Programme Specification

Environmental Management [Frenchay]

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Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Environmental Management [Frenchay]

Highest award: MSc Environmental Management

Interim award: PGCert Environmental Management

Interim award: PGDip Environmental Management

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:

Chartered Institution of Water and Environmental Management (CIWEM)

Modes of delivery: Full-time, Part-time

Entry requirements:

For implementation from: 01 September 2020

Programme code: F1N212

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Features of the programme:

Educational Aims: The aims of the programme are:

To provide a coherent, yet flexible, 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 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 environmental management in practice.

To equip graduates to play a leading role their chosen field, or area of practice.

To equip graduates with the skills to pursue doctoral research should they so wish.

Programme Learning Outcomes:

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

Knowledge and Understanding

A1. The need for both a multi-disciplinary and an interdisciplinary approach in applying knowledge and understanding of environmental systems.

A2. Environmental issues and sustainable and integrated approaches to the management and resolution of environmental issues.

A3. Implement methods of acquiring, interpreting and analyzing information and data with a critical understanding of the appropriate contexts for their use in practice.

A4. The mechanisms through which environmental management is implemented, monitored and / or audited across a range of contexts and scales.

A5. Research and practice based inquiry to create, interpret and apply knowledge in environmental disciplines aligned with their own interests and ambitions.

Intellectual Skills

B1. Evaluation of the quality of information from a variety of sources, and formulation of strategies for using it appropriately.

B2. Interpretation, application and synthesis of information from a variety of sources.

B3. Articulation of balanced judgments supported by evidence.

B4. Discussion of subject-related complexity and critical engagement with contested concepts.

B5. Design, execution and reporting of research.

Subject/Professional Practice Skills

C1. Identification and evaluation of key issues related to the practice of environmental management.

C2. Demonstration of competence in the application of basic and advanced environmental management techniques.

C3. Selection and combination of pertinent basic concepts and techniques into a coherent, focused response to an environmental management issue.

C4. Creative engagement and effective participation in an environmental management project.

C5. Definition and implementation of a programme of action addressing a complex environmental management problem.

Transferable Skills and other attributes

D1. Competency in a range of ICT skills.

D2. High levels of literacy, numeracy and graphicacy.

D3. Clear and concise communication, both in writing and orally, to specialist and lay audiences.

D4. Interpersonal skills to deal with tensions, resolve conflict, negotiate tasks and build teams.

D5. Act autonomously, exercising initiative and taking personal responsibility for their learning.

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.

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 support: 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 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 180 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UBGMW7-15-M	Air Quality Management 2024-25	15
UBGLXM-15-M	Environmental Assessment 2024-25	15
UBGMU4-15-M	Introduction to Applied Geographical Information Systems (GIS) 2024-25	15
UBGMRK-60-M	Masters Project 2024-25	60
UBGLW7-15-M	Renewable Energy and Carbon Futures 2024-25	15
UBGMF9-15-M	Sustainable Development: Principles and Practice 2024-25	15
UBGMV4-15-M	Water Management and Law 2024-25	15
UBGMF4-30-M	Work-Based Learning in Sustainability and Environmental Management 2024-25	30

Year 1 Compulsory Modules (Part-time)

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

Module Code	Module Title	Credit
UBGMW7-15-M	Air Quality Management 2024-25	15

UBGLXM-15-M	Environmental Assessment 2024-25	15
UBGLW7-15-M	Renewable Energy and Carbon Futures 2024-25	15
UBGMF9-15-M	Sustainable Development: Principles and Practice 2024-25	15
UBGMF4-30-M	Work-Based Learning in Sustainability and Environmental Management 2024-25	30

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 90 credits from the modules in Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UBGMU4-15-M	Introduction to Applied Geographical Information Systems (GIS) 2025-26	15
UBGMRK-60-M	Masters Project 2025-26	60
UBGMV4-15-M	Water Management and Law 2025-26	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 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

External reference points

QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (March 2010). 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.

QAA Code of Practice.
The FET UG and PG modular schemes and their policies are underpinned by the relevant sections of the QAA Code of Practice as articulated in Volume 1 of the PG modular schemes
documentation. Particular sections of QAA Codes of Practice which have been referred to in the development of this programme, include:

Section 1: Postgraduate research programmes (2004),
Section 2: Collaborative provision and flexible and distributed learning (including elearning) - Amplified version (2010),
Section 6: Assessment of students (2006),
Section 7: Programme design, approval, monitoring and review (2006),
Section 9: Work-based and placement learning (2007).

The Geography, Earth and Environmental Sciences Benchmark Statement. 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
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.

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.

Being digitally advanced, agile and responsive.
Contributing staff have in many instances pioneered the deployment of innovative digital teaching in UWE.

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.

Part E: Regulations

Approved to University Regulations and Procedures.

Section 3: Programme Design and Philosophy

Knowledge, Understanding & Skills Development

This Section provides information about the nature of the learning students can expect to engage with on this programme and the pedagogic considerations underpinning these.

Part A: Enhancement Framework

Learning and teaching methods: Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

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.

On the MSc Environmental Management programme teaching is a mix of scheduled, independent and possible work-based learning depending on the chosen option modules.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised
time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of any Distinctive Features

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.

Trans-disciplinary approach.

The programme will present environmental management with a strong trans-disciplinary emphasis. The range of modular choices, diversity of experience of the teaching staff, and the anticipated variety within the student cohorts will support and reinforce this approach.

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.

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.

Part B: Assessment Map

Module number: Short name	Brief outline of assessment type(s) to create a map of assessments across the programme and where relevant indicate using (T) if they require timetabling and invigilation by CETTS.	Assessment weighting %	UWE Week
Year 1			
Year 1 Compulsory Modules (Full-time)			
UBGMW7-15-M Air Quality Management 2024-25			
UBGLXM-15-M Environmental Assessment 2024-25			
UBGMU4-15-M Introduction to Applied Geographical Information Systems (GIS) 2024-25			

UBGMRK-60-M Masters Project 2024-25			
UBGLW7-15-M Renewable Energy and Carbon Futures 2024-25			
UBGMF9-15-M Sustainable Development: Principles and Practice 2024-25			
UBGMV4-15-M Water Management and Law 2024-25			
UBGMF4-30-M Work-Based Learning in Sustainability and			

Environmental Management 2024-25			
Year 1 Compulsory Modules (Part-time)			
UBGMW7-15-M Air Quality Management 2024-25			
UBGLXM-15-M Environmental Assessment 2024-25			
UBGLW7-15-M Renewable Energy and Carbon Futures 2024-25			
UBGMF9-15-M Sustainable Development: Principles and Practice 2024-25			

UBGMF4-30-M Work-Based Learning in Sustainability and Environmental Management 2024-25			
Year 2			
Year 2 Compulsory Modules (Part-time)			
UBGMU4-15-M Introduction to Applied Geographical Information Systems (GIS) 2025-26			
UBGMRK-60-M Masters Project 2025-26			
UBGMV4-15-M Water Management and Law 2025-26			