STUDENT AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	UWE	
Faculty responsible for programme	FET	
Department responsible for programme	GEM	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	Institution of Environmental Sciences	
Highest Award Title	MSc Environmental Consultancy	
Default Award Title		
Interim Award Titles	PG Dip Environmental Consultancy PG Cert Environmental Consultancy	
UWE Progression Route		
Mode(s) of Delivery	Full time; Part time	
Codes	**UCAS: F900**	**JACS:**
	ISIS2:	**HESA:**
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	18 February 2014 v1.1, September 2016 v1.2	
Valid From	September 2016	
Version	1.2	

Part 2: Educational Aims of the Programme

Environmental Consultancy is a fast growing sector in the global economy which demands specialist postgraduate courses which combine academic study with professional practice.

The MSc Environmental Consultancy provides a distinctive educational and professional practice programme to meet the requirements of the environmental consultancy sector providing both a higher and deeper level of expertise than that typically associated with an environmental science or management related undergraduate qualification. The ability to meet the higher educational challenge demanded of a masters student provides for a distinct advantage:

I. To those already in consultancy practice needing career development in new areas of knowledge and professional skills, and
II. To those wishing to enter a range of environmental consultancy fields

The overall aim of the programme is to provide a broadly based vocational education at postgraduate level that is academically rigorous and develops the professional skills of an environmental consultant practitioner.

The programme provides an opportunity for graduates and existing consultants to explore the theory and practice of contemporary environmental problems in depth and develop both subject-specific and advanced practitioner skills.

The aims of the programme are:

- To provide a coherent programme of study in environmental consultancy underpinned by staff research and consultancy.
- To provide a programme that is firmly rooted in the needs of professional practice and enables students to become effective environmental consultants.
- To provide a programme that offers varied and flexible patterns of study suited to students and their employers.
- To provide a programme that is academically challenging, relevant, and engaging which encourages students to develop their capacity for independent, analytical and reflective thought and judgment.
- To encourage students to examine the link between theoretical concepts, current research and the application of environmental consultancy skills
- To equip graduates with the skills to pursue doctoral research should they so wish.

Part 3: Learning Outcomes of the Programme

A Knowledge and Understanding

A Knowledge and understanding of:	**Teaching/learning methods and strategies:**
• the need for both a multi-disciplinary and an interdisciplinary approach in applying knowledge and understanding of environmental systems • environmental issues and sustainable and integrated approaches to management and resolution of problems • methods of acquiring, interpreting and analysing information and data with a critical understanding of the appropriate contexts for their use in practice • operational and management systems, particularly project and business	Learning outcomes achieved through teaching and learning strategies that include: practice/work based learning; lectures; tutorials, seminars, workshops, team working, role play exercises, modelling and action planning; case studies, problem based learning. Research and practice base enquiry is addressed in the project module Throughout, the learner is encouraged to undertake independent reading and inquiry both to supplement and consolidate what is being taught and to broaden their individual knowledge and understanding of the subject.

Part 3: Learning Outcomes of the Programme	
management for consultancy • the use of research and practice based inquiry to create, interpret and apply knowledge in the disciplines and in their own contexts	**Assessment:** Assessment of knowledge and understanding is from assessed coursework and project work. This may include including presentations, viva examination and written examination, work-based projects and production of a portfolio of work, poster and written reports.
B Intellectual Skills	
Intellectual skills: • critically evaluate current research and advanced scholarship • apply relevant theories to the analysis of and management of processes and outcomes • create, identify and evaluate options and provide original solutions to work-based problems sometimes with incomplete data • challenge the status quo by demonstrating intellectual flexibility and lateral thinking • learn through reflection on practice and experience • evaluate methodologies, develop critiques of them and where appropriate propose new hypotheses • design a consultancy or research programme, analyse the findings, draw conclusions and make recommendations	**Teaching/learning methods and strategies:** Intellectual skills are developed through discussion, team exercises, case studies critical analysis and reflection of the research and practice evidence base. Throughout the programme students are encouraged to undertake independent inquiry to develop and to broaden their individual knowledge and intellectual skills. Specific training in research and development skills is provided within the project module. **Assessment:** A variety of assessment methods is employed. Each assesses a learner's ability to demonstrate intellectual skills through assessed coursework, project work, including presentations, work-based projects, portfolio, poster and written commentary.
C Subject, Professional and Practical Skills	
Subject, Professional and Practical Skills • apply learning on the programme to environmental consultancy practice • engage creatively in project development • participate effectively in a consultancy project programme • design and implement a consultancy research programme • participate in communicating project progress, strategies and outcomes • devise costs and draw up tenders for project work • engage in client management and communications	**Teaching/learning methods and strategies:** Achievement of learning outcomes is through a range of teaching and learning strategies including practice/work based learning; team working, role playing, action planning; case studies, problem based learning. The project module addresses research design, methods and implementation. Throughout, the learner is expected to bring relevant knowledge to the programme to develop and consolidate programme content and to ground his/her individual knowledge and understanding of the subject within the context of professional practice. Additional support during workplace based training is provided through sponsors and subject experts. **Assessment:** Skills are assessed by project work and a portfolio grounded in professional practice and by role-play.

Part 3: Learning Outcomes of the Programme

D Transferable Skills and other attributes

Transferable Skills and other attributes

- demonstrate self-direction and originality in tackling and solving problems
- act autonomously in planning and implementing tasks
- demonstrate interpersonal skills of effective listening, negotiating and persuasion
- show self-awareness and sensitivity to diversity in people and different situations
- perform effectively in a team and project environment
- communicate effectively in a range of contexts
- understand the importance of working within a resource parameter
- seek, process and critically evaluate information and data effectively and disseminate in appropriate formats
- demonstrate the ability to make decisions in complex and unpredictable situations
- demonstrate the independent learning ability required for continuing professional development
- application of IT skills in professional and technical practice

Teaching/learning methods and strategies:

Acquisition of learning outcomes is through a range of teaching and learning strategies including:- practice and work based learning; team working; simulation; action planning; case studies; role play and problem based learning.

Assessment:

All of the transferable skills are encapsulated within the modules. Students will be encouraged to consider how they might apply them outside their experience of their current studies. Skill assessment is individual and in the context of team and project based learning.

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

All of student learning is undertaken through modules that integrate the development of knowledge, understanding, intellectual and transferable skills. The programme includes workshops, problem-based exercises and advanced topic study, designed to be stimulating and challenging. In all cases students are supported in achieving the learning outcomes of the module as a whole. Students are required to undertake additional reading and inquiry to develop their knowledge and understanding, to prepare for the workshops and practice and to enable them to define and complete their assessment tasks. Students have access to on-line resources for modules, the UWE library, which provides tailored services for remote and part-time students and to the environmental learning resources and postgraduate resource facilities of the Faculty. Induction events ensure that students understand how to use the appropriate support facilities.

Description of any Distinctive Features

1. Student learning is supported by a range of staff including academics, researchers, practioners, UWE careers staff, staff from UWE marketing department and practicing consultants.

2. A placement which provides experience of working within and environmental consultancies. Support for finding placements comes from the placement office which in liaison with academic staff provides a database of opportunities. In addition support from the UWE careers services enables students to develop and hone their CVs and placement applications.

3. Academic staff who act as placement tutors. Their role is to review and approve placement learning agreements and the placement tasks to ensure they provide the opportunity to

Part 4: Student Learning and Student Support

develop appropriate professional and consultancy skills, visit students whilst on placement, interview placement providers and provide guidance and support for students whilst on placement.

4. A programme steering group comprising programme staff and practicing environmental consultants which regularly reviews the programme to ensure that it meets the requirements of the sector.

5. A distinctive feature of the faculty is the inter-professional ethos. It is anticipated that students will be drawn from a range of disciplines and with differing levels of professional experience, providing a diverse cohort character that will enrich the collaborative learning ethos that underlies the programme.

6. A programme leader will manage the day to day operation of the programme and liaise with module leaders in order to ensure that modules are effectively delivered. The programme leader will be assisted by a student adviser who will be the first point of contact with students. The Faculty of Environment and Technology offers a range of learning support material and staff dedicated to student support, at all levels. This includes an advanced academic skills programme. Module leaders and the programme leader will provide support via module websites and through e-mail as well as on a face-to-face basis. Students will have access to computing facilities with the necessary software, as well as the opportunity to install the required software on their own computer.

Part 5: Assessment

A: Approved to University Regulations and Procedures

Part 6: Programme Structure
This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**,:

Year	Compulsory Modules	Optional Modules	Interim Awards
1	**UBGLY6-30-M** Environmental Business Skills **UBGMW4-45-M** Professional Practice in Environmental Sciences **UBGMRK-60-M** Dissertation	Students must choose 45 credits of the following: **UBGLW7-15-M** Sustainable Technologies **UBGLXM-15-M** Environmental Assessment **UBGMW7-15-M** Air Quality Management **UBGMU4-15-M** Intro to Applied GIS **UBGMV4-15-M** Water Management Challenges for the 21st Century **UBGMJK-15-M** Catchment Hydrology **UBGLXN-15-M** Water Policy and Law **UBGMF9-15-M** Sustainable Development: Principle and Practice	**PG Cert Environmental Consultancy** A minimum of 60 credits. **PG Diploma Environmental Consultancy** A minimum of 120 credits excluding the dissertation. **MSc Environmental Consultancy** 180 M level credits

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**:

	Compulsory Modules	Optional Modules	Interim Awards
Year 1.1	**UBGLY6-30-M** Environmental Business Skills **UBGMW4-45-M** Professional Practice in Environmental Sciences	Students must choose 45 credits of the following: UBGLW7-15-M Sustainable Technologies UBGLXM-15-M Environmental Assessment UBGMW7-15-M Air Quality Management UBGMU4-15-M Intro to Applied GIS UBGMV4-15-M Water Management Challenges for the 21st Century UBGMJK-15-M Catchment Hydrology UBGLXN-15-M Water Policy and Law UBGMF9-15-M Sustainable Development: Principle and Practice	**PG Cert Environmental Consultancy** A minimum of 60 credits. **PG Diploma Environmental Consultancy** A minimum of 120 credits excluding the dissertation. **MSc Environmental Consultancy** 180 M level credits
Year 1.2	**UBGMRK-60-M** Dissertation		

Part 7: Entry Requirements

Students entering the programme will typically have an honours degree of 2:2 or above in a relevant subject, normally of a geographical or scientific nature.

Those without a relevant first degree but with relevant qualifications and/or professional practice experience may also be accepted.

Part 8: Reference Points and Benchmarks

Description of how the following reference points and benchmarks have been used in the design of the programme:

1. **QAA reference points.** The programme has been developed in accordance with QAA statements on postgraduate qualifications, and in relation to QAA Masters level descriptors. As yet QAA benchmark statements are not available for disciplines relevant to Masters level for this programme. However, the structure of the proposed degree is fully consistent with the QAA

Part 8: Reference Points and Benchmarks

position statement on postgraduate qualifications.

2. **External reference points;** UK government and EU environmental and business development policy, industrial and consultancy business advice and professional body requirements.
3. **Internal reference points:** The Faculty of Environment and Technology's academic programme planning objectives for postgraduate development together with the programme teams expertise, experience and professional links.
4. **QAA precepts and Masters level descriptors.** The programme has been designed to reflect the QAA precept that there is a balance between a strong and effective skills base relevant to the expectations of future employers and knowledge of current theory, practice and research. The proposed programme emphasizes the development of both personal and professional skills, in particular those enunciated by employers as essential for the practice of environmental consultancy. The programme takes as its foundation knowledge base that provided by a first degree. It builds upon this base to develop a critical awareness and reflection in students that encourages a flexible, creative and original approach to practice. A framework that is both constructed and elaborated by advanced understanding of established and evolving theoretical paradigms, research and practice based evidence and awareness of professional and ethical guidelines enables this approach.
5. **University learning, teaching and assessment policies.** In line with the University's teaching and learning policies, this programme takes a student-centered approach to learning by allowing students to take control of aspects of their learning to develop individual participation and autonomy in learning. A variety of assessment methods are incorporated within the programme to cater for a diversity of student strengths and abilities. Although this document focuses on summative assessment, the course team recognizes the importance of both summative and formative assessment activity and feedback, including reflective work and practice based learning, as an integral part of the learning and teaching process. All assessments comply with the current version of the University¡¦s Academic Regulations and Procedures.
6. **Research, consultancy and professional practice.** The programme draws on staff research specifically from a range of groups and centers of excellence within UWE.