University of London Birkbeck College
Department of Geography, Environment and Development Studies
Centre for European Protected Area Research

MSc Environmental Management
(Countryside Management / Protected Area Management)

Postgraduate Diploma in Countryside and Protected Area Management

COURSE HANDBOOK
2009-10
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NOTE

This course handbook is issued to all students registered for the MSc or Postgraduate Diploma. A new version of the handbook is prepared each year – please make sure that you have the current version.

The Handbook is supplemented by further information which will be sent to students on registration. Further documentation (including e-versions of much of the material in this handbook, together with course handouts, notes, and study skills material, all of which you can download) is available on the dedicated course web pages www.bbk.ac.uk/environment/materials. In order to access these web pages you will need a username and password. These will be issued to registered students at the first meeting of your course, or you can email the programme Administrator on environment@bbk.ac.uk.
Introduction

Environmental Management covers in principle every aspect of the natural, built and social environment. The MSc and Postgraduate (PG) Diploma award programmes focus on the management of the UK and western European countryside and its protected areas. ‘Protected areas’ range from international designations such as Biosphere Reserves and World Heritage Sites, through National Parks and nature reserves to urban parks and recreational sites. In effect they include ‘natural’, cultural and recreational areas.

The MSc and PG Diploma are intended for existing and aspiring countryside and protected area managers and for other professionals in environmental management. They are based upon a compulsory core course taken by all students and a choice of two professional training (specialist) modules. The core course of the programme provides a broad introduction to the principles and practice of managing the UK and European countryside and protected areas while specialist modules focus on key topics of critical importance to this. These are supplemented by independent study by students (including directed reading and assessed coursework). The programme is structured so that either award may be undertaken part-time, normally over a minimum of two years, by students living anywhere in the UK or Europe.

Taken alone, the core course and specialist modules form the basis for the PG Diploma in Countryside Management. The MSc includes in addition an independent project dissertation which counts for 30% of marks overall. Both courses enable countryside staff to study whilst in post for a postgraduate qualification.

Since the courses’ establishment in 1990, over 200 students have graduated, taking up employment with National Park Authorities, Areas of Outstanding Natural Beauty, environmental consultancies, non-governmental organisations including the National Trust, RSPB, the CPRE and with statutory nature conservation agencies including Natural England. By studying for either degree, therefore, you will be embarking on a course of study that is nationally and increasingly internationally recognised among environmental management professionals as the leading part-time qualification of its type in the UK.

This handbook brings together information about the two postgraduate courses for existing and prospective students by providing detail on the content, aims, learning outcomes, and course work required for the MSc and PG Diploma courses.

This handbook should be read in conjunction with the Common Awards Scheme Regulations for Taught Programmes of Study, which can be downloaded from the College website at: www.bbk.ac.uk/reg/regs/cas. Additional student information is available at: www.bbk.ac.uk/mybirkbeck. Please note that the information contained on these links is regularly updated.

Programme objectives

The objectives of both awards are to provide students with:

- the skills needed to initiate and participate in environmental management in protected areas and the wider countryside, from devising and enhancing habitat and species conservation plans to interpreting designated sites and protected landscapes to the general public;
- a detailed knowledge of the management opportunities and challenges confronting the natural, cultural and recreational sites resource across the UK and western Europe, and
- practical experience of using the principal management tools necessary for resolving conflicting demands and pressures in protected areas and the wider countryside.

Learning outcomes

By the end of the programme, students will:

- understand the key issues, both theoretical and practical, that underpin the countryside resource (history, ecology and species/habitat/site management); its key actors (state, statutory agencies, NGOs and stakeholders); and policies (the structural framework of environmental management);
- have practical experience of the application of key management tools and methods, including ecological survey techniques, site evaluation and site management, landscape character assessment and evaluation, environmental law and policy, and interpretive planning;
• possess key transferable skills in research and synthesis, seminar and report presentation (related to practical exercises and scenarios);
• possess key transferable skills of inter-personal communication and negotiation (through group/team work) to build new and develop existing networks; and
• demonstrate an improved level of IT skills and computer literacy through experience with databases, spreadsheets, word processing and Internet applications.

**Duration**

The core taught programme starts in October each year and runs over two years part-time with a residential school each spring and examinations in late May or early June. Specialist modules can be taken at any time during this two-year period. MSc students normally submit their dissertation by 30th September at the end of the second year. Please note that additional fees are payable for each additional year of registration. In all cases students must complete their studies within five years from the date of registration. If necessary, one break in study is permitted, of up to two years’ duration.

**Programme content**

Your study begins with a piece of preparatory work which all students are asked to bring to the first (October) preliminary meeting for new students. This meeting will enable you to meet the course team – and each other – and will introduce the syllabus and the facilities available at Birkbeck.

**Core Modules**

*The core programme* starts in October each year and runs over two years. Each year is based on occasional weekend (Friday and Saturday) meetings at the University campus, a compulsory week’s residential school held in Spring, held in alternate years in an upland or lowland protected area, and with a written examination in late May or early June.

**Core Module A (even year entry): The countryside resource**

The physical and ecological background to the countryside. Postglacial origins of species, communities and landscapes. Agricultural history, landscape change, agricultural policy and restructuring. Ecosystem conservation, ecology and management (with a focus on selected habitats). Species conservation. Land use history and pre-history, archaeological & cultural resource management. Conservation management planning. Landscape assessment.

**Core Module B (odd year entry): People and the system**


<table>
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|     | Woodland conservation |
| B3  | Spatial planning and development control  
|     | Water management and the hydrological cycle |
| A4  | Land use, agriculture and forestry  
|     | Conservation management of farmland |
| B4  | People and the countryside – their needs, wants, activities  
|     | Access law and policy |

**Christmas**

| A5  | Earth heritage resources and their conservation  
|     | Upland conservation |
| B5  | Urban countryside and nature conservation  
|     | Participatory planning and community engagement |
| A6  | Site survey, analysis & monitoring  
|     | Lowland grassland and heathland conservation |
| B6  | Environmental education and countryside interpretation |
| A7  | Landscape description and assessment  
|     | Landscape scale conservation |
| B7  | Marine and coastal conservation  
|     | Implementing integrated countryside conservation |

**Spring term (all students)**

| Module A5 (even year entry)  
| Residential school |
| Module B5 (odd year entry)  
| Residential school |

**April/May**

| Revision meeting(s) |
| Revision meeting(s) |

| Written examination |
| Written examination |

**Summer term (all students)**

| Specialist (optional) modules |

**Any time (Diploma and MSc students)**

| Dissertation submission (MSc students) |

**Summer term (MSc students)**
Assignments

Assignments will be set for each block of the course. These may consist of general essay titles, practical exercises, written presentations or reports of individual or group work. The assignments are seen as an integral part of the teaching for the course. They may also form the basis for individual seminar contributions in class.

Assignments should normally be around 1,500-2,000 words long (i.e. around 4-5 pages of A4). Coursework assignments should be handed in or posted to arrive by the date which will be specified in the course material for each block.

Work submitted after these deadlines will be classed as a late submission and the mark will automatically be capped at 50% (pass). If you think you will not be able to submit by the deadline it is essential that you contact your Course Director to discuss this immediately. (For more detail on late submissions please visit www.bbk.ac.uk/mybirkbeck/services/rules/latesubmission.pdf.)

If there is good reason for being unable to submit on time (eg illness) you should submit a Mitigating Circumstances form and supporting paperwork (eg a doctor’s note) normally within 7 days of the deadline. Do not delay sending in the form in order to send your coursework at the same time. The form and evidence should be sent to the Administrator (see Staff Contact details for full address) Unsubstantiated claims such as “being busy at work”, “not feeling very well”, “the printer not working” etc are not sufficient and will not be accepted as grounds for mitigation.

Work submitted late will be marked, as long as it is received by 5pm on 30th September but you will not receive your mark or comments before the Board of Examiners. Where mitigating circumstances have been requested, these will be reviewed by a Mitigation Sub-committee in advance of the Board of Examiners which will decide whether the work will be accepted, and whether a penalty mark should be applied.

No coursework will be accepted in any circumstances after 5 pm on 30th September. (Where 30th September falls on a weekend, coursework should be submitted by the previous working day eg if 30th September falls a Sunday, work should be submitted by 5pm on Friday 28th September.)

Students are normally expected to complete at least 3 core assignments within each module. All assignments will be marked and commented upon. Numerical marks will be awarded for all assignments. Your best two core course assignment grades will be averaged as your continuous assessment mark for each core module. Details of the criteria used to mark assignments are given in Appendix B.

All marked coursework must be kept safely together with the coversheet containing your grade and your lecturer’s comments as it will be second marked and moderated by the External Examiner before the mark is entered towards your final grade. You should take a copy of each assignment before submission and keep this safely in case of loss.

ALL coursework (marked and unmarked) MUST be resubmitted for moderation and scrutiny by the External Examiner by 30th September each year, following completion of the relevant module.

For more detail on late submissions, mitigating circumstances, marking criteria used, assessment offences please see the Appendices at the end of this handbook (p51 onwards).

Coursework submission

All coursework for standard modules must be submitted in good condition in a plastic folder or pocket. Two copies of all coursework assessments must be submitted to the Administrator by 5.00pm on the day indicated. One copy must be on paper but the second should be in electronic format or submitted on a disc.

You are advised to keep a copy of all coursework submitted.

Examination

Unseen written examinations for each module consist of a three-hour unseen written paper, to be held in London at the end of each year on dates to be arranged in May or June.

Further advice on the examinations will be given during the course.
Specialist Modules & Professional Training Courses

Specialist Modules provide the opportunity to examine particular aspects of countryside and protected area management in greater depth, with an emphasis on competence and practice, each assessed by a written assignment. They normally take the form of a full-time week or series of linked weekends, usually held outside London. Dates and locations of modules available each year are available on request. These modules may also be taken separately by external students as professional training courses.

MSc and Diploma students take at least TWO specialist modules, selected from the following:

The following modules will normally be offered at least once in every two year cycle:
Archaeological and Cultural Resource Management
Coastal Zone Management
Ecological Survey and Monitoring**
Environmental Interpretation and Education*
Protected Area Management Planning**

Modules asterisked are normally available in odd (*) or even (**) year start academic sessions.

The following modules will normally be offered on an occasional basis:
Area studies
Earth Heritage Conservation
Environmental Communication
Environmental Ethics, Values and Decisions
European Environmental Policy and Organisation
Sustainable Tourism

Other modules may be arranged depending on demand.

Each specialist course is between three days and one week in duration. They are held at different times and various locations in the UK or Europe as appropriate to the subject matter. More detailed information on the content of the specialist modules is provided later in this handbook. Detailed study guides including set readings will be sent to you before the start of each module.

A written assignment will be set for each module and this is due in six weeks following the end of each course. Both module assignments count towards the final grade. Typically these assignments are lengthier than those for the core course and normally are around 4,000 words, including any appendices or illustrative material you may wish to submit. You should take a copy of each assignment before submission and keep this safely in case of loss.

Specialist module coursework must be sent to the Department of GEDS, addressed to the Administrator to arrive by the date specified in the course material for each specialist module.

Work submitted after this date will be classed as a late submission and the mark will automatically be capped at 50% (pass). If you think you will not be able to submit by the deadline it is essential that you contact your Course Director to discuss this immediately. If there is good reason for being unable to submit on time (eg illness) you should submit a Mitigating Circumstances form and supporting paperwork (eg a doctor’s note) normally within 7 days of the deadline. Do not delay submitting your form in order to enclose your work at the same time. The form and evidence should be sent to the Administrator (see Staff Contact details for full address) Unsubstantiated claims such as “being busy at work”, “not feeling very well”, “the printer not working” etc are not sufficient and will not be accepted as grounds for mitigation.

ALL specialist module coursework (marked and unmarked) MUST be resubmitted by 1 June or 1 November (whichever is appropriate) for moderation and scrutiny by the External Examiner at the first available Board of Examiners.
Dissertation

The dissertation for the MSc consists of a written presentation, not exceeding 12,000 words on a project topic to be agreed between the student and the Course Director(s) at any time before the end of the first year of study.

Further details on the procedure to be followed for the dissertation are given below and further guidance will be distributed during the core course. The final date for submission of the project dissertation is 30th September at the end of your second year. Any deferral/extension is at the discretion of the Course Director, and will require the payment of a continuation fee. No extension will be permitted subsequent to 30th September five years from the date of registration for the award.

A list of recent dissertations submitted is available from the award Administrator (see contact details, below).

Coursework and assessment

Assessment structure

The MSc and Diploma are awarded on the basis of student performance in different assessed course components. Candidates are expected to satisfy the examiners in all stages of assessment.

Assessment for the Diploma is based on

- coursework (70% of total marks) consisting of four core course assignments (two from each Module), a written report from each of the two residential schools (total 40% of marks), and two specialist module assignments (total 30% of marks); and
- examination (30% of total marks), consisting of two three-hour written papers, one at the end of each year (each worth 15% of marks).

Assessment for the MSc is based on

- coursework (50% of total marks) consisting of four core course set assignments (two from each Module), a written report from each of the two residential schools (total 30% of marks); and two specialist module assignments (total 20% of marks); and
- examination (20% of marks), consisting of two three-hour written papers, one at the end of each year (each worth 10% of marks); and
- dissertation (30% of total marks). Not exceeding 12,000 words on an independent research project to be agreed with the Course Director(s).

Assessment scales

Coursework, examination scripts and dissertation are all marked to a common scale. The pass mark for all postgraduate awards is 50% on each module taken.

Details of the marking scale and of the marking criteria that are used are available separately.

Marks will normally be distributed according to the following elements, in a manner appropriate to the assignment set:

Approach and structure: Your assignment structure should be appropriate to the task set. It should be clear and easy to follow. Good presentation is important. Please do not submit assignments (or pages) in plastic envelopes as we cannot then comment on the script.

Content and balance: Marks will be given for breadth of coverage as well as for selective detail and illustrative examples. All material should be succinct and relevant to the question. Unless required by the question, theories and concepts do not need to be explained, rather your understanding of them should be demonstrated by the way you apply or use them.

Analysis and conclusions: An important criterion of final year graduate and postgraduate work is the power of independent critical analysis and insight. Work which merely repeats or summarises course material is unlikely to receive a high mark. Conclusions should be clearly stated.

Expression and clarity: Marks will be given for clear expression and deducted for errors of grammar or for major stylistic faults. Proof reading is important. Grammatical and spelling errors will be penalised. Watch for irritating habits like inappropriate apostrophe’s!
Background research, including citation of and references to relevant literature: All coursework is expected to demonstrate knowledge and understanding beyond the material presented in class. Sources consulted should be acknowledged in a bibliography. The work of others (including electronic and web sources) should always be acknowledged by means of references using standard citation formats.

Coursework assignments
All coursework must be submitted by the dates specified – for core course assignments, normally by the following meeting, and for specialist module assignments, normally six weeks following the end of the module. Penalties will apply to coursework submitted late (see page 9 for detail on submission of assignments); for specialist module assignments. All coursework must be submitted together with a fully completed coversheet securely attached; it will be handed back to you when marked and you must keep it safely, with the coversheet, as you will be required to hand all coursework back in before the Examination Board meeting, for regarding by the External Examiner, by the dates indicated above.

Final award
Results of the examinations (papers 1 and 2) will normally be notified in September/October each year. Formal notification of their overall grade will be sent to Diploma and MSc candidates in the September or January following the second year, following the summer and autumn examination board.

The Graduation Ceremony and Reception for Diploma and MSc holders is normally held in London in the Spring.

Credit transfer and remission.
The College may at its discretion recognise for academic purposes prior certified or experiential learning. Intending students who have successfully completed module(s) at an equivalent level to this award from another institution, or who consider that their professional or volunteer experience may be such as to entitle them to receive credit towards (and thus remission for one or more modules of) the award should apply for Accredited Prior Learning (APL) credits well in advance of starting their studies. A maximum of 60 credits may be awarded towards the Postgraduate Diploma or the MSc. No APL credits may be awarded towards the Postgraduate Certificate.

Admission

Entrance requirements
Students admitted directly to the MSc will normally possess a good first degree (2nd class honours or above) or an equivalent qualification in a relevant area. Applicants without such qualifications may be admitted to the Diploma, in which case progression to the MSc will normally require completion of the Diploma (with a good pass in all elements of the assessment) before admission to the MSc can be considered.

Applicants for the Diploma will normally have a good first degree or a minimum of three years professional experience at an appropriate level in an area relevant to the course content. Students without appropriate degree level qualifications may be permitted to progress to the MSc subject to achieving high marks in all elements of the Diploma assessment.

Application/enrolment
Applications may be submitted from December each year for entry the following autumn. Later applications will of course be considered wherever possible, but as only a limited number of students are admitted each year early application is strongly advised.

Applications for the both the Diploma and MSc must be made on the appropriate forms and submitted to the Registry at Birkbeck College. Applications can be made online by visiting http://www.bbk.ac.uk/study/pg/environmentstudies/TMSEVMNG.html.

Fees and financial information
Fees are set each year and details are available on request. Fees presently include accommodation (but not travel) on the core course residential schools and residential special modules. Students are responsible for their own travel arrangements and costs.
Study skills

Three features of these awards place particular emphasis on students’ ability to develop study skills.

The first is the programme structure which is neither a conventional taught course (where lectures and seminars provide the medium from which most course material is introduced) nor based on distance learning (where the material is provided in written form for students to study away from campus). A good deal of both are in fact provided, but the greatest emphasis is placed on the student’s own personal commitment to independent study.

The second feature has to do with the subject matter, which is characterised by its multidisciplinary nature (touching on areas ranging from ecology and archaeology, to people and project management) and by the fact that the subject matter itself (protected areas and the countryside, the way people use them and the political and policy context within which they exist) is constantly changing. This means that the literature is heterogeneous and fragmented and there are no single ‘key texts’ - or even short list of texts - that we can recommend as fully covering the subject matter of the course.

The third feature of the course is that students come from a wide range of backgrounds, and we recognise that some students will have little or no recent experience of higher education, while others will be returning to study after a considerable gap. Even for those students who are used to note-taking from books and lectures and to essay and report writing, the structure of the course will pose particular challenges: for example, in organising your study time or extracting information from books.

Whilst we hope to be able to build in an element of study skills tuition, particularly into the early parts of the course, the syllabus does not allow us to do as much of this as we would like, and we would therefore emphasise the onus placed on you to determine the study skills that you need (those that you may possess, and those that you need to acquire) early on, if you are able to derive the maximum benefit from your course.

Here we can only raise some of the issues that you will need to consider (and which we will say more about during the first London meeting of the course.

Planning and organising your study

The most important element to any successful study is to be aware of what you are doing as you study - including things you may be doing ‘wrong’ (and why); and from this to set your own study objectives reflecting your career objectives and to organise your study accordingly.

Some structure to your study will be set by the framework of London meetings and the residential school, for which you will be asked to prepare assignments to be submitted by particular dates. But it would be easy for this to become your only structure, in which case you would not be getting the most out of the course.

You therefore need to plan your study - in the first place to set aside regular study periods during each week. We think a total of six hours (i.e. an hour per day) a minimum for the core course. You will also need to plan what you need to do (by way of reading, note taking, essay writing etc.) in advance of each study block. You should also keep a log or diary of what you have accomplished as you proceed. In this way you will be able to pace yourself through the course, and assess your own progress.

It also means you need to be organised - from organising your own study time, to organising a study space at home or work, your desk, where you intend to keep your notes (we would suggest a separate file for each block of the course) etc.

For the core course we will help you do this by producing study guides for each module, which in addition to detailing the relevant subject matter and set reading will also identify learning outcomes and suggest questions related to the block which will help you assess your own progress. We will also make some suggestions related to this area at the first London meeting for the core course.

Getting the most out of reading

Since your own reading is such an important part of the course, it is important early on that you develop the habit of systematic and structured reading. A short exercise on speed reading and ‘gutting’ a text will be included in the first London meeting.
Taking notes from lectures and books

Note taking from lectures and books is an essential study skill and a short exercise on note taking from lectures will feature at the first London meeting. An exercise on note taking from text will be part of the introductory material for preparation for the first London meeting.

Organising and communicating your own ideas: preparing seminars, assignments, writing essays and reports

This can be quite daunting, indeed, intimidating, for those not used to it - which you will be, by the end of the course! Consequently we provide guidance on how to structure your essays and develop your own argument in the first block of the core course. Moreover only a set number of your best marks for the graded assignments will be used in calculating the final mark for the course. We hope that this helps you to ease yourself in to organising your ideas and communicating them in writing, and provides at least some common experience before your assignments begin to ‘count’ towards the final award.

Working with other students

One of the most important benefits of study is regular contact with your fellow students. This provides the opportunity to compare notes, offer mutual encouragement, and create a forum for representing your own ideas during classes. This makes it all the more important that you get to know other students on the course well and that from the first two-day meeting you will want to keep in touch by e-mail and telephone, and, where possible form your own informal reading and study groups as an adjunct to formal teaching provision.

Developing your study skills further

Some reading material on study skills is listed below. The best way to ‘learn how to study’, however, is by practice - and by trying to be critically aware of how you are learning as you study. You will certainly get lots of practice in this course!

Assessing your own progress

The key to successful study is to be able to assess the progress you are making as the course proceeds. In part the feedback from us on your assignments, essays and other work will help you to do this. But you also need to be able to pace yourself and assess your progress within each block, for example as you are reading the set texts for the course. The way to do this is to constantly ask questions - and to try to find answers to them - as you study. We hope the ‘self assessment questions’ provided in each study guide will help you here. But you also need to constantly ask questions of us, the teaching staff for the course. This doesn’t (just) mean ‘factual’ ‘what’ - type questions about the course material (like “what is this chapter or paragraph really saying?”) although these are important. It also means asking ‘why’ - type questions, (questions like “why is the writer saying it”, and “why has this been included in the course at all”). We emphasise this, because ultimately, the onus on this course is on you - to make the most of it, and us!

References

Please note that we do not suggest you obtain all of the following, but you may come across them in your local library. All are held in Birkbeck College Library and we have provided their shelfmark numbers below. We recommend Northedge (1997), which is probably the best and cheapest introduction to general study skills.
Wade S 1996. Studying for a Degree: How to Succeed as a Mature Student. 378.41 WAD
Introductory reading

These texts provide a good introduction to various general conservation issues and most are highly readable, too. Note, however, that the list does not represent the relative emphasis that these issues are given on the core course or in particular specialist modules (additional reading lists provided with each study guide will address these topics).

We recommend you read some of these, particularly those that are emboldened, to provide an overall context for your forthcoming studies. All are held in University of London libraries, and more importantly many can be obtained from your local public library. Should you want to obtain your own copy, we recommend the Natural History Book Service as a starting point at [http://www.nhbs.com](http://www.nhbs.com)

We also strongly recommend that you regularly read journals such as British Wildlife and subscribe to the British Association of Nature Conservation’s journal ECOS, which provides an excellent digest of conservation issues and developments in the UK


Useful web sites

A number of web sites provide a highly useful adjunct to the course and you should consult them regularly during your studies. These include ‘official’ sources such as the website of the Department of Environment, Food and Rural Affairs, and of Natural England (and the other country agencies) and the websites of NGOs such as The National Trust, the RSPB, FWAG &c. You should also consult regularly the websites of bodies such as the IUCN, WCPA and ENCA. A starting list of websites is given on the course webpages [www.bbk.ac.uk/environment/materials](http://www.bbk.ac.uk/environment/materials). Treat these as a starting point and keep adding to your bookmarks once the course begins.
Core course block modules

The next two sections outline the content of the core course blocks and the specialist modules that both MSc. and Diploma students attend and provide an indication of what students can expect from their study. The information is illustrative only and additional information can be provided on request. Prior to each block or module, study packs will be sent to students comprising thematic guides, reading lists, guidance on study strategy, and photocopied articles and chapters which elaborates each theme in greater detail.

Module A

Block A1: The ecological and policy background to countryside management / Conservation of species and habitats

Introduction

This first block in Module A forms an introduction to the topics as a whole and a chance to focus in particular on species conservation. We will examine the rates of species and habitat loss and some of the factors driving these declines and introduce some of the ecological concepts which are fundamental to species and habitat conservation. As much of Module A focuses primarily on biodiversity at the habitat level, this block will also examine conservation issues at the species level, including species re-introductions, ex-situ management, and initiatives such as the Species Recovery and BAP programmes.

Aim and learning outcomes

To provide an introduction to the module as a whole and to focus in particular on species and habitat conservation

By the end of this topic you should be able to:

- Discuss the rate of habitat and species loss and identify some of the key factors driving these declines
- Understand key concepts of landscape ecology which inform conservation thinking
- Summarise the organizational and legislative framework for species conservation within the UK
- Understand the background to and the functioning of the UK Biodiversity Action Plan Programme
- Discuss the merits and demerits of species reintroduction programmes
- Distinguish between off-site (ex situ) and on site (in situ) conservation and discuss their role in species conservation
- Discuss the efficacy of eliminating or reducing certain species e.g. “alien” or “aggressive” species.

Illustrative references


Example topics

- What are the principal causes of species and habitat loss since 1945?
- Why should managers of the countryside and protected areas bother about species?
- What are the arguments for reducing or eliminating “alien” species? Will this categorisation change with a changing climate?
• Discuss the problems associated with attempts to conserve any named species (or group of closely related species) of endangered animal or plant in the British Isles.

• What is off-site (ex-situ) conservation? Discuss the respective contributions of zoos, botanic gardens and seed and gene banks in nature conservation

• What are the arguments for and against species (re) introduction and what are the practical problems that a (re) introduction programme may encounter?

Block A2: Postglacial origins of the British countryside. Climate change, impacts and responses / Woodland conservation

Introduction

Two distinct themes are addressed in this block. The first examines the biological background to the British countryside and its history from 'the beginning' (namely the end of the last 'ice age') and traces the origin and determinants of our native biota. It then moves on to look at current and predicted future changes to the biota in response to climate change and the initiatives in place to respond to this issue. The second theme is the ecology and conservation management of semi-natural and plantation woodland. Woodlands are a significant and important element in Britain's countryside and likely to become more so with the removal of land from agriculture and the development of new forests in the lowlands. The range of woodland types, their ecology and management, for wildlife and amenity is covered.

Aims and learning outcomes

To examine some of the key underlying biological factors which shape the countryside, their interaction and the character of the natural environment prior to modification by humans, and the relevance of such an understanding to countryside conservation and protected area management today.

To explore the consequence of current and predicted changes to the climate on the native biota and the challenges this presents for nature conservation.

To identify the significance in the British landscape of woodland and its various types ('natural' and plantation, ancient and modern).

By the end of this topic you should be able to:

• summarise the sources of evidence which allow us to reconstruct landscapes before the first significant impacts of humans.

• identify the main phases of ecological succession from the late glacial to the present and discuss the ecological features of each of them.

• discuss the relevance of this knowledge to countryside and protected area management

• discuss the observed and predicted changes to the biota in response to climate change and the challenges that these present for nature conservation

• distinguish between 'ancient' and 'recent' woodland, and discuss the kinds of 'traditional' woodland management and their significance.

• discuss the significance of plantation woodlands in the British landscape, say something of the development of forestry in the present century, and debate the prospects for productive forestry and amenity woodlands in Britain.

• discuss ways of increasing the amenity and conservation value of recent (semi-natural and plantation) woodlands and commercial forestry.

Illustrative references


Example topics

- Which European and British habitats, if any, can be considered to be in any way 'natural'? Why are introductions and 'aliens' often perceived as such a 'problem'? Is that perception justified?
- What are the implications of predicted changes in the climate for nature conservation priorities? What options are available for countryside managers?
- What are the analogues of 'natural' woodland habitats left today? What are their ecological characteristics and significance for wildlife and amenity? How should they be managed?
- What are the distinctions between ancient and recent woodland, and what is their significance? What are the indicators of ancient woodland?
- What is the conservation/recreation value of wood pasture and how should it be managed?
- What techniques are appropriate to introduce a conservation or amenity element into productive plantation woodland, and to what extent can their value be enhanced? To what extent can amenity and conservation objectives be reconciled

Block A3: Earth heritage resources and their conservation / Wetland and freshwater conservation

Introduction

This core module focuses on two distinct themes. The first theme focuses on Earth heritage resources; their relevance to countryside management and their conservation. The shape of the countryside is the consequence of the interaction between rocks, climate, wildlife and human action. Which of these is the most important depends on the perspective from which the countryside is examined. In this block we will examine the importance of geology in shaping the landscape in terms of landform, vegetation, land use and human activity. In addition to the general importance of geology as the basis for ecosystem and landscape characteristics, individual sites and areas may be of importance for specific geological features. Earth heritage conservation, incorporating geology and geomorphology, is an important element in protected area management and landscape interpretation and we will examine the legislative framework and techniques available to support this.

The second theme of this block explores the management of wetland and aquatic ecosystems and their relation to the hydrological cycle. It explores the importance of wetlands in terms of biodiversity conservation and the opportunities available for wetland creation and restoration.

Aims and learning outcomes

To examine the geological background to the British countryside and the relevance of this knowledge in relation to countryside and protected areas.

To provide an introduction to Earth heritage conservation; to identify the threats to geological and associated features; the legislative and organisational context in which they can be protected, and; the various strategies and techniques for doing so.

To examine the ecology and management of wetland and aquatic ecosystems and opportunities for their restoration and creation

By the end of this topic you should be able to:

- recognise a range of key geological and geomorphological formations and features and to relate these to landscape, ecology and land use
- explain the legislative framework for the conservation of Earth heritage sites and Earth processes and with the organisations and policies which support such conservation.
- identify at least three contrasting rock types and say in the most general terms how they relate to landform, topography, soil type and vegetation
• discuss the relevance of this knowledge to countryside and protected area management, for example to vegetation and land use patterns.
• identify the main categories of ‘wetland’ habitat type and their characteristic features
• discuss the variety of current impacts on and threats to wetland ecosystems, and identify ameliorative techniques.

Illustrative references

Example topics
• To what extent does a knowledge of geology, climate and postglacial history help explain the present distribution of habitats and organisms?
• With reference to a named area or site, discuss the ways in which an understanding of its geology and related features is of relevance to its management
• Discuss the legal and administrative framework (in the UK) for the protection of features of Earth heritage importance.
• Discuss the strategies that might be adopted and identify some of the techniques that might be applied to the enhancement of water features a) for wildlife conservation and b) for amenity and recreational enhancement on managed sites and properties.
• "Site protection or integrated countryside management". With respect to wetlands and waterways discuss the extent to which emphasis on the former has prejudiced the latter in post- war countryside conservation policy.

Block A4: Land Use, Agriculture and Forestry / Conservation Management of Farmland

Introduction
This block focuses on the two predominant land uses in the European countryside, agriculture and forestry, both at the strategic/ policy level and, as a ‘habitat’ topic, it examines the way that agricultural land can be managed to enhance nature conservation value. The role of agriculture and forestry, past, present and future is studied and an analysis made of contemporary agricultural policies and environmental initiatives including Environmental Stewardship and the recent removal of set-aside. The block focuses upon current changes in agricultural policy, new initiatives in diversification and amenity land management and the growing use of farmland for purposes other than crop production.

Aims and learning outcomes
The aims are twofold. First, to describe the changes in UK agriculture and forestry since 1945 and their impact on the UK countryside. Secondly, to understand the way in which agricultural land can be managed to take account of conservation objectives. The management of commercial forestry for conservation is covered in Block A2.

By the end of this block you should be able to:
• summarise the agricultural and forestry policy of UK government since 1945
• discuss changes in agricultural policy consequent on Britain’s entry to the EU in 1973, and the impact of the CAP on the UK countryside.
• discuss more recent changes in agricultural and forestry policy such as agri-environment schemes, set-aside, the Rural Development Regulation, community forestry, and their potential and limitations for conservation and recreation management.

• describe techniques by which landscape, amenity, wildlife and cultural objectives can be met through the incorporation of semi-natural and amenity habitats and environmentally sensitive farming techniques in intensively farmed land.

**Illustrative references**


**Example topics**

• What have been the major features of UK agriculture in the half-century from 1945? What major impacts has agriculture had on land use, wildlife and landscape in this period?

• What have been the major features of UK forestry policy since 1945 and how has forestry policy changed: (a) in the uplands; and (b) in the lowlands?

• Discuss the significance of Environmental Stewardship as a policy framework for biodiversity conservation in the wider countryside.

• What are the implications of 0% set-aside for farmland biodiversity?

• What kinds of semi-natural and amenity habitats could be introduced or maintained in farmland? How should they be managed, and for what objectives?

• What policies and mechanisms exist to achieve conservation and amenity objectives on farmed land? What are their strengths and weaknesses? What additional or alternative measures might be taken?

**Block A5: Land use history, cultural landscapes and the archaeological resource / Upland ecology and management**

**Introduction**

This Block consists of two themes. The first theme explores the question of land use history and prehistory. The British countryside is very much the product of centuries of human activity on the land, and an understanding of this is essential to its management. Landscape is increasingly being seen as an archaeological and historical resource, and countryside management can in many ways be seen as cultural resource conservation.

The second theme examines some perspectives of upland management. Although a number of relevant habitats and other topics are covered elsewhere in the course, there are distinct features of upland communities, economic and other pressures and the ecology of upland habitats which makes it appropriate to devote some particular attention to them here. Many of these upland issues will be examined in more detail in the Module A Residential School.

**Aims and learning outcomes**

To assess the impact of successive human cultures on the British countryside and the way in which the countryside can (and must?) be managed as an archaeological resource.

To discuss the nature of upland landscapes (including their biological and human communities) and to examine the particular problems of their land use and management.
By the end of this topic you should be able to:

- summarise the sources and evidence which allow us to construct the history (and prehistory) of human impacts on the British landscape.
- describe the nature of such impacts in successive historical periods and their manifestation today in different kinds of artefact and archaeological remains in the countryside.
- discuss the ways in which such artefacts could and should be preserved and how cultural resource conservation can be integrated with other objectives in countryside management.
- summarise the law relating to ancient monuments in the countryside.
- discuss the way in which the present features of Britain's uplands reflect their past history and outline the major categories of upland land use, landscape and habitat type.
- summarise the current problems of agriculture, forestry and other economic activities in the uplands and the conflicting or complementary pressures for recreation, amenity and wildlife conservation.
- identify the key social problems of upland communities (for example housing, transport, employment).

Illustrative references


Example topics

- How should the countryside be managed as an archaeological resource? How can historic artefacts be preserved?
- What is the main statutory protection relating to ancient monuments in the countryside? What are its strengths and limitations?
- How can cultural resource conservation be integrated with other objectives in countryside management?
- What is the history of Britain's uplands and how do its present features reflect past land use?
- What are the major categories of upland vegetation types and how should they be managed for wildlife, recreational and landscape conservation objectives?
- What are the current problems of agriculture, forestry and other economic activities in the uplands and to what extent do they conflict with or complement demands for recreational, amenity and wildlife conservation?

Block A6: Site and habitat survey and monitoring / Evaluation and management of chalk grassland and lowland heath

Introduction

This block’s first theme focuses on site and species survey, monitoring and analysis: important aspects of any environmental management process. Survey work provides the information upon which environmental decisions should be based, monitoring will determine how effective management has been and analysis will provide useful, often critical insights into many aspects of the management process. Our second theme examines two more habitats in greater depth: (chalk) grassland and (lowland) heath. Both are significant elements in the British countryside and highly important from nature conservation, amenity and recreational perspectives. Both are classified as Priority Habitats under the UK Biodiversity Action Plan. They also present a number of contrasts in their ecology and management, which have lessons for countryside management in other contexts.
Aims and learning outcomes
To introduce site survey procedures and the theory and practice of monitoring as a vital component of site management.
To introduce chalk grassland and lowland heath as key elements in the landscape of lowland Britain, and to discuss the essential principles of their management for amenity and conservation.

By the end of this topic you should be able to:

- distinguish between survey, evaluation and monitoring and the contexts in which these may be needed
- decide on objectives for initial survey or monitoring in contrasting sites and identify the data required to fulfil these objectives.
- be aware of some of the methods available for producing this data and some of the problems arising in their application.
- produce a survey or monitoring strategy for a named site and elaborate in detail the techniques and procedures required to implement it.
- be able to identify the key features of chalk grassland and lowland heath (and to compare and contrast each ecotope) in respect of a variety of features, including geology, geomorphology and geographical distribution; climate and microclimate; and management for conservation and amenity

Illustrative references

Example topics

- What is the difference between survey and monitoring, and what are the contexts in which you might need to use them?
- What questions would you ask prior to elaborating any initial survey on which you have been asked to advise (or for an area which you have been asked to manage)?
- What are the objectives of management for amenity and conservation on chalk grassland, and how do they relate to the techniques used - scrub control, grazing, mowing, burning, people control, monitoring?
- What are the opportunities for recreating chalk grassland and lowland heath and what techniques are available? What are the national BAP targets for these habitats and how can these be achieved?

Block A7: Landscape description and assessment / Landscape scale conservation

Introduction
This final element of Module A moves from an examination of individual habitats and their management to look at the countryside at the landscape scale. Landscapes are a function of the geology, soils, climate, habitats, land use and human influence both historically and in the present and as such they bring together many of the topics covered elsewhere in this module. The characterisation and assessment of landscapes is an increasingly important tool, not only to ensure the protection of
landscapes themselves but also as a strategic tool in rural planning and decision making and an understanding of this is essential for countryside managers. The continued loss of wildlife and landscape features has led to a growing realisation that the countryside and biodiversity cannot be protected by focusing on protected sites alone. A landscape-scale approach is essential to protect biodiversity and develop more sustainable, naturally functioning systems. This final topic (for which there will be no separate study guide) examines the need for ‘landscape scale’ conservation and some of the means of achieving it.

**Aims and learning outcomes**

To develop an understanding of the theory and practice of landscape character assessment in its application to countryside and protected area management.

To understand the thinking behind landscape-scale approaches to conservation management: methods for targeting these schemes and to explore some current projects.

**By the end of this topic you should be able to:**

- have a clear understanding of what landscape is and why it is important
- describe the principles of landscape assessment and explain how it can be used to inform the decision-making process, for example the designation of protected areas, and the implementation of planning legislation.
- discuss different forms of landscape classification such as Landscape Character Areas (LCA) and Natural Areas and explain their significance and utility
- discuss landscape-scale conservation initiatives and the methods being used to develop networks and target conservation effort

**Illustrative references**


**Example topics**

- To what extent can landscape evaluation be theorized? To what extent can it be put on a ‘scientific’ basis? What might be the objective criteria for assessing the worth of existing semi-natural landscapes and for good landscape design?
- How can the classification, description and evaluation of landscapes help the countryside manager; at the strategic (planning) level, at the site level and in helping people to understand, appreciate, and protect the countryside resource?
- Are we experiencing a paradigm shift from protected site management to landscape-scale approaches to biodiversity conservation? Do designated sites have a future within this new vision and how do we target and promote conservation initiatives at the landscape scale?
Module B

Block B1: The legislative, organisational and historical context to countryside and protected area management

Introduction

The first core block in Module B documents the organisational (statutory and non-statutory), legislative and administrative framework for countryside management in Britain and the social and political context in which these developed, since 1945. The focus is on statutory and voluntary organisations, legislation, and site and area designations as they have developed since 1945 up to the present day. It provides a contextualising framework for many of the themes we examine subsequently in the course.

Aims and learning outcomes

To understand the broad social context (the historical, organisational and legislative structure) of countryside management and environmental conservation in Britain.

By the end of this block, you should be able to:

• summarise the historical development of countryside conservation and environmental management (as a set of approaches, activities, occupations and provisions) with its own legislative and organisational structure.

• describe the main statutory provision for countryside management, and its implementation, particularly as it relates to designated sites, and the wider responsibilities and activities of the agencies.

• discuss the accompanying non-statutory structure for countryside management, in particular the contribution of some of the major organisations involved.

Illustrative references


Example topics

• How has countryside (and protected area) management developed historically? What broad periods could be said to characterise its development in Britain?

• What is the significance of the transition from the 'scientific' to the 'political' phase of countryside management, and how is this reflected in its present organizational and political structure?

• What are the key features of species protection in the UK? What are the different levels of protection given to plants, birds, and other animals and why?

• What is the significance of the private and voluntary (NGO sector) organisations in nature conservation?

• What current and future trends do you see in the political and administrative context of countryside management? How should countryside managers be involved?

Block B2: International, European and UK perspectives on protected areas / Conservation Sites and Protected Landscapes

Introduction

This block examines in detail the concepts of designated sites and protected landscapes and their contribution to nature conservation and environmental management in the 21st century. Designated sites can be defined as any area sufficiently small to be managed as a unit and for which declared aims of management exist, reflected in the site’s management practice. Protected landscapes can be defined broadly as any area of the Earth's surface (from the smallest nature reserves or recreation parks upwards) which receives special protection by virtue of legislation, ownership or management. It could be argued that the existence of National Parks, nature reserves and other protected areas are
as much a reflection of our failure to manage the countryside properly as they are a symbol of achievement. Nevertheless, the fact is that protected areas are a major and growing focus for conservation and recreational management and some might be argued to present a model for sustainable management of the wider countryside in the 21st century.

**Aim and learning outcomes**

The aim of the block is to assess the variety, purpose and significance of designated sites and protected areas as vehicles for countryside management and environmental conservation.

**By the end of this block, you should be able to:**

- identify the major statutory UK 'site' designations, their legal protection and administration and discuss their significance and limitations.
- identify and describe the legal and administrative basis of the major statutory UK 'landscape' designations, and discuss their significance and limitations of each.
- identify the major international conventions and EU provisions relating to protected areas and the way in which these have been implemented in the UK.
- describe and discuss the significance of non-statutory protected areas in the UK (including sites and areas managed by 'public' bodies) and the importance of the voluntary sector and the role of particular organisations in their management.

**Illustrative references**


**Example topics**

- What are the UK statutory conservation site designations? What are the limitations of the 'designated site' approach to countryside conservation?
- What are National Nature Reserves and how are they protected in law? Are there enough of them? In the right place? Managed for the right purposes?
- What are the UK 'landscape' designations, what legal protection do they have and what are the merits and demerits of each?
- What is the significance of non-statutory 'protected areas' (e.g. property holdings of County Wildlife Trusts, the National Trust and other organisations), and how significant is the wider role of the voluntary sector in the UK?
- How important are the property holdings of 'public' institutions (such as Forest Enterprise and the Forestry Authority, the Ministry of Defence, the British Waterways Board) as well as private institutions and organisations (such as the Water Companies, the Church, financial institutions and large companies)?

**Block B3: Spatial planning and development control / Water management and the hydrological cycle**

**Introduction**

The topics in this block consider the planning and strategic management of the countryside in terms of both development and water management. One definition of 'countryside' could be that part of the land surface which has yet to be developed. Clearly, then, the law and procedures which regulate development and when, where and how it takes place are a central issue in countryside management and nature conservation, and knowing how to use this system creatively and imaginatively is an essential skill for all environmental managers.

The quality of freshwater habitats is in many ways a function of the quality of the water feeding them. Equally, the quality of the water reaching the water treatment works and ultimately the tap, is largely a function of the environment through which it has travelled. Thus water provision and freshwater
management are inextricably linked. With the introduction of the EU Water Framework Directive which aims to improve the quality of watercourses and ecosystems by reducing pollution and promoting sustainable use, water management has looked beyond the boundaries of individual water bodies to more holistic River Basin Management Plans which encourage interdisciplinary cooperation between water management companies, conservationists and land owners.

**Aims and learning outcomes**

This block has two aims:

Firstly, to outline the basis of planning law and procedures in England and Wales insofar as it is relevant to countryside management.

Secondly to understand the movement of water through the hydrological cycle and the organisational and legislative framework that impinges on it.

**By the end of the block, you should:**

- be aware of the major provisions of the 1947 Town and Country Planning Act and of subsequent Acts as amended by subsequent legislation (including the 1990 and 1991 Planning Acts);
- understand how these work in practice, in the context of selected sites and case studies;
- be able to relate planning law and procedures to local issues and to your own work situation;
- discuss the wider European legislative context which regulates spatial planning including the requirement for Strategic Environmental Assessment
- summarise the organisational and legislative framework related to water cycle management and in particular the changes brought about through the EU Water Framework Directive.
- identify and discuss challenges of incorporating water-cycle issues in countryside and protected area management (e.g. runoff, flood control, catchment management, river engineering) in both upland and lowland contexts.
- describe practical means to achieve good river and water management at the catchment level and at the site level.

**Illustrative references**


**Example topics**

- What are planning appeals and how are they made? What are informal public hearings and what is a public enquiry? How are inquiries conducted, and what are the role and rights of objectors? What is ‘calling in’?
- What are enforcement notices, and what do they achieve? How can they be applied and how can they be obtained?
- What was the organisational structure of water supply and disposal and water quality regulation pre and post 1974? How was the latter affected by the 1989 Water Act? What are the wetland and water management functions of the Environment Agency and what is its role in countryside management?
- How and why are wetlands drained? How is land drainage regulated? What are the functions of Internal Drainage Boards? What are the specific problems of designation, amenity and wildlife management in areas such as West Sedgemoor and the Somerset Levels, Halvergate Marshes and the Norfolk Broads?
- What is the European Water Framework Directive? How does it differ from previous water policies? What does the achievement of “good status” mean for Britain’s wetlands?
Block B4: People and the Countryside their needs and wants / Access law and policy

Introduction

The topics for this block deal with the relation of people to the countryside and their access to it. By ‘people’, we mean visitors to the countryside (including both occasional 'tourists' and local residents) rather than landowners or land managers. Issues such as agricultural land use and site protection (i.e. the way that farmers or nature conservationists may manage land) are dealt with elsewhere, as is the question of rural development, economic policy and planning law. Here the focus is on how people relate to landscapes and sites which are not 'theirs' and how they use them for (principally informal) recreation and amenity. However it should not be forgotten that although some nine-tenths of the UK population live in towns, many of those who live in the countryside may themselves suffer comparable problems in their relationship to the countryside, for example due to physical barriers to access or those consequent upon rural deprivation.

We also examine the legislation providing for public access to nature and the countryside. Of vital importance here are rights of public access, and the duties of landowners and land managers to the public. These aspects are approached in this block from a variety of different participatory perspectives – recreational user, landowner, and policy practitioner.

Aim and learning outcomes

This block has two related aims: Firstly to introduce and get you thinking critically about a variety of issues to do with how people perceive 'nature' and the countryside, what obstacles and barriers they face in their use of it, and what they do once there.

Secondly to outline the essential features of law and policy relating to access in particular the rights of the public in the countryside, the obligations of landowners and land managers to visitors, and of local authorities and others in facilitating public access, and the way that these rights, obligations and policies are implemented and manifested in practice.

By the end of this topic you should:

- be aware that how people perceive and feel about the countryside and how they use it varies and is related to a variety of factors including cultural and socioeconomic background and individual circumstances
- understand some of the issues to do with access and activities related to class, region, gender, ethnicity and physical ability.
- be able to make suggestions about how some of these issues can be confronted by the countryside manager
- be aware of the general principles of legislation relating to public access to the countryside, in particular with regard to the law relating to trespass, and to ‘right to roam’.
- be aware of the specific provisions with regard to public Rights of Way (RoW) in respect of categories of RoW (statutory definitions, common law); duties of local authorities; and obligations of landowners & occupiers

Illustrative References


Example topics

- Who uses the countryside and for what? How is this use related to gender, age, class, (dis)ability and ethnic background?
- How are these differences uses and values reflected in countryside management practices and institutional policies, for example notions of social inclusion, and the introduction of the Disability Discrimination Act?
- How are countryside use and public attitudes affected by its physical accessibility, e.g. transport availability? And by its perceived accessibility, i.e. through television and the mass media?
- How do we know what we think we know about popular perceptions and use of the countryside? What are the limits of formal recreation statistics? What are the limits of public attitude questionnaire surveys? To what extent can behaviour, expectations, fears and needs be revealed through other attitudinal studies?
- Outline the current extent of the public right of access to the countryside, and the factors (social and material) which limit the degree to which these rights are exercised in practice.
- How can public access and enjoyment of the countryside be improved?

Block B5: Urban countryside and nature conservation / Participatory planning and community engagement

Introduction

This topic examines how one of the most significant aspects of human-induced environmental change, urbanisation, relates to concepts of ‘countryside’ and nature conservation. Broadly these interrelationships are twofold: ecological and socio-cultural. Since the industrial revolution, the UK’s urban area has grown to the point where nine-tenths of the population now live in towns and cities. This has resulted in significant land use change and substantial alteration in semi-natural ecosystems, habitats and species occurrence and distributions – trends that still remain relatively little studied scientifically. Moreover, the creation of human-made urban environments has obliged species to adapt to new conditions. Yet despite these dramatic impacts, urban nature conservation as a popular activity is a relatively recent phenomenon in the UK.

The second theme here concerns how people (local residents as well as the wider public) can be engaged in the process of rural planning, to achieve sustainable outcomes.

Aims and learning outcomes

This block aims to examine the varied ecological and socio-cultural challenges and opportunities facing ‘urban countryside’ and nature conservation in the 21st century, and to assess how these are being addressed and managed under public policy frameworks and government initiatives. Secondly to explore the engagement of people and local communities with issues in relation to countryside and protected area management.

By the end of this block, you should be able to:

- understand how urbanisation and urban environments have impacted upon particular species and habitats, and the main approaches adopted to manage them;
- understand the role of recent Government initiatives influencing the management of UK biodiversity in urban areas; and
- identify different cultural constructions attached to ‘urban countryside’, and the use to which this ‘countryside’ has been put.
- Identify different approaches and techniques for engaging local residents, visitors and other stakeholders in the rural planning process.

Illustrative references

Example topics

• How can an urban strategy for biodiversity be developed, and what are the principal challenges to ensuring its successful delivery?

• Discuss the implications of urbanisation for the countryside manager in the UK.

• In your opinion, what should be the role, purpose and function of the UK’s ‘urban countryside’ in the 21st century?

• What techniques exist for engaging people in the planning process? What are their strengths and what are their dangers?

Block B6: Environmental education and countryside interpretation

Introduction

Environmental education in its wider context goes well beyond the school curriculum. It includes the way in which attitudes to the ‘environment’ are formed and how people’s behaviour towards it is determined. As such, it is central to the formulation of any long-term environmental management strategy. This topic introduces a number of aspects of environmental education and environmental/countryside/heritage interpretation, both in their theory and in their (highly variable) practice.

Aims and learning outcomes

This block aims to introduce you to the concept of environmental education and site-based interpretation, to get you thinking critically about its practice in different sites including those in your own locality, and to enable you to make proposals for educational and interpretative provision on sites with which you may be involved.

By the end of this topic you should be able to:

• Understand the relation between environmental education and site interpretation, know something about the (textbook and de facto) theory of interpretation, both in its psychological (cognitive, perceptual) and socio-political aspects

• Assess the need and potential for interpretation and education on individual countryside sites and protected areas

• Criticise and evaluate existing interpretative provision on sites you visit, both in terms of your own opinions about what interpretation should be like and in terms of ‘textbook’ approaches and make recommendations for interpretative provision of your own

Illustrative references


Example topics

• Why bother with people? Why not just protect landscapes, conserve nature, manage the environment/heritage?

• What is environmental interpretation - and what is its relationship to environmental education? How do their objectives differ, and What theoretical considerations underlie interpretative practice?
Block B7 Marine and coastal conservation / Implementing integrated countryside conservation

Introduction
In this last Block of Module B we are focussing on issues relating to the coastal areas of the UK. Marine and coastal conservation has for a long time lagged behind terrestrial conservation in terms of research and understanding and protective legislation. The introduction of the UK Marine Bill and proposed Act alongside other initiatives are bringing marine issues to the fore and it provides an opportunity for us to examine an area of conservation legislation and designation from its inception. At the same time marine and coastal areas are under threat not only from long-term pressures such as industry, over-fishing and development, but more recent pressures such as the location of offshore wind farms and sea level rise driven by climate change.

The second topic (for which there will be no study guide) allows us to pick up various themes from earlier blocks, focusing on the need to secure integrated sustainable countryside management of the countryside, reconciling the conflicts inherent in multi-use multi-purpose sites and landscapes.

Aims and learning outcomes
This block has two aims. The first is to explore the range of pressures on marine and coastal areas and new legislation and initiatives which aim to tackle these. The second aim is to pick up on themes covered earlier in the module and explore these in the context of ‘real’ case studies.

By the end of this block you should be able to:

• be familiar with special character of i) the marine environment and ii) the coastal zone as compared to terrestrial landscapes and in particular with regard to protected areas

• understand the key physical, biological and social processes (and their interactions) operative in coastal areas and the existing and potential conflicts of interest that are typical of human involvement in the coastal zone.

• understand the roles of different statutory agencies and non-government organisations in the management of coastal and marine areas in the UK

• have some views on the relationships between marine and coastal zone management planning and issues such as sustainability, 'Agenda 21', community involvement and the local economy. both in the UK and worldwide

Illustrative references

Clark, J R 1998: *Coastal seas, the conservation challenge*. Oxford: Blackwell Science


Example topics

• Why is the ‘voluntary approach’ seen as so significant in respect of marine protected areas?

• What are the distinctive features or shoreline management strategies as between hard and soft coasts/

• ‘The coastal zone’ demonstrates greater local and national specificity than any other category of ‘countryside’. Is this so?
Specialist modules

The calendar of specialist modules available in each academic year, with dates and venues, will normally be available from 1 May. You will be asked to indicate your choice of specialist modules on registration or at the first core course meeting each autumn, following which all modules will be open to enrolment by other students. You will of course be permitted subsequently to amend your choice, provided that adequate notice (at least six weeks) of withdrawal from a particular course is given. No guarantee is given, however, that there will still be places available on alternative courses. Dates and availability of courses are subject to change and, in exceptional circumstances, may be withdrawn where numbers are not sufficient to cover costs. If you give less than six weeks’ notice of withdrawal from a course and unless we are able to fill your place, you will have to pay the accommodation costs of your place on that module incurred by the Department.

Accommodation on specialist modules outside of London for all registered MSc and PG Diploma students is included in the course fee. Please note that for London-based modules (including those held at the RSPB reserve at Rye Meads) no accommodation is provided. Accommodation will typically be in shared rooms; where a single room is specifically requested and available, a supplement will normally be payable.

Each module carries a coursework assignment. Assignments should be sent, together with a completed coversheet, to the Administrator to arrive by the date specified in the study guide, no later than six weeks after conclusion of the module. The maximum mark that may be awarded for assignments that arrive after this date is 50% (pass). You are strongly advised to keep a copy of your assignment in case of loss. Assignments will be returned to you when marked and you should keep them safely. These should then be re-submitted by 1st June or 1st November for review by the visiting Examiner at the next available Exam Board (July or November).

Area studies

This module will provide the opportunity for students to engage in a comparative study of countryside and protected area management issues in an area which contrasts with the location of the core course residential schools, and will normally be outside the UK. A wide range of topics will be covered including landscape ecology, biodiversity protection, social, legislative and policy frameworks, local economies and local communities.

Coursework: A comparative study of a specified topic between two areas or a strategy for conservation and sustainable development in the host location.

Coastal zone management


Coursework: A detailed study either of an agreed aspect of coastal zone management or of management issues and strategies for a specified coastal region.

Earth heritage conservation

Geological and geomorphological categorisation and boundaries related to landscape, ecology and land use, and evolution through geological time. Palaeo-environmental and tectonic processes and the diversity of rocks and landscapes, physical, hydrological and atmospheric processes and the implications of these processes for management. Earth resources and industrial extraction; locational, economic and environmental aspects. Conservation of geological and geomorphological features. National (SSSI, RIGS) and international (WHC, NP, BR) designations. Presentational, educational and interpretative aspects.

Coursework: Either a study of some aspect of earth resources conservation or management or a study and plan for a particular site or area.
Ecological survey and monitoring


Coursework: Either a portfolio of ecological survey, monitoring and data analysis or a practical ecological study of a particular site, species or issue.

Environmental communication

Mass media, globalisation and the environment; theoretical perspectives: social construction of nature, arenas and circuits of communication; production: the role of science and media; communication actors: business and industry, environmental NGOs, government and the civil service; consumption: decoding environmental media and environmental interpretation.

Coursework: A case study either of the role of communication in a particular environmental issue or of the communications policies of a particular organisation or process.

Environmental ethics, values and decisions

‘Classical’ ethical systems (Utilitarianism, non-consequentialism, virtue theory). Contested approaches to environmental ethics today: determinist and nature-reductionist (Malthus, Hardin, Ehrlich), historicist/dialectical (Marx, Pepper) and idealist (Marsh, Passmore) value systems. Relationships to scientific knowledge and practice and to perceptions, and actions in relation to other species and the environment. Sustainability and its implementation at international, regional and local levels. Analysis of value bases for current conservation policies.

Coursework: A critical account of ethical considerations in environmental management on a topic to be determined.

European environmental policymaking and organisation

Organisational, institutional and legislative background to UK and EU conservation and protected area management. Theoretical approaches to understanding the EU. Principal features of UK and EU policymaking & organisational structure. The role of NGOs in policymaking. UK and EU legislation relating to protected areas, features and protected species. Analysis of national and supranational policymaking in two ‘target sectors’ from: agriculture; nature conservation; water cycle management; air quality; chemicals. International environmental law conventions and designations.

Coursework: Either a critical account of aspect(s) of environmental law, organisation or policy or a study of their application in a particular instance.

Interpretation and presentation of archaeological sites and monuments


Coursework: Either a study of some aspect of archaeological conservation and cultural resource management or a study and plan for a particular feature, site or area.
Interpretive planning and interpretive technique

Principles of interpretive planning and definition of objectives. Formal and informal, personal and non-personal interpretive and educational techniques. Access management, amenity provision and visitor management. Staff, financial and project management; safety and legal requirements. Marketing and presentation.

Coursework: Either a critique of existing interpretive provision or policy or an analysis and plan relating to interpretive or educational provision, access, marketing or management.

Protected area management planning


Coursework: Either a management plan on the study site or alternate site or a study of a particular aspect or problem of the management planning process.

Sustainable tourism


Coursework: A case study of the existing tourist impacts and policy and potential for sustainable tourism in a particular area, or a study of a defined topic related to sustainable tourism.
Dissertation

Guidance on procedures for the project dissertation

Please note that this guidance is revised annually and you should make sure that you are working to the most recent version. The guidance should be read in conjunction with the Regulations for the MSc Environmental Management (Countryside Management/Protected Area Management) and with the current General Regulations pertaining to Birkbeck University of London Awards.

Summary

The MSc Dissertation is intended to provide the opportunity for you to develop and demonstrate your knowledge and competence in countryside and/or protected area management by undertaking an independent research project on a subject to be agreed with the Director of Studies under the supervision of a specialist Adviser appointed by the Department.

The Dissertation:

- is assessed at 60 CATS points at Level M;
- accounts for 30% of the marks for the MSc;
- should not normally exceed 12,000 words;
- should normally be agreed at (and started as soon as possible following) the first year residential school; and
- must be submitted by 30th September immediately following the second year examinations (see notes on late submission and non-submission on page 37).

In addition, your Dissertation must be submitted in the form specified in the University Regulations (see below).

The Dissertation normally includes a review of literature relevant to the subject, and also a ‘practical’ element including the collection of original data. The balance between these two elements may vary and exceptionally, with the prior agreement of the Director of Studies, the Dissertation may be based entirely on a ‘desk study, or (alternatively) largely on practical work.

1. Preparation. Whilst you could in principle leave the decision on your topic to the residential school you should begin thinking seriously about it well before this time. Moreover if your chosen topic involves any kind of fieldwork (such as plant/animal sampling or visitor surveys) you may need to start your practical work before the first year’s residential school because of the seasonal nature of biological (and other) phenomena.

In preparation for your Dissertation, you should begin to think about possible project topics as early as possible. Once you have some preliminary ideas, you should begin your literature search, paying particular attention to authors or academics (especially those working in or near London, in universities and colleges, including Birkbeck) who in due course might be willing to act as your Adviser. This early ‘desk research’ will help you to expand the range of possible topics, but you will then need to narrow this down to a shortlist of (say) three topics or projects which are of particular interest to you and which seem feasible within the constraints of location, time and resources at your disposal.

You should discuss these ideas as widely as possible, with your course tutors, co-students and others. You will be required to come to the first year residential school with your written proposals in order to discuss your ideas in more detail, to receive preliminary advice, and to hear from students who have already started their projects about ‘work in progress’.

You should try to plan your preparation from the start. For example your initial literature search may feed in to the literature review in your dissertation so you should keep a complete record of every source you consult, so that you can go back to it (or use the reference) later. Your records might be on file cards, but it makes sense to trial a bibliographic software package (such as Endnote). You will need to consult a range of sources including refereed journals, library texts (and Birkbeck’s e-library) and web-based sources.

You should also make an appointment with the award Administrator to spend an hour or two looking through some past student dissertations. Dissertations cannot be removed from Birkbeck premises, however we will try to find you somewhere to sit and read in peace so that you can form some idea of the standard required, and of possible approaches that you might take. Grades awarded for these dissertations are not made public, but the best of them will have been awarded Merits or Distinctions. Failed dissertations are not retained by the University. The level
and standard expected of the dissertation is equivalent to that that would be expected of any other Master's degree of this university, and the quantity of work involved is equivalent to one-third of a year's full-time study.

2. **Topics** No 'rules' (other than to those given in the Regulations) are laid down as to admissible topics. We see the range of possible topics - and approaches - to your dissertation as very broad indeed, as long as they relate to some aspect of the materials dealt with in the course. The key criterion is that the subject should be of interest (and hopefully of potential practical relevance) to you. In general it is likely that your project will fall into one of three broad categories;

- An investigation of the impact of human activities, or of the management of a particular landscape, habitat, site or species.
- an investigation of a particular problem to do with conservation, for example, public attitudes, the policies of a conservation organisation or the operation of legislation.
- a survey of secondary sources (e.g. published literature) relating to a particular issue in ecology or conservation.

The best projects tend to be those which combine (i) a broad survey of the existing literature with (ii) a practical investigation or case study involving the collection of primary data (which may or may not be numerical). This will enable you to demonstrate your ability to discover and synthesise existing knowledge and also to carry out original research in the chosen area.

Your choice of topic may be instrumental in shaping your future career: For example the project may allow you to develop or learn new skills relevant to your chosen career path or to make useful contacts/ develop expertise which may help you to secure employment. In some cases, contacting relevant organisations may yield both potential dissertation projects and opportunities for future employment.

Please note that any practical investigation involving human subjects needs clearance in advance from the College Ethics Committee. You need to allow time for this in your planning.

3. **Registration** We expect you to come away from the first year residential school with some clear ideas regarding your intended dissertation topic and you should commit these to paper and send or e-mail them to the Director of Studies (see below) together with your contact details (including telephone). We would normally expect a 2 – 3 page outline of what you intend to do, including:

- **Background**: relevant personal information (location, resources, time available &c)
- **Objectives**: what you want to find out through your project
- **Methods**: how you intend to do this
- **Indicative list of sources** (references) consulted to date (so that we have an idea of how much background reading you have done so far)
- **Names of possible advisers** (if you have found someone who seems particularly suitable).

Don't worry if your outline is incomplete or if information is missing. What is important is that you have thought about it, and that you have something on paper under each of the headings, above.

Once the Director of Studies is satisfied that you have a worthwhile and feasible topic (this may take several emails and/or telephone conversations, perhaps a further meeting) and that there is a suitable adviser prepared to supervise you, you will be asked to complete a **Dissertation Registration Form**, and we will contact your **Dissertation Adviser** to put you formally in touch.

4. **Advice** As soon as possible after registration, you should arrange a meeting with your Adviser to discuss your project further. You should take a draft of your Dissertation Registration Form with you, so that you can discuss this with your Adviser and amend the details of your intended project as necessary. Once you have agreed these with your Adviser you should make sure that s/he signs this (and that both of your contact details are included) and sign it yourself. You should then return the signed form to the Director of Studies (keeping a copy for yourself). If everything is in order your Dissertation Registration Form will be lodged with your records at the Department, and your Adviser will be formally contracted and will be paid the first instalment of the fee. Any subsequent significant changes to the detail of the project must be agreed by all three parties (you, your Adviser, and the Director of Studies) and a new form signed and submitted.

It is expected that the main source of advice and help in the design and execution of the project and in the preparation of your dissertation will be your Adviser, to whom you should submit regular reports. Contact may be by letter, e-mail, telephone or person, as agreed between you and your adviser. In general you may expect a total of six hours of your adviser's time. For this help, the adviser receives a fee from the Department (currently £180 payable in two parts, at the outset and on submission of your Dissertation). You should make sure you agree with your adviser how and when you should contact him/her for advice. **You should check that your adviser has received**
a copy of the Regulations for the MSc and also of this guidance for his/her own information when advising you on your project (these are normally sent out when s/he is contracted by the Department). You should also discuss any likely ethical implications of your project with your adviser.

It is your responsibility to initiate and maintain contact with your Adviser, to make sure you are happy with the advice you receive, and to let us know if things are not going as well as you would like. A good deal of advice will clearly be necessary in the early stages of project planning, and again in the stages of writing up before submission. You need to make sure you secure advice on each stage of your project, and, with the agreement of your adviser, submit your final draft for comment as soon as possible so that you are both happy that the dissertation meets the required standard.

5. Liability Any arrangements made for advice from other sources, access to survey sites, use of libraries etc are a matter for the student. Neither Department nor College can accept any liability (financial or otherwise) in respect of commitments entered into by the student or by the Adviser or for any injury, loss or damage sustained by you or by third parties. You should familiarise yourself with the College and Department codes of safety for fieldwork.

6. Second year residential school By the time of the second year residential school we expect you to be progressing well with your dissertation. We will expect you to be prepared to make a short formal report of work in progress to other students and to the Director of Studies.

7. Submission The final date for submission of the dissertation is 30th September of the end of your second year of studies; unless previously agreed in writing with the Director of Studies. If for any reason you fail to submit your dissertation by this date you will not be eligible for the award of the MSc. If you subsequently wish to submit your dissertation later this will not be possible until the following year and will involve re-registration and payment of a further fee. No extension can be permitted beyond the maximum of five years from your registration for the MSc.

In good time before you have to hand in your completed dissertation to the University you should submit a final draft to your adviser for inspection and comment. You may ask your adviser to make any comments you feel may be helpful to the examiners before it is returned to you.

You should submit TWO copies of your dissertation, to arrive by the date specified on your Dissertation Registration Form, to the Administrator, together with a copy on Compact Disc. DO NOT send it to your Adviser or to the Course Director. You are strongly advised to keep a duplicate copy yourself in case of loss. If you submit by post and you wish to have confirmation that your dissertation has been received by the University you should include a stamped postcard addressed to yourself and indicate in a note that you would like this to be returned to you when your dissertation is received.

One copy (at least) of your dissertation must be submitted permanently bound in hard cloth covers (not in a ring binder) with your name, the title of the award and the year of submission on the spine. The title of the award is ‘MSc Environmental Management’ but you may if you wish use ‘MSc Countryside Management’ or MSc Protected Area Management’ depending upon the subject of your dissertation. Your name, the dissertation title, and the year should also be on the front cover, all in block letters. This bound copy will not be returned to you, but will be kept by the Department for inspection by other students.

The other copy of your dissertation may if you wish be securely ring-bound (i.e. not in a plastic folder or file), and will be returned to you. In all other respects, both copies should be identical.

8. Format and content At the front of your dissertation you front of your dissertation you must include:

- a title page, setting out the title of your dissertation; your name; the degree for which you are studying; your place of study (Birkbeck College, University of London); and the date of submission;

- a declaration in the following terms:
  “I certify that the work submitted herewith is my own and that I have duly acknowledged any quotation from the published or unpublished work of other persons”

  Signature of candidate     Date

- Approximate number of words (excluding any material in appendices, etc.)
• contents page;

• a separate page listing all figures, tables and photos as appropriate.

Please note that the text should be typed double-spaced, 10 – 12 font size, on one side only of A4 paper, with a minimum 1" (25mm) margin on either side; and with illustrated material on paper the same size as the typescript, folded if necessary (separate loose maps and diagrams are not accepted).

At the front of your Dissertation you should also include a one or two page abstract or summary (no more than 1,000 words) where you state clearly what the dissertation is about, what you have tried to find out and how, and what results have been obtained, and their policy implications, if any. This is normally bound with your dissertation. It is the policy, where appropriate, to encourage publication of MSc students work. With your agreement, a summary of your own dissertation (normally your abstract or summary) may be published on the web and/or in an appropriate other source, for example, in Ecology and Conservation Studies (the bulletin of the Ecology and Conservation Studies Society ISSN 01446582).

In addition, where the work for your project has been carried out in connection with your job or where the examiners might need further information, e.g. regarding its relation to your job or to your personal circumstances, you should indicate this. We welcome dissertations on topics relevant to your work, however there needs to be a significant element of “value added”, i.e. above and beyond what you might have done anyway if you are to get credit for this in the grade. The best way to do this is by a brief preface, in which you state what elements of your dissertation represent 'routine' work or work done as a contractual obligation, and what additional work you have undertaken or different perspectives you have added as a consequence of submitting it as a dissertation for the MSc. Or, if you have chosen a topic as a way of getting to grips with a subject that is quite new to you and/or not covered effectively in the course material, you should indicate this.

You should also submit an electronic copy of your dissertation on Compact Disk. This can be submitted separately or, if you wish, in a pocket inside the back cover. The copy may be just the text or text plus illustrations, and should be in Word (or other word processing software) so that it can be screened electronically if the External Examiner requires this. If you are happy for an e-version of your dissertation to be made available on the web, you may also submit a copy in pdf (or we can convert this for you).

9. Marking and grades. Your dissertation, together with the original project agreement (or the latest version if this has been revised) will marked by the Internal Examiners. The mark will be based entirely on the material you submit, contextualised where necessary by your adviser's comments. Your dissertation will then be sent, together with your two specialist module assignments, to be moderated by the External Examiner. If deemed necessary you may be called to the University for oral examination (viva voce). The Dissertation is graded at Pass, Merit, and Distinction standards.

A student who fails to submit his/her dissertation by the due date will be marked absent. A student may be permitted to submit in the following year at the discretion of the Director of Studies, and subject to the payment of a further examination fee. If further teaching or advice from the University or Adviser is required this will require re-registration for the MSc and payment of a further full session's fees. No extension will be permitted beyond the maximum of five years from the date of first registration for the MSc.

Your dissertation, if successful, will be available in the Department for consultation by arrangement by other students and indeed by the general public. We hope to put most dissertations of acceptable standard on the web. In addition to the declaration indicated above, we recommend that you include an assertion of copyright and a disclaimer along the following lines:

“As author of this work I assert my intellectual copyright rights to its contents which may however be made available by Birkbeck College in paper or electronic form and be copied or downloaded by individuals provided this is solely for individual study and research purposes; all quotations or extracts must be attributed to me in the normal way”

One copy of your dissertation will be retained by the University and will be available for inspection by others.

Results of the examination will normally be made available in December.
**Binding your dissertation** As you might expect there are a number of bookbinders in the WC1 area serving the needs of students. The closest to Birkbeck are:

Kall Kwik Printing, 72 Southampton Row, London WC1B 4AR [www.the-book-binder.co.uk/](http://www.the-book-binder.co.uk/)  
Tel: 020 7242 3252  
Email: admin@the-book-binder.co.uk  
and The Printing Centre, 30 Store Street, London WC1E 7QD  
Tel: 020 7636 8723  
Email: pdfprint@btclick.com. You can find a much longer list on the UCL website [www.ucl.ac.uk/current-students/examinations/exam-entry-research/binders/](http://www.ucl.ac.uk/current-students/examinations/exam-entry-research/binders/) and you may want to patronise one local to your home or work.

**Course Team and Contacts**

Further details of any of the above may be obtained from:

Administrator for Environment, Ecology and Conservation. Amanda Inniss  
Telephone: 020 3073 8065 email: [environment@bbk.ac.uk](mailto:environment@bbk.ac.uk)

Team Leader for Ecology and Conservation: Margaret George  
Telephone: 020 7079 0784 email: [m.george@bbk.ac.uk](mailto:m.george@bbk.ac.uk)

Postal address: post should be addressed to:

Administrator for Environment, Ecology and Conservation  
Birkbeck, University of London  
Dept of Geography, Environment & Development Studies  
Malet Street, London WC1E 7HX  
Telephone 020 3073 8065  
Fax 020 7631 6498  
Email [environment@bbk.ac.uk](mailto:environment@bbk.ac.uk)  
Web [www.bbk.ac.uk/study/ce/environmentstudies/index.html](http://www.bbk.ac.uk/study/ce/environmentstudies/index.html)

**Academic staff:**

Dr Frances Burch  
Course Director, PG Diploma in Countryside Management and MSc Environmental Management  
Email: [f.burch@bbk.ac.uk](mailto:f.burch@bbk.ac.uk)  
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Richard Clarke  
Award Coordinator  
Email: [r.clarke@bbk.ac.uk](mailto:r.clarke@bbk.ac.uk)  
Tel: 020 3073 8220

Please note that staff may move offices during 2009/10. Email addresses and phone numbers will remain unchanged, but if you need to visit in person please double-check their location first.
Bodies Associated with this Award

Birkbeck Institute of Environment

Launched in 2006, the Birkbeck Institute of Environment (IoE) aims to bring together all the inter-disciplinary environment teaching and research activities being undertaken in the College.

The IoE brings together all the undergraduate, postgraduate and continuing professional development programmes on environmental topics offered by Birkbeck, together on the College website for the first time. In promoting interdisciplinary teaching, the Institute of Environment website aims to enable more students to undertake the programmes by making the educational experience more manageable and effective.

Over the coming year, the goal will be to also create an interdisciplinary 'home' for all environment-related research which can be used as a resource by students, academics and policy-makers from outside the College.

Administered by The School of Geography, the Institute for the Environment involves a number of Birkbeck Departments (Geography, Biology, Management and Economics) and provides central administrative and student support for the College's environmental programmes. See www.bbk.ac.uk/environment/ or contact the IoE co-ordinator email: k.ellwood@bbk.ac.uk tel: +44 (0)20 7631 6473.

Centre for European Protected Area Research

London University Centre for Protected Area Research (CEPAR) was established at Birkbeck in 1998 to integrate a range of research, consultancy and training activities in protected area policy and management. CEPAR is a constituent research centre of Birkbeck Institute of Environment (IoE) and of the joint Birkbeck/UCL Bloomsbury Institute of the Natural Environment (BINE). It enjoys strong links with other academic institutions within the University of London, with UK statutory countryside and conservation organisations (such as Natural England) and with non-governmental organisations (including the National Trust) as well as with European and international bodies, including the IUCN World Commission on Protected Areas (WCPA) and the Federation of Nature and National Parks of Europe (EUROPARC).

The central mission of CEPAR is to examine how sustainability can be delivered in protected areas in the wider Europe (east and west). CEPAR's core staff specialise in management planning, sustainable tourism, education and interpretation, environmental policy and politics, agri-environmental policy, and sustainable rural development, with particular reference to the operation of European protected areas. CEPAR also draws on a wide multi-disciplinary range of associate staff whose skills and expertise have been harnessed in a variety of research, consultancy and training activities. See www.bbk.ac.uk/ce/research/cepar/ or email cepar@cepar.bbk.ac.uk

Ecology and Conservation Studies Society

The ECSS is the Student Society for the Certificate and Diploma in Ecology and Conservation. The Society was formed in March 1980 and aims to provide a common focus for the varied but interconnected interests of all students, past and present (including those following any element of the programme as part of another scheme of study) their lecturers, tutors and examiners.

In addition any student at Birkbeck whose course of study relates to the Society's areas of interest or who is studying or working in the area is eligible to join ECSS as a full member.

The ECSS aims are:

To foster interest in conservation based on sound ecological principles, and to maintain that interest by contact with members, through the Society's meetings and publications.

To keep members up-to-date on literature, new concepts and practical field study techniques, and to provide opportunities for participation in research.

To maintain and encourage links with the University of London, and to make the value of the Certificate and Diploma in Ecology and Conservation more widely known and appreciated.

In order to do this, the ECSS has a large range of activities. It:
Publishes a Bulletin thrice yearly - Ecology and Conservation Studies - which includes original articles, news, views and information. Also, various publications through the Society's Information Resources Group.

Provides lectures and seminars on ecological and conservation topics.

Arranges field visits (where possible to places not normally open to the public); residential weekends and longer excursions; informal meetings where members can exchange ideas and make friends.

Organises self-help groups: for the exchange of ideas between members who teach environmental subjects; also occasional field meetings to improve identification skills.

Encourages active participation by members in the work of the local County Naturalists' Trusts and other conservation bodies operating in the Greater Undon area and the Home Counties.

Subscriptions are currently £15 per year, due in January. The Society's subscription income is aimed to cover producing and distributing its Bulletin, and general administrative costs. Other activities involving significant expense are charged on a break-even basis. When events are open to non members, members' rates are normally preferential.

Membership applications and subscriptions should be sent to: the Hon Treasurer Ms Shirley Gear, 65 Wordsworth Drive, Bletchley, Milton Keynes, MK3 5HR. Tel: 01908 370329

Further information can be found on the Society's website, [www.bbk.ac.uk/ce/environment/ecssociety/](http://www.bbk.ac.uk/ce/environment/ecssociety/).
General information and administration

Your BBK e-mail account
All students at Birkbeck College are given a Birkbeck e-mail account. This account makes it easy for us to contact you if we need to advise you about room changes or other important issues. You must activate your BBK e-mail account as soon as you have your student identity card.

To activate your account, go to www.bbk.ac.uk/mybirkbeck/services/facilities/computing/contact. If you already have an active personal e-mail account, such as yahoo or hotmail, you can link your BBK account to this.

Blackboard and e-learning
For the 2009/10 academic year, we are expecting to have e-learning facilities up and running for a number of modules. As soon as you have activated your e-mail account, you will also have access to Blackboard. Please go to the following website to access Blackboard. www.ble.ac.uk/webapps/portal/frameset.jsp. You may also access Blackboard via one of the Quick Links on most pages of www.bbk.ac.uk/mybirkbeck.

Your tutor will advise you if Blackboard is active for your module.

Your contact details
If you move house or change your phone number, we need to know so that we can keep in touch with you. Please make sure that if you change your contact details you let us know immediately. The best way to contact us with such changes is by e-mail.

Programme rules – Common Awards Scheme
In October 2008 Birkbeck joined the Common Awards Scheme which operates in most universities throughout Europe, and our regulations are in line with the scheme. Please note that it is your responsibility to be aware of the regulations applicable to the programme you are studying. A resumé of the main points of the Scheme is in Appendix D (p54) and you will find more information at www.bbk.ac.uk/mybirkbeck/services/rules.

Taking a break from study
If you wish to take time off from your studies for any reason, you need to discuss the implications of this with the Course Director and Team Leader. The maximum break that can be taken is 2 years (either in one go or in shorter breaks as permitted by the course structure). For more information about this see Appendix D (p54) or visit www.bbk.ac.uk/mybirkbeck/services/administration/break-in-studies.

Fees
The fees for the programme change on an annual basis. If you have outstanding fees for tuition or for library fees/fines, your enrolment may be terminated, and results will be withheld. If you have any further questions about your fees, please go to www.bbk.ac.uk/mybirkbeck and use the quick search function, typing in “fees” to bring up the full range of information on different aspects – from methods of payment to re-assessment fees and sponsorship.
Student Support
All students on the MSc programme are allocated with a personal tutor (your Course Director) and a dissertation tutor. Any matters that you wish to discuss that are directly related to the content of the MSc should be discussed with the appropriate tutor or with the lecturer for the module concerned in the first instance.

If you feel that you are unable to discuss a particular matter with your course director or tutor, you may contact the Team Leader.

You may also take up issues with the Student Union. You become a member of the Union automatically (free) as a registered Birkbeck student.

Birkbeck Students’ Union
Birkbeck Students’ Union promotes welfare issues, represents students’ interests on College committees and provides social activities via events and societies. All students are automatically members of the union (although you can opt out if you wish) which entitles them to benefit from all the facilities and services we offer. Birkbeck Union is affiliated to the National Union of Students (NUS).

Support services
- Counselling (free, confidential and independent service dealing with personal issues)
- Advice Centre (free drop-in service offering general advice and referrals)
- Skills for Life Workshops (free workshops in essay writing, time management, presentation skills, etc.)
- Student Representation (course representation, appeal cases, discrimination, harassment, etc.)

Facilities and services
- Union Shop selling light snacks and drinks, stationery and Birkbeck-branded items, all at reasonable prices. Located in the basement of the main building and is open Monday to Friday from 12pm – 9.00pm and Saturdays from 10am – 4pm.
- NUS cards for discounts on goods, theatre, cinema, etc.
- Student magazine, The Lamp and Owl

Social activities
- Newly renovated and student affordable bar with regular entertainments, Sky TV and a pool table
- Twenty societies, ranging from archaeology to football
- Access to the University of London Union (ULU) bars, fitness facilities, swimming pool and retail outlets, located next door to Birkbeck Malet Street building.

To get your membership card, come to the Union Office in the main Birkbeck building on Malet Street between 2pm – 9pm Monday to Friday, term time, and bring a passport photograph and your college ID card.

For further details, call 020 7631 6335, email administrator@bcsu.bbk.ac.uk, visit www.bbk.ac.uk/su or come and see us on Fourth Floor, Malet Street, London WC1E 7HX

“My Birkbeck” website – the student handbook
For full information about the services and support available to students, as well as information regarding course regulations, assessment, etc, please visit the “My Birkbeck” website at www.bbk.ac.uk/mybirkbeck where you will find information on such subjects as:
• **Student guides**: our guides provide easy access to information across this web site, including Student help.
• **Course administration**: all the procedural information you need, from application, enrolment and registration, to exams and assessment.
• **Student support**: we offer you a range of student support services, including learning support and skills training, careers advice, computing and IT support and library services.
• **About you**: get information on your student records, student card(s), getting proof that you’re a student and other personal information.
• **Forms and cover sheets** covering general areas such as disability, finance, childcare. Forms specific to your course will be provided by your award Administrator
• **Rules and regulation** governing admission, assessment and award at Birkbeck.

Throughout this handbook you will find web links to various pages from this website.

**Dissertation adviser**

All MSc students are allocated a dissertation supervisor in January/February of the year in which you undertake the dissertation. Your dissertation adviser will not normally be the same person as your course tutor as Dissertation advisers are matched with students on an individual basis, selected according to your area of interest and the tutor’s area of expertise. Your dissertation adviser will provide you with pastoral support and research support and guidance while you are enrolled in the dissertation.

**International Student Support**

At Birkbeck we understand that being an international student can be challenging as well as fun. In order to provide support for you, we have a dedicated International Student Officer, La Young Jackson, whose primary role is to represent the college to an international audience. You can email her at ljackson@bbk.ac.uk or visit www.bbk.ac.uk/mybirkbeckguides/international for more information.

**English language support**

Birkbeck College provides a range of resources and courses for English language support and assistance. In the first instance, please refer to Student Support www.bbk.ac.uk/mybirkbeck/services/facilities.

**Disability support**

At Birkbeck there are students with a wide range of disabilities including dyslexia, visual or hearing impairments, mobility difficulties, mental health needs, HIV, ME, respiratory conditions etc. Many of them have benefited from the advice and support provided by the College’s disability service.

**Assessing Your Needs**

We recommend that you declare your disability and outline any needs you may have on your enrolment form, to enable us to assess how we can assist you. Where you state that you have additional needs, Birkbeck will contact you to discuss your needs, agree the support to be provided and make the necessary funding arrangements, with the aim of having support in place before you start your course. A place on the course will be reserved for you in the meantime.

**The Disabled Students Allowance**

Students with disabilities who are studying for certificate awards and who meet the eligibility criteria, may apply for the Disabled Students’ Allowance (DSA).

The type of assistance that can be funded from the DSA depends on the nature of your disability, but may include:

- Special equipment, such as a computer, so you can work from home
- Specialist software to assist you if you have a visual impairment, dyslexia or mobility difficulty
- Specialist orthopaedic chairs and other postural aids
- A digital recorder so that you can record lectures; a radio-aid or portable induction loop
- Assistance with a non-medical personal helper: for example, note-takers, sign language interpreters, readers, personal assistants and dyslexia tutors
- Books and photocopying
- Additional travel costs.
The DSA is non-means-tested, and there are no age limits. We can assist you in applying to your local authority for this allowance. An application form is available from the Disability Office and we can help you complete it. The form must be signed and stamped by the College before it is sent to the local authority.

The Personal Assistance Scheme
Some students need a personal assistant to provide support on their course, for example a note-taker, sign language interpreter, reader, personal assistant, disability mentor or dyslexia support tutor. Birkbeck has a Personal Assistance Scheme to assist you with recruiting, training and paying your personal assistant. These assistants are usually funded by the DSA. Please contact Steve for information on this scheme.

Support in the College
Below are examples of support that Birkbeck could provide:

- If you have a mobility difficulty, we will endeavour to ensure that your course is held in an accessible building.
- If you have a hearing impairment, we have a range of portable and fitted induction loops available.
- If you have a visual impairment, we may be able to provide you with handouts in accessible formats.
- There is an extensive range of specialist equipment in Birkbeck’s Library and computer laboratories, which you may be able to access.

Examinations
Students with disabilities and dyslexia may be eligible for special arrangements for examinations and class tests e.g. extra time, use of a word processor, amanuensis, enlarged examination papers etc. In order to receive special arrangements students must provide Medical Evidence of their disability (or an Educational Psychologist’s Report if you are dyslexic). The closing date for making special examination arrangements is the 15th March and beyond this date consideration will only be given to emergency cases.

Further Information
You can get a copy of our Disability Handbook from the Disability Office or by visiting www.bbk.ac.uk/mybirkbeck/services/facilities/disability. The Disability Office also provides advice and information at College Open Evenings. For further information, or to make an appointment, please contact the Disability Office on 020 7631 6336, fax 020 7631 6303 or email disability@bbk.ac.uk Alternatively, text us on 07910 821 998.

Study skills support
Learning Support & Skills training provides students with advice and information about where they can access a range of courses and other activities designed to develop personal and professional skills and to improve the learning experience.

Typical support offered may include:

- 1 : 1 tutorials (one hour)
- Focused drop-in sessions for reading and note-taking; mind mapping; researching and planning an essay; structuring and writing up an essay
- Revision and exam skills sessions
- English Grammar drop-in sessions
- Basic IT support and training (WP for producing an essay)
- Study skills days
- Web-based resources and training

Please refer to www.bbk.ac.uk/mybirkbeck/services/facilities/support/contact or call one of the following contacts for further information or to book a session:

- email: studyskills@bbk.ac.uk
- Workshop and tutorial bookings: 020 3073 8042
- General enquiries: 020 7631 6683
Careers advice

Most students are interested in developing their careers, either within their current field of work or in a completely new direction. The Specialist Institutions’ Careers Service (SICS), located next door to Birkbeck, offers expertise and experience in working with students and graduates of all ages and at all stages of career development.

In particular, you can take advantage of the following:

• Early evening advisory service: Booked 20 minute sessions specifically for Birkbeck part-timers available Wednesday evenings during term-time.
• Drop-in quick-query advice: Available Monday–Thursday, 2.00pm–4.30pm. These 15-20 minute sessions are ideal for helping you to develop your CV, look over your application forms or covering letters, preparing for job interviews or simply to begin to getting your career ideas into focus.
• Longer or in-depth Career Guidance interviews: these are suitable for complete career beginners, those looking to change or develop their careers further as well as those who are thinking of undertaking further study. This service is also ideal for those who would like to practice for a forthcoming job interview.
• The Careers Information Room: Here you will find a huge range of resources providing detailed information in areas such as; general career choice and your options once you graduate, further or postgraduate study and information on helping you fund this study, working or studying abroad, writing CVs and application forms and vacancies with graduate recruiters as well as part-time and vacation type vacancies.

Much of this information is FREE to take away, so pop in and help yourself and read through it in your own time.
• SICS also offers the opportunity to practice aptitude tests similar to those used by employers, take part in Myers Briggs Type Indicator (MBTI) personality assessment workshops; and runs a Careers Development Programme which are seminars designed to help you with all aspects of career planning, interview preparation and applications.
• Birkbeck students are also encouraged to join the free online service SICSAlert, where you will receive information about forthcoming career events & courses, employer presentations as well as vacancy news that is of interest to you direct to your email inbox. www.careers.lon.ac.uk/sics/alert

For further details contact:
The Specialist Institutions’ Careers Service (SICS)
4th. Floor, ULU Building
Malet Street, London WC1E 7HY
tel: 020 7866 3600
fax: 020 7866 3601
e-mail: sics@careers.lon.ac.uk
web: www.careers.lon.ac.uk/sics

For more information about careers visit www.bbk.ac.uk/mybirkbeck and search for “careers”.

Birkbeck IT Services

There are two or three large rooms in the main building and one in the basement of Senate House that make computer terminals available to Birkbeck students. This gives you free access to word processing should you require it, as well as an e-mail account and entry to the internet. There are many, constantly growing resources available on the Internet (aside from the usual entertainments of very sad Home Pages), and it is becoming an increasingly vital element of academic research.

The College constantly runs a rotating series of courses introducing students to word processing packages, negotiating the Internet, PowerPoint, and other skills. Visit www.bbk.ac.uk/mybirkbeck/services/facilities/support/computing-skills for more information. Sign up early for these courses as are very popular.

For more information about IT services visit www.bbk.ac.uk/mybirkbeck/services/facilities/computing.
Library resources

Birkbeck Libraries

To join the Library, once you receive your College ID you have your library card, it is active and can be used for borrowing the first time you visit the Library.

A library induction is included in the Induction Day for all new MSc Environmental Management students. If you should miss that, it is possible to join one of the many general induction tours held at the beginning of the autumn term. For more information about library services, visit www.bbk.ac.uk/mybirkbeck/services/facilities/library/birkbeck-library-guide.

Birkbeck College Library

Situated on the ground floor of the main building in Malet Street, the College Library is well-stocked in primary texts, although somewhat limited in multiple copies of secondary, critical works. Where tutors are aware that heavy demands will be made on certain secondary works, the reading room collection is used: books or articles are put in separate collection from the main collection but cannot be borrowed.

Take time, also, to learn how to use the excellent computer research facilities available here: by attending the general induction session and any subject/resource specific library sessions that are publicised. You can also get advice from the Library's Help Desk staff on using valuable resources like the MLA Catalogue (a search system which will isolate materials on a relevant author or subject in journals and books of essays).

Senate House Library

Situated next door to Birkbeck College, on the fourth floor of Senate House, this is a world-class research library. To join take your College ID and proof of home address directly to Senate House Library.

University College Library

This is situated 5 minutes away from Birkbeck, on Gower Street. Students from Birkbeck are admitted to the library, but on a reference only basis (ie. no borrowing rights). Make sure you have your Birkbeck College card and a photograph when you first visit the library.

Other learning and library resources:

British Library

The British Library offers a wide range of integrated services for academic researchers and libraries, both on site and increasingly online. Through their reading rooms, catalogues, document supply services and online collections, they provide easy access to research material. For further information about access to the British Library, please refer to the website at www.bl.uk or contact them directly on: 020 7412 7676 or 7631 6643.

College Hardship/Book Buying Funds

It may be possible, if you are having financial difficulties, to apply to the College for assistance with fees and to receive small awards to help with the purchase of essential texts in your second year of the degree. For information and advice, contact Registry on 7631 6643.

University of London Library

Senate House
Malet Street
London WC1E 7HU
Website: www.shl.lon.cc.uk
Nearest Tube: Goodge Street or Russell Square

British Library: Humanities and Social Sciences

96 Euston Road
St Pancras
London WC1E 7HU
British Library Newspaper Library
Colindale Avenue
London NW9 5HE
Tel: 020 7412 7353
Fax: 020 7412 7379
Website: http://www.bl.uk/

Daily and weekly newspapers and periodicals, including London newspapers and journals from 1801, English provincial, Welsh, Scottish and Irish newspapers from about 1700, and collections of Commonwealth and foreign newspapers. Most recent dates vary from six months to four years back, but current files of the Times, Guardian, Independent, Telegraph, Observer, Sunday Times.

Websites giving UK Library Information

UK Public Libraries
http://dspace.dial.pipex.com/town/square/ac940/weblibs.html

Libraries Information (via Birkbeck)
http://www.bbk.ac.uk/lib/other.html
Links to academic and other libraries

COPAC
http://www.copac.ac.uk/copac/
Access to major UK university libraries

InforM25
http://www.inform25.ac.uk
Then select Search catalogues to be able in one search to see which academic libraries within the M25 holds a particular book or journal.

M25 CONSORTIUM
http://www.M25lib.ac.uk/M25/
Links to over 100 libraries in the London area
Moderation and Board of Examiners

All assessments are subject to the College Policy on Marking and Moderation to ensure the equity and accuracy of the marking of student assessments.

Moderation

All assignments and exam scripts are double-marked. A sample of work is examined by the External Examiner, to ensure the fairness and consistency of marks awarded, before being passed to the appropriate Board of Examiners for final approval. You should be aware that the Board of Examiners has the right to change marks awarded to assessments by lecturers and your results notification may therefore show a different overall mark and grade from that given initially by your lecturer. Please note, however, that this is carried out within the assessment and grading framework detailed in the programme specifications, following the scheme in terms of weighting and other fixed elements.

As part of the moderation procedures you will be requested to submit your marked assessments at the end of your module. If you are requested to submit coursework as part of the moderation process, work must be submitted in a basic A4 flat folder. Your lecturer will provide a folder coversheet. Please complete all sections of the coversheet. Any omissions will result in the work being returned to the student immediately for completion.

Board of Examiners

The Board of Examiners is the body that is responsible for recommending results for a subject are on an annual basis. The Board also has a range of other responsibilities as defined in the College Policy on the Operation of Boards and Sub-Boards of Examiners, including the consideration of applications for mitigating circumstances.

Notification of Results, Return of Coursework, Awards Ceremony, Issuing of Certificate

- The Board of Examiners for this programme usually meets twice a year, in July and November.
  - Students may access their ratified results online at My Birkbeck, usually at the end of September.
  - Coursework is normally returned to students four weeks after the notification of results have been sent.
  - Students who have successfully completed will be invited to the Awards Ceremony, which takes place in Bloomsbury in the spring.
  - Certificates are normally issued by post after the Awards Ceremony.
APPENDIX A: Mitigating circumstances

In 2008/2009, the College implemented new, and very strict, with regard to mitigating circumstances (including coursework extensions). In brief, these are summarised below. Please contact the Team Leader if you have any questions.

What does mitigating circumstances mean?
Mitigating Circumstances (MC) are defined as "unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment".

Who can submit a claim?
Students who have been unable to attend or submit assessments, or who believe their performance in assessment has been affected by mitigating circumstances which result in:

a) the late or non-submission of assessment;

b) non-attendance of examination(s);

c) poor performance in assessment

Documentary evidence:
For a claim to be accepted a student must produce independent documentary evidence to show that the circumstances:

a) have detrimentally affected their performance/submission/attendance in assessment or will do so;

b) were unforeseen;

c) were out of their control and could not have been prevented;

d) relate directly to the timing of the assessment affected.

Please note that if a claim does not meet any of these conditions it will be rejected.

For more information please visit
www.bbk.ac.uk/mybirkbeck/services/administration/assessment/exams/mitigating-circumstances

Ethics for dissertation
It is expected that you will be able to submit your ethics form (if appropriate) in April of the year in which you undertake your dissertation.

1. Obtain an ethics form from the Administrator for the programme
2. Complete the ethics form and have it signed by your dissertation supervisor
3. Submit the completed and signed forms to the Administrator
4. The Administrator will have the form approved by the Course Director and submit it to the ethics committee for final approval
5. Once approved by the Committee, the Administrator or Team Leader will notify you of the outcome by e-mail.

Ethics for placements and other modules
Please note that whilst you may commence your placement, you may not commence any research involving human participants until ethics approval has been granted.

1. Obtain an ethics form from the Administrator for the programme
2. Complete the ethics form and have it signed by your module tutor (or Placement Director for a work placement module)
3. Submit the completed and signed form the Administrator - your form will then be passed to the course director for final approval
4. Once final approval has been granted by the Course Director, the Administrator or Team Leader will notify you of the outcome by e-mail.
APPENDIX: B Marking Criteria

The following criteria are used as guidance by all markers for core course and specialist module assignments:

70% and above

60-69%
A very good answer. Approach and content give clear evidence of substantial reading and awareness of current debates. Interesting to read with clear understanding of management/artistic/cultural theory and policy issues. Analysis based on systematic evaluation of links between concepts and experience. Self reflective. Well organised and presented. Very good use of sources with evidence correctly cited.

50-59%
A good answer. Approach and content gives some evidence of reading and awareness of debate but may be too descriptive or generalised and needs a clearer focus. May have some gaps in argument, planning and use of evidence. Some evidence of engagement with theory and policy issues/perspectives and analysis of links between theory and practice. Would benefit from sharper focus and more reflection. Good sources adequately cited.

40-49%
An attempt to answer question. Some evidence of reading and attempt to address question or topic. May be rather descriptive with uncritical coverage of debates and issues of experience. Needs to develop understanding of concepts. Skills of planning, structuring and presentation relatively weak. Limited understanding of theory and policy issues and barely adequate use of reading and sources which may be inadequately cited. This is below a pass, which requires a minimum of 50%.

Reassessment
If a student does not pass a piece of assessment, there are strict guidelines about opportunities for reassessment and resubmission. Please refer to www.bbk.ac.uk/mybirkbeck/services/administration/certificate-exams/passing for comprehensive details.

Normally, the overall grade for the coursework in question is capped at 50% which is the pass grade for Postgraduate programmes.
APPENDIX C: Assessment offences (Plagiarism)

As assessment offence is defined as "any attempt whether successful or unsuccessful to achieve an unfair advantage in any element of assessment over other candidates participating in the assessment".

The types of offence are:
- Plagiarism
- Collusion
- Examination Offences
- Other Offences

For definitions of what these offences consist of, the full policy and applicable penalties, please refer to www.bbk.ac.uk/mybirkbeck/services/rules/assmentoff.pdf/

Plagiarism

What is Plagiarism?
Plagiarism is defined as “the submission of assessment of material (written, visual or oral) originally produced by another person or persons without correct acknowledgement, in such a way that the work could be assumed to be the student's own. Plagiarism may involve the unattributed use of another person's work, ideas, opinions, theory, statistics, graphs, models, paintings, artefacts, performance, computer code, drawings, quotations of another person's actual spoken or written words, or paraphrases of another person's spoken or written words”

Simply put, plagiarism is a form of fraud. It is dishonest and undermines the entire basis for the academic awards given to students. The University, the College and the Department take it extremely seriously and have the right to request any piece of assessment to be submitted for screening by a College approved plagiarism detection service.

The College statement on plagiarism
The College statement on the subject, provided to all students, is as follows:

"You are reminded that all work submitted as part of the requirements for any examination of the University of London or Birkbeck College must be expressed in your own words and incorporate your own ideas and judgements. Plagiarism—that is, the presentation of another person's thoughts or words as though they were your own—must be avoided, with particular care in course-work and essays and reports written in your own time. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise another person's ideas or judgements, you must refer to that person in your text, and include the work referred to in your bibliography. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your tutor or course director if you are in any doubt about what is permissible."

"Recourse to the services of 'ghost-writing' agencies (for example in the preparation of essays or reports) or of outside word-processing agencies which offer ‘correction / improvement of English’ is strictly forbidden, and students who make use of the services of such agencies render themselves liable for an academic penalty".

For details of the procedures pertaining to plagiarism, please refer to www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism/plagiarism-guide

How to avoid plagiarism
The mistaken belief that plagiarism is limited to the wholesale reproduction of entire papers or long passages of text is widespread, but these are only its most spectacular forms. You could, therefore, find yourself in difficulties as a result of close reliance on sources that are not properly acknowledged. Even if clearly unintentional, plagiarism will, if detected, lead to penalties.

In order to avoid unintentional plagiarism, you need to:
1. Always attribute quoted words.
2. Always give full references for paraphrases of others’ ideas or judgements.
3. Give references to support purely factual claims where necessary.
4. Include a reference to any source used in a paragraph in that paragraph.
5. Remember that a full bibliography is necessary but not sufficient.

Ultimately, the golden rule should be: when in doubt, give the reference. This not only protects you from unintended plagiarism, it is also good manners: credit should be given to sources where and when they are used.

Birkbeck has an e-learning module dedicated specifically to this topic which is called, not surprisingly, "Avoiding Plagiarism". The module is available to all students on Blackboard. Please see [www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism](http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism) for details.

**Results**

Due to the rigorous nature of the marking system for the postgraduate Environmental Management programmes programme which includes double marking and moderation by an external examiner, provisional coursework results are normally available to students 4-6 weeks after the coursework submission date. Any results obtained at this stage are **provisional only** and must be ratified by the examination board before they can be confirmed. It is only in rare instances that an examination board will alter a grade.

Due to the timing of the dissertation due date of the associated exam board, dissertation results will not normally be provided to students before the examination board has ratified the results.

Exam boards are held in November and July of each year. Please refer to the main college website for information about obtaining official transcripts, award notification and graduation ceremonies.

**Appeals against results**

Students who are unhappy with a result they are given for a piece of coursework are not able to appeal against their grades on that basis alone.

Students who believe they have supportable grounds for appeal, should refer to [www.bbk.ac.uk/mybirkbeck/services/administration/assessment/appeals](http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/appeals) for more information and relevant procedures.

Note that no appeal can be launched until final results have been ratified by the board of examiners meeting for the term in which the coursework was due.

**Quality assurance**

Environmental Management takes quality assurance seriously and has a number of measures in place to ensure ongoing high standards:

- Each piece of coursework is double marked and moderated;
- Staff/student exchange meetings are held each year to obtain student feedback on the programme as a whole
- Students are asked to complete a feedback questionnaire at the end of each module in which they are enrolled
- All student feedback is followed up
- Internal and External examination boards are held twice a year to ensure consistency of marking and programme delivery.
APPENDIX D: COMMON AWARDS SCHEME (CAS)

Birkbeck, University of London
Common Awards Scheme

Postgraduate Programmes

Introduction

1. The majority of Birkbeck’s postgraduate programmes are offered as part of the College’s Common Awards Scheme. Programmes within the Scheme have common regulations, and a common structure, and this makes it possible for you to take modules from Schools across the College which are outside of your normal programme (subject to programme regulations and timetable constraints).

2. This paper gives a brief introduction to the Common Awards Scheme. Further details on programme regulation and areas of interest are available on the Common Awards Scheme website:

   www.bbk.ac.uk/reg

Structure of Programmes

3. All programmes offered as part of the Common Awards Scheme will consist of modules, each of which will be “credit-rated”. In order to achieve your award you will need to gain at least the following, and meet the requirements outlined in your programme specification:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Credits needed</th>
<th>Min at upper level</th>
<th>Max at lower level</th>
<th>Birkbeck common awards schemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>180</td>
<td>150 level 7</td>
<td>30 level 6 (not included in calculation of classification)</td>
<td>4 modules plus dissertation</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>120</td>
<td>90 level 7</td>
<td>30 level 6 (not included in calculation of classification)</td>
<td>4 modules</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>60</td>
<td>60 level 7</td>
<td>n/a</td>
<td>2 modules</td>
</tr>
</tbody>
</table>

4. The Common Awards Scheme offers, for postgraduate programmes, half modules (15 credits), modules (30 credits), double modules (60 credits), or exceptionally triple modules (90 credits) and quadruple modules (120 credits – normally for MRes dissertations)

5. The detailed requirements for each programme are published in the relevant programme specification. Each module on a programme is designated as one of the following:

   - **core**: the module must be taken and passed to allow the student to complete the degree
   - **compulsory**: the module must be taken, and Programme Regulations must stipulate the minimum assessment that must be attempted
   - **option**: students may choose a stipulated number of modules from a range made available to them. Option modules are clearly identified in Programme Regulations.
   - **elective**: students may replace an option module with modules from another programme, subject to approval of Programme Directors, availability of places and timetable requirements.
Modules may also be designated as pre-requisite modules, meaning they must be taken and passed to allow for progression to a specified follow-up module.

6. Detailed regulations on the structure of programmes, maximum period of registration and other areas are available in the Regulations for Taught Programmes of Study, which can be downloaded from the College Website (www.bbk.ac.uk/reg/regs)

Degree Classification

7. Postgraduate awards may be made with Merit or Distinction. Distinctions are normally awarded to students who achieve an average result of 70% or more, including a mark of 70 or over in their dissertation, for all level 7 modules on their programme. A Merit is normally awarded to students who achieve an average result of 60% or more for all level 7 modules. Level 6 modules included as part of the programme are not included in the calculation for degree classification for postgraduate programmes.

Failure and Re-assessment of a Module

8. The Regulations for Taught Programmes of Study outline how an examination board should treat a failed module when considering progression and awards. However, each examination board is responsible for judging, within these regulations, whether a fail can be "compensated" (ie whether you can be awarded credit for that module even if you have not actually passed), whether you will need to re-take the module (see paragraph 9) or whether you will be able to attempt a re-assessment (see 10)

9. For any module on a postgraduate programme, if your module result is less than 40% any subsequent attempt to pass the module will normally be a "re-take" – a re-take requires attendance at the module’s lectures and seminars as well as another attempt at the assessment.

10. If you obtain a module result of between 40% and 49% for any module on a postgraduate programme then the Board of Examiners may offer "re-assessment" as an alternative to a "re-take". Re-assessment is where a student will re-attempt a failed element of a failed module; it does not require attendance at lectures and seminars. You will not normally be reassessed in elements that you have already passed.

11. A Board of Examiners may offer an alternative form of assessment for failed elements as part of a re-assessment regime.

12. The timing of any re-assessment will be at the discretion of the Board of Examiners; this will normally be either at the next normal assessment opportunity or in some instances before the beginning of the next academic year.

13. You will normally be offered two attempts at passing a module (the original attempt plus one further attempt which will either be a re-assessment or a re-take). After this, if the module has not been passed it will be classed either as a "compensated fail" (see 14) or a fail. In some cases this will mean that it will not be possible for you to gain the award that you have registered for; in such cases, your registration will normally be terminated.

14. If your module result is between 40 and 49% your Board of Examiners may award a "compensated fail". This will mean that you retain the module result, but are awarded credit for that module. An MA or MSc may be awarded to a student carrying no more than 30 credits as compensated fail. A core module may not be treated as a compensated fail; core modules must be passed in order to gain the award. The awards of MRes, Postgraduate Diploma or Postgraduate Certificate do not normally permit the inclusion of compensated fail results in the calculation of classification

Common Award Scheme Policies

1. As part of the introduction of the Common Awards Scheme, the College has implemented a number of College-wide policies. The full policies can be seen at www.bbk.ac.uk/reg/regs
Some brief details on key policies are included here:
Late Submission of work for assessment

2. College policy which dictates how Schools will treat work that is due for assessment but is submitted after the published deadline. Any work that is submitted for formal assessment after the published deadline is given two marks: a penalty mark of 50% for postgraduate students, assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late. Both marks are given to the student on a cover sheet. If the work is not of a pass standard a single mark is given.

3. If you submit late work that is to be considered for assessment then you should provide written documentation, medical or otherwise, to explain why the work was submitted late. You will need to complete a standard pro-forma and submit it, with documentary evidence as appropriate, to your Tutor or Programme Director. The case will then be considered by the appropriate sub-board or delegated panel.

4. If no case is made then the penalty mark will stand. If the case is made and accepted then the examination board may allow the ‘real’ mark to stand.

Assessment Offences

5. The College Policy on Assessment Offences incorporates the College policy on plagiarism.

6. The policy describes three stages in the process for dealing with assessment offences (which include plagiarism, collusion, examination offences and other offences). The first stage allows for a very rapid and local determination for first or minor and uncontested offences. Stage 2 allows for a formal school investigation, where a student wishes to contest the allegation or penalty, where there is an allegation of a repeat offence or for more serious cases. Stage 3 involves a centrally convened panel for third and serious offences, dealt with under the Code of Student Discipline.

7. The College treats all assessment offences seriously. It makes strenuous efforts to detect plagiarism, including using web-based software that can provide clear evidence. If you are in any doubt as to what constitutes acceptable conduct you should consult your personal tutor or another member of academic staff. The College has a wide range of sanctions that it may apply in cases of plagiarism, including the termination of a student’s registration in the most serious cases.

Mitigating Circumstances

8. The College Policy on Mitigating Circumstances determines how boards of examiners will treat assessment that has been affected by adverse circumstances. Mitigating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt your performance in assessment. This should not be confused with long term issues such as medical conditions, for which the College can make adjustments before assessment (for guidance on how arrangements can be made in these cases please see the College’s Procedures for Dealing with Special Examination Arrangements).

9. A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:

   a) the late or non-submission of assessment;
   b) non-attendance at examination(s);
   c) poor performance in assessment.

10. For a claim to be accepted you must produce independent documentary evidence to show that the circumstances:

    a) have detrimentally affected your performance or will do so, with respect to 9a, 9b and 9c above;
    b) were unforeseen;
c) were out of your control and could not have been prevented;
d) relate directly to the timing of the assessment affected.

11 Documentation should be presented, wherever possible, on the official headed paper of the issuing body, and should normally include the dates of the period in which the circumstances applied. Copies of documentary evidence will not normally be accepted. If you need an original document for another purpose, you should bring the original into the School Office so that a copy can be made by a member of College staff. (Where a photocopy is made by a member of staff they should indicate on the copy that they have seen the original).

12 Discussing your claim with a member of staff does not constitute a submission of a claim of mitigating circumstances.

13 You are encouraged to submit your claim for mitigating circumstances in advance and at the earliest opportunity. The final deadline for submission of a claim is normally 1 week after the final examination unless otherwise stated by your School. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from your School office) which should be submitted in accordance with the procedure for submission published by your School. Claims should always be supported by appropriate documentary evidence.

14 You should be aware that individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test your achievement rather than your potential; it is not normally possible to gauge what you would have achieved had mitigating circumstances not arisen. Where mitigating circumstances are accepted, and it is judged by an examination board that these circumstances were sufficiently severe to have affected your performance in assessment the usual response will be to offer you another opportunity for assessment without penalty, at the next available opportunity.

15 Guidance on what may constitute acceptable mitigating circumstances is available as an appendix to the policy, available from www.bbk.ac.uk/reg/regs or your School office; you should note that this is not an exhaustive list, and that each case will be treated on its merits by the relevant sub-board or delegated body.

Break-in-Studies Policy

16 The Common Awards Scheme regulations allow you to suspend studies for a maximum of two years in total during your programme of study. This may be for one period of two years, or for non-consecutive shorter periods (see 17) that add up to a total of two years or less.

17 Any break-in-studies on a postgraduate programme would normally be for a minimum of one year; breaks may also be permitted for a period of one or two terms, dependent on the structure of the programme.

18 Any application for a break-in-studies should be made in writing to your programme director or personal tutor. If you are applying for an approved break-in-studies, you should give details of the length of the proposed break and the reasons for the application.

19 You will not be liable for fees while on an approved break-in-studies. If you have attended for part of a term you will normally be liable for the fees due in that term, unless there are mitigating circumstances.

20 If you are on a break-in-studies you will not have access to the Library or ITS unless you make an application and pay the appropriate fee to use these facilities. Applications must be made directly to the Library and/or ITS.

21 If you do not re-enrol after having completed two years of break-in-studies you will be deemed to have withdrawn from your programme. If you wish to resume your programme after having been withdrawn, you will normally be required to re-apply for admission.

Other Policies

22 In addition to the policies above, other College academic-related policies include:
Termination of Registration
Procedures for Dealing with Special Examination Arrangements
Suspension of Regulations
The Operation of Boards and Sub-Boards of Examiners
The Role of External & Intercollegiate Examiners
Marking and Moderation

To see these policies, please see the Common Awards Scheme website:

www.bbk.ac.uk/reg/reqs
Appendix E: Useful Forms

Further copies of the forms below are available from the Administrator. They are also available on the website www.bbk.ac.uk/environment/materials

However there may be occasions when it will be appropriate for you to photocopy and use those reproduced below, as follows:

**Personal and Medical Health and Safety Record Form.** For all field courses we need to have details of any medical conditions (and for residential courses, of dietary requirements) and, in case of emergency, your doctor and next-of-kin. The form is also available on www.bbk.ac.uk/environment/materials/specprof/medsafe In signing it you acknowledge that you have read, and will abide by the Code of Practice for Fieldwork Safety which is available on www.bbk.ac.uk/so/policies/fllfield/#7

**Specialist Module Registration Form.** Use this to register for, or change your choice of, specialist modules.

**Coursework coversheet.** You need attach a completed coversheet to EVERY piece of coursework submitted for assessment – coursework will not be accepted without one. If you have run out of yellow coversheets, you can photocopy this one.

**Mitigating Circumstances Application Form.** You will need to complete this form and submit it if you submit work late for reasons which were beyond your control. This form is also available from: http://www.bbk.ac.uk/mybirkbeck/services/forms/mitigating_circumstances.doc/view?searchterm=mitigat

Please read the mitigating circumstances information in this handbook carefully, and discuss it with your course director, before deciding whether to submit this form.
**Personal and Medical Health and Safety Record Form**

Please complete all sections of the form below and return it to: The Administrator for Environment, Ecology and Conservation, Birkbeck, University of London, Dept of GEDS, Malet Street, London WC1E 7HX

Telephone: 020 3073 8065, Email: environment@bbk.ac.uk

The information is required so that we can be aware of any potential problems and respond appropriately in the event of an emergency. All information provided will be treated sympathetically and in confidence.

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**Diet**

**VEGETARIAN**  **OMNIVORE** (please tick)

Please indicate any special dietary requirements:

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**DO YOU** now or have you recently suffered from any condition which may be relevant to your safety or comfort during the week, e.g. epilepsy, giddiness, blackouts, fainting, asthma, allergies, diabetes, heart or lung complaints, other physical disability, claustrophobia or recent surgical operations? If so, please give details:

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**ARE YOU** presently under the care of a medical practitioner? If so, please state reasons and give details of any drugs currently prescribed:

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Can you swim? (Please tick)  Yes    No

Details Next of Kin – or other person to be contacted in the event of emergency:

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Any Other Information (Please state below or supply on a separate sheet if necessary)

Student Declaration

I have received, read, understood and will abide by the Department's Code of Practice for Safety during Excursions and Fieldwork and its appendices*. I have disclosed above any medical or health conditions which, may affect my ability to undertake fieldwork and/or my safety in the field. I undertake to conduct myself responsibly with regard for the safety of myself and others. I understand that I should make my own arrangements for personal health, travel and accident insurance.

Signature  ………………………………..  Date  ………………………

*Available on www.bbk.ac.uk/so/policies/fcefield
Specialist Module Registration Form

Name: _____________________________________________________________
Address: ___________________________________________________________
___________________________________________________________________
___________________________________________________________________
_____________________________________ Postcode: _____________________
Daytime Tel: ________________________   Mobile: _________________________
Home: _________________________  Email: ______________________________

1. Module choices*
Please indicate the module of your choice below

<table>
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<tr>
<th>Title of Module title</th>
<th>Location of module</th>
<th>Date of module</th>
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2. Module changes*
If you wish to withdraw from a module previously registered please give details below.

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<th>Title of Module title</th>
<th>Location of module</th>
<th>Date of module</th>
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3. Declaration
I confirm that I have read, and that I agree to abide by the College’s Health and Safety Policy and the Department’s guide on Safety in Fieldwork;** and that I have notified the Team Leader in writing of any medical conditions of other circumstances which might affect my own, or others’ health, safety or wellbeing.

_______________________________   _______________________
Signed       Date

•  * Note that if you fail to attend any module or give less than six weeks’ notice of withdrawal, you are likely to have to reimburse the College for losses on accommodation and other costs.

•  ** Available from www.bbk.ac.uk/so/policies/fcefield
Coursework coversheet

MSc COUNTRYSIDE MANAGEMENT/ PROTECTED AREA MANAGEMENT and Postgraduate Diploma Countryside Management Core Course and Specialist Modules

You must attach a cover sheet to each piece of course work you submit to your lecturer for marking. After the coursework has been marked you must keep it safely (together with this assessment sheet) until you are asked to submit your course work for final assessment to the External Examiner. You are strongly advised to keep a duplicate copy of all coursework.

All course work submitted for final assessment will be returned to students.

BLOCK LETTERS
Name of Student

Details of Core Course Block or Specialist Module
Name ___________________________________   Date_______________________________________
Taught by _________________________________ Location____________________________________

I certify that the attached is my own work/was prepared as part of organised group work for my class*. (*Delete as appropriate)

I understand that I may be penalised by the assessors by a reduction in marks and even refused credit, if I use the words of other people without acknowledgement.

Where I have used the words of other people in my work, I have on each occasion, acknowledged the source, giving the name of the author and the title of the work referred to.

Signature ………………………………………………  Date work submitted……………………………

Title/Subject of Course Work (student to complete)

Marking Scheme

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<th>Band</th>
<th>MSc</th>
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<td>70% and above</td>
<td>Distinction</td>
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<td>50% to 69%</td>
<td>Pass</td>
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<td>49% and below</td>
<td>Fail</td>
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Approximate No of Words ……………………………..

Lecturer’s comments and advice

First Marker

Name ___________________________ Date ___________ Recommended Mark ………………….%

Internal Examiner

Name ___________________________ Date ___________ Final Mark …………………………….%

SEE OVER
Comments

Approach and Structure

Content and Balance

Analysis and Conclusions

Expression and Clarity

References

General/other
FOR MORE INFORMATION ON MITIGATING CIRCUMSTANCES SEE
www.bbk.ac.uk/mybirkbeck/services/administration/certificate-exams/mitigating-circumstances

- You must submit this form at the earliest opportunity, and at the latest 7 days after the final examination for your programme for the year. If you submit this form after this time without good cause then your claim will not be considered. Degree Examination Boards may, at their discretion, set an absolute deadline after which no application for consideration of mitigating circumstances will be considered.
- Claims that do not include relevant information or documentary evidence will not be considered
- Acceptance of Mitigating Circumstances Claims is at the discretion of the College only.
- All information submitted as a claim of mitigating circumstances will be treated as confidential.

All claims should include wherever possible original independent documentary evidence, e.g. medical certificate. If you fail to provide this information your claim may not be considered

N.B. You may resubmit a previously rejected claim only if it is supported by significant additional evidence.

Late claims should give valid reasons for the late submission of the claim.

Please complete the following information

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<td>ID Number:</td>
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<td>Programme:</td>
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E-Mail Address .................................................................

You will be normally notified of the decision by email

Please list all modules for which you are submitting a claim of Mitigating Circumstances

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Assessment affected (e.g. examination, first coursework, in-class test)</th>
<th>Coursework</th>
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FURTHER DETAILS:
Please complete the following information by ticking the appropriate box and completing the related columns.

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<thead>
<tr>
<th>What original evidence have you submitted?</th>
<th>Tick</th>
<th>Dates covered by the evidence</th>
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<td>Doctor’s note or other medical evidence</td>
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<td>Police letter or form</td>
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<td>Employer’s letter (part-time students only)</td>
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<td>Death Certificate</td>
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<td>Other (Please specify)</td>
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Please explain how the circumstances have affected your work and/or studies

GROUP WORK - If you are submitting a claim for group work you must list the names and ID numbers (if known) of all the other members of the group. Use the boxes below:

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<tr>
<th>Surname</th>
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<th>ID Number (if known)</th>
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If you are submitting your claim after the deadline (7 days before the assessment takes place) please indicate the reasons – documentary evidence should be provided.

I confirm that the above information is correct .......................................................... Date

........................................ Your signature

Return this form to your Administrator as soon as possible.

SCHOOL OFFICE USE ONLY RECEIVED: SITS: