Programme Specification

Environment and Sustainability {Apprenticeship-UWE}[Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Environment and Sustainability {Apprenticeship-UWE}[Frenchay]

Highest award: BSc (Hons) Environment and Sustainability

Interim award: BSc Environment and Sustainability

Interim award: DipHE Environment and Sustainability

Interim award: CertHE Environment and Sustainability

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

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)

Apprenticeship: ST0778

Modes of delivery: Full-time

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

For implementation from: 01 September 2025

Programme code: FJ7M13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: BSc (Hons) Environment and Sustainability (Degree Apprenticeship) 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 sustainable 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, the programme responds to the needs of a widening range of vocations related to climate change and sustainability. 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 sustainable 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 a core of Environment and Sustainability content and a range of optional subject content in four inter-related areas 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 the growing Green Skills sector and also key climate change, energy management-, resource management- and sustainable 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 and policy and apply them to sustainable environmental practise now and in the future.

PO2. Critically appreciate the knowledge and strategies that enable effective, inclusive participation in order to work with individuals, communities and institutions to implement sustainable environmental strategies.

PO3. Identify and exhibit professional attributes commensurate with those who work in the field of environment and sustainability (informed by the IEMA graduate skills).

PO4. Locate, 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), suggest reasons for action and non-action and suggest strategies to effect 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 sustainable and environmental 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 environmental sustainability.

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.

Establishes and makes available to students an assessment calendar across each year 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 4 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 5, 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 6 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 6, 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: Students on this programme become part of a tight knit community with clear programme identity including programme leaders, module teams and students.

This programme identity is rapidly developed in the first weeks of study with a range of activities in starting block and in the early stages of the taught content on the modules this immersive experience creates a strong cohort and programme identity.

Field trips are a fundamental element of this programme and students will attend a residential field course in their second year of study the fieldtrip is accessible to all students, this is achieved by working closely with disability services as appropriate. The residential field course is compulsory and assessed and are made financially accessible to all students as the cost is covered by the School.

Students are supported in developing their career aspirations and employability skills, including placement and career support in taught modules and within their employment.

Students are supported and scaffolded to develop the necessary academic and technical skills to be successful in their assessments.

Student Wellbeing and Inclusivity: The programme promotes a supportive and inclusive environment, ensuring students are able to speak to staff about help that they might require and programme staff are able to triage them to the appropriate central support.

Part B: Programme Structure

Year 1

Full time students must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules

Module Code	Module Title	Credit
UBGLXD-30-1	Environmental Challenges 2025-26	30
UBGMA1-15-1	An Introduction to Geographic Information Systems and Remote Sensing 2025-26	15
UBLL6C-15-1	Foundations of Environmentalism 2025-26	15

Year 2

Full time students must take 60 credits in Year 2.

Year 2 Compulsory Modules

The student must take 60 credits from compulsory modules.

Module Code	Module Title	Credit
UBLL8E-30-1	Engagement Participation and Technology: Synergies for Environmental Sustainability 2026-27	30
UBGMH3-15-2	Ecology 2026-27	15
UBGMGM-15-1	Analysing Sustainability and Environment 2026-27	15

Year 3

Full time students must take 75 credits in Year 3.

Year 3 Compulsory Modules
The student must take 75 credits from compulsory modules.

Module Code	Module Title	Credit
UBGMRR-15-2	Climate Change: Challenges for the 21st Century 2027-28	15
UBLL6E-30-2	Environment and Sustainability: Policy and Practice 2027-28	30
UBLFN9-15-2	Applied Geographic Information Systems (GIS) 2027-28	15
UBLL6F-15-1	Air, Land and Water Systems 2027-28	15

Year 4
Full time students must take 75 credits in Year 4.

Year 4 Compulsory Modules
The student must take 75 credits from compulsory modules.

Module Code	Module Title	Credit
UBGMKA-15-2	Environmental Assessment 2028-29	15
UBGMWJ-15-2	People and Nature 2028-29	15
UBLL6G-15-3	Modelling Land and Water Systems 2028-29	15
UBGMLV-15-2	Understanding River Dynamics 2028-29	15
UBGMLE-15-2	Understanding Coastal Dynamics 2028-29	15

Year 5
Full time students must take 90 credits in Year 5.

Year 5 Compulsory Modules
The student must take 60 credits from compulsory modules.

Module Code	Module Title	Credit

UBGMSU-30-3	Advanced GIS and Remote Sensing Applications 2029-30	30
UBGMW1-30-3	Environmental Practitioner End-Point Assessment 2029-30	30

Year 5 Optional Modules
Students must take 30 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UBGMXJ-30-3	Environment and Behaviour 2029-30	30
UBGMXD-30-3	Managing Rivers and Coasts 2029-30	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

The programme is accredited by both the Chartered Institute of Water and Energy Managers and also the Institute of Environmental Management and Assessment, the ethos and core knowledge and competencies of these accrediting bodies has been very informative and supported the development of the programme.

Part E: Regulations

Approved to University Regulations and Procedures: Academic regulations and procedures - Academic information | UWE Bristol