



## PROGRAMME SPECIFICATION

| Part 1: Information                             |  |
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| Awarding Institution                            | University of the West of England, Bristol   |
| Teaching Institution                            | University of the West of England, Bristol   |
| Delivery Location                               | University of the West of England, Frenchay Campus   |
| Study abroad / Exchange / Credit recognition    |  |
| 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 Studies  |
| Default Award Title                             |  |
| Interim Award Titles                            | BSc Environmental Studies<br>Dip HE Environmental Studies<br>Cert HE Environmental Studies |
| UWE Progression Route                           |  |
| Mode of Delivery                                | Full time/Part time  |
| ISIS code/s                                     | <b>L80A</b><br>L80B  |
| For implementation from                         | September 2015 (V1.1)  |

| Part 2: Description  |
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| <p>This programme is designed for students who are unable to complete their original programme of study, due to failure in one or more core modules. It is intended to provide a flexible opportunity for students to continue to study to degree level in their broad discipline area.</p> <p>Students may not enroll directly onto this programme.</p> <p>The following general aims apply:</p> <ul style="list-style-type: none"> <li>To equip students with a range of skills and knowledge that will enable them to embark on graduate careers or further study in higher education.</li> <li>To foster in students the interest and ability to become independent life long learners, able to reflect critically both on their practice and that of others.</li> </ul> |
| <b>Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)</b>   |

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| <b>Part 2: Description</b>   |
| <p>The award is designed to provide a flexible opportunity for students to study this broad discipline area.</p> <p>Graduates will be:</p> <ul style="list-style-type: none"> <li>equipped with a range of skills and knowledge that will enable them to embark on graduate careers or further study in higher education.</li> <li>able to demonstrate interest and an ability to become independent lifelong learners and to reflect critically both on their practice and that of others.</li> </ul> |

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| <b>Part 3: Learning Outcomes of the Programme</b>   |
| <p>The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p> |

| <b>Learning Outcomes</b>  | <b>Teaching, Learning and Assessment Strategies</b>  |
|---|--|
| <b>A Knowledge and Understanding</b>  |  |
| <p>A Knowledge and understanding of</p> <ul style="list-style-type: none"> <li>Core geographical ideas the theories and how they can be applied to a range of geographical and non geographical professions.</li> <li>The different spatial and temporal scales over which formative environmental processes and human impacts operate.</li> <li>Key geographical topics including resource management, sustainability, human/environment interactions.</li> <li>Methods, modeling techniques, and concepts in geography.</li> <li>Professional and ethical issues in the field of geography.</li> <li>The impact of the sustainability agenda on their chosen field of study.</li> </ul> | <p>Teaching/learning methods and strategies:</p> <p>Teaching and learning methods are specified in the relevant module specifications and are consistent with faculty practice in other programmes.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject</p> <p>Assessment:</p> <p>A variety of assessment methods will be used. Particular range of assessment methods will depend on module choice.</p> |
| <b>B Intellectual Skills</b>  |  |
| <p>B Intellectual Skills</p> <p>By the end of the programme the student should be able to:</p> <ul style="list-style-type: none"> <li>Analyse arguments logically, identifying any flaws in reasoning and contrasting their merits.</li> </ul>  | <p>Teaching/learning methods and strategies:</p> <p>Intellectual skills are developed in accordance with the module specifications</p> <p>Assessment:</p>  |


| <b>Part 3: Learning Outcomes of the Programme</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Illustrate the contested nature of geographical knowledge.</li> <li>• Analyze and synthesize issues, information, and perspectives relating to different scenarios from a geographer's prospective.</li> <li>• Approach problem solving creatively effectively and dynamically.</li> <li>• Critically appraise and evaluate alternative ideas and solutions.</li> </ul>  | <p>A variety of assessment methods will be used. Particular range of assessment methods will depend on module choice.</p>  |
| <b>C Subject, Professional and Practical Skills</b>   |  |
| <p><b>C Subject, Professional and Practical Skills</b></p> <p>By the end of the programme students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate practical abilities such as landscape interpretation, field survey and laboratory techniques with an awareness of Health and Safety.</li> <li>• Select and use appropriate methods and techniques to analyse and propose solutions to geographical/environmental issues.</li> <li>• Appraise the environmental and social implications of solutions devised to solve geographical/environmental problems.</li> <li>• Employ a variety of technical methods to analyze, present and interpret a range of geographical and environmental information.</li> </ul> | <p><b>Teaching/learning methods and strategies:</b></p> <p>A wide range of teaching methods will be used to teach subject, professional and practical skills. These could include, lectures tutorials, laboratory sessions, field trips, work based learning.</p> <p>Individual approaches will be specified in the module specifications</p> <p><b>Assessment:</b></p> <p>A variety of assessment methods will be used. Particular assessment methods will depend on module choice.</p> |
| <b>D Transferable Skills and other attributes</b>   |  |
| <p><b>D Transferable Skills and other attributes</b></p> <p>By the end of the programme the students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate professional, transferable skills such as literacy, numeracy, graphicacy, cartography, IT, independent working, teamwork, time management, problem-solving, research and project design.</li> <li>• Communicate effectively with a range of audiences, both verbally and in writing, using a wide range of media</li> <li>• Demonstrate the ability to plan, manage and complete a range of tasks to meet deadlines.</li> </ul>  | <p><b>Teaching/learning methods and strategies:</b></p> <p>Transferable skills will be embedded in all modules and will be acquired through a wide range of teaching methods, specifics dependant on module choice.</p> <p><b>Assessment:</b></p> <p>A variety of assessment methods will be used.</p> <p>Particular assessment methods will depend on module choice.</p>  |

### Part 3: Learning Outcomes of the Programme

- Read and make appropriate use of academic and professional literature.
- Use appropriate information and communication technologies to advance their understanding and command of the discipline area.

### Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**,

|   |   |  |   |  |
|---|---|--|---|--|
| <b>ENTRY</b><br> | Year 1  | There are no compulsory modules at this stage of the award | Students must take 120 credits at level 1 and can choose any module from the geography and planning field subject to pre-requisites that may apply. | <b>Interim award:</b> Cert HE Environmental Studies (120 credits)  |
|   | Year 2  | There are no compulsory modules at this stage of the award | Students must take 120 credits at level 2 and can choose any module from the geography and planning field subject to pre-requisites that may apply. | <b>Interim award:</b> Dip HE Environmental Studies (240 credits)   |
|   | Year Out:<br>There is no placement opportunity available on this programme. |  |   |  |
|   | Year 3  | There are no compulsory modules at this stage of the award | Students must take 120 credits at level 3 and can choose any module from the geography and planning field subject to pre-requisites that may apply. | <b>Interim award:</b> BSc Environmental Studies (300 credits)<br><br><b>HIGHEST AWARD:</b> BSc(Hons) Environmental Studies (360 credits) |
| <b>GRADUATION</b>   |   |  |   |  |

**NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student**

### Part 5: Entry Requirements

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

Registration on this award is not permitted without prior registration on a programme of study within the Dept of Geography and Environmental Management

### Part 6: Student Learning

#### Teaching, learning and assessment 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: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 BSc Environmental Studies programme teaching is a mix of scheduled, independent.

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

## Part 6: Student Learning

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

### Description of Distinctive Features and Support

This programme is designed to enable students who cannot continue on their original programme of study to transfer all accumulated relevant credit. Such students will be able to transfer all relevant credit to the new programme, and, as far as is possible, the students, guided by the Programme Manager, will have the opportunity to choose a coherent set of modules that will allow them to progress at each level in relation to knowledge and understanding, cognitive, subject specific and study skills,.

Module pre-requisites and excluded combinations may limit the choices that are open to students.

This programme aligns with the Faculties teaching and Learning Strategy which in turn is aligned with the University's vision mission and strategy, and is designed in accordance with the principles of INSPIRE. The programme supports the faculty's aim to provide a high quality undergraduate experience by ensuring the curricula is dynamic, responsive, contemporary and relevant.

Students studying this programme will be supported in their module choice by programme managers and where relevant Academic Personal Tutors, whose aim is to ensure that all graduates undertake a coherent, programme of study that is relevant to their individual academic interests and aspirations.

## Part 7: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

### [QAA UK Quality Code for HE](#)

- Framework for higher education qualifications (FHEQ)
- Subject benchmark statements: **Earth Sciences, Environmental Sciences and Geography** (Dec 2014)

This document provided guidance for articulating the nature of the programme and specifying learning outcomes.

It was used to establish the academic standards of the award learning outcomes with specific reference to knowledge and understanding, discipline specific skills, intellectual skills and key skills, as delineated on pages 9-11 of the document. In addition, the teaching/learning assessment strategies adopted on the award are consistent with those defined within the benchmarking statement

### [Strategy 2020](#)

### [University policies](#)

Staff research projects

### **The Geography and Environmental Management Advice Forum (a sub-set of the School's Built Environment Advisory Panel)**

This forum allowed discussion of recruitment, the curriculum and potential careers by representatives from secondary education, higher education and environmental professions. The findings helped shape modular content and progression.

## **Part 7: Reference Points and Benchmarks**

### **Staff research interests and expertise**

Programme content is founded upon the strengths of active staff research. This has allowed emphasis to be placed upon contemporary issues in geography. These include natural hazards and their management, modelling and managing environmental change, urban/rural nexus, socio/cultural geography.