PROGRAMME SPECIFICATION for an award of the University of East Anglia								
1	**Title**	Environmental Assessment and Management						
2	**Course Code(s)**	T1F851102 T2F851202						
3	**School (s)**	Environmental Sciences						
4	**Faculty**	Faculty of Science						
5	**Date of first student intake**	Not Applicable – current course, already available						
6	**Award**	MSc						
7	**Interim Award/ degree title**	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).	x				
		Non- standard (detail)						
8	**Level**	Level 6 FHEQ (Bachelors)						
		Level 7 FHEQ (Masters/Integrated Masters)						
		Other (specify)						
9	**Award Regulatory Framework**	Bachelors and Integrated Masters						
		Common Masters Framework		x				
		Other (specify)						
		Award Regulations are published in the Calendar						
10	**Course-specific regulatory requirements**	N/A						
11	**Length of course**	1 year full-time 2 years part-time						
12	**Board of Examiners**	https://portal.uea.ac.uk/learning-and-teaching/staff/assessment/exams/board-of-examiners						
13	**Mode of Attendance**	Full-time	x	Part-time	x	Other		
14	**Professional Accreditation details**	N/A						
15		Professional placement						
		Year Abroad						

	Placement information	Year in Industry	
		Semester Abroad	
		Other	
		None	x
16	**Relevant Subject Benchmark**	http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx	
17	**Course Description**	The programme comprises a taught component followed by a research dissertation. The taught component is designed to present relevant theory along with knowledge about the practical application of this theory. Compulsory modules provide grounding in Environmental Assessment at the project and strategic levels. Research Skills is also a compulsory module to better prepare students for their research dissertation. Optional modules allow students to develop an individual programme of study in the environmental management area. **Philosophy** The programme philosophy is to provide a firm foundation in environmental assessment and management techniques and processes, but at the same allowing the development of specialist skills to accommodate both student interests and the variable needs of employers. Compulsory components provide background essential to any environmental management job, covering assessment of impacts prior to development, including handover to the business operation phase. Optional modules allow students to pursue individual interests relevant to environmental management, and the research dissertation further facilitates this opportunity and provides training in key research skills. **Structure** The full-time programme takes 46 weeks to complete with taught components taught over two Semesters, followed by a research dissertation submitted, typically, in early August. Compulsory modules comprise 120 credits, 20 credits of research skills taught across both Semesters, 20 credits of environmental assessment theory taught in Semester 1, 20 credits examining the effectiveness of environmental assessment taught in Semester 2, with a further 60 credits (the dissertation) running through until the end of the first week in August. An additional 60 Masters-level credits can be selected by students from a total choice of 15 modules totalling 300 credits (subject to some prerequisites and assuming the module has not been previously taken, where co-taught, at undergraduate level), with 200 credits in the Autumn Semester and 100 in the Spring Semester.	

		The part-time programme takes one year and 46 weeks to complete with taught components taught over four Semesters, followed by a research dissertation submitted, typically, in early August of the second year. Compulsory modules comprise 120 credits: 20 credits of research skills taught across both Semesters, 20 credits of environmental assessment theory taught in Semester 1,and 20 credits examining the effectiveness of environmental assessment taught in Semester 2 would normally all be completed in year 1; a further 60 credits (the dissertation) runs through until the end of the first week in August in year 2. An additional 60 Masters-level credits can be selected by students from a total choice of 15 modules totalling 300 credits (subject to some prerequisites and assuming the module has not been previously taken, where co-taught, at undergraduate level), with 200 credits in the Autumn Semester and 100 in the Spring Semester. Research dissertations are expected to focus on the general area covered by the compulsory elements of the course, and placement opportunities are provided in collaboration with business contacts (mostly, but not universally, local to East Anglia) known to staff teaching on the programme. It is recognised that placements do not suit every student, and also that both the placement company and the student must be able to benefit; there is no guarantee of being able to provide a desired placement for every student. The research dissertation comprises 20 credits from the Research Skills module plus 60 credits for the dissertation.
18	**Course Profile details**	The purpose of the MSc in Environmental Assessment and Management is to provide a distinctive course structure suitable for students seeking to gain vocational training and academic knowledge and skills in applied environmental management. Compulsory modules cover Environmental Assessment Theory (environmental assessment is a technique to predict and evaluate the significance of environmental impacts arising from proposed developments), and the Effectiveness of Environmental Assessment (which examines application of environmental assessment at more strategic levels and incorporates a field course putting into practice the theory taught in Semester 1). The programme permits students to choose optional modules (from a range of scientific disciplines) to complement and integrate the practical methods and academic skills gained from the compulsory modules. Thus the educational aims of the MSc are: • to provide a degree programme which combines intellectual challenge and relevance to current environmental issues and

		a detailed understanding of Environmental Assessment (EA), Strategic Environmental Assessment (SEA) & Sustainability Appraisal (SA), in both theory and practice; • to provide a choice of teaching modules which allows students to construct an education appropriate to their varied interests and career intentions; • to maintain the central role of research to inform teaching and to introduce students to issues at the frontier of the discipline; • to cultivate in students the general intellectual skills of reasoning, self-expression, numeracy, computer literacy, group working and independent research; • to foster an interest, knowledge and understanding of Environmental Sciences. Details of all courses currently offered by the University are available at https://www.uea.ac.uk/study/undergraduate/degrees and https://www.uea.ac.uk/study/postgraduate/taught-degrees
19	**Learning Outcomes**	Programme level learning outcomes are aligned with the requirements of the Institute of Environmental Management and Assessment (IEMA) for professional accreditation of graduates of the programme. **Knowledge and understanding** a) Human-induced environmental change, with particular emphasis on Environmental Assessment, and its practical application at different tiers of decision making. b) The environment, within an interdisciplinary scientific framework. c) The contribution of science to the needs of society. d) The current research agenda in the particular areas of Environmental Impact Assessment (EIA), Strategic Environmental Assessment (SEA), and Sustainability Appraisal (SA). e) How research advances knowledge. **Cognitive Skills** a) Assess complex environmental management scenarios. b) Frame hypotheses. c) Analyse and interpret diverse data. d) Test theory with observation. e) Apply numerical and reasoning skills. f) Demonstrate research design. g) Solve scientific problems. h) Critically review scientific literature.

i) Bridge disciplines (think flexibly and laterally).
j) Show independence of thought, initiative and creativity.
k) Develop knowledge and understanding.

Intellectual skills are developed by direct contact with lecturers. Advisors provide one-to-one guidance throughout the year. Each compulsory module involves applied work in collecting, analysing or reviewing data and observations on environmental processes or social phenomena, with particular emphasis on the critical assessment of existing knowledge. All compulsory modules bridge traditional disciplines. Problem posing and solving skills are promoted through seminars and group discussions. Research design and analysis are brought together in the dissertation, where independent thought and application in the area of EA, SEA, and SA are required.

Subject Specific Practical Skills

a) Apply the theory of EIA, SEA, and SA in a practical setting.
b) Undertake search and selection of scientific literature and data.
c) Demonstrate field-based skills and follow safety protocols.
d) Use information technology for scientific study of environmental processes and problems.
e) Apply appropriate analytical techniques to data.
f) Design and undertake a research project

Specific practical skills in EA, SEA and SA are taught directly within the compulsory modules. Practical skills training is provided both centrally by the University and in modules within the School. Introductory sessions on the use of the University IT facilities are provided at induction. A basic knowledge of using PC-based word-processing and spreadsheets is required, but students have access to a central support provision. Knowledge of specialist software is given in compulsory modules where applicable. Each taught module provides a comprehensive reading list and develops specific practical skills applicable to the scientific material presented.

Key Skills and Attributes

a) Communicate effectively by oral, written and graphical means with a wide range of audiences
b) Make full use of information technology
c) Retrieve and synthesise information
d) Manage own time
e) Work independently
f) Work in a team
g) Be reflective

		h) Be assertive while responsive to others i) Be objective In compulsory modules, individual teachers develop key skills through practical EA/SEA/SA exercises. These develop communication, negotiating, and teamwork skills and objectivity. A research proposal is required for the dissertation, which includes a statement of the hypothesis to be tested and a plan of work with a list of deadlines and deliverables. Project planning involves additional skills such as costing the research plan and liaising with staff over practical issues such as safety and general working conditions. Ongoing support is provided during the independent project to assist in the production of the dissertation, including guidance in report presentation and writing. Transferable skills are explicitly taught as part of a 'Research Skills' module available to all postgraduate students. Depending on the choice of optional modules taken, group project work and seminar and poster presentations enhance personal skills of negotiating, team working, assertiveness and the effective delivery of scientific information. Personal time management is required in meeting published coursework deadlines.
20	**Graduate Attributes and Employability Skills**	A number of employability skills are gained which are all documented on the blackboard sites for each of the compulsory modules along with an indication of how they are gained and assessed. In summary these include: • Word processing • Data processing • Making and recording field observations • Interpreting field observations • Working with/creating analogue maps • Written communication skills • Reasoning and debating • Oral presentation • Problem solving • Matching message medium to message recipient • Identifying problem questions and objectives • Problem synthesis • Problem analysis • Information searches • Making interdisciplinary connections • Assessing outcome effectiveness • Identification of behavioural role in team

		• Awareness of team roles • Ability to synthesise team output into effective outcomes • Ability to contribute to effective team working • Be aware of relevant policies • Be aware of budgets and costings • Be aware of and make use of non academic information sources e.g. news, broadsheets • Evaluate project (e.g. using SWOT analysis) • Set goals (aims) and objectives (what needs to be done to achieve the goal) • Risk assessment
21	**Assessment and Feedback Strategy**	A variety of assessment methods are used in different modules, ranging from 50:50 coursework/examination to 100% coursework. Self-assessment is seen as an important element of personal development, also providing feedback to tutors on a students' understanding of issues. Intellectual skills are assessed variously through essays, problem sheets and seminars, via accumulated coursework effort and by written examination. Intellectual skills are formally included in assessment guidelines, made available to students. The students' freedom to execute a project of their choice and produce an accompanying dissertation allows assessment of intellectual skills at a higher degree level. Practical skills are primarily assessed through coursework. Written reports are in part assessed on the skill with which bibliographic material has been obtained and discussed within the context of the assignment. Problem solving and project-based work allows the assessment of numerical and practical skills, and each field-based module involves the assessment of observational skills. The dissertation criteria for assessment require that practical skills are demonstrated. Assessment of skills is a fundamental aspect of most work on the programme. Other transferable skills (b-d of the above list of key skills and attributes) are demonstrated by the submission of word-processed assignments on time and to a satisfactory standard. Examinations and the dissertation depend upon independent work, while satisfactory performance in group activities and discussions requires team skills, reflective qualities and assertiveness. Self-assessment is utilised in compulsory modules with the aim of developing skills a,c,e,f,g,h and i (of the above list of key skills and attributes)

22	**Additional course-specific costs that students should expect to meet**	The course includes a compulsory field course for which the costs are subject to transport to and from the field course location, transport on each day of the field course, and accommodation and food costs. In 2017/2018 the cost was £343.

For Office Use	Programme Specification Update Record		
Faculty	Faculty of Science	**School**	Environmental Sciences
Course Code(s)	T1F851102 T2F851202	**Degree Award**	MSc
Course Title(s)	Environmental Assessment and Management		

Log of annual review - Version and date of production/ revision		
Review Date	**Course Director sign off**	
17 May 2017	**Dr Alan Bond**	Reviewed
21 June 2017	**Dr Ros Boar**	Signed off by DLT for publication on the webpage
Last active academic year		To be completed if course is discontinued
Date archived		To be completed if course is discontinued

For Office Use: Admin Action (post-approval publication and annual review)	**Date**	**Name**
Course Profile updated on eVision (Team Leader)		
Programme Specification placed in shared drive folder (Team Leader)	27.06.2017	R.Rogers, LTS
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 (LTS Web administrator)		