

**Programme Specification**

**Title of Course: BSc. (Honours) Environmental Science Degree Apprenticeship**

**Date Specification Produced: June 2019**

**Date Specification Last Revised: August 2019**

This Programme Specification is designed for prospective apprentices, current apprentices, 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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Guide, on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc. (Honours) Environmental Science Degree Apprenticeship |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road Campus, Kingston upon Thames |
| **Programme Accredited by:** | Institute of Environmental Management (IEMA) |

**SECTION2: THE PROGRAMME**

**A. Programme Introduction**

BSc. (Honours) Environmental Science Degree Apprenticeship is aimed at apprentices who wish to study Environmental Science to Honours Degree level through the five-year Degree Apprenticeship Scheme. The programme embraces recent developments in higher education and industry and the curriculum and teaching benefits from the research interests of the academic staff. The programme is accredited by the Institute of Environmental Management and Assessment (IEMA) and has been designed in accordance with IEMA profession standards.

The course is offered as a five-year Degree Apprenticeship programme for those in environmental-related employment, sponsored by the employers. The programme comprises twelve 30-credit modules comprising 20% of the apprenticeship time over the period of study followed by an End Point Assessment (EPA). The taught commitment is typically one-day per week educational programme at Kingston University for each of the five years of the programme (see Section E for the programme structure). There is an opportunity for advance entry to Level 5 and Level 6 with appropriate academic qualifications and professional experience.

Environmental Science draws on staff expertise in the Department of Geography, Geology and the Environment, from staff in the Faculty of Science, Engineering and Computing, university support services (e.g. the Guild of Students) and working closely with Kingston University Sustainability Hub (KUSH) to ensure the course is compliant to the principles and values of sustainable development.

The majority of modules will be co-taught with students on the 3-year full-time and 6-year part-time BSc. Environmental Science programme with dedicated personal tutorial support tailored to the needs of the Degree Apprentices, including employer liaison prior to (e.g. induction), during and after graduation (e.g. Gateway and End Point Assessment support). Additionally, the apprentices are supported by an employer mentor at the workplace who will monitor apprentices’ progress. As a minimum the personal tutor and the employer mentor will meet at least twice per year at strategically defined points in the curriculum to ensure that the apprentices are progressing as planned and their learning experience at the university and in the workplace to discuss academic and practitioner-based development, learning gains and future learning needs. Progress will be monitored by an agreed reporting mechanism to be defined in the initial discussion between employer mentor, course leader and apprentice.

Environmental Science is a highly practical subject, informed by rapidly developing local, national and international environmental concerns and challenges. The Environmental Science Degree Apprenticeship encourages active learning and apprentices will 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 relationship to society. Apprentices will learn how to recognise, acquire and make sense of environmental information, synthesise data to gain insight into complex challenges, formulate scientifically rigorous solutions and integrate theoretical and academic practical elements with their work-based learning experiences.

Kingston University Environmental Science apprentices are ideally placed to develop their career aspirations with their employment environment and apply their knowledge and skills training in a range of learning environments. Environmental Science learning and teaching is informed directly by staff who are actively engaged in research and consultancy-based activities to embed environmentally and pedagogically informed best practices into our teaching. We will foster a developmental partnership between the employer, Kingston University and the apprentices to develop professional competence. We place emphasis on practical skills development and the integration of theory and practices. Academic practice is an important component of the Environmental Science Degree Apprenticeship and we place particular emphasis on experiential learning such as practical exercises, digital literacy skills (e.g. GIS) and fieldwork. For example, our fieldwork programme develops field-based research skills incrementally from Level 4 to 6. including residential fieldwork courses in the UK (e.g. Southwest England), Europe (e.g. Spain) and non-European settings (e.g. South Africa).

**B. Aims of the Course**

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

* provide applicants with an understanding of the key concepts of environmental systems and phenomena and their relevance to modern society.
* enable applicants 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, set and reflect on personal development ambitions to support career development 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, career development and community engagement in a wide range of context where sustainability skills, knowledge and understanding can be applied.
* 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.

**C. Intended Learning Outcomes**

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Earth Sciences, Environmental Sciences and Environmental Studies (2014) and the Revised UK Quality Code for Higher Education (2018) 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 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. | 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 | Demonstrate the ability for independent and reflective learning. Appraise the arguments of others, rationalise complex contested environmental themes and evaluate sustainable/non-sustainable solutions to environmental challenges. | C2 | Solve complex problems by use of appropriate learning technologies (e.g. GIS) and  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 | Develop experience in the use of support tools for effective communication. |
| A4 | 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 | 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. | 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. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

**D. Entry Requirements**

The minimum entry qualifications for the programme are:

* From A levels: 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,
* Minimum five GCSEs grades A to C. These must include a GCSE Math and English.
* BTEC National: BTEC/advanced Diploma/Access/Foundation qualifications considered where relevant.
* Access Diploma: Science Foundation year.

Apprentices with equivalent international qualifications are welcomed.

All apprentices are subject to an Initial Needs Assessment (INA) against the Institute of Apprenticeships and Technical Information defined Knowledge, Skills and Behaviour (KSBs) Environmental Practitioner (Degree) standards in consultation between the employer, university and apprentice. The INA is identified for each apprentice and addresses Recognised Prior Learning (RPL) and is recorded as part of the Learner Journey in the INA. Full details of this process are identified in the INA. RPL will be conducted in accordance with Section H of the AQSH.

Entry to this programme is normally at Level 4 with A-Level or equivalent qualifications as stated above. Advanced entry to Level 5 requires academic qualifications deemed equivalent to BSc. at Level 4 (normally HNC) or experiential experience in relevant fields. Advanced entry to Level 6 requires academic qualification deemed equivalent to BSc Level 5 (normally HND).

**E. Course Structure**

This programme is offered in part-time learning mode, and leads to the award of BSc. (Hons.) Environmental Science and is available as a full-field. 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 (typically a September start date) and Level 6 (typically a June start date). On completion of the academic programme at Kingston University the apprentice will start the Gateway activity in preparation for the End Point Assessment (EPA). The apprenticeship is completed upon successful completion of the EPA. In accordance with the Environmental Practitioner (Degree) apprenticeship standard the EPA should only start and, and the EPA be arranged once the employer is satisfied the apprentice is working to or above the level set out in the occupational standard and the pre-requisite gateway requirements for EPA have been met and they can be evidenced. This is a non-integrated programme.

**E1. Professional and Statutory Regulatory Bodies**

The programme is accredited by the Institute of Environmental Management and Assessment (IEMA).

**E2. Work-based learning**

This course is aimed at apprenticeships in environment-related employment who wish to compliment and develop their employability knowledge and skills portfolio. The Environmental Science Degree Apprenticeship programme is a bridge between the academic and the practitioner environment. Apprentices can expect to spend 20% of their time related to the academic component of their apprenticeship, *net* one-day per week over five years but with a negotiated level of flexibility to allow for specific learning tasks, including assessment preparation, examination revision, residential fieldwork (See also E3).

**E3. Outline Programme Structure**

The programme comprises three key structural elements: initial assessment and extended induction, the taught academic programme and preparation for the Gateway and End Point Assessment (EPA). The programme comprises three Levels (4, 5 and 6) to be delivered over five years followed by the Gateway and EPA, in line with the Environmental Science Degree Apprenticeship professional standards. The EPA must be completed within a period of seven months, beginning when the apprentice has passed the EPA Gateway.

The initial assessment and extended induction activities are coordinated between the course leader (or designated Degree Apprentice lead) the employer mentor and the apprentice. This process will typically commence in the summer prior to KU Induction Week in September. The initial assessment and extended induction activities will define specific terms of reference including an opportunity to discuss the detailed programme of learning activities and assessment points over the five years of study (e.g. the anticipated balance of the 20% minimum study period). A review of each year’s progress and preview of the forthcoming year’s activity and anticipated schedule of activities will occur every summer between the personal tutor and apprentice mentor.

Each level of study comprises four core modules each worth 30 credit points. Typically, a student must complete 120 credits at each level. Apprentices will be provided with the relevant University regulations and these will be discussed in the initial assessment and extended induction period. Full details of each module is provided in the twelve module descriptors, articulated in Canvas and discussed with students at the commencement of each module.

The academic component of the Environmental Science Degree Apprenticeship comprises 20% of the time allocated to the apprenticeship. The balance of delivery will vary from module to module and the breakdown of teaching and Guided Learning Study allocations are represented in the Module Descriptions. Accordingly, the 20% time allocated to the academic component of the Degree Apprenticeship will likely be unevenly distributed over the year (e.g. in line with assessment preparation and delivery, fieldwork, examination preparation and examinations) and will likely vary between years with a greater anticipated study commitment in Year 5 to accommodate the study of four Level 6 modules in a 12-month period. This minimum time allocation will be discussed in detail with the employer in the induction period and reviewed and allocated at the start of each of the five years.

**BSc. (Honours) Environmental Science**

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| **LEVEL 4** | **LEVEL 5** | **LEVEL 6** |
| Digital Earth and Spatial Analysis (GG4020) | Cartography, Remote Sensing and Spatial Analysis (GG5155) | GIS: Transforming Geography and Environment (GG6140) |
| Introduction to Physical Geography and Environmental Hazards (GG4080) | Land, Water and the Environment (GG5020) | Land and Water Resources Management (GG6080) |
| Understanding the Environment (GG4030) | Ecology and Conservation (GG5180) | The Challenge of Climate Change (GG6070) |
| Research and Fieldwork Methods (GG4090) | Design and Management of Environmental Projects (GG5400) | Research Project (GG6400) |

***Level 4***

**BSc. (Honours) Environmental Science**

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| **Level 4** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit Value** | **Level** | **Teaching Block** |
| Digital Earth and Spatial Analysis | GG4020 | 30 | 4 | 1 and 2 |
| Introduction to Physical Geography and Environmental Hazards | GG4080 | 30 | 4 | 1 and 2 |
| Understanding the Environment | GG4030 | 30 | 4 | 1 and 2 |
| Research and Fieldwork Methods | GG4090 | 30 | 4 | 1 and 2 |

Progression to level 5 requires the successful completion of all four modules at Level 4 (120 credits).

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. (Honours) Environmental Science**

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| **Level 5** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit Value** | **Level** | **Teaching Block** |
| Cartography, Remote Sensing and Spatial Analysis | GG5155 | 30 | 5 | 1 and 2 |
| Design and Management of Environmental Projects | GG5400 | 30 | 5 | 1 and 2 |
| Ecology and Conservation | GG5180 | 30 | 5 | 1 and 2 |
| Land, Water and the Environment | GG5020 | 30 | 5 | 1 and 2 |

Progression to level 6 requires the successful completion of all modules at Level 5 (120 credits).

Students exiting the programme at this point who have successfully completed 240 credits are eligible for the award of Diploma of Higher Education in Environmental Science.

***Level 6***

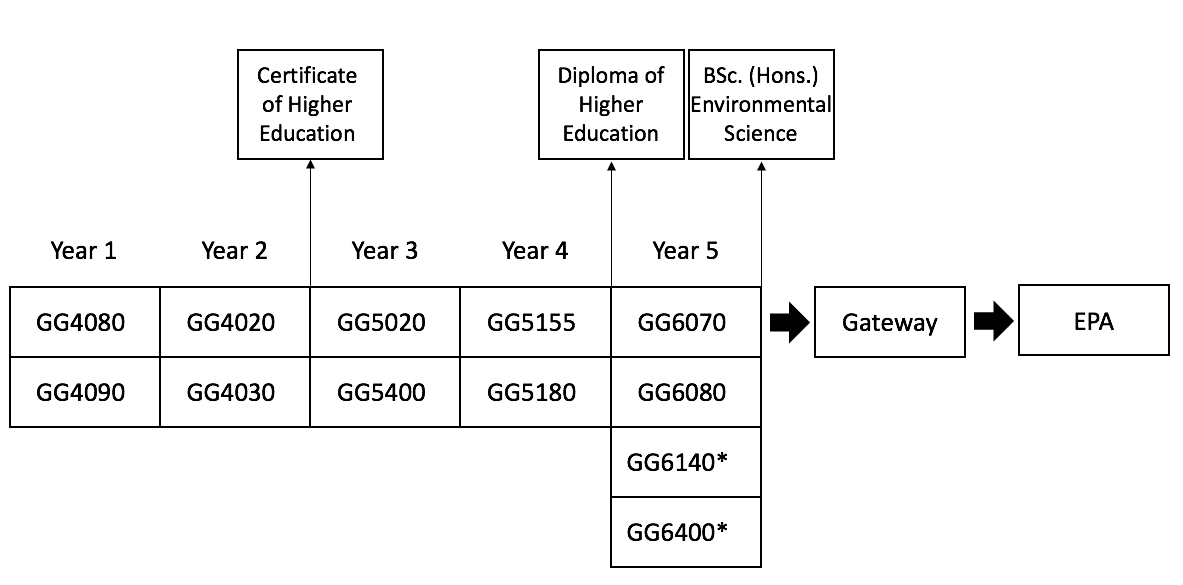
**BSc. (Honours) Environmental Science**

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| --- | --- | --- | --- | --- |
| **Level 6** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit Value** | **Level** | **Teaching Block** |
| GIS: Transforming Geography and Environment | GG6140 | 30 | 6 | 1 and 2\* |
| Land and Water Resources Management | GG6080 | 30 | 6 | 1 and 2 |
| The Challenge of Climate Change | GG6070 | 30 | 6 | 1 and 2 |
| Research Project | GG6400 | 30 | 6 | 1 and 2\* |

\*Denotes that the module can commence in June upon successful completion of Level 5.

**The Learning Pathway**

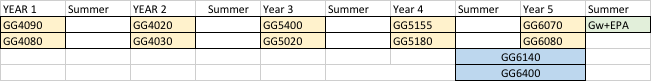
The programme structure for Level 4, Level 5 and Level 6 entry is illustrated below and in the following tables and graphics.



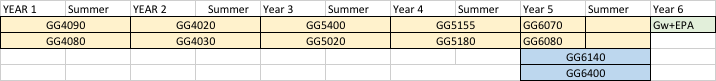
\*denotes these modules may commence in June upon successful completion of Level 5

***Accommodating students who are required to resit coursework and/or examinations Levels 4 to 6***.

Where apprentices’ progresses at first attempt from Level 4 to Level 5, the distribution of the 20% minimum study period occurs mostly in the period from September to May, the main teaching and examination periods in Years 1 to 4. On successful completion of Level 5 in Year 4 the apprentice will commence Level 6 study in July of their fourth year (GG6140 and GG6400).



In a case where an apprentice is required to resit coursework and/or examinations at Level 4 and 5 the summer period will be used for the completion of resits. In the case of resits at Level 5, Level 6 study will not commence until the September of Year 5 and modules GG6140 and GG6400 will be presented to the late summer examination board. Accordingly, an apprentice required to resit coursework and/or examinations will have exactly the same period of time to complete all Level 6 modules (as an apprentice who is not required to resit) and may still complete the academic component of their apprenticeship within five years.



***Fieldwork***

An indicative 200 hours of study are classified as fieldwork learning activities Years 1 to 5. The distribution of the fieldwork hours will be discussed at the initial assessment between the university, employer and the apprentice as part of the discussion concerning the distributed allocation of study hours. Particular attention will be given to residential/concurrent fieldwork activities associated with GG4090 in Year 1, GG5400 in Year 3 and GG5180 in Year 4. Fieldwork may also comprise a component of study for GG6400 and will be discussed between the employer, university and the apprentice in Year 3 associated with the module GG5400 that includes the production of a research project proposal. This fieldwork commitment will vary from apprentice to apprentice depending on the nature of their chosen research project and the extent to which this is associated with on the job training.

All core fieldwork expenses will be covered by Kingston University. All Research Project expenses will be covered by the apprentice and/or the employer. The specific nature of any expenses to be incurred will be dependent on the nature of the research project and these will be defined in Year 3 of the Degree Apprenticeship.

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| **Year** | **Level** | **Modules** | **Classroom Activity** | **Fieldwork Activity** | **Personal Tutorial** |
| 1 | 4 | GG4080  GG4090 | Teaching in TB1+TB2.  Period: TB1 to close of spring examinations.  *Level 4 results presented to spring Assessment Board.*  *\*Summer Level 4 resit opportunity with Level 4 resit results presented to late summer Assessment Board.* | 5-day UK residential – end of TB2 | Extended Induction  KU Induction  5 timetabled PTS sessions  2 scheduled PTS-mentor sessions |
| 2 | 4 | GG4020  GG4030 | Teaching in TB1+TB2.  Period: TB1 to close of spring examinations.  *Level 4 results presented to spring Assessment and Progression Boards.*  *\*Summer Level 4 resit opportunity with Level 4 resit results presented to late summer Assessment and Progression Board.* | Two 1-day non-residential (one in each Teaching Block) | 5 timetabled PTS sessions  2 scheduled PTS-mentor sessions |
| 3 | 5 | GG5020  GG5400 | Teaching in TB1+TB2.  Period: TB1 to close of spring examinations.  *Level 5 results presented to spring Assessment Board.*  *\*Summer Level 5 resit opportunity with Level 5 resit results presented to late summer Assessment Board.* | 5-day UK non-residential – TB2 Enrichment Week | 5 timetabled PTS sessions  2 scheduled PTS-mentor sessions |
| 4 | 5 | GG5155  GG5180 | Teaching in TB1+TB2.  Period: TB1 to close of spring examinations.  Spring Assessment and Progression Boards.  *Level 5 results presented to spring Assessment and Progression Boards.*  *\*Summer Level 5 resit opportunity with Level 5 resit results presented to late summer Assessment and Progression Boards.* | 7-day European residential – end of TB2 | 5 timetabled PTS sessions  2 scheduled PTS-mentor sessions |
| 5 | 6 | GG6070  GG6080  GG6140  GG6400 | Summer Years 4 to 5: commence GG6140 and GG6400.  Teaching in TB1+TB2 (GG6070 and GG6080).  Period: summer prior to TB1 to close of spring examinations.  *Level 6 results presented to spring Assessment and Progression Boards.*  *\*Summer Level 6 resit opportunity with Level 6 resit results presented to late summer Assessment and Progression Boards.*  Commence Gateway and EPA activity. | Four 1-day non-residential in TB1 and TB2 EAWs | 5 timetabled PTS sessions  1 scheduled PTS-mentor sessions  Preparation for the Gateway and EPA activity |

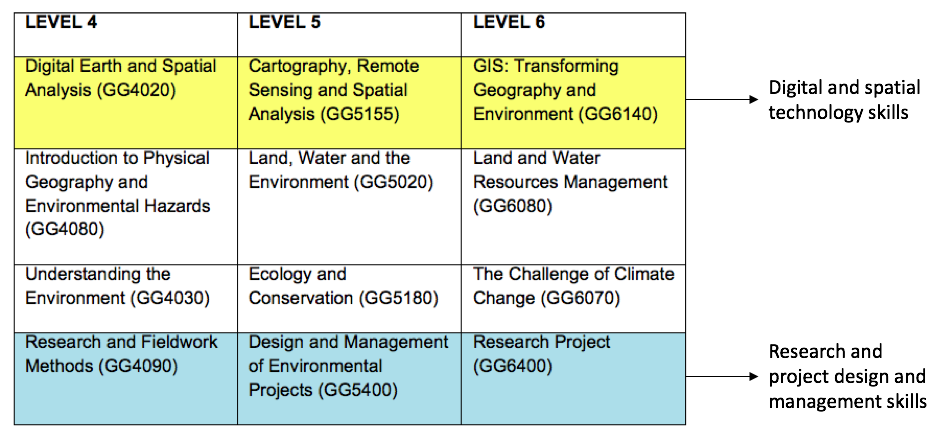
**Indicative teaching periods and assessment boards (excluding time to be allocated for Guided Learning Study)**

**F. Principles of Teaching, Learning and Assessment**

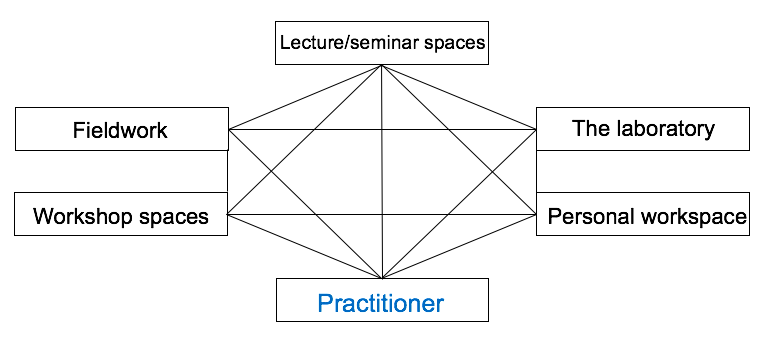
This course has been designed in accordance with Kingston University Curriculum Design Principles defined in the KU Academic Framework. These include a conscious commitment to equality, diversity and inclusion, constructive alignment of activities and their assessment and associated feedback and personalised learning. The course is highly sensitive to the diversity of learning needs of apprentices to ensure our continued commitment to inclusivity, on and off-campus engagement (leveraging digital learning expertise, e.g. Canvas VLE) and supported group-based learning activities. Examples include the conscious choice of globally diverse case studies to illustrate environmental phenomenon and the selection of fieldwork destinations. Many of the learning activities will be co-taught with students on the full-time (3-year) and part-time (6-year) BSc. Environmental Science programme and we will continue to build upon peer-to-peer relationships between learners on environmental courses irrespective (including our MSc Environmental Management students) through well-established co-curricular activities. The course endeavours to promote engagement by making all environmental apprentices/students feel active participants in community of learners and increasing their sense of belonging.

The course adopts a range of learning and teaching methods that enable apprentices to learn *actively* in all elements of the course and develop environmental skills and knowledge in a dynamic and evolving global context. Learning and Teaching practices are designed to meet the learning outcomes of each module within the context of the course learning objectives (defined in this document) and the identification of learning pathways with carefully identified assessment-feedback points at all Levels.

The development of a range of employment skills that complement the work-based component of the Degree Apprenticeship is central to our learning design (see also Section I). Employability skills are constructively aligned from the course level to the module level and closely managed by the Course Leader. Two specific skills pathways are identified in our learning design in response to employer and alumni feedback: Digital and Spatial Technology Skills and Research and Project Design and Management skills. The latter includes the embedded Personal Tutorial System viewed as essential to the successful delivery of the Degree Apprenticeship providing academic support and guidance and a personal bridge connecting the apprentice, Kingston University and the employer (see Section G). For example, GG4090 Research and Fieldwork Methods includes an emphasis on *learning-to-learn* in higher education (appreciative of the differential backgrounds of the apprentices we wish to attract), linking to GG5400 Design and Management of Environmental Projects at Level 5 including essential training and preparation for the final year research project) and culminating in GG6400 Research Project, typically designed in close cooperation and discussion with the employer.



Environmental Science Degree Apprentices inhabit multiple learning environments *between* Kingston University and their workplace and *within* their academic and workplace environments. Apprentices learn how to effectively blend their knowledge, skills and behavioural experiences in these environments and to reflect and discuss these experiences with staff, employers and their peers: 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 personal tutorials) allows in-depth insight to support key concepts, and group work is used to develop apprentices to team-working skills with a diversity of learners on the apprenticeship and non-apprenticeship pathway. Fieldwork teaching and learning is an important component of our teaching and learning strategy (see also Section E3). Fieldwork experiences serve several functions: developing a range of specific employment-related field-based skills in a range of environmental settings; experiential exposure to a range of environmental challenges; exposure to environmental practitioners in the workplace to gain first hand experiences of the application of environmental theory in practice.



*Academic and employer learning experiences occur in multiple physical and virtual spaces.*

The Canvas Virtual Learning platform provides a virtual space to connect these learning spaces and provide a flexible environment where students can archive and search learning materials (e.g. *Listen Again* session capture is a common feature to support learners). Additionally, Canvas provides a virtual platform that allows the community of learners to interact and reflect on their learning outside of the classroom with their peers and staff (e.g. via discussion boards, chat rooms and blogs) - important for apprentices who may have extended periods away from Kingston University. 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 promoting dialogic feedback, mobile-based learning, and electronic feedback on assessments in a variety of formats (e.g. video-based feedback).

Sustainabilityis 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. GG4030 Understanding the Environment).

The course places an emphasis on practitioner-based learning to raise awareness of professional applications of Environmental Science and reinforce a sense of professionalism to compliment the apprentice work-based learning experiences. 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. For example, Kingston University is a signatory to the Civic University Commission and we have developed close links with the Royal Borough of Kingston upon Thames to leverage opportunities for learning opportunities in our local environment (e.g. water and air quality, waste management, sustainable transport, etc.) including insight into local environmental practices and the co-development of real-world student/apprentice projects. Co-curricular learning is an important feature of the course: there are numerous opportunities to attend subject related guest talks, seminars and conferences at Kingston University (e.g. organised with KU Sustainability Hub) and other London-wide professional and academic institutions including the PSRBs (e.g. IEMA and the Royal Geographical Society). Personal tutors will also encourage apprentices to engage in student representation and ambassadorial roles, society membership, volunteering, academic mentoring activities and summer research internships. Activity in these areas is recognised by the University’s Kingston Award Scheme.

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, learn to self-evaluate learning gain with respect to personal milestones. We have made conscious design-choices to provide considerable diversity of assessment types that emphasise authenticity, inclusivity and choice to appeal across the range of apprentice strengths. The course assessment portfolio includes oral presentations and debate, in-class testing, examinations, research reports, blogs, podcasts and poster presentations. The assessment regime for each module has 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 (e.g. peer-based discussion of drafts, initial literature reviews, laboratory and field-based findings). Summative assessments may be synoptic and reflective of broader course learning objectives and, importantly, include the opportunity for the apprentice to draw from their work-based learning experiences.

**Examples of assessment types that may be used to guide apprentice learning**

\* Practical exercises: to assess apprentices understanding and technical competence

\* Individual and group-based case project work: to assess ability to understand requirements, to provide solutions to realistic problems and to interact and work effectively with others as a contributing member of a team. The outcomes can be:

\* Written reports, where the ability to communicate the relevant concepts, methods, results and conclusions effectively will be assessed.

\* Oral presentations, where the ability to summarise accurately and communicate clearly the key points from the work in a brief presentation will be assessed.

\* Video and podcasts, which may replicate features of oral presentations but allows advance preparation away from the audience (which may suit some apprentices better).

\* Multiple choice or short answer questions: to assess competence in basic techniques and understanding of concepts.

\* Long answer structured questions in coursework assignments: to assess ability to apply learned techniques to solve simple to medium problems and which may include a limited investigative component

\* Long answer structured questions in end-of-module examinations: to assess overall breadth of knowledge and technical competence to provide concise and accurate solutions within restricted time

\* Project: The individual project module represents an opportunity for students to draw together different aspects of their learning on the programme and to apply the techniques learned in an extended study. As such the assessment here will place a greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in a written report and interview.

Individual and group practical laboratory reports.

\* Posters: The group project is presented in posters to and assessed by academic staff as well as members of the industrial advisory board.

\* Short in-class tests and on-line assessments: throughout a number of modules.

A detailed assessment timeline will be discussed between the apprentice, employer mentor and the course leader in the initial assessment and extended induction period and will form the basis for the production of a personalised time management plan to be agreed between all parties. The discussions will include the modular Guided Learning Study recommendations and will anticipate the time allowance needed to research, prepare and present assessments, including time allocation for revision and sitting of examinations. The time management plan may vary from employer to employer and apprentice to apprentice depending on personal employment circumstances.

Apprentices 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 credit 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 in the Design and Management of Projects module at Level 5 (Year 3) and then progressed to completion through independent study at Level 6 under the guidance of a supervisor. The selection of the research project is carefully developed with the personal tutor and the apprentice mentor to select a specific Environmental Science topic of interest, commonly tailored to their employment.

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

Apprentices 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 overseen by the Department’s Senior Tutor
* Science Engineering and Computing Academic Success Centre (SASC) and Maths Aid
* Student and apprentice mentors (e.g. with fieldwork and project support)
* Technical support to advise students on IT and the use of software
* Dedicated programme administration office for all non-academic queries
* An extended induction period at the beginning of the programme and systematic employer mentor liaison meetings.
* Staff Student Consultative Committee
* Canvas – an on-line learning environment for every module
* Study Skills Centre that provides academic skills support
* The Students’ Union

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 staff and environmental science apprentices and supporting an environmental community of learners.
* Act to support the course leader to manage the relationship between Kingston University, employer and apprentice to define time management plans and seek a realistic balance between academic and employer elements of the Degree Apprenticeship.
* Support apprentices in the development of their academic skills, providing appropriate academic advice and guidance while monitoring their academic progress via a learning log and helping to identify individual needs.
* Encourage apprentices to be self-reliant, independent, confident learners who use feedback to their best advantage and to self-reflect on how their academic learning relates to a wider context, personal and career progression and management with their employer.
* Through alignment of the PTS directly to the curriculum, engage students with core values of sustainability and align their learning closely to the principles of sustainability with guidance with KUSH and IEMA.

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 (Year 1) - GG4090 Research and Fieldwork Methods: 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 (Year 3) - GG5400 (Year 3) Design and Management of Environmental Projects: 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 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 sandwich year (where relevant).

Level 6 (Year 5) – GG6400 Research Project: maximising 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.

In Year 2 and Year 4 the PTS will be scheduled independently of a specific module.

The PTS is supported by a learning log. The learning log will be available to the relevant personal tutors and employer mentors for further discussion during one-to-one meetings. Through liaison and discussion between the personal tutor, employer mentor and the apprentice the learning log can identify milestones for applicants to meet at every level. Where academic difficulties are encountered, personal tutors will be able to help or direct students to available support including peer mentoring schemes, Maths aid and on-line resources etc.

**H. 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 apprentice representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at the subject level
* Apprentice evaluation
* Moderation policies
* The accrediting body (IEMA)

**I. Employability Statement**

Environmental Science Degree Apprentices are employed by an environmentally-related employer. The course is geared towards the development of employability-related knowledge, skills and behaviour to best-support the apprentice in the workplace aligned to their developing career aspirations. The relationship with the employer is important to the successful co-development of learning gain. Systematic constructive dialogue between the Course Leader, personal tutor employer and apprentice is critical to meet what will be a moving-target as the discipline specific knowledge and skills required of an environmental scientist evolve over the five years of the relationship with each apprentice.

Additionally, staff in the Department of Geography, Geology and the Environment are engaged in research and consultancy activities that keep them in regular professional contact with practitioners across the spectrum of practitioners.

Employability development skills are explicitly emphasised throughout the course and will be cross-referenced to the apprentice experiences in the workplace:

(1) Knowledge skills – Environmental Science apprentices acquire specific environmental knowledge directly from environmental practitioners and develop the cognitive abilities to synthesise and apply this knowledge in a range of settings.

(2) Practical skills – the acquisition of practical skills is essential to compliment the apprentices’ experiences in the workplace. Apprentices can be confident that they are co-trained and fully prepared to undertake a range of practical tasks.

(3) Workplace knowledge and skills – the academic environment provides an opportunity to reflect on the experiences gained first hand in the workplace, identify potential knowledge and skills gaps and seek opportunity through the Kingston University-employer partnership to develop specific knowledge and skills training (e.g. through the choice and execution of the Level 6 Research Project).

Upon successful completion of the Environmental Science Degree Apprenticeship graduates have the opportunity to apply internally to study MSc. Environmental Management at Kingston University.

**J. Approved Variants from the UR**

None. At present potential Degree Apprenticeship variants are not covered in AR2 regulations.

**K. Other sources of information that you may wish to consult**

Degree Apprenticeship Standards: Environmental Practitioner (Degree)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/environmental-practitioner-degree/>

School of Engineering and the Environment, Kingston University website

<https://www.kingston.ac.uk/faculties/science-engineering-and-computing/about/schools/engineering/>

Professional Accreditation: Institute of Environmental Management and Assessment

<https://www.iema.net/>

**See Appendix A for the following:**

**Learning Outcomes for Accreditation**: Institute of Environmental Management and Assessment

**Development of Field/Course Learning Outcomes in Modules**

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

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| **Module code** | | **Level 4** | | | | **Level 5** | | | | **Level 6** | | | |
| GG4020 | GG4030 | GG4080 | GG4090 | GG5020 | GG5155 | GG5180 | GG5400 | GG6070 | GG6080 | GG6140 | GG6400 |
| **Knowledge & Understandi-ng** | A1 |  | S | S |  | S |  | S | S | S | S |  | S |
| A2 | S | S | S |  | S | S | S | S |  |  | S | S |
| A3 |  |  |  | S | S |  | S | S |  |  |  | S |
| A4 |  | S | S | S | S |  | S | S | S | S |  | S |
| **Intellectual Skills** | B1 | S | S |  | S | S | S | S | S |  |  | S | S |
| B2 |  | S |  | S | S |  | S | S | S | S |  | S |
| B3 | S | S | S | S | S | S | S | S | S | S | S | S |
| B4 |  | S | S | S | S |  | S | S | S | S |  | S |
| **Practical Skills** | C1 |  | S | S | S | S |  | S | S |  |  |  | S |
| C2 | S |  |  |  |  | S | S | S |  |  | S | S |
| C3 | S |  |  | S |  | S |  | S |  |  | S | S |
| C4 | S |  |  | S |  | S | S | S | S | 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.**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s) and Title(s):** | BSc. (Honours) Environmental Science |
| **Intermediate Award(s):** | Cert HE, Dip HE, Ordinary degree |
| **Minimum period of registration:** | 5 years Part Time |
| **Maximum period of registration:** | 10 years |
| **FHEQ Level for the Final Award:** | Honours degree level 6 |
| **QAA Subject Benchmark:** | Earth Sciences, Environmental Sciences and Environmental Studies (2014) |
| **Degree Apprenticeship standard:** | Environmental Practitioner (Degree) |
| **Modes of Delivery:** | Part Time |
| **Language of Delivery:** | English |
| **Faculty:** | Science, Engineering and Computing |
| **School:** | Engineering and the Environment |
| **Department:** | Geography, Geology and the Environment |
| **UCAS Code:** | N/A |

**Appendix A**

**Mapping of Learning Outcomes for Accreditation by the Institute of Environmental Management and Assessment**

Graduates from accredited programmes must meet the following Learning Outcomes from the Institute of Environmental Management and Assessment (IEMA)

**Core Knowledge**

**C1. Explain the implications of global trends for the environment, for society, for the economy and for organisations**

1.1 Explaining the global mega-trends driving the need to transform the world to sustainability

1.2 Explaining the concept of sustainable development

1.3 Explaining how the UN's Sustainable Development Goals provide a framework for action

1.4. Describing the five sustainable capitals and the dependencies between them

1.5 Explaining how environmental limits and the equalities agenda are fundamental to maintaining economic growth and sustainable capital

1.6 Explaining how current economic activity regularly creates unintended environmental and social consequences, locally and globally

1.7 Recognising that delivering sustainable outcomes involves applying sustainability skills to overcome internal and external challenges

**2. Explain sustainable business/governance models, their underlying principles and their relationship with organisations, products and services**

2.1 Explaining the role of ethics in individual and organisational decision making

2.2 Explaining the importance of accountability, equalities (incl: gender equality), inclusivity, integrity, stewardship, transparency, cultural context and engagement

2.3 Explaining the concepts of corporate responsibility, corporate sustainability and sustainable business

2.4 Describing the differences between balancing and resolving interactions between social, environmental and economic issues in the context of sustainable development

2.5 Explaining the concept of safe operating space and to what extent they can impact an organisation

2.6 Describing the sustainable business models that will help drive the transition to a sustainable economy

**Technical Knowledge**

**3. Explain environmental or socio-economic principles and their relationship with organisations, products and services**

3.1 Explaining the importance of natural cycles, ecological systems, ecosystem services and environmental limits and their impact on your organisation

3.2 Explaining the impact of human interventions on natural ecological systems, habitats, species and individuals

3.3 Describing pollution sources, pathways and receptors

3.4 Explaining the importance of tackling global inequalities, a social protection floor and their impact on your organisation

3.5 Explaining the impact of human interventions on social systems, cultural practices, community cohesion and individuals

3.6 Describing the social and physical determinants of health

**4. Explain major policy and legislation and their implications for organisations, products and services**

4.1 Explaining how sustainability issues link to policy issues

4.2 Outlining the main types of law and the relationship between international, national and sub-national law

4.3 Describing key policy instruments in place and how they are used to achieve sustainable change

4.4 Explaining key environmental / socio-economic principles and how they have been applied within policies

4.5 Explaining key legislation

4.6 Outlining the role of regulators and penalties for non-compliance

4.7 Identifying relevant stakeholders that influence environmental / socio-economic issues and policy development, and explaining their roles

4.8 Explaining the benefits and opportunities organisations can achieve in moving beyond compliance

**5. Explain major and relevant tools, techniques, systems and practices, their application and how they can be used to develop sustainable products and services and improve sustainability performance**

5.1 Explaining the application of major management tools, techniques, systems and practices, their advantages and disadvantages

5.2 Explaining the concept of lifecycle thinking, its benefits and challenges, and illustrating its application in decision making

5.3 Explaining the different roles people play in delivering sustainable outcomes, and their interactions

5.4 Describing the tools, techniques, systems and/or practices used by organisations to manage compliance and non-compliance

5.5 Describing the role verification and assurance plays in improving sustainability performance

**6. Explain the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions**

6.1 Explaining how innovation and other leading practices can be used to develop sustainable products and services and provide sustainable solutions

6.2 Explaining innovation and how the principles of innovation can be applied in any given context

**Skills for Sustainable Leadership**

**7. Collect data, perform analysis and evaluate information**

7.1. Identifying relevant sources of data and describing techniques used to collect, process and store accurate data

7.2 Explaining the importance of relevant and accurate data

7.3 Describing how to analyse and interpret data / information to draw appropriate conclusions and make practical recommendations that improve sustainability performance

7.4 Describing methods to monitor a programme to improve sustainability performance

**8. Research and plan to provide sustainable solutions**

8.1 Identifying the benefits of research, planning and keeping up-to-date with innovations to provide sustainable solutions

**9. Deliver effective communication and capture feedback**

9.1 Explaining the role effective communication plays in achieving sustainable outcomes

9.2 Identifying a range of internal and external stakeholders

9.3 Identifying different communication methods that provide information and capture feedback

9.4 Describing the differences between informing, consulting and engaging

**10. Engage with stakeholders**

10.1 Identifying the benefits of collaboration and cooperation in responding to sustainability challenges, particularly when facing the same issues

11. Outline tools and techniques that identify opportunities and risks

11.1 Outlining tools and techniques that can be used to identify and understand risks and opportunities

11.2 Determine the nature of risks related to sustainability challenges

**12. Identify and propose ways to improve performance**

12.1 Outlining how a long-term vision for sustainability, with milestones and targets, can improve sustainability performance

12.2 Identifying key project management techniques that, when used, can deliver sustainable outcomes

12.3 Outlining how a financial return on investment and wider benefits can create a business case for sustainability

12.4 Outlining how contracting and procurement can be a vital component of improving sustainability performance

**13. Support change and transformation to improve sustainability**

13.1 Outlining the principles of change management

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module code** | | **Level 4** | | | | **Level 5** | | | | **Level 6** | | | |
| GG4020 | GG4030 | GG4080 | GG4090 | GG5020 | GG5155 | GG5180 | GG5400 | GG6070 | GG6080 | GG6140 | GG6400 |
| **Core** | C1.1 |  | Y |  |  |  |  | Y |  | Y |  |  |  |
| C1.2 |  | Y |  |  |  |  |  | Y |  |  |  |  |
| C1.3 |  | Y |  |  |  |  |  |  | Y | Y |  |  |
| C1.4 |  | Y |  |  |  |  |  |  | Y |  |  |  |
| C1.5 |  | Y |  |  | Y |  |  |  |  | Y |  |  |
| C1.6 |  | Y |  |  |  |  | Y |  | Y | Y |  |  |
| C1.7 |  |  |  | Y |  |  |  | Y |  |  |  | Y |
| C2.1 |  |  |  | Y |  |  |  | Y | Y |  |  | Y |
| C2.2 |  |  |  | Y |  |  |  | Y |  |  |  | Y |
| C2.3 |  | Y |  |  |  |  |  | Y | Y |  |  |  |
| C2.4 |  | Y |  |  |  |  |  |  | Y |  |  |  |
| C2.5 |  | Y |  |  |  |  |  |  | Y |  |  |  |
| C2.6 |  | Y |  |  |  |  |  |  | Y |  |  |  |
| **Technical** | T3.1 |  | Y | Y |  | Y |  | Y |  | Y |  |  |  |
| T3.2 |  | Y |  |  | Y |  |  |  | Y |  |  |  |
| T3.3 |  |  |  | Y | Y |  |  |  |  | Y |  |  |
| T3.4 |  | Y |  |  |  |  |  |  |  |  |  |  |
| T3.5 |  | Y |  |  |  |  |  |  |  |  |  |  |
| T3.6 |  |  |  |  | Y |  |  |  |  | Y |  |  |
| T4.1 |  | Y |  |  |  |  |  |  | Y |  |  |  |
| T4.2 |  |  |  |  |  |  |  |  | Y | Y |  |  |
| T4.3 |  |  |  |  |  |  |  |  | Y |  |  |  |
| T4.4 |  | Y | Y |  |  |  |  |  |  |  |  |  |
| T4.5 |  | Y |  |  |  |  |  |  | Y | Y |  |  |
| T4.6 |  |  |  |  | Y |  |  |  |  | Y |  |  |
| T4.7 |  | Y |  | Y |  |  |  |  |  |  |  |  |
| T4.8 |  |  |  |  |  |  |  |  |  |  |  |  |
| T5.1 |  | Y |  | Y |  |  |  |  |  |  |  | Y |
| T5.2 |  | Y |  | Y |  |  |  |  | Y |  |  |  |
| T5.3 |  |  |  | Y |  |  |  |  |  |  |  |  |
| T5.4 |  |  |  | Y |  |  |  |  |  |  |  |  |
| T5.5 |  |  |  | Y |  |  |  |  |  |  |  |  |
| T6.1 |  |  |  | Y |  |  |  |  |  |  |  | Y |
| T6.2 |  |  |  | Y |  |  |  |  |  |  |  | Y |
| **Skills for Sustainable Leadership** | S7.1 | Y |  |  | Y |  | Y |  | Y |  |  | Y |  |
| S7.2 | Y |  |  | Y |  | Y |  | Y |  |  | Y |  |
| S7.3 | Y |  |  | Y |  |  |  | Y |  |  | Y | Y |
| S7.4 | Y |  |  | Y |  |  |  | Y |  |  | Y | Y |
| S8.1 |  |  |  | Y |  |  |  |  |  |  |  |  |
| S9.1 | Y |  |  | Y |  | Y |  |  |  |  | Y |  |
| S9.2 |  | Y |  |  |  |  |  | Y |  |  |  | Y |
| S9.3 | Y |  |  |  |  |  |  |  |  |  |  |  |
| S9.4 |  |  |  | Y |  |  |  |  |  |  |  |  |
| S10.1 |  |  |  | Y |  |  |  | Y |  |  |  | Y |
| S11.1 |  |  | Y |  |  |  |  | Y |  |  | Y |  |
| S11.2 |  |  | Y |  |  |  |  |  |  |  |  |  |
| S12.1 |  |  |  | Y |  |  |  |  | Y |  |  |  |
| S12.2 |  |  |  | Y |  |  |  | Y |  |  |  |  |
| S12.3 |  |  |  | Y |  |  |  |  |  |  |  |  |
| S12.4 |  |  |  | Y |  |  |  |  |  |  |  |  |
| S13.1 |  | Y |  |  |  |  |  |  | Y |  |  |  |

**Assessment Calendar**

This table indicates the weeks that summative assessments will be published and when they will be due to be submitted or sat (exams)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | **Assessment Element** | **Brief published** | **Submission Week** | **Feedback Week** |
| **Level 4** | | | | |
| GG4020 Digital Earth and Spatial Analysis | Map portfolio | Induction week | Week 12 | 20 working days |
| GG4020 Digital Earth and Spatial Analysis | Web-mapping project | Induction week | Week 18 | 20 working days |
| GG4020 Digital Earth and Spatial Analysis | Analytical assignment | Induction week | Week 25 | 20 working days |
| GG4030 Understanding the Environment | Sustainability report | Induction week | Week 8 | 20 working days |
| GG4030 Understanding the Environment | Lab-based practical | Induction week | Week 16 | 20 working days |
| GG4030 Understanding the Environment | Examination | Induction week | Spring exam period | 20 working days |
| GG4080 Introduction to Physical Geography and Environmental Hazards | Environmental hazards poster | Induction week | Week 13 | 20 working days |
| GG4080 Introduction to Physical Geography and Environmental Hazards | Drainage basin practical | Induction week | Week 19 | 20 working days |
| GG4080 Introduction to Physical Geography and Environmental Hazards | Examination | Induction week | Spring exam period | 20 working days |
| GG4090 Research and Fieldwork Methods | PTS portfolio | Induction week | various | 20 working days |
| GG4090 Research and Fieldwork Methods | Data analysis test | Induction week | Week 17 | 20 working days |
| GG4090 Research and Fieldwork Methods | Fieldwork notebook | Induction week | Week 24 | 20 working days |
| **Level 5** | | | | |
| GG5020 Land, Water and the Environment | River Hogsmill practical | Induction week | Week 12 | 20 working days |
| GG5020 Land, Water and the Environment | Lab-based practical | Induction week | Week 25 | 20 working days |
| GG5020 Land, Water and the Environment | Examination | Induction week | Spring exam period | 20 working days |
| GG5155 Cartography, Remote Sensing and Spatial Analysis | Map collection | Induction week | Week 14 | 20 working days |
| GG5155 Cartography, Remote Sensing and Spatial Analysis | Remote sensing practical | Induction week | Week 25 | 20 working days |
| GG5180 Ecology and Conservation | Fieldwork Report | Induction week | Week 27 | 20 working days |
| GG5180 Ecology and Conservation | Seen examination | Induction week | Spring exam period | 20 working days |
| GG5400 Design and Management of Environmental Projects | In class statistics test | Induction week | Week 14 | 20 working days |
| GG5400 Design and Management of Environmental Projects | Fieldwork report | Induction week | Week 19 | 20 working days |
| GG5400 Design and Management of Environmental Projects | Dissertation proposal | Induction week | Week 22 | 20 working days |
| **Level 6** | | | | |
| GG6070 The Challenge of Climate Change | Climate science report | Induction week | Week 9 | 20 working days |
| GG6070 The Challenge of Climate Change | Climate policy and practice report | Induction week | Week 18 | 20 working days |
| GG6070 The Challenge of Climate Change | Examination | Induction week | Spring exam period | 20 working days |
| GG6080 Land and Water Resources Management | Fieldwork report | Induction week | Week 10 | 20 working days |
| GG6080 Land and Water Resources Management | Essay | Induction week | Week 25 | 20 working days |
| GG6080 Land and Water Resources Management | Examination | Induction week | Spring exam period | 20 working days |
| GG6140 GIS: Transforming Geography and Environment | Podcast | Induction week | Week 15 | 20 working days |
| GG6140 GIS: Transforming Geography and Environment | Precis report | Induction week | Week 23 | 20 working days |
| GG6140 GIS: Transforming Geography and Environment | Capstone project | Induction week | Week 28 | 20 working days |
| GG6400 Research Project | Interim presentation | Induction week | Week 8 | 20 working days |
| GG6400 Research Project |  | Induction week | Week 17 | 20 working days |