



University of East Anglia
LEARNING & TEACHING SERVICE

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
CLIMATE SCIENCE	U1F762302	2017/8

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	Climate Science	
<i>note S1c</i>	b	FACULTY or FACULTIES	Science	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO	X
	d	NAME OF COURSE DIRECTOR (Home School)	Professor Bill Sturges	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2	a	COURSE TITLE	Climate Science	
	b	COURSE CODE	U1F762302	
<i>note S2c & S2d</i>	c	AWARD	BSc (Hons) CLIMATE SCIENCE	
	d	EXIT AWARD(S) AND TITLE(S)	Certificate of Higher Education, Diploma of Higher Education, BSc	
	e	FULL/PART-TIME (please specify)	Full-time	
	f	LOCATION (UEA Norwich, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	2013/4	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)		
	b	ACCREDITING/VALIDATING BODY (if relevant)		
		Website (URL)		
		Date when accreditation/validation may take place		
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	Level 4: Certificate of Higher Education; Level 5: Diploma of Higher Education,	
		Undergraduate	Level 6: Honours degree;	
		Integrated Masters	Level 7: Masters degree (including four-year integrated Masters degrees);	
		Masters	N/A	
		Other postgraduate (please specify)	N/A	
S4b <i>note S4b</i>	FHEQ STATEMENT	Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher Education		

		Qualifications (FHEQ)				
S5 <i>note S5a</i>	a	DURATION (years or months)	3 Years (BSc)			
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full-Time			
S6 <i>note S6</i>		PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	x	NO	
			If YES, does this conform with the UEA's code of practice on placements?			For Year in Industry and Year Abroad Courses e.g. work place in business/industry; study at another University (abroad or in the UK)
S7 <i>note S7</i>		RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these	<p>The QAA benchmark statements for Earth sciences, environmental sciences and environmental studies (ES3), 2007, are available at: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/EarthSciences.pdf</p> <p>These benchmarks are not an ideal for for Climate Science. However, they have been used to identify the following skills that might be expected to be developed through a degree scheme. These are mapped below against learning outcomes from the various degree stages. Note that elements of many benchmark statements overlap with a number of stage outcomes. However, the most obvious linkages are presented in the table below to demonstrate compliance with the benchmarks; the table should not be taken as a comprehensive identification of ALL linkages. Note also that only outcomes are mapped for stages 1-3. This is because the benchmarks need to have been achieved at the BSc Hons exit point. Stage 4 outcomes demonstrate further progression in many of the benchmark statements.</p>			

Knowledge Skills	
Benchmark statement - graduates of programmes in ES3 should understand:	Learning outcomes
the need for both a multidisciplinary and an interdisciplinary approach in advancing knowledge and understanding of Earth systems, drawing, as appropriate, from the natural and the social sciences	<ul style="list-style-type: none"> • Stage 1: to be able to clearly communicate scientific information and analysis of the linkages between the anthropogenic system and natural systems • Stage 2: to apply the understandings of the linkages between

	<p>anthropogenic and natural systems to synthesise information using analysis of literature and/or collection and analysis of data</p> <ul style="list-style-type: none"> • Stage 3: to engage in interdisciplinary approaches for the resolution of environmental challenges; to be able to communicate scientific analysis to a multi or interdisciplinary audience clearly, accurately, concisely and in an appropriate format
the processes which shape the natural world at different temporal and spatial scales and their influence on and by human activities	<ul style="list-style-type: none"> • Stage 2: to acquire deeper and more specific understanding of the parts of the atmospheric and oceanic parts of the Climate System, to their interactions including that with the biosphere, and with due regard to the human dimension (anthropogenic climate drivers and impacts, and socio-economic and legislative aspects) • Stage 3: to continue acquiring deeper and more specific understanding of the Climate System
the terminology, nomenclature and classification systems used in ES3	<ul style="list-style-type: none"> • Stage 1: to obtain a broad preliminary knowledge of Environmental Science
methods of acquiring, interpreting and analysing ES3 information with a critical understanding of the appropriate contexts for their use	<ul style="list-style-type: none"> • Stage 2: to apply the understandings of the linkages between anthropogenic and natural systems to synthesise information using analysis of literature and/or collection and analysis of data • Stage 3: to be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns; to recognise, apply and use context-specific scientific skills and develop subject-specific technical skills
issues concerning the availability and sustainability of resources, for example, the different value sets relating to the Earth's resources as commodities and/or heritage	<ul style="list-style-type: none"> • Stage 1: to understand the interrelatedness of the Earth's System; To understand the key linkages between anthropogenic and natural systems • Stage 2: to uncover and analyse critical problems of the linkages between anthropogenic and natural systems • Stage 3: to engage in interdisciplinary approaches for the resolution of environmental challenges
the contribution of ES3 to debates on environmental issues and how knowledge of these forms the basis for informed concern about the Earth and its people	<ul style="list-style-type: none"> • Stage 3: to be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns; to continue acquiring deeper and more specific understanding of the Climate System

the contribution of their subject to the development of knowledge about the world we live in	<ul style="list-style-type: none"> • Stage 3: to critically evaluate evidence from a variety of sources about Climate System function; to engage in interdisciplinary approaches for the resolution of environmental challenges; to be able to communicate scientific analysis to a multi or interdisciplinary audience clearly, accurately, concisely and in an appropriate format
the relevance of knowledge and skills acquired on their programme of study to professional activity, responsible citizenship and the world of work	<ul style="list-style-type: none"> • Stage 3: to recognise, apply and use context-specific scientific skills and develop subject-specific technical skills

Intellectual Skills	
The graduate key skills that should be developed in ES3 degree programmes are:	Learning outcomes
recognising and using subject-specific theories, paradigms, concepts and principles	<ul style="list-style-type: none"> • Stage 3: to be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns ; to recognise, apply and use context-specific scientific skills and develop subject-specific technical skills
analysing, synthesising and summarising information critically, including prior research	<ul style="list-style-type: none"> • Stage 2: to apply the understandings of the linkages between anthropogenic and natural systems to synthesise information using analysis of literature and/or collection and analysis of data • Stage 3: to critically evaluate evidence from a variety of sources about Earth System function
collecting and integrating several lines of evidence to formulate and test hypotheses	<ul style="list-style-type: none"> • Stage 3: to be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns; to critically evaluate evidence from a variety of sources about Climate System function
applying knowledge and understanding to complex and multidimensional problems in familiar and unfamiliar contexts	<ul style="list-style-type: none"> • Stage 3: to be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns; to recognise, apply and use context-specific scientific skills and develop subject-specific technical skills
recognising the moral and ethical issues of investigations and appreciating the need for professional codes of conduct	<ul style="list-style-type: none"> • Stage 2: to apply and develop requisite scientific skills, whilst understanding the moral and ethical implications of research approaches

Practical Skills

The graduate key skills that should be developed in ES3 degree programmes are:	Learning outcomes
planning, conducting, and reporting on investigations, including the use of secondary data	<ul style="list-style-type: none"> • Stage 1: to be able to synthesise information through analysis of literature and collection and/or analysis of data based on an understanding of the key linkages between anthropogenic and natural systems • Stage 2: to be able to clearly communicate scientific information and analysis • Stage 3: To be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns
collecting, recording and analysing data using appropriate techniques in the field and laboratory	<ul style="list-style-type: none"> • Stage 2: to apply and develop requisite scientific skills, whilst understanding the moral and ethical implications of research approaches; to apply the understandings of the linkages between anthropogenic and natural systems to synthesise information using analysis of literature and/or collection and analysis of data • Stage 3: to be able to independently assemble and evaluate evidence to help resolve environmental challenges and concerns; to recognise, apply and use context-specific scientific skills and develop subject-specific technical skills
undertaking field and laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, and sensitivity to the impact of investigations on the environment and stakeholders	<ul style="list-style-type: none"> • Stage 1: To develop an understanding of how to link theory and field experience • Stage 2: to apply and develop requisite scientific skills, whilst understanding the moral and ethical implications of research approaches
referencing work in an appropriate manner	<ul style="list-style-type: none"> • Stage 2: to be able to clearly communicate scientific information and analysis • Stage 3: to be able to communicate scientific analysis to a multi or interdisciplinary audience clearly, accurately, concisely and in an appropriate format

Communication Skills

graduate key skills that should be developed in ES3 degree programmes are:	Learning outcomes
receiving and responding to a variety of information sources (eg textual, numerical, verbal, graphical)	<ul style="list-style-type: none"> • Stage 1: to be able to clearly communicate scientific information and analysis of the linkages

	<p>between the anthropogenic system and natural systems</p> <ul style="list-style-type: none"> stage 2: to be able to clearly communicate scientific information and analysis
communicating appropriately to a variety of audiences in written, verbal and graphical forms	<ul style="list-style-type: none"> Stage 3: to be able to communicate scientific analysis to a multi or interdisciplinary audience clearly, accurately, concisely and in an appropriate format

Numeracy and C & IT Skills	
The graduate key skills that should be developed in ES3 degree programmes are:	Learning outcomes
appreciating issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory	<ul style="list-style-type: none"> Stage 1: To begin to acquire essential scientific skills including the ability to analyse quantitative and qualitative data
preparing, processing, interpreting and presenting data, using appropriate qualitative and quantitative techniques and packages including geographic information systems	<ul style="list-style-type: none"> Stage 1: to be able to synthesise information through analysis of literature and collection and/or analysis of data based on an understanding of the key linkages between anthropogenic and natural systems Stage 3: to be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns
solving numerical problems using computer and non-computer-based techniques	<ul style="list-style-type: none"> Stage 1: To begin to acquire essential scientific skills including the ability to analyse quantitative and qualitative data Stage 3: To recognise, apply and use context-specific scientific skills and develop subject-specific technical skills
using the internet critically as a means of communication and a source of information	<ul style="list-style-type: none"> Stage 3: To be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns

S8 <i>note</i> S8	ENTRY REQUIREMENTS	No Portal page
S9	JACS Subject Level Code(s) Consult Planning Office	
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office	
S11 <i>note</i> S11	FURTHER INFORMATION (web link to further information)	No Portal page
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes	

<i>note</i> S12	No Portal page
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AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)				X
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	X	NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	For Year in Industry and Year Abroad course, 120 credits assessed on pass/fail basis. Failure results in transfer to BSc without 'Year Out' acknowledgement for award/ transcript				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3		0	40	None
Stage 1	Level 4		0	40 (55 for Year Abroad, 60 for MSci)	Cert HE
Stage 2	Level 5		40 (20 for MSci)	40 (40 plus met the requirements of the placement provider (normally an interview) for a year in industry, 55 for a year abroad, 60 for MSci)	DipHE
Year Abroad / in Industry			0	55/40 (plus meet the	DipHE

				requirements of the placement provider (normally an interview)	
Stage 3	Level 6	2016/7	60 (30 for MSci)	60 for MSci	DipHE
Stage M	Level 7		50 for Msci	60 for MSci	BSc

AC3	BOARD OF EXAMINERS
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)
	(For Admin use only – to be added by LTS Web Administrator)

PS1 COURSE PROFILE <i>For updates to Programme Specifications, copy and paste course profile from eVision</i>	<i>note PS1</i>
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Course Profile for 2017/8

Course:	Climate Science (U1F762302)
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School:	Environmental Sciences
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Director:	Professor Bill Sturges
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Year 1U

This course is not recruiting at Year 1.

Year 2U

This course is not recruiting at Year 2.

Year 3U

Compulsory Modules (40 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-6021A	INDEPENDENT PROJECT	CP	40	SEM1	U

Options Range A

Students will select 40-80 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-6004A	MODELLING ENVIRONMENTAL PROCESSES	CP	20	SEM1	EE
ENV-6008A	THE CARBON CYCLE AND CLIMATE CHANGE	WW	20	SEM1	DGJ
ENV-6017B	PALAEOCLIMATOLOGY	EX	20	SEM2	DGJ
ENV-6025B	CLIMATE SYSTEMS	CW	20	SEM2	BGJ

Options Range B

Students will select 0-20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-6005A	BIOLOGICAL OCEANOGRAPHY AND MARINE ECOLOGY	CW	20	SEM1	BGJ
ENV-6009A	FOSSIL FUELS	EX	20	SEM1	AGJ
ENV-6018B	CATCHMENT WATER RESOURCES	WW	20	SEM2	BGJ
ENV-6026B	ENERGY AND PEOPLE	CW	20	SEM2	AGJ

Options Range C

Students will select 0-20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-5002B	ENVIRONMENTAL POLITICS AND POLICY MAKING	CW	20	SEM2	DGJ
ENV-5003A	CLIMATE CHANGE: SCIENCE AND POLICY	CW	20	SEM1	CGJ
ENV-5009B	WEATHER APPLICATIONS	WW	20	SEM2	DGJ
ENV-5016A	OCEAN CIRCULATION	WW	20	SEM1	AGJ
ENV-5022B	LOW CARBON ENERGY: SCIENCE AND TECHNOLOGY	CW	20	SEM2	AGJ

PS2 MAPPING LEARNING OUTCOMES*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Level 1 - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
To obtain a broad preliminary knowledge of Environmental Science	ENV-4001A			ENV-4005A ENV-4006B	ENV-4005A ENV-4006B			
To begin to acquire essential scientific skills including the ability to analyse quantitative and qualitative data			ENV-4002Y	ENV-4002Y	ENV-4006B			ENV-4002Y Problem sheet
To understand the interrelatedness of the Earth's System	ENV-4001A			ENV-4005A ENV-4006B	ENV-4006B			
To understand the key linkages between anthropogenic and natural systems	ENV-4001A			ENV-4001A ENV-4006B				ENV-4006B problem sheet
To be able to synthesise information through analysis of literature and collection <i>and/or</i> analysis of data based on an understanding of the key linkages between anthropogenic and natural systems					ENV-4006B			
To be able to clearly communicate scientific information and analysis of the linkages between the anthropogenic system and natural systems					ENV-4005A ENV-4006B			
To develop an understanding of how to link theory and field experience					ENV-4004Y			ENV-4004Y Group Dis Poster
Other: please give details								

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Level 2 - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
To be able to identify and understand understanding how Climate Sciences are applied to relevant issues and concerns	ENV-5003A ENV-5016A		ENV-5030B	ENV-5008A ENV-5009B,ENVK5010B ENV-5016A,ENV-5017B	ENV-5002B ENV-5008A ENV-5017B ENV-5027B	ENV-5002B		ENVK5010K ENV-5008A ENV-5015A GROUP DIS
To acquire deeper and more specific understanding of the parts of the atmospheric and oceanic parts of the Climate System, to their interactions including that with the biosphere, and with due regard to the human dimension (anthropogenic climate drivers and impacts, and socio-economic and legislative aspects)	ENV-5003A ENV-5016A		ENV-5019A	ENV-5008A, ENV-5009B ENVK5010B, ENV-5012A ENV-5016A, ENV-5017B ENV-5019A, ENV-5021A ENV-5022B	ENV-5002B ENV-5008A ENVK5010B ENV-5017B ENVK5020A ENV-5027B			ENVK5010K POSTER ENV-5019A POSTER ENV-5021A GROUP DIS
To apply and develop requisite scientific skills, whilst understanding the moral and ethical implications of research approaches	ENV-5016A		ENV-5019A ENV-5030B	ENV-5008A, ENV-5009B ENVK5010B, ENV-5016A ENV-5017B	ENV-5013B ENV-5009B ENV-5012A ENV-5017B	ENV-5012A		ENV-5021A ENV-5008A ENV-5015A ENV-5012A
To begin to critically evaluate evidence from a variety of sources about Climate System function	ENV-5016A			ENV-5008A, ENV-5009B ENVK5010B, ENV-5012A ENV-5016A, ENV-5017B ENV-5019A, ENV-5021A ENV-5022B	ENV-5013B ENV-5008A ENVK5010B ENV-5017B ENVK5020A	ENV-5021A		
To uncover and analyse critical problems of the linkages between anthropogenic and natural systems	ENV-5003A ENV-5016A	ENV-5013B		ENV-5019A	ENV-5002B ENV-5012A ENVK5020A ENV-5022B			
To apply the understandings of the linkages between anthropogenic and natural systems to synthesise information using analysis of literature <i>and/or</i> collection and analysis of data	ENV-5003A ENV-5016A		ENV-5030B		ENV-5002B ENV-5012B ENV-5022B			
To be able to clearly communicate scientific information and analysis	ENV-5003A				ENV-5002B ENV-5012B ENV-5022B	ENV-5002B ENV-5013B ENVK5020A ENV-5021A		
Other: please give details								

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Year Abroad - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
Year in Australasia: To acquire a deeper (broader) knowledge and understanding of selected aspects of climate science in a different academic intellectual environment providing different project opportunities, new geography for fieldwork								ENV-5026Y (ASSESSMENT DEFINED BY HOST INSTITUTIONS)
Year in North America: To acquire a deeper (broader) knowledge and understanding of selected aspects of climate sciences in a different academic intellectual environment providing different project opportunities, new geography for fieldwork								ENV-5024Y (ASSESSMENT DEFINED BY HOST INSTITUTION)
For Year in Industry: To acquire an appreciation of industrial application of climate science which may include the management, performance and legal issues surrounding industry projects; to enhance employability through increased understanding of practice of environmental science.								ENV-5032Y (ASSESSMENT DEFINED BY HOST INSTITUTION)
Other: please give details								

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Level 3 - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
To be able to independently assemble and evaluate evidence to help resolve climate challenges and concerns	ENV-6003B ENV-6013A			ENV-6003B ENV-6005A ENV-6018B	ENV-6018B, ENV-6017B ENV-6007B, ENV-6009A ENV-6021A, ENV-6004A	ENV-6007B ENV-6009A		ENVK6016A Poster
To continue acquiring deeper and more specific understanding of the Climate System	ENV-6013A			ENV-6003B ENV-6005A ENV-6010B ENV-6017B	ENV-6018B, ENV-6017B ENV-6004A, ENVK6016A			ENVK6016A POSTER
To recognise, apply and use context-specific scientific skills and develop subject-specific technical skills	ENV-6013A				ENV-6018B, ENV-6017B ENV-6004A, ENVK6016A ENV-6020B			
To critically evaluate evidence from a variety of sources about Climate System function	ENV-6013A			ENV-6005A ENV-6008A ENV-6010B	ENV-6010B, ENV-6017B ENV-6004A, ENV-6007B			
To engage in interdisciplinary approaches for the resolution of environmental challenges				ENV-6008A	ENV-6010B ENV-6008A	ENV-6021A		ENV-6021A ENVK6016A ENV-6021A All posters
To be able to communicate scientific analysis to a multi or interdisciplinary audience clearly, accurately, concisely and in an appropriate format	ENV-6003B ENV-6013A				ENV-6010B ENV-6007B ENV-6021A	ENV-6021A		ENV-6021A ENVK6016A

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note
PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1***PS3.2 feedback cycle**

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?			
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		

PS6	EMPLOYABILITY		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		

KEY INFORMATION SET (KIS) DATA**SCI ENV Climate Science UNU1F760402**

KIS		KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1		Quantitative KIS data						<i>Note KIS1</i>
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams		62	41	37	29		
1.2	Percentage of assessment by practical exams		0	0	0	0		
1.3	Percentage of assessment by coursework		38	59	63	71		
1.4	Percentage of time in scheduled learning and teaching activities		35	33	25	14		
1.5	Percentage of time in guided independent study		65	67	75	86		
1.6	Percentage of time on placements		0	0	0	0		
KIS2		Professional Accreditation						<i>Note KIS2</i>
2.1		Name of accrediting body (if applicable)						
		Royal Meteorological Society						
2.2		Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
		Course forms part of the requirements for application for Chartered Meteorologist status. http://www.rmets.org/						
2.3		Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						
		No						

UP1 Programme Specification Update Record						
Faculty	SCI		School		ENV	
Academic Year	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)						
Course Title(s)						
Course Code(s)						
Has the KIS data been changed?	Yes/No					
Course Director sign off	Name	Bill Struges				
	Date	21/02/2017				

IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	DATE	Name
Course Profile updated in Evision (LTS Team Leader)	10 th February 2017	
Programme Specification placed in shared drive folder (LTS Team Leader)	09 th March 2017	Krissie
Web link to External Examiner information added (LTS Web Administrator)		
Programme Specification uploaded onto website (LTS Web Administrator)		
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)		
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)		
Full route code(s) covered by this Programme Specification (LTS Team Leader)		