

BSc (Hons) Sustainable Environmental Management

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

BSc (Hons) Sustainable Environmental Management

2. Course Code (and UCAS Code if applicable)

Course Code: C2708S

UCAS: DD47

JACS Codes: K430, F810.D447

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Institute of Environmental Management and Assessment (EMA) (pending)

6. QAA Benchmark Groups

Geography

7. Document Control Information

June 2017

8. Effective Session

2017/18

9. Author

Dr Brian Baily

10. Faculty

Science

11. Department

Geography

Curriculum

12. Educational Aims

- To examine the concept and breadth of sustainable environmental management through the approaches of both the physical and social sciences.
- To develop and refine a student's intellectual and critical abilities so that they can define, investigate, analyse and synthesise problems, form judgements, make decisions and

demonstrate their competence in such skills within the context of sustainable environmental management.

- To identify and develop key skills in effectively communicating relevant issues and information about sustainable environmental management.
- To foster an active and self-reflective learning approach to enable students to engage with life-long learning.

13. Reference Points

- University of Portsmouth Curricula Framework Document.
- The scholarship and research expertise of academic members of staff.
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.
- National Qualifications Framework.
- Geography Subject Benchmark Statements (SBS) - 2014.
- IEMA skills documentation - 2016.
- IEMA accreditation document and appendices - 2016.

14. General Learning Outcomes

This programme focuses on the theme of sustainability and how this is applied in relation to the management of the environment. This programme is designed for those wanting to develop careers in sustainable environmental management in both the public and private sector. Students on this programme will receive a broad education in sustainable environmental management and students taking this programme will be able to maintain this breadth as they progress through their degree. At the same time, students will also be able to take options that enable them to specialise in specific areas of the subject in the latter stages of the programme. The learning outcomes related to knowledge and understanding (A) and some of the practical skills (C) associated with the Applied Sustainability aspects of the course are developed in relation to the IEMA skills map (IEMA Accreditation document p.4 'Cross mapping to the IEMA Skills Map'). In addition, in order to ensure that the degree has a solid academic foundation, the learning outcomes for cognitive skills (B) have been developed in relation to selected elements of the Subject Benchmark Statements (SBS) for Geography. This ensures that the course has academic depth and rigour, alongside gaining the knowledge and skills required by employers in relation to sustainable environmental management.

Students on this programme will meet the following general learning outcomes by level.

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Specifically, at Level 4 students will begin to understand many of the key challenges facing society today, especially in relation to sustainable environmental issues. Students will be made aware of contrasting theoretical solutions to sustainable environmental problems, including issues such as environmental management and demographic factors (core unit Global Environmental Challenges). Key skills at this level will include basic mapping and monitoring skills (core units Tools for Geographical Enquiry and Practical Fieldwork Skills) and academic skills related to writing and presentation (core unit Academic Communication Skills).

Level 5

Foundation Degrees/Diplomas in Higher Education/Higher National Diplomas are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of sustainable environmental management and of the way in which those principles have developed
- ability to apply underlying environmental concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Specifically, at Level 5 students will develop an understanding of sustainable management approaches and the contested nature of sustainability. Practical skills are embedded to enable students to apply pragmatic sustainable environmental solutions to the problems discussed at Level 4. Students will become aware of the key approaches within sustainable environmental management (core unit Sustainable Environmental Management) and develop a detailed knowledge of a range of sustainable environmental management assessment techniques (core unit Environmental Assessment and Management). They will also further develop research-based skills for use in the field (core unit Sustainability in Practice) and have a detailed understanding of theoretical approaches in relation to environmental issues (core unit Sustainable Environmental Management). A key area within Level 5 is the development of employability related skills to enable students to apply for work placements and opportunities in environmentally related opportunities, and this is embedded within all units as well as taught in a dedicated unit (core unit Employability Skills). Students who have applied for the sandwich degree route will have access to potential placement hosts through IEMA.

Level 6

Bachelor's degrees/Graduate Diplomas/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

Specifically, at Level 6 students will further enhance the sustainable environmental skills developed in previous years, applying them more autonomously than in previous years, preparing them for the workplace. In particular they will, in consultation with their supervisor, undertake an independent research-based project, or a technical/company based-project as appropriate (core unit Sustainable Environmental Management Independent Study). Alongside this, students will advance their understanding of environmental impacts and how they may practically be measured (core unit Applied Sustainability). Students at Level 6 will also learn how to apply the general techniques, skills and theory learnt in the previous two years to more complex but highly relevant environments such as the urban environment (core unit Managing Urban Ecosystems) and the coastal environment, which the University of Portsmouth is uniquely placed to teach (core unit Applied Sustainability).

15. Learning Outcomes

A. Knowledge and Understanding of:

- A1 The principle of sustainability and how this is applied within the corporate and political world (IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- A2 The significance of the spatial and temporal scale in relation to sustainable environmental management (SBS 3.5, IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- A3 Principles, theory, philosophy, legal framework and historical perspective and practice of sustainable environmental management (IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- A4 Diverse forms and methods of the representation and communication of information in relation to sustainable environmental management (SBS 3.13, IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).

- A5 Data capture, storage, manipulation, monitoring and analysis strategies for sustainable environmental management (SBS 3.13, IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- A6 Methodological strategies used specifically in the analysis and interpretation of environmental data alongside a firm grasp of the principles of research design (SBS 3.12, IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- A7 The moral and ethical issues involved in debates and enquiries related to environmental management and enquiry (IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- A8 Conceptualise natural environmental impacts on human activity, human impacts on the environment and the sustainable management of the environment (IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map)
- A9 Key environmental management and assessment tools and learn ways in which environmental performance can be improved including the importance of the key performance indicators and metrics (IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- A10 The importance of stakeholders and how these various groups may be engaged within the decision making process (IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B1 Assess the merits of contrasting theories, explanations, policies and methodologies.
- B2 Analyse a variety of sources of evidence and are able to apply appropriate forms of both quantitative and qualitative analysis (SBS 4.5).
- B3 Prioritise tasks and make appropriate and reasoned decisions (SBS 4.8).
- B4 Critically interpret data, graphical and cartographical representations and text (SBS 4.7).
- B5 Abstract, synthesise and visualise information (SBS 4.8).
- B6 Take responsibility for their own learning, and developing a reflective approach to learning (SBS 4.9).
- B7 Analyse and problem solve through quantitative and qualitative methods (SBS 4.7).
- B8 Plan, design and conduct a piece of rigorous research or enquiry, both independently and in groups, including the production of a final report (SBS 4.7).

C. Practical (Professional or Subject) Skills, able to:

- C1 Combine and interpret different types of environmental evidence (SBS 4.7; IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map)
- C2 Apply a range of techniques for the monitoring and analysis of environmental data and interpret the outcomes with reference to sustainable environmental management.
- C3 Employ a variety of field-based methods for the collection and analysis of environmental management information (SBS 3.16, IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- C4 Effectively present and communicate sustainable environmental management issues and information (SBS 4.8, IEMA Accreditation document p.4-6 'Cross mapping to the IEMA Skills Map).
- C5 Design a research project focused on issues related to sustainable environmental management, apply an appropriate methodology, and present the findings in an appropriate format (SBS 4.7).
- C6 Apply a range of environmental management techniques as practised in the real-world environment (e.g., Reserve management, carbon footprinting, impact assessment and water footprinting).
- C7 Undertake data conversion and transfer between a range of quantitative and qualitative datasets (SBS 4.7).
- C8 Carry out secondary analysis of large complex environmental data sets (SBS 4.7).

D. Transferable (Graduate and Employability) Skills, able to:

- D1 Effectively communicate ideas, principles and theories effectively by oral, written and visual means (SBS 4.8).
- D2 Work effectively both in teams and independently on given projects or tasks (SBS 4.8).
- D3 Apply basic statistical and numerical skills to environmental information (SBS 4.7).
- D4 Use information technology for the collection and analysis of spatial and environmental information (e.g., Web & internet, databases, spreadsheets) (SBS 4.7).
- D5 Demonstrate autonomous learning and metacognition (SBS 4.8).
- D6 Develop a range of skills directly related to employability (e.g., interview techniques, CV's, assessment centres and a clear understanding of where vacancies exist).
- D7 Demonstrate self-confidence; self-awareness; intellectual integrity; empathy and insight; ability to work responsibly, autonomously and with others; flexibility and adaptability in response to problem solving (SBS 4.9)
- D8 Demonstrate an ability for decision making and prioritising tasks; record keeping and archiving; synthesising, contextualising and critically evaluating information of different styles and from different sources (SBS 4.8).

16. Learning and Teaching Strategies and Methods

Core knowledge and understanding (A1-A10) is acquired through lectures, seminars, practicals, workshops, fieldwork, tutorials and directed independent study. A foundation of knowledge and understanding is gained at Level 4. As a student progresses through Levels 5 and 6, they are expected to develop a greater depth of knowledge and understanding of a selection of key themes covered by the learning outcomes.

Cognitive skills (B1-B8) are promoted via practicals, seminars, tutorials, group discussions, fieldwork, group work and lectures. Learning to apply these conceptual skills to issues of sustainable environmental management is obtained through practicals, staff and industry-led lectures and seminars, independent project work, group project work, one-to-one discussions with tutors and fieldwork classes. The Research Design and Practice unit at level 5 and the SEM Independent Study unit at Level 6 are specifically designed to foster these skills.

Practical skills Learning outcomes C1-C8 are developed through practical classes, lectures and fieldwork on core units and options over the three years. A planned programme of skills training runs through core units at Levels 4 and 5, including Level 4 units Academic Communication Skills, Practical Fieldwork Skills, Tools for Geographic Enquiry and the Level 5 unit Research Design and Practice. The SEM Independent Study at Level 6 allows students to synthesize and execute the skills developed at levels 4 and level 5.

Transferable skills Learning outcomes D1-D8 are especially addressed in the following Level 4 units: Academic Communication Skills (D1-D8), Practical Fieldwork Skills (D1-D5), Tools for Geographic Enquiry (D1-D5, D6-D7); Level 5 Employability skills (D1, D2, D6, D7 & D8). All skills are further developed at subsequent levels via the core and optional units (IEMA Accreditation document: Appendix A). Teaching is via tutorials, practical classes, expert-led lectures and seminars, field excursions and practice, workshops and seminars.

17. Assessment Strategy

Each unit on the programme is assessed in a way that ensures students meet the stated unit learning outcomes. For example, the more theoretical units are assessed using essays or written examinations that allow students to demonstrate clearly their understanding (e.g. Level 5 Sustainable Environmental Management unit). In contrast, more practical units are assessed by practical assignments that allow students to demonstrate both their technical competence and their understanding of the underlying principles (E.g. Level 5 Environmental Management and Assessment unit). However, the assessment portfolio for each year is also viewed as a whole by

the Departmental Examinations Committee, to ensure students get a range of assessment types, and that the assessment load is spread as evenly as possible throughout the year.

Taking the learning outcomes A-D first, before a detailed overview of the assessment strategy per level of study.

Learning outcomes A1-A10 are assessed through examinations and coursework (including essays, project reports, group presentations, portfolios, posters and seminar performance).

Learning outcomes B1-B8 are also assessed by coursework and examinations. The SEM Independent Study unit at Level 6 allows students to demonstrate their intellectual and practical skills through either a traditional academic thesis or a company based report in relation to environmental management.

Learning outcomes C1-C8 are assessed through coursework (including project reports, portfolios, oral presentations, poster presentations, group work & oral examinations) and the independent study which is a 8000 word academic or report based assessment. Practical skills form a central focus for course specific units (identified in the course structure) and students will be expected to demonstrate their abilities to apply practical techniques in sustainable environmental management. Students should also be able to demonstrate their understanding of methods through critical appraisal and reflection of these methods in coursework and examinations. The independent study should demonstrate student competence in relevant practical skills as well as their conceptual understanding. Within coursework and examinations, the student should also be able to critically appraise management methods to demonstrate deeper understanding.

Learning outcomes D1-D8 is through coursework at all stages (including project work, portfolios, group projects, presentations, posters & the independent study).

Level 4

The assessment approaches for the core units include practical workbooks, posters, bibliographies, open and closed examinations and essays. These have been selected to enable students to practice knowledge and understanding skills A1-10 at an introductory level. Cognitive skills B1-B8, practical and professional skills C1-C8 and transferable skills D1-D8 are developed at a level appropriate for Level 4 students. Practical skills such as C5 and C6 are more appropriately developed in Levels 5 and 6.

Formative assessment is provided via all units at level 4. In particular, the tutorial system (linked to 'Academic Communication Skills') which is also a key element in the development of transferable skills D1, D2, D4, D5 and D7 will provide detailed formative assessment particularly in relation to academic skills. Core methodological units deliver skills such as A1, A4, A5; B5, B6; C1-C4 and D1, D3, D4 and D8. The Practical Fieldwork Skills unit allows students to develop and demonstrate appropriate observational and presentational skills in the context of group work.

Level 5

At level 5 the skills demonstrated at Level 4 are further developed through more complex or higher level tasks. In addition, practical skills, such as C5, are developed through the core unit Research Design and Practice, which gives students the opportunity to demonstrate their ability to define and execute a research project. Knowledge and understanding skills (A1-A10) are further enhanced via the core units and one option. Transferable skills (D1-D8) are developed via the Employability unit. Students are assessed through a varied portfolio of methods including presentations, short-answer tests, projects, essays and portfolios. All units at level 5 employ formative assessment methods that can range from peer review to presentations, draft essays and one-to-one supervision/feedback. At level 5 for example the unit 'Sustainable Environmental Management' uses group presentations to provide formative feedback which is then linked to the summative task.

Formative and summative feedback is given in relation to the level 6 research proposal via the tutorial element of Research Design and Practice. Cognitive skills A1-A10 are developed in the core

units 'Sustainable Environmental Management' and 'Environmental Assessment and Management'. Practical skills C1-C3 are assessed primarily through the unit 'Sustainability in Practice'.

Level 6

The key core unit at Level 6, the SEM Independent Study, which is designed to develop further and assess knowledge and understanding skills A1-A10 depending on the subject chosen for investigation. Cognitive skills B1-B8, practical skills C1-C8 (as appropriate) and transferable skills D1, D2, D5, D7 and D8 are all enhanced through the research. The development of these skills is facilitated by the interaction with the independent study supervisor. At this level, students engage in assessment that is relevant to their options. The subject choice for the independent study will be negotiated with via the personal tutor. If applicable the student may produce a more industry focused piece of research or a more conventional academic thesis.

All units at level 6 employ formative assessment methods that can range from peer review to presentations, draft essays and one-to-one supervision/feedback. The core unit SEM Independent Study will provide feedback via a presentation on the research and also during regular one to one meetings.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

Students are required to obtain 360 credits for an honours degree of which 120 are obtained at each Stage. Credits are obtained through the study of units which are worth 20 or 40 credits.

As the purpose of the degree programme is to enable students to cover the range of sustainable environmental management, students are given a defined set of core units and are advised on appropriate options from within the geography curriculum through the tutorial programme.

At Level 4, 120 credits are obtained through the study of 6 x 20-credit core units. At Level 5, students take 5 core units worth 20 credits each, and 1 option unit each worth 20 credits from a choice of 8. At Level 6, students take the core independent study unit worth 40 credits and 2 core units, each worth 20 credits. Students can choose 2 optional units each worth 20 credits from a choice of 8. Advice will be given to students concerning the selection of appropriate independent study topics as well as appropriate option choices.

The sandwich unit (U25180) - between Levels 5 and 6 - seeks to add a practical dimension to the undergraduate degree programme through the provision of a work-based sandwich year option following the successful completion of Levels 4 and 5 IEMA advertise potential placements and we hope that opportunities for placements will be developed through our Professional Advisory Group.

Besides the honours degree (360 credits), other exit awards are available as follows: Certificate in Higher Education in Sustainable Environmental Management (120 credits); Diploma in Higher Education in Sustainable Environmental Management (240 credits); Pass Degree in Sustainable Environmental Management (300 credits).

19. Employability Statement

Environmental management is a well-established but still growing field of employment for graduates, especially in the United Kingdom. The BSc (Hons) Sustainable Environmental Management (SEM) degree curriculum has been designed in consultation with a range of employers and the Institute of Environmental Management and Assessment (IEMA – providing access to its 16,000 professionals). The Department of Geography currently has an educational partnership agreement with IEMA. This provides further support via online resources; webinars and a monthly industry focused magazine. In addition, IEMA provides links to employers as well as career specific employability events.

¹ www.port.ac.uk/unitwebsearch

Students on this course will become student members of IEMA, which will facilitate placement opportunities by matching students with potential employers especially for those interested in a sandwich degree option or for summer placements. Additionally the Department of Geography has established a Professional Advisory Committee (PAC) to advise and develop the skills-based professional curriculum. All these elements will ensure that students leave with the skills that they will need in the workplace. Opportunities exist for students to carry out unit assessments and their dissertation work with companies and organisations, such as Atkins, Royal Haskoning DHV, The National Trust, Forest Research, Natural England, The Crown Estate, the Marine Management Organisation, the Environment Agency, Langstone Harbour Board and World Wildlife Foundation, enabling students to develop their dissertation topic in consultation with related professionals.

Education, information and guidance on careers is embedded within the teaching of the degree's constituent units and through the discussion of practical, 'real-world' examples. The curriculum develops a range of skills that are relevant to employability. All environmental units are tailored to the IEMA skills map and include visits to commercial and governmental organisations, so that students may see SEM approaches and initiatives first hand and experience how these fit into their host organisations. The interdisciplinary nature of the SEM degree means that students have to engage with a variety of tasks ranging from preparing traditionally academic artefacts to developing and managing practical and applied project work. Undertaking these varied tasks requires self-management, as well as the management and collaboration of others.

Career management skills are delivered formally within all units, particularly via the core, credit rated 'Employability Skills' unit which is being introduced for students on this degree at level 5. Informally (not credit rated), students gain employability skills through the the level 5 personal tutorial system which is attached to the unit Research Design and Practice. These elements combined, provide students with an opportunity to become increasingly self-reflective and focused on career options and specific employers open to them. This approach also allows students to reflect on the skills and experiences they could develop for the workplace. Our Employability Skills unit is taught in collaboration with our University Employability Centre, Purple Door. Students are taught competencies such as CV and application writing, interview skills and assessment centre skills. A 'mock interview' (undertaken by Purple Door) is provided where the students select an advertised professional job and then submit a covering letter, CV and application form. Subsequently, the individual student is interviewed and detailed formative feedback given. In addition, throughout the course a reflective skills based portfolio is produced by the student as part of their assessment.

In addition to the Employability Skills unit, students will acquire a wide range of discipline specific and transferable employability based skills relating to their potential careers and workplaces through the following:

1. The Course Leader and other members of staff are active consultants and members of professional bodies relating to environmental management (IEMA; Royal Geographical Society with the Institute of British Geographers; The Institute of Marine Science; Engineering and Technology; The Institute of Civil Engineers and The British Ecological Society) and will share their experiences and past / existing projects with students. This will include numerous "Careers in Environmental Management" sessions at which students will gain an understanding of what it is like to work in the sector, the opportunities commonly available and the resources available for researching the sector.
2. Extensive use is made of case studies, field visits to key sites and use of documentation from operating authorities and consultants.
3. A variety of external industry and practice-based speakers contribute to many of the units. This provides students with the opportunity to discuss highly topical issues as well as provide access to potential work experience opportunities, a broad range of industry contacts and potential future employment positions.
4. The summative coursework projects aim to develop self-management, thinking and reflective skills, writing, research and problem-solving skills. For example, a number of the projects are required to be written in a 'consultancy' manner, which aims to give the students experience of writing for wider range of audiences than traditional academic work.

5. Formative assessment will address reading, observation, oral communication, information literacy and problem-solving skills.
6. Presentations will address self-management, research and reading skills as well as the acquisition and communication of technical knowledge.
7. The course incorporates the latest policy and guidance of responsible government departments and operating authorities as well as covering their historical development and changing approaches. The course provides a vision of the discipline as it is currently practiced in the UK and international workplace which focuses on the application of conceptual understanding and practical skills to the issues of sustainable environmental management.

Links with Employers

The Department will organise a series of events in relation to environmental employability to complement events already organised with Purple Door. This will include presentations and advice from graduates currently working in the sector. In addition, students are able to access employers via the IEMA CV uploading and placements page.

At Level 6, individual feedback and development of both career management skills and Personal Development Plans are provided by the individual tutorial system. The department, as part of its departmental strategic plan, is formalising existing links with employers by establishing, promoting and extending an employers' forum network (Professional Advisory Group). This will provide a forum for employers to discuss skill profiles they believe appropriate to their profession, thereby informing both curriculum content and increasing student awareness of how their skills profiles match the requirements of specific professions.

Job titles related to this course

Environmental consultant/advisor; sustainability consultant/advisor; waste and recycling officers; graduate transport planner; graduate planner; EIA coordinator;

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

- Generally, admission offers are made at 120 points to include a minimum of two A levels or equivalent.
- International applicants will be required to have IELTS requirements at 6.0 (or equivalent with no component score below 5.5).

- Mature students, European and International students are welcomed.
- Professional skills and experience will be recognised.
- Other qualifications and experience will be considered on an individual basis: Applicants with non-standard qualifications may be requested to attend interviews.
- Current University policy on Recognition of Prior Learning (RPL) is applied in an individual basis.
- GCSEs at standard Grade C in Maths and English are required as are at least 5 GCSEs at grade C or above.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice. Where appropriate alternative fieldwork or assessment will be provided.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Mid-term and end of unit and course level student feedback questionnaires.
- University participates in external student surveys, e.g. National Student Survey (NSS), and International Student Barometer (ISB).
- Departmental tutorial system.

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Course to be accredited by IEMA (pending).

B. Periodic Programme Review (or equivalent)

A Periodic Programme Review in November 2011 provided confirmation of fitness of purpose of the curriculum and of the effectiveness of annual monitoring and review processes.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015³](#)*).

D. Others

None.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](http://www.port.ac.uk/)⁴ and [School/Department](http://www.port.ac.uk/departments/geography/)⁵ websites

⁴ www.port.ac.uk/

⁵ [www.port.ac.uk/departments-of-geography/](http://www.port.ac.uk/departments/geography/)