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**Programme Specification**

**Title of Course: M.Sc. Hazards and Disaster Management**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: August 2016**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | MSc Hazards and Disaster Management |
| **Awarding Institution:** | Kingston University, London |
| **Teaching Institution:** | Kingston University, London |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The course is designed to reflect intense global interest in the management of natural and human-induced hazards and disasters, which will be an area of increasing future importance as global populations expand to occupy at-risk areas, and levels of human impact on the environment increase accordingly. There is also considerable interest in the techniques and issues surrounding the response to hazardous situations, in terms of relief and rescue.

Hazards and disasters will be covered, both in a UK and international context, including extreme weather (e.g. flooding, heat waves, drought, famine), atmospheric hazards (e.g. tropical cyclones, tornados, thunderstorms), geological and geophysical hazards (e.g. volcanic eruptions, earthquakes, tsunamis, landslides and other mass movements), geomedical hazards in addition to human-induced hazards (e.g. terrorism, pandemics).

Responses to hazards, and the management of disasters and hazardous situations will be covered in depth. There will be consideration of technological approaches to the monitoring, mitigation and response to hazardous situations – for example the use of GIS to coordinate a widespread flood response.

The course is designed to offer an interdisciplinary approach to hazard and disaster management, incorporating a breadth of expertise from staff in the School of Geography, Geology and the Environment - ranging from socio-economic issues and societal impact of hazards, the physical science of hazard assessment and management and the science and technology of rescue and response. The course is taught by actively research staff in relevant fields and in addition, practitioners are invited to share their expertise and hands-on experience with students. This will help graduates of the course to engage knowledgeably with professional practitioners in all aspects of hazard and disaster management.

Fieldwork is strongly emphasised in the programme as a key learning environment, with a one-week residential field course to a multi-hazard field destination in Europe, as well a number of day trips to support learning. In the field, students will conduct specific mini-projects, involving advanced problem solving and evaluation of disaster management strategies. A strong sense of active, problem-based learning underpins the teaching and learning strategy, with students taking part in disaster simulation exercises and conducting mock media interviews to address the critical modern issues surrounding media awareness and perceptions of hazards and disaster. This will produce highly employable graduates with well-developed analytical and independent learning skills and the ability to solve complex problems on varying spatial and temporal scales, attributes critical to a career in any aspect of hazard and disaster management.

The MSc programme is offered in full or part time mode to allow flexibility, where recent graduates can continue their studies and specialise in the field area or lifelong learners, already in established careers, can enhance their Continuing Professional Development by acquiring new or updated skills in the physical science and management of hazards and disasters.

To enhance employability and entrepreneurial skills for students, this course encompasses the key elements of numerical skills, statistics, computing technology, GIS software, and state-of-the-art scientific knowledge of environmental hazards, risk assessment and disaster management. Every student is assigned a Personal Tutor during Induction to assist with academic development and pastoral care. Tutors are the main contact within the academic discipline beyond Module Leaders and the Course Director and students may liaise with them on an “as-needed” basis. Tutors assist students with queries in order to maximise their academic opportunities and direct them to other sources of academic guidance, and can also provide some pastoral advice if appropriate and required.

**Aims of the Programme**

**The main aims of the MSc programme are to:**

* Provide students with advanced knowledge of the physical science relating to the occurrence and assessment of major types of natural hazards.
* Equip students with a detailed knowledge and understanding of the political, socio-economic and cultural issues central to the interaction between human-induced and natural hazards and human society.
* Provide students with a detailed awareness of the differences between hazards and disasters and knowledge of how to prevent hazards becoming major disasters.
* Equip students with key underpinning theory and existing methodologies for effectively managing disasters in different contexts, and the ability to evaluate approaches to disaster management in different contexts.
* Develop independent learners with a strong problem-solving ability who can work effectively in individual and team-based situations, making them highly employable.
* Enhance students’ research and data analysis skills and apply these to addressing a major research project.
* Facilitate students to manage change and adapt creatively and effectively to changes in policy and practice in hazards and disaster situations.
* Develop students’ professional practice skills and thereby help them to advance their CPD.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the revised Benchmark Statements for Earth Sciences, Environmental Sciences & Environmental Studies (ES3) and Geography and Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

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| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | Identify, and explain the occurrence and spatial distribution of, major natural and human-induced hazards | B1 | Critically analyse and appraise information from both primary and secondary sources | | C1 | Collect, analyse and interpret data relating to scientific and human aspects of disaster mitigation and management. |
| A2 | Discuss the scientific aspects of natural hazard monitoring and evaluate the role of science and technology in modern disaster management | B2 | Conceptualise, design and implement an independent research project | | C2 | Carry out subject-related practical and fieldwork safely and with due regard to good laboratory and fieldwork practice and, where appropriate, ethics |
| A3 | Critically evaluate the synergetic relationship between hazards, disasters and human society with particular reference to poverty, age, gender, ethnicity and geographic location | B3 | Make informed judgements on complex, sensitive issues related to disaster scenarios, often in the absence of complete data | | C3 | Conduct one-to-one and press conference style interviews from the viewpoints of specialist practitioners in a disaster scenario. |
| A4 | Assess the impacts of natural hazards on climate, tourism, human health, development and global politics | B4 | Function as independent, reflective learners | | C4 | Practice self-reflective learning, and aid peer reflection, in the context of continuing professional development |
| A5 | Describe, discuss and critically evaluate modern disaster management methodologies relating to pre-, syn- and post-event phases of hazards and disasters | B5 | Construct reasoned arguments using appropriate supporting evidence | | C5 |  |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes | | | | | | |
| * formal lectures * practical classes and field work * seminars * group work | | | | * tutorials * blended * distance learning | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the Fields include the following: | | | | | | |
| * written examinations * in-course tests * essays * posters and podcasts | | | | * oral presentations * reports * projects * multiple choice tests | | |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

Successful applicants will normally have a good honours degree (minimum lower second class) or equivalent in a relevant discipline such as Geography, Geology, Earth Sciences, Environmental Sciences, GIS or Natural Hazards.

In cases where applicants have a first degree outside one of the above subjects, each application will be assessed on its merit, taking full account of the applicant’s previous academic background. Where applicants have relevant work experience and/or professional qualifications in the field of hazards and disaster management, these may be presented for evaluation against Kingston University’s mechanisms and processes for Accreditation of Prior Certificated Learning (APCL) and Accreditation of Prior Experiential Learning (APEL).

EU-based and international applicants whose first language is not English must be able to demonstrate a satisfactory level of both written and spoken English. This will normally take the form of an overall score of at least 6.5 in the International English Language Testing System IELTS (or equivalent), including a minimum of 6.5 in the written element.

The Course Director (or delegated member of the Course team) will normally interview all applicants, with particular emphasis on those applicants with non-standard entry qualifications.

1. **Programme Structure**

This programme is offered in full-time/part-time, and leads to the award of MSc. Entry is normally at level 7 with an Undergraduate degree or equivalent qualifications (See section D).

**E1. Professional and Statutory Regulatory Bodies**

None

**E2. Work-based learning, including sandwich programmes**

Not offered.

**E3. Outline Programme Structure**

The programme is made up of five modules each worth 30 credit points. Typically a student must complete 120 credits in the taught programme. They must then complete a dissertation worth 60 credit points. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

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| **Year** | **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| 1 | Managing Disaster | GG7130 | 30 | 7 | ACYR  9-20,  24-36 |
| 1 | GIS for Hazards and Emergency Planning | GG7110 | 30 | 7 | ACYR  9-20,  24-36 |
| 2 | Natural Hazards: Science & Society | GG7005 | 30 | 7 | ACYR  9-20,  24-36 |
| 2 | Research Methods & Techniques | GG7050 | 30 | 7 | ACYR  9-20,  24-36 |
| 2+ | MSc Research Project | GG7900 | 60 | 7 |  |
|  |

1. **Principles of Teaching Learning and Assessment**

This course has been designed to take account of the Kingston University Curriculum Design Principles. The course utilises a wide range of teaching and learning methods that enable students to learn actively with all elements of the course and embed the skills and knowledge within their own career aspirations. Teaching and learning methods are specifically designed to suit the content and the learning outcomes of each module. Typically, lectures are used to introduce key theoretical concepts and methodologies; practical sessions and field-based investigations introduce specific methods and exemplify theoretical concepts; independent learning space (e.g. guided by tutorials and seminar reflection) allows in-depth development and reading to support key concepts. Group work may be used to expose students to team working and working on larger projects.

A range of assessment methods enable students to demonstrate the acquisition of knowledge and skills. Methods include course work, oral presentations and debates, in-class tests, examinations, research reports, podcasts and poster presentations. The assessment regime for each module has been designed to provide formative opportunities that allow students to improve their performance ahead of summative assessment. Further details are listed in the individual module descriptors.

Upon completion of the taught element of the programme (120 credits), all students are required to complete an independent research project that allows them to demonstrate and apply the knowledge and skills that they have acquired throughout the programme. The topic is initially developed in the Research Methods and Techniques module and then continued through to completion through independent study, under the supervision of a supervisor.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module to provide logistical and academic support
* A Course Director to guide students through the programme structure and progression
* The Course Team to provide high quality teaching and advice
* Personal Tutors to provide academic and personal support
* Technical support to advise students on IT and the use of software
* Dedicated programme administration office for all non-academic queries
* An induction week at the beginning of the programme
* Staff Student Consultative Committee
* StudySpace – an on-line learning environment for *every* module
* A Learning Resource Centre and designated staff
* Study Skills Centre that provides academic skills support
* KU Student Support facilities that provide advice on financial, regulatory, legal, international student and accommodation issues;
* A Faculty-based Student Support team that provides advice and guidance on disability issues, student complaints and mitigating circumstances;
* International Office that provides support for those with English as a Second Language
* The Students’ Union
* Careers and Employability Service

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Board of Study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies

1. **Employability Statement**

Graduates of the programme will be well-qualified to enter a wide range of wide range of careers that utilised the intellectual and key skills developed during the study of the field in a wide variety of commercial, industrial and public sector organisations. Recent Graduates of the programme found jobs in many areas including: emergency planning units in local governments, national and international non-governmental organisations/agencies, environment and emergency consultancies, insurance companies (e.g. Munich Re, Swiss Re) and further studies (e.g. studying PhD).

1. **Approved Variants from the UMS/PCF**
2. **Other sources of information that you may wish to consult**

None Specific

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

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|  | **Module Code** |  | GG7005 | GG7130 | GG7110 | GG7050 | GG7900 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | FS |  | FS |  | S |
| A2 | FS | FS | FS |  | S |
| A3 | FS | FS |  | F | S |
| A4 | FS | FS | FS |  | S |
| A5 |  | FS | FS | FS | S |
| **Intellectual Skills** | B1 | FS | FS | F | FS | FS |
| B2 | FS | FS | FS | FS | FS |
| B3 | FS | FS |  | FS | FS |
| B4 | F | F | F | FS | FS |
| B5 | FS | FS | FS | FS | FS |
| **Practical Skills** | C1 | FS | FS | FS |  | S |
| C2 | FS |  |  | F | S |
| C3 | FS | F |  |  |  |
| C4 | F | FS | F | F | F |
| **Key Skills** | **Sell Awareness** | AK1 | F | FS | F | F | F |
| AK2 | F | F | F | FS | F |
| AK3 | F | F | F | FS | FS |
| AK4 |  |  |  | F | FS |
| **Communication** | BK1 | FS | FS | FS | F | FS |
| BK2 | FS | FS | FS | F | FS |
| BK3 | F | F | F | F | FS |
| **Interpersonal** | CK1 | F | F | FS |  |  |
| CK2 | F | F | F | FS | F |
| CK3 | FS | FS | FS | F | F |
| CK4 | F | F | F | FS | F |
| CK5 | FS | F |  | F |  |
| **Research and Information Literacy** | DK1 | F | F | F | FS | FS |
| DK2 | FS | FS | FS | FS | S |
| DK3 | F | F | F | F | FS |
| DK4 | S | S | S | FS | S |
| DK5 | F | F | FS | FS | S |
| **Numeracy** | EK1 | FS | FS | FS | FS | FS |
| EK2 | FS | FS | FS | FS | FS |
| EK3 | FS | FS | FS | FS | FS |
| EK4 | FS | FS | FS | FS | FS |
| **Management and Leadership** | FK1 | F | F | FS | FS | FS |
| FK2 | F | F | FS | FS | FS |
| FK3 | FS | FS | FS | FS | FS |
| FK4 | F | F | FS |  |  |
| **Creativity and Problem Solving** | GK1 | FS | FS | FS | FS | FS |
| GK2 | FS | FS | FS | FS | FS |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**MSC HAZARDS AND DISASTER MANAGEMENT**

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| **FULL TIME** |
| **GG7005** NATURAL HAZARDS: SCIENCE & SOCIETY |
| **GG7130** MANAGING DISASTERS |
| **GG7110** GIS FOR HAZARDS AND EMERGENCY PLANNING |
| **GG7050** RESEARCH METHODS AND TECHNIQUES |
| **GG7900** MSc RESEARCH PROJECT (DISSERTATION) |

|  |
| --- |
| **PART TIME** |
| **YEAR 1** |
| **GG7130** MANAGING DISASTERS |
| **GG7110** GIS FOR HAZARDS AND EMERGENCY PLANNING |
| **YEAR 2** |
| **GG7005** NATURAL HAZARDS: SCIENCE & SOCIETY |
| **GG7050** RESEARCH METHODS AND TECHNIQUES |
| **GG7900** MSc RESEARCH PROJECT (DISSERTATION) |

**Technical Annex**

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| **Final Award(s):** | *MSc Hazards and Disaster Management* |
| **Intermediate Award(s):** | *Indicate those awards available to students who exit the programme before completion of the award which they are registered e.g. Cert HE, Ordinary degree, PgCert* |
| **Minimum period of registration:** | *1 year* |
| **Maximum period of registration:** | *3 years* |
| **FHEQ Level for the Final Award:** | *Masters* |
| **QAA Subject Benchmark:** | *None* |
| **Modes of Delivery:** | *On-site* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *SEC* |
| **School:** | *GGE* |
| **JACS code:** | *This is the* [*Joint Academic Coding System*](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf) *(JACS) agreed jointly by UCAS and HESA.* |
| **UCAS Code:** |  |
| **Course Code:** |  |
| **Route Code:** |  |
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