Template C4

Programme Specification

Title of Course: *MSc Environmental Management*

Date first produced	01/01/2016
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Date of implementation of current version	01/09/2024
Version number	6
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):	MSc Environmental Management
Exit Award(s) and Title(s):	PgCert Environmental Management PgDip Environmental Management
Course Code *For each pathway and mode of delivery*	PPENM1ENM01 PFENM1ENM01
UCAS code *For each pathway*	

Award(s) and Title(s):	MSc Environmental Management (Energy)
Exit Award(s) and Title(s):	PgCert Environmental Management (Energy) PgDip Environmental Management (Energy)
Course Code *For each pathway and mode of delivery*	PPENM1ENM02 PFENM1ENM02
UCAS code *For each pathway*	

Award(s) and Title(s):	MSc Environmental Management with Professional Placement
Exit Award(s) and Title(s):	PGCert PGDip
Course Code *For each pathway and mode of delivery*	N/A PFENM1ENM99
UCAS code *For each pathway*	

Award(s) and Title(s):	MSc Environmental Management (Energy) with Professional Placement
Exit Award(s) and Title(s):	PGCert PGDip
Course Code	N/A PFEME1EME99

For each pathway and mode of delivery	
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):	Full-time Part-time With Professional Placement
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	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements. Please see our course pages on the Kingston University website for the most up to date entry requirements.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	IEMA

Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The MSc in Environmental Management addresses today's socioeconomic, ecological, and environmental challenges associated with the provision of energy[DK1] , goods and services, and the sustainable management of the natural and built environment that cannot be achieved with business-as-usual practices. Students study theoretical, practical, and legal frameworks for promoting sustainable environmental practices 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 specific aims for the MSc Environmental Management are:

- ***to 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;***

- ***to enhance students' abilities to investigate the rationale behind the exploitation of natural environments and to demonstrate how they can be sustainably managed;***

- ***to develop the conceptual and intellectual framework within which students can understand the breadth, application, and contexts of environmental management;***

- ***to enhance students' ability to critically interrogate environmental data and design, conduct and report original research relevant to environmental management;***

- ***to develop key skills in group work, independent research, report writing and oral presentation, and to develop reflection and promote self-awareness in learning;***

- ***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;***

- ***to develop a range of professional competences in line with the KU Future Skills Strategy.***

- ***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.***

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 from supply (e.g., conventional and non-conventional hydrocarbons, nuclear power, wind, wave, geothermal and tidal; large-scale/local production), though transmission and storage to consumption.***

In addition, for those on the placement route:

- ***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.***

The identity and ethos of the programmed is one of diversity, inclusion and authenticity, topicality, aligned to the Subject Benchmark Statement (SBS) for Earth Sciences, Environmental Sciences and Environmental Studies and Institute for Environment and Assessment (IEMA) professional standards, and government and industry 'green jobs' reports that emphasise education for sustainable development; employability, entrepreneurship, and enterprise education; and greater consideration of issues of equality, diversity and inclusion. Our diversity comes from the wide range of disciplinary and cultural backgrounds of students and staff, including mature students who bring valuable prior knowledge and experience. Diversity in assessment types aims to avoid disadvantaging neurodiverse individuals. Authenticity comes from engagement with external partners in teaching and research activates that address practical topical real-world problems. Authentic pedagogy and group activities enable students to develop good academic and professional practice and verbal, written and graphical communication skills. Sessions are often discursive allowing students to explore and critically evaluate topics in the context of their own experien

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
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	B3	Critically analyse, validate and synthesise multidisciplinary information from disparate sources in a manner that is	C1	Integrate research design and primary data collection and analysis methods from the core and energy pathways in

	environmental management and to develop policy and management responses to environmental change. (Core pathway)		innovative and consistent with theories and practices from sustainable environmental management. (Core pathway)		environment and energy management. (All pathways)
A5	Demonstrate a critical understanding of how the operation of energy systems can be used for sustainable management and demonstrate an understanding of the impact energy has on the local and global environment. (Energy pathway)	B5	Have enhanced ability to evaluate primary research and advanced scholarship and apply their understanding to develop original and innovative approaches to sustainable practices in managing energy technology. (Energy pathway)	C5	Identify and formulate research questions using advanced scientific practices and contemporary methods in energy management. (Energy pathway)

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 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.

	September Cohort FT MSc Environmental Management MSc Environmental Management (Energy)	**September Cohort FT MSc Environmental Management with Placement**		
TYR1 TB1 (Sep)	Academic, Research and Professional Practice 15 Credit	Challenge of Climate Change 30 Credit OR Energy Management 30 Credit	Academic, Research and Professional Practice 15 Credit	Challenge of Climate Change 30 Credit OR Energy Management 30 Credit
Water Resources Management 15 Credit	Water Resources Management 15 Credit			
TYR1 TB2 (Jan)	Evidence-based Environmental Management 15 Credit	Environmental Management 30 Credit	Evidence-based Environmental Management15 Credit	Environmental Management 30 Credit
Participatory approaches to	Participatory Approaches to			

solving environmental Challenges. 15 Credit	Solving Environmental Challenges 15 Credit	
TYR1 Summer	Research Project 60 Credit	Research Project 60 Credit
TYR2 TB1 (Sept)		Placement 120 Credit
TYR2 TB2 (Jan)		
TYR2 Summer		

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	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	TB2		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		1	1

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.
Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.
(Where appropriate – specify if there are any core modules that students must achieve for either of the exit awards)
Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

MSc Environmental Management (Energy)

Level 7							
MSc Environmental Management (Energy)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Academic, Research and Professional Practice	GG7075	15	7	TY13		1	2
Energy Management	GG7200	30	7	TB1		1	1
Environmental Management	GG7045	30	7	TB2		1	2
Evidence-based Environmental Management	GG7065	15	7	TB2		1	2
Participatory Approaches to Solving Environmental Challenges	GG7055	15	7	TB2		1	2
Professional Placement	CI7900	120	7	TY13		2	3
Research project	GG7900	60	7	TB3		1	2
Water Resources Management	GG7060	15	7	TY13		1	1

Exit Awards at Level 7

PLEASE DELETE IF THERE ARE NO LEVEL 7 MODULES IN THIS COURSE
Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.
Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.
(Where appropriate – specify if there are any core modules that students must achieve for either of the exit awards)
Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

MSc Environmental Management with Professional Placement

MSc Environmental Management (Energy) with Professional Placement

E. 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 GG7075 Academic, Research and Professional Practice This module also provides opportunities to explore the learning journey and the linkages between the curriculum and professional competences (IEMA LOs and Assessment Criteria). GG7065 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 GG7900 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".

F. 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.

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:

- 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

H. External Reference Points

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

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

Please delete or edit as required, for example if course is not an Apprenticeship then delete 'Apprenticeship 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 7								
	GG7045	GG7070	GG7060	GG7065	GG7075	GG7900	GG7055	GG7200	CI7900

Knowledge & Understanding	A4	S				S				
	A3	S			S		S			
	A1	S		S	S		S	S		S
	A2	S		S	S	S	S			S
	A5									
Intellectual Skills	B4	S								S
	B2	S					S			S
	B1	S			S					
	B3	S		S			S	S		
	B5									
Practical Skills	C4	S			S					
	C3	S								S
	C2	S								
	C1	S						S		
	C5									

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