Programme Specification: Undergraduate

For students starting in Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	MSci Ecology and Conservation MSci Ecology and Conservation with International Year (see Annex for details) MSci Ecology and Conservation with Work Placement Year (see Annex for details)
Award type	Single Honours (Masters)
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	4 years; 5 years with either the International Year or Placement Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	This programme is accredited by: the Institution of Environmental Sciences (IES) and by the Institute of Environmental Management and Assessment (IEMA). For further details see the section on Accreditation.
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Fee for 2024/25 is £9,250* **International students:** Fee for 2024/25 is £20,700** The fee for the international year abroad is calculated at 15% of the standard year fee The fee for the work placement year is calculated at 20% of the standard year fee

How this information might change: *Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

** These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

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at http://www.keele.ac.uk/studentfunding/tuitionfees/

2. What is an Integrated Master's programme?

Integrated master's awards - which are common in science, mathematics and engineering - are delivered through a programme that combines study at the level of a bachelor's degree with honours with study at master's level. As such, a student graduates with a master's degree after a single four-year programme of study. The Integrated Masters programme described in this document builds upon the three year Single Honours Ecology and Conservation programme by adding a fourth year in which students study modules at an advanced level.

The MSci Ecology and Conservation involves four years of academic study at Keele and is offered both as a four-year MSci programme or as a five-year MSci programme if taken with an International Year or Work Placement Year. Students taking the International Year will gain a MSci in 'Ecology and Conservation with International Year'. Students taking the Work Placement Year will gain a 'MSci in Ecology and Conservation with Work Placement Year'.

Ecology and Conservation is also available as single honours degree with three years of academic study at Keele - leading to the award of BSc Ecology and Conservation. The BSc is also available with an International Year or Work Placement Year as a four-year programme of study. Students enrolled on the MSci are able to transfer to the BSc up to the start of Level 6 study. Students on the MSci must achieve a minimum average module mark at Level 5 of 50% in addition to standard progression requirements or will be transferred to the BSc. To progress from Level 6 to Level 7 students must at least satisfy the requirements for the award of an Honours Degree in the Lower Second Class Honours category or will revert to BSc candidature.

3. Overview of the Programme

This programme will give you a comprehensive understanding of ecology and conservation. You will explore ecology, conservation biology, conservation practice, environmental management and interdisciplinarity to develop solutions in practical application and case study analysis for the key ecological and conservation issues facing our planet. Graduates will also be competent in research design and methods, interdisciplinary approaches, and field skills. Ecology and conservation field and lab skills are taught comprehensively across the programme. Our 600-acre 'Living Laboratory' campus is central to this approach. Fieldwork, residential field courses and employability are integral to the programme.

4. Aims of the programme

The broad aims of the programme are to enable you to:

- Undertake a comprehensive programme of study of ecology and conservation in their scientific and societal context
- Develop the ability to apply conceptually underpinned conservation practice, environmental management, and interdisciplinarity
- Engage in evidence-based debates on ecological and conservation issues
- Develop career enhancing proficiencies in ecological and conservation field skills, approaches, methods, and research design

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- KU1 (Conservation biology). Apply conceptual understanding of conservation biology to case studies and research design.
- KU2 (Conservation practice). Critically evaluate case studies of conservation practice in relation to theory and contributing scientific and social science disciplines.
- KU3 (Ecology). Demonstrate knowledge and understanding of ecological principles and their relation to fieldwork, research and assessment approaches.
- KU4 (Environmental management). Demonstrate knowledge and understanding of environmental management principles and approaches in a range of contexts.

- KU5 (Interdisciplinary practice). Explain the principles of interdisciplinary practice and integrate different contributing disciplines including biology, geography and social sciences to address ecological and conservation issues.

In addition, successful students completing the MSci will be able to:

- KU6 (Workplace competencies). Demonstrate employability and professional competence in the ecology and conservation sector.
- KU7 (Independent research practice). Demonstrate advanced knowledge of principles of research design and practice in ecology and conservation.
- KU8 (Key issues). Demonstrate critical awareness and detailed knowledge of current key issues in ecology and conservation.
- KU9 (Approaches and methods). Demonstrate an advanced level of understanding of core ecological and conservation approaches and how they are applied in various contexts.

In addition, successful students taking the programme with the International year will be able to:

- KU10 (International practice). Demonstrate successful year-long international study of ecology and conservation at university level.

All successful students taking the programme with the Work Placement Year (whether leaving with a BSc Level 6 award or MSci Level 7 award) will be able to:

- KU6 (Workplace competencies). Demonstrate employability and professional competence in the ecology and conservation sector.

Subject specific skills

Successful students will be able to:

- SS1 (Field and laboratory skills). Employ a broad range of fieldwork skills and laboratory skills including ecological techniques, species identification and habitat classification methods, mapping, planning, risk assessment, and health and safety.
- SS2 (Data handling, analysis and statistics). Use data handling, data analysis and statistics skills in a broad range of ecological and conservation applications.
- SS3 (Information Technology and GIS). Apply Information Technology and Geographic Information Systems (GIS) skills in a range of ecological and conservation contexts.
- SS4 (Critical thinking and information literacy). Demonstrate the ability to theorise ecology and conservation practice and relate applied work to conceptual frameworks.
- SS5 (Team working and project management). Demonstrate team working and project management skills including group work planning and coordination of team inputs.

In addition, successful students completing the MSci will be able to:

- SS6 (Workplace conservation practice). Apply ecological and conservation knowledge and understanding in a workplace context.
- SS7 (Advanced research design). Apply advanced research design skills to an ecological or conservation independent study project.
- SS8 (Advanced data, team and project skills). Demonstrate professional level competence in Information Technology, Geographic Information Systems (GIS) data handling, critical thinking, team working and project management.

In addition, successful students taking the programme with the International year will be able to:

- SS9 (Global citizenship). Discuss, reflect upon, and explain cultural and international differences in approaches to academic study and to ecology and conservation as a discipline.

All successful students taking the programme with the Work Placement Year (whether leaving with a BSc Level 6 award or MSci Level 7 award) will be able to:

- SS6 (Workplace conservation practice). Apply ecological and conservation skills in a workplace context.

Key or transferable skills (including employability skills)

Successful students will be able to:

- TS1 (Employability and professional development). Take an adaptable, reflective, self-managed and motivated approach to study and work and to academic and professional development, demonstrating

integrity, responsibility, independence, and recognition of professional codes of conduct and ethical considerations.
- TS2 (Theoretically underpinned and evidence-based practice). Make reasoned decisions and judgements addressing familiar and unfamiliar problems with reference to concepts and principles, synthesising a wide range of evidence types and using appropriate citation.
- TS3 (Data collection and analysis). Collect, process, interpret, summarise and present data of various types including from field and laboratory studies, the internet and prior research with appropriate planning using qualitative and quantitative techniques, computer software, statistical programmes and spreadsheets.
- TS4 (Teamwork). Work effectively as part of a team, recognising and respecting the viewpoints of others, to achieve an objective and evaluate the roles and development of team members including themselves.
- TS5 (Communication). Communicate effectively with a variety of audiences by written, spoken and graphical means using appropriate techniques and language, including the internet and audio-visual technology.

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

6. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Lectures** - in which the lecturer typically narrates an overview of intended learning outcomes, core concepts, literature and case studies to provide a framework for follow on reading, independent study and completion of assignments.
- **Tutorials, seminars and workshops** - in which typically intended learning outcomes, core concepts, literature and case studies can be discussed in depth, with students expected to play a full part in, and occasionally to lead, these discussions.
- **Problem-solving classes** - in which students typically work collaboratively to apply knowledge and understanding to real-world scenarios and learn new concepts, with discussion and feedback from tutors scaffolding learning.
- **Practical and laboratory classes** - in which students typically learn and apply a range of practical techniques, usually to generate data that is then analysed and reported in an appropriate format that engages with subject knowledge and concepts.
- **Field courses** - in which typically students spend one or more days, often as a residential visit of 1-2 weeks, in an appropriate fieldwork location with staff to learn fieldwork and practical skills through application and to develop their knowledge and understanding of core concepts as applied to real-world scenarios.
- **Group presentations and linked discussion** - in which students typically work collaboratively in small groups on the analysis of an issue, project or assignment and communicate their findings to the wider class and staff, with discussion and questioning.
- **Online learning** - in which the Keele Learning Environment (KLE) and other platforms typically provide students with access to a wide range of resources and tools, and a platform for online discussions, assignment submission, feedback, and announcements.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- **Lectures** typically explain and structure the academic content of modules to engage students with the conceptual underpinnings of the subject and with examples and case studies, providing a basis for further independent study.
- **Tutorials, seminars and workshops** typically provide extensive learning space for discussion with staff and fellow students, developing critical thinking and communication skills.
- **Problem-solving classes** typically develop students' abilities to apply theoretical knowledge and understanding.
- **Practical and laboratory classes** typically both develop practical skills and allow students to enrich and

reinforce knowledge and understanding through application to relevant practical contexts.
- **Field courses** typically develop fieldwork, practical, data handling and teamwork skills through application of knowledge and understanding in a range of contexts.
- **Group presentations and linked discussion** typically develop critical thinking, information literacy, teamwork and communications skills, and reinforce students knowledge and understanding by application.
- **Online learning** typically supports students to engage effectively with resources that support both independent study and the other formal learning and teaching methods above, as well as providing detailed guidance for the programme and modules, electronic submission of assessments, and a means for receiving feedback on work.

Formal learning and teaching activities provide the structure alongside which students also carry out extensive independent study.

7. Teaching Staff

Ecology and Conservation is an interdisciplinary subject, so staff delivering teaching and learning activities for the programme have a range of backgrounds and expertise. The programme is led by the School of Geography, Geology and the Environment, supported by the School of Life Sciences. The teaching and research profiles of staff delivering and supporting the programme can be found on the different School websites. There is a strong emphasis on enhancing the student learning experience within the School of Geography, Geology and the Environment, which has developed a national reputation for its learning and teaching activities. The environment degree programmes at Keele have received several Keele Teaching Innovation Awards, and course developments have received external funding and recognition from the Higher Education Academy (HEA) Geography, Earth and Environmental Sciences subject centre, the HEA Education for Sustainable Development project and the Higher Education Funding Council for England. Several University and national awards for Excellence in Learning and Teaching have been awarded to staff within the teaching team. Staff actively participate in teaching and learning activities. Many staff hold a Postgraduate Certificate qualification in Learning and Teaching in Higher Education or are Fellows of the Higher Education Academy (the professional body for teaching and learning in higher education). Several staff members are also actively involved with pedagogic research that seeks to identify ways to enhance the student learning experience within environment programmes.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the structure of the programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules.

Optional modules include Global Challenge Pathways - a choice of modules from different subject areas that count towards the overall credit requirement but not the number of subject-related credits.

Global Challenge Pathways can either be taken as one 15-credit module at Levels 4, 5 and 6, or one 15-credit module at Levels 5 and 6 (except for the TESOL pathway). **Information about Global Challenge Pathways can be found after the module lists for Level 6.**

Language modules

Students on this programme will also be able to study language modules offered by the Language Centre, as part of a Global Challenge Pathway. You can enrol on either a Modern Language module [more information available at this link] (Semester 1 only) Teaching English to Speakers of Other Languages (TESOL) (Semesters 1 and 2) module (ENL-10053), or the Intercultural Explorer pathway (ENL-10057). See the Global Challenges Pathway information under the module lists for more details.

If you choose the Language Specialist pathway, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your language of choice as a faculty funded 'additional' module.

Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the Language Specialist Global Challenge Pathway the following academic year.

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In addition to the standard requirements under university Regulation D2 for progression from Level 5 to Level 6 (section 1.2), students on an Integrated Master's Degree Programme must also achieve a minimum average module mark at Level 5 of 50% (section 2.2). If you do not meet the 50% average minimum at Level 5, you will be transferred to the BSc programme for Level 6 (as long as the standard progression requirements under Regulation D2 section 1.2 are met). To progress from Level 6 to Level 7 students must at least satisfy the requirements for the award of an Honours Degree in the Lower Second Class Honours category or will revert to BSc candidature. Students enrolled on the MSci may also choose to transfer to the BSc up to the end of Level 6 study.

For further information on the content of modules currently offered, please visit:
https://www.keele.ac.uk/recordsandexams/modulecatalogue/

A summary of the credit requirements per year is as follows.

Year	Compulsory	Optional	
		Min	Max
Level 4	90	30	30
Level 5	90	30	30
Level 6	30	90	90
Level 7	75	45	45

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Studying the Environment	ESC-10061	15	Semester 1-2
Academic, Fieldwork and Employability Skills	ESC-10094	30	Semester 1-2
Nature, Conservation and Society	GEG-10015	15	Semester 2
Ecology and Plant Biology	LSC-10083	30	Semester 2

Optional modules	Module Code	Credits	Period
Environmental Chemistry	ESC-10095	15	Semester 1
Animal Biology	LSC-10081	30	Semester 1
Sustainability Policy and Practice	ESC-10097	15	Semester 2

Compulsory field courses at Level 4

Please note: field course provision may change depending on factors such as staff availability, staff changes, staff expertise, costs,
student numbers, and other factors outside of our control (earthquakes, volcanic eruptions, disease outbreaks etc.). Locations of 'local area' field days change on a year by year basis.

Module	Typical period	Field course details
ESC-10094 Academic, Fieldwork and Employability Skills	Semester 2, Easter vacation	Typically includes single day field trips to the local area over the course of a week during which students apply field approaches appropriate to their discipline.

NB: Global Challenge Pathways (GCPs) - students have the option of taking a Global Challenge Pathway, which can either be taken as one 15-credit module at Levels 4, 5 and 6, or one 15-credit module at Levels 5 and 6 (except for the TESOL pathway). Information on GCPs is shown under the Level 6 modules below.

Level 5

Compulsory modules	Module Code	Credits	Period
Human Impact on the Environment, scientific perspectives	ESC-20017	15	Semester 1
Environmental Impact Assessment: practical geographical and environmental skills	ESC-20108	15	Semester 1
Geographic Information Science and Remote Sensing	ESC-20132	15	Semester 1
Environmental Biology	LSC-20097	15	Semester 1
Geographical and Environmental Field Skills	ESC-20106	15	Semester 2
Biodiversity Crisis	LSC-20093	15	Semester 2

Optional modules	Module Code	Credits	Period
Animal Behaviour	LSC-20091	15	Semester 1
Employability Training: Engaging with the Workplace	ESC-20092	15	Semester 1-2
Animal Adaptations	LSC-20071	15	Semester 2

Compulsory field courses at Level 5

Please note: field course provision may change depending on factors such as staff availability, staff changes, staff expertise, costs,
student numbers, and other factors outside of our control (earthquakes, volcanic eruptions, disease outbreaks etc.). Locations of 'local area' field days change on a year by year basis.

Module	Typical period	Field course details
ESC-20106 Geographical and Environmental Field Skills	Semester 2, Easter vacation	Residential field course of typically five days - past locations include options for the Lake District in the UK or the south of France.
LSC-20097 Environmental Biology	Note: takes place in the **Summer vacation before Level 5 starts** - between first and second year	Typically includes a field course based at Bangor University during the summer vacation before the start of the academic year, in which students learn and apply a range of environmental and ecological approaches.

Level 6

Compulsory modules	Module Code	Credits	Period
Dissertation	ESC-30047	30	Semester 1-2

Optional modules	Module Code	Credits	Period
Applied GIS	ESC-30044	15	Semester 1
Ecotoxicology and Risk Assessment	ESC-30056	15	Semester 1
Extinction!	ESC-30106	15	Semester 1
Animals and Society	GEG-30021	15	Semester 1
Conservation Biology	LSC-30043	15	Semester 1
Tropical Biology Field Course	LSC-30066	15	Semester 1
Insect Ecology and Pest Management	LSC-30070	15	Semester 1
Advanced Environmental Field Skills	ESC-30110	30	Semester 1-2
Blue Economy: sustainable futures with an ocean focus	ESC-30108	15	Semester 2
Animal Welfare	LSC-30072	15	Semester 2
Plant Science and Sustainability	LSC-30076	15	Semester 2

Level 6 Module Rules

To ensure at least 50% of modules are programme-specific, we have set an option group 1 for which students must choose a minimum 60 and a maximum 90 credits from 90 available credits. Students may then choose from option group 2 a minimum 0 and a maximum 30 credits.

BSc/MSci Ecology & Conservation option Group 1 (minimum 60, maximum 90)

Advanced Environmental Field Skills ESC-30110 30 credits Semester 1-2

Applied GIS ESC-30044 15 credits Semester 1

Blue Economy: sustainable futures with an ocean focus ESC-30108 15 credits Semester 1

Conservation Biology LSC-30043 15 credits Semester 1

Plant Science and Sustainability LSC-30076 15 credits Semester 2

BSc/MSci Ecology & Conservation option Group 2 (minimum 0, maximum 30)

Ecotoxicology and Risk Assessment ESC-30056 15 credits Semester 1

Extinction! ESC-30106 15 credits Semester 1

Animals and Society GEG-30021 15 credits Semester 1

Tropical Biology Field Course LSC-30066 15 credits Semester 1

Insect Ecology and Pest Management LSC-30070 15 credits Semester 1

Animal Welfare LSC-30072 15 credits Semester 2

Optional field course at Level 6

There are no Compulsory field courses at Level 6. There may be residential or non-residential field courses taken at Level 6 dependent on option modules chosen. It should be noted that for many students their dissertation work is likely to include a substantial amount of fieldwork.

The Optional field course through module LSC-30066 Tropical Biology Field Course incurs costs to students - estimated at typically £1200 for the field course plus additional international travel costs for students to and from Malaysia.

Please note: field course provision may change depending on factors such as staff availability, staff changes, staff expertise, costs,
student numbers, and other factors outside of our control (earthquakes, volcanic eruptions, disease outbreaks etc.).

Module	**Typical period**	**Field course details**
LSC-30066 Tropical Biology Field Course (Optional)	Note: takes place in the **Summer vacation before Level 6 starts** - between second and third year	Typically involves 15 days on a residential field course studying tropical ecology and conservation based at the University of Science, Malaysia (Universiti Sains Malaysia; USM).

Global Challenge Pathways (GCPs)

Students have the option of taking a Global Challenge Pathway, which includes one 15-credit module at Levels 4, 5 and 6, or one 15-credit module at Levels 5 and 6. Students who started a Global Challenge Pathway at Level 4 will continue with the same pathway at Level 5. Students joining Global Challenge Pathways at Level 5 can join any pathway (except TESOL). Students at Level 6 will continue with the same Global Challenge Pathway they studied at Levels 4 and/or Level 5.

Global Challenge Pathways offer students the chance to fulfil an exciting, engaging route of interdisciplinary study. Choosing a pathway, students will be presented with a global issue or 'challenge' which directly relates to societal issues, needs and debates. They will be invited to take part in academic and external facing projects which address these issues, within an interdisciplinary community of students and staff. Students completing a Global Challenge Pathway will receive recognition on their degree certificate.

Digital Futures	The Digital Futures pathway offers you the opportunity to take an active role in current debates, cutting-edge research, and projects with external partners, addressing both the exciting potential and the challenges of disruptive digital transformation across all spheres of life. Part of a diverse and interdisciplinary pathway community, you will engage in exciting, impactful collaborative project work in innovative formats on areas that matter most to you. Engaged in real-world scenarios as digital citizens, you will expand, deepen, and mobilise knowledge and skills to drive inclusive, empowering, and sustainable change at local and global levels. **Level 4 Module**: **A digital life: challenges and opportunities (GCP-10005)** **Level 5 Module: Digital World - People, Spaces, and Data (GCP-20005)** **Level 6 Module: Digital Citizenship and Sustainable Futures (GCP-30005)**
Climate Change & Sustainability	Through the Climate Change & Sustainability pathway you will develop the skills, understanding and drive to become agents of change to tackle climate change and wider sustainability challenges. You will hear from international partners to learn about climate change and sustainability in different international contexts; lead your own projects to drive real change in your communities; and be part of educating and supporting others to help achieve a more sustainable future. **Level 4 Module: Climate Change and Sustainable Futures: Global Perspectives (GCP-10009)** **Level 5 Module: Climate Change and Sustainability: Action and Activism (GCP-20009)** **Level 6 Module: Skills for Sustainability (GCP-30009)**

Social Justice	The Social Justice pathway is based upon a transformative methodology which centres the student's role as 'agents of change' to reflect upon decolonising and feminist, perspectives on social justice, to forge critical outputs to transform the Sustainable Development Goals. You will develop research and engagement skills with local, national, and international partners from Universities, NGOs, International Human Rights frameworks. You will engage with key societal challenges focused upon the Sustainable Development Goals, to develop an intersectional response from identity-based perspectives on race, gender, sexualities and disabilities. The pathway will allow you to monitor and critically evaluate policies and human rights treaties, and produce and disseminate digitally fluent, international and sustainable project findings. **Level 4 Module**: **Reflections on Social Injustices, Past and Present (GCP-10003)** **Level 5 Module: Strategic Interventions for Social Justice (GCP-20003)** **Level 6 Module: Transforming Social Justice; Global Perspectives (GCP-30003)**
Enterprise & the Future of Work	In order to meet the challenges set out in the UN's Sustainable Development Goals we need to understand the power of enterprise and prepare for the future contexts of work, creativity and disruption. By providing you with the skills, knowledge and understanding of global challenges this pathway will prepare you to be part of future-facing solutions. This module will support you in developing creative, original thinking, allowing you to collaborate on projects that persuade and effect change, setting you up to thrive in future environments of work and innovation. **Level 4 Module: Enterprise and the Future of Work (GCP-10007)** **Level 5 Module: Enterprise and the Future of Work: Collaborate to Innovate (GCP-20007)** **Level 6 Module: Enterprise and the Future of Work: Designing Change (GCP-30007)**
Global Health Challenges	By taking the global health challenge pathway you will develop solutions to improve the health and quality of life for particular people and communities, engaging with these groups to co-design interventions. This pathway will provide you with skills that go beyond a focus on health and will allow you to develop your ability to work in a team and lead change in society. The knowledge, skills and work experience will complement your core degree and enhance your career opportunities and graduate aspirations. **Level 4 Module: Key concepts and challenges in global health (GCP-10001)** **Level 5 Module: Using Evidence to Improve Global Health (GCP-20001)** **Level 6 Module: Working to Improve Global Health (GCP-30001)**

Languages & Intercultural Awareness	Communication within and across cultures is inseparable from language, and development of intercultural awareness can enable you to actively contribute to the shaping of an international future. The Language and Intercultural Awareness pathway allows you to engage in genuine interdisciplinary and international exchange and to understand and explore the link between language, culture and communication. Each of the strands we offer provides you with skills and direct experience for active engagement in working to face global challenges. **The Language Specialist**: Become a specialist in one of our languages and graduate with a degree title that includes '... with competency in (Language)' or '... with advanced competency in (Language)'. **The Language Taster:** Explore a new language every year. **The Certificate in TESOL** (Teaching English to Speakers of Other Languages): ***(NB: only available if starting from Level 4)*** Enhance your undergraduate degree by studying the Trinity College Certificate in Teaching English to Speakers of Other Languages (TESOL). As an internationally recognised qualification, you can teach around the world, enabling you to travel whilst helping people develop their English Language Skills. You will also develop many transferable skills which will enhance your future employability. **The Intercultural Explorer:** Through an interdisciplinary understanding of intercultural communication - as both an academic discipline and as a tool to promote and engage in global activity, you will explore the concept of culture. Module content and assessments allow you to examine in-depth the role of both culture and language in, for example, the UN sustainability goals. **Modules available:** **The Language Specialist:** Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences). **The Language Taster:** Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences) **The Certificate in TESOL (NB: only available if starting from Level 4):** ENL-10053 TESOL 1 ENL-20007 TESOL 2 ENL-30009 TESOL 3 **The Intercultural Explorer:** ENL-10057 The stories we live by ENL-20009 Who do you think you are?

Information on Global Challenge Pathways can be found here:
https://www.keele.ac.uk/study/undergraduate/globalchallengepathways/

Level 7

Compulsory modules	Module Code	Credits	Period
Research Design	ESC-40093	15	Semester 1
Dissertation	ESC-40089	60	Semester 1-2

Optional modules	Module Code	Credits	Period
Climate Change Science	ESC-40060	15	Semester 1
Collaborative Project	ESC-40101	15	Semester 1-2
Applied Ecology and Conservation	ESC-40113	30	Semester 1-2
Biodiversity Skills	LSC-40125	30	Semester 1-2
Advanced GIS and Remote Sensing	ESC-40109	15	Semester 2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

All students will have all their Intended Learning Outcomes of the programme addressed in compulsory modules as mapped here. In addition, optional (and sometimes elective modules, if taken and dependent on content) will further reinforce students' achievement of some or all of those Intended Learning Outcomes. As optional modules taken will vary by student preference, they are not included here.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
KU1 (Conservation biology). Apply conceptual understanding of conservation biology to case studies and research design.	Studying the Environment - ESC-10061 Nature, Conservation and Society - GEG-10015
KU2 (Conservation practice). Critically evaluate case studies of conservation practice in relation to theory and contributing scientific and social science disciplines.	Nature, Conservation and Society - GEG-10015 Studying the Environment - ESC-10061
KU3 (Ecology). Demonstrate knowledge and understanding of ecological principles and their relation to fieldwork, research and assessment approaches.	Nature, Conservation and Society - GEG-10015 Studying the Environment - ESC-10061
KU4 (Environmental management). Demonstrate knowledge and understanding of environmental management principles and approaches in a range of contexts.	Studying the Environment - ESC-10061
KU5 (Interdisciplinary practice). Explain the principles of interdisciplinary practice and integrate different contributing disciplines including biology, geography and social sciences to address ecological and conservation issues.	Nature, Conservation and Society - GEG-10015 Studying the Environment - ESC-10061

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
SS1 (Field and laboratory skills). Employ a broad range of fieldwork skills and laboratory skills including ecological techniques, species identification and habitat classification methods, mapping, planning, risk assessment, and health and safety.	Nature, Conservation and Society - GEG-10015 Studying the Environment - ESC-10061
SS2 (Data handling, analysis and statistics). Use data handling, data analysis and statistics skills in a broad range of ecological and conservation applications.	Studying the Environment - ESC-10061
SS3 (Information Technology and GIS). Apply Information Technology and Geographic Information Systems (GIS) skills in a range of ecological and conservation contexts.	Studying the Environment - ESC-10061
SS4 (Critical thinking and information literacy). Demonstrate the ability to theorise ecology and conservation practice and relate applied work to conceptual frameworks.	Studying the Environment - ESC-10061
SS5 (Team working and project management). Demonstrate team working and project management skills including group work planning and coordination of team inputs.	Studying the Environment - ESC-10061

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
TS1 (Employability and professional development). Take an adaptable, reflective, self-managed and motivated approach to study and work and to academic and professional development, demonstrating integrity, responsibility, independence, and recognition of professional codes of conduct and ethical considerations.	Animal Biology - LSC-10081 Studying the Environment - ESC-10061 Nature, Conservation and Society - GEG-10015 Ecology and Plant Biology - LSC-10083
TS2 (Theoretically underpinned and evidence-based practice). Make reasoned decisions and judgements addressing familiar and unfamiliar problems with reference to concepts and principles, synthesising a wide range of evidence types and using appropriate citation.	Animal Biology - LSC-10081 Nature, Conservation and Society - GEG-10015 Studying the Environment - ESC-10061 Ecology and Plant Biology - LSC-10083
TS3 (Data collection and analysis). Collect, process, interpret, summarise and present data of various types including from field and laboratory studies, the internet and prior research with appropriate planning using qualitative and quantitative techniques, computer software, statistical programmes and spreadsheets.	Studying the Environment - ESC-10061
TS4 (Teamwork). Work effectively as part of a team, recognising and respecting the viewpoints of others, to achieve an objective and evaluate the roles and development of team members including themselves.	Studying the Environment - ESC-10061
TS5 (Communication). Communicate effectively with a variety of audiences by written, spoken and graphical means using appropriate techniques and language, including the internet and audio-visual technology.	Studying the Environment - ESC-10061 Nature, Conservation and Society - GEG-10015 Animal Biology - LSC-10081 Ecology and Plant Biology - LSC-10083

Level 5

All students will have all their Intended Learning Outcomes of the programme addressed in compulsory modules as mapped here. In addition, optional (and sometimes elective modules, if taken and dependent on content) will further reinforce students' achievement of some or all of those Intended Learning Outcomes. As optional modules taken will vary by student preference, they are not included here.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
KU1 (Conservation biology). Apply conceptual understanding of conservation biology to case studies and research design.	Environmental Impact Assessment: practical geographical and environmental skills - ESC-20108
KU2 (Conservation practice). Critically evaluate case studies of conservation practice in relation to theory and contributing scientific and social science disciplines.	Human Impact on the Environment, scientific perspectives - ESC-20017
KU3 (Ecology). Demonstrate knowledge and understanding of ecological principles and their relation to fieldwork, research and assessment approaches.	Human Impact on the Environment, scientific perspectives - ESC-20017 Environmental Biology - LSC-20097 Biodiversity Crisis - LSC-20093
KU4 (Environmental management). Demonstrate knowledge and understanding of environmental management principles and approaches in a range of contexts.	Human Impact on the Environment, scientific perspectives - ESC-20017
KU5 (Interdisciplinary practice). Explain the principles of interdisciplinary practice and integrate different contributing disciplines including biology, geography and social sciences to address ecological and conservation issues.	Environmental Impact Assessment: practical geographical and environmental skills - ESC-20108

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
SS1 (Field and laboratory skills). Employ a broad range of fieldwork skills and laboratory skills including ecological techniques, species identification and habitat classification methods, mapping, planning, risk assessment, and health and safety.	Environmental Biology - LSC-20097
SS2 (Data handling, analysis and statistics). Use data handling, data analysis and statistics skills in a broad range of ecological and conservation applications.	Environmental Biology - LSC-20097
SS3 (Information Technology and GIS). Apply Information Technology and Geographic Information Systems (GIS) skills in a range of ecological and conservation contexts.	Environmental Impact Assessment: practical geographical and environmental skills - ESC-20108
SS4 (Critical thinking and information literacy). Demonstrate the ability to theorise ecology and conservation practice and relate applied work to conceptual frameworks.	Environmental Impact Assessment: practical geographical and environmental skills - ESC-20108
SS5 (Team working and project management). Demonstrate team working and project management skills including group work planning and coordination of team inputs.	Environmental Impact Assessment: practical geographical and environmental skills - ESC-20108

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
TS1 (Employability and professional development). Take an adaptable, reflective, self-managed and motivated approach to study and work and to academic and professional development, demonstrating integrity, responsibility, independence, and recognition of professional codes of conduct and ethical considerations.	Biodiversity Crisis - LSC-20093 Employability Training: Engaging with the Workplace - ESC-20092 Environmental Biology - LSC-20097 Human Impact on the Environment, scientific perspectives - ESC-20017
TS2 (Theoretically underpinned and evidence-based practice). Make reasoned decisions and judgements addressing familiar and unfamiliar problems with reference to concepts and principles, synthesising a wide range of evidence types and using appropriate citation.	Environmental Biology - LSC-20097 Human Impact on the Environment, scientific perspectives - ESC-20017 Biodiversity Crisis - LSC-20093 Employability Training: Engaging with the Workplace - ESC-20092
TS3 (Data collection and analysis). Collect, process, interpret, summarise and present data of various types including from field and laboratory studies, the internet and prior research with appropriate planning using qualitative and quantitative techniques, computer software, statistical programmes and spreadsheets.	Environmental Biology - LSC-20097
TS4 (Teamwork). Work effectively as part of a team, recognising and respecting the viewpoints of others, to achieve an objective and evaluate the roles and development of team members including themselves.	Environmental Biology - LSC-20097
TS5 (Communication). Communicate effectively with a variety of audiences by written, spoken and graphical means using appropriate techniques and language, including the internet and audio-visual technology.	Environmental Biology - LSC-20097 Employability Training: Engaging with the Workplace - ESC-20092 Human Impact on the Environment, scientific perspectives - ESC-20017 Biodiversity Crisis - LSC-20093

Level 6

All students will have all their Intended Learning Outcomes of the programme addressed in compulsory modules as mapped here. In addition, optional (and sometimes elective modules, if taken and dependent on content) will further reinforce students' achievement of some or all of those Intended Learning Outcomes. As optional modules taken will vary by student preference, they are not included here.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
KU1 (Conservation biology). Apply conceptual understanding of conservation biology to case studies and research design.	Conservation Biology - LSC-30043 Plant Science and Sustainability - LSC-30076 Dissertation - ESC-30047
KU2 (Conservation practice). Critically evaluate case studies of conservation practice in relation to theory and contributing scientific and social science disciplines.	Conservation Biology - LSC-30043 Dissertation - ESC-30047 Plant Science and Sustainability - LSC-30076
KU3 (Ecology). Demonstrate knowledge and understanding of ecological principles and their relation to fieldwork, research and assessment approaches.	Plant Science and Sustainability - LSC-30076 Dissertation - ESC-30047 Conservation Biology - LSC-30043
KU4 (Environmental management). Demonstrate knowledge and understanding of environmental management principles and approaches in a range of contexts.	Conservation Biology - LSC-30043 Plant Science and Sustainability - LSC-30076 Dissertation - ESC-30047
KU5 (Interdisciplinary practice). Explain the principles of interdisciplinary practice and integrate different contributing disciplines including biology, geography and social sciences to address ecological and conservation issues.	Dissertation - ESC-30047 Plant Science and Sustainability - LSC-30076 Conservation Biology - LSC-30043

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
SS1 (Field and laboratory skills). Employ a broad range of fieldwork skills and laboratory skills including ecological techniques, species identification and habitat classification methods, mapping, planning, risk assessment, and health and safety.	Dissertation - ESC-30047 Conservation Biology - LSC-30043
SS2 (Data handling, analysis and statistics). Use data handling, data analysis and statistics skills in a broad range of ecological and conservation applications.	Conservation Biology - LSC-30043 Applied GIS - ESC-30044 Dissertation - ESC-30047
SS3 (Information Technology and GIS). Apply Information Technology and Geographic Information Systems (GIS) skills in a range of ecological and conservation contexts.	Applied GIS - ESC-30044 Dissertation - ESC-30047
SS4 (Critical thinking and information literacy). Demonstrate the ability to theorise ecology and conservation practice and relate applied work to conceptual frameworks.	Dissertation - ESC-30047
SS5 (Team working and project management). Demonstrate team working and project management skills including group work planning and coordination of team inputs.	Conservation Biology - LSC-30043

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
TS1 (Employability and professional development). Take an adaptable, reflective, self-managed and motivated approach to study and work and to academic and professional development, demonstrating integrity, responsibility, independence, and recognition of professional codes of conduct and ethical considerations.	Conservation Biology - LSC-30043 Plant Science and Sustainability - LSC-30076 Applied GIS - ESC-30044 Dissertation - ESC-30047
TS2 (Theoretically underpinned and evidence-based practice). Make reasoned decisions and judgements addressing familiar and unfamiliar problems with reference to concepts and principles, synthesising a wide range of evidence types and using appropriate citation.	Conservation Biology - LSC-30043 Plant Science and Sustainability - LSC-30076 Dissertation - ESC-30047 Applied GIS - ESC-30044
TS3 (Data collection and analysis). Collect, process, interpret, summarise and present data of various types including from field and laboratory studies, the internet and prior research with appropriate planning using qualitative and quantitative techniques, computer software, statistical programmes and spreadsheets.	Applied GIS - ESC-30044 Dissertation - ESC-30047 Plant Science and Sustainability - LSC-30076 Conservation Biology - LSC-30043
S4 (Teamwork). Work effectively as part of a team, recognising and respecting the viewpoints of others, to achieve an objective and evaluate the roles and development of team members including themselves.	Conservation Biology - LSC-30043
TS5 (Communication). Communicate effectively with a variety of audiences by written, spoken and graphical means using appropriate techniques and language, including the internet and audio-visual technology.	Plant Science and Sustainability - LSC-30076 Dissertation - ESC-30047 Applied GIS - ESC-30044 Conservation Biology - LSC-30043

Level 7

All students will have all their Intended Learning Outcomes of the programme addressed in compulsory modules as mapped here. In addition, optional (and sometimes elective modules, if taken and dependent on content) will further reinforce students' achievement of some or all of those Intended Learning Outcomes. As optional modules taken will vary by student preference, they are not included here.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
KU1 (Conservation biology). Apply conceptual understanding of conservation biology to case studies and research design.	Dissertation - ESC-40089 Collaborative Project - ESC-40101 Applied Ecology and Conservation - ESC-40113 Research Design - ESC-40093
KU2 (Conservation practice). Critically evaluate case studies of conservation practice in relation to theory and contributing scientific and social science disciplines.	Biodiversity Skills - LSC-40125 Applied Ecology and Conservation - ESC-40113 Dissertation - ESC-40089 Research Design - ESC-40093
KU3 (Ecology). Demonstrate knowledge and understanding of ecological principles and their relation to fieldwork, research and assessment approaches.	Biodiversity Skills - LSC-40125 Dissertation - ESC-40089 Applied Ecology and Conservation - ESC-40113
KU4 (Environmental management). Demonstrate knowledge and understanding of environmental management principles and approaches in a range of contexts.	Collaborative Project - ESC-40101 Applied Ecology and Conservation - ESC-40113
KU5 (Interdisciplinary practice). Explain the principles of interdisciplinary practice and integrate different contributing disciplines including biology, geography and social sciences to address ecological and conservation issues.	Research Design - ESC-40093
KU6 (Workplace competencies). Demonstrate employability and professional competence in the ecology and conservation sector.	Collaborative Project - ESC-40101 Advanced GIS and Remote Sensing - ESC-40109 Research Design - ESC-40093 Biodiversity Skills - LSC-40125
KU7 (Independent research practice). Demonstrate advanced knowledge of principles of research design and practice in ecology and conservation.	Dissertation - ESC-40089 Research Design - ESC-40093 Applied Ecology and Conservation - ESC-40113
KU8 (Key issues). Demonstrate critical awareness and detailed knowledge of current key issues in ecology and conservation.	Collaborative Project - ESC-40101 Applied Ecology and Conservation - ESC-40113
KU9 (Approaches and methods). Demonstrate an advanced level of understanding of core ecological and conservation approaches and how they are applied in various contexts.	Biodiversity Skills - LSC-40125 Applied Ecology and Conservation - ESC-40113

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
SS1 (Field and lab skills). Employ a broad range of fieldwork skills and lab skills including ecological techniques, species identification and habitat classification methods, mapping, planning, risk assessment, and health and safety.	Research Design - ESC-40093 Advanced GIS and Remote Sensing - ESC-40109 Dissertation - ESC-40089 Biodiversity Skills - LSC-40125 Applied Ecology and Conservation - ESC-40113
SS2 (Data handling, analysis and statistics). Use data handling, data analysis and statistics skills in a broad range of ecological and conservation applications.	Biodiversity Skills - LSC-40125 Dissertation - ESC-40089 Research Design - ESC-40093 Advanced GIS and Remote Sensing - ESC-40109
SS3 (Information Technology and GIS). Apply Information Technology and Geographic Information Systems (GIS) skills in a range of ecological and conservation contexts.	Advanced GIS and Remote Sensing - ESC-40109 Research Design - ESC-40093
SS4 (Critical thinking and information literacy). Demonstrate the ability to theorise ecology and conservation practice and relate applied work to conceptual frameworks.	Dissertation - ESC-40089 Research Design - ESC-40093
SS5 (Team working and project management). Demonstrate team working and project management skills including group work planning and coordination of team inputs.	Applied Ecology and Conservation - ESC-40113 Collaborative Project - ESC-40101
SS6 (Workplace conservation practice). Apply ecological and conservation skills in a workplace context.	Applied Ecology and Conservation - ESC-40113 Collaborative Project - ESC-40101
SS7 (Advanced research design). Apply advanced research design skills to an ecological or conservation independent study project.	Dissertation - ESC-40089 Research Design - ESC-40093
SS8 (Advanced data, team and project skills). Demonstrate professional level competence in Information Technology, Geographic Information Systems (GIS), data handling, critical thinking, team working and project management.	Dissertation - ESC-40089 Research Design - ESC-40093 Advanced GIS and Remote Sensing - ESC-40109

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
TS1 (Employability and professional development). Take an adaptable, reflective, self-managed and motivated approach to study and work and to academic and professional development, demonstrating integrity, responsibility, independence, and recognition of professional codes of conduct and ethical considerations.	Collaborative Project - ESC-40101 Research Design - ESC-40093
TS2 (Theoretically underpinned and evidence-based practice). Make reasoned decisions and judgements addressing familiar and unfamiliar problems with reference to concepts and principles, synthesising a wide range of evidence types and using appropriate citation.	Applied Ecology and Conservation - ESC-40113
TS3 (Data collection and analysis). Collect, process, interpret, summarise and present data of various types including from field and laboratory studies, the internet and prior research with appropriate planning using qualitative and quantitative techniques, computer software, statistical programmes and spreadsheets.	Applied Ecology and Conservation - ESC-40113 Research Design - ESC-40093 Dissertation - ESC-40089
TS4 (Teamwork). Work effectively as part of a team, recognising and respecting the viewpoints of others, to achieve an objective and evaluate the roles and development of team members including themselves.	Collaborative Project - ESC-40101
TS5 (Communication). Communicate effectively with a variety of audiences by written, spoken and graphical means using appropriate techniques and language, including the internet and audio-visual technology.	Research Design - ESC-40093 Biodiversity Skills - LSC-40125 Dissertation - ESC-40089 Applied Ecology and Conservation - ESC-40113 Collaborative Project - ESC-40101

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Master's Degree	480 credits	You will require at least 120 credits at levels 4, 5, 6 and 7 You must accumulate at least 360 credits in your main subject (out of 480 credits overall) to graduate with a named single honours degree in this subject.
Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate a minimum of 270 credits in your main subject (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in this subject.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

International Year option: in addition to the above students must pass a module covering the international year in order to graduate with a named degree including the 'international year' wording. Students who do not complete, or fail the international year, will be transferred to the four-year version of the programme.

Work Placement Year option: in addition to the above students must pass a non-credit bearing module covering the work placement year in order to graduate with a named degree including the 'with Work Placement Year' wording. Students who do not complete, or fail the work placement year, will be transferred to the four-year version of the programme.

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Unseen closed and open book examinations** in different formats test students' knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension.
- **Technical reports** require you to describe the process and progress of a scientific investigation, including engagement with and analysis of scientific data, and present this is a clear and concise format. Some technical reports may require you to make recommendations.
- **Poster presentations**: enable students to develop their communication skills and summarize the findings of their research in a clear, concise and professional format. Posters may be presented in the form of a 'conference-style' presentation session whereby students give an oral summary of their work. Posters may be completed in small groups or as individuals.
- **Oral presentation**s assess individual students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Field Course Portfolios** document a range of activities and exercises undertaken in the field, either individually or in small groups.
- **Field Notebooks** allow you to document and record your field-based observations, including the use of field sketching, to enable you to better understand the unfamiliar field environment in which you are working in.
- **Reflective Diaries** enable you to critically reflect on your learning experiences, for example as part of a work placement experience. They are assessed on the quality of this reflection and on their ability to respond constructively to the challenges and difficulties they encounter in the process of their own creative development and learning.
- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).
- **Laboratory reports** - structured proformas and full lab reports are formal summaries of work carried out in the laboratory and test students' understanding of the practical aspects of the programme and develop the skills necessary to enable students to present and analyse their results.
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way.
- **Dissertations** enable students to explore in depth an area of particular interest through a substantial piece of focused research and writing, and test their ability to formulate and answer research questions.
- **Research projects and reports** test student's knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using appropriate methods.
- **Peer assessment:** in some cases students will be involved in marking other students' work, usually with a prescriptive marking guide. This helps students to appreciate where marks are gained and lost and gives them the opportunity to see the common mistakes made by other students.
- **Reviews** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess students' knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data.
- **Group videos** demonstrate students' ability to present research in a video format, requiring careful consideration of the key material to be included, and how best to effectively communicate a message.Such project also require students to gain experience in working effectively in a group environment.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the

course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs or workshops, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	20.9%	79.1%	0%
Year 2 (Level 5)	31.4%	67.6%	1%
Year 3 (Level 6)	23.9%	76.1%	0%
Year 4 (Level 7)	18%	76%	6%

12. Accreditation

The Ecology and Conservation MSci programme is accredited by the Institution of Environmental Science (IES) and by the Institute of Environmental Management and Assessment (IEMA). Successful completion of the programme will assure this accreditation is met allowing students to become Graduate members of the IES upon graduation.

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only

with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

15. How are students supported on the programme?

Academic Mentors: All students are allocated an Academic Mentor for the duration of their studies as part of the University's Academic Mentor system. The role of the Academic Mentor is to meet formally with their mentees at least once per semester to discuss progress and performance, to discuss professional development and profiling, and to offer support and advice. In addition, to an Academic Mentor allocated to the student, students are encouraged to seek support from any of the environment programmes teaching and administrative staff. Students can make arrangements to see their Academic Mentor or other staff at any time and an open door policy is operated by the majority of the teaching staff so students can easily get in contact with staff either personally or via email or phone. There are very strong communication links between students and staff and a friendly and supportive environment throughout the team.

Work Placement Tutor: All students undertaking the programme "with Work Placement Year" will be provided with an academic tutor, based at Keele. Students will be expected to find their own work placements however, support will be provided throughout the placement process. This will involve support ensuring the appropriateness of the placement prior to starting the Work Placement Year, and email/telephone/face-to-face contact with the academic tutor throughout the placement at regular intervals.

Use of e-learning/the Keele Learning Environment (KLE): All modules are supported by learning materials that are accessible to students via the KLE. The School supports the University's policy on module support on the KLE.

Health and Safety: All students admitted to the programme are expected to read the School of Geography, Geology and Environment Safety Handbook. Students are required to sign an agreement that they have read this Handbook, and that they will abide by the rules and regulations governing the efficient working, safety and welfare of all members both within the University and in the field. The latest version of this Handbook, along with other important information on the Environment degrees, can be viewed on the Geography, Geology and the Environment web site at: http://www.keele.ac.uk/gge/

Students with disabilities: Students with disabilities or medical problems who are admitted onto environment degree programmes will meet with a member of the University's Disability Services department (and, where appropriate, the Programme Director and the School Geography, Geology and Environment Disability Officer) at the very start of the course in order to discuss any special requirements. Procedures will then be implemented according to the nature of the student's disability or medical problem. These procedures can range, for example, from allowing extra examination time for students diagnosed as dyslexic, to allocating additional staff or demonstrators to field classes to help students with mobility problems.

Careers: In addition, to the University's central Careers service there is a specific environment programmes careers tutor. Students are encouraged to seek the careers tutor for any help with deciding on postgraduate

programmes and funding opportunities, discussing career options, discussing option choices in relation to specific career routes, and for help and assistance in applying for jobs and placements. Within the Keele Learning Environment there is a dedicated page to careers including several subject specific careers sites.

16. Learning Resources

The School of Geography, Geology and the Environment has its own building (the William Smith Building) that contains well-equipped laboratories and lecture theatres that are used throughout the environment degree programmes. This concentration of teaching into one building wherever possible enables students to identify with a specific base within the University. The foyer provides pleasant surroundings for students to meet and socialise with their peers. The Office is currently open during the week from 8.45am to 5.00pm to answer student queries. Teaching on specific modules takes place elsewhere in the University when there is a need for more specialised teaching facilities allowing the environment degree programmes to benefit from a wide-range of cutting-edge teaching facilities and analytical instrumentation based elsewhere within the University. Students also have access to computing facilities within the School of Geography, Geology and the Environment for individual work.

17. Other Learning Opportunities

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided in the Annex for the International Year.

Work Placement Year

A summary of the Work Placement Year, which is a potential option for students after completion of year 2 (Level 5), is provided in the Annex for the Work Placement Year

Fieldwork

Fieldwork is an essential part of environmental degree programme student training, providing both the opportunity to acquire and practice field-based skills, to develop skills of observation and recording, and to work as effective members of a team. Keele is ideally located to be able to integrate a large component of field work into its environmental degree programmes with a wide range of habitats in easy reach, including the Keele campus itself with its lake system and extensive woodlands, in addition to the mining and industrial heritage of the local area providing ideal opportunities for the study of the impact of these activities on the environment. Field courses provide the opportunity to investigate environmental issues and environmental change within real world locations. Students are also encouraged to make the most of other opportunities for field work with external organisations, which can form part of student's independent project work for their dissertations in third year and, for the MSci award, in fourth year.

18. Additional Costs

Field Course Costs

COMPULSORY FIELD TRIPS

ALL students undertake compulsory field courses as part of their studies - these are provided at no cost.

The University provides significant financial support for the compulsory fieldwork elements of the degree programme and the costs of travel and accommodation for compulsory field courses are fully paid for by the University up to and including Year 2. Students are responsible for their own subsistence.

OPTIONAL FIELD TRIPS

In addition to compulsory field courses, the programme offers optional overseas field trips as part of second- or third-year modules. The cost of this is subsidized by the University but you will incur additional costs of independently arranged student international travel.

To help students manage their field course costs, the payments are spread over the course of the academic year in which you participate in the field course. The first instalment Is non-refundable due to the need to pre-book accommodation etc. in advance. The costs of field courses are indicated at the start of the year, with details clearly communicated to students.

INDEPENDENT RESEARCH PROJECT

ALL students undertake an independent research project in their final year, which MAY include fieldwork. Students are responsible for organising their own transport and accommodation as well as paying any costs incurred whilst carrying out fieldwork. These costs are extremely variable as they are dependent on where the student carries out their project. Costs are minimal if the project work is undertaken in the students' local area.

IMPORTANT: Students are expected to have adequate clothing for field trips. We reserve the right to change the venues of field courses due to both cost and academic considerations. Some field courses are fully or partly catered for. Others are self-catered and students are expected to purchase meals (e.g., lunch and/or evening meal).

The costs below are only for indicative purposes and correct at the time of printing:

Activity and Estimated Cost

Travel to optional field course £200.00 -£1,200.00 - depending on destination

Equipment - waterproof and appropriate clothing and footwear for field courses £200.00

Total estimated additional costs £400.00 -£1,400.00

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

19. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. QAA Subject Benchmark Statement: Earth Sciences, Environmental Sciences and Environmental Studies (QAA, 2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-earth-sciences-environmental-sciences-and-environmental-studies.pdf

c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

21. Annex - International Year

Ecology and Conservation with International Year

International Year Programme

Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 55% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's Academic Mentor, 1st and 2nd year tutors and programme director)

Students may not register for both an International Year and a Placement Year.

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Academic Mentoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete the International Year will be able to:

- KU10 (International practice). Demonstrate successful year-long international study of ecology and conservation at university level.
- SS9 (Global citizenship). Discuss, reflect upon, and explain cultural and international differences in approaches to academic study and to ecology and conservation as a discipline.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Regulations

Students registered for the International Year are subject to the programme-specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any module with significant overlap to the Level 6 modules they will study on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

22. Annex - Work Placement Year

Ecology and Conservation with Work Placement Year

Work Placement Year summary

Students registered for this programme may either be admitted for or apply to transfer during their studies to the 'with Work Placement Year' option (NB: for Combined Honours students the rules relating to the work placement year in the subject where the placement is organised are to be followed). Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the Work Placement Year option.

Work Placement Year Programme Aims

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with:

1. Develop employability and professional skills and knowledge through a long-term work-based experience in a role highly relevant to your degree

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module, (* or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

* We recommend where possible students undertake a placement of between 9 - 12 months on a full-time basis to maximize academic and personal growth. However, the Faculty of Natural Sciences Work / Professional Placement Year mandates a minimum of 24 weeks in duration, ideally on a full-time basis, but no less than 21 hours per week. This enables those undertaking an unpaid placement to work on a part-time basis alongside their placement.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- *(International students only)* Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year and a Work Placement Year.

Student Support

Students will be supported whilst on the Work Placement Year via the following methods:

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organization at around the 5 weeks afters placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete the 'with Work Placement Year' option will be able to:

- KU6 (Workplace competencies). Demonstrate employability and professional competence in the ecology and conservation sector.
- SS6 (Workplace conservation practice). Apply ecological and conservation skills in a workplace context.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module which involves:

1. Mid-Placement Portfolio (SWOT analysis; Action Plan)
2. Final Placement Portfolio (Reflective diary; Evaluation report by host)

Regulations

Students registered for the 'with Work Placement Year' option are subject to programme-specific regulations (if any) and the University regulations. In addition, during the Work Placement Year, the following regulations will apply:

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

(i) conforming to the work practices of the organisation; and

(ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

Additional costs for the Work Placement Year

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

23. Annex - Programme-specific regulations

Programme Regulations: MSci Ecology and Conservation

Final Award and Award Titles	MSci Ecology and Conservation MSci Ecology and Conservation with International Year MSci Ecology and Conservation with Work Placement Year
Intermediate Award(s)	BSc (Hons) Ecology and Conservation Diploma of Higher Education in Ecology and Conservation Certificate of Higher Education in Ecology and Conservation
Last modified	October 2023
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **[list exemptions] or state: No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: Re-assessment and alternative assessment of missed work
This programme varies from Regulation C3.12.

Reassessment, or alternative work to replace a missed assessment supported by exceptional circumstances, may sometimes take a different form from the original assessment where it is not feasible to recreate the original circumstances of assessment, for example in the case of fieldwork, group work or peer-assessed activities. Appropriate alternative assessments may be substituted in these situations. Where fieldwork is missed and supported by exceptional circumstances where appropriate students may be given the option of taking the field course the following year or completing alternative assessment.

Additional Requirements
The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Attendance requirements

Students are required to attend all practical classes, tutorials, seminars, field courses and lectures. Attendance at all these sessions is monitored and checked by the academic support staff. Any absences due to exceptional circumstances should be notified as soon as possible to the School Office who will then pass on this information to tutors, as necessary. Any exceptional circumstances must be notified using the appropriate form following University regulations.
Students who display a poor attendance record for no good reason are likely to be subject to disciplinary action. In addition, when taking modules from subjects other than those in the School of Geography, Geology and the Environment students must inform themselves of, and abide by, any additional attendance and notification requirements of that particular School.
Self-certification of illness as a reason for absence from compulsory classes will be accepted for no more than three occasions per Semester. Any subsequent absence for reasons of illness must be accompanied by a doctor's note.

Individual modules within the programme have specific attendance regulations:

Life Science (LSC-xxxxx) module attendance
Attendance at practical classes, tutorials and seminars is compulsory in the School of Life Sciences. Registers will be taken at all compulsory sessions. It is the student's responsibility to ensure that they are recorded on the register as present. The office should be contacted by telephone on (01782) 733028 or (01782) 733677 or by e-mail at lifesci-office@keele.ac.uk as soon as possible to report an absence.
Failure to attend one compulsory session without good cause will result in an informal warning letter from the year tutor. Failure to attend any subsequent sessions without good cause will lead to the issuing of a formal warning from the Head of School. A maximum of two formal warnings will be issued and a fourth absence will result in a 3rd and final warning from the Director of Academic Services, which could result in the requirement to withdraw from the University.
The following School (Life Sciences) regulations will also apply:
A student who is absent without good cause from 50% or more of the compulsory sessions in any module may be deemed to have failed the module. Self-certification of illness as a reason for absence from compulsory classes will be accepted for no more than two classes per module. Any subsequent absence for reasons of illness must be accompanied by a doctor's note.

Additional requirement 2: Regulations governing fieldwork

Students are expected to read the online Safety Handbook for the School of Geography, Geology and the Environment at registration in Year 1. Students are required to sign an agreement that they have read the Safety Handbook, and that they will abide by the rules and regulations governing the efficient working, safety and welfare of all members both within the School and in the field.
Students are required to follow all instructions provided by course staff within the Safety and Field Course Handbooks and in person in the field. This includes instructions given be postgraduate demonstrators. Students must make staff aware of any pre-existing medical conditions or other issues that may be relevant to field course safety prior to attending the field course.
Students, who by thoughtless actions or rowdy behaviour put the course, other students and the reputation of the University in jeopardy, will be immediately sent home to face disciplinary procedures by the University. Additionally, they will be required to attend the next scheduled field course as a re-assessment and at their own expense. Examples of serious misconduct include: wilful damage to property, injury to persons, ingestion of alcohol or illegal substances in the field so as to endanger themselves or other members of the course, improper

use of safety equipment and/or failure to attend commitments.

Additional requirement 3: Form and submission of in-course assessments

The form and submission of coursework are determined by module leaders and announced in module documentation. Unless otherwise stated, work should be word processed. Students must familiarise themselves with the module documentation for information about how specific coursework assessments should be submitted. When taking modules from subjects other than those from within Geography, Geology and the Environment, students must inform themselves of, and abide by, the assessment and submission requirements of that School.
In the absence of agreed exceptional circumstances, work submitted late but within one week of the deadline will be marked to a maximum of 40%. Work submitted more than one week late will be given a mark of zero. Requests for extensions to deadlines should be made to the relevant module tutor and the Programme Director in advance of the coursework deadline using the University's exceptional circumstances online system.

Marks indicated on returned work are provisional and subject to change until ratified by the appropriate examination board. Although marked assignments are returned to students to provide feedback, any work that counts towards the final degree result has to be made available for consultation by the External Examiner at the end of the programme. Students must be in a position to be able to resubmit work in good condition when required by the School.

Additional requirement 4: Field work expenses

Fieldwork is a compulsory part of the degree programme and forms components of assessed modules. The University provides significant financial support for the compulsory fieldwork elements of the degree programme and the costs of travel and accommodation for compulsory field courses are fully paid for by the University up to and including Year 2.
ALL environment degree programme students undertake an independent research project in their final year, which MAY include fieldwork. Students are responsible for organising their own transport and accommodation as well as paying any costs incurred whilst carrying out fieldwork. These costs are extremely variable as they are dependent on where the student carries out their project. Costs are minimal if the project work is undertaken in the students' local area.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 04 June 2024

What's Changed

LAW-40043 removed.

ESC-30108 moved from semester 1 to semester 2.

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2023/24	ADAM MOOLNA	26 April 2023	
1	2022/23	ADAM MOOLNA	28 March 2022	Removal of optional modules ESC-20096 Weather, Climate and Society and ESC-30020 Water Resources
1	2021/22	ADAM MOOLNA		