PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE
Teaching Institution	Global College of Engineering and Technology (GCET), Muscat, Sultanate of Oman (GCET).
Delivery Location	GCET, Muscat, Sultanate of Oman
Study abroad / Exchange / Credit recognition	Not applicable
Faculty responsible for programme	Environment and Technology
Department responsible for programme	Geography and Environmental Management
Professional Statutory or Regulatory Body Links	None
Highest Award Title	BSc(Hons) Environmental Management and Practice
Default Award Title	
Interim Award Titles	BSc Environmental Management and Practice Diploma in Higher Education Environmental Management and Practice Certificate in Higher Education Environmental Management and Practice
UWE Progression Route	N/A
Mode of Delivery	Full-time
ISIS code/s	**FJ7B13**
For implementation from	September 2018

Part 2: Description

This programme introduces students to contemporary environmental challenges via a practice-based approach that successfully blends elements of the natural and social sciences together. Students will gain an appreciation of how the environments in which we live function, and the interrelationships that exist between human activity and specific environmental systems. The programme will explain how the planet is becoming increasingly vulnerable to human-induced change at a range of spatial scales across the world, and will outline specific challenges that the global community is looking to target. These include those connected with climate change, and the growing insecurities relating to food, water and energy. Students will gain an appreciation of the different geographies in which these issues occur, including those that are particularly significant in either urban or rural domains. The programme explores ways in which these challenges can be targeted and promotes a holistic, and interdisciplinary, approach to problem solving that emphasises the need to understand the relevant science. The programme considers the different groups, bodies and institutions that are helping to drive positive change and the different ways in which they are using policy and legislation to ensure a shift in practice and behaviour. As part of a focus on how the resulting controls, tools and incentives can be successfully delivered, students will also gain an appreciation of environmental economics and the barriers and challenges that typically surround the implementation of policy and legislation. The programme will critically examine the principles and methods for assessing and evaluating environmental impact across the world, from systems designed to assess and mitigate the impacts of development to ensuring that the impacts arising from a business are kept as light as possible.

Regard will be given to understanding the role that technology can have, both in terms of mapping and analysing environmental challenges (e.g. through remote sensing and the application of geographic information systems), to helping to facilitate a solution. The term 'environmental technology' can be a challenging one to define but typically embraces the application of technological devices, materials, or techniques to better manage the environment. Environmental technologies are diverse in their form and can include, for example, those connected with advanced water purification, smart energy systems, solar and wind energy, and electric vehicles. Although the programme will enable you to understand, and help resolve, a range of environmental issues, you will also be able to develop specialist knowledge in the fields of water, energy and sustainable urban development.

The programme achieves these aims via a stimulating and high quality academic experience that gives emphasis to practical implementation. It enables a variety of skills and interests to be developed, providing students with specialist knowledge that can be used in the workplace. Opportunities will be wide-ranging and could include the potential to work, for example, for universities, government agencies, consultancies, and a selection of national and international bodies.

The award therefore has the following aims:

- to provide a programme capable of developing rigorous understanding of the causes of climate and environmental change and the principal challenges that society is facing today;
- to facilitate understanding of appropriate mitigation and adaptation strategies and to appreciate the role that different groups and stakeholders have in delivering these;
- to encourage reflection on the factors that drive environmental management and the application of environmental technology, as well as the factors that can affect implementation;
- to provide a programme that is rooted in the needs of professional practice and enables the development of students to become effective professionals;
- to provide a programme that is academically challenging, relevant and engaging, which enables students to develop their capacity for independent, analytical and reflective thought and judgment;
- to enable students to examine the link between theoretical concepts, current research and environmental management in practice;
- to provide students with a multi-disciplinary experience, and;
- to provide a stimulating and supportive learning environment which enables students to realise their educational potential in a way that will enhance their employment prospects and contribute towards their personal and social development.

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

Part 2: Description
The programme gives students an effective blend of both theory and practice. It gives students the skills and knowledge around environmental management and the contemporary environmental challenges that societies around the world are having to address. Students will appreciate the kind of interventions that are necessary for pursuing more sustainable forms of energy production, water management and urban development, with emphasis on the benefit that the application of technology can bring. They will also use and apply a range of management practices and will be capable of critically reviewing the role for policy and legislation, as well as controls and incentives. Students will be able to outline the barriers for delivery, including the role of environmental economics and stakeholder behavior.
Regulations
A: Approved to University Regulations and Procedures It is the Award Board's responsibility to determine whether the student's attainment at level 0 is sufficient to progress to level 1.

Part 3: Learning Outcomes of the Programme

Learning outcomes marked with (ESD) contribute to the achievement of Education for Sustainable Development (ESD).

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

A. Students will gain a **knowledge and an understanding** of the following and be able to:

1. Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these (ESD);

2. Explain the implications of global trends for the environment, for society, for the economy and for organisations;

3. Define environmental issues at a range of spatial scales and in a variety of international contexts, particularly in relation to water, energy and sustainable urban development (ESD);

4. Recognise the need for sustainable and integrated approaches to the management and resolution of environmental issues;

5. Outline the importance of environmental management, and risk and risk aversion, in the context of managing environments and creating places that are socially, environmentally and economically resilient (ESD);

6. Reflect on the mechanisms through which environmental management is implemented, monitored and / or audited across a range of contexts and scales;

7. Consider the challenges to the implementation and adoption of environmental management and technology, including the role for environmental economics and stakeholder behavior; and,

8. Outline the key groups, bodies and individuals that have a role in the design and practice of environmental technology and management.

B. Students will gain **intellectual skills** to allow them to:

1. Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work;

2. Formulate, present, and debate complex ideas and theories associated with environmental technology and management and engage with contested concepts;

3. Evaluate and analyse the policy, legislation, tools and instruments that facilitate the delivery and management of environmental technology and management;

Part 3: Learning Outcomes of the Programme

4. Reflect on the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions;

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

6. Generate integrated and well substantiated responses to a range of environmental challenges (ESD);

7. Understand how environmental technology can be funded and the factors that can affect project delivery, including financial viability, and;

8. Evaluate the principles and processes of design and environmental management that are central to the creation of high quality and sustainable places for the benefit of all in society.

C. Students will develop **subject, professional and practical skills to allow them to:**

1. Identify and evaluate key issues relating to the practice of environmental management;

2. Demonstrate competence in the application of basic and advanced environmental management techniques;

3. Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, legislation and strategies;

4. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation (such as 3D modelling and desk-top publishing);

5. Review literature in the context of its practical application;

6. Recognise the role of communication skills in the practise and application of environmental technology and management and the importance of working in an interdisciplinary context (including the application of negotiation, mediation, advocacy and leadership); and,

7. Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.

D. Students will develop **transferable skills to allow them to:**

1. Plan and effectively manage the use of time, including the management of learning using a range of resources;

2. Manage the successful completion of a multi-stage project, dissertation and placement study;

Part 3: Learning Outcomes of the Programme

3.   Produce written and graphic work of a high visual standard in different formats;

4.   Make effective presentations of work;

5.   Undertake effective work in the field;

6.   Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review; and,

7.   Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based conclusions.

Part 3: Learning Outcomes of the Programme

Level 0

Learning Outcomes:	UBGMMR-30-0 (PHECR)	UBGMPR-30-0 (E&S)	UBLMPA-30-0 (FYP)	UBGMNR-15-0 (CDS)	UBGMNA-15-0 (FS)
A) Knowledge and understanding of:					
1) Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these (ESD).	X	X			X
2) Explain the implications of global trends for the environment, for society, for the economy and for organisations	X	X			X
3) Define environmental issues at a range of spatial scales and in a variety of international contexts, particularly in relation to water, energy and sustainable urban development (ESD).	X	X			X
4) Recognise the need for sustainable and integrated approaches to the management and resolution of environmental issues.	X	X			X
5) Outline the importance of environmental management, and risk and risk aversion, in the context of managing environments and creating places that are socially, environmentally and economically resilient (ESD)	X	X			X
6) Reflect on the mechanisms through which environmental management is implemented, monitored and / or audited across a range of contexts and scales		X			
7) Consider the challenges to the implementation and adoption of environmental management and technology, including the role for environmental economics and stakeholder behavior; and,		X			
8) Outline the key groups, bodies and individuals that have a role in the design and practice of environmental technology and management.		X			

(B) Intellectual Skills

	UBGMMR-30-0 (PHECR)	UBGMPR-30-0 (E&S)	UBLMPA-30-0 (FYP)	UBGMNR-15-0 (CDS)	UBGMNA-15-0 (FS)
1) Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work	X		X	X	X
2) Formulate, present, and debate complex ideas and theories associated with environmental management and engage with contested concepts.		X			
3) Evaluate and analyse the policy, legislation, tools and instruments that facilitate the delivery and management of environmental technology and management.		X			
4) Reflect on the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions					
5) Implement methods of acquiring, interpreting and analyzing information and data with a critical understanding of the appropriate contexts for their use in practice.	X			X	X
6) Generate integrated and well substantiated responses to a range of environmental challenges (ESD).		X	X		
7) Understand how environmental technology can be funded and the factors that can affect project delivery, including financial viability.					
8) Evaluate the principles and processes of design and environmental management that are central to the creation of high quality and sustainable places for the benefit of all in society.		X	X		

(C) Subject/Professional/Practical Skills

Part 3: Learning Outcomes of the Programme

	UBGMMR-30-0 (PHECR)	UBGMPR-30-0 (E&S)	UBLMPA-30-0 (FYP)	UBGMNR-15-0 (CDS)	UBGMNA-15-0 (FS)
1) Identify and evaluate key issues relating to the practice of environmental management.	X	X			X
2) Demonstrate competence in the application of basic and advanced environmental management techniques.					
3) Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, legislation and strategies.	X	X		X	X
4) Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation (such as 3D modelling and desk-top publishing).	X	X		X	X
5) Review literature in the context of its practical application.	X	X		X	X
6) Recognise the role of communication skills in the practise and application of environmental technology and management and the importance of working in an interdisciplinary context (including the application of negotiation, mediation, advocacy and leadership).			X		X
7) Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.		X			

(D) Transferable skills and other attributes

	UBGMMR-30-0 (PHECR)	UBGMPR-30-0 (E&S)	UBLMPA-30-0 (FGYP)	UBGMNR-15-0 (CDS)	UBGMNA-15-0 (FS)
1) Plan and effectively manage the use of time, including the management of learning using a range of resources.	▓	▓	▓	▓	
2) Manage the successful completion of a multi-stage project, dissertation and placement study.	▓		▓		
3) Produce written and graphic work of a high visual standard in different formats.	▓		▓		
4) Make effective presentations of work.				▓	
5) Undertake effective work in the field.	▓			▓	
6) Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review.					▓
7) Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based.	▓	▓	▓	▓	▓

Levels 1 to 3

Part 3: Learning Outcomes of the Programme																		

Learning Outcomes:	UBLMGN-30-1 (HSC)	UBGMJ9-30-1 (ELPS)	UBGLXD-30-1 (EC)	UBGMHM-15-1 (ST)	UBGMGM-15-1 (AEC)	UBGMWD-15-2 (MGR)	UBGMND-15-2 (EF)	UBGMSD-15-2 (GS)	UBGMM5-15-2 (EP)	UBGMJQ-15-2 (EE)	UBGMKA-15-2 (EA)	UBGMKR-30-2 (RETM)	UBGMYQ-15-3 (PE)	UBGMME-30-3 (EWF)	UBGMT4-15-3 (MAQ)	UBGMTK-15-3 (PWM)	UFCF95-15-3 (ES)	UBGMQD-30-3 (FYP)
A) Knowledge and understanding of:																		
1) Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these (ESD).	▓	▓	▓		▓	▓	▓	▓		▓	▓	▓	▓	▓				▓
2) Explain the implications of global trends for the environment, for society, for the economy and for organisations	▓	▓	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓	▓				▓
3) Define environmental issues at a range of spatial scales and in a variety of international contexts, particularly in relation to water, energy and sustainable urban development (ESD).	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓				▓
4) Recognise the need for sustainable and integrated approaches to the management and resolution of environmental issues.	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓		▓	▓	▓
5) Outline the importance of environmental management, and risk and risk aversion, in the context of managing environments and creating places that are socially, environmentally and economically resilient (ESD)	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓				▓
6) Reflect on the mechanisms through which environmental management is implemented, monitored and / or audited across a range of contexts and scales	▓	▓		▓	▓						▓							▓
7) Consider the challenges to the implementation and adoption of environmental management and technology, including the role for environmental economics and stakeholder behavior; and,	▓								▓	▓	▓		▓	▓				▓
8) Outline the key groups, bodies and individuals that have a role in the design and practice of environmental technology and management.	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓				▓
(B) Intellectual Skills																		

Part 3: Learning Outcomes of the Programme

	UBLMGN-30-1 (HSC)	UBGMJ9-30-1 (ELPS)	UBGLXD-30-1 (EC)	UBGMHM-15-1 (ST)	UBGMGM-15-1 (AEC)	UBGMWD-15-2 (MGR)	UBGMND-15-2 (EF)	UBGMSD-15-2 (GS)	UBGMM5-15-2 (EP)	UBGMJQ-15-2 (EE)	UBGMKA-15-2 (EA)	UBGMKR-30-2 (RETM)	UBGMYQ-15-3 (PE)	UBGMME-30-3 (EWF)	UBGMT4-15-3 (MAQ)	UBGMTK-15-3 (PWM)	UFCF95-15-3 (ES)	UBGMQD-30-3 (FYP)
1) Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work																		
2) Formulate, present, and debate complex ideas and theories associated with environmental management and engage with contested concepts.																		
3) Evaluate and analyse the policy, legislation, tools and instruments that facilitate the delivery and management of environmental technology and management.																		
4) Reflect on the role of innovation and other leading practices in developing sustainable products and services and providing sustainable solutions																		
5) Implement methods of acquiring, interpreting and analyzing information and data with a critical understanding of the appropriate contexts for their use in practice.																		
6) Generate integrated and well substantiated responses to a range of environmental challenges (ESD).																		
7) Understand how environmental technology can be funded and the factors that can affect project delivery, including financial viability.																		
8) Evaluate the principles and processes of design and environmental management that are central to the creation of high quality and sustainable places for the benefit of all in society.																		

(C) Subject/Professional/Practical Skills

Part 3: Learning Outcomes of the Programme

	UBLMGN-30-1 (HSC)	UBGMJ9-30-1 (ELPS)	UBGLXD-30-1 (EC)	UBGMHM-15-1 (ST)	UBGMGM-15-1 (AEC)	UBGMWD-15-2 (MGR)	UBGMND-15-2 (EF)	UBGMSD-15-2 (GS)	UBGMM5-15-2 (EP)	UBGMJQ-15-2 (EE)	UBGMKA-15-2 (EA)	UBGMKR-30-2 (RETM)	UBGMYQ-15-3 (PE)	UBGMME-30-3 (EWF)	UBGMT4-15-3 (MAQ)	UBGMTK-15-3 (PWM)	UFCF95-15-3 (ES)	UBGMQD-30-3 (FYP)
1) Identify and evaluate key issues relating to the practice of environmental management.																		
2) Demonstrate competence in the application of basic and advanced environmental management techniques.		■		■		■		■			■		■		■		■	
3) Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, legislation and strategies.		■	■	■	■	■	■	■	■	■	■		■	■	■		■	■
4) Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation (such as 3D modelling and desk-top publishing).		■		■		■		■			■		■	■	■		■	
5) Review literature in the context of its practical application.		■		■		■		■			■		■		■		■	
6) Recognise the role of communication skills in the practise and application of environmental technology and management and the importance of working in an interdisciplinary context (including the application of negotiation, mediation, advocacy and leadership).		■		■		■					■		■				■	
7) Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.											■		■	■	■		■	

Part 3: Learning Outcomes of the Programme

(D) Transferable skills and other attributes

	UBLMGN-30-1 (HSC)	UBGMJ9-30-1 (ELPS)	UBGLXD-30-1 (EC)	UBGMHM-15-1 (ST)	UBGMGM-15-1 (AEC)	UBGMWD-15-2 (MGR)	UBGMND-15-2 (EF)	UBGMSD-15-2 (GS)	UBGMM5-15-2 (EP)	UBGMJQ-15-2 (EE)	UBGMKA-15-2 (EA)	UBGMKR-30-2 (RETM)	UBGMYQ-15-3 (PE)	UBGMME-30-3 (EWF)	UBGMT4-15-3 (MAQ)	UBGMTK-15-3 (PWM)	UFCF95-15-3 (ES)	UBGMQD-30-3 (FYP)
1) Plan and effectively manage the use of time, including the management of learning using a range of resources.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2) Manage the successful completion of a multi-stage project, dissertation and placement study.																		X
3) Produce written and graphic work of a high visual standard in different formats.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4) Make effective presentations of work.		X			X		X					X						
5) Undertake effective work in the field.					X													
6) Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review.					X							X						X
7) Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Part 4: Programme Structure
This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including: • level and credit requirements • interim award requirements • module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Awards
	Level 0	UBGMMR-30-0 Physical and Human Environments of the City Region	None	120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
		UBGMPR-30-0 Environment and Sustainability		
		UBGMPA-30-0 Foundation Year Project		
		UBGMNR-15-0 Challenges, Data and Solutions		
		UBGMNA-15-0 Field Study		

		Compulsory Modules	Optional Modules	Awards
	Level 1	UBLMGN-30-1 Healthy Sustainable Communities	None	**Interim award**: **CertHE Environmental Management and Practice** Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0
		UBGMJ9-30-1 Environmental Law, Policy and Society		
		UBGLXD-30-1 Environmental Challenges		
		UBGMHM-15-1 Sustainable Technologies		
		UBGMGM-15-1 Analysing Environmental Change		

		Compulsory Modules	Optional Modules	Interim Awards
	Level 2	UBGMWD-15-2 Managing Global Resources	None	**Interim award**: **DipHE Environmental Management and Practice** Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.
		UBGMND-15-2 Energy Futures: Policy and Practice		
		UBGMSD-15-2 Geographies of Security		
		UBGMM5-15-2 Environmental Psychology		
		UBGMJQ-15-2 Environmental Economics		
		UBGMKA-15-2 Environmental Assessment		
		UBGMKR-30-2 Researching Environmental Technology and Management		
		Compulsory Modules	Optional Modules	**Interim Awards**
	Level 3	UFCF95-15-3 Entrepreneurial Skills		**BSc Environmental Management and Practice** Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. **Target award:** **BSc(Hons) Environmental Management and Practice** Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0
		UBGMYQ-15-3 Professional Experience		
		UBGMQD-30-3 Final Year Project		
		UBGMME-30-3 Water and Energy Futures		
		UBGMT4-15-3 Managing Air Quality		
		UBGMTK-15-3 Practising Waste Management		

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants holding the following qualifications are eligible to apply for entry to Level 0 of the programme:

- Thanawiya amma (General Secondary School Certificate) or the one-year certificate with an overall mark of 70%, or above
- Thanawiya amma (General Secondary School Certificate) with an overall mark of 65% or above PLUS a mark of over 60% in each stage of the GCET Foundation Studies Programme
- PLUS 1
- A minimum overall score of IELTS 5.5, or equivalent

Further details of entry requirements for applicants holding the IB Diploma or A Levels can be found at: http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/entryrequirements.aspx

Applicants holding more advanced qualifications may be considered for entry to the programme with advanced standing on an individual basis.

Part 6: Reference Points and Benchmarks

UNESCO Education for Sustainable Development

This programme has been developed with an awareness of the educational context, issues and challenges as presented by UNESCO Education for Sustainable Development. Sustainable development represents a golden thread of content and context which runs throughout the four years of study.

UWE 2020 Strategy

The programme will contribute to the UWE 2020 strategy in the following manner:

UWE 2020 Ambition: to be known nationally and internationally as the best university for:

- *Professionally recognised and practice-oriented programmes, which contribute to an outstanding learning experience and generate excellent graduate employment opportunities and outcomes for all students.*

  The programme is designed to produce graduates that have the knowledge and expertise to develop a career in environmental technology and management.

- *Connecting and working with our local and regional economy, businesses and communities and international partners to advance knowledge, and to advance the health, sustainability and prosperity of our locality and region.*

  The programme, and its constituent modules, has been designed to be outwardly looking. External collaborators will be approached, where possible, for case studies, field trips, module content and for enhancing the student experience.

- *Being digitally advanced, agile and responsive in the way we work, embracing and leading change to create new sustainable opportunities.*

  The programme has a commitment to being innovative in the way teaching and learning is supported. Technologies will be researched and applied where appropriate. Devices such as podcasts and lecture capture will be applied to enhance the student experience.

- *Being inclusive and global in outlook and approach.*

  The programme has been designed to be inclusive and relevant to a global environment. Modules deploy examples and case studies from across the world.

Part 6: Reference Points and Benchmarks

UWE 2020 priorities:

- *Outstanding learning: All our students experiencing engaging and outstanding learning, teaching and support services throughout their student journey, fully utilising advances in technology to support their academic, professional and social growth and development.*

  The programme is committed to delivering a positive learning experience that encourages active participation from students. Students will be encouraged to collaborate with staff, either through face meetings or via email or telephone.

- *Ready and able graduates: Graduates ready and able to realise their full potential, make a positive contribution to society and their chosen field of employment or further study and play their full part in the development of a sustainable global society and knowledge economy.*

  Graduates from this programme are in a position to pursue a variety of employment opportunities allied to environmental technology and management.

- *Research with impact: World-class performance in selected areas of research that meets the needs of our community, a sustainable economy and society and feeds the scholarship and enquiry that underpins our learning and teaching.*

  All staff on this programme are research active and many are internationally known in their field. Students are able to draw upon the research excellence, staff knowledge, and teaching and learning abilities from participating staff from across the faculty. Research is both academic and practice based, ensuring broad and effective impact.

- *Strategic partnerships, connections and networks: These differentiate our academic activity and enhance our global reputation in the fields of planning, health, development and sustainability. The partnerships we are involved with seek to promote the prosperity of the University, Bristol and its city-region.*

  The programme is intended to be outward looking, with modules and specific projects typically linking with external partners (such as local authorities, consultancies or organisations in the voluntary sector) to help address real-life challenges. Students will be encouraged to join societies and associations relating to their degree.

The key influences that have informed the design of this programme are:

- QAA Benchmark statement for Earth Sciences, Environmental Sciences and Environmental Studies (2014)

- QAA Benchmark statement for Engineering (2015)

- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) 2008

- QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers (2018)

- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Students with Disabilities (2010)

- United Nations Sustainable Development Goals (2015)

- United Nations World Cities Report (2016)

Part 6: Reference Points and Benchmarks

- Institution of Environmental Sciences: accreditation guidelines

- Fifth Assessment Report of the Intergovernmental Panel on Climate Change (2014)

- Equality Act (2010)

- Special Educational Needs and Disability Act (SENDA - 2001)

FOR OFFICE USE ONLY

First SUVP Approval Date	20 February 2018			
Revision Approval Date	15 Jan 2019	Version	1 2	Link to RIA (ID 4641) Link to RIA (ID 5054)
Next Periodic Curriculum Review due date	2024			
Date of last Periodic Curriculum Review				