

1. Awarding institution/body: *University of Worcester*

2. Teaching institution: *University of Worcester*

3. Programme accredited by: *N/A*

4. Final award: *BSc Honours*

5. Programme title: *BSc Honours Environmental Science*

6. Pathways available: *Single honours only*

7. Mode and/or site of delivery: *Standard taught programme at University of Worcester, St. John's Campus.*

8. Mode of attendance: *Full time or part time: Semester 1 start only*

9. UCAS Code: *F 750 as single honours*

10. Subject Benchmark statement: *Earth Science, Environmental Science, Environmental Studies (ES3) (2007) QAA 151 02/07.*

<http://www.qaa.ac.uk/academicinfrastructure/benchmarks/statements/earthsciences.asp>

11. Date of Programme Specification preparation/revision: *August 2010; revised April 11, 2011, August 2011.*

12. Educational aims of the programme

The course aims to:

- a) Provide a rigorous and disciplined curriculum of organized, current knowledge and practice relating to the discipline of 'Environmental Science' so that students develop a sound understanding of its principles, hypotheses and ideas.
- b) Provide students with the opportunities to develop a range of subject-specific and transferable skills to support their undergraduate studies and to prepare them for employment and/or post-graduate study.

- c) Provide a supportive learning environment which acknowledges and responds to the diversity of student backgrounds and experiences, and which allow students the opportunity to realize their academic potential.
- d) Enable students to develop a capacity for sustained independent work and ability to work with others as part of a team.
- e) Develop students' skills of reflection, critical analysis and communication.

13. Intended learning outcomes and learning, teaching and assessment methods

At the end of the course students who have successfully completed their studies should demonstrate:

Knowledge and understanding of:

- a) Earth systems, including selected surface and near-surface physical, chemical, biological and anthropogenic processes, and interrelationships between the various systems.
- b) Processes being influenced by different temporal and spatial scales and their influence on and by human activities.
- c) Subject-specific terminology, nomenclature and classification.
- d) Methods of acquiring, interpreting and analyzing information with a critical understanding of the applications to environmental science.
- e) Issues concerning the availability and sustainability of resources.
- f) A range of approaches and methods appropriate to embark on a career in environmental science.
- g) The relevance of the knowledge and skills acquired on their course to professional activity, responsible citizenship and the world of work.

Knowledge and understanding: examples of learning, teaching and assessment methods employed.

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All modules deliver a range of subject specific material incorporating concepts and issues in those areas of Environmental Science appropriate to the award programme.

The content of mandatory modules ensures that students are well versed in the essential knowledge and applications of the subject. Modules ENVS1010, ENVS1100, ENVS1101 and GEOG1012 provide the introductory subject knowledge and context at Level 4. Development and applications of the subject is continued at Level 5 in the mandatory modules ENVS2001 and GEOG2005, whilst ENVS2004 prepares students for their Independent study at Level 6. A wide range of optional modules are available for students who can use this flexibility to specialize in a particular area of Environmental Science. However students who prefer a broader approach can select modules across the range. At Level 6 advanced material and applications are studied in ENVS3004 and ENVS3100 or GEOG3004 with a synoptic module, ENVS3105, which allows integration of subject material, reflection and aspects of preparation for employment. Again, at this Level students can continue to specialize or maintain a broader approach. The Independent study module ENVS3001/2 is a major enterprise which allows the student to plan, design and carry out a project which will employ the knowledge and skills acquired on the course.

Learning and teaching methods are varied providing progression through the levels of study to ensure appropriate and effective delivery of material in a style which is readily accessible to the students. This is achieved through a structured programme of lectures, field trips, laboratory investigations, tutorials, group work and VLE methods. Students are encouraged to be interactive in sessions through various

questioning methods, class exercises and quizzes.

Modules throughout the course use a range of assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on any one particular assessment mode. Details of assessments are given on the module specifications and a table in the Students' Handbook. Examples include examinations, poster presentations, species identification tests, practical reports and essays.

At the end of their course, students who have successfully completed their studies should demonstrate:

Cognitive and intellectual skills:

- a) Recognize and use subject-specific theories, paradigms, concepts and principles.
- b) Search for, analyze, synthesize and summarize information critically, including past research.
- c) Collect and integrate several lines of evidence to formulate and test hypotheses.
- d) Apply knowledge and understanding to complex and multidimensional problems in familiar and unfamiliar contexts.
- e) Recognize moral and ethical issues of investigations and appreciate the need for professional codes of conduct.
- f) Problem-solving relating to environmental phenomena.
- g) Use scientific information to inform decision making processes
- h) Critically examine concepts and applications of sustainability and sustainable development.

Cognitive and intellectual skills: examples of learning, teaching and assessment methods employed:

All modules involve the development of cognitive and intellectual skills. A table indicating which skills are specifically addressed in each module can be found in the Students' Handbook.

Learning and teaching methods include for example at Level 4 the evaluation of students' own practicals and projects (ENVS1010), appraisal of environmental issues and discussions (ENVS1101). Level 5 includes the evaluation of practical methods in the laboratory, field and simulated situations (ENVS2001), understanding and use of GIS (GEOG2005) and the designing of a research proposal and choice of statistical methods (ENVS2004). These aspects are developed further at Level 6 particularly in the Independent Study (ENVS3001/2) and other mandatory and optional modules. The module ENVS3105 presents an opportunity for a synopsis and practice of knowledge and principles learnt throughout the course.

Modules use a range of assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on one type of assessment. Details of assessments are given in the module specifications and in a table given in the Students' Handbook. These include a large element of course work. Examples include site location analysis, evaluation of a pollution event in a specific environment, evaluation of experimental precision and accuracy.

At the end of their course, students who have successfully completed their studies should demonstrate:

Practical skills relevant to employment:

- a) Plan, conduct and report on investigations, including the use of secondary data.
- b) Collect record and analyze data using appropriate techniques in the field and the laboratory including GIS.
- c) Undertake field and laboratory investigations in a safe and responsible manner, completing and responding to risk assessment, rights of access, relevant health and safety regulations and sensitivity to the impact of investigations on the environment and stakeholders.

Practical skills relevant to employment: examples of learning, teaching and assessment

methods employed:

Many modules involve the development of practical skills. A table indicating which skills are specifically addressed in each module can be found in the Students' Handbook.

Most modules incorporate an element of field and/or laboratory work. This is one of the key features of the course. Skills are taught and practised so that students become competent and confident in the selection and use of the skills thus promoting their employability. ENV52001 and ENV53004 incorporate a range of environmental chemical analyses. GEOG 2005 is dedicated to the learning and practice of GIS and this study can be taken further with GEOG3019 Applied GIS and Remote Sensing. Assessment is principally through the production of laboratory reports and files, field-based data collection, data analysis and production of environmental models. Independent Study is a major piece of work in which the students use the many subject specific and personal skills that they have developed and report on results according to scientific practice.

At the end of their course, students who have successfully completed their studies should demonstrate:

Transferable/key skills:

- a) Receive and respond to a variety of information sources (e.g. textual, numerical, verbal, graphical).
- b) Communicate appropriately to a variety of audiences in written, oral and graphical forms.
- c) Appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory.
- d) Prepare, process, interpret and present data using appropriate quantitative and qualitative techniques and packages.
- e) Solve numerical problems using computer-based and non-computer-based techniques.
- f) Use the internet critically as a means of communication and a source of information.
- g) Identify individual and collective goals and responsibilities and perform accordingly.
- h) Recognize and respect diverse views and opinions.
- i) Evaluate own and team performance.
- j) Develop skills for self-management, identification and attainment of targets and a flexible approach to study and work.

Transferable/key skills: examples of learning, teaching and assessment methods employed:

All modules involve the development of transferable/key skills. A table indicating which skills are specifically addressed in each module can be found in the Students' Handbook. These skills are introduced at Level 4 and are developed and reinforced throughout the course. Development of skills is reinforced by the effective use of a PDP portfolio. The mandatory module at Level 4 ENV51010 (30 credit module) incorporates a large element of skills teaching and practice, and formative assessment is ongoing by the use of frequent short in-class tests.

At a more advanced level, students acquire a range of skills from various specialist modules including use of VLE Blackboard, GIS, mapping, laboratory skills, research design and management skills, identification skills etc. Additionally, numerical, data processing and statistical skills are taught and practised (for example in ENV52001, ENV52004, ENV53004 and ENV53001/2).

Students are strongly encouraged to engage in work experience or undertake voluntary work with local environmental organizations and become student members of recognized Institutions, for example, the Institute of Ecology and Environmental Management (IEEM) or Institute of Environmental Management and Assessment (IEMA). Additionally students are able to take a work placement module in which existing

and new skills are practised and their work assessed at the end of the placement period.

Incorporation of group and team work into practical, project and field sessions promotes a range of interpersonal skills and those of self-management.

All students are required to communicate effectively through a variety of media. Assessment include the use of oral presentations, use of PowerPoint and posters, VLE exercises and written work in a range of formats. Full details are given in the individual module specifications.

14. Assessment Strategy

Assessment points occur throughout the semester after an introductory period for each module. All modules include both formative and summative assessments. Formative assessments may take a number of different formats and be conducted informally in practical and field situations or more formally in classrooms or via VLE. Modules throughout the course use a range of summative assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on one type. Most modules have two summative assessment items. Students are notified at the start of the semester about the contents of their assessments to allow them to organise their study effectively. Details of assessment briefs are included in the module handbooks distributed at the beginning of the semester and are also available on Blackboard. Additional supporting resources are also made available on Blackboard in many instances.

Assessment types include formal examinations, essays, practical files, field notebooks, writing and evaluation of management plans, short tests and GIS exercises. Additional opportunities are provided within the modules for formative assessment and may take the form of multiple choice questions, quizzes, discussion and question-and-answer sessions.

Throughout all modules, assessments are made in line with assessment criteria (given as subject-specific criteria and descriptors) and in accordance with the University's Assessment Policy and make full use of the UW grade descriptors when awarding grades. A table demonstrating how assessment methods at each level are mapped to modules is included in the student handbook for this course.

15. Programme Structures and Requirements

This degree is available as single honours only. The essential elements of Environmental Science are incorporated within the mandatory modules and at all levels (particularly Levels 5 and 6) there are a range of optional modules. Hence flexibility is built into the course allowing students to follow particular themes if they wish to specialize in a particular area or to select modules from across the discipline if they prefer a more broad spread of module topics.

Award map for LEVEL 4

Module code	Module title	Credits	Single Hons only	Prerequisites
ENVS1010	<i>Introduction to Environmental Science</i>	30	M	NONE
ENVS1101	<i>Current Environmental Issues</i>	15	M	NONE
ENVS1100	<i>Introduction to Ecology</i>	15	M	NONE
GEOG1011	<i>Earth Systems and Processes</i>	15	M	NONE
GEOG1012	<i>Landforms and landscapes.</i>	15	M	NONE
ENVS1102	<i>Basis of Biological Surveying</i>	15	O	NONE
ENVS1004	<i>History of the Landscape</i>	15	O	NONE
GEOG1002	<i>Mapping the Environment</i>	15	O	NONE
GEOG1013	<i>Introduction to Geology</i>	15	O	NONE

M – mandatory module

O – optional module

Single Honours Requirements at Level 4

Single Honours students must take the 5 Mandatory modules ENVS1010 (30 credits), ENVS1100, ENVS1101, GEOG1011 and GEOG1012.

In addition:

All students are permitted to choose 2 Free Choice modules at Level 4. These can be taken from the modules above or other Open modules within the Undergraduate Regulatory Framework subject to availability and satisfying any pre-requisites. Optional module GEOG1002 is strongly advised as it is a pre-requisite for two level 5 modules.

Award map for LEVEL 5

Module Code	Module title	Credits	Single Hons	Prerequisites
ENVS2004	<i>Research Methods and Statistics for Environmental Studies</i>	15	M	None
ENVS2001	<i>Analysis of Environmental Samples</i>	15	M	ENVS1010 or ENVS1100 or GEOG 1011
ENVS2006	<i>Soils and the Environment</i>	15	M	ENVS1010 or ENVS1100 or GEOG 1011
GEOG2005	<i>Geographical Information Systems</i>	15	M	None
GEOG2015	<i>Meteorology and Climate</i>	15	M	None
ENVS2100	<i>Population and Community Ecology</i>	15	O	ENVS1100
ENVS2005	<i>Work Experience</i>	15	O	NONE
ENVS2003	<i>Environmental Management Case Study</i>	15	O	ENVS1010
ENVS2103	<i>Field Techniques in Ecology</i>	15	O	ENVS1100
GEOG2003	<i>Residential Field Course</i>	15	O	GEOG1002
GEOG2009	<i>Natural Hazards</i>	15	O	None
GEOG2010	<i>Mountain Geomorphology</i>	15	O	GEOG1002, GEOG1012
GEOG2013	<i>River Processes</i>	15	O	None
GEOG2017*	<i>Hydrological Monitoring</i>	15	O	None

M – mandatory module.

O – optional module

Single Honours Requirements at Level 5

Students must take the 5 Mandatory modules ENVS2004, ENVS2001, ENVS2006, GEOG2005 and **GEOG2015 plus 1** Optional module from those listed above (including those modules listed that are shared with another subject i.e. GEOG coded).

NOTE: . GEOG2017 Hydrological Monitoring is normally available as a 2nd year module. However, this module has been validated as a dual 2nd/3rd year module (GEOG3010 Hydrological Monitoring) and so if the module is not offered during the 2nd year, then students may take GEOG3010 Hydrological Monitoring as an option in the 3rd year programme.*

In addition: All students are permitted to choose 2 Free Choice modules from the options above or other Open modules within the Undergraduate Regulatory Framework subject to availability and satisfying any pre-requisites.

Award map for LEVEL 6

Module code	Module title	Credits (Number)	Single Hons	Prerequisites (Code of Module required)
ENVS3001	<i>Independent Study (in 1 semester)</i>	30	M	ENVS2004 (ENVS3002 excluded combination)
ENVS3002	<i>Independent Study (over 2 semesters)</i>	30	M	ENVS2004 (ENVS3001 excluded combination)
ENVS3004	<i>Environmental Pollution and its Management</i>	15	M	ENVS1010 or ENVS2001
ENVS3100	<i>Residential Environmental Field Trip</i>	15	M ¹	ENVS1010 or ENVS1100
ENVS3105	<i>Project Management</i>	15	M	None
ENVS3108	<i>Research Methods and Statistics for Environmental Studies.(Direct entry students only)</i>	15	M ²	M ⁴
GEOG3004	<i>Mountains Environment Field Course</i>	15	M ¹	GEOG2010
ENVS3101	<i>Sustainable Solutions for Energy and Waste Management</i>	15	O	ENVS1010, ENVS2001
ENVS3102	<i>Environmental Impact Assessments</i>	15	O	ENVS 1100 and ENVS1010 or ENVS 1102 and ENVS 2001 or ENVS 2103
ENVS3103	<i>Restoration Ecology</i>	15	O	ENVS 1100 and ENVS 2100 and ENVS 1102 or ENVS 2103
GEOG3010 *	<i>Hydrological Monitoring</i>	15	O	None (GEOG2017 excluded combination)

GEOG3013	<i>River Conservation and Management</i>	15	O	None
GEOG3014	<i>Environmental Geology</i>	15	O	None
GEOG3017	<i>Mountain Glaciers and Landscape</i>	15	O	GEOG2010
GEOG3019	<i>Applied GIS and Remote Sensing</i>	15	O	GEOG2005

M¹ - one of these modules must be taken as mandatory, the other may be taken as an option.

M² - this module is only available to direct entry students at Level 6.

O – optional module

NOTE: GEOG3010 Hydrological monitoring has been validated as a dual 2nd/3rd year module (GEOG2017 Hydrological Monitoring) and so if the module is not offered during the 2nd year, then students may take GEOG3010 Hydrological Monitoring as an option in the 3rd year programme.

Single Honours Requirements at Level 6

Single Honours students must take the 30 credit mandatory Independent Study module ENVS3001 over one semester ENVS3002 over two semesters **and** the mandatory modules ENVS3004 and ENVS3100 or GEOG3004 and ENVS3105, the synoptic module; plus **3** Optional modules from those listed above (including those modules listed that are shared with another subject).

Direct Entry Students at Level 6:

An additional mandatory module for direct entry students is ENVS3108 Research Methods and Statistics for Environmental Studies. (Direct entry students only) which must be completed before ENVS3001 or ENVS3002 is started.

16 QAA Academic Infrastructure

This course design has been informed by the benchmark statement: Earth Science, Environmental Sciences, Environmental Studies (ES3) (2007) QAA 151 02/07. Hence the course incorporates the aims, objectives, learning outcomes, skills and practices advocated within this benchmark statement. The course design has also been informed by the Framework for HE Qualifications to produce graduates with the knowledge and skills required for this subject area by careful choice of module.

17. Support for students

- Students following this course will encounter a wide range of learning experiences, including lectures, seminars, group work, laboratory and field practicals, workshops, and tutorials.

- b) All new students attend a week-long induction at the start of the course
- c) A comprehensive course handbook is provided online which details essential information about the course, availability of modules, etc.
- d) All modules provide module handbooks for the students as paper copies and also on-line.
- e) There is a VLE 'Blackboard' which has a section dedicated to the Environmental subject areas. Additionally most modules also provide VLE opportunities through Blackboard.
- a) All students following this course will be provided with a study guide in the Course Handbook, given assistance where needed by staff, and have access to study skills assistance.
- f) All students have a Academic tutor who offers general support and encourages students to complete their Personal Development Profile.
- g) Final year students are allocated a tutor to advise them in their work for the Independent Study.
- h) Information and Learning Services (ILS) induction and information and study skills packages.
- i) Students have the opportunity to study abroad for one semester under the ERASMUS scheme in the second year.
- j) All students are encouraged to take student membership of a professional organization to enhance subject and employability prospects.

18. Admissions policy, criteria and procedures

Admissions Policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International Office, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners. Admission to the course is in Semester 1 only of the academic year.

Entry requirements

The minimum entry requirements are 4 GCSEs (Grade C or above including English and mathematics) plus a minimum of 2 and maximum of 3.5 A Levels or equivalent Level 3 qualifications, with a UCAS Tariff score as stated in the University prospectus. Applicants must have studied Biology, Chemistry, Physics, Geography or Environmental Science to at least AS level or equivalent, and normally applicants must have an A level pass in one of the science subjects or Geography. Applicants who do not have a science background will only be considered if they have appropriate work or volunteering experience.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions Procedures.

Fulltime applicants apply through UCAS (course code: F750)

Part-time applicants apply directly to University of Worcester (UW).

Admissions / Selection Criteria.

Students will be selected according to their qualifications (or predicted qualifications at A level or equivalent). Students with other qualifications will be selected on the submission of an essay and/or interview.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- a) Student module evaluation and feedback for all modules
- b) An Annual Evaluation Report completed by the Course Leader
- c) Periodic Review and revalidation including external scrutiny
- d) Peer teaching observation
- e) External Examiner's Reports
- f) Academic staff annual appraisal
- g) Staff Development Away Days and other events
- h) ISE Policy on Approval (Module Outlines and Assignment Briefs) and Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- a) ISE Quality Assurance Committee
- b) Environmental Sciences Course Committee
- c) Academic Quality Standards and Quality Enhancement Committee
- d) ISE and UW Ethics Committees
- e) Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- a) Module feedback questionnaires
- b) Environmental Sciences Course Committee
- c) Meetings with module tutors and Academic tutor
- d) Induction, exit and other ad hoc surveys

Note : there is no separate subject area for Environmental Science on National Students Survey; this is included with Geography subjects.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements. These will be identified in the relevant module handbooks.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6

Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6
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Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile
- or
- classification determined on the best grades from 120 credits attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#)

21. Indicators of quality and standards

This is a new course being offered at the University of Worcester. It shares a number of modules with BSc Environmental Management which underwent a successful review in February 2010, Geography which underwent a successful review and programme approval in 2009 and Biology which underwent a successful revalidation in 2008. External Examiners have confirmed that standards on those courses are comparable with those at other HE Institutions and have commented favourably on the range of assessments given, the quality of feedback to students and the extent to which fieldwork plays an important component of taught sessions.

Members of staff teaching on the course have been involved in a number of projects of note including work on the science PDP project; this has been presented at national conferences and has been identified as good practice within the university. Funding from Hereford and Worcester Lifelong Learning Network enabled staff to develop an interactive e-learning quiz which is now used in several Institutes across the University.

Scholarly activities of staff include practical research, writing of text books, writing scientific papers, pedagogic research and consultancy/practice.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

The University has been awarded the accreditation of Investors in People (renewed in 2008).

22. Career Opportunities and Links with Employers.

Links with employers are maintained by visits to a variety of establishments (for example the Environment Agency, Ironbridge Power Station, Cheltenham Sewage Treatment Works) and contacts with organizations such as the local Wildlife Association. Students are encouraged to join subject associations such as the Institute of Environmental Management and Assessment and the Institute of Ecology and Environmental Management to establish links and pursue career opportunities.

Careers suitable for graduates include:

- a) Business (e.g. Environmental Consultancies, Environmental Policy Officers);
- b) Government Agencies (e.g. Natural England, Environment Agency, Countryside Agency, Forestry Commission);
- c) Non-Governmental Organisation (e.g. County Wildlife Trusts);
- d) Local Government (e.g. Environmental Planning, Environment Officers, Countryside Services);
- e) Technical Posts (e.g. Environmental monitoring);
- f) Post-Graduate Research (M.Sc./Ph.D);
- g) Education (e.g. teaching at secondary and tertiary levels);
- h) Town and Country Planning;
- i) Management (e.g. retailing, financial services);
- j) Teacher Training (PGCE)

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Template updated January 2010