



Programme Specification

MSc Environmental Management and Consultancy [Frenchay]

Version: 2026-27, v1.0, Validated

Contents

Programme Specification	1
Section 1: Key Programme Details	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	2
Part A: Programme Overview, Aims and Learning Outcomes	2
Part B: Programme Structure.....	8
Part C: Higher Education Achievement Record (HEAR) Synopsis	10
Part D: External Reference Points and Benchmarks	10
Part E: Regulations	11

Section 1: Key Programme Details

Part A: Programme Information

Programme title: MSc Environmental Management and Consultancy [Frenchay]

Highest award: MSc Environmental Management and Consultancy

Interim award: PGCert Environmental Management and Consultancy

Interim award: PGDip Environmental Management and Consultancy

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Architecture and Environment, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Part-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2026

Programme code: F1ND12

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The MSc Environmental Management and Consultancy is designed to meet the needs of a range of potential candidates from recent graduates to working professionals, in allied or cognate disciplines, wishing to achieve a post-graduate qualification in this field. The academic focus of the programme is on the development of a rigorous understanding of the theoretical, philosophical and practical considerations relevant to effective environmental management and consultancy. The aim is to develop sound technical knowledge, rehearse practical skills, and foster a reflective and critical awareness of environmental management, its disciplinary foundations and philosophical provenance. The programme, and its learning approach, is formulated as a collaborative learning experience between tutors and students, and students and students, requiring an undertaking of all to participate in a supportive, enabling and committed manner to create an environment of mutual respect and shared learning.

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

Features of the programme: Student learning is supported by a range of staff including academics, researchers, practitioners, UWE careers staff, and practicing consultants.

A professional placement which provides experience of working within a wide range of environmental organisations and consultancies. Students are supported in finding their placements with academic staff providing a range of opportunities to support students' own enquiries. In addition support from the UWE careers services enables students to develop and hone their CVs and placement applications.

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 develop appropriate professional skills and provide guidance and support for students whilst on placement.

An industry steering group comprising programme staff and practicing environmental professionals, regularly reviews the programme to ensure that it meets the requirements of the sector.

The programme is designed to meet the requirements of professional bodies as well as academic benchmark standards ensuring students have the contextual understanding and relevant skills to support their future careers. Field-based activities and lectures from professional practitioners will further enhance students ability to apply their learning in future practice.

A distinctive feature of the programme 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 approach that underlies the programme.

The programme leader(s) will manage the day to day operation of the programme and liaise with module leaders in order to ensure that modules are effectively delivered. Student representatives provide an additional point of peer-support and contact for students.

The College of Arts, Technology and Environment 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 Blackboard Ultra sites as well as face-to-face. 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.

Educational Aims: The aims of the programme are:

To provide a coherent, yet flexible, programme of study in environmental management and consultancy underpinned by staff research, practice and consultancy.

To provide a programme that is firmly rooted in the needs of professional practice and enables students to become effective environmental managers or consultants or to pursue doctoral research.

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 management and consultancy skills.

Programme Learning Outcomes:

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

Programme Learning Outcomes

- PO1. Gain a comprehensive grasp of contemporary environmental and sustainability challenges, including navigating policy and practice, working with others, as well as understanding the complex nature of the natural environment.
- PO2. Critically evaluate and integrate existing theories, evidence, and practice relevant to environmental management across diverse contexts.
- PO3. Develop proficiency in systematically identifying, gathering, analysing, and interpreting relevant evidence, including the application of spatial analysis, through fieldwork and lab work, emphasizing the importance of evidence-based approaches in environmental management/consultancy and decision-making.
- PO4. Achieve competence in articulating issues and evidence clearly, contributing to strategic environmental management/consultancy informed decision-making through systems and design thinking.

- PO5. Analyse real-world sustainability and environmental management/consultancy scenarios and challenges, and develop and communicate alternative ways of dealing with these, including the critical evaluation of these alternatives.
- PO6. Build confidence in decision-making abilities, strategic thinking, interpersonal strengths and overall leadership style, fostering growth and adaptability in environmental management/consultancy roles.
- PO7. Apply knowledge, skills, and professional competencies in real-world environmental management/consultancy contexts through workplace experience, or applied projects, demonstrating the ability to work collaboratively, solve practical challenges, and contribute effectively in professional settings.

Assessment strategy: The assessment strategy has been designed to enable students to demonstrate and achieve the module and programme learning outcomes. The curriculum map shows how each module contributes to the programme learning outcomes.

The testing of knowledge, understanding and skills in each module is through a range of appropriate and inclusive forms of assessed coursework (formative and summative), including project work, presentations, portfolios, posters and / or written assignments. These assessment types reflect workplace activities that alumni are likely to encounter ensuring that graduates are prepared for professional employment.

Explicitly reflexive assessment components in the Professional Practice module will encourage students to examine their own learning and understanding in a critical manner – with the aim of inculcating an ethos self-aware practice and lifelong learning.

To ensure inclusivity and to give students a strong basis for planning their workload, assessment briefs and deadlines are made available at the start of the academic year. Each 15 credit module has only one assessment point and assessments are specifically focused on achieving the module learning outcomes. Taught sessions are recorded to ensure students that have to miss a session are not disadvantaged

in the assessment. Learning materials are also published in advance to give learners chance to prepare for taught sessions and deepen their understanding.

Standardised assessment briefs and marking criteria rubrics have been used to provide students with a consistent format. There will be opportunities to seek clarification on anything that is unclear, as well as formative feedback on draft assessments.

Programmatically assessments have been designed to give students the ability to develop a range of skills and demonstrate their learning in a variety of ways, with earlier assessments providing learning scaffolding for later assessments.

Assessment timings have also been designed to reduce bunching and enable students to manage their workload.

Student support: The College of Arts, Technology and Environment and School of Architecture and Environment offers a range of learning support material and staff dedicated to student support, at all levels.

Library Study Skills provides advanced academic skills programme through online resources and workbooks and bespoke training sessions, including in Starting Block.

Cultural transitions workshops in Starting Block help to support students from other institutions, in the UK and overseas.

Students are encouraged to nominate themselves or others to represent their cohort in Student Rep Staff Forums, providing feedback to the rest of the programme team to help us to improve the teaching, learning and assessment experience.

Programme and module leaders will provide support via programme and module Blackboard sites and through e-mail as well as on a face-to-face on campus.

Students are also supported with teaching materials provided in advance of taught sessions and recordings of lectures being made available immediately afterwards.

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 B: Programme Structure

Year 1

Full-time students must take 180 credits from the modules in Year 1.

Part-time students must take 90 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full-time)

Full-time students must take 90 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UBGMRK-60-M	Masters Project 2026-27	60
UBGMF4-30-M	Professional Practice 2026-27	30

Year 1 Compulsory Modules (Part-time)

Part-time students must take 30 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UBGMF4-30-M	Professional Practice 2026-27	30

Year 1 Optional Modules

Full-time students must take 90 credits from the modules in Optional Modules.

Part-time students must take 60 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UBLLD6-15-M	Climate Change and Climate Action: a multidisciplinary perspective 2026-27	15
UBGMF9-15-M	Sustainable Development: Principles and Practice 2026-27	15

UBLLD3-15-M	Sustainable Business and Consultancy 2026-27	15
UBLLDG-15-M	Ecology 2026-27	15
UBGLXM-15-M	Environmental Assessment 2026-27	15
UBGMU4-15-M	Introduction to Applied Geographical Information Systems (GIS) 2026-27	15
UBGMV4-15-M	Sustainable Water Management 2026-27	15
UBGMW7-15-M	Air Quality Management 2026-27	15
UBGLW7-15-M	Renewable Energy and Carbon Futures 2026-27	15

Year 2

Part-time students must take 90 credits from the modules in Year 2.

Year 2 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UBGMRK-60-M	Masters Project 2027-28	60

Year 2 Optional Modules (Part-time)

Part-time students must take 30 credits from the modules in Optional Modules (Part-time).

Module Code	Module Title	Credit
UBLLDG-15-M	Ecology 2027-28	15
UBGLXM-15-M	Environmental Assessment 2027-28	15
UBGMU4-15-M	Introduction to Applied Geographical Information Systems (GIS) 2027-28	15
UBGMV4-15-M	Sustainable Water Management 2027-28	15

UBGMW7-15-M	Air Quality Management 2027-28	15
UBGLW7-15-M	Renewable Energy and Carbon Futures 2027-28	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

Students graduating will have been exposed to key debates, policies and legislative frameworks in Environmental Management and Consultancy, and will be equipped as critical, professional practitioners. By following defined pathways students will have acquired specialist skills and knowledge. They will have developed professional confidence by rehearsing and implementing complex theoretical concepts in tasks that emulate professional practice. Graduates will be competent and effective communicators, in both written and spoken forms.

Part D: External Reference Points and Benchmarks

The following documents have been used to develop the programme.

QAA UK Quality Code for HE

-Framework for higher education qualifications (FHEQ)

https://www.qaa.ac.uk/d...pdf?sfvrsn=3562b281_11

-Subject benchmark statement for Earth Sciences, Environmental Sciences and Environmental Studies https://www.qaa.ac.uk/d...2.pdf?sfvrsn=1cacdc81_6

-Qualification characteristics for Master's degrees <https://www.qaa.ac.uk/t...atement-masters-degrees>

Advance HE/ QAA (2021) ESD Guidance for HE <https://www.advance-he....gher-education#guidance>

UNESCO cross-cutting and specialized SDG competencies

<https://www.unsdglearn....lized-sdg-competencies/>

Professional body expectations

IEEMA <https://www.iema.net/sustainability-skills-map/>

IES <https://www.the-ies.org/accreditation>

UWE Strategy 2030

UWE policies

Staff research projects

Part E: Regulations

Approved to University Regulations and Procedures.