



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Environment and Society				
Module Code	USSKAB-30-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Biological, Biomedical & Analytical Sciences		
Contributes towards	BSc. Hons Environmental Science				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • demonstrate a basic understanding of policy making for Sustainable Development at a National, European and International level (assessed in component A); • discuss the theoretical concept of Sustainable Development with particular reference to economic development, social development and environmental protection (assessed in component A); • describe the political and economic context of environmental policy making with respect to Sustainable Development (assessed in component A); • understand how environmental problems and their solutions relate to political and economic imperatives in relation to Sustainable Development; • discuss the need for, and barriers to, an interdisciplinary approach to the analysis of environmental problems with particular reference to their social and economic dimensions. • Apply the above economic, social and environmental concepts and methods from the discourse of Sustainable Development in real-world case studies

	within the context of workshops and fieldtrips
Syllabus Outline	<p>This module examines how environmental problems and their solutions (Sustainable Development) relate to social, political and economic imperatives. Specifically this module will introduce the following;</p> <p>Sustainable Development What is Sustainable Development? The meaning of the ‘three pillars of Sustainable Development’ – economic development, social development and environmental protection. Introduction of Sustainable Development models, The Natural Step, Twelve Capitals, and the triple Bottom Line.</p> <p>Society Different cultural and religious perspectives on environment. Historical growth of environmentalism and impact on global societies, economies and politics. Introduction to political ecology. Shaping the agenda and roles of pressure groups and industry at local and national level.</p> <p>Economics Introduction to current economic discourse, including concepts such as opportunity costs, entropic scarcity, flow-fund resource matrix, supply and demand social costs and public goods , and approaches to solving environmental problems, such as taxes, tradable permits, tort law, and environmental safety standards.</p> <p>Policy Making & Implementation Legislative framework for policy making: Parliament, local authorities, the European Union. The Governmental institutions involved in the implementation of Sustainable Development initiatives (government departments, local authorities, Environment Agency etc). Global policy frameworks – World Summit on Sustainable Development outputs, Millennium Development Goals and UN Conventions on Climate Change, Desertification and Biodiversity. Scientific controversies – Climate Change, Mining Development and GM case studies.</p>
Contact Hours	<p>Scheduled learning Students can expect to receive a minimum of 72 hours taught material. This will be delivered as Interactive lectures and lectorials (36 hours) Workshops (12 hours) field practicals and visits (24 hours). Field visits, such as a trip to the Eden Project in Cornwall, will include two whole-day trips to local employers to develop practical skills directly related to students’ employability.</p> <p>Independent learning Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.</p>
Teaching and Learning Methods	<p>A variety of teaching and learning approaches will be employed. The module will be delivered using lectures combined with field visits where appropriate. Lectures will be used to introduce main concepts and to guide and inform student centred learning while tutorials, workshops and field trips will provide students the opportunity to discuss and apply issues in-depth. Student learning will be supported mainly through the University's E-Learning Environment, Blackboard. CD-ROMs and ‘interactive’ material will be provided to engage students further. A culture of continuous learning</p>

will be developed through the implementation of regular on-line discussion groups which discuss identified topics in-depth. All sessions will be used to inform and provoke the process of critical thinking and awareness required for levels 2 and 3.

The module places considerable emphasis on recognising and using subject-specific theories, paradigms, concepts and principles. The module will introduce the idea of analysing, synthesising and summarising information critically, including prior research. Learning methods include the application of knowledge and understanding to address familiar and unfamiliar problems.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300



Total assessment of the module:	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative
Reading List

Books

The most recent editions of:

Daly, H. and Farley. J. Ecological Economics – Principles and Applications (2nd Edn), Island Press.

Farley, J., Erickson J., Daly, H. Ecological Economics A Workbook for Problem-based Learning, Island Press.

Elliot, D. Energy Society and Environment, Routledge, London.

Baker. S. Sustainable Development, Routledge, London.

Goudie, A. Human Impact on the Natural Environment, Blackwell, Oxford.

Journals

Environment, Development and Sustainability. Institutional access. Available to all students via Springer Link.

(<http://www.springerlink.com/content/102874/>)

Ethics and the Environment. Institutional access. Available to all students via

(http://muse.jhu.edu/journals/ethics_and_the_environment/)

The Journal of Environment and Development. Institutional access. Available to all students via

(<http://jed.sagepub.com/>). Sage Journals Online.

Electronic Resources

The Environmental Literacy Council - Environment & Society

<http://www.enviroliteracy.org/>

Provides information and resources regarding the interactions between human society and the environment.

The International Research Foundation for Development

<http://www.irfd.org/>

An autonomous, nonpartisan, transnational organization composed of an international community of contemplative thinkers, policy makers, practitioners, and laypersons who are making a concerted effort to improve the quality of life at various levels of the world.

The United Nations

<http://www.un.org>

Sustainable Development Unit, DEFRA

<http://www.sustainable-development.gov.uk>

Part 3: Assessment

Assessment Strategy

The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom. Assessments includes both summative (assessment that contributes to module mark) and formative (assessment that does not contribute to module mark) assessment and feedback opportunities.

The Controlled Conditions component of the assessment (Component A) comprises a single 2-hour exam which takes place at the end of the year. The paper is a combination of multiple choice and longer answer questions, designed to test both the breadth of the students' subject knowledge (multiple choice questions), and their understanding of key concepts (longer answer questions). This component will test learning outcomes 1, 2 and 3.

The Coursework component of the assessment (component B) is made up of two elements. Element one is a reflective report on the student's interpretation of the industrial worldview which requires students to assess the different methods used by companies and, based in part on their direct experiences as consumers, develop their own beliefs, priorities and planned actions towards benefitting society (1500 words, worth 30% of total module marks). Element two is a case study of the GEO-5 Report and its 'Response Options' to the current state of the environment. In 1000 words (worth 30% of the module marks) students discuss these response options. In a further 500 words the students assess the responses to 'Earth System Challenges'.

Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class and on-line tests and quizzes, problem-solving workshops, and model answers for past exam questions.

Assessment criteria will be made available to the students in the module guide at the start of the module. All work is marked using the Department's Generic Assessment Criteria, which in turn has been developed with reference to a range of external reference points, including the QAA Code of Practice on Assessment of Students, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

Assessment:

Weighting between components A and B (standard modules only)

A: 40% B: 60%

FIRST ATTEMPT

First Assessment Opportunity

Component A (controlled) Element Wt (Ratio)

	Description of each element(<i>within Component</i>)		
	EX2	Examination (2 hours)	1
	Component B Element Wt (Ratio)		
	Description of each element(<i>within Component</i>)		
	CW1	Case study (1500 words)	1
	CW2	Written report (1000 words)	1
	Second Assessment Opportunity (further attendance at taught classes)		
	Component A (<i>controlled</i>) Element Wt (Ratio)		
	Description of each element(<i>within Component</i>)		
	EX2	Examination (2 hours)	1
	Component B Element Wt (Ratio)		
	Description of each element(<i>within Component</i>)		
	CW1	Case study (1500 words)	1
	CW2	Written report (1000 words)	1

Identify final assessment component and element		A:	B:
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	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (2 hours)	40%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Report (1500 words)	30%	
2. Extended essay (1000 words)	30%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Second attempt		
Exam (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Report (2500 words)	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		