



PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	UWE	
Faculty responsible for programme	Environment and Technology	
Department responsible for programme	Geography and Environmental Management	
Modular Scheme Title	PG Modular Scheme	
Professional Statutory or Regulatory Body Links		
Highest Award Title	MSc Environmental Management	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	PG Diploma Environmental Management PG Certificate Environmental Management	
UWE Progression Route		
Mode(s) of Delivery	FT PT	
Codes	UCAS:	JACS:
	ISIS2: F1N212 Env Mngt – F1N212 (FT/PT/WBL/BL);F1N262 (DL)	HESA:
Relevant QAA Subject Benchmark Statements	The UKSQCA/QAA revised UK Quality Code for Higher Education (March 2018) The QAA Subject Benchmark Statement Geography/Earth Sciences, Environmental Sciences and Environmental Studies	
Approval Date	6 th March 2019 v3	
Valid from	September 2019	
Valid until Date		
Version	3	

Part 2: Educational Aims of the Programme

The MSc in Environmental Management 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 Environmental Management.

The academic focus of the programme is on the development of a rigorous understanding of the practical, theoretical and philosophical considerations relevant to effective environmental management. 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 aims of the programme are:

- to provide a coherent-programme of study in environmental management, underpinned by staff research and practice
- to provide a programme that is rooted in the needs of professional practice and enables students to become effective professionals
- to provide a programme that offers both full- and part-time patterns of study, to suit 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 environmental management in practice
- to equip graduates to play a leading role their chosen field, or area of practice, and
- to equip graduates with the skills to pursue doctoral research should they so wish

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students graduating will have been exposed to key debates, policies and legislative frameworks in Environmental Management, 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 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

STUDENT AND ACADEMIC SERVICES

Part 3: Learning Outcomes of the Programme										
	competency in a range of ICT skills	✓	✓	✓	✓	✓	✓	✓	✓	✓
	high levels of literacy, numeracy and graphicacy	✓		✓		✓	✓	✓	✓	
	clear and concise communication, both in writing and orally, to specialist and lay audiences	✓	✓	✓	✓	✓	✓	✓	✓	
	interpersonal skills to deal with tensions, resolve conflict, negotiate tasks and build teams		✓			✓	✓	✓	✓	
	act autonomously, exercising initiative and taking personal responsibility for their learning	✓	✓	✓	✓	✓	✓	✓	✓	

Part 4: Student Learning and Student Support	
<p>Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated</p> <p>At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.</p> <p>On the MSc Environmental Management programme teaching is a mix of scheduled, independent and work-based learning modules.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p>	
<p>Description of any Distinctive Features</p> <ol style="list-style-type: none"> Learning drawing on existing skills and learning strategies Students applying to the programme will have already studied at undergraduate level or have significant experience in relevant employment requiring the application of skills and knowledge at an equivalent level. They will therefore have developed a range of learning skills and strategies. This programme builds on their existing skills to develop and apply them in the completion of a Master's degree. Learning directed by student interests Students will be encouraged to explore environmental management issues in the context of their own professional ambitions or personal interests. This self-directed focus is designed to contribute directly to the definition and completion of the dissertation research project. Inter-professional context 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. 	

Part 4: Student Learning and Student Support

4. Trans-disciplinary approach
The programme will present environmental management with a strong trans-disciplinary emphasis. The range of modules, diversity of experience of the teaching staff, and the anticipated variety within the student cohorts will support and reinforce this approach.
5. Professionalization of graduates
Assessment in the modules is designed to provide experience in developing products associated with professional practice. Exposure to a range of assessment approaches and techniques, will equip graduates with a range of professionally relevant skills.
6. Support whilst on the programme
The 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

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated: The testing of knowledge and understanding is through appropriate forms of assessed coursework (formative and summative) and examinations. Examinations, seen or unseen, are usually written, but may include controlled assessment by oral presentation and oral exam. Student's ability to demonstrate intellectual skills is evaluated through the content of assessed coursework, project work, presentations, work-based projects, portfolios, posters and / or written assignments.

Explicitly reflexive assessment components 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.

Testing of subject, professional and practical skills is through appropriate forms of practical and theoretical assessed coursework and written examinations. Assessed coursework includes projects, reports, portfolios, presentations and the production of documentation to professional standards.

Part 5: Assessment

The assessment of transferable professional skills is embedded in assessments which address other learning outcomes in accordance with university grading system and assessment criteria.

STUDENT AND ACADEMIC SERVICES

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements module diet, including compulsory and optional modules

ENTRY	Compulsory Modules	Interim Awards
Year 1	All modules are compulsory:	PG Cert in Environmental Management if completed 60 credits at Level M
	UBGMRK-60-M Masters Project UBGMU4-15-M Introduction to Applied GIS UBGMF9-15-M Sustainable Development: Principles and Practice UBGLXM-15-M Environmental Assessment UBGMV4-15-M Water Management and Law UBGLW7-15-M Renewable Energy and Carbon Futures UBGMW7-15-M Air Quality Management UBGMF4-30-M Work Based Learning in Sustainability and Environmental Management	PG Dip in Environmental Management if completed 120 credits at Level M Target/highest Award: MSc Environmental Management – 180 credits [(named pathway) -if appropriate modules completed and Project suitably specialised].

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

STUDENT AND ACADEMIC SERVICES

<p>ENTRY</p>	<p>Part-time Year 1.1</p>	<p>All modules are compulsory:</p> <p>UBGLW7-15-M Renewable Energy and Carbon Futures</p> <p>UBGLXM-15-M Environmental Assessment</p> <p>UBGMF9-15-M Sustainable Development: Principles and Practice</p> <p>UBGMF4-30-M Work Based Learning in Sustainability and Environmental Management</p> <p>UBGMW7-15-M Air Quality Management</p>	<p>Interim Awards</p> <p>PG Cert in Environmental Management if completed 60 credits at Level M</p>
---------------------	---------------------------	---	--

STUDENT AND ACADEMIC SERVICES

	<p>Part -time Year 1.2</p> <p>UBGMU4-15-M Introduction to Applied GIS</p> <p>UBGMV4-15-M Water Management and Law</p> <p>UBGMRK-60-M Masters Project</p>	<p>PG Dip in Environmental Management if completed 120 credits at Level M</p>
--	--	---

--	--	--

GRADUATION**Part 7: Entry Requirements**

The University's Standard Entry Requirements apply:

We normally require an Honours degree of 2:2 or above.

We are also happy to consider applicants without the usual entry requirements but who do have relevant professional experience of environmental management or a related discipline. Please use the 'additional information' section of the application form to describe how your qualifications and experience relate to this course; you may also wish to give us a portfolio or sample of your professional output that you think is relevant; we may ask you to attend an interview.

Part 8: Reference Points and Benchmarks**External reference points:**

1. QAA UK Quality Code for Higher Education –The Frameworks for Higher Education Qualifications of UK Degree-Awarding October 2014):
The programme has been developed in accordance with QAA statements on postgraduate qualifications, and in relation to QAA Master's level descriptors referred to in the QAA Master's degree characteristics.
2. The revised UK Quality Code for Higher Education (March 2018).
3. The QAA Subject Benchmark Statement Geography/Earth Sciences, Environmental Sciences and Environmental Studies
In the absence of any Level-M GIS specific benchmarks, the GEES benchmark statements for graduates have been applied and extended, particularly in the formulation of Section D of the Programme Outcomes (Transferable skills and other attributes).

Internal reference points:**The UWE 2020 Strategy**

1. Professionally recognized and **practice-oriented** programmes
There is a strong emphasis on the professionalization of the students on the programme by exposing them to a range assessment formats that are specifically designed to emulate professional practice.
2. Connecting and working with our **local and regional economy**
The opportunity to undertake work-based learning provides an opportunity to engage with, and contribute to local companies and organizations. This contributes to the professional development of students, and will also help to foster the profile of the programme locally and regionally.
3. Being **digitally advanced**, agile and responsive
Contributing staff have in many instances pioneered the deployment of innovative digital teaching in UWE.

Part 8: Reference Points and Benchmarks

4. Being inclusive and global

The programme has been developed in response to market research and is designed to appeal the international market, permitting students, both home and overseas, and from a variety of backgrounds, to become competent environmental managers by following a customizable, personally relevant programme of study.

Additionally:

The programme is strongly supportive of the education for sustainable development elements within the University's Sustainability Strategy and the University's ambition to incorporate sustainability as a universal theme within the curriculum.

The programme draws on the research and professional practice of the teaching staff involved, applying an acknowledged strength of UWE teaching.

In line with the University's teaching and learning policies, this programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning to develop individual participation and autonomy in learning.

The University's policy on work-based learning is of particular relevance to this programme, which seeks to optimise opportunities for students to learn in and from the workplace, and to engage with real world challenges.

A stimulating and collegiate postgraduate environment is provided, facilitated through tutor support and the wide range of research and knowledge exchange seminar programmes that are run by each of the Faculties.

A variety of assessment methods are incorporated within the programme to cater for a diversity of student strengths and abilities.

All assignments comply with the current version of the University's Academic Regulations and Procedures.