Template C4

Programme Specification

Title of Course: *BSc (Hons) Environmental Science*

Date first produced	31/07/2015
Date last revised	30/04/2025
Date of implementation of current version	01/09/2024
Version number	15
Faculty	Faculty of Engineering, Computing and the Environment
Cross-disciplinary	
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):	BSc (Hons) Environmental Science
Exit Award(s) and Title(s):	Cert HE Environmental Science DipHE Ordinary degree Environmental Science
Course Code *For each pathway and mode of delivery*	UFEVS1EVS20
UCAS code *For each pathway*	

Award(s) and Title(s):	BSc (Hons) Environmental Science, Hazards and Disasters
Exit Award(s) and Title(s):	Cert HE Environmental Science Ordinary degree Environmental Science
Course Code *For each pathway and mode of delivery*	UFEVH1EHV20
UCAS code *For each pathway*	

Award(s) and Title(s):	BSc (Hons) Environmental Science with Professional Placement
Exit Award(s) and Title(s):	CertHE DipHE BSc
Course Code *For each pathway and mode of delivery*	USEVH1EVH45
UCAS code *For each pathway*	

Award(s) and Title(s):	BSc (Hons) Environmental Science with Foundation Year
Exit Award(s) and Title(s):	CertHE DipHE BSc
Course Code	

For each pathway and mode of delivery	UFEVS1EVS55
UCAS code *For each pathway*	

Award(s) and Title(s):	BSc (Hons) Environmental Science with Foundation Year and Professional Placement
Exit Award(s) and Title(s):	CertHE DipHE BSc
Course Code *For each pathway and mode of delivery*	USEVS1EVS56
UCAS code *For each pathway*	

Award(s) and Title(s):	BSc (Hons) Environmental Science, Hazards and Disasters with Foundation Year
Exit Award(s) and Title(s):	CertHE DipHE BSc
Course Code *For each pathway and mode of delivery*	UFEVH1EVH55
UCAS code *For each pathway*	

Award(s) and Title(s):	BSc (Hons) Environmental Science, Hazards and Disasters with Professional Placement
Exit Award(s) and Title(s):	CertHE DipHE BSc
Course Code *For each pathway and mode of delivery*	USEVH1EVH45
UCAS code *For each pathway*	

Award(s) and Title(s):	BSc (Hons) Environmental Science, Hazards and Disasters with Foundation Year and Professional Placement
Exit Award(s) and Title(s):	CertHE

	DipHE BSc
Course Code *For each pathway and mode of delivery*	USEVH1EHV56
UCAS code *For each pathway*	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	With Professional Placement With foundation year Full-time
Minimum period of registration:	With Professional Placement - 4 With foundation year - 4 Full-time - 3
Maximum period of registration:	With Professional Placement - 7 With foundation year - 7 Full-time - 6
Entry requirements	The minimum entry qualifications for the programme are: • 96 UCAS points (CCC at A-level), with A-level or equivalent from subject areas including but not limited to Geography, Environmental Science, Chemistry and Biology or other relevant disciplines, plus min five GCSEs grades A to C to include Math and English. • BTEC/advanced Diploma/Access/Foundation qualifications considered where relevant. • Science foundation year • We will consider a range of alternative qualifications or experience that is equivalent to the typical offer. Applications from international students with equivalent qualifications are welcomed. • A minimum IELTS score of 6.0 (with a minimum score of 5.5 in R, L, S and W),

	TOEFL 88 (R=22, L=21, S=23, W=22) or equivalent is required for those for whom English is not their first language. • Applications from mature students with relevant experience, interest and or commitment, are welcomed. • Applications from holders of qualifications such as the International Baccalaureate are welcomed. • International student applications with relevant qualifications and or interest experience and commitment (in the case of mature students) are welcomed. • Other qualifications will be considered on a case by case basis.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Accreditation from the Institute of Environmental Management (IEMA)
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The educational aims of the BSc honours degree in Environmental Science are to:

- provide students with an understanding of the key concepts of environmental systems and phenomena, and their relevance to modern society.
- enable students to develop a critical reflective, integrated and science-based approach to the study of environmental phenomena, and develop the ability to confidently apply their knowledge in diverse geographical and scientific contexts.
- develop the ability to identify, analyse and critically evaluate relevant primary and secondary information sources and to communicate and debate cogent and informed arguments.
- develop intellectual, practical and fieldwork skills in environmental research including the acquisition, analysis, interpretation and representation of data and information, including its critical appraisal, as a basis for independent study (e.g. in preparation for and execution of the final year research project).
- develop an enquiring, analytical and creative approach to study, encouraging independent judgement and critical self-awareness.
- develop the KU Graduate Attributes, and set and reflect on personal development ambitions to support employment and personal aspirations.
- promote an understanding of professional environmental practices and consultancy skills by active engagement with the wider practitioner community, including fieldwork and other forms of experiential learning.
- facilitate understanding of the relationship between environmental science and the values and concepts of sustainability in general, and in business and governance within a sustainable development context.
- prepare students for further study, research, employment and community engagement in a wide range of contexts where sustainability skills, knowledge and understanding can be applied.

Students opting to take the parent pathway in Environmental Science will additionally be able to:

- demonstrate an understanding of the key concepts which underpin the study of land-water interactions and their management.
- demonstrate an understanding of the key ecological concepts and their application.
- apply a range of technical skills (e.g. GIS) to monitor and evaluate natural landscapes and their management.

Students opting to take the pathway in Hazards and Disasters will additionally be able to:

- demonstrate an understanding of the key concepts which underpin the study and management of hazards and disasters.
- identify a range of hazards, understand the processes by which these become disasters and suggest appropriate management strategies.
- evaluate the advantages and disadvantages of different Disaster Risk Reduction strategies at a range of scales.

- apply a range of technical skills (e.g. GIS) to monitor, evaluate and manage hazard and disaster challenges.

Students opting to take the sandwich year will additionally be able to:

- apply and develop their environmental science knowledge in an appropriate professional setting and the opportunity to feed these acquired knowledge and skills back to their final year of study.
- gain first hand professional experience to develop skills and knowledge relevant to environmental science and to their career aspirations.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in ‘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
A5	Students opting for the Hazards and Disasters pathway will additionally be able to: Demonstrate an understanding of the key concepts which underpin the study and management of hazards and disasters and how these interact with changing environmental systems.	B5	Students opting for the Hazards and Disasters pathway will additionally be able to: Evaluate the advantages and disadvantages of different Disaster Risk Reduction strategies at a range of scales and from varying perspectives.	C4	Take informed decisions and solve complex problems by use of appropriate learning technologies in the classroom and the field, understanding the perspectives of a variety of different stakeholders.
A4	Students opting for the Environmental Science parent will additionally be able to: Demonstrate an understanding of the key concepts which underpin the study of land, water and ecology and how these interact with changing environmental systems.	B4	Students opting for the Environmental Science parent will additionally be able to: Evaluate the challenges posed by environmental change in land-water-ecological systems and the application of environmental science to further understanding of these changes and their management.	C3	Develop experience in the use of support tools for effective communication.
A3	Develop and practice a range of project management skills through practical experience of guided and independent field-based learning and	B2	Demonstrate the ability for independent and reflective learning. Appraise the arguments of others, rationalise complex contested	C2	Solve complex problems by use of appropriate learning technologies (e.g. GIS) and

	investigations in a range of contrasting settings.		environmental themes and evaluate sustainable/non-sustainable solutions environmental challenges.		design and execute environmental science project-based investigations with due regard to logistical and ethical issues.
A2	Be proficient in a range of techniques for the collection, analysis, interpretation and communication of environmental information.	B1	Critically evaluate and synthesise qualitative and quantitative information from a diverse range of primary and secondary sources.	C1	Undertake subject related practical work such as primary information acquisition and analysis (e.g. laboratory investigation) with due regard to safety.
A1	Define and evaluate the nature of environmental systems and phenomena, scientific principles that underpin them, their changing nature over a range of interacting scales and the contemporary and historical interactions between people and their environment.	B3	Construct reasoned arguments using appropriate supporting academic and practical evidence, and develop confidence in the ability to communicate reasoned arguments through verbal, written and digital media.	C5	Students opting for a sandwich degree will additionally be able to: Transcribe and apply the experiences of the practical work-based environment to academic study and chosen career aspirations.
A6	Students opting for a sandwich degree will additionally be able to: Practice their theoretical understanding and exemplify the relevance of environmental science in a contemporary work environment and enhance their professional skills portfolio.	B6	Students opting for a sandwich degree will additionally be able to: Synthesise the experiences of the practical work-based environment to the academic study of environmental science.		

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure

This programme is offered in 3 year full-time, 4 year full-time with sandwich or 6 year part-time mode, and leads to the award of either BSc (Honours) Environmental Science or BSc (Honours) Environmental Science, Hazards and Disasters depending on the choice of pathway, defined at the commencement of Level 5 (students many change their pathway until the start of Level 5 because Level 4 is common to both). Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.

BSc (Hons) Environmental Science

Level 4							
BSc (Hons) Environmental Science							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Developing Academic Skills	GG4005	15	4	TB1	None	1	1
Digital Mapping	GG4003	15	4	TB1	None	1	1
Introduction to Environmental Science	GG4002	30	4	TY13	None	1	2
Our Dynamic Earth	GG4001	30	4	TY13		1	1

Research and Fieldwork Methods	GG4004	15	4	TB2	None	1	2
Sustainability for professional practice	EG4022	15	4	TB2			1

Exit Awards at Level 4

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education.

Level 5							
BSc (Hons) Environmental Science							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Advanced Research Methods and Statistics	GG5026	30	5	TY13	None	2	4
Contaminated Land, Assessment and Remediation	GG5024	15	5	TB2	None	2	3
Principles and Ecology and Conservation	GG5023	15	5	TB1		1	1
Project Management	GG5031	15	5	TB2		2	2
Rivers, Oceans and the Atmosphere	GG5021	30	5	TY13		1	1
Understanding our World with GIS	GG5022	15	5	TB1	None	2	4

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6
BSc (Hons) Environmental Science

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Conservation Theory and Practice	GG6023	15	6	TB2	None	3	6
Future Skills Apply	AX6001	15	6	TB1		1	
Land and Water Resources Management (Environmental Science only)	GG6080	30	6	TY13		3	3
RESEARCH PROJECT	GG6400	30	6	TY13		3	3
The Science of Climate Change	GG6022	15	6	TB1	None	3	5
Optional Modules							
Climate Change Hazards, Resilience and Solutions	GG6024	15	6	TB2	None	3	6
Solving Real World Data with GIS	AUG2508338	15	6	TB2	None	3	6

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

BSc (Hons) Environmental Science, Hazards and Disasters

Level 4							
BSc (Hons) Environmental Science, Hazards and Disasters							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Developing Academic Skills	GG4005	15	4	TB1	None	1	1
Digital Mapping	GG4003	15	4	TB1	None	1	1
Introduction to Environmental Science	GG4002	30	4	TY13	None	1	2
Our Dynamic Earth	GG4001	30	4	TY13		1	1

Research and Fieldwork Methods	GG4004	15	4	TB2	None	1	2
Sustainability for professional practice	EG4022	15	4	TB2		1	

Exit Awards at Level 4

Progression to level 5 requires the completion of all modules.
Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Environmental Science.

Level 5							
BSc (Hons) Environmental Science, Hazards and Disasters							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Advanced Research Methods	GG5029	15	5	TB1	None	2	3
DISASTERS, SOCIETY AND CULTURE	GG5045	30	5	TY13	None	2	3
Geomorphology, Geotechnics and Geohazards	GG5028	15	5	TB2	None	2	4
Project Management	GG5031	15	5	TB2	None	2	4
Rivers, Oceans and the Atmosphere	GG5021	30	5	TY13		1	1
Understanding our World with GIS	GG5022	15	5	TB1	None	2	3

Exit Awards at Level 5

Progression to level 6 requires the completion of all modules.

Level 6							
BSc (Hons) Environmental Science, Hazards and Disasters							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

Disaster Management	GG6450	15	6	TB1	None	3	5
Future Skills Apply	AX6001	15	6	TB1		3	
Geophysical Hazards: Processes and Disaster Risk Reduction	AUG25-08336	15	6	TB2	None	3	6
RESEARCH PROJECT	GG6400	30	6	TY13		1	1
Solving Real World Data with GIS	AUG 25 08338	15	6	TB2	None	3	6
THE CHALLENGE OF CLIMATE CHANGE	GG6070	30	6	TY13	None	3	6

Exit Awards at Level 6

Level 6 requires the completion of all modules.

Students exiting the parent programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Environmental Science.

Students exiting the Hazards and Disasters programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Environmental Science, Hazards and Disasters.

BSc (Hons) Environmental Science with Professional Placement

Level 5							
BSc (Hons) Environmental Science with Professional Placement							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Industrial Placement	CI5999	120	5	TY13		3	

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

BSc (Hons) Environmental Science with Foundation Year

BSc (Hons) Environmental Science with Foundation Year and Professional Placement

Level 5							
BSc (Hons) Environmental Science with Foundation Year and Professional Placement							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Industrial Placement	CI5999	120	5	TY13		3	

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

BSc (Hons) Environmental Science, Hazards and Disasters with Foundation Year

BSc (Hons) Environmental Science, Hazards and Disasters with Professional Placement

Level 5							
BSc (Hons) Environmental Science, Hazards and Disasters with Professional Placement							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Industrial Placement	CI5999	120	5	TY13		3	

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

BSc (Hons) Environmental Science, Hazards and Disasters with Foundation Year and Professional Placement

Level 5

BSc (Hons) Environmental Science, Hazards and Disasters with Foundation Year and Professional Placement							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Industrial Placement	CI5999	120	5	TY13		3	

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

E. Teaching, Learning and Assessment

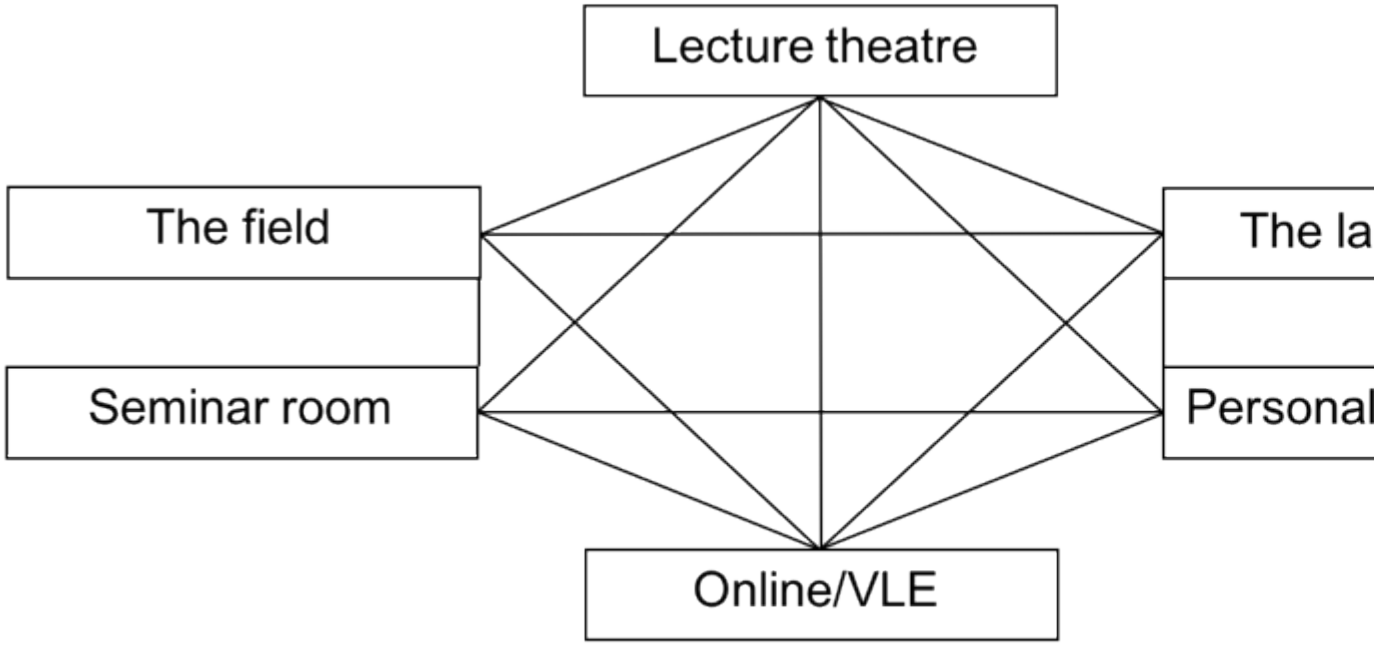
This course has been designed in accordance with Kingston University Curriculum Design Principles and Inclusive Curriculum Framework as defined in the KU Academic Framework. These include a conscious commitment to equality, diversity and inclusion, Constructive Alignment of activities and their assessment and associated feedback and personalised learning. The course is highly sensitive to the diversity of learning needs of our students (typically up to half 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. Examples include the conscious choice of global case study examples to illustrate environmental phenomenon and the choice of fieldwork destinations and sites that are culturally diverse.

In line with the University's Inclusive Curriculum Framework, the programme is delivered in a diversity of formats which includes face-to-face teaching, recorded materials with transcriptions, online quizzes, small group discussions either in person or online via CANVAS, and opportunities for one-to-one consultation sessions. We enable students to see themselves in the curriculum by inviting students to work on self-selected case studies and to suggest discussion topics that are of interest to them. The course also places emphasis on the ethical importance of and value of diverse perspectives on issues, and in addressing real world problems. In doing so, the course aims to offer a programme that caters for diverse students and produce graduates that value diversity.

The course adopts a range of learning and teaching methods that enable students to learn actively in all elements of the course and develop environmental skills and knowledge in the context of their personal development ambitions. Learning and Teaching methods are designed to suit the learning outcomes of each module within the context of the course learning objectives and the identification of learning pathways from Levels 4 to 6. For example, we have purposefully designed-in a study-skills and project management thread, from GG4005 Developing Academic Skills – with an emphasis on learning-to-learn in higher education (appreciative of the differential backgrounds of the students we wish to attract) and GG4004

Research and Fieldwork Methods at Level 4, linking to Advanced Research Methods (and Statistics) and Project Management at Level 5 including essential training in data collection and analysis, and preparation for the final year research project, culminating in Research Project itself in Level 6.

Environmental Science students typically inhabit multiple learning environments and students learn to blend their knowledge and experiences: 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 insight to support key concepts, and group work is used to expose students to team working and managing integrated environmental projects. Fieldwork teaching and learning is a vitally important component of our teaching and learning strategy. Fieldwork experiences serve several functions: developing a range of specific employment-ready field-based skills in a range of environmental settings; experiential exposure to a range of environmental challenges; and exposure to environmental practitioners in the workplace to gain first hand experiences of the application of environmental theory in practice.



Adapted from Downward et al, 2008.

Fieldwork is an integral part of the Environmental Science course and fieldwork experiences are effectively blended with knowledge and skills acquire in multiple learning spaces.

The Canvas Virtual Learning platform provides a virtual space to connect these environments and provides a consistent setting where students can archive and search learning materials (e.g., assessment and feedback) and interact and reflect

on their learning outside of the classroom with their peers and staff (e.g., via discussion boards). Additionally, staff in the Department of Geography, Geology and the Environment have a proven track record in Technology Enhanced Learning provision to support and enrich the student learning experience in Environmental Science. This includes virtual fieldtrips to support in the field studies, promoting dialogic feedback (e.g., blog-based field reporting), mobile-based learning, and electronic feedback on assessments in a variety of formats. Computer practicals are used to introduce students to generic as well as specialised ICT skills and digital literacies. Generic packages include Microsoft Office applications while specialised packages include ArcGIS Pro and ArcGIS online for mapping and spatial analysis, SPSS and NVivo for data analysis, and Adobe Illustrator for graphics and design.

The course places an emphasis on practitioner-based learning to raise awareness of professional applications of Environmental Science, and Environmental Hazards and Disasters, and instil a sense of professionalism in student learning. Fieldwork learning is a good example of this, where students can learn from experts in a range of UK, European and/or developing world settings. Guest speakers (e.g., experts in the field of hazard and disaster management in the case of the pathway) are a key feature of many learning activities and there are numerous opportunities to attend subject related guest talks, seminars and conferences at Kingston University (e.g., organised by the CEESR and KU Sustainability Hub) and other London-wide professional and academic institutions.

Sustainability is a thread that runs through all modules in programme, from induction to the final project, group design and final examinations. The programme is designed so that sustainability is pervasive in the curriculum and is integral to the professional accreditation of the course with IEMA. Sustainability may be considered thoroughly embedded and there are a number of modules where sustainable development and environmental concerns are explicit within the intended Learning Outcomes (e.g., Sustainability for Professional Practice, Exploring Professional Skills in Project Management and Application of Professional Skills for End Point Assessment – the latter two modules in requirements of group project work).

The course modules are committed to assessment for learning and employ a range of formative and summative assessment tasks to incrementally scaffold knowledge and skills, reflect of progress with respect to personal targets and professional aspirations. We have made conscious choices to provide diversity of assessment types that emphasise authenticity and choice to appeal across the range of student strengths. Summative and formative assessments include: course work – including research, fieldwork and/or stakeholder reports, blogs and podcasts; practical examinations – including oral and poster presentations with questions and answers, debates and viva-style interviews, and in-class tests; and end of module written examinations. Assessment regimes for each module have been designed to provide numerous formative opportunities that allow students to practice and to receive feedback on their performance and benchmark their progress in preparation for summative assessments. Summative assessments may be synoptic and reflective of broader course learning objectives.

Students will undertake training in the design and management of environmental projects in all years. This culminates in Level 6 when students are required to

complete a 30 credits independent environmental science 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 as a formative exercise with the personal tutor at Level 5, and then progressed to completion through independent study at Level 6 under the guidance of a supervisor. The selection and management of the research project is carefully developed with the supervisor to allow the student to select a specialisation in a specific Environmental Science and/or Environmental (including geophysical and geomorphological) Hazards and Disasters topic of interest, commonly tailored to their professional career aspirations and further raise awareness of professional practices and a sense of professionalism. Students have choice in their selection of final year research project and this will be guided by their personal tutor and will typically reflect the choice of the parent or pathway course.

Employment-readiness is central to our learning design. Employability skills are constructively aligned from the course level to the module level and closely managed and moderated by the Course Leader (common to the parent and pathway). Two discipline specific employability skills pathways are identified in our learning design: (1) an Information Technology and GIS pathway, with 15 credit modules in GIS at all Levels – L4 Digital Mapping, L5 Understanding Our World with GIS and L6 Solving Real World Data with GIS; and (2) a Research, Fieldwork and Study Skills pathway – with L4 Research and Fieldwork Methods, L5 Advanced Research Methods (developing quantitative and qualitative data analytical skills) and L5 Project Management, culminating in the L6 Research Project. Graduate attributes and professional development skills are learnt and advanced in the Kingston University Future Skills module strand – Navigate (L4 Developing Academic Skills), Explore (L5 Project Management) and Apply (Business Innovation for a Sustainable Planet). The Personal Tutorial Scheme is embedded within the Navigate, Explore and Apply 15 credit modules at Levels 4, 5 and 6 respectively.

F. Support for Students and their Learning

Students are supported by:

- A Course Leader to help students understand the programme structure and progression and to ensure student supports.
- A Module Leader for each module to provide academic support.
- A module team for each module to provide academic support.
- A Personal Tutor programme which ensures that students have a designated personal tutor for the duration of their studies.
- A Student Mentoring scheme.
- A Future Skills and Employability Service (FSES) to provide students with advice on careers and employability, job applications, CVs and interviews and placement opportunities.
- Technical support to advise students on IT and the use of software packages.
- A designated programme administrator.

- An induction week at the beginning of each new academic session.
- Course Representatives and a Student Voice Committee.
- CANVAS– a versatile on-line interactive learning environment.
- A range of Study Skills and Academic Skills support services (SACS).
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, and accommodation, as well as international student support.
- A faculty-based Student Support Team that provides advice and guidance on mitigation and student issues.
- A Disability, Dyslexia and Wellbeing student support centre.
- A Students' Union who run a range of clubs and societies and student advice services
- A student society who organise discipline related social events

Students opting for a placement degree will additionally be supported by the Future Skills and Employability Service, the Course Leader and the Personal Tutor.

A Personal Tutorial Scheme (PTS) supports the student's learning and teaching at all levels. The PTS will:

- act as a central pillar of the pastoral care system building rapport between GGE staff and environmental science students and supporting an environmental community of learners.
- support students in the development of their academic skills, providing appropriate academic advice and guidance while monitoring their academic progress and helping to identify individual needs.
- encourage students to be self-reliant, independent and confident self-reflective learners who use feedback to their best advantage and reflect on how their learning relates to a wider context and their personal and career progression and management.
- engage students with core values of sustainable development and align their learning closely to the principles of sustainability with guidance and engagement with KUSH.

The PTS is embedded into the programme and constructively aligned to the Learning Aims of the course and at each level, specifically to the Learning Objectives of the following modules:

- Level 4 – Developing You Academic Skills: settling in and building confidence; assisting students in making the transition to Higher Education; encouragement of good academic habits and to gain the confidence to operate successfully in a university context; and preparing students to make the most of feedback throughout their course.
- Level 5 – Project Management: broadening horizons; encouraging students to foster increasing independence to allow students to evaluate the ways in which their academic programme fits into the 'bigger' global picture; responding effectively to feedback; and consideration of employability skills.
- Level 6 – Applying Professional Skills: providing students with support in preparing for their journey after graduating, be that looking to continue in further education or entering the professional world of work through help and support sessions in CV, personal statements and application writing, and mock interview practice.

G. 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:

- Accreditation by the Institute of Environmental Management and Assessment (IEMA)
- External examiners
- Education Committee
- 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 National Student Survey (NSS)
- Moderation policies
- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmark
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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 4						Level 5									Level 6									
	GG4002	GG4003	GG4004	GG4005	GG4001	EG4022	GG5045	GG5023	GG5021	GG5022	GG5031	CI5999	GG5028	GG5029	GG5024	GG5026	AUG 25	GG6023	GG6450	GG6400	GG6070	GG6080	GG6022	GG6024	AX6001	AUG25-

Knowledge & Understanding	A5	S	S	S	S					S	S		S			S		S	S					S	S		
	A4	S		S												S	S										
	A3			S	S					S						S		S									
	A2	S	S							S	S					S			S					S			
	A1	S	S	S	S					S	S					S		S	S								
	A6	S																									
Intellectual Skills	E5	S	S		S					S																	
	E4	S	S		S								S				S	S									
	E2	S		S	S					S			S			S	S										
	E1	S	S	S	S					S	S		S			S	S	S	S					S	S		
	E3	S	S	S	S					S	S		S			S	S	S	S					S	S		
	E6			S												S											
Practical Skills	C4			S	S					S	S					S	S	S	S					S	S		
	C3			S	S											S	S										
	C2			S															S					S	S		
	C1	S	S		S					S			S				S							S			
	C5			S						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.

Additional Information