Imperial College London

Faculty of Natural Sciences
Centre for Environmental Policy

MSc Conservation Science and Practice

Students' Guide
2022-23

MASTERS IN CONSERVATION SCIENCE AND PRACTICE

2022 – 2023
Students' Guide

Imperial College London

Contents

Welcome to the College

Congratulations on joining Imperial College London, the only university in the UK to focus exclusively on science, medicine, engineering and business.

From Fleming's discovery of Penicillin to Gabor's invention of holography, Imperial has been changing the world for well over 100 years. You're now part of this prestigious community of discovery and we hope you will take this opportunity to make your own unique contribution.

You're now very much a part of this community of discovery and we hope you will take this opportunity to make your own unique contribution.

At Imperial, we expect all members of our community, whether students or staff, to share and demonstrate our values of respect, integrity, collaboration, innovation and excellence in all we do and strive to achieve.

We understand that this is a challenging time for our student community due to the impact of coronavirus and we are committed to providing you with the very best academic resources to enrich your experience. Information on teaching and learning, services and facilities to support the wider student experience during the Covid-19 pandemic can be found on the College's webpages, alongside local information provided by your Department. We also provide a dedicated support network and a range of specialist support services to make sure you have access to the appropriate help, whether that's further training in an academic skill like note taking or simply having someone to talk to.

You'll have access to an innovative range of professional development courses within our Graduate School throughout your time here, as well as opportunities to meet students from across the College at academic and social events – see page 6 for more information.

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 360 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime. Access to the gym and other sporting facilities will be dependent on government guidance. We are working to ensure that you have access to a variety of resources online to support your health and wellbeing if there are restrictions.

As one of the best universities in the world, we are committed to inspiring the next generation of scientists, engineers, clinicians and business leaders by continuing to share the wonder of what we do through public engagement events. Postgraduate students, alongside our academics and undergraduate students, make a significant contribution to events such as our annual Imperial Festival and our term-time Imperial Fringe events – if you're interested in getting involved then there will be opportunities for you to do so.

Our Principles

In 2012 the College and Imperial College Union agreed 'Our Principles' a series of commitments made between students and the College. The Principles are reviewed annually by the Quality Assurance and Enhancement Committee and changes recommended for Senate approval.

Imperial will provide through its staff:
- A world class education embedded in a research environment
- Advice, guidance and support
- The opportunity for students to contribute to the evaluation and development of programmes and services

Imperial will provide students with:
- Clear programme information and assessment criteria
- Clear and fair academic regulations, policies and procedures
- Details of full programme costs and financial support
- An appropriate and inclusive framework for study, learning and research

Imperial students should:
- Take responsibility for managing their own learning
- Engage with the College to review and enhance provision
- Respect, and contribute to, the Imperial community

The Imperial College Students' Union will:
- Support all students through the provision of independent academic and welfare assistance
- Encourage student participation in all aspects of the College
- Provide a range of clubs, societies, student-led projects and social activities throughout the year
- Represent the interests of students at local, national and international level

www.imperial.ac.uk/students/our-principles

Welcome from the Graduate School

Welcome to Imperial College London and the Graduate School!

The Graduate School is responsible for the postgraduate experience at the College and we work closely with the Union and the Graduate Students' Union to ensure that when decisions are being made, which affect your time at Imperial, your voice is heard.

Another important aspect of our role is to offer you a free and exciting range of professional development opportunities which you can access wherever you are in the world.

Our team of tutors have a variety of research and other career experiences. We understand the importance of developing professional skills and our programmes will help you to progress in your academic studies and research and will prepare you for your future career. Whether you wish to pursue a career in academia, industry or something else, professional development training will improve your personal impact. You will also get to meet students from other Departments when attending our courses.

The Graduate School runs exciting competitions throughout the year which are an opportunity to broaden your knowledge as well as to meet other students and have fun. Our primary way to communicate to you will be through our monthly newsletter. However, do check our website, blog and social media platforms to keep up to date with all the latest activities available to you.

Finally, Imperial College is an extremely exciting, stimulating and diverse environment in which to work, to study and to research. Do make the most of all that the College and your programme has to offer.

The Graduate School

You automatically become a member of the Graduate School when you register as a postgraduate student at Imperial.

The Graduate School has been set up to support all postgraduate students at the College through:

- Training and development courses
- Networking activities, social and academic events to encourage cross-disciplinary interactions
- Forums to represent the views of postgraduate students throughout the College

'Masterclass' professional skills courses

You can see the full range of free professional skills courses for postgraduate students on the Graduate School website:

💻 www.imperial.ac.uk/study/pg/graduate-school/students/masters/'

All courses can be booked online.

Contact us

Level 3, Sherfield Building, South Kensington Campus

020 7594 1383

✉ graduate.school@imperial.ac.uk

💻 www.imperial.ac.uk/graduate-school

Key dates 2022–23

Term dates

Autumn term:	1 October 22 - 16 December 22
Spring term:	7 January 23 - 24 March 23
Summer term:	29 April 23 - 30 June 23

Closure dates

Christmas/New year:	23 December 22 - 2 January 23
Easter Holiday:	6 April 2023 – 12 April 2023
Early May Bank Holiday:	1 May 2023
Spring Bank Holiday:	29 May 2023
Summer Bank Holiday:	28 August 2023

Course Aims and Objectives

This Master of Conservation Science and Practice course aims to produce graduates:

- To meet the world-wide demand for conservation professionals who are both scientifically competent and able to operate effectively within the social and political context that conservation practitioners face.
- Equipped to pursue a highly successful career in conservation science, whether it be within academic research, the non-government sector or publicly-funded institutions.
- With a deep understanding of the fundamental principles underlying the conservation of biodiversity, from human and ecological perspectives.
- Highly skilled at applying the principles, theories and skills required for solving real-world conservation problems.
- Highly competent in applying the techniques required for the planning of conservation initiatives, the collection and analysis of data, and the use of scientific information in addressing conservation problems.

On completion of the Masters in Conservation Science and Practice programme you should be able to:

1. Apply a broad interdisciplinary understanding of the fundamental drivers of biodiversity loss, and critically evaluate the role of global and local policy in mitigating or stimulating this loss.
2. Critically engage with the scientific literature; gather, analyse and synthesise scientific results to determine their strengths and validity, and integrate and convert scientific findings into policy recommendations.
3. Formulate targeted research questions, design scientific studies and critically engage with the qualitative and quantitative research methods needed to address conservation problems.
4. Define a conservation problem and devise and select from a range of problem-solving strategies and tools that help tackle complex problems, considering both trade-offs and ethics.
5. Critically assess impacts of conservation projects and design tools that allow for monitoring, evaluation and adapting management.
6. Communicate effectively to a range of audiences using different media such as oral presentations, written reports and scientific publications.
7. Lead and coordinate projects, prepare grant proposals, and effectively manage resources and time.
8. Learn and work independently and in teams with critical enquiry.

Teaching Arrangements

The course runs for one or two years, depending on whether you are full or part-time, commencing the first Monday in October through to the end of September. The Autumn and Spring Terms are taken up with the taught components of the course. All taught components are compulsory. Research projects formally begin at the summer term but thinking and preparations for your research projects should begin towards the end of first term.

The Masters in Conservation Science and Practice will be delivered in two 2-week intensive in-person teaching blocks and weekly online session during university term time. Teaching will be delivered by both Imperial College London faculty and guest

lecturers, using a range of methods including: seminars (in person during intensive sessions, pre-recorded and online live during online sessions), tutorials and practical classes (in person during intensive sessions and online during online sessions), fieldwork and fieldtrips. The online sessions are scheduled for 1-4 hours on Tuesday, Wednesday and Thursday. Most of them start at 9 am, however some will commence later to permit for differences in time zones. You are expected to be present for all the live sessions. You can go through the pre-recorded material at your own time, but should do so during the week that they are scheduled.

You will also learn as a cohort through discussions to evaluate the material provided in the seminars and additional reading material, group work exercises and computer-based exercises to practice skills such as prioritization of conservation initiatives and the design of monitoring and evaluation programs, and formal and informal presentations. You will also be expected to undertake independent learning throughout the course.

Full time and part time students will study together for the first two terms. Full time students will dedicate the final 5 months of the course to undertaking an individual research project and writing a dissertation. Part time students will have the second year of their degree to dedicate to their individual research project and dissertation.

We are endeavouring to run as paper-less a course as possible. We aim to provide as much of the course materials as practicable for teaching sessions on Blackboard a few days in advance of the session. You will be trained in Blackboard during Week 1.

You are encouraged to make the most of the opportunities offered to you while you are at the Centre for Environmental Policy, including attending weekly research seminars, debates and policy seminars on Thursday afternoons. If there is an event that many students on the course particularly want to attend but clashes with the schedule, let us know and we will endeavour to rearrange the teaching schedule to accommodate it.

Course Modules

Introduction to the Past, Present, and Future of Biodiversity Conservation

This module will allow students to gain an understanding of the history and future of conservation. Conservation is a crisis discipline aimed at mitigating the rapid decline in biodiversity. Conservation focused initially on avoiding extinction of individual species, establishing national parks and protecting iconic places and wildlife. While these remain important, it now involves a much broader range of tools and approaches. You will learn about the drivers of conservation extinction, and how to assess the status of different species and ecosystems.

By the end of the module, you will be able to:
1. understand fundamental, relevant ecological concepts and critically discuss key concepts in conservation science (e.g. extinction risk, ecological niche) and how they are used in international conservation efforts.
2. Evaluate the contributions of biodiversity to people and assess the relative importance of their threatening processes.
3. Communicate effectively about a wide range of ethical questions and challenges associated with conservation.

The seminars in this module will start by reviewing the

importance of biodiversity loss and extinction risk and how conservation science has progressed from being focused on ecology to become an interdisciplinary field. They will cover key concepts such biodiversity measures, population dynamics, population viability, and extinction and quasi extinction risk, niche and habitat concepts, metapopulations, species distribution models, conservation genetics, evolutionary conservation, endemism and invasive species. In a practical session, students will complete an extinction risk assessment based on the IUCN's red list procedure.

Seminars will delve into the history of resource use and the tools employed (e.g., protected areas, offsets) to achieve conservation objectives and the role of these tools in mitigating current and emerging threats to biodiversity. Students will discuss and critically evaluate the ethics of different approaches to conservation (e.g., triage and compassionate conservation), and the potential impacts of the various tools employed.

Navigating the Complexities of Social-Ecological Systems

Solving conservation problems will require engagement with both the social and ecological sciences, and considering processes occurring at local, regional and global scales. Conservation problems happen within social-ecological systems which are invariably complex, diverse, and dynamic, meaning a broad suite of different knowledge types are required to achieve conservation outcomes effectively. Understanding conservation problems often means working with and integrating knowledge from various disciplines to diagnose the problem effectively. During this module, you will cross disciplinary boundaries and delve into the complexity needed to tackle local and global conservation challenges.

By the end of the module, you will be able to:
1. Diagnose and assess the major elements of different social-ecological systems, system dynamics and feedback loops and identify critical scientific disciplines that can help solve a particular conservation problem
2. Engage with theories from different disciplines and assess the benefits of an interdisciplinary approach to solve complex conservation problems.
3. Critically discuss the potential challenges and opportunities for solving complex conservation problems using an interdisciplinary lens.

You will delve into the economic, political, social, and ecological theory, which can help understand conservation outcomes and inform conservation decisions. For example, you will learn about social-ecological systems theory, resilience theory, tipping points, predator-prey dynamics, migrations, ecosystem services, wildlife disease epidemiology, rational choice theory, common-pool resource governance theory, and theories from conservation psychology, among others.

Tracking and Understanding Outcomes and Impacts

Invariably conservation initiatives have limited funding to achieve long-term goals; understanding and assessing progress are paramount. Monitoring and evaluation allow conservation practitioners to assess how well their conservation project is working, so they can improve it through time. Impact assessments are more formal processes that enable practitioners to evaluate a project's environmental and social effects. Both are critical to improve conservation projects through time, and to understand their intended and unintended outcomes.

By the end of the module, a student should be able to:
1. Develop a monitoring and evaluation plan to assess the diversity of outcomes and impacts of conservation projects, define and measure effectiveness, and monitor progress.
2. Critically evaluate and identify numerous techniques for improving the effectiveness of conservation initiatives.

Through a range of seminars, tutorials, and groups work, you will learn how to define project goals, objectives, and activities and develop measurable indicators to track progress towards those goals. Lecturers will provide a range of real case studies that use theories of change to understand and monitor their progress. You will also be introduced to the challenges of assessing impacts and techniques such as quasi-experimental designs, control charts and counterfactuals that help overcome these challenges.

Making Effective Decisions

Effective conservation programs require individual people, teams, and organizations to make a myriad of decisions, the outcomes of which collectively influence the success of these initiatives. Ensuring that these decisions are defensible is essential because achieving conservation outcomes invariably requires trading-offs among different and sometimes competing values, costs, and benefits of various stakeholder groups. In this module you will learn different techniques for effective decision-making, some of which are increasingly employed by conservation organizations, and others which can improve decisions.

By the end of the module, you will be able to:
1. Justify where the deployment of strategic decision-making techniques can prove useful.
2. Apply structured decision making to solve conservation problems, including setting and critiquing priorities to protect, restore and monitor biodiversity.

You will learn about the many decisions made every day that influence a conservation project's effectiveness. These decisions will be made by people with various roles and based on different types and levels of evidence. You will learn how to use structured decision making to inform these decisions. You will be exposed to tools used to inform conservation investments, including systematic conservation planning, the project prioritisation protocol, and optimal monitoring. You will learn how to analyse trade-offs and engage in discussions on triage, and optimizing versus satisficing strategies

Research Methods

A sound understanding of concepts and techniques that provide the foundation for ecological and social research is an essential part of the conservation professional's toolkit. Learning how to design experiments, interpret and use research findings is critical for empowering conservation practitioners to use evidence in practice.

By the end of the module, you will be able to:
1. Design a robust research plan to answer a conservation-relevant question including, developing a sound experimental design, reflecting on how different types of data (e.g., from the field, citizen science, or from remotely sensed data) are important and can complement each other.
2. Design and implement effective tools to collect data in accordance with research ethics considerations.
3. Interpret the results of analyses based on quantitative

and qualitative data.

You will be familiarized with different experimental designs, research techniques, and ethics permission processes during lectures and seminars. For example, you will learn techniques for estimating species abundance and movement and assessing the economic value of natural resources. You will also learn about and practice some of the critical techniques used in conservation practice, such as writing survey questions, undertaking interviews, Q methodology, using Population Viability Analysis and analysing qualitative data during group activities.

Conservation Case Studies

Detailed explorations of key conservation challenges and questions the world is facing today, such as: how can we reduce the risk of zoonotic diseases? What is the role of zoos in conservation? Can we rewild rural areas? How can we promote biodiversity within urban areas? How do we develop conservation initiatives that are adopted at the scale needed to match the conservation challenge? How do we design conservation projects so that they enhance people's well-being and protect nature? The topics covered will vary from year to year.

By the end of the module, you will be able to:
1.   Assess existing and emerging complex conservation problems and relate them to drivers of global change.
2.   Critically analyse and discuss the advantages and disadvantages of a range of solutions to complex conservation problems.

This module allows you to engage in some of the most current and critical conservation issues of our time. The lectures will be a mixture of online and face-to-face seminars and delivered by guest speakers from around the world.

Project Management and Building Partnerships

The ability to fund, manage and deliver projects is critical for conservation practice and research. The ability to do so often depends on translating challenges to opportunities, effective leadership, communication, willingness, the capacity to collaborate, and impeccable organizational skills. This module will provide training in the practical skills that will help make you effective.

By the end of the module, you will be able to:
1.   Reflect upon your personal leadership strengths and weaknesses based on case studies of effective conservation leadership.
2.   Advocate and negotiate effectively and manage partnerships and social networks to develop strategies.

3.   Create and manage budgets.
4.   Develop management plans with tools, such as Gant charts and log frames, effectively.

This module is practical and self-reflective. You will learn from case studies on effective conservation leadership and engage in exercises to practice leadership, negotiation, stakeholder mapping and project management skills. You will also work within tutor groups to reflect on the lesson learned and their strengths and weaknesses, developing a plan to build skills further and the partnerships others need for the next steps in their career.

Inference and Estimation

Reproducibility is a principle of science. This module will provide learning in techniques that will help make literature reviews and data analysis reproducible, including how to undertake systematic literature reviews and use freely available software for statistical analysis and programming. Knowing how to code with R allows you to efficiently clean and visualize data, automate statistical analysis, and generate and update figures. R should become an indispensable component of your research. In this module, we will review a core set of statistical methods that are of wide use in both social and ecological research. You will learn to estimate effects, apply hypothesis tests and draw inferences from them, based on existing information. The examples will focus on applied conservation problems and involve both spatial and temporal dimensions.

By the end of the module, you will be able to:
1.   Undertake systematic literature review using existing software.
2.   Organize data in spreadsheets and use R for data exploration, use R for data visualization, analyse data in R, write and debug efficient R scripts and functions, use R packages.
3.   Understand your data and uncertainties associated to it, including assessing the internal and external validity of your data, analysing the distribution of your data, describing type 1 and type 2 errors and using data to test social and ecological theory.
4.   Understand statistical inferences, estimation and confidence intervals and select and carry out appropriate statistical analyses to test social and ecological theory.
5.   Engage with and practice open science.

This module will be delivered online through seminars, practical exercises, and tutorial groups. You will be given a range of activities which they will have a set timeframe to complete. You will be expected to undertake practical exercises before meeting with tutorial groups. Tutorial groups will be used to problem solve and discuss exercises.

Coursework Assessment

Your progress throughout the course is evaluated through seven compulsory assessments. Each is designed to promote a range of skills useful to conservation professionals.

All pieces of coursework are double-marked (not blind, i.e. the markers know your identity) and are assessed for word length and plagiarism. If there are discrepancies between the two marks, then they will be discussed, and a justified final mark will be agreed. Marking criteria are provided below with every assignment.

All written assignments must be submitted electronically via Blackboard. The definitive time of submission will be taken as the time that the electronic version is received. If you hand in coursework or your thesis late, without properly documented evidence of mitigating circumstances submitted prior to the submission date, the coursework or thesis will be considered not submitted. This is University policy. The Board of Examiners reviews all such cases prior to the final grade allocation for the course. If you are encountering any personal or academic problems that require an authorized extension, please contact the course directors as soon as possible.

Research Grant Proposal (17.5%)

The ability to write a grant proposal is critical for most conservation-related jobs. You will have a session on how to write a grant proposal in class, and you can then apply this knowledge to a proposal to carry out a conservation project of your choice. If you have a suitable piece of research in mind for your project, this would be a useful exercise to help you refine your plans. The proposal will be marked as if the marker were a member of the funding body, therefore it will be marked as a whole, and the mark will not be broken down into individual components (e.g. the method or the additional materials). The maximum word count is 2000 words.

Individual Research Project Report (15.5%)

The Individual Research Projects are designed to allow you to practice what you learned about research design and analysis during the first two terms. There will be a lot of flexibility on the topic of research, but it has to be applied and build the taught material. You will be required to undertake a literature review, develop your methods, organize and analyse your data, and discuss your findings.

The essay should have a clear, logical structure, sign-posted by subheadings. This can be a standard scientific paper structure: Introduction, Methods, Results, Discussion, Acknowledgements, References and Appendices.

Figures and tables are a useful way of conveying information concisely and breaking up the flow of the text. Insert them in the text directly after the first time you cite them. Ensure that the essay is well presented, and you have checked grammar and spelling, and you have referenced it correctly. If you have any doubts or questions, please ask us.

Oral Presentations (2.5% and 10%)

There will be two assessed presentations during the course. The first is worth 2.5% and the second is worth 10% of your grade. Please take both presentations seriously as the practice and feedback you receive during the first presentation will help you do well in the second. The topic for both presentations will be provided during the course.

Timed group discussions (2.5% each)

The ability to facilitate a conversation and communicate your ideas during a discussion is critical for conservation scientists and practitioners. This assessment tests your ability to do that. The content presented during the timed group discussion should be based on lectures, fieldtrips and additional reading.

Research Project (50%)

Your research project can be on any topic within the broad area of conservation science. Some projects are purely conservation ecology, and others pure social research for conservation. Many have aspects of both. The only stipulation is that the project should have a clear pragmatic application to the conservation of the natural world.

An MSc project needs to be an original piece of research. This does not necessarily involve collection of original data or statistical analyses - a critical analysis of existing research, a meta-analysis or systematic review can also be original, as can a policy-based study with a strong analytical framework. It is preferable in the short time available to carry out an in-depth, narrowly-focused study (which is placed into a broader context) than a broader, and necessarily superficial study. Many MSc theses are potentially publishable, although some further work may be required after submission of the thesis. Your project mark counts for 50% of the overall marks for the course, broken down by marks for thesis, final presentation, viva exam and research performance (see below).

Choosing a project

It is best to keep an open mind about your project choices until you have been on the course for at least a few weeks, as there are many project opportunities to take advantage of that are unique to this course. Having said this, some projects are the idea of the student alone, often based on their previous experiences. Others are predetermined pieces of work that are offered by supervisors or outside organizations. Often, however, the project is a hybrid, in which you match your interests with the interests of your supervisor/collaborating organization and work together to develop the idea. If you have a clear idea for your project, please discuss it with the Course Director and staff as soon as possible, to ensure that it is feasible and academically appropriate before committing to it. If you have a less defined interest, this is also worth discussing with us, so that we can point you towards appropriate potential supervisors. Do also consult MSc theses from the MSc in Conservation Science from previous years so that you can get a feel for what people have done in the past.

Projects tend to be allocated on a first-come, first-served basis. We expect many projects to be offered by February, particularly those offered to multiple courses. If you are interested in a project, you are advised to contact the prospective supervisor as soon as possible. You should also approach lecturers on the course if you are interested in their work, as they may have ideas that are not advertised. If a particular project idea proves to be very popular, then individual supervisors may run a selection procedure in order to decide who to allocate a project to. We will let you know the procedure when the need arises.

You should be thinking seriously about your project choices in the Christmas vacation and be actively pursuing ideas from the first few weeks of Term 2.

Supervision

Your supervisory team must include a member of Imperial College London's academic staff but additional supervisors beyond these organizations are welcome. Normally, you could reasonably expect to be given desk space in the organization at which your main supervisor is based.

Think of your supervisor as a resource, who you should contact regularly for advice, if only to give them a progress update. The supervisor expects on average to see you for about 30 minutes a week during the project period, though this is not likely to be uniform - you are likely to need intensive guidance early on when defining the project and in the analysis and write-up stage, less so during the actual research phase. Your supervisor may contact you if you do not get in touch regularly, but the onus is on you to make appointments to see them, as you are the principal investigator of your research project. You also need to ask about their travel plans and ensure that you give them time to read your work before you meet. You can expect your supervisor to read and comment on one relatively final draft of the thesis, either in full or in sections (however they prefer), but not more.

Timing and Support

You may start planning your project at any time, and a research idea and approach should be completed before the end of the coursework period. You will be required to submit a project proposal and ethics assessment for approval on the Project Review Day at the end of term 2. You need to obtain approval for overseas fieldwork in advance from the Faculty of Natural Sciences Health and Safety Officer and your supervisor, which will be given on satisfactory completion of a risk assessment, medical and contact details form. You will be given training in completion of these forms and in basic fieldwork safety on the project preparation days.

Two Project Review Days will be held online: the first prior to your field work at the end of term 2, and the second as you move towards completion of data analysis, in late July. These aim to assist you with your project design, data management, selection of methodology and methods (qualitative and quantitative), proposed statistics and other analytical techniques, and interpretation of results. All students must be attend both Project Review Days.

If you require additional help with your analyses at any point during your project, you can approach any of your supervisors, Imperial staff as well as looking online. Please don't be shy to ask!

Thesis (80% of the project mark)

Thesis Format

Theses are formatted as a Conservation in Practice and Policy article for the journal Conservation Biology. Strictly speaking, when submitting to the journal, these articles are 5000 words, but we have extended the word limit to 6000 words, inclusive of references. Specific details of the format can be found in Appendix 1. Although the format is strictly that of a peer-reviewed journal article, several elements of the thesis must conform to the University's thesis requirements. These are described in detail in the Guidelines in Appendix 1 and mostly comprise front materials at the beginning of the thesis.

Thesis Submission

The submission of your thesis online through Blackboard will be considered your definitive submission for the purpose of assessment. Later, you will be required to load a final version on to the University's Spiral database. If you have external supervisors or collaborating organizations, they will also need copies for their files – ask if they

prefer a .pdf or hard copy. This can be sent to them after your examination, along with any datasets and other materials that they may need.

If the thesis contains confidential information that a collaborating organization does not wish to have made public, then you can include this in a removable Appendix, which will be removed before the thesis is placed in the library. Please make sure this is clear to the course director and course staff to ensure that the correct version is uploaded onto Spiral. Please submit the confidential information electronically as a separate .pdf document so that it will not be included in the online archive.

> *We will assume that you agree to having a .pdf of your thesis archived in our online thesis library, unless you tell us that you would rather not do this.*

Thesis Marking

Your thesis is marked by two markers. Then the markers agree on a joint internal mark, based on a discussion of the reasoning behind any discrepancies between their marks. Your external supervisors may be asked to comment on the project but not to give a mark. The project and all the marksheets will be assessed by an External Examiner.

Previous Years' Projects

Theses and publications by staff and students of Imperial College London are to be found on Spiral, an open access repository, at http://spiral.imperial.ac.uk. Do look at them in order to get a feel for the range of topics, supervisors and external organisations that have come before you.

Feedback on Coursework and Thesis

You will receive written feedback and an interim provisional grade (not the exact percentage) for each piece of coursework, as soon as possible after the work is submitted. You will receive written feedback on the project and a statement of your final grades after the Board of Examiners' meeting held at years' end.

The Final Presentation (10% of the project mark)

All students will present their project as part a final year symposium in early September, following their thesis submission. This can be attended by your classmates, supervisors, the CEP community and your friends and family, should you wish to invite them. This is an opportunity for you to get together with your colleagues, hear about the work each of you has done over the previous six months and to celebrate your achievements.

Internal Viva (10% of the project mark)

All students will undertake a viva with their two examiners. The aim of the viva is to provide you an opportunity to discuss your assessed work in advance of the Board of Examiners' meeting, and to talk about your performance, experience of the course and your aspirations. The viva will focus on the project, but the examiners are free to ask questions on any topic relevant to the course. It is a chance for you to shine and to demonstrate your enthusiasm and knowledge about your subject.

Academic Integrity and Academic Misconduct

As your programme of study continues, you will be taught the concept of academic integrity and how you can ensure that any work that you complete now, or in the future, conforms to these

principles. This means that your work acknowledges the ideas and results of others, that it is conducted in an ethical way and that it is free from plagiarism.

Academic misconduct is the attempt to gain an academic advantage, whether intentionally or unintentionally, in any piece of assessment submitted to the College. This includes plagiarism, self-plagiarism, collusion, exam offences or dishonest practice. Full details of the policy can be found at:

www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/plagiarism-academic-integrity--exam-offences/

Definitions of the main forms of academic misconduct can be found below:

Collusion

This is the term used for work that has been conducted by more than one individual, in contravention of the assessment brief. Where it is alleged that there has been collusion, all parties will be investigated under the Academic Misconduct procedure.

You should note that whilst the College encourages students to support each other in their studies you should be careful to ensure that you do not exceed any assessment brief with regards to individual work, acknowledge the contributions of others in your work, and do not leave yourself open to allegations that you have supplied answers to enable another student to commit academic misconduct.

Dishonest Practice

This is the most serious category under the procedure. Examples of dishonest practice include bribery, contact cheating (buying work from an essay mill or other individual to submit as your own), attempting to access exam papers before the exam, making a false claim for mitigating circumstances or providing fraudulent evidence, falsifying documentation or signatures in relation to assessment or a claim for mitigating circumstances.

Attendance and Absence

You must inform your Senior Postgraduate Tutor if you are absent from the classes for more than three consecutive days during term. If the absence is due to illness you must produce a medical certificate after seven days. If you are ill and miss an assessment deadline (this could be an examination, presentation or a coursework submission) you will need to make a claim for mitigating circumstances within 10 working days of the deadline. Please see the section on mitigation below.

The Registry will be informed of all student non-attendances as the College is obliged to report the non-attendance of students on Tier 4/Student Route visas to the Home Office.

Plagiarism

Plagiarism is the presentation of another person's thoughts, words, images or diagrams as though they were your own. Another form of plagiarism is self-plagiarism, which involves using your own prior work without acknowledging its reuse. Plagiarism may be intentional, by deliberately trying to use another person's work by disguising it or not citing the source, or unintentional where citation and/or referencing is incorrect.

Plagiarism must be avoided, with particular care on coursework, essays, reports and projects written in your own time but also in open and closed book written examinations. You can support your understanding of proper referencing and citation by using the resources available from the College such as the Library learning support webpages at:

www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness/

Where plagiarism is detected in group work, members of that group may be deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed, proportionate to their contribution.

TurnitinUK is an online text matching service which assists staff in detecting possible plagiarism. The system enables institutions and staff to compare students' work with a vast database of electronic sources. Your programme team will explain how it is used in your programme

www.imperial.ac.uk/admin-services/ict/self-service/teaching-learning/turnitin/

External Examiners

The External Examiners approve the assessments, check standards through reading a selection of coursework, assess the projects, and may viva the students. In the case of a disagreement between the Internal Examiners that cannot be resolved, the External Examiners arbitrate. The external examiners are there to assure the quality of our teaching and assessment. Further details on their role can be found at:

https://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/external-examining/

The Board of Examiners of this course have been granted a Dispensation from Anonymity by the College, which means that student performance will be discussed by name: this is required because of the project, coursework and the use of a viva to assess student attainment. All of this means that it is not possible to make decisions anonymously.

Your Course Director and lecturers*

Dr Morena Mills (Director)	Reader in Environmental Policy and Practice, Centre for Environmental Policy, Imperial College London
Professor Mark Burgman	Chair in Risk Analysis and Environmental Policy, Centre for Environmental Policy, Imperial College London
Professor Clive Potter	Professor of Environmental Policy, Centre for Environmental Policy, Imperial College London
Dr Tim Wright	Durrell Conservation Training Manager, Durrell Wildlife Conservation Trust
Dr Rafael Chivaralotti	Research Fellow, Centre for Environmental Policy, Imperial College London
Dr Caroline Howe	Senior Lecturer in Environmental Social Science, Centre for Environmental Policy, Imperial College London
Professor John Mumford	Professor in Natural Resource Management, Centre for Environmental Policy, Imperial College London
Dr Catherine Payne	Conservation Effectiveness Manager, Durrell Wildlife Conservation Trust
Professor E.J. Milner Gulland	Tasso Leventis Professor of Biodiversity, University of Oxford
Dr Diogo Veríssimo	Postdoctoral Research Fellow, University of Oxford
Dr Richard Young	Director of Conservation Knowledge, Durrell Wildlife Conservation Trust
Dr Tim Wright	Conservation Training Manager, Durrell Wildlife Trust
Dr Bonnie Waring	Senior Lecturer, Department of Life Sciences, Imperial College London
Dr Joe Bull	Senior Lecturer in Conservation Science, School of Anthropology and Conservation, University of Kent
Dr Shauna Mahajan	Conservation Social Scientist, World Wildlife Fund, USA
Charles Moore	Senior Officer, PEW Charitable Trusts, USA
Dr Jon Day	ARC Centre of Excellence for Coral Reef Studies, James Cook University, Australia
Professor Hugh Possingham	Chief Scientist, Queensland Government, Australia
Dr Arundhati Jagadish	Social Scientist, Conservation International, USA
Dr Chris Carbone	Senior Research Fellow, Institute of Zoology, Zoological Society of London
Dr Piero Visconti	Biodiversity, Ecology, and Conservation (BEC) Research Group Leader at International Institute for Applied Systems Analysis, Austria
Dr Susanne Raum	Visiting Researcher, Centre for Environmental Policy, Imperial College London
Dr Sangeeta Mangubhai	Director of Wildlife Conservation Society, Fiji

*only lecturers for Term 1 are currently included, this list will be updated as Term 2 is finalized.

Background Reading

Below are a few suggestions for useful textbooks to bring you up to speed in areas where you require extra help. There is no course text - the course covers too wide a range of topics and in more depth than a single textbook can achieve. All these books are available in the library at Silwood, and some of the key texts are also available in the MSc teaching room. If there is a book you find particularly useful and think should be available in the teaching room, please let us know. You will also receive reading lists and recommendations from the individual speakers (see their session description for their key text recommendations).

Core texts - suitable for pre-course preparation

Macdonald, D. & Service, K. (2007) *Key Topics in Conservation Biology*. Blackwell Science, Oxford.

Macdonald, D. & Willis, K. (2013) *Key topics in Conservation Biology 2.* Blackwell Science, Oxford.

Sutherland, W.J. (2000) *The Conservation Handbook: Research, Management and Policy*. Blackwell Science.

Milner-Gulland, E.J. & Rowcliffe, J.M. (2007) *Conservation and Sustainable Use: A Handbook of Techniques*. Oxford University Press.

Core texts - for main aspects of the course

Babbie, E. 2007. The practice of social research. Wadsworth Cengage Learning.

Begg, D., Fischer, S. & Dornbusch, R. (2005). *Economics. 8th Edn*. McGraw-Hill.

Begon, M., Townsend, C.R. & Harper, J.L. (2005). *Ecology: from individuals to ecosystems. 4th Edn*. Blackwell Science. Bernard, H.R. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Methods, Third Edition*. Altamira Press.

Clayton, S. & Myers, G. 2009. Conservation psychology: understanding and promoting human care for nature. Wiley-Blackwell.

Crawley, M. (2005) *An Introduction to Statistics using R*. John Wiley and Sons. (or Crawley's 2007 book, The R book).

Groves, C.R. & Game, E.T. 2015. Conservation planning: informed decisions for a healthier planet. Roberts and Company Publishers.

Newing, H. (2011) *Conducting Research in Conservation: A Social Science Perspective.* Routledge.

Sinclair, A.R.E., Fryxell, J. & Caughley, G. (2005). *Wildlife Ecology, Conservation and Management*. Blackwell Science.

Timetable – Term 1

Your timetable will be available via the online calendar, using the Imperial College app. Any changes to the timetable will be made there, so this will always be the most up-to-date information. The full timetable will also available in pdf format on blackboard.

Week 1	In person, Module 1					
Day	Mon 3/10	Tue 4/10	Wed 5/10	Thurs 6/10	Fri 7/10	Sat 8/10
Morning	Introductions (Rich picturing) / History of resource use and conservation - Dr Rafael Chivaralotti	Ecology for conservation - Prof Mark Burgman	Population Viability Analysis - Prof Mark Burgman and others	Species Distribution Models - Prof Mark Burgman and others	IUCN Risk Assessments - Prof Mark Burgman	Fieldtrip - Rehabilitation of urban spaces
Lunch						
Afternoon	Excitnction, Values and motivations driving conservation - Prof Mark Burgman	Ecology for conservation - Prof Mark Burgman	Population Viability Analysis Practical	Species Distribution Models - Prof Mark Burgman	IUCN Risk Assessments - Prof Mark Burgman	
Evening	Welcome dinner		Working in conservation - Roundtable		Discussion group: the ethics of conservation	

Week 2	In person, Module 2				
Day	Mon 10/10	Tues 11/10	Wed 12/10	Thurs 13/10	Fri 14/10
Morning	Property regimes, management and access to resources - Dr Rafael Chivaralotti	The importance of conserving cultural landscapes - Prof Clive Potter	Social networks assessment and planning / Risks from unintentionally released organisms - Prof John Mumford (starting at 10:30)	Population Ecology and Macroecology - Dr Chris Carbone	Knepp Rewilding Fieldtrip
Lunch					
Afternoon	Understanding problems using social-ecological systems lens / Understanding human behaviour	Global markets and supply chains and the challenges associated to the wildlife trade - Dr Amy Hinsley	Risks from unintentionally released organisms - Prof John Mumford (finishing at 5:30)	Resilience, tipping points and planetary boundaries	
Evening		Conservation Evidence		Party	

Week 3	Online, Module 3				
Day	Mon 17/10	Tues 18/10	Wed 19/10	Thurs 20/10	Fri 21/10
Morning (9am)		Global and local pressures and goals driving conservation outcomes	Tutorial	Sustainable Development Goals - Dr Carolline Howe (starts at 9:30 am)	
Lunch					
Afternoon					

Week 4	Online, Module 3				
Day	Mon 24/10	Tues 25/10	Wed 26/10	Thurs 27/10	Fri 28/10
Morning		Conservation Science Standards - Dr Catherine Payne (Durrell)	Conservation Science Standards - Dr Catherine Payne (Durrell)	Conservation Science Standards - Dr Catherine Payne (Durrell)	
Lunch					
Afternoon					

Week 5	Online, Module 3				
Day	Mon 31/10	Tues 1/11	Wed 2/11	Thurs 3/11	Fri 4/11
Morning		Tutorial	How do we know we are making a difference - Prof E.J. Milner-Gulland	Understanding the impact of conservation campaigns - Dr Diogo Verissimo	
Lunch					
Afternoon					

Week 6	Online, Module 3				
Day	Mon 7/11	Tues 8/11	Wed 9/11	Thurs 10/11	Fri 11/11
Morning		Understanding the impacts of Locally Managed Marine Areas in Fiji - Dr Tanya O'Gara and Dr Sangeeta Mangubhai	Conservation Science and Impact Evaluation at Durrell - Dr Richard Young	**Tutorial**	
Lunch					
Afternoon					

Week 7	Online, Module 3				
Day	Mon 14/11	Tues 15/11	Wed 16/11	Thurs 17/11	Fri 18/11
Morning		Role of zoos in endangered species recovery - Dr Tim Wright	Carbon offsets and nature based solutions - Dr Bonnie Waring	Biodiversity offsets - Dr Joe Bull	
Lunch					
Afternoon					

Week 8	Online, Module 4				
Day	Mon 21/11	Tues 22/11	Wed 23/11	Thurs 24/11	Fri 25/11
Morning		Structured decion making, objectives values hierarchy and trade-offs - Prof Mark Burgman	Stakeholder mapping - Dr Susanne Raum	Problem formulation, cost benefit analysis and cost effectiveness - Dr Morena Mills	
Lunch					
Afternoon					

Week 9					
Day	Mon 28/11	Tue 29/11	Wed 30/11	Thurs 1/12	Fri 2/12
Morning			**Tutorial** - Structured expert elicitation	Systematic conservation planning (Part 1) - Dr Morena Mills	
Lunch					
Afternoon		Conservation decision making in conservation organisations - Dr Shauna Mahajan (14:00-14:45) Funding conservation programs - Charles Moore, PEW Foundation (15:00-15:45)			

Week 10					
Day	Mon 5/12	Tue 6/12	Wed 7/12	Thurs 8/12	Fri 9/12
Morning		Systematic Conservation Plannnig (Part 2) - Dr Morena Mills	Case study: Great Barrier Reef Marine Park - Dr Jon Day (9am-11am)	Systematic restoration planning - Dr Morena Mills	
Lunch					
Afternoon					

Week 11					
Day	Mon 12/12	Tue 13/12	Wed 14/12	Thurs 15/12	Fri 16/12
Morning		Systemtic monitoring - Prof Hugh Possingham	**Tutorial**	Project prioritisation protocol - Prof Hugh Possingham	
Afternoon					

Imperial Mobile app

Don't forget to download the free Imperial Mobile app for access to College information and services anytime, anywhere, including your programme timetable, College emails and a library catalogue search tool.

💻   www.imperial.ac.uk/imperialmobile

Welcome to Imperial app

The College has a Welcome to Imperial app which contains important information about campus operations, aspects of student life, a schedule of welcome activities and information about life in halls. All new students should download this guide to ensure they have the most up to date information and event schedule for the start of term.

You can download the App from the Apple or Google App Stores.

Imperial Success Guide

The Imperial Success Guide is an online resource with advice and tips on the transition to Master's level study. More than just a study guide, it is packed with advice created especially for Imperial Master's students, including information on support, health and well-being and ideas to help you make the most of London.

💻   www.imperial.ac.uk/success-guide

Location and Facilities

Imperial has a number of campuses in London and the South East. All have excellent travel links and are easily accessible via public transport.

Your main location of study for the intensive sessions will be:

📍 South Kensington Campus
Weeks Building, 16-18 Prince's Gardens, Imperial College London, South Kensington, London SW7 1NE

Location and orientation of the department
Weeks Building Prince's Gardens – numbers 16-18 - provide the focal point of the MSc Conservation Science and Practice. Located on the opposite side of Exhibition Road to the main campus, but close to the Ethos Sports Centre on the north side of Prince's Gardens. There is a shop and Eastside Bar/cafe opposite the buildings in Prince's Gardens.
Computer access and printing is available in BO3 (Basement of Weeks Hall). The Department's postgraduate office is located on the ground floor of Weeks Building and open Monday-Friday, 9am-5pm.

Library Services

The Central Library at South Kensington is open around the clock for study space pretty much all year. Make sure you find out who your departmental librarian is as they'll be able to help you find resources for your subject area. Also, don't forget to check out the Library's range of training workshops and our other campus libraries for access to specialist medicine and life sciences resources. Alongside these physical spaces and resources, the Library provides over 300,000 electronic books, journals and databases available both on and off campus and a free document delivery service to help you source books and articles from around the UK and the rest of the world. In order to keep you safe many of our services are operating remotely and we will be controlling the numbers who can visit our libraries. Services may be slightly reduced but you can keep up to date with the latest developments on our website and on Twitter @imperiallibrary.

💻   www.imperial.ac.uk/library

Shuttle Bus

A free shuttle bus runs between our South Kensington, White City and Hammersmith Campuses on weekdays. Seats are available on a first-come, first-served basis. You need to show your College ID card to board. You can download the timetable and check the latest service updates at:

💻   www.imperial.ac.uk/estates-facilities/travel/shuttle-bus

Maps

Campus maps and travel directions are available at:
💻   www.imperial.ac.uk/visit/campuses

Accessibility

Information about the accessibility of our South Kensington Campus is available online through the AccessAble access guides:
💻   www.accessable.co.uk/organisations/imperial-college-london

Smoke-Free Policy

All Imperial campuses and properties are smoke-free. This means that smoking by staff, students or visitors is not permitted on or within 20 metres of College land. The policy covers all College properties, including student accommodation and sports grounds.
💻   www.imperial.ac.uk/smoke-free

SafeZone

SafeZone is a College app through which you can quickly and directly contact the Security team whenever you need them. Whether you're in an emergency situation, in need of First Aid or want to report an incident on campus, SafeZone allows you to be immediately put in touch with a member of our Security team and, at the touch of a button, can share your location and personal profile so that they can respond quickly and effectively to your specific needs. It also allows the entire College community to stay informed in the event of a major incident in London or wherever you may be in the world. Safezone also provides information on other services, such as real-time updates on the College shuttle bus.

SafeZone is optional to register for and is now available to download on the Apple and Android App stores. Visit https://www.imperial.ac.uk/estates-facilities/security/safezone/ for more details about SafeZone.

All existing phone numbers for the Security team are still operational. In the event of an emergency, you can still call 4444 from any internal College phone. In the event of a wider incident in London, you can now also call 0300 131 4444, Imperial's Emergency Recorded Message Line, which will point you in the direction of up-to-date information and advice.

Working While Studying

If you are studying full time, the College generally recommends that you do not work part-time during term time. The intensity of this course varies throughout the year, and it will be difficult for you to work during the intensive face-to-face teaching periods as the days are long and you are expected to do independent work too. You will be able to do part time work during online sessions however you have to ensure your work schedule does not clash with the teaching schedule and we advise you to limit the time you spend working so you can also focus on your studies. If this is unavoidable we advise you to work no more than 10–15 hours per week, which should be

principally at weekends and not within normal College working hours. Working in excess could impact adversely on your studies or health.

If you are here on a Tier 4/Student Route visa you can work no more than 20 hours a week during term time. Some sponsors may not permit you to take up work outside your studies and others may specify a limit.

If you are considering part-time work during term time you are strongly advised to discuss this issue with your supervisor or Personal/Senior Personal Postgraduate Tutor. If you are on a Tier 4/Student Route visa you should also seek advice from the International Student Support team regarding visa limitations on employment.

The College's examination boards will not normally consider as mitigating circumstances any negative impact that part-time work during term-time may have had on your performance in examinations or in other assessed work. Examinations or vivas cannot be rescheduled to accommodate your part-time working arrangements.

Any internships, e.g., during the summer project term, MUST be approved by CEP before they are agreed. Internships will *only* be approved if directly connected with your Masters research project.

Health and Safety

Keeping you safe is a top priority for us. We continue to be guided by the latest official government guidance. At Imperial, we also have some of the world's leading researchers of the coronavirus (COVID-19) pandemic who are advising governments around the world on the most effective measures to take to protect people from the virus as well as developing and testing a new vaccine.

You will be required to follow the safety requirements put in place on campus and in all College buildings (including halls) to ensure we keep the campuses and the Imperial community safe and to mitigate the impact of the pandemic, particularly in our ability to deliver your degree programme and to offer you a full student experience.

You can find the latest guidance on the measures we are taking for your safety, plus information about the healthcare support available to you at:
https://www.imperial.ac.uk/about/covid-19/

The College's Health and Safety Policy can be found at:
www.imperial.ac.uk/safety/safety-by-topic/safety-management/health-and-safety-policy-statement/

Your Departmental safety contact is:

Anca Gourlay

Weeks Building, GO1A

+44 20 7594 9303

a.gourlay@imperial.ac.uk

You are required to complete inductions and attend training sessions to safely complete this course. These courses should be completed by 8th October 2022. Further instructions will be provided during Induction week. These include:
- Introduction to Safety at Imperial
- COVID19 arrangements

The College Safety Department

The Safety Department offers a range of specialist advice on all aspects of safety. This includes anything which you feel might affect you directly, or which may be associated with teaching, research or support service activities.

The College's activities range from the use of hazardous materials (biological, chemical and radiological substances) to field work, heavy or awkward lifting, driving, and working alone or late.

All College activities are covered by general health and safety regulations, but higher risk activities will have additional requirements.

The Safety Department helps departments and individuals ensure effective safety management systems are in place throughout the College to comply with specific legal requirements.

Sometimes the management systems fail, and an accident or a near-miss incident arises; it is important that we learn lessons from such situations to prevent recurrence and the Safety Department can support such investigations. All accidents and incidents should be reported online at:
www.imperial.ac.uk/safety

To report concerns or to ask for advice you should contact your programme director, academic supervisor or departmental safety officer in the first instance. You may also contact the Safety Departmental Safety Officer directly:

Anca Gourlay

a.gourlay@imperial.ac.uk

Occupational Health requirements

The College Occupational Health Service provides services to:
- protect health at work
- assess and advise on fitness for work
- ensure that health issues are effectively managed

The Service promotes and supports a culture where the physical and psychological health of staff, students and others involved in the College is respected, protected and improved whilst at work.
www.imperial.ac.uk/occupational-health

College Policies and Procedures

Regulations for Students

All registered students of the College are subject to the College Regulations. The relevant set of regulations will depend on your programme and year of entry, please see our Regulations webpage to determine which apply to you:
www.imperial.ac.uk/about/governance/academic-governance/regulations
www.imperial.ac.uk/students/terms-and-conditions

Academic Feedback Policy

We are committed in providing you with timely and appropriate feedback on your academic progress and achievement, enabling you to reflect on your academic progress. During your study you will receive different methods of feedback according to assessment type, discipline, level of study and your individual need. Further guidance on the Policy of Academic Feedback can be found on the Academic Governance website:
www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/academic-feedback/Academic-feedback-policy-for-taught-programmes.pdf

Please note that your examination scripts once completed belong to the College under the GDPR legislation. Please see the College GDPR webpages for further information at:

www.imperial.ac.uk/admin-services/secretariat/information-governance/data-protection/internal-guidance/guide-2---exam-records/

Provisional Marks Guidance

Provisional marks are agreed marks that have yet to be ratified by the Board of Examiners. These results are provisional and are subject to change by the Board of Examiners. The release of provisional marks is permitted except in certain circumstances. Further information can be found in the Guidelines for Issuing Provisional Marks to Students on Taught Programmes:

www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/marking-and-moderation/Guidelines-for-issuing-provisional-marks-to-students-on-taught-programmes.pdf

Late Submission Policy

You are responsible for ensuring that you submit your coursework assessments in the correct format and by the published deadline (date and time). Any piece of assessed work which is submitted beyond the published deadline (date and time) would be classed as a late submission and will incur a penalty (a cap at the pass mark, or it is classed as a fail). Further guidance on Late Submission of Assessments can be found on the Academic Governance website:

www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/marking-and-moderation/Late-submission-Policy.pdf

If you submit late due to mitigating circumstances, you may be able to make a claim that means that the cap on your mark is lifted. Please see below and the policy document.

Mitigating Circumstances

During your studies you may be affected by sudden or unforeseen circumstances. You should always contact your personal tutor for advice and support. If this happens at the time of, or immediately preceding your assessments you may be able to make a claim for mitigating circumstances. If successful this claim enables the Board of Examiners when reviewing your marks at the end of the year to have greater discretion with regards to offering repeat attempts (either capped or uncapped), a repeat year, or with your progression or final classification. Please note, the Board are not permitted to amend the marks that you were awarded, only to take your claim into account making decisions.

All claims must be supported by independent evidence and submitted within 10 working days of the assessment deadline. Any claim made after this deadline is likely to be rejected unless there is a good reason (such as you were still unwell) until the point of submitting the claim. Details of the College's Mitigating Circumstances procedure can be found under the Mitigating Circumstances tab on the page below:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Through the procedure you may also be able to request an extension deadline to some forms of assessment. Wherever possible it is expected that this is used as it will enable to you complete your studies within the same College year (rather than over the summer holiday or in the next year).

The Centre for Environmental Policy has specific instructions for making a claim for mitigation or for requesting an extension. Details can be found at

https://www.imperial.ac.uk/environmental-policy/msc/mitigating-circumstances/

Support for ongoing or long-term conditions, or for registered

disabilities would not normally fall under the remit of mitigating circumstances and students should be supported through their studies with Additional Examination Arrangements. More details can be found at:

https://www.imperial.ac.uk/disability-advisory-service/current-students/support-available/adjustments-and-support/

Academic Misconduct Policy and Procedures

As has been highlighted under the Academic Integrity section, it is important that you learn how to properly attribute and acknowledge the work, data and ideas of others. Any proven form of academic misconduct is subject to penalties as outlined in the College's Misconduct Policy and Procedures.

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Unsatisfactory Progress

Unfortunately, sometimes students struggle to make satisfactory progress in their study or their engagement with their studies falls below our expectations. The College has a process to identify and support students by reaffirming these expectations with an action plan. The full details of this process, and the appeals procedure relating to it can be found at:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Academic Appeals Procedure

We have rigorous regulations in place to ensure assessments are conducted with fairness and consistency, claims for mitigating circumstances have been considered reasonably and in line with the regulations of the College, and that the decisions of the Boards of Examiners maintain the integrity of our academic awards. In the event that you believe that you have grounds to appeal these decisions, we have laid out clear and consistent procedures through which appeals can be investigated and considered:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Arithmetic Marks Check

If you consider that there may have been an error in the adding up of your marks, you may request an arithmetic mark check. Please note that this is not a re-mark. You must request a marks check with your department Administrative Team within 10 working days of the official notification of results. You may not request a marks check for a previous year of study.

Student Complaints

The College strives to ensure that all students are well supported in their studies and receive a good experience of their programme and the wider College activities. If you feel that your experience has not lived up to these expectations the College has an agreed Students Complaints process through which your concern can be investigated and considered.

If you have any concerns about your experience at the College and have been unable to address these informally, you should contact Student Complaints who can provide advice about what is the appropriate way to seek to resolve this at:

student.complaints@imperial.ac.uk

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Student Disciplinary Procedure

The College has the right to investigate any allegation of misconduct against a student and may take disciplinary action where it decides, on the balance of probabilities, that a breach of discipline has been committed. The general principles of the Student Disciplinary Procedure are available on the College website:

www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/ordinances/students/

Intellectual Property Rights Policy

For further guidance on the College's Intellectual Property Rights Policy is available on the College website:

https://www.imperial.ac.uk/research-and-innovation/research-office/research-policies/research-related-policies/ip-policy-college-login/

Further information about the Imperial Enterprise Lab can be found at:

www.imperial.ac.uk/students/enterprising-students
www.imperialenterpriselab.com/support/experts-in-residence

Use of IT Facilities

View the Conditions of Use of IT Facilities:

https://www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/conditions-of-use-of-it-resources/

General Data Protection Regulation (GDPR)

All staff and students who work with personal data are responsible for complying with GDPR. The College will provide support and guidance but you do have a personal responsibility to comply.
In line with the above please see the College's privacy notice for students which form part of the terms and conditions of registration with the College.

https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/admissions/Privacy-Notice-for-Students-and-Prospective-Students.pdf

Wellbeing, Support and Advice

In your department

Your department has a system of academic and pastoral care in place to make sure you have access to the appropriate support throughout your time at Imperial.

Your Personal Tutor

Your Personal Tutor is your first point of contact for pastoral support and advice. You can arrange to have a meeting with them at any time during your studies (although most Personal Tutors will have set office hours or may require you to make an appointment).
If necessary, they will direct you to an appropriate source of support.
If in doubt, contact the CEP Senior Tutors: Yiannis Kountouris or Tilly Collins (Women's Tutor)

Departmental Disability Officers

Departmental Disability Officers are the first point of contact in your department for issues around disability. They can apply for additional exam arrangements on your behalf and will facilitate support within your department.
Your Departmental Disability Officer is:
Yiannis Kountouris

Email: i.kountouris@imperial.ac.uk
Telephone: 0207 594 9316
More information on Departmental Disability Officers is available at:

https://www.imperial.ac.uk/disability-advisory-service/about-us/departmental-disability-officers/

More information about how to request additional arrangements for exams if you have a disability is available at:

www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/additional-exam-arrangements-in-respect-of-disability

Your Union

All Imperial students automatically become members of Imperial College Union when they register at the College. The Union provides a range of independent support.

Imperial College Union Advice Centre

The Union's advisers are on hand to provide free, confidential, independent advice on a wide range of welfare issues including housing, money and debt, employment and consumer rights, and personal safety.

www.imperialcollegeunion.org/advice

Student Representatives

Imperial College Union operates two Representation Networks of over 600 elected student representatives – the Academic Representation Network and the Wellbeing Representation Network. Reps represent the voice of students and can direct you to internal and external support services. The Union's Liberation Officers also work to make sure that the views of under-represented and interest groups are heard at the College.
If you have any feedback about issues in your department relating to academic or wellbeing issues, you can speak to one of your student representatives – see Staff Student Committee below for election of student reps, which are organised internally in CEP as part of the MSc course (rather than via ICU).

www.imperialcollegeunion.org/your-union/your-representatives/a-to-z

Student Hub

At the Student Hub, you can access advice about accommodation, admissions and financial support and get help with international student enquiries, questions about student records, and exams.

www.imperial.ac.uk/student-hub

Student Support Zone

If you have moved home to take up your place at Imperial you will need to register with a new doctor (also known as a General Practitioner or GP) so that you can access NHS healthcare. It's important that you register with a doctor soon after you arrive – don't wait until you are sick, as this could delay your access to treatment.

Student Support Zone has lots of information about the resources available at Imperial and beyond to help you to stay healthy and happy. It's a great place to start when you're looking for some support – it covers advice about housing and money, health, wellbeing and maintaining a good work-life balance, and provides the details of who you can contact if you need some extra support.

www.imperial.ac.uk/student-support-zone

Useful support contacts

Health and Wellbeing

Imperial College Health Centre
40 Prince's Gardens, South Kensington Campus
020 7584 6301
imperialcollege.hc@nhs.net
www.imperialcollegehealthcentre.co.uk

Imperial College Dental Centre
Prince's Gardens, South Kensington Campus
020 7589 6623
www.imperialcollegedental.co.uk

Student Counselling and Mental Health Advice Service
020 7594 9637
counselling@imperial.ac.uk
www.imperial.ac.uk/counselling

Multi-Faith Chaplaincy Service
Chemistry Building, South Kensington Campus
chaplaincy@imperial.ac.uk
www.imperial.ac.uk/chaplaincy

Disability Advisory Service
Room 566, Level 5, Sherfield Building, South Kensington Campus
020 7594 9755
disabilities@imperial.ac.uk
www.imperial.ac.uk/disability-advisory-service

International Students' Support

Centre for Academic English
Level 3, Sherfield Building, South Kensington Campus
english@imperial.ac.uk
www.imperial.ac.uk/academic-english

International Student Support team
020 7594 8040
www.imperial.ac.uk/study/international-students

Careers
Careers Service
Level 5, Sherfield Building, South Kensington Campus
020 7594 8024
careers@imperial.ac.uk
www.imperial.ac.uk/careers

ICT and software
ICT Service Desk
Central Library, South Kensington Campus
020 7594 9000
www.imperial.ac.uk/ict/service-desk

Software shop
www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/devices-and-software/

Work-life Balance

The pace and intensity of study at Imperial can be demanding so it's important to find time for outside interests.

Graduate Students' Union

The Graduate Students' Union is the postgraduate arm of Imperial College Union. The GSU works alongside the Imperial College Union President to ensure that the requirements of postgraduate students are catered for. It also organises a number of academic and social events during the year.

Move Imperial

Imperial College has a wide range of sports and activities on offer that cater for all standards and abilities. We have a recreational activity offer, competitive sports teams and an elite sport programme. We are dedicated to ensuring we have a diverse, inclusive and exciting offer for all.

More information about Imperial student memberships and updates to our services can be found at:

www.imperial.ac.uk/ethos/memberships/students

With an annual fee of £30 you will get use of the gym and swimming facilities on our campuses.

www.imperial.ac.uk/sport

We have a huge collection of online resources, home workout videos, healthy recipes and playlists available to all as part of our MoveFromHome campaign, more information can be found at:

www.imperial.ac.uk/sport/movefromhome

Student feedback and representation

Feedback from students

The College and Union is committed to continually improving your education and wider experience and a key part of this is your feedback. Feedback is thoroughly discussed by your student representatives and staff.

Student representation

Student Representatives are recruited from every department to gather feedback from students to discuss with staff. More information about the role, and instructions on how to become an academic representative, are available under Staff Student Committee below.

www.imperialcollegeunion.org/your-union/your-representatives/academic-representatives/overview

Staff-Student Committee

Staff-Student Committees are designed to strengthen understanding and improve the flow of communication between staff and students and, through open dialogue, promote high standards of education and training, in a co-operative and constructive atmosphere. College good practice guidelines for staff-student committees are available here:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/student-feedback

Student hustings for **MSc Conservation Science Reps** will be held in the first week of the Autumn Term. If you are interested in standing as a rep please be ready to say a few words at the online hustings (Thursday afternoon, 1st Week).

We hold student rep elections at the end of the 2nd week of the Core Course term, following student hustings in the first week. Three student reps are elected using the Single Transferable Vote (STV) proportional electoral system. We actively encourage candidates to stand from across the community, e.g., from overseas and across different Option interests. Other volunteers are welcome for other CEP Committees and to help with social functions.

Student Surveys

Your feedback is important to your department, the College and Imperial College Union.

Whilst there are a variety of ways to give your feedback on your

Imperial experience, the following College-wide surveys give you regular opportunities to make your voice heard:

- PG Student Online Evaluation (SOLE) module survey or departmental equivalent
- Student Experience Survey (SES)

The PG SOLE module survey (or equivalent for your department) runs at the end of the autumn and spring terms. This survey is your chance to tell us about the modules you have attended.

The Student Experience Survey (SES) is an opportunity to give your views on your experience beyond the lecture theatres or labs. This survey will cover a range of College services and on the Imperial College Union.

All these surveys are confidential and the more students that take part the more representative the results so please take a few minutes to give your views.

The Union's "You Said, We Did" campaign shows you some of the changes made as a result of survey feedback:

www.imperialcollegeunion.org/you-said-we-did

The Union's response to surveys can be found here:
www.imperialcollegeunion.org/your-union/your-representatives/responses

If you would like to know more about any of these surveys or see the results from previous surveys, please visit:
www.imperial.ac.uk/students/academic-support/student-surveys/pg-student-surveys

For further information on surveys, please contact the Registry's Surveys Team at:
surveys.registrysupport@imperial.ac.uk

Alumni

When you graduate you will be part of a lifelong community of over 190,000 alumni, with access to a range of alumni benefits including:

- discounts on further study at the College and at Imperial College Business School
- alumni email service
- networking events
- access to the Library and online resources
- access to the full range of careers support offered to current students for up to three years after you graduate
- access to our Alumni Visitor Centre at the South Kensington Campus, with free Wi-Fi, complimentary drinks, newspapers and magazines, and daytime left luggage facility
-

Visit the Alumni website to find out more about your new community, including case studies of other alumni and a directory of local alumni groups in countries across the world.

www.imperial.ac.uk/alumni

CEP has its own Alumni service for over 5000 alumni of the MSc in Environmental Technology and PhD students, including offering the only Imperial College postgraduate Alumni Mentoring Programme, and an email listserver providing fantastic job opportunities and contact with alumni. Many alumni also teach on the MSc course and offer opportunities for summer research projects. More information will be provided in the Core Course Introduction.

Opportunities for Further Study

Careers guidance is provided throughout the year. A number of students continue with PhD studies within the Department or elsewhere.

Appendix 1 - Thesis Guidelines

Masters in Conservation Science
Imperial College London

Thesis Format and Structure

The information below is adapted from the *Author Guidelines* and the *Style Guide for Authors* found on the Wiley website for the journal *Conservation Biology*, as downloaded on 27th March 2016. These documents can be found at:

https://conbio.onlinelibrary.wiley.com/hub/journal/15231739/homepage/forauthors.html

It is suggested that you read these two documents once you've read the guidelines presented here.

Theses for the Masters in Conservation Science should be submitted for examination formatted as a *Conservation Practice and Policy* article per the *Author Guidelines* and the *Style Guide for Authors* (see below).

The purposes of having your thesis submission formatted as a paper for an international peer-reviewed journal is to provide you the best opportunity to:

Learn how to prepare and write a manuscript that translates your research into a format expected and accessed by conservation scientists and practitioners;
Understand how a journal submission process functions;
Complete your Masters with a manuscript, that with minor editing, is ready for submission to *Conservation Biology* (or another international peer-reviewed journal)
Produce a manuscript (based on your thesis) so that you have one listed on your curriculum vitae that provides future employers a tangible example of your ability to write a scientific paper. This is useful whether or not you intend to pursue a career in research.

The Conservation Practice and Policy format has been chosen because:

Conservation Biology is the flagship journal of the Society for Conservation Biology and the most well-known journal in the field;
This article type has an explicit focus on applied research;
The format, including the word limit, is typical of the suite of conservation journals, such as Animal Conservation, Biological Conservation, Conservation Letters and Oryx.

_____
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Thesis Guidelines

Title Page and Front Materials

The *title page* (i.e., the cover page to a thesis) must bear, in addition to the title and the student's name and CID number, the following wording:

"A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science and the Diploma of Imperial College London"

The College logo can be included on the title page. It can be found here: http://www.imperial.ac.uk/brand-style-guide/visual-identity/the-imperial-logo/

The College crest should not be included on the title page or throughout the thesis. The crest is reserved for uses that promote the heritage and history of the College, such as degree certificates and invitations to formal College events. Logos of organisations that supported the research may be included on the title page following approval from these organisations. For more details, please contact style.guide@imperial.ac.uk

The *front materials* comprises information typical of theses submitted to a university for examination, and are situated before the manuscript proper. It should include, in this order:

Declaration of Own Work

A clear statement of what parts of your thesis are your own work. e.g. if you are using data collected by someone else, who collected which part of your dataset, or if you are working as part of a team, which aspects of the project you led. It can be phrased as:

> I declare that this thesis, "*THESIS TITLE*", is entirely my own work, and that where material could be construed as the work of others, it is fully cited and referenced, and/or with appropriate acknowledgement given.
>
> Signature _____ Name of
>
> student: *STUDENT NAME*
>
> Name of Supervisor(s): *SUPERVISOR(S) NAME(S)*

Word count

Simply expressed as "Word Count: *NUMBER OF WORDS*".

Table of Contents

A list detailing the headings and subheadings of all sections throughout the manuscript proper, inclusive of their page numbers. Lists of Tables and/of Figures are not required.

List of acronyms

Any abbreviation used within the manuscript proper should be catalogued in alphabetical order.

Acknowledgements

Two 'Acknowledgements' sections are required. The first is included within the front materials and may serve as a general thank you to any person, institution and/or organisation that contributed financial, logistical or intellectual input to the study, or more generally to the student's completing of their degree, that a student deems appropriate for inclusion. This may include
non-professional people, institutions and/or organisations, such as family or friends. This section <u>does not</u> contribute to the word count.

The second Acknowledgements section is included within the manuscript proper immediately after the Discussion and before the Supporting Information Statement. It should be written in a succinct and formal style and recognize only those persons, institutions and/or organisations that directly contributed to the study. This section <u>does</u> contribute to the word count.

Students should refer to theses submitted the year prior to their own for an example of how the title page and front materials can be formatted.

The Title Page and Front Materials pages do not require line numbering (as does the manuscript proper), and page numbers for these two sections should be formatted as lower case Roman numerals (i.e., i, ii, iii….) as opposed to the standard numbering used to number the pages of the manuscript proper (i.e., 1, 2, 3…).

Thesis Guidelines

Instructions for Authors
Conservation Biology welcomes submissions that address the science and practice of conserving Earth's biological diversity. Papers published in *Conservation Biology* emphasize issues germane to any of Earth's ecosystems or geographic regions and that apply diverse approaches to analyses and problem solving.

Thesis Structure and Word Limits

Conservation Practice and Policy papers in *Conservation Biology* address the applications of conservation science – whether natural, social or interdisciplinary science – to specific goals for management, policy, or education. Topics can be important to decision making, planning, and implementation of conservation, and on applications or outcomes that provide opportunities for learning.

The word count is 6000 words and has been chosen because it is a roughly average word limit for a paper in an international peer-reviewed journal focused on conservation. Remaining within

this word count requires writing concisely, which is more challenging than writing at length, and so serves as a clear demonstration of your ability to write in a professional style. There is no minimum number of words required for your thesis. The Examiners may choose to impose a penalty on theses exceeding the 6000 word limit.

The word limit includes all text from the first word of the Abstract through to the last word in Literature Cited section. It does not include legends for tables and figures or the body of tables. A Supplementary Information section can be used for non-essential text, tables and figures that support the exposition of the study and demonstrate the extent of work undertaken. Manuscripts that substantially exceed the word limits specified will be marked down.

Figures and Tables should be located in appropriate places with the text of the thesis, and not at the end of the thesis (as requested by *Conservation Biology*). It is suggested that your figures be prepared as separate image files and then inserted into your thesis document. This will facilitate submission to a journal at a later stage as they typically require image files to be uploaded separately.

Manuscript Specifications

The *Conservation Biology* Style Guide for Authors contains detailed information on how to format a manuscript for *Conservation Biology*. Manuscripts must be in English. Double-space all text and number all lines (including in figures and tables), but line numbers are not required for the Title Page and Front Materials, nor for the files included as Supporting Information. Do not use footnotes. Metric measurements must be used. All pages except figures must be numbered. We strongly recommend that authors whose first language is not English ask a colleague who is a native English speaker to proofread the manuscript before submission.

Abstract

Include the abstract before the Introduction as part of the main document. Above the abstract provide the title of the paper. The abstract should not exceed 300 words. The abstract should state concisely the aims, methods, principal results, and major inferences of the work (i.e., it should be a mini-version of the paper). Do not include incomplete or uninformative descriptions (e.g., "A new method of analysis is described." or "We discuss how our approach could be used as a tool for more sustainable management of forest systems."). Do not include acronyms in the abstract.

Students are encouraged to provide a version of the Abstract in the indigenous language of the people of the region in which their study was conducted (Conservation Biology provides one in Spanish). The aim is that this may assist to improve local people's access to the thesis. This is not an essential requirement, and marks are not lost or gained for including, or not, a translated Abstract.

Human and Animal Subjects

When reporting on studies that involved human participants or animal subjects, supply a statement in the Methods section that specifies the ethical guidelines with which you complied. This includes the Imperial College London requirements, and those of any organisations that

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required you to comply with their specific requirements. Include permit numbers, if applicable.

Citations

Use the following format for literature citations in the text: Buckley & Buckley 2000b; Pacey 2004. Arrange strings of citations in chronological order (oldest first). Do not cite work that has not been published as either unpublished or data not shown. A submitted manuscript is not published.

Examples of citations and information on how to handle unpublished materials are provided in the Style Guide for Authors.

Tables and Figures

Include no more than 1 supporting element (i.e., table or figure) for every 4 double-spaced pages of text (from the Abstract through the Literature Cited). If a table or figure has only a few data points, incorporate the data into the text. Tables must be double-spaced, without vertical rules, and must not duplicate material in the text or figures. Table legends should be no more than three sentences, and use the same style and sized font as the main text. Tables should not contain colours, grey-scale shading, or other graphical elements. Figures must be of sufficient quality and resolution to remain clear at 60% reduction. Text boxes are not allowed.

Supporting Information

Appendices are allowed and are titled as Supporting Information. They can be in any format. They should be named, cited, and described in the text as specified in the Style Guide for Authors. They may include any information in any format that supports the study being reported. Their contents are not included in the word count.

Conservation Biology Style Guide for Authors

Number of tables and figures

Include no more than one supporting element (i.e., table or figure) for every four pages of double-spaced text (from the Abstract through the Literature Cited). If a table or figure has only a few data points, incorporate the data into the text.

Appendices and supporting information

Conservation Biology rarely allows appendices in the print version of the journal but does allow digital Supporting Information. You are able, therefore, to provide Supporting Information with your thesis. Supplementary data, detailed method, or details of additional results that support the main findings of the study typically should be provided as Supporting Information (see below for further information). This includes provision of metadata (i.e., data describing a dataset) that can alert a reader to the source and custodian of datasets used in the study

Manuscript section headings and order of sections

Conservation Practice and Policy papers should contain the following sections in the following order: Abstract, Keywords, Introduction, Methods, Results, Discussion, Acknowledgements, Supporting Information description paragraph (if there are Supporting Information documents) and Literature Cited. Note that 'Methods' and 'Methodology' are distinctly different entities with distinctly different technical meanings, so use 'Methods' for this section. Do not include a Conclusion section (conclusions are part of the Discussion).

A small number of studies may lend themselves to alternative formatting. The potential to use an alternative format should be discussed with, and approved by, a Course Director. This includes, for example, the combining of sections (e.g., Results and Discussion).

Do not number section headings or subheadings, but rather use distinct styles for each level of heading. For example:

Main headings (Level 1)	**MAIN HEADING**	Capitals, Bold
Sub-heading (Level 2)	**Sub-Heading 2**	Title case, Bold
Sub-heading (Level 3)	***Sub-Heading 3***	Title case, Bold, Italics
Sub-heading (Level 4)	<u>Sub-heading 4</u>	Sentence case
Sub-heading (Level 5)	<u>*Sub-heading 5*</u>	Sentence case, Italics

Title

Most readers of your thesis (or the subsequent paper you produce) will decide whether to read it solely on the basis of its title. Indexing and abstracting services and internet search engines also depend heavily on the information conveyed by the title. And, researchers search for particular topics and then read the titles. If your title does not reflect the contents of your paper well or if the meaning of your title is not immediately clear, your paper will not be read. Titles should be clear and concise. Do not use hanging titles (those with a colon or dash), titles that are complete sentences, interrogative titles, and titles that reference colloquialisms or popular culture. The problem with titles that are complete sentences is that they tend to create dogma (e.g., Wind Energy Development Does Not Affect Nesting Ecology of a Grassland Bird). Scientific knowledge is constantly evolving; thus, what is considered true currently may be questioned and proven inaccurate in the future. Interrogatives make poor titles because the entire manuscript can often be summarized with a single word: yes or no (e.g., Will the Exception to Protected-Area Reclassification Protocols Prove the Rule?). Hanging titles are overused and can almost always be shortened to a title that is more effective and eye-catching without being sensational.

Abstract

At the top of the abstract page provide the title of the paper. The Abstract should summarize the Introduction, Methods, Results, and Discussion in that order (i.e., it should be a mini-version of the paper). Key points from each of these sections should be identifiable within the Abstract. The Abstract should not include literature citations, much data, or phrases such as "We discuss . . . " or "We summarize . . . ."

Keywords

Include five to eight words or phrases that will be useful for indexing and for others to find your work when conducting literature searches. Do not use words in the title as keywords, and avoid general terms such as 'conservation'. These should be included immediately below the Abstract and before the Introduction.

Footnotes

Do not use footnotes in the body of the manuscript.

Citations

Do not cite work or data that have not been published or are not available. Include such work or data as online Supporting Information and cite it as such in the text. If the data are available in a publically accessible database, you may cite that database. Include databases in Literature Cited.

In-text citations

In the body of the paper order citations from oldest to newest and use name-year format.

In most cases, enclose citations in text in parentheses. "Populations in sagebrush have higher reproductive success than populations in cheatgrass (Bird & Tree 2000)." is better than "According to Bird and Tree (2000), populations in sagebrush . . . ."

Use an ampersand (&) between author surnames when the citation is parenthetical: (Bird & Sanchez 2010).

When a citation is not parenthetical, use *and*: "Our results are consistent with the predictions of Wolf and Rhymer (2011)."

For citations with more than two authors, use et al.: (Hatchwell et al. 1996). Do not italicize et al.

List parenthetical citations chronologically (from oldest to most recent) and separate entries with a semicolon: (Zorenstein et al. 1991; Waddell & Fretwell 2001).

Separate the years with commas when citing multiple papers by the same author: (Cox et al.

1991, 1992; Chapman 2001).

"In press" means the cited paper has been accepted unconditionally for publication. Provide the year of publication in the text (Bird 2015), and in Literature Cited provide the volume number and substitute "in press" for page numbers (Bird IM. 2015. Nesting success in arid lands.
Conservation Biology **29:** in press.).

Use initials when referencing unpublished data held by the authors of the paper: (C.S.C. & L.K., data in Supporting Information). Use an initial for the first (given) name and spell out the last name (surname) for other sources of unpublished data or information: (R. Fowler, unpublished data [see Supporting Information]; M.E. Cortez, personal communication).

Software: capitalize the first letter only if the name of the program is a word (e.g., Partition, ArcInfo). If the name of the program is not a word, use all capital letters (e.g., SAS).

Do not use trademark symbols.

Ensure that all references cited in text are listed in Literature Cited and vice versa. Avoid "in. lit." citations.

Provide the original citations.

Literature Cited section

Provide the full names of all journal titles. Do not italicize titles.

If there are more than 10 authors, use et al. (Howard G, et al.) instead of listing the names of all authors.

Papers in review and personal communications should not be included in Literature Cited.

Proceedings and abstracts from conferences may be cited only if they have a "publisher" and the location of the publisher (or the organization from which the document may be obtained) can be provided.

Example Citations

Journal articles:

Christensen ND, Eu J, Hebbble W. 2003. Ecology of cranberry bogs: a case study. Ecology **59:**1147–1167, 1178–1187.

Reed, FM. 2001. Title of paper. Journal **13**(supplement 1):172–180. Edited books:

Cran B, Boy C, Shi L. 1911. Native forest birds of Guam. Pages 4–8 in Wu T, Lee L, editors. Flora and fauna of Guam. 2nd edition. Tell Books, Sydney.

Reports:

Barnes J, Craig S. 2003. Conservation status of riparian areas in southeastern Oregon. General technical report N-24. U.S. Fish and Wildlife Service, Portland, Oregon.

Online journals:

If no digital object identifier (DOI): Sandringham J, Perry M. 2006. Effects of urbanization of agricultural land on an endemic moth, rosemary pink. Ecology and Society 3: http://EcologySociety . . . . /art5.

If it has a DOI:

Hunstanton V. 2008. Effects of deep-sea injection of carbon dioxide. PLOS Biology (e18776) DOI: 10.1371/journal.pbio.1001222.

No access dates are needed for citations of online journals. Internet sources

other than journals:

Include the name of the organization hosting the website, their geographical location, and an access date (month year).

Carne A. 2003. Ranges of endangered Colombian birds. BirdLife International, Cambridge, United Kingdom. Available from http:www.BLI.org/pub2/birdranges (accessed March 2014).

In press manuscripts:

Officially accepted manuscripts may be cited as in press in Literature Cited (Stevens J Trainer C. 2015. ….on marine ecosystems. Conservation Biology 29: in press.)

In text and in Literature Cited, you must provide year of publication (e.g., in text use Stevens & Trainer 2015).

Supporting Elements (Tables, Figures, Online Appendices) Content

Tables and figures should be entirely self-explanatory and comprehensible in isolation from the text. Tables and figures should supplement rather than duplicate the text. Do not present large amounts of data in tables. A reader should be able to interpret tables and figures without referring to the text. Consequently, all abbreviations and terms unique to the paper must be defined in the figure legend or in the table caption or footnotes. Common statistical notations need not be defined (e.g., CI, SD, SE). Use the same terminology in supporting elements and in the text. Text boxes are not allowed.

Citation in text
Provide a summary or generalization of results and cite supporting elements parenthetically: "Models for species abundance were significant and explained 78% to 92% of variability (Table 2)," rather than "Table 2 shows the outcome of models of species abundance." Abbreviate ("Fig.," not "Figure") unless *figure* is the first word in a sentence.

Tables

Captions should be one sentence long. A caption is the heading given for a table and is located above a table. Use the caption to describe the contents of the table as it relates to the topic of the manuscript.

In contrast, a legend is an explanation of the elements of a table and is located below a table. Refer to p.807 here for an example: http://onlinelibrary.wiley.com/doi/10.1111/cobi.12668/epdf. A list of a table's columns or row headings is not an informative table legend. Use footnotes to provide needed explanations of row and column headings, to provide more information about specific data, and to define terms.

Too little information: "Results of extract tests." and "Analysis of variance F values, treatment means, and habitat means."

Too much information: "Anti-Candida, -leishmania, and -tumor activity of extracts from 11 species of sea cucumber. NA indicates no activity ($IC_{50} \geq 500$ µg/mL against Candida and leishmania, $IC_{50} \geq 80$ µg/mL against LoVo cell line). The * denotes that these activities are significantly different from those obtained from extracts isolated from the same species taken from the southern region."

Define abbreviations in a footnote even if they are already defined in the text.

If there is only one footnote, use an asterisk (*). If there is more than one footnote, use letters ([a], [b], [c],). Order footnotes alphabetically from left to right and from top to bottom.

Do not use bold type.

Unless an entry is a complete sentence or a proper noun, capitalize only the first word of the first entry in a row and do not use periods.

Do not split tables into separate sections (e.g., Table 1a and Table 1b). Make separate tables (Table 1, Table 2) or combine data under the same columns or rows.

Use indentation to set off secondary (or tertiary) entries within a column (see example below).

Table 1. Logistic-regression models built with . . . [a]

Variable	Symbol	p	df
General model[b]	f_g	0.0015	3
landscape ruggedness	rug	0.0113	
forest cover (%)	bosque	0.0085	
Human model			
human population	pob1		
…			

[a]Significance level of coefficients . . .
[b]Next-most parsimonious models at . . .

Figures

Resolution should be at least 300 dots per inch (dpi); 600 dpi is preferable for figures with lettering. The use of colour figures is encouraged for your thesis. You may have colour figures in the online version and grey-scale figures in print..

Maps should include a scale bar and north arrow. A key should be provided that interprets the different types of symbols and shadings used. Established cartography standards should be adhered to, for example, roads presented as black lines, rivers as blue lines, and formally protected areas in green. Texts such as *Cartography: An Introduction* by the British Cartographic Society can be consulted for further detail.

Graphs

Label all axes and include units of measure in the label, for example, Number of species/km^2, Basal area (m^2/ha).

Capitalize the first letter of the axis labels: Years since burn, Burned area (%), Burned area (ha), Seed production (seeds/plot).

Include a key in the figure itself rather that describing shading or shapes in the figure legend.

Match typeface and type size among figures. On a graph, the type size of axis labels and units of measure should be similar.

If a figure has more than one panel, use lowercase letters to designate the parts: (a), (b), (c). Each panel must be referenced clearly in the figure legend by its letter.

If there are many digits in numbers or relatively long descriptions along the x-axis, orient entries at 45 or fewer degrees.

All numbers along an axis must have the same number of significant figures: 1.0, 1.5, 2.0 (not 1, 1.5, 2).

The label for the y-axis should be oriented vertically to the left of the units (reading from bottom to top), and numerals should be horizontally oriented.

Centre the labels along both axes. Do not

enclose graphs in a rectangle.

Do not use colour on a figure that will be published in grey scale.

Supporting Information (online appendices)

Supporting Information should be cited in the text of the paper. Every citation within the text should be cited simply as "(Supporting Information)", not by specific appendix number. Separate documents can be in any format and are listed as Appendices, and should be individually numbered. Before Literature Cited, insert a paragraph in the exact format shown below that provides a brief description of supporting information elements.

Supporting Information

XXX (Appendix S1), XXX (Appendix S2), and a XXX translation of the article (Appendix S3) are available online. The authors are solely responsible for the content and functionality of these materials. Queries (other than absence of the material) should be directed to the corresponding author.

Language and Grammar Clear

language

Our audience is broad and international. Clarity in language and syntax is important, especially for readers whose first language is not English. Avoid jargon and colloquialisms. If English is not your first language, we strongly recommend that you ask a native English speaker with experience in publishing scientific papers to proofread your manuscript.

Terminology

Some common terms in conservation science have multiple meanings (e.g., *biological diversity*, *wildlife*, *connectivity*). Clarify how you use such terms, and define specialized terms at first use in the Abstract and in the body of the paper.

Abbreviations and acronyms

Do not begin a sentence with an abbreviation. Use abbreviations sparingly. Define all abbreviations, initializations, and acronyms at first use. For example: analysis of variance (ANOVA), International Union for Conservation of Nature (IUCN).

Capitalization

Geographic designations: Do not capitalize a term that indicates region unless it is being used as a proper noun (e.g., western states, Southeast Asia). Capitalization of terms used commonly in *Conservation Biology*: the Tropic of Cancer, the tropics; North Temperate Zone, temperate zone; East Africa, North Africa, central Africa; central Asia; tropics, Neotropics; Amazon Basin; Central Honshu Lowland Forest (an endemic bird area); Cape Floristic Region (a hotspot of biological diversity); taiga.

Threat categories: Do not capitalize threat categories used by institutions or authoritative bodies: threatened, endangered, critically endangered, conservation concern, etc.

Active voice

In general, use *we* or *I* (i.e., active voice). For example: "We converted all GIS data to raster format." rather than "All GIS data were converted to raster format." Or, "Trained technicians surveyed the plots." rather than "The plots were surveyed by trained technicians." In particular,

Methods should not be written entirely in passive voice.

Tense

Use past tense in the Methods (describing what you did), Results (describing what your results were), and in the Discussion (referring to your results). Use present tense when you refer to published results. The principal exception to this rule is in the area of attribution and presentation. It is correct to say, for example, "Toffel (2008) found [past] that extracts from iron weed inhibit [present] fungal growth."

Word usage

Using: In scientific writing, the word *using* is often the cause of dangling participles and misplaced modifiers.

Examples: "Using tissue isolation protocol, mtDNA was isolated from the dried skins." What *using* is modifying has been left out of the sentence. Better: "We used tissue-isolation protocol to isolate mtDNA from the dried skins."

"Ivory samples were taken from tusks using a 16-mm drill bit on a 40-cm drill." This implies that the tusks used the drill. Better: "We used a 16-mm drill bit on a 40-cm drill to take ivory samples from tusks."

Impact: Use *affected*, not *impacted*.

Multiple modifiers

Do not use multiple adjectival nouns to modify a noun that is the subject or the object of the sentence: "We studied illegal African elephant ivory trade." or "infected bird populations' responses." Better: "We studied illegal trade in African elephant ivory." and "responses of infected bird populations."

Split infinitives

A sentence should not sound awkward because it has been rearranged to avoid a split infinitive. When an adverb qualifies a verb phrase, the adverb usually be placed between the auxiliary verb and the principal verb (e.g., this research will soon attract attention). Splitting an infinitive verb with an adverb can be useful for adding emphasis or making a sentence sound less stilted. Phrases such as the following are acceptable: the traps had been seriously damaged in a storm; differences in abundance were highly significant; to strongly favor.

Pronouns

Be careful with the pronouns *this, these,* and *it*. If you do not provide a qualifier, it is sometimes difficult to tell what these words refer to: "This program offers solutions to that problem." Better: "This computer program offers solutions to the problem of incorrect sequencing ofnumbers."

Numbers, Variables, and Statistical Elements

Numeral versus word: We follow *Scientific Style and Format*, 7th edition. Most numbers in most circumstances, even those under 10, appear as numerals (i.e., they are not spelled out). The numbers zero and one present exceptions; copyeditors will address these.

Longitude and latitude: l48°N, 78°W (no periods). Percentages and degrees:

use symbols (15% and 15°).

Fractions: may be spelled out (one-half, one-third) unless used with units of measure (0.5 mm or 0.5 years).

Decimal point: insert 0 before a decimal point (0.4, not .4).

Significant figures: Express calculated values (e.g., means, standard deviation) to not more than one significant digit beyond the accuracy of the original measurement. Report test statistics (e.g., p values, correlation coefficients) to not more than 3 significant digits.

SD and SE: mean (SD)=44% (3) or mean of 44% (SD 3)

Dates: day, month, year (e.g., 6 October 1987). Do not use abbreviations such as 5/3/14 or 5-3-14.

Numbered lists: for the most part, avoid the use of numbered lists in the text. "We used x, y, and z to take soil samples" rather than "We used three techniques to take soil samples: (1) . . . , (2) . . . , and (3) . . . .

Insert a space between numbers and the unit of measure (6 m, 14 mL).

Delimiters: in mathematical expressions the order of delimiters is braces { }, brackets [ ], and parentheses ( ): {[( )]}. In narrative text, order is the opposite, ([ ]); avoid use of braces. In functional notation, nested pairs of parentheses are used.

Define all variables used in an equation.

Italicize all single-letter variables in equations. Do not italicize variables with more than one letter (e.g., "RU" meaning reproductive units as opposed to RU, in which R and U are separate interacting variables) or words used in association with variables (e.g., x_{forest}).

Complete words used as a variable should be lowercase (e.g., species). Each letter in multiple-letter abbreviations that are not complete words should be capitalized (e.g., AMF is acceptable for area of managed forest; PATCH for patch area is unacceptable).

Use the following abbreviations:
p, probability
df, degrees of freedom
χ^2, chi-square
F (F test, variance ratio)

F_{ST} (genetic variance contained in a subpopulation relative to the total genetic variance) CI, confidence interval or credible interval

SE, standard error (do not use ±)

SD, standard deviation (do not use ±).

Scientific Names

English and scientific names of birds should follow the checklist of the International Ornithological Congress (http://worldbirdnames.org/names.html). Deviations from spellings in this checklist must be supported by an explicit citation of the nomenclatural source (i.e., a published regional checklist or book on the birds of a specific area).

Common names of taxonomic groups other than birds should be in lower case (creeping thistle, common bushtail possum, gopher tortoise).

In the abstract and at first mention in the text, use common names (where one exists) followed by scientific name (genus and species) in parentheses: cane toad (*Bufo marinus*), Douglas-fir (*Pseudotsuga menziesii*), Florida Scrub Jay (*Aphelocoma coerulescens*). With a few exceptions, for example where no common name exists, after scientific name has been provided use common name.

Organisms: *Clarkia springvillensis* (first use); *C. springvillensis* (thereafter, even starting a sentence); spp. or sp. or var. (no italics).

***Conservation Biology* Style Sources**

Day, R. A., and B. Gastel. 2011. How to write and publish a scientific paper. 7th edition. Greenwood, Santa Barbara, California.

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Merriam-Webster. 2003. Third new international dictionary, unabridged. Merriam-Webster, Springfield, Massachusetts.

University of Chicago Press. 2010. The Chicago manual of style. 16th edition. University of Chicago Press, Chicago.