



## MODULE SPECIFICATION

| Part 1: Information       |  |                    |  |
|---------------------------|--|--------------------|--|
| Module Title              | Managing Rivers and Coasts   |                    |  |
| Module Code               | UBGMXD-30-3  | Level              | Level 6                                |
| For implementation from   | 2018-19  |                    |  |
| UWE Credit Rating         | 30   | ECTS Credit Rating | 15                                     |
| Faculty                   | Faculty of Environment & Technology  | Field              | Geography and Environmental Management |
| Department                | FET Dept of Geography & Environmental Mgmt                                   |                    |  |
| Contributes towards       |  |                    |  |
| Module type:              | Project  |                    |  |
| Pre-requisites            | Understanding Coastal Dynamics 2018-19, Understanding River Dynamics 2018-19 |                    |  |
| Excluded Combinations     | None   |                    |  |
| Co- requisites            | None   |                    |  |
| Module Entry requirements | None   |                    |  |

| Part 2: Description   |
|---|
| <p><b>Features:</b> Module Entry requirements: 60 credits at Level 2</p> <p><b>Educational Aims:</b> See Learning Outcomes</p> <p><b>Outline Syllabus:</b> The syllabus includes:</p> <ul style="list-style-type: none"> <li>Introduction to coastal zone management</li> <li>Sea-level rise and global coastal problems</li> <li>Beach management</li> <li>Sand dune management</li> <li>Saltmarsh management</li> <li>Sea walls and coastal zone management</li> <li>Engineering solutions at the coast</li> <li>The future of coastal zone management</li> <li>Introduction to river management</li> </ul> |

## STUDENT AND ACADEMIC SERVICES

Assessing river channel condition (flood risk; morphological stability; physical habitat; water quality; ecology)

Managing river channel condition (flood risk; morphological stability; physical habitat; water quality; ecology)

**Teaching and Learning Methods:** Scheduled learning on this module includes lectures, supervision meetings and fieldwork. Independent learning includes time engaged with essential reading, further reading, assessment preparation and assessment completion.

Students will receive – on average – 3 hours' contact time per week. This will be in a range of formats, including weekly keynote lectures, supervision meetings and fieldwork.

The amount of time spent on activities in this module is shown below:

Activity (Hours):

Contact time (72)

Assimilation and development of knowledge (156)

Coursework preparation (72)

Total study time (300)

### Part 3: Assessment

#### Summative Assessment

Component A – Environmental management reports. Learning outcomes 1-6

Element 1 - Coastal management report

4,000 word coastal management report

Reports will be assessed according to the following criteria:

Description of key geomorphological and social factors affecting the health of the coast

Identification of and critical analysis of coastal management problems faced by a section of the coast

Critical analysis of potential management options that could be applied to a section of the coast

Critical justification for selected management actions

Description of recommended management actions

Level of professionalism within management report

Element 2 - River management report.

4,000 word river management report

Reports will be assessed according to the following criteria:

Critical justification of selected river assessment methods

Presentation of river condition assessment findings

Aim and objectives for study area

Critical justification for selected management actions

Description of recommended management actions

Level of professionalism within management report

Formative work

## STUDENT AND ACADEMIC SERVICES

Element 1 – Students will receive feedback on their management plans through a ‘consultancy’ style group meeting and submission of one page of text for comment.

Element 2 – Students will receive feedback on their river condition assessment plans, their river condition assessment results and their management ideas through a series of supervision meetings.

| First Sit Components | Final Assessment | Element weighting | Description               |
|----------------------|------------------|-------------------|---------------------------|
| Report - Component A | ✓                | 50 %              | River management report   |
| Report - Component A |                  | 50 %              | Coastal management report |
| Resit Components     | Final Assessment | Element weighting | Description               |
| Report - Component A | ✓                | 50 %              | River management report   |
| Report - Component A |                  | 50 %              | Coastal management report |

STUDENT AND ACADEMIC SERVICES

| <b>Part 4: Teaching and Learning Methods</b>        |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
|---|--|---------------------------------|--|-----|--|---------------------------------|--|-------------------------------------|---|---------------------------------------|--|-----|--|---|---|-----------------------|----|---|--|----|--|------------------------------|--|-----|--|------------------------|--|-----|--|
| Learning Outcomes                                   | <p>On successful completion of this module students will be able to:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Module Learning Outcomes</b></th> </tr> </thead> <tbody> <tr> <td style="width: 20%;">MO1</td> <td>Critically evaluate a range of techniques to assess the condition of fluvial and coastal systems</td> </tr> <tr> <td>MO2</td> <td>Assess and describe the condition of fluvial and coastal systems</td> </tr> <tr> <td>MO3</td> <td>Identify appropriate management priorities within fluvial and coastal systems</td> </tr> <tr> <td>MO4</td> <td>Critically evaluate a range of options for managing the condition of fluvial and coastal systems</td> </tr> <tr> <td>MO5</td> <td>Describe how recommended management techniques can be used to improve the condition of fluvial and coastal systems</td> </tr> <tr> <td>MO6</td> <td>Produce professional quality fluvial and coastal management reports</td> </tr> </tbody> </table>   | <b>Module Learning Outcomes</b> |  | MO1 | Critically evaluate a range of techniques to assess the condition of fluvial and coastal systems | MO2                             | Assess and describe the condition of fluvial and coastal systems | MO3                                 | Identify appropriate management priorities within fluvial and coastal systems | MO4                                   | Critically evaluate a range of options for managing the condition of fluvial and coastal systems | MO5 | Describe how recommended management techniques can be used to improve the condition of fluvial and coastal systems | MO6   | Produce professional quality fluvial and coastal management reports |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| <b>Module Learning Outcomes</b>                     |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| MO1   | Critically evaluate a range of techniques to assess the condition of fluvial and coastal systems   |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| MO2   | Assess and describe the condition of fluvial and coastal systems   |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| MO3   | Identify appropriate management priorities within fluvial and coastal systems  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| MO4   | Critically evaluate a range of options for managing the condition of fluvial and coastal systems   |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| MO5   | Describe how recommended management techniques can be used to improve the condition of fluvial and coastal systems   |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| MO6   | Produce professional quality fluvial and coastal management reports  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| Contact Hours                                       | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Contact Hours</b></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 20px;"> </td> </tr> <tr> <td colspan="2"><b>Independent Study Hours:</b></td> </tr> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">228</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Total Independent Study Hours:</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">228</td> </tr> <tr> <td colspan="2"><b>Scheduled Learning and Teaching Hours:</b></td> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">72</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Total Scheduled Learning and Teaching Hours:</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">72</td> </tr> <tr> <td colspan="2"><b>Hours to be allocated</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">300</td> </tr> <tr> <td colspan="2"><b>Allocated Hours</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">300</td> </tr> </tbody> </table> | <b>Contact Hours</b>            |  |     |  | <b>Independent Study Hours:</b> |  | Independent study/self-guided study | 228   | <b>Total Independent Study Hours:</b> |  | 228 |  | <b>Scheduled Learning and Teaching Hours:</b> |   | Face-to-face learning | 72 | <b>Total Scheduled Learning and Teaching Hours:</b> |  | 72 |  | <b>Hours to be allocated</b> |  | 300 |  | <b>Allocated Hours</b> |  | 300 |  |
| <b>Contact Hours</b>                                |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
|   |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| <b>Independent Study Hours:</b>                     |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| Independent study/self-guided study                 | 228  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| <b>Total Independent Study Hours:</b>               |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| 228   |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| <b>Scheduled Learning and Teaching Hours:</b>       |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| Face-to-face learning                               | 72   |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| <b>Total Scheduled Learning and Teaching Hours:</b> |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| 72  |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| <b>Hours to be allocated</b>                        |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| 300   |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| <b>Allocated Hours</b>                              |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| 300   |  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |
| Reading List  | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/ubgmxd-30-3.html">https://uwe.rl.talis.com/modules/ubgmxd-30-3.html</a></p>  |                                 |  |     |  |                                 |  |                                     |   |                                       |  |     |  |   |   |                       |    |   |  |    |  |                              |  |     |  |                        |  |     |  |