) Conservation Ecology

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BSc (Hons)
5.	**Programme title**	Conservation Ecology
6.	**Pathways available**	Single honours
7.	**Mode and/or site of delivery**	Face to Face delivery of theoretical and practical work with some blended learning via Blackboard. All modules delivered on the sites of the University of Worcester or in the field.
8.	**Mode of attendance**	FT & PT normally during hours of 9:15 to 18:15 Monday to Friday. Field courses may require residential attendance in the UK or abroad.
9.	**UCAS Code**	C181
10.	**Subject Benchmark statement and/or professional body statement**	QAA Earth Science, Environmental Science, Environmental Studies (ES3) Benchmark Statement (2007)
11.	**Date of Programme Specification preparation/ revision**	May 2013 Amended August 2014 and October 2014 (regulations)

12. Educational aims of the programme

The course aims to:

a) Provide a rigorous and disciplined curriculum of organized, current knowledge and practice relating to the discipline of 'Conservation Ecology' so that students develop a sound understanding of its principles, theories and applications;

b) Provide students with the opportunities to develop a range of subject–specific and transferable skills to support their undergraduate studies and to prepare them for employment and/or post-graduate study;

c) Provide a supportive learning environment which acknowledges and responds to the diversity of student backgrounds and experiences, and which allows students the opportunity to realize their academic potential;

d) Enable students to develop a capacity for sustained independent work and ability to work with others as part of a team;

e) Develop students' skills of reflection, critical analysis and communication.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

At the end of the course students who have successfully completed their studies should be able to:

a) Use knowledge of ecology, of species, populations, communities and landscapes, the interrelationship between these for the application of such knowledge;

b) Use knowledge of species, habitat and landscape conservation issues and have insight into the management thereof and an appreciation for the need for continual evidence-based reflection and integration;

c) Use skills and have the ability to collect, manage, analyse and interpret biological data and conduct long-term monitoring of wildlife, habitats and the wider environment;

d) Know subject specific terminology, legislation and practices;

e) Use methods of acquiring, interpreting and analyzing information with a critical understanding of the applications of conservation ecology;

f) Understand a range of management approaches and methods appropriate for effective conservation at local, regional, national and international scales;

g) Understand the relevance of the knowledge and skills acquired on their course to professional activity, responsible citizenship and the world of work;

h) Be able to use the application of a tool-based approach to conservation including: red listing and prioritisation, protected area networks and landscape-scale conservation, evaluation and application of scientific evidence, qualitative and quantitative analysis.

Examples of learning, teaching and assessment methods used:

All modules deliver a range of subject-specific material incorporating concepts and issues in those areas of Conservation Ecology appropriate to the award programme.

The content of mandatory modules ensures that students are well versed in the essential knowledge and applications of the subject. Modules ENVS1011 ENVS1012, ENVS1100 and ENVS1102 provide the introductory subject knowledge, context and fundamental skills at Level 4. Development and applications of the subject is continued at Level 5 in the mandatory modules ENVS2011, ENVS2013 and ENVS2107, whilst ENVS2010 prepares students for their Independent Study at Level 6. At Level 6 advanced material and applications are studied in ENVS3103, ENVS3106, ENVS3112 and ENVS3111. The Independent Study ENVS3002 is a major enterprise which allows the student to plan, design and carry out a project which will employ the knowledge and skills acquired on the course.

Throughout the course students are able to select optional modules to study aspects of conservation ecology and associated areas that are either of particular interest to them or to acquire specific skills.

Learning and teaching methods are varied throughout the levels of study to ensure appropriate and effective delivery of material in a style which is readily accessible to the students. This is achieved through a structured programme of lectures, field trips, guest lectures, tutorials, group work and VLE methods. Students are encouraged to be interactive in sessions through various questioning methods, class discussions and quizzes for example.

Modules throughout the course use a range of assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on any one particular assessment mode. Details of assessments are given on the module specifications and on a table given in the Course Handbook. Examples include, reports, portfolios, examinations, presentations, species identification tests and essays.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

a) Recognize and use subject-specific theories, paradigms, concepts and principles;

b) Search for, analyze, synthesize, summarize and present information critically, including past research;

c) Collect and integrate several lines of evidence to formulate and test hypotheses;

d) Apply knowledge and understanding to complex and multidimensional problems in familiar and unfamiliar contexts;

e) Recognize moral and ethical issues of investigations and appreciate the need for professional codes of conduct;

f) Contribute to debates on conservation and environmental issues, particularly with respect to species and habitat management issues;

g) Use scientific evidence to inform the decision making processes in conservation management;

h) Commitment to continued professional development through the development of skills in relation to self-directed and independent study.

Examples of learning, teaching and assessment methods used:

All modules involve the development of cognitive and intellectual skills. A table indicating which skills are specifically addressed in each module can be found in the Course Handbook.

Learning and teaching methods include for example at Level 4 the evaluation of students' own practicals and projects (ENVS1102), appraisal of environmental management and discussions (ENVS1005, ENVS1012). Level 5 includes understanding and the evaluation of conservation management practices and plans (ENVS2013), the application of current legislation to conservation situations (ENVS2107) and the designing of a research proposal and choice of statistical methods (ENVS2010). These aspects are developed further at Level 6 particularly in the Independent study (ENVS3002) and other mandatory and optional modules.

Modules throughout the course use a range of assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on one type of assessment. Details of assessments are given on the module specifications and on a table given in the Course Handbook. These include a large element of course work. Examples include the production of species recovery plans, evaluation of existing management plans, evaluation of experimental precision and accuracy.

Practical skills relevant to employment:

On successful completion of the course, students will be able to:

a) Plan, conduct and report on investigations, including the use of secondary data;

b) Collect, record and analyze data using appropriate techniques in the field;

c) Undertake field and supporting laboratory investigations in a safe and responsible manner, completing and responding to risk assessment, rights of access, relevant health and safety regulations and sensitivity to the impact of investigations on the environment and stakeholders;

d) Design and/or evaluate management, species recovery and restoration plans for conservation management of species, communities and landscapes;

e) Apply methods of prioritisation and manage limited resources effectively and optimally;

f) Communicate effectively with individuals, establishing professional and ethical relationships within the conservation and ecology communities;

g) Recognise moral/ethical dilemmas and issues.

Examples of learning, teaching and assessment methods used:

Many modules involve the development of practical skills. A table indicating which skills are specifically addressed in each module can be found in the Course Handbook.

Many modules incorporate an element of fieldwork and field visits. These are one of the key features of the course. Skills are taught and practiced so that students become competent and confident in the selection and use of the skills thus promoting their employability. Much of the teaching involves the examination of theories and their practical application by the use of case

studies, in the classroom, use of guest lecturers and via field visits. Assessment is principally through the production of reports from field data collection and desktop studies, evaluation of published documents, and the production of management and other plans. The Independent Study is a major piece of work in which the students use skills and report on results.

Transferable/key skills:

On successful completion of the course, students will be able to:

a) Receive and respond to a variety of information sources (e.g. textual, numerical, verbal, graphical);

b) Communicate effectively with a variety of audiences in written, oral and graphical forms;

c) Appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory;

d) Prepare, process, interpret and present data using appropriate quantitative and qualitative techniques and packages;

e) Solve numerical problems using computer based and non-computer based techniques;

f) Use the internet critically as a means of communication and a source of information;

g) Identify individual and collective goals and responsibilities and perform accordingly;

h) Recognize and respect various views and opinions;

i) Evaluate own and team performance;

j) Develop skills for self-management, identification and attainment of targets and a flexible approach to study and work.

Examples of learning, teaching and assessment methods used:

All modules involve the development of transferable/key skills. A table indicating which skills are specifically addressed in each module can be found in the Course Handbook.

These skills are introduced at Level 4 and are developed and reinforced throughout the course. Development of skills is reinforced by the effective use of a PDP portfolio. The mandatory module ENVS1011 at Level 4 incorporates a large element of skills teaching and practice with assessment via portfolio. Some of the other Level 4 modules also have a skills based element, such as ENVS1105, and ENVS1013.

At a more advanced level, students acquire a range of skills from various specialist modules including use of VLE Blackboard, GIS, mapping, field and identification skills, research design and management skills, etc. Additionally numerical, data processing and statistical skills are taught and practiced (for example in ENVS2013 and ENVS2010).

Students are strongly encouraged to undertake voluntary work with local conservation organizations and become student members of recognized Institutions (for example, the Institute of Ecology and Environmental Management) as well as participating in the student run Environmental and Conservation Society. Students are able to take a work placement module at Level 5 in which existing and new skills are practiced and their work assessed at the end of the placement period. Additionally students are encouraged to become involved in some of the conservation ecology research projects being undertaken by staff within the Institute as and when the opportunity arises.

Incorporation of group and team work into practical, project and field sessions promote a range of interpersonal skills and those of self-management.

All students are required to communicate effectively through a variety of media. Assessment will include the use of oral presentations, use of PowerPoint and posters, written work in a range of formats. Full details are given in the individual module specifications.

14. Assessment Strategy

Modules throughout the course use a range of assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on one type of assessment. Assessment points occur throughout the semester after an introductory period for each module. Most modules have two assessment items. Students are notified about the contents of their assessments at the beginning of the module to allow them to organise their study effectively. Details of assessment briefs are included in the module handbooks distributed at the beginning of the semester and are also available on Blackboard. Additional supporting resources are also made available on Blackboard in many instances.

Assessment types include formal examinations, essays, practical files, field notebooks, writing and evaluation of management plans, report writing, desktop studies, short tests, species identification exercises, etc. Additional opportunities are provided within the modules for formative assessment and may take the form of multiple choice questions, quizzes, discussion and question and answer sessions.

Throughout all modules, assessments are made in line with assessment criteria (given as subject specific criteria and descriptors) and in accordance with the University's Assessment Policy and make full use of the UW grade descriptors when awarding grades. A table demonstrating how assessment methods at each level are mapped to modules is included in the Course Handbook for this course. For further information see the University's Assessment Policy.

15. Programme structures and requirements

Course Title: BSc Conservation Ecology	**Year of entry: 2013/14 onwards**

Level 4					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
ENVS1011	Introduction to Environmental Sciences	30	M	NIL	NIL
ENVS1012	Environmental Change – Past, Present and Future	30	M	NIL	NIL
ENVS1100	Introduction to Ecology	15	M	NIL	NIL
ENVS1102	Basis of Biological Surveying	15	M	NIL	NIL
ENVS1005	Practical Conservation	15	O	NIL	NIL
ENVS1013	Classification and Species Identification	15	O	NIL	NIL

Single Honours Requirements at Level 4
Students must take 120 Credits in total, 90 of which must be ENVS1011, ENVS1012, ENVS 1100 and ENVS1102.
Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Level 5					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
ENVS2010	Research Methods and Statistics	30	M	NIL	ENVS2004 excluded
ENVS2011	Ecology - Individuals to Ecosystems	30	M	ENVS1100	ENVS2100 excluded
ENVS2013	Conservation Site Management Planning	15	M	ENVS1100 and ENVS1102	ENVS2108 excluded
ENVS2107	Conservation Legislation and Policy	15	M	NIL	
ENVS2303	Field Techniques and Identification Skills	15	O	ENVS1100	ENVS2103 excluded
GEOG2113	Geographical Information Systems	15	O	NIL	GEOG2005 excluded
ENVS2104	Ecology of Fresh Waters	15	O	ENVS1100	
ENVS2005	Work Experience	15	O	NIL	
BIOS 2010	Animal Behaviour	15	O	NIL	

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total, 90 of which must be ENVS2010 (30 credits), ENVS2011 (30 credits), ENVS2013 and ENVS2107.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Level 6					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
ENVS3002	Independent Study in Environmental Sciences	30	M	ENVS2010 or ENVS3108	
ENVS3103	Restoration Ecology	15	M	ENVS2011 and ENVS1102 or ENVS2103	
ENVS3106	Landscape Ecology	15	M	ENVS2011 and ENVS1102 or ENVS2103	
ENVS3112	International Conservation	15	M	ENVS2107	
ENVS3111	Conservation Ecology of Habitats and Species	15	M	ENVS2011 and ENVS1102 or ENVS2103	ENVS2101 excluded
ENVS3100	Residential Environmental Field Trip	15	O		
ENVS3102	Environmental Impact Assessment	15	O	ENVS1011 and ENVS1100	
ENVS3107	Zoo-based Conservation	15	O	NIL	
BIOS3014	Behavioural Ecology	15	O	NIL	
ENVS 3108	Research Methods and Statistics for Environmental Studies - Direct Entry Students Level 6	15	O	NIL	ENVS2004, BIOS3104 or any Research Methods Module

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include ENVS3002 (30 credits), ENVS3103, ENVS3106, ENVS3111 and ENVS3112, plus 2 modules from the options above

Direct entry students **MUST** also take ENVS3108 Statistics for Direct Entry Students as an additional module in place of one of their optional modules.

16. QAA and Professional Academic Standards and Quality

This course has been developed with reference to the QAA Earth Science, Environmental Sciences, Environmental Studies (ES3) Benchmark Statement (2007). Hence the course incorporates the aims, objectives, learning outcomes, skills and practices advocated within this benchmark statement. The course follows the QAA and UW guidelines of work experience. The course operates at levels 4, 5 and 6 of the Framework for HE Qualifications.

17. Support for students

- Conservation Ecology students will encounter a wide range of learning experiences, including lectures, seminars, group work, laboratory and field practicals, workshops, and tutorials.
- All new students attend a week long induction at the start of the course with year 2 and 3 induction sessions at the start of each academic year.
- All students have an academic tutor who offers general support and guidance through the completion of their Personal Development Plan related to the current E3 Benchmarks. All tutors have an open door policy.
- An award leader is available to offer more specific help on module choices.
- A comprehensive Course Handbook is provided online which details essential information about the course, availability of modules etc.
- All modules provide module handbooks for the students as paper copies and also on line. These include planned teaching activity, attendance requirements, assessment brief(s), assessment criteria and reading lists
- There is a VLE 'Blackboard' which has a section dedicated to the environmental subject areas. Additionally most modules also provide module-specific material, documents and activities through Blackboard.
- Students can obtain details of module availability, registration and results via the Student Online Learning Environment (SOLE).
- All students following this course will be provided with a study guide, given assistance where needed by staff, and have access to study skills assistance from student services and within subject.
- Library and ILS inductions.
- Science PDP scheme to develop student skills
- Library, IT, media and print support is provided by Information and Learning Services (ILS) staff through desk services and the support of professionally-qualified librarians including a dedicated Academic Liaison Librarian for ISE. The Academic Liaison Team offers a portfolio of professional information services, including information literacy programmes for cohorts and one-to-one support, both in-person and online.
- Final year students are allocated a tutor to advise them in their work for the Independent Study.
- Students have the opportunity to study abroad for one semester under the ERASMUS scheme.
- The Careers Service provides information, advice and training opportunities for career planning in addition to such opportunities offered within the course.
- Equal opportunities via the Disability & Dyslexia Service which provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments or

other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access to technology such as voice recognition and text-to-speech software. Much of the support provided is funded through the Disabled Students' Allowance (DSA).

- A range of student support services, including financial and accommodation advice.
- Student and academic support, representation and social networking via the Students' Union.
- All students are encouraged to take student membership of a professional organisation to enhance subject and employability skills.

18. Admissions

Admissions Policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International Office, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners.

Admission to the course is in Semester 1 only of the academic year.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above (including English and mathematics) plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Applicants must have studied Biology to at least AS level or equivalent, and normally applicants must have an A level pass in one of the science subjects or Geography. Applicants who do not have a science background will only be considered if they have appropriate work or volunteering experience.

Students may also enter with EDEXCEL qualifications e.g. EDEXCEL (BTEC) National Certificate or Diploma in an environmental or other science-based subject.

Students also may also enter with Access to Higher Education Diploma where science subjects have been studied.

The University will also consider applications from candidates holding qualifications outside the UCAS Tariff, including those awarded by professional bodies and overseas qualifications (including the European Baccalaureate).

Please see the prospectus for the current UCAS Tariff required for entry to this course.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS *(course code: C181)*

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Students will be selected according to their qualifications (or predicted qualifications at A level or equivalent).Students with other qualifications and/or relevant experience will be selected on the submission of an essay and/or interview.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- Student Module evaluation and feedback for all modules
- An Annual Evaluation Report completed by the Course Leader
- Periodic Review and revalidation including external scrutiny
- Peer teaching observation
- External Examiner's Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- ISE Policy on Approval (Module Outlines and Assignment Briefs) and Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- ISE Quality Assurance Committee
- Environmental Sciences Course Management Committee
- Academic Standards and Quality Enhancement Committee
- ISE and UW Ethics Committees
- Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Module feedback questionnaires
- Environmental Sciences Course Management Committee
- Meetings with module tutors and academic tutor
- Induction, exit and other ad hoc surveys
- National Students Survey

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.

- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Undergraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less that 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Undergraduate Regulatory Framework.

21. Indicators of quality and standards

External examiners for Environmental Science have confirmed that standards on the modules are comparable with those at other HE Institutions and have commented favourably on the range of assessments given, the quality of feedback to students and the extent to which fieldwork plays an important component of taught sessions.

Members of staff teaching on the course have been involved in a number of projects of note including work on the science PDP project; this has been presented at national conferences and has been identified as good practice within the university. Funding from Hereford and Worcester Lifelong Learning Network enabled staff to develop an interactive e-learning quiz which is now used in several Institutes across the University.

Staff within environmental sciences are actively involved in relevant conservation ecology research activities at a regional and national scale. In addition, they are involved in writing of text books, writing scientific papers, presenting research and conferences/symposia and consultancy/practice.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

National Student Survey
Comments from students concerning the courses were largely favorable commenting on the quality of the lectures and the skills obtained throughout the year.

Student Employability
Data collected from those who graduated from the University of Worcester in 2012 with the related Environmental Management degree showed that 67% were employed within six months of leaving the university in positions relevant to the subject and 33% in postgraduate study related to Environmental Management.

Student progression and Achievement
For Conservation ecology there were approximately 90% of the students able to progress to the following year in both cohorts.

For the related Environmental Management course (that shares many of the same modules) 67% of the graduating students achieved a first or upper second class honours degree.

Comments from External Examiners
The following comments were received from the external examiner for the 2011/2012 academic year.

> *"There is an excellent and innovative range of assessment types. Assessments are fully appropriate to the learning outcomes and reflect the applied nature of the courses and strong links to future employment. Detailed and useful written feedback is provided to the students on their performance."*

> *"The programmes are academically coherent and their outcomes are suitably aligned to the subject benchmark statement for Earth Sciences, Environmental Sciences and Environmental Studies (2007). The curriculum was recently reviewed and is current and appropriate to prepare students for employment in these fields."*

Summary of Feedback from Students
On reviewing the module evaluations for the modules taught on these courses the majority of responses from students were in the 'satisfactory' or 'highly satisfactory' categories. Tutors have taken up many of the student suggestions and all module outlines (module handbooks) indicate how feedback from the previous year has led to improvements in the module.

22. Graduate destinations, employability and links with employers

Graduate destinations

Some of our students have entered employment with direct links to their degree subject; for graduates in 2012 this includes two in posts with country wildlife trusts. Others have used their transferrable graduate skills to gain employment in seemingly unrelated areas. In addition, an increasing number of students now go on to study for Masters or PhD awards and advice on following this pathway is included in our careers guidance within the Institute.

Student employability

Careers advice and development is embedded in the curriculum at all three levels. In Level 4, students are introduced to the Careers Service in ENVS1011 as part of the Environmental Sciences PDP scheme. This is followed up with group employability tutorials in ENVS2010. Careers advice is also available as a part of the university Worcester weeks at all levels. Students also have the opportunity to take a Work Placement module at Level 5; this adheres fully to the university guidance on placement learning, which in turn is informed by the relevant QAA infrastructure.

Links with employers

The staff in Environmental Sciences have extensive links with local and national employers. Specific to Conservation Ecology these include links with: Worcestershire, Gloucestershire and Herefordshire Wildlife Trusts, Malvern Conservators, Town, District and Country Council countryside and access teams, the Forestry Commission, RSPB, BTO, Mammal Society, ecological consultancies, and the Environment Agency.

These links provide both opportunities for work experience and independent study projects as well as an invaluable source of guest lecturers to add specific, up-to-date information to the modules being delivered.

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 s/he 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 outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.