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**Programme Specification**

**Title of Course: BSc Environmental Science**

**BSc Environmental Science with placement**

**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:** | BSc Environmental Science  BSc Environmental Science with Placement |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | Non accredited |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Environmental Science is offered as a three-year full-time degree programme and as a four-year degree including a sandwich placement year between Level 5 and 6. The three-year programme may also be studied in part-time mode over six years and switching between modes is permissible.

Environmental Science is a highly practical subject, driven and informed by rapidly developing local, national and international agendas. Environmental science students must be active learners and must engage with a range of scientific and geographical disciplines to understand and critically evaluate the operation and performance of environmental processes and systems and their operation within contemporary society. Kingston University Environmental Science students learn how to recognise, acquire and make sense of a range of environmental information and synthesise data to gain insight into complex challenges and formulate scientifically rigorous solutions.

Environmental Science draws on staff expertise in the School of Geography, Geology and the Environment (GGE) and, more widely, from expertise within Kingston University at large such as the Kingston University Sustainability Hub (KUSH). Environmental Science teaching and learning is informed directly through staff who are actively engaged in a range of research and consultancy based activities. We are well positioned to comment on the growing demands of employers and employment opportunities driven by a constantly changing national recognition of the value of environmentally-informed best practices to constantly fine-tune the delivery of our modules (often in real-time to unfolding events) to ensure a best-fit to match graduate exit skills and workplace requirements. Environmental Science graduates are recognised as having acquired academic knowledge skills, practical aptitude, initiative and confidence, and professional competences to apply themselves in diverse geographical, environmental, social and political contexts. The recognition of the contribution of environmental knowledge and skills at the local, national and international levels reflects in the continued demand for trained graduates across businesses and government, public and private sectors. Kingston University Environmental Science graduates are ideally placed to enter the workplace and bring their knowledge and practical skills training to the fore.

Practical skills training and development is an important component of the Environmental Science course and we place particular emphasis on experiential learning such as practical exercises and fieldwork. This extends to the opportunity to study overseas, either as part of an overseas exchange programme (e.g. Erasmus) and/or through international fieldwork experiences.

All Environmental Science students have the opportunity to take an optional placement year in a related workplace or voluntary sector environment. The sandwich placement year is managed by SEC-Placements, GGE, the employer and the student to ensure the student gains valuable practical experiences they can feed forward to their final year of study and supports their career aspirations. All Environmental Science students are encouraged to take this option.

1. **Aims of the Programme**

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 phenomenon and their relevance to modern society.
* enable students to develop a critical reflective and integrated approach to the study of environmental phenomena, and develop the ability to confidently apply their knowledge in diverse geographical and socio-political contexts.
* develop within students 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 and practical skills in environmental research methodology for the collection, analysis, interpretation and representation of data and information, including its critical appraisal, as a basis for independent study and, in particular within the degree programme, as the foundation for a major research project in the final year.
* equip students with a range of generic intellectual and key skills relevant to their personal development, life long learning and future employment aspirations.
* promote understanding of professional practice and environmental consultancy skills by active engagement with the wider world 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.
* develop an enquiring, analytical and creative approach to study, encouraging independent judgement and critical self-awareness
* prepare students for further study, research, employment and community engagement in a wide range of context where sustainability skills, knowledge and understanding can be applied.

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

* enable students 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 and test new skills and knowledge relevant to environmental science and to their career aspirations.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes.

The programme outcomes are referenced to the QAA Benchmark Statements for Earth Sciences, Environmental Sciences & Environmental Studies (October 2014) 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 | Define and evaluate the nature of environmental systems and phenomenon, 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. | 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. |
| A2 | Be proficient in a range of techniques for the collection, analysis, interpretation and communication of environmental information. | B2 | Appraise the arguments of others, rationalise complex contested themes and evaluate sustainable/non-sustainable solutions to conflict resolutions. | | C2 | Design and execute environmental science project-based investigations with due regard to logistical and ethical issues. |
| A3 | Develop and practice a range of project management skills through practical experience of guided and independent field-based learning and investigations in a range of contrasting settings. | 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. | | C3 | Solve complex problems by use of appropriate learning technologies (e.g. GIS). |
| A4 | Understand the relationship between environmental knowledge and it’s sustainable implementation faced by industry, governance and business and recommend sustainable frameworks for their practical integration. | B4 | Demonstrate the ability for independent and reflective learning. | | C4 | Develop experience in the use support tools for effective communication. |
| A5 | Students opting for a sandwich degree will additionally be able to:  Practice their theoretical understanding and exemplify the relevance of environmental sceince in a contemporary work environment and enhance their professional skills portfolio. | B5 | 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. | | 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. |
| **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 and reflective learning sessions * Learning from professionals in the field of Environmental Science | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the Fields include the following: | | | | | | |
| * written examinations * in-course tests * essays * posters and podcasts | | | | * oral presentations and debates * reports * projects * multiple choice tests | | |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A Levels or a 12 Unit ACVE or equivalent: 240 Points from subject areas including but not limited to Geography, Environmental Science, Chemistry and Biology. General Studies will be accepted as a qualifying subject when it is one of three 6-unit awards. Alternatively, a BTEC National Diploma will be acceptable. Other qualifications will be considered on a case by case basis.

Plus:

* English and Mathematics at least at Grade C GCSE.
* A minimum IELTS score of 6.5 (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 mature students and 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.
* The University aims to offer equal opportunities in relation to disabled student applications.
* In reflecting the breadth and diversity of the field of study and widening participation ambitions of the field, individual applications that do not fall within the above categories, are reviewed on an individual basis.

1. **Programme Structure**

This programme is offered in full-time/part-time on-site mode, and leads to the award of a BSc. Entry is normally at level 4 with minimum entry qualifications (see section D).

**E1. Professional and Statutory Regulatory Bodies**

None

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

YES

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

The programme structure is included as a diagram in the appendix to this document.

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| **Level 4** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Digital Earth and Spatial Analysis | GG4020 | 30 | 4 | tba |
| Global Geology: Processes and Hazard | GG4050 | 30 | 4 | tba |
| Understanding the Environment | GG4030 | 30 | 4 | tba |
| Investigating the Earth and Environment | GG4010 | 30 | 4 | tba |

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.

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| **Level 5** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Sustainable Development Theory and practice | GG5100 | 30 | 5 | tba |
| Design and Management of Projects | GG5400 | 30 | 5 | tba |
| Principles of Ecology | GG5120 | 30 | 5 | tba | GG4030 Understanding the Environment | |
| Land, Water and the Environment | GG5020 | 30 | 5 | tba | GG4030 Understanding the Environment | |

Progression to level 6 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 Diploma of Higher Education.

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| **Level 6** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Research Project | GG6400 | 30 | 6 | NA |
| Land and Water Resources Management | GG6080 | 30 | 6 | tba |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| The Challenge of Climate Change | GG6070 | 30 | 6 | tba | GG4030 Understanding the Environment |
| Development Geography | GG6020 | 30 | 6 | tba | GG5400 Design and Management of Projects |
| Biodiversity and Conservation | GG6090 | 30 | 6 | tba | GG5120 Principles of Ecology |

Level 6 requires the completion of all modules.

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. Environmental Science students typically inhabit multiple learning environments and the students learn to effectively blend their 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 development and reading to support key concepts. Group work may be used to expose students to team working and working on larger projects.

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

GGE has a proven track record in Technology Enhanced Learning provision to support and enrich the student learning experience in Environmental Science. This stems from pedagogic research informed teaching expertise of GGE staff. Examples including: podcast-supported learning, mobile-based learning (e.g. Skype for tutorial and distance/field-based learning support), module blogs, wikis, and information mash-ups and electronic feedback on assessments in a variety of formats. The Environmental Science course is highly sensitive to the diversity of learning needs of our students (typically 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 (e.g. learning while commuting), and student-to-student based peer support and e-supported group-based learning activities.

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 practice and to receive feedback on their performance in preparation for summative assessments.

Students will undertake training in the design and management of projects in all years. This culminates in Level 6 when students required to complete a 30 credit 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 Design and Management of Projects module 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 topic of interest, commonly tailored to their professional career aspirations and further raise awareness of professional practices and a sense of professionalism.

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 engendering a sense of GGE identity.
* 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 student 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.

The PTS is embedded in core curriculum modules at all levels 4-6 as follows:

Level 4 – 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; prepare students to make the most of feedback throughout their course.

Level 5 – broadening horizons: encouraging students to foster increasing independence; to allow students to evaluate the ways in which their academic programme fits the ‘bigger’ global picture whilst encouraging students to draw inter-linkages and reflect on broader themes within and between their academic modules; responding effectively to feedback, and; consideration of employability skills and preparation for a placement year (where relevant).

For students on placement: to act as a bridge between academic and professional study and the workplace; to encourage students to maximize their placement opportunities, and; evaluate the transferrable lessons of the placement in the transition to their final year of study.

Level 6 – maximizing success and exit velocity: make best use of the feedback they have received so that they can build on their strengths and take steps to address any weaknesses, and; encouraging students to reflect on the employability skills they have developed and move toward their professional life and/or further study.

The PTS is embedded and assessed both summatively and formatively in the following modules of the Environmental Science programme (refer to individual module descriptions for a specific breakdown of learning objectives and assessment strategies): Level 4, Investigating the Earth and Environment; Level 5, Design and Management of Projects; Level 6, Research Project.

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

Students are supported by:

* A Module Leader for each module
* A Course Director to help students understand the programme structure
* 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
* Study Skills Centre that provides academic skills support
* International Office that provides support for those with English as a Second Language
* The Students’ Union
* Careers and Employability Service

Students opting for a sandwich degree will additionally be supported by the SEC Faculty Placements Advisory team.

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**

The Environmental science course is geared towards the preparation of graduates for the workplace. Many staff in the School of Geography, Geology and the Environment and KUSH are actively engaged in research and consultancy activities that keep them in regular professional contact with practitioners across the spectrum of employers who are keen to invite applications from Environmental Science graduates.

(1) Knowledge skills – Environmental Science students acquire specific environmental knowledge and the cognitive abilities to synthesise and apply this knowledge in a range of workplace settings. Option modules in Level 6 of their course allow students to focus in areas of interest and tailor their specific knowledge skills to their career aspirations.

(2) Practical skills – the acquisition of practical skills is essential preparation for students entering the workplace. Irrespective of whether Environmental Science students choose a career in an Environmental Science related 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 are 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 sandwich placement:

(3) 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 (e.g. Royal Haskoning, Halcrow), local government (e.g. Surrey County Council), environmental regulators (e.g. Environment Agency) and Businesses (e.g. Thames Water).

Other recent graduates have gone on study at postgraduate level.

1. **Approved Variants from the UR**
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. Include both core and option modules.

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|  |  |  | **Level 4** | | | | **Level 5** | | | | | | | | | | | |
|  | **Module Code** |  | Understanding the Environment | Global Geology: Process and Hazards | Digital Earth and Spatial Analysis | Investigating the Earth and Environment | Principles of Ecology | Sustainable Development: Theory and Practice | Design and Management of Projects | Land, Water and the Environment. |  |  |  |  |  |  |  |  |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | FS | FS | F | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| A2 | FS | FS | FS | FS | FS | F | FS | FS |  |  |  |  |  |  |  |  |
| A3 | FS |  | FS | FS |  | F | FS | F |  |  |  |  |  |  |  |  |
| A4 |  |  |  | F |  | FS | FS | F |  |  |  |  |  |  |  |  |
| A5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | B1 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| B2 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| B3 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| B4 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| B5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Practical Skills** | C1 | FS | FS | FS | FS | FS | F | FS | FS |  |  |  |  |  |  |  |  |
| C2 |  |  | FS | FS |  |  | FS |  |  |  |  |  |  |  |  |  |
| C3 |  | F | FS | F |  |  | FS |  |  |  |  |  |  |  |  |  |
| C4 | F | F | FS | F | F | F | FS | F |  |  |  |  |  |  |  |  |
| C5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Key Skills** | **Sell Awareness** | AK1 | F | F | F | FS | F | F | FS | F |  |  |  |  |  |  |  |  |
| AK2 | F | F |  | FS | F | F | FS | F |  |  |  |  |  |  |  |  |
| AK3 | F | F |  | FS | F | F | FS | F |  |  |  |  |  |  |  |  |
| AK4 |  |  |  | FS |  |  | FS |  |  |  |  |  |  |  |  |  |
| **Communication** | BK1 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| BK2 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| BK3 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| **Interpersonal** | CK1 |  | F | FS | FS | F | F | FS | FS |  |  |  |  |  |  |  |  |
| CK2 | F | F | F | F |  | F | F | F |  |  |  |  |  |  |  |  |
| CK3 |  |  | F | F |  |  | F |  |  |  |  |  |  |  |  |  |
| CK4 |  |  | F | F |  |  | F |  |  |  |  |  |  |  |  |  |
| CK5 |  |  |  | F |  | FS | F |  |  |  |  |  |  |  |  |  |
| **Research and Information Literacy** | DK1 | FS | FS | FS | F | F | FS | FS | FS |  |  |  |  |  |  |  |  |
| DK2 | FS | FS | FS | FS | F | FS | FS | FS |  |  |  |  |  |  |  |  |
| DK3 |  |  |  | F | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| DK4 | FS | FS | FS | FS | F | FS | FS | FS |  |  |  |  |  |  |  |  |
| DK5 |  | F | FS | F |  |  | F |  |  |  |  |  |  |  |  |  |
| **Numeracy** | EK1 | FS | FS | FS | FS | F | F | FS | FS |  |  |  |  |  |  |  |  |
| EK2 | FS | FS | FS | FS | F | FS | FS | FS |  |  |  |  |  |  |  |  |
| EK3 | FS | FS |  | FS | F | FS | FS | FS |  |  |  |  |  |  |  |  |
| EK4 | FS | FS | FS | FS | FS | F | FS | FS |  |  |  |  |  |  |  |  |
| **Management and Leadership** | FK1 | FS | F | F | F | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| FK2 | FS | F | F | F | FS | F | FS | FS |  |  |  |  |  |  |  |  |
| FK3 | FS | F | F | F | F | F | FS |  |  |  |  |  |  |  |  |  |
| FK4 | FS | F | F | F | FS | F | FS | FS |  |  |  |  |  |  |  |  |
| **Creativity and Problem Solving** | GK1 | FS | FS | FS | FS | F | FS | FS | FS |  |  |  |  |  |  |  |  |
| GK2 | FS | FS |  | F | FS | FS | FS | FS |  |  |  |  |  |  |  |  |

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|  |  |  | **Level 6** | | | | | | | | | | | | | | | |
|  | **Module Code** |  | Research Project | Land and Water Resources Management | The Challenge of Climate Change | Biodiversity and Conservation | Development Geographies |  |  |  |  |  |  |  |  |  |  |  |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| A2 | FS | F | F | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| A3 | FS |  |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |
| A4 | FS | F | F | F | F |  |  |  |  |  |  |  |  |  |  |  |
| A5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | B1 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| B2 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| B3 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| B4 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| B5 | F | F | F | F | F |  |  |  |  |  |  |  |  |  |  |  |
| **Practical Skills** | C1 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| C2 | FS |  |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |
| C3 | FS |  |  |  | F |  |  |  |  |  |  |  |  |  |  |  |
| C4 | FS | F | F | F | F |  |  |  |  |  |  |  |  |  |  |  |
| C5 | F |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Key Skills** | **Sell Awareness** | AK1 | FS | F | F | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| AK2 | FS | F | F | F | F |  |  |  |  |  |  |  |  |  |  |  |
| AK3 | FS | F | F | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| AK4 | FS |  |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |
| **Communication** | BK1 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| BK2 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| BK3 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| **Interpersonal** | CK1 |  |  |  | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| CK2 | FS | F | F | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| CK3 |  | F |  |  | F |  |  |  |  |  |  |  |  |  |  |  |
| CK4 | FS |  |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |
| CK5 | FS |  |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |
| **Research and Information Literacy** | DK1 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| DK2 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| DK3 | FS |  |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |
| DK4 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| DK5 | FS |  |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |
| **Numeracy** | EK1 | FS | FS | F | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| EK2 | FS | FS | F | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| EK3 | FS | FS | F | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| EK4 | FS | F | F | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| **Management and Leadership** | FK1 | FS | F | F | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| FK2 | FS | F |  | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| FK3 | FS | F |  | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| FK4 | FS |  |  |  | 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.

**BSC HONOURS ENVIRONMENTAL SCIENCE / BSC HONOURS ENVIRONMENTAL SCIENCE WITH PLACEMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** | **Level 5** | **OPTIONAL PLACEMENT YEAR** | **Level 6** |
| UNDERSTANDING THE ENVIRONMENT | PRINCIPLES OF ECOLOGY | Work Placement | RESEARCH PROJECT |
| GLOBAL GEOLOGY: PROCESSES AND HAZARDS | SUSTAINABLE DEVELOPMENT THEORY AND PRACTICE | LAND AND WATER RESOURCES MANAGEMENT |
| DIGITAL EARTH AND SPATIAL ANALYSIS | DESIGN AND MANAGEMENT OF PROJECTS | OPTION |
| INVESTIGATING THE EARTH AND THE ENVIRONMENT | LAND WATER AND THE ENVIRONMENT | OPTION |

**Options Level 6** (two from three)

THE CHALLENGE OF CLIMATE CHANGE

BIODIVERSITY AND CONSERVATION

DEVELOPMENT GEOGRAPHY

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | *BSc Environmental Science*  *BSc Environmental Science with sandwich placement* |
| **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:** | *6 years* |
| **FHEQ Level for the Final Award:** | *Bachelors* |
| **QAA Subject Benchmark:** | *Geography* |
| **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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