Please read this Environmental Science Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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2 Structure of the Course
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  8.1 Programme Specification(s)
1. Welcome to the course

A warm welcome to the Environmental Science programme at UCLan.

The information in this handbook introduces you to the teaching staff, the subjects available to you and how we teach and assess. It is a main source of reference for your degree programme. It should however be read in conjunction with the University Student Handbook and the Student Contract (which contains information of relevant regulations and policies) which are available on the UCLan website. You also need to make sure that you read specific module information provided at the start of each semester and available on Blackboard (UCLan’s Virtual Learning Environment). Finally, it is important that you regularly read your UCLan email, as we do not usually use personal email addresses to get in touch with you.

You should never hesitate to ask if you have any questions and our staff operate an open door policy. Dr Chris Lowe, the course leader for Environmental Science, your academic advisor as well as other staff teaching on the course should be able to answer most questions. All of the staff have a great deal of experience and they are committed to helping you to maximise your potential while studying with us so please do use them. If you have any questions about your records (student profile) then please talk to the Foster Hub (see section 1.5). For non-course related queries then the "I" in the library acts as a one-stop-shop source of information.

1.1 Rationale and aims of the course

Environmental Science is a dynamic and increasingly important area of study. Issues such as climate change, sustainable resource use and decreasing biodiversity are just some of the complex environmental issues requiring scientific, policy and management solutions. This course focusses on the principles and practical applications of Environmental Science and seeks to equip students with the skills necessary to realise their academic potential while preparing them for environment-related employment and/or postgraduate study. The course places a strong emphasis on field and laboratory-based study and “real world” application of subject-specific knowledge.

The course is approved (IEMA accreditation is being sought alongside validation) by the Institute of Environmental Management and Assessment (IEMA) and students enrolled on the course are automatically registered as Student members of IEEMA and have access to useful resources for study as well as a placement directory and networks to increase employability. On successful completion of the course students will be awarded a BSc (Hons) in Environmental Science.

We aim to provide students with a supportive, stimulating and enjoyable learning environment

Course Aims

• To provide students an opportunity to develop an in depth knowledge and understanding of the principals and practical applications of environmental science
• To equip students to understand the origins and nature of current environmental problems, devise, and implement appropriate management strategies and monitor their effectiveness
• To enable students to evaluate human causes and consequences of environmental impacts and assess options for remediation
• To facilitate development of critical, analytical and fieldwork skills.
• To foster a supportive and stimulating learning environment in which students develop subject-specific and transferable skills including self-reflection, verbal and written communication, independence and self-organisation, group working and a professional approach to their work.
• To enable students to realise their academic potential and prepare them for environment-related employment and/or postgraduate study
1.2 Course Team
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Room</th>
<th>Email</th>
<th>Phone no.</th>
<th>Staff Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Chris Lowe</td>
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<td>KM102</td>
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<td><a href="http://www.uclan.ac.uk/staff_profile/dr_chris_lowe.php">http://www.uclan.ac.uk/staff_profile/dr_chris_lowe.php</a></td>
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<tr>
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<td>89 4206</td>
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<td>89 3538</td>
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<tr>
<td>Dr Elizabeth Hurrell</td>
<td>Lecturer in Environmental Science</td>
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<td>XXXXXXXXXXXXXXXXXX</td>
<td>89 XXXX</td>
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</tbody>
</table>

1.3 Expertise of staff
The staff involved in delivery of the Environmental Science programme are from a diverse range of academic backgrounds and include geographers, ecologists, biologists, environmental scientists, archaeologists and forensic scientists. The majority of staff are research active and all staff are actively encouraged to integrate their research into module delivery. For individual research interests and latest projects/publications please view staff profiles (see section 1.2).

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Foster hub (FB058) can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Email is the main way in which staff will seek to communicate with students. If you wish to make an appointment to see an individual tutor/lecturer please telephone (see section 1.2) or email using your UCLan email address. Students should normally be able to contact staff during standard office hours (9am-5pm) but please note that some staff are part-time and may not be available at short notice. Staff are expected to reply promptly to emails.

1.7 External Examiner

Dr Alix Cage
Lecturer in Environmental Science and Physical Geography, University of Keele

Dr Cage ensures that the standards of your course are comparable to those provided at other higher education institutions in the UK. If you wish to make contact with her you should do this though your Course leader and not directly. External Examiner reports will be made available to students electronically.

2. Structure of the course

2.1 Overall structure

The standard length of the full time BSc (Hons) Environmental Science Programme is 3 years, however students may have the opportunity of undertaking a sandwich year abroad and in this case the programme will take 4 years to complete. Students undertaking the programme on a part time basis normally complete their studies within 6 years.

The degree programme consists of individual modules that have a credit rating. Most modules have a credit value of 20; however, some modules (e.g. the Research Project) have a 40 credit value. 360 credits (120 at levels 4, 5 and 6) are required to achieve the target award.

In second year (Level 5) students are required to undertake a placement module for a period not normally exceeding 4 weeks. Students have the option of either a research or work-based placement. Staff will assist students in arranging placements.

Students have the opportunity to study defined optional themes in Archaeology and/or Forensic Science to complement their Environmental Science Programme.

There is a foundation entry route available for this course, details of which can be found at http://www.uclan.ac.uk/courses/bsc-hons-environmental-management-foundation-entry.php

There may be opportunities to take a sandwich placement between your second and final year. This is optional, but will give you valuable work experience that will make you stand out when you are looking for a career. The course team may help you find the placement(s), however it is ultimately the student’s responsibility to find and secure appropriate
employment if they wish to undertake the sandwich option. As you will be treated as a normal paid employee, you will have to apply for and undergo the normal company admissions process to obtain a placement.

There may also be opportunities to participate in an Erasmus exchange with a European Partner institution. This would involve studying abroad in Semester 2 of your second year.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. This programme is mainly composed of standard 20 credit modules but there are several 40 credit modules. The “double” module rating is intended to reflect the importance of these modules to the programme.

Year 1
In Year 1 students take 4 compulsory modules and select an optional 5th module to achieve a total of 120 credits. At the end of Year 1 there is a UK-based residential fieldtrip as part of Introduction to Environmental Management and Assessment.

<table>
<thead>
<tr>
<th>Year 1 Modules (Level 4)</th>
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<tbody>
<tr>
<td><strong>Module Title</strong></td>
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<tr>
<td>FZ1610 Introduction to Environmental Management and Assessment</td>
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<tr>
<td>FZ1611 Measuring the Environment</td>
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<tr>
<td>FZ1612 Dynamic Earth</td>
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<tr>
<td>NT1003 Ecology</td>
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<tr>
<td>FZ1054 Introduction to Osteology and Anthropology</td>
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<tr>
<td>FZ1201 The Archaeology of Britain</td>
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<tr>
<td>FZ1613 Environment and Sustainability</td>
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</tbody>
</table>

Year 2
In Year 2 students take 4 compulsory 20 credit modules and then must select at least one optional module from FZ2603 Biodiversity and Conservation and NT2013 Environmental Change. If only one of these options is selected then a further optional module must be selected from FZ2717 Environmental Forensics, FZ2052 Science and Management of Death and FZ2204 Themes in Archaeology I. Students take a total of 6 modules with a credit value of 120.

<p>| Year 2 Modules (Level 5) |</p>
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credit Value</th>
<th>Semester</th>
<th>Compulsory(C) or Option (O)</th>
</tr>
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<tbody>
<tr>
<td>FZ2719 Environmental Pollution and Control</td>
<td>20</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>FZ2716 Placement/Project</td>
<td>20</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>NT2020 Geographical Information Systems</td>
<td>20</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>NT2031 Research Theory and Practice</td>
<td>20</td>
<td>Year long</td>
<td>C</td>
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<tr>
<td>FZ2603 Biodiversity and Conservation</td>
<td>20</td>
<td>1</td>
<td>O</td>
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<tr>
<td>NT2013 Environmental Change</td>
<td>20</td>
<td>1</td>
<td>O</td>
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<tr>
<td>FZ2717 Environmental Forensics</td>
<td>20</td>
<td>1</td>
<td>O</td>
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<tr>
<td>FZ2052 Science and Management of Death</td>
<td>20</td>
<td>Year long</td>
<td>O</td>
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<tr>
<td>FZ2204 Themes in Archaeology I</td>
<td>20</td>
<td>Year long</td>
<td>O</td>
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</table>

**Erasmus and International Study abroad Programme (Optional)**

Students undertaking an Erasmus exchange or Study Abroad Programme in Semester 2 of their second year will study 60 credits making up the required credits (Erasmus) or corresponding equivalent modules (Study Abroad) with an appropriate programme at the a UCLAN partner institution.

Between Year 2 and Year 3 students go on a residential fieldtrip associated with the FZ3604 Fieldwork module. A choice of fieldtrip locations is normally provided and usually includes an overseas or UK-based location.

**Year 3**

In Year 3 students take 3 compulsory modules that includes the 40 credit FZ3604 Research Project module (research proposals are developed in NT2031 in Year 2). Students must then select at least one optional module from FZ3602 Ecotoxicology and FZ3605 Carbon Management. If only one of these options is selected then a further optional module must be selected from FZ3055 Forensic and Taphonomic Traces, FZ3209 Themes in Archaeology II, NT3018 Nature, Science and Society, NT3021 Applied Ecology and FZ3901 Applied River Management. Students take a total of 5 modules with a credit value of 120.

<table>
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<th>Year 3 Modules (Level 6)</th>
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<tbody>
<tr>
<td>Module Title</td>
</tr>
<tr>
<td>FZ3604 Research Project</td>
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<tr>
<td>NT3011 Fieldwork</td>
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</tbody>
</table>
You will have access to a Blackboard space for each module that will contain information about the module (a module handbook and descriptor outlining the learning and teaching strategy) and module material (lecture and tutorial notes, practical guides, past papers and assessment details).

2.3 Course requirements

Compulsory modules are indicated in the tables above, certain optional modules have pre-requisites and your module choices will determine different progression routes through your course. Progression is dependent on passing all modules with a minimum grade of 40%, the exact weighting of each assessment and its contribution to the overall module mark can be found in the module descriptor.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

To proceed to the next year of your programme of study, normally you must pass ALL six modules. If you do not pass all the modules you cannot normally progress into the next year of the degree. If you fail one or more modules you may be permitted to re-take just the failed modules in the subsequent academic year as a part-time student. Once you have passed those modules you could then be allowed to progress to the next of the course in the subsequent academic year (you should, however, be aware that some types of funding are not available as a part-time student).
2.5 Study Time

2.5.1 Weekly timetable
A timetable will be available once you have enrolled onto the programme, through the Student Portal.

2.5.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. As a rough guide the normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours for each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

On average, you should be planning to do between 36 and 40 hours per week. Any lesser commitment is unlikely to produce a good degree. You should bear this in mind if you intend to undertake part-time employment or pursue other interests outside the curriculum. A typical week may have around 15 hours of class contact (lectures, tutorials workshops or practicals) so you need to spend at least as much time in independent study.

There is no check on this, no-one to test whether you are doing the private study – but it will become apparent through your assessments and at exam time if you have not put in the right amount of work. Developing the self-motivation and discipline needed to succeed is an important life skill and being able to work independently is a key graduate skill that employers will be looking for.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made via email to: FosterHubAttendance@uclan.ac.uk

A poor attendance record will have a negative impact on your academic achievement (there is a strong correlation between attendance and grade), and any future reference from academic members of staff when you come to apply for jobs in the future.

Attendance will be monitored (you must remember to sign any attendance registers or log your attendance through the scanners in each classroom). To enter any other names or scan in for another student would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

If your attendance falls below an acceptable level you will be called in to see your Academic Advisor to discuss any issues (we appreciate that sometimes there are legitimate reasons for absence and we would want to put support mechanisms in place to better support you if necessary). You may check your own attendance record through myUCLAN.

If you are an international student under the Visa and Immigration (UKVI) Points Based System (PBS) we are legally obliged to tell UKVI if you fail to attend regularly.
3. Approaches to teaching and learning

3.1 Learning and teaching methods

We place an emphasis of a diversity of methods of learning and teaching (as we do assessment). In particular in environmental science and related subjects we place an emphasis on field and laboratory-based work alongside lectures, presentations, seminars and tutorials.

Most of the course is delivered by University staff but where appropriate external guest speakers (experts in their own field) are brought in to speak with authority from their own experiences.

As with all university education you are responsible for your own learning; the contact hours are merely the starting point and you will have to undertake a substantial amount of study in order to succeed.

The course seeks to promote deep and active learning and for the students to achieve an appropriate balance between (a) the accumulation of subject specific knowledge (b) the understanding of subject-specific concepts (c) the application of these and (d) the development of general investigative, academic and presentational skills.

As you progress through the programme of study you will be expected to develop the skills required to become an independent learner, this culminates in third year with completion of a research project developed from your own ideas. Guidance on developing the research proposal is provided in NT2031 in Year 2 and you will be supported by a Supervisor but this is an independent study and one of the few occasions where you get to choose what you want to study.

3.2 Study skills

At the start of Year 1 you will be provided with specific study skills guidance that will be linked to tutorials with your Academic Advisor whose role it is to support you through your academic development. These initial sessions will cover some of the key academic skills including searching for literature, writing and referencing that you will need as you progress through your programme of study. In Year 2 specific research-related skills will be developed in NT2031 Research Theory and Practice that prepares students to undertake the research project in Year 3.

The School of Forensic and Applied Sciences also has a dedicated team who run Academic Skills Support (ASk) giving one-to-one targeted support to help your get the most out of your feedback, and covers everything from library research and writing skills, through to maths skills and critical thinking. The team can be contacted by email at FASasksupport@uclan.ac.uk

There are a variety of other university-wide services including WISER (Study Skills Support) and Library Information Services (LIS) who can provide a huge range of IT and information skills training, details can be accessed at http://www.uclan.ac.uk/students/study/study_support.php
3.3 Learning resources
3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts http://www.uclan.ac.uk/students/study/library/index.php

3.3.2 Electronic Resources
Course and module materials are not provided in ‘hard copy’ format. However, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and other relevant information are made available in electronic form via our on-line Virtual Learning Environment (VLE) BlackBoard.

All students can access the BlackBoard spaces for their course and modules that they are registered for. You can expect that, on the Course page, you will be able to access:

1. Course Handbook
2. Student Handbook
3. Minutes of Staff Student Liaison Committee (SSLC) Meetings
4. External Examiners Reports

You can expect that, on each module space, you will be able to access:

1. Module Description
2. Module Booklet
3. Assignment briefs (including a marking scheme), if not included in the module booklet
4. Generic feedback on coursework assignments
5. Handouts for tutorials and practicals
6. Lecture notes (no later than 48hrs after the date of the lecture).
7. A past exam paper (if there is an exam in the module)
8. Generic feedback on the examination paper

3.4 Personal development planning
While you are at university, you will learn many things. You already expect to learn lots of facts and techniques to do with Environmental Science, but you will also learn other things of which you might be unaware. You will learn how to study, how to work with other people, how to manage your time and to meet deadlines. If you are to be an employable graduate it is vital that you can demonstrate in your CV that you have the skills that employer’s value.

Employers are looking for skills such as:

- self-organisation
- team work
- good written communication
- good oral communication
- problem solving

To demonstrate these abilities you will first need to:
• identify the range of **skills** you should be developing,
• **identify** your strengths and weaknesses,
• to take **action** to improve areas of weakness,
• provide **evidence** for the skills you have developed

This approach can broadly be described as **Personal Development Planning**. The University puts a high priority on your personal development, and so keeping a record of your achievements is encouraged and will help when you are applying for jobs. When you ask staff for a reference, they could use this information to help them provide more rounded detail.

Your Academic Advisor can help you develop a portfolio to showcase your skills and the Careers team can also provide a wealth of experience and advice including:

• career and employability advice and guidance appointments
• CV clinics
• support to find work placements, internships, voluntary opportunities, part-time employment and live projects
• workshops, seminars, modules, certificates and events to develop your skills

Further details can be found at [http://www.uclan.ac.uk/students/careers/index.php](http://www.uclan.ac.uk/students/careers/index.php)

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### 3.5 Preparing for your career

Having been successful and gained your degree, perhaps the most important question is: what jobs can you apply for? Environmental Science is a multidisciplinary subject and as a result career options are incredibly varied in both the environmental sector and in a range of other occupations. During the degree programme you will gain essential subject specific knowledge, practical experience and transferable skills. Examples of directly related career options include: Environmental consultant, Environmental manager, Recycling officer, Water quality scientist, Environment Agency officer, Nature Reserve manager, Sustainability consultant, Environmental education officer. Your degree may also act as a gateway to a career in related areas such as: Landscape Architecture, Toxicology, Town planning, Environmental Health and Education.

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

### 4. Student Support

There is a wide range of support available from both within the School and University-wide. Any problems you may choose to discuss with a member of staff, academic or otherwise, will be treated in strict confidence and will not be divulged to anyone without your permission (including parents). It is highly unlikely that you will have a problem we have not encountered before.
The important thing is not to sit on a problem and hope it will go away – it will not! As to whom you should ask, that depends on the nature of the problem:

- **Learning/teaching in a module.** Each module has a Module Tutor – a member of staff responsible for that module. The Module Tutor will be your first port of call for questions about the learning/teaching within the module.

- **Which options to take – Electives – structure of your course – progression (moving from year to year).** These are questions for your Academic Advisor or Course Leader. He or she will meet with you at the start of the course and will remain your Academic Advisor throughout your time throughout the course.

- **Welfare, money, housing, health, personal problems.** The “i” is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only). They can also direct you to medical and counselling services. Links to further areas of support can be found here [http://www.uclan.ac.uk/students/](http://www.uclan.ac.uk/students/)

- **Administrative questions.** The School Office is in the Foster Hub: Room FB058. They can help you with your academic records and other administrative matters.

### 4.1 Academic Advisors

You will be assigned an Academic Advisor who will assist with Academic related problems. You will find out more about them and their role in Welcome week.

They are responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available to students within the University, and to offer whatever help and assistance they can to make your time at the University a satisfying and stimulating experience. Their job is not to have all the answers but they will be able to direct you to the person or place where they can be found. Your Academic Advisor should be supportive, helpful and try to understand (but not necessarily share) your point of view when you need advice. At times it may be necessary for them to challenge you over your progress, performance or attendance, but it is not their role to constantly monitor you in these areas as may have happened at school or college.

You should meet your Academic Advisor during Welcome week. During this meeting you should make arrangements about the process by which future regular contact will be maintained. You should meet with your Academic Advisor regularly. In Year 1, you will have regular contact through tutorials but you should also have ‘one to one’ meetings to discuss progress. There should be at least three contacts in Year 2 and two during Year 3.

Appointments will usually be arranged by email (contact details are at the front of this booklet). Some staff may keep an appointment sheet on their office do where you can select a meeting time. Throughout the year contact with your personal tutor is usually maintained through e-mail, you should check your UNIVERSITY e-mail account daily.
Both you and your tutors should keep appropriate records of meetings and this may form part of your Personal Development Process.

If you need to get advice in an emergency or when your Academic Advisor is not available then you can go and see your retention tutor (Jo Dawson), course leader (Chris Lowe), or go to the School Office (Foster Hub: Room FB058) and staff there will endeavour to find a member of staff who can deal with your enquiry.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service at disability@uclan.ac.uk, or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

The School has a named lead for students with disabilities – Mark Toogood. Mark can be contacted directly for further advice at MToogood in KM106 or on extension 3528.

4.3 Students’ Union One Stop Shop
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

5.1 Assessment Strategy
The assessment methods vary from year to year and module to module; some will be by examination, some by written assessment, presentations or a combination of these.

All modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The main purpose of assessment is:

- Diagnosis of strengths and weaknesses of individual students;
- Encouragement to students to be involved in determining their own performance;
- Evaluation as to whether or not the student has met the learning outcomes of the module and programme in order to progress to the next level or achieve an exit award.

Assessment is continuous and uses both formative and summative methods.

Formative assessment relates to the continuing and systematic appraisal of the degree of learning. This helps you by providing feedback on your progress in meeting the learning objectives. It also assists the academic staff by providing information as to the
appropriateness of the learning environment in facilitating student learning. Formative assessment encourages the student to build on their strengths and to plan remedial action to correct weaknesses. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual.

Summative assessment usually takes the form of end of module assessment where any feedback does not necessarily feed into future work.

It is important that we try to match assessment to the learning outcomes of each module. Sometimes we need to assess how well you have assimilated facts, sometimes we need to assess your understanding, and at other times your application of the facts. Often we need to test all of these learning outcomes at once. In addition, we need to assess skills, such as your ability to communicate your ideas.

The assessment methods and what we are trying to assess are shown below:

**Examinations**: Short answer questions are usually looking for how well you have learned factual information. Essay questions are looking for your understanding and critical analysis skills.

**Presentations**: Your presentational skills under pressure are being assessed here, as is the ability to think on your feet using the facts that you have learned.

**Essays**: Non-examination situation essays assess your understanding of the subject as well as your research, written communication and critical analysis skills.

**Case studies**: These assess the application of theory to practical situations. They also assess either your written or oral presentation skills when communicating your deliberations to the class or marker.

**Research Project (Dissertation)**: This assesses the application of the information that you have gained and assesses your skills in bringing a large body of work together in a concise coherent report.

You will find a detailed breakdown of the assessments in the individual module information packs.

5.1.1 **Presentation of Written Work**

The way in which you present your work will be taken into account when arriving at the final grade for the assessment. To assist you in this regard, refer to the Student Handbook.

5.1.2 **When will the Assessments take place?**
The course team try to spread the assessment load. Nevertheless there is bound to be some bunching up towards the end of semester and it is important that you plan your work carefully in order to meet assessment deadlines. You may have more than one deadline at the same time and you are expected to manage your time sufficiently well to meet all deadlines whilst continuing with your attendance at classes.

5.1.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information: disability@uclan.ac.uk.

5.1.4 Submission of Assessments

Normally all work should be submitted electronically through BlackBoard and Turnitin. Work submitted this way will generally be anonymised prior to marking. Information about the requirements for individual assessments and their respective deadlines for submission/examination arrangements will be provided in the assignment brief or in the module booklet that will be posted on BlackBoard.

Electronic submission is not applicable to all forms of assessment. If a hard copy needs to be submitted the work should be printed, a cover sheet attached and handed in to the Foster Hub: Room FB058.

5.1.5 Deadlines for Assessments

In the workplace you will be faced with many deadlines. Assessment deadlines will help you to develop a personal ethos, which will enable you to cope with tight work schedules. We expect work to be handed in on time.

A deadline is set at a particular time on a particular day and work submitted after this time without an extension granted by the relevant retention tutor will be penalised.

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.

- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

This regulation is not intended to be draconian. However, since in most cases work will be returned to students with specimen answers and feedback, it would delay the return of coursework to the rest of the group if this regulation were not adhered to. Rather than disadvantage the majority of students for the sake of the few, this regulation will be strictly implemented.

5.1.6 Extensions

If you have problems that prevent you meeting a deadline for submission, it is imperative that you contact Foster Hub before the deadline expires. Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations). We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

You should complete and submit an extension request form, with any supporting evidence, to the Foster Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

5.1.7 Extenuating Circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see the Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

You can apply for extenuating circumstances online via myUCLan or the Foster Hub. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.
You will be expected to re-submit claims for extenuating circumstances for each semester.

Further information about the submission process is available at: [https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php) and [Assessment Handbook](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php)).

### 5.1.8 Feedback

UCLan is committed to giving you clear, legible and informative feedback for all your assessments. You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written or posted through BlackBoard.

### 5.1.9 Reassessment

If you fail a component of assessment, and are required to be reassessed in that component, the maximum mark you can be awarded for any reassessed component is the minimum pass mark and this mark will contribute to the overall aggregate mark for the module.

A module, or a component within it, may be reassessed only once, whether that is in-module reassessment or at the end of the module.

### 5.2 Notification of assignments and examination arrangements

Each assessment will have an assignment brief and marking criteria, the date and time of assessment deadlines and instructions for submission will be in the assignment brief which can be accessed through the BlackBoard module space.

Examinations are organised centrally. Exam weeks are clearly marked in the Academic Calendar exam times and venues should appear on your electronic timetable. Students with additional needs may have separate exam arrangements to cater for their individual circumstances and will be notified by the Foster Hub of any arrangements.

### 5.3 Referencing

We expect students to use the Harvard Referencing Style. Detailed guidance on referencing will be provided in tutorials with academic advisors and re-enforced in modules.
5.4 Confidential material
You may at times have access to confidential or sensitive information or e.g. as part of your dissertation carry out experimental work, interviews or surveys that require recruiting participants. There are legal and ethical considerations in these circumstances and projects will need to be assessed by the Schools Health, Safety and Ethics panel. If this is the case module tutors and dissertation supervisors will guide you through the process.

5.5 Cheating, plagiarism, collusion or re-presentation
If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.

- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.

- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.

- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.

- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

**Normally you will be required to submit your assignment through BlackBoard and Turnitin and its contents will automatically be scanned against a variety of resources to check the original source of the material.**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

**6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

**7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be asking that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback.
throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

The SEA and the Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study). Other feedback mechanism exist, such as the SSLCs, which are mentioned below, and staff are encouraged to get module feedback either through feedback sessions or MEQ’s (Module Evaluation Questionnaires).

7.1 Course Representatives and School President

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk.

7.2 Student Staff Liaison Committee Meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.
Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and/or responses made and/or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLan student surveys.
- Review of enrolment/induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

The minutes of the last SSLC meeting will be posted on the course space on BlackBoard. You can play an important part in the process of improving the quality of this course through the feedback you give.
8. Appendices

8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

**Sources of information on the programme can be found in Section 17**

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>UCLan Preston Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Forensic and Applied Sciences</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td></td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BSc (Hons) Environmental Science</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full time; Part time; Sandwich</td>
</tr>
<tr>
<td>7a) UCAS Code</td>
<td>To be assigned</td>
</tr>
<tr>
<td>7b) JACS Code</td>
<td>F750</td>
</tr>
<tr>
<td>7c) HECOS Code</td>
<td>100381</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>QAA – Earth Sciences, Environmental Sciences and Environmental Studies</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>IEMA Cross-Mapping to Graduate Standard</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>April 2018</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td>• To provide students with an opportunity to develop an in depth knowledge and understanding of the principals and practical applications of environmental science</td>
</tr>
</tbody>
</table>
- To equip students to understand the origins and nature of current environmental problems, devise, and implement appropriate management strategies and monitor their effectiveness.

- To enable students to evaluate human causes and consequences of environmental impacts and assess options for remediation.

- To facilitate development of critical, analytical and fieldwork skills.

- To foster a supportive and stimulating learning environment in which students develop subject-specific and transferable skills including self-reflection, verbal and written communication, independence and self-organisation, group working and a professional approach to their work.

- To enable students to realise their academic potential and prepare them for environment-related employment and/or postgraduate study.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

| A1. | Evaluate fundamental concepts, theories and current developments in Environment Sciences, including natural and human-induced environmental change, environmental assessment, monitoring and management, resource use and sustainability and environmental policy and regulation |
| A2. | Apply of environment-related analytical techniques |
| A3. | Formulate research hypotheses, experimental design, statistical analysis and valid interpretation of experimental results |
| A4. | Assess the relevance of course materials and acquired skills to professional work-based practice |

#### Teaching and Learning Methods

A range of structured learning and teaching methods will be used including lectures, field trips, laboratory sessions, tutorials, group-work, problem-solving exercises, directed reading, case studies and a Virtual Learning Environment (VLE). In the second year students have the opportunity to undertake a work placement. The final year research module provides students with the opportunity to further consolidate and develop research skills. Student interaction in sessions is actively encouraged and class-based exercises and quizzes are used to provide formative assessment (dependent on module choice).

#### Assessment methods

To ensure that student attainment is not negatively biased by over-reliance on any one-assessment technique and to facilitate development of transferable skills, a range of assessment methods are used (dependent on module choice) including essays, practical reports/workbooks, group and individual presentations, poster presentations, data analysis and end of module examinations.

#### B. Subject-specific skills

| B1. | Evaluate and assess human-environment interactions including human-induced environmental change, unsustainable resource use and the impact of humans on biodiversity and ecosystem function |
| B2. | Critically review environmental instruments with a focus on environmental assessment, management and remediation and associated policy frameworks |
| B3. | Employ a variety of laboratory and field-based methods in investigating, recording and analysing environmental samples |
| B4. | Analyse a range of primary and secondary data, interpret the findings and present them in the most appropriate format |
| B5. | Identify safety aspects for consideration when undertaking laboratory and field-based investigations and work ethically in these environments |
| B6. | Read and use appropriate literature with a full and critical understanding, while addressing such questions as content, context, aims and objectives, quality of information and its interpretation and application |

#### Teaching and Learning Methods

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**C. Thinking Skills**
C1. Acquire, interpret and analyse information with a critical understanding of the appropriate contexts for their use through the study of texts, journal articles, reports and datasets
C2. Plan and carry out independent learning
C3. Analyse a range of data derived experimentally or from secondary sources and evaluate it critically with the support of a logical and structured argument
C4. Develop strategies for problem solving

**Teaching and Learning Methods**
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**D. Other skills relevant to employability and personal development**
D1. Work independently and collaboratively
D2. Use ICT effectively for information retrieval, data analysis, communication and presentations
D3. Communicate appropriately to a variety of audiences using a range of formats and approaches
D4. Identify different types of data and apply appropriate statistical analysis

**Teaching and Learning Methods**
A range of structured learning and teaching methods will be used including lectures, field trips, laboratory sessions, tutorials, group-work, problem-solving exercises, directed reading, case studies and a Virtual Learning Environment (VLE). In the second year students have the opportunity to undertake a work placement. The final year research module provides students with the opportunity to further consolidate and develop research skills. Student interaction in sessions is actively encouraged and class-based exercises and quizzes are used to provide formative assessment (dependent on module choice).

**Assessment methods**
To ensure that student attainment is not negatively biased by over-reliance on any one-assessment technique and to facilitate development of transferable skills a range of assessment methods are used (dependent on module choice) including essays, practical reports/workbooks, group and individual presentations, poster presentations, data analysis and end of module examinations.

**13. Programme Structures**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
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<tbody>
<tr>
<td>Level 6</td>
<td>FZ3604</td>
<td>Research Project</td>
<td>40</td>
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<tr>
<td></td>
<td>NT3011</td>
<td>Fieldwork</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NT3010</td>
<td>Environmental Impact Assessment</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plus at least one from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ecotoxicology</td>
<td>20</td>
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**14. Awards and Credits**

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<th>Credit rating</th>
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<tr>
<td></td>
<td>Fieldwork</td>
<td>20</td>
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<tr>
<td></td>
<td>Environmental Impact Assessment</td>
<td>20</td>
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<td>BSc (Hons) Environmental Science</td>
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<td>FZ2719</td>
<td>Environmental Pollution and Control Placement / Project Module</td>
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<tr>
<td></td>
<td>FZ2716</td>
<td>Plural at least one from the following: Biodiversity and Conservation Environmental Change</td>
</tr>
<tr>
<td></td>
<td>NT2020</td>
<td>Environmental Forensics The Science and Management of Death Themes in British Archaeology 1</td>
</tr>
<tr>
<td></td>
<td>NT2031</td>
<td>For a Sandwich award students will undertake the following module between years 2 and 3 assessed on a pass/fail basis:</td>
</tr>
<tr>
<td></td>
<td>FZ2603</td>
<td>Level 5</td>
</tr>
<tr>
<td></td>
<td>NT2013</td>
<td>Placement Module</td>
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<tr>
<td></td>
<td>FZ2052</td>
<td>Introductions to Osteology and Anthropology Archaeology of Britain Environment and Sustainability</td>
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<tr>
<td></td>
<td>FZ2204</td>
<td>Certificate of Higher Education Requires 120 credits at Level 4 or above</td>
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<tr>
<td></td>
<td></td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td>FZ1611</td>
<td>Introductions to Osteology and Anthropology Archaeology of Britain Environment and Sustainability</td>
</tr>
<tr>
<td></td>
<td>FZ1612</td>
<td>Certificate of Higher Education Requires 120 credits at Level 4 or above</td>
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<tr>
<td></td>
<td>NT1003</td>
<td>Level 5</td>
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<tr>
<td></td>
<td></td>
<td>Introductions to Osteology and Anthropology Archaeology of Britain Environment and Sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate of Higher Education Requires 120 credits at Level 4 or above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Levels 3 (FE)</td>
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<tr>
<td></td>
<td>FZC014</td>
<td>Introductions to Osteology and Anthropology Archaeology of Britain Environment and Sustainability</td>
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<tr>
<td></td>
<td>FZC013</td>
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</tr>
<tr>
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<td>FZC004</td>
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<td>PIC101</td>
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<td>SOC101</td>
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<tr>
<td></td>
<td>HyC101</td>
<td>Certificate of Higher Education Requires 120 credits at Level 4 or above</td>
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</table>
transcript of their modules and grades.

15. Personal Development Planning

This is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development.

Students are provided with a PDP handbook in electronic format and are introduced to the idea by their Academic Advisor. Their Academic Advisor will then guide them throughout their time at university, both in constructing their PDP and in making sure that they are developing the right skills, helping them to identify and address any issues.

PDP is delivered and monitored through skills modules and the academic advisor system. Year 1 students will see their academic advisor regularly over the year within small group tutorials where the academic advisor and other students will discuss a particular skill or employability issue, or in individual meetings with the academic advisor. Typically the student will have prepared a document or done a task in preparation for the meeting. These meetings help students to identify and develop their skills and also encourage a culture of confidence between tutee and advisor, so that if any specific problems arise with a student the academic advisor will be in a position to assist.

The topics discussed in meetings are constantly reviewed and updated in response to current practice in the workplace and to feedback from Academic Advisors and students. A completed PDP will be used to assist Academic Advisors when writing references.

In Years 2 and 3 students will be provided with opportunities to meet with their advisor either within group sessions or individually.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University’s website.

Applicants will normally be required to have, one of:

BCC at A2 (including a science based subject), BTEC extended DMM, BTEC DD, Pass Access Course with 112 UCAS points, IB- Pass Diploma with 112 UCAS points including HL Science subjects

In addition applicants will be required to have five GCSE passes at Grade C/4 or equivalent including Maths and English.

Applications will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no sub score lower than 5.5

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. If candidates have not studied recently they may be required to undertake an Access Programme. APL/APEL will be assessed through standard University procedures.

FOUNDATION Year Entry (on campus)

Entry to this Programme requires, DDD at A2 (including a science based subject), BTEC extended MMP BTEC DM, Pass Access Course with 72 UCAS points, IB- Pass Diploma with 72 UCAS points including HL Chemistry or Biology

In addition applicants will be required to have Maths and English GCSE at Grade C/4 or equivalent.

International Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no sub score lower than 5.5.

17. Key sources of information about the programme

- QAA website, including the Earth Science, Environmental Sciences and Environmental Studies Benchmark Statement
• UCAS Guide and website
• UClan prospectus
• UCLan School of Forensic and Applied Sciences website
• Student Handbook
• Course Leader
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
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<td>A1</td>
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<td>Fieldwork</td>
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</table>

*Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: CertHE Environmental Science

A1. Evaluate fundamental concepts, theories and current developments in Environment Sciences, including natural and human-induced environmental change, environmental assessment, monitoring and management, resource use and sustainability and environmental policy and regulation
A2. Apply of environment-related analytical techniques
A4. Assess the relevance of course materials and acquired skills to professional work-based practice
B1. Evaluate and assess human-environment interactions including human-induced environmental change, unsustainable resource use and the impact of humans on biodiversity and ecosystem function
B3. Employ a variety of laboratory and field-based methods in investigating, recording and analysing environmental samples
B4. Analyse a range of primary and secondary data, interpret the findings and present them in the most appropriate format
B5. Identify safety aspects for consideration when undertaking laboratory and field-based investigations and work ethically in these environments
C3. Analyse a range of data derived experimentally or from secondary sources and evaluate it critically with the support of a logical and structured argument
C4. Develop strategies for problem solving
D2. Use ICT effectively for information retrieval, data analysis, communication and presentations
D3. Communicate appropriately to a variety of audiences using a range of formats and approaches
D4. Identify different types of data and apply appropriate statistical analysis

Learning outcomes for the award of: DipHE Environmental Science

A1. Evaluate fundamental concepts, theories and current developments in Environment Sciences, including natural and human-induced environmental change, environmental assessment, monitoring and management, resource use and sustainability and environmental policy and regulation
A2. Apply of environment-related analytical techniques
A4. Assess the relevance of course materials and acquired skills to professional work-based practice
B1. Evaluate and assess human-environment interactions including human-induced environmental change, unsustainable resource use and the impact of humans on biodiversity and ecosystem function
B3. Employ a variety of laboratory and field-based methods in investigating, recording and analysing environmental samples
B4. Analyse a range of primary and secondary data, interpret the findings and present them in the most appropriate format
B5. Identify safety aspects for consideration when undertaking laboratory and field-based investigations and work ethically in these environments
B6. Read and use appropriate literature with a full and critical understanding, while addressing such questions as content, context, aims and objectives, quality of information and its interpretation and application
C3. Analyse a range of data derived experimentally or from secondary sources and evaluate it critically with the support of a logical and structured argument
C4. Develop strategies for problem solving
D1. Work independently and collaboratively
D2. Use ICT effectively for information retrieval, data analysis, communication and presentations
D3. Communicate appropriately to a variety of audiences using a range of formats and approaches
D4. Identify different types of data and apply appropriate statistical analysis

Learning outcomes for the award of: BSc Environmental Science

A1. Evaluate fundamental concepts, theories and current developments in Environment Sciences, including natural and human-induced environmental change, environmental assessment,
monitoring and management, resource use and sustainability and environmental policy and regulation

A2. Apply of environment-related analytical techniques

A4. Assess the relevance of course materials and acquired skills to professional work-based practice

B1. Evaluate and assess human-environment interactions including human-induced environmental change, unsustainable resource use and the impact of humans on biodiversity and ecosystem function

B2. Critically review environmental instruments with a focus on environmental assessment, management and remediation and associated policy frameworks

B3. Employ a variety of laboratory and field-based methods in investigating, recording and analysing environmental samples

B4. Analyse a range of primary and secondary data, interpret the findings and present them in the most appropriate format

B5. Identify safety aspects for consideration when undertaking laboratory and field-based investigations and work ethically in these environments

B6. Read and use appropriate literature with a full and critical understanding, while addressing such questions as content, context, aims and objectives, quality of information and its interpretation and application

C1. Acquire, interpret and analyse information with a critical understanding of the appropriate contexts for their use through the study of texts, journal articles, reports and datasets

C3. Analyse a range of data derived experimentally or from secondary sources and evaluate it critically with the support of a logical and structured argument

C4. Develop strategies for problem solving

D1. Work independently and collaboratively

D2. Use ICT effectively for information retrieval, data analysis, communication and presentations

D3. Communicate appropriately to a variety of audiences using a range of formats and approaches

D4. Identify different types of data and apply appropriate statistical analysis