



Programme Specification

Environmental Management {Apprenticeship-UWE}

[Sep][FT][Frenchay][5yrs]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Environmental Management {Apprenticeship-UWE}
[Sep][FT][Frenchay][5yrs]

Highest award: BSc (Hons) Environmental Management

Interim award: BSc Environmental Management

Interim award: DipHE Environmental Management

Interim award: CertHE Environmental Management

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: FET Dept of Geography & Environmental
Mgmt, Faculty of Environment & Technology

Professional, statutory or regulatory bodies: Not applicable

Apprenticeship: ST0778

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE course entry

For implementation from: 01 September 2024

Programme code: FJ7G13-SEP-FT-FR-FJ7C13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: BSc (Hons) Environmental Management is designed to produce graduates who understand the science of climate and environmental change and possess the flexibility to develop interdisciplinary mitigation and adaptation solutions principally through understanding the relationship between people and the environment, energy, resource and environmental management.

Transferable and lifelong learning skills are embedded within the programme and, combined with multidisciplinary subject knowledge, they aim to enhance students' employability and continuing professional development (CPD).

Features of the programme: The programme is studied over five years in conjunction with an apprenticeship within industry. The programme responds to the needs of a widening range of vocations related to climate change and sustainable energy, resource and environmental management. These require graduates with an understanding of the causes and future impacts of climate and environmental change and the role for energy and resource management in mitigation (e.g. stabilising atmospheric concentrations of greenhouse gases) and adaptation (e.g. diversification of energy supply sources, resource conservation and environmental management).

The programme aims to produce graduates who will contribute effectively to interdisciplinary teams in a wide range of sectors, such as climate change mitigation and adaptation, energy security, water and food security, environmental management and environmental protection.

Educational Aims: The programme aims to provide an academically rigorous and intellectually stimulating environment and has a programmatic structure with four clear themes providing a unique specialism intended to develop graduates who:

Possess a rigorous understanding of the causes of climate change, environmental change and resource depletion and of appropriate sustainable mitigation and

adaptation strategies

Appreciate and understand the human influence on and relationship between the environment and sustainable behaviour

Possess the subject knowledge and practical skills to meet the recruitment needs of key climate change, energy management-, resource management- and environmental management-related sectors

Are able to deploy their skills in research professionally to apply an evidence-led, rigorous approach to environmental issues and to play a leading role when dealing with current and emerging environmental and resource policies and mitigation and adaptation strategies

Further transferrable skills, experiences and opportunities have been designed into this programme to develop graduates who:

Interact with and are able to communicate effectively with professionals from a variety of disciplines, and with clients and the public; and who have understanding and respect for the objectives and values of a diversity of stakeholders

Are employable graduates who are able to independently identify their needs for continuing professional development (CPD) and career progression

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Identify and engage with key concepts of climate change science, policy and apply them to the challenges involved in environmental management currently and in the future.

- PO2. Critically appreciate the knowledge and strategies that would allow them to work with individuals, communities and institutions to implement environmental strategies.
- PO3. Identify and exhibit professional attributes commensurate with those who work in the field of environmental management (informed by the IEMA graduate skills).
- PO4. Dissect and understand academic research, choose appropriate research methods, design and apply research techniques and research findings to practice.
- PO5. Explain how human factors affect the environment (and vice versa) and the ability to suggest reasons for action and non-action and to suggest strategies to affect changes in attitudes and behaviours.
- PO6. Competently present information about environmental topics through a range of formats (such as presentations, reports, web-based) consulting with multi-stakeholders, to design and implement a range of environmental management strategies.
- PO7. Critically evaluate multi-level policies related to the environment and sustainability.
- PO8. Self-reflect, be autonomous and rigorous in learning, designing and implementing strategies to promote sustainable environmental management.

Assessment strategy: The QAA Code of Practice on Assessment of Students identifies guiding principles that we attempt to address at module and programme level:

Assessment methods and criteria are aligned to learning outcomes and teaching activities.

Assessment is reliable, consistent, fair and valid.

Assessment design is approached holistically.

Assessment is inclusive and equitable.

Assessment is explicit and transparent.

Assessment and feedback is purposeful and supports the learning process.

Assessment is timely.

Assessment is efficient and manageable.

Students are supported and prepared for assessment.

Assessment encourages academic integrity.

To address these the programme team:

Devises assessment strategies for each module that encompass a range of assessment methods and styles.

Reviews assessment across each Level of the programme to minimise the submission of multiple assessments on the same submission date, and considers approaches to encouraging sustained engagement by spreading assessments across the semester.

Provides assessment submission dates to students at the start of each academic year, along with clear marking criteria and expectations when the brief is set.

Provides appropriate feedback that promotes independent learning and facilitates continuous improvement. The nature of feedback will vary according to the assessment style, but could include: detailed formative comments on drafts, model answer outlines and verbal feedback in group or individual settings.

Ensures that all assessments comply with the University Academic Regulations and Procedures, that the scheduling and amount of assessment is consistent with an effective and appropriate measurement of the achievement of the intended learning outcomes and that appropriate measurement against learning outcomes is achieved by internal and external scrutiny of assessment, consistent with University Academic Regulations and Procedures.

Across the range of Level 1 modules, assessment provides a variety of opportunities for students to demonstrate their abilities in both individual and group settings, and particularly their ability to articulate clearly and accurately the concepts and frameworks that are fundamental to their area of study. At Level 2, the assessments reflect the curriculum strategy of exploring concepts and developing skills. The assessments enable students to demonstrate the depth of their knowledge and the sophistication of their thinking. At Level 3 assessment requires students to produce substantial, detailed and sophisticated pieces of work that reflect a wide range of reading and a high level of independent thought. We place emphasis on evaluating

students' depth of knowledge, critical thinking and ability to sustain credible arguments.

These approaches are in keeping with the range of module learning outcomes and the diversity of student needs. Emphasis is placed on application of knowledge to investigate real-world problems and this is achieved via laboratory classes, computer-based learning, fieldwork, and group-based problem-solving activities. This approach requires them to think on their feet and to challenge their existing preconceptions, promoting adaptability and flexibility in seeking and receiving information, and preparing them for the likely way in which they will have to apply their knowledge in their professional careers.

Assessment of the teaching and learning within modules at all Levels is broadly divided into formative assessment and summative assessment. These include written assignments, technical reports, case studies, presentations, individual and group projects, examinations, and portfolios of competencies which include different styles of communication (e.g. policy briefing, case study, visualisation, reflective writing). This range of assessments is designed to:

Identify students' learning strengths and weaknesses and continuing performance needs.

Expose students to a variety of assessment methods in order to promote inclusive learning.

Test students' ability to integrate theory and practice, and allow students to demonstrate the learning achieved as measured against learning outcomes, QAA benchmarks, and professional competency. Encourage students to develop a deep approach to learning.

Through the use of reading strategies students are encouraged to progressively broaden their subject-specific knowledge. Formative and summative assessments are designed to promote a deeper understanding of material and, at Level 3, to facilitate application to professional practice.

The degree programme assesses students' achievement of the learning outcomes in each of the four areas of learning using the following methods:

A. Knowledge and Understanding (subject specific):

Student knowledge and understanding is assessed in a variety of coursework assessment methods, including essays, practical portfolios, technical reports and management plans (e.g. environmental management plans), research proposals, research projects, poster presentations and verbal presentations.

B. Intellectual Skills (generic):

Coursework assessment of intellectual skills includes essays with formative and summative written feedback. Presentations enable students to offer, test, modify and argue their point of view. The emphasis on high standards of professional presentation in technical outputs (e.g. management plans, technical reports) helps prepare students for the workplace. Research proposals and projects assess logical argumentation and critical reflection.

C. Subject/Professional/Practical Skills (subject specific):

The coursework-based assessment of practical skills occurs through a variety of mechanisms. These include practical portfolios, presentations describing practical work, and reports describing and critiquing the outputs from practical activities. Field exercises and presentations, research proposals and research projects test the design and execution of enquiry within environmental management. Practical skills are also tested under controlled conditions within practical exams.

D. Transferable Skills and other attributes (generic):

Students engage in a range of student-led activities that encourage them to work

independently, notably their final year project. Students engage in a range of modules that cover a range of environmental topics. Along with specific training on separate communication skills, students are given formative feedback on their ability to communicate via a range of media. Students work in groups to complete a range of different activities. This takes place in the class-room, in the field and in students' own time. Students receive training in a range of literacy, numeracy, graphicacy and computer literacy skills. In addition, they receive formative feedback to help develop those skills.

Student support: Student support is integral to the delivery of the programme. Along with specific training on separate communication skills, students are given formative feedback on their ability to communicate via a range of media. Students receive training in a range of literacy, numeracy, graphicacy/visual literacy and computer literacy skills. In addition, they receive formative feedback to help develop those skills. Support is provided in group and individual contexts as appropriate depending on the particular module and required learning outcome. Additional support is provided through programme-level sessions, including sessions aimed at connecting with prospective employers and professional bodies.

Part B: Programme Structure

Year 1

The student must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMGM-15-1	Analysing Environmental Change 2021-22	15
UBGMJ9-30-1	Environmentalism, Society and Governance 2021-22	30
UBGMHM-15-1	Sustainable Technologies 2021-22	15

Year 2

The student must take 60 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMB1-30-1	Air, Land and Water: Fundamental Processes 2022-23	30
UBGMA1-15-1	An Introduction to Geographic Information Systems and Remote Sensing 2022-23	15
UBGM91-15-1	Engaging people, communities, and institutions 2022-23	15

Year 3

The student must take 75 credits from the modules in Year 3.

Year 3 Compulsory Modules

The student must take 75 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMC1-30-2	Air, Land and Water: Data and Models 2023-24	30
UBGMKA-15-2	Environmental Assessment 2023-24	15
UBGMWJ-15-2	Environmental Management in Organisations 2023-24	15
UBGMWD-15-2	Sustainable Resource Management 2023-24	15

Year 4

The student must take 75 credits from the modules in Year 4.

Year 4 Compulsory Modules

The student must take 30 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMYJ-30-2	Environmental Psychology in the Community 2024-25	30

Year 4 Optional Modules

The student must take 45 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UBGLE1-15-2	Climate and Environmental Justice 2024-25	15
UBGMRR-15-2	Climate Change: Challenges for the 21st Century 2024-25	15
UBGMH3-15-2	Ecology 2024-25	15
UBGMLE-15-2	Understanding Coastal Dynamics 2024-25	15
UBGMLV-15-2	Understanding River Dynamics 2024-25	15
UBGMME-30-3	Water and Energy Futures 2024-25	30

Year 5

The student must take 90 credits from the modules in Year 5. Please note: the End-Point Assessment module UBGMW1-30-3 cannot be taken until all the gateway requirements of the apprenticeship standard have been fulfilled, including the successful achievement of all other required modules.

Year 5 Compulsory modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMW1-30-3	Environmental Practitioner End-Point Assessment 2025-26	30
UBGMT4-15-3	Managing Air Quality 2025-26	15
UBGMTK-15-3	Practising Waste Management 2025-26	15

Year 5 Optional modules

The student must take 30 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UBGMJT-30-3	Biogeography and Conservation 2025-26	30
UBGMXJ-30-3	Environment and Behaviour 2025-26	30
UBGMQR-30-3	Hazard and Disaster Management 2025-26	30
UBGMXD-30-3	Managing Rivers and Coasts 2025-26	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme responds to increasing need for action to manage environmental issues as a result of climate change. This includes developed knowledge of factors underpinning environmental challenges, including an understanding of climate change, sustainability and of how individuals behave and how communities and institutions impact and affect the environment. The programme is interdisciplinary with equally strong emphasis on integrated learning from and about how to conduct rigorous academic research and how it can be applied in practice. Professional, self-reflective skills are central to this programme which is designed to produce highly employable graduates.

Part D: External Reference Points and Benchmarks

There is no Benchmark statement for the subject of Environmental Management but this programme has been informed by the statements that exist for complimentary subjects such as geography, earth science, environmental science and environmental studies.

In addition the intention following approval is to seek accreditation from The Institute of Environmental Management and Assessment and as such the 13 Graduate standard learning outcomes detailed in the IEMA Graduate Membership: Accredited Degree Programme (2016) have been integral to the development of this

programme.

The programme is also lead by UWE's core principle of 'Advancing knowledge, inspiring people, transforming futures' and the guiding principles contained within Strategy 2020 and, as we look to the future Strategy 2030 and the QAA UK Quality Code for HE.

Programme development has also been informed by the principles of Education for Sustainable Development and will also compliment and include the Sustainable Development Goals.

Part E: Regulations

NB: The following relate to UBGMW1-30-3 Environmental Practitioner End-Point Assessment.

Approved variants to University Academic Regulations and Procedures (2023-24 version):

Regulations D5 (Module types) and D6 (Requirements to pass a module):

This module has two assessment tasks, each with a mark expressed as a grade (Distinction/Pass/ Fail), not as a percentage.

The overall module is graded Distinction/Pass/Fail in line with the Environmental Practitioner assessment plan.

Regulations D7 (Failure of a Module) and D8 (Retaking a Module)

If ATE regulations state that the apprentice's employer will need to agree that a resit or retake is an appropriate course of action. UWE Bristol's regulations need to align with this.

A resit or retake will be capped at Pass, unless the University determines there are personal or exceptional circumstances outside the control of the apprentice and/or employer which warrant an uncapped resit or retake.

Regulation D12 (Requirements for the Award of an Undergraduate Degree)

The End-Point Assessment module grade will count towards the overall degree classification.