Template C4

Programme Specification

Title of Course: *MSc Environmental Management*

Date first produced	01/01/2016
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Version number	4
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Built Environment and Geography
Department	Department of Geography, Geology & the Environment
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): ***Up to 10 pathways***	MSc Environmental Management
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	PgCert Environmental Management PgDip Environmental Management
Course Code ***For each pathway and mode of delivery***	PPENM1ENM01 PFENM1ENM01
UCAS code ***For each pathway***	

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Full-time Part-time With Professional Placement
Available as:	
Minimum period of registration:	Full-time - 1 Part-time - 2 With Professional Placement - 2
Maximum period of registration:	Full-time - 2 Part-time - 4 With Professional Placement - 3
Entry Requirements:	The minimum entry qualifications for the programme are: A good honours degree (2.2 or better) or equivalent in a relevant discipline, such as Biology, Chemistry, Geography, Earth Sciences, Environmental Geography, Environmental Management, Environmental Sciences, Natural Resource Management, Sustainable Development, as the major field(s) of study or a relevant professional qualification, with suitable work experience. Where applicants have relevant work experience and/or professional qualifications in the field of environmental management, energy management and sustainability or related fields may be presented for evaluation against Kingston University's mechanisms and processes for

	Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL). International students for whom English is not the first language are required to have achieved an English language qualification prevailing currently at time of application or approved equivalent. Kingston University postgraduate English requirements can be found at this link.
Programme Accredited by:	IEMA
QAA Subject Benchmark Statements:	None
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

Environmental Management is one of a new suite of postgraduate courses that addresses the future challenges associated with sustainably managing environmental systems. The course is distinctive in that it offers three of the most relevant sub-disciplines within sustainable environmental management: a core programme in environmental management and one pathway in Energy management. Students acquire pertinent research skills in each of these pathways. They study theoretical, practical and legal frameworks promoting sustainable environmental management and other drivers for sustainable behaviour at individual, institutional and governmental levels. They learn how to innovate, respond to new and emerging challenges and work effectively in changing and unfamiliar situations. The final award title will reflect students' chosen pathway: *MSc Environmental Management* or *MSc Environmental Management (Energy)*. The energy pathway is timely, nationally and internationally relevant, given the world's energy needs, as well as the surrounding political debates regarding fossil fuels and increasingly, renewables, which form such an essential component of the world's existence.

The philosophy and rationale of the course build on the need for new environmental professionals: people with a strong cross-disciplinary understanding of the societal, economic, and environmental challenges posed by the emerging sustainable environmental management agenda. Identifying appropriate and effective responses, whether technical, regulatory, behavioural or fiscal or by innovative design or changing business priorities demands a high level of multi-disciplinary understanding. The *Environmental Management* Masters aims to provide students with the in-depth knowledge and the essential practical and evaluative skills needed to give leadership for low carbon, resource efficient, sustainable futures in diverse global contexts. The programme will provide students with a good basis for careers in local government, NGOs, major international companies, independent consultants, and in education, research and enterprise more generally.

Each of the pathways is offered with a Professional Placement option. This option is to spend an additional year in industry as part of the course. The placement year is for a 10 to 12 months period with 30-40 working hours per week. The placement must be in a company and the work must be relevant to the degree. The placement should be in the UK. The Placement has to be approved by the Faculty. The professional placement route is for full time students only.

Finding the placement is the responsibility of the individual students. If students do not find a suitable placement they will be switched onto the non-placement course.

The specific aims for the MSc Environmental Management are:

- Equip students with detailed knowledge and understanding of the important relationships between environmental management and natural ecosystems, and the value for adopting an integrated approach to studying both.
- Enhance students' abilities to investigate the rationale behind the exploitation of natural environments and to demonstrate how they can be sustainably managed.
- Develop the conceptual and intellectual framework within which students can understand the breadth, application, and contexts of environmental management.
- Enhance students' ability to critically interrogate environmental data and design, conduct and report original research relevant to environmental management.
- Develop key skills in group work, independent research, report writing and oral presentation, and to develop reflection and promote self-awareness in learning.

For those on the parent pathway:

- to develop an analytical overview of the drivers and effects of climate change; to critically evaluate the effectiveness of policy and practice from local to global scale; and the perspective and role of different actors and praxis in responding to change.

For those on the energy pathway:

- to develop knowledge of the techniques relevant to a modern energy professional including: the factors that influence the economic value and various stages involved in development and exploitation within the discipline of Energy (e.g., conventional and non-conventional hydrocarbons, nuclear power, wind, wave, geothermal and tidal).

In addition, for those on the placement route (either parent or energy pathway):

- to provide experience of working in a professional environment that is relevant to the field of study; to allow students to consolidate and apply the range of skills and knowledge acquired in the course of their studies to a work environment; to reflect on and develop these skills and knowledge further
- to enhance career prospects through the development of a range of skills that enable students to present themselves effectively, network and make informed decisions about employment and career plans.

B. Intended Learning Outcomes

The programme outcomes are referenced to the 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. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A4	Apply knowledge in a professional context, including understanding of their professional development and the structure of the placement organisation (With Professional Placement Only)	B4	Reflect critically on their experience during the professional placement, including research and information literacy, numeracy, management and leadership skills. (With Professional Placement Only)	C4	Develop and practise key personal and employability skills and show examples of the application of these skills
A3	Show a critical understanding of the multidisciplinary challenges characteristic of environmental management in the context of managing threatened natural environments, scarce water resources and over-exploited energy systems. (All pathways)	B2	Demonstrate proficiency in the analysis, interpretation and presentation of primary research data and be able to critically synthesise incomplete or contradictory information. (All pathways)	C3	Analyse quantitative data with accuracy and precision and adapt approach and analytical techniques to new situations. (All pathways).
A1	Identify and evaluate major environmental problems associated with the development and use of natural resources and be able to propose management solutions. (Core pathway)	B1	Be able to design, manage and critical evaluate an independent research project and to communicate concisely, orally and in writing, the findings of their research. (All pathways)	C2	Plan, design and execute a sustained piece of independent research and critically evaluate and interpret data in the context of contemporary research. (All pathways)
A2	Apply judgement, reflection and original thought to problem solving in a variety of contexts pertinent to sustainable environmental management and to develop policy and management responses to environmental change. (Core pathway)	B3	Critically analyse, validate and synthesise multidisciplinary information from disparate sources in a manner that is innovative and consistent with theories and practices from sustainable environmental management. (Core pathway)	C1	Integrate research design and primary data collection and analysis methods from the core and energy pathways in environment and energy management. (All pathways)

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in 1-year full-time, 2-year full-time with placement, and 2-year part-time. The course comprises two 30-credit modules, four 15 credit modules, and a 60-credit research project. Full details of each module are provided in module descriptors.

MSc Environmental Management

Level 7							
MSc Environmental Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Academic, Research and Professional Practice	GG7075	15	7	TB1 and TB2	None	1	2
Environmental Management	GG7045	30	7	TB2	None	1	1
Evidence-based Environmental Management	GG7065	15	7	TB2	None	1	2
Participatory Approaches to Solving Environmental Challenges	GG7055	15	7	TB1	None	1	1
Research project	GG7900	60	7	TB3	None	1	2
The Challenge of Climate Change	GG7070	30	7	TB1	None	1	2
Water Resources Management	GG7060	15	7	TB1 and TB2		1	1
Optional Modules							

Professional Placement	CI7900	120	7	TY13	None	1	2

D. Principles of Teaching, Learning and Assessment

This course is designed following the Kingston University Curriculum Design Principles and Inclusive Curriculum Framework as defined in the KU Academic Framework. These include a conscious commitment to equality, diversity and inclusion, constructive alignment of activities and their assessment and associated feedback and personalised learning. The course is highly sensitive to the diversity of learning needs of our students (typically 80% of the course are non-UK students and many are mature students who must balance family commitments) to ensure inclusivity, on and off-campus engagement and student-to-student based peer support and supported group-based learning activities.

In line with the University's Inclusive Curriculum Framework, 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 skills and knowledge to meet their personal career aspirations. Teaching and learning methods are specifically designed to suit the content and 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 (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 teamwork and project-based. Expert guest speakers and environmental management practitioners will be invited to contribute to the taught programme to ensure relevance and currency in the world of research and professional practice.

Appropriate use will be made of Kingston's VLE as a gateway for support materials and for exchange of information and ideas between module participants. Video and podcasts, self-assessment quizzes and dedicated reading materials will support the modules. The course is aligned to the principles of the KU Town House Strategy and Future Skills development is a key component supporting KU graduate attributes.
Academic and research skills are developed throughout the programme. Academic skills (evaluating literature, citation and referencing, academic writing, critical review, project specification and planning) are introduced in GG7XX5 Academic, Research and Professional Practice that all students take in their first teaching term and contains the embedded tutorial scheme. This module also provides opportunities to explore the learning journey and the linkages between the curriculum and professional competences (IEMA LOs and Assessment Criteria). GGXX06 Evidence-based Environmental Management then introduces a range of commonly used data collection, analysis, and presentation techniques (surveys, interviews, graphs, maps and statistical analysis).

Finally, in GG7XX7 Research Project, students apply these skills to develop and complete their research project. Students may either scope, develop and manage their own research project with appropriate supervisory support, or undertake an 'off-the-shelf' project idea. Projects that partner with external organisations (e.g., local authorities, NGOs and businesses) to address authentic research problems are encouraged. The course team through research and consultancy activities has well-developed and long-standing links with local, and wider, contacts to help promote this activity.

The assessment during the Professional Placement year will include a reflective practice piece of work, a professional development portfolio (PDP) and the employer's appraisal. The

performance and attendance will be regularly monitored through the placement year. The marking of the placement is “pass” or “fail”.

E. Support for Students and their Learning

To help students achieve their learning outcomes, the Department of Geography and Geology within the School of Engineering and Environment has developed a wide range of initiatives to support postgraduates in both academic and pastoral matters. These include skills workshops that offer English language support, academic surgeries, detailed induction and orientation programmes at the start of the academic year, and subject based conference-style and team-building events. Advice on generic learning and study skills is available through the electronic learning management system to which all students have access: this includes, for example, advice on academic writing, oral communication, and numeracy, problem solving and career management.
Students are encouraged to discuss academic and pastoral concerns with their tutors. All academic staff operates a system of ‘office hours’ when they are routinely available for drop-in consultation or students may email for specific appointments. In addition, the Faculty of Science, Engineering and Computing (SEC) employs Student Support Officers who are available in both drop-in and appointment sessions to support students in all aspects of their education, including pastoral issues. Specific teaching and learning strategies are indicated in the individual module outlines.

The Personal Tutor Scheme (PTS)
Every student is assigned a Personal Tutor during Induction. This is a member of staff who is responsible for monitoring student’s progress throughout the course, assisting with academic development and pastoral care; the tutor provides study guidance and offers counselling should any academic or personal problems arise. 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. Pastorally, Tutors are there to listen and offer guidance on the availability of support concerning, for example, finance and study. Students with specific needs will be accommodated and supported on a case-by-case basis. All effort will be made to be as inclusive as possible, particularly as this relates to engaging in practical work and fieldwork.
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
- Pastoral Tutors to provide personal support
- Technical support to advise students on IT and the use of software
- Experienced programme administration office for all non-academic queries
- An induction week at the beginning of the programme
- Staff Student Consultative Committee
- Canvas – 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

- Kingston Language Scheme's (KLS) English language development programme provides free English classes to international students enrolled on the course
- The Union of Kingston's Students
- Careers and Employability Service
- A Placement Tutor to give general advice on placements

Professional Placement Support
The students choosing the optional Professional Placement will receive additional support via an online database for local job opportunities, "JobShop" and from a dedicated careers team, which will offer CV and cover letter workshops, employers fairs and special events.

F. 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
- Accreditation by the Institute of Environmental Management and Assessment (IEMA)
- School Education Committee (SEC) Faculty Education Committee (FEC)
- Course Representatives and a Student Voice Committee
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the Postgraduate Taught Experience Survey (PTES)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

The MSc in Environmental Management course is geared towards the preparation of graduates for the workplace. Staff in the Department of Geography, Geology and the Environment are engaged in research and consultancy activities that keep them in regular professional contact with practitioners across the spectrum of employers accepting applications from Environmental Management graduates. Our Future Skills and Employability Service provides a dedicated careers service that students at all levels will access and the course team will regularly invite staff from the Future Skills and Employability Service to address the students to keep them updated with news and events (e.g., CV workshops, information, and guidance in support of placement years, careers events, etc.). Employability skills are explicitly emphasised throughout the course, particularly as part of the Personal Tutorial System that includes reflection on skills acquired over the period of study.

1. Knowledge skills – Environmental Management students acquire specific environmental knowledge and the cognitive abilities to synthesise and apply this knowledge in a range of workplace settings. The final year Research Project provides

an opportunity to for students to focus in areas of personal environmental interest and tailor their specific knowledge skills to their career aspirations.

1. Practical skills – the acquisition of practical skills is essential preparation for students entering the workplace. Irrespective of whether Environmental Management students choose a career in the discipline, the generic skills that must be acquired and practiced throughout the course in order to synthesise and evaluate multi-dimensional challenges at a variety of scales are valuable for most graduate jobs. Students seeking employment specifically within their subject area can be confident that they are trained and fully prepared for a range of practical tasks their employer will expect.

Additionally, for those students who take a placement year:

1. Workplace skills – the experience of a one-year work placement to gain first-hand experience of the challenges and opportunities offered to apply environmental skills in a practical context.

Graduates have found employment in a range of businesses, governance, and associated sectors. Recent examples include environmental consultancies, local government, environmental regulators and businesses.

The UK government and the international community have identified a priority need for graduates with advanced understanding of sustainable environmental management. The present course addresses this need and provides an interdisciplinary programme that develops the theoretical and practical training needed in the field of environmental management and energy management. Graduates find extensive career opportunities with NGOs, governmental organisations, businesses, industry and education or as independent consultants and advisers. They will be equipped for leadership roles.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged. It is the responsibility of individual students to source and secure such placements supported by a dedicated placement team and academic staff. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

H. Other sources of information that you may wish to consult

EMA Sustainability Skills Map
QAA Master's Degree Characteristics Statement (2020)
Kington university's Inclusive Curriculum Framework
Inclusive Curriculum Framework

I. Development of Course Learning Outcomes in Modules

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

Module Code		Level 7							
		GG7045	GG7070	GG7055	GG7060	GG7065	GG7075	GG7900	CI7900
Knowledge & Understanding	A4	S					S		
	A3	S				S		S	
	A1	S		S	S	S		S	
	A2	S			S	S	S	S	
Intellectual Skills	B4	S							
	B2	S						S	S
	B1	S				S			
	B3	S		S	S			S	
Practical Skills	C4	S				S			
	C3	S							S
	C2	S							
	C1	S		S					

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.