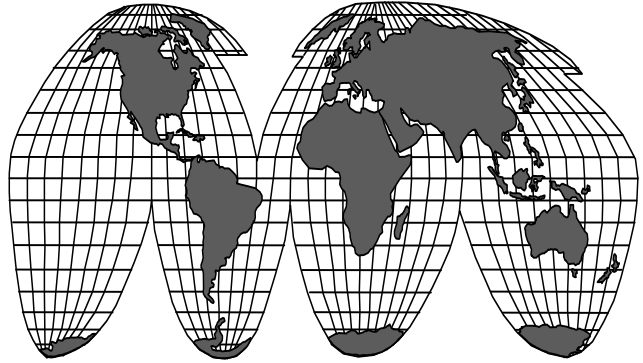


Student Handbook

Applied Sciences



Faculty of Sciences

Award Handbook

**BSc Environment and
Sustainability**



**STAFFORDSHIRE
UNIVERSITY**

**This Student Handbook can be accessed from the following
web page:**

http://www.staffs.ac.uk/faculties/sciences/student_information/new_undergrad.jsp

and

The Faculty of Sciences Handbook can be accessed from:

http://www.staffs.ac.uk/faculties/sciences/student_information/essentials.jsp

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1. INTRODUCTION

Welcome to your Environment and Sustainability award in the Faculty of Sciences at Staffordshire University. The award that you have chosen is run and managed by the Department of Geography. This is where you will be able to see your award leader and module tutors, receive mail, look at the notice boards about both your award and the modules you take and . . . eventually, receive your degree result!

All the staff hope you enjoy studying for your Environment and Sustainability degree at Staffordshire University and that you find it a rewarding and challenging experience. What we expect you to get out of your studies is laid out over the next few sections of this handbook - but only YOU can determine what you want to achieve!

As starting University can be very confusing – a lot of information is given to you over a very short space of time – this handbook and has been designed to provide you with all the information that you need both about studying for an Environment and Sustainability degree within the Faculty of Sciences and the support structures available in order to survive your first year. It also contains specific details about the structure of the award that you have chosen, such as the learning outcomes for your award and the option choices available at Levels 5 and 6.

It is essential that you take the time to read through this handbook so that you fully understand how your award works. We recommend that you save a copy of it down to your hard drive or memory stick and be sure to consult this handbook as and when you need to, not just in Level 4 but also in Levels 5 and 6. If there is anything in it which you do not understand ask your personal tutor or award leader for clarification.

During the first week (Welcome Week) various sessions have been set aside for ‘counselling’ on your timetable, and you should come for help as often as you feel it necessary. Do not leave a problem to sort itself out, or think that somehow you should be able to manage difficulties on your own and DON’T PANIC. If you are unsure about anything, please do not hesitate to come to see someone – your personal tutor, award leader or the Geography subject leader.

After you have read through this handbook you will know who the key people are for your award. Talk to them - we are a pretty approachable bunch. If you have any problems, academic or non-academic, and need some guidance then let us know (arrange a chat - either via door appointment sheets, notes through the Sciences office / staff trays or the e-mail). If your tutor can't help s/he will put you in contact with someone who can.

Good Luck

Mr Tim Harris
BSc Award Leader

Dr Janet Wright
Geography Subject Leader

P. S. now meet the rest of your tutors...

2. THE ACADEMICS:

Dr. John Ambrose: MA (Geography and French); PhD (Glasgow University). Teaching Assistant at Glasgow and at the University of Dijon, Burgundy, then Lecturer at Middlesex Polytechnic, before coming to Staffordshire University in 1976. Specialist research interest in the geolinguistics of Wales and Brittany. Teaching interests include Societies and Settlements, Investigating Geography and the Environment, Urban Worlds, Geography and the Environment in Practice, contributes to modules with a sustainability theme at masters level.
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Dr. Paul Barratt: BA Human Geography, PhD (University of Hull). Began lecturing at Staffordshire University in 2011 following several years as a researcher at The University of Hull. A cultural geographer with research interests which focus on environment engagements, low carbon living and working and the transition to a low carbon economy, qualitative research methods. Paul has recently completed his PhD which examined the role of technology in the pursuit of rock-climbing. Research findings have been published in journals such as Social and Cultural Geography; AREA; People, Policy & Place as well as being disseminated through the regional and national media. Main teaching areas: Investigating Geography and the Environment; Urban Worlds; Environmental Policy & Planning; UK Fieldclass.
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Dr. Patrick Cossey: BSc University of Sheffield; PhD University of Manchester; Chartered Geologist; Formerly with the Nature Conservancy Council and at Keele University, now Senior Lecturer in Applied Science at Staffordshire University. Research interests include: Clastic/Carbonate Sedimentology and Diagenesis; Carboniferous Geology; Petroleum geology and hydrocarbon reservoirs; Taphonomy and palaeobiology of Phanerozoic reefs systems; Palaeoenvironmental Analysis; Geological Conservation; Geological Mapping. Main teaching areas: Introduction to Geology, The Dynamic Earth, The Peak District Fieldcourse and Investigating Geography and the Environment
Room: S108A Telephone: 01782 294438 Email: p.j.cossey@staffs.ac.uk

Mr. Tim Harris: BSc, University of Wales. Lecturer/Senior Lecturer at Staffordshire University since 1992. Safety Adviser for the Department of Geography and responsible for co-ordinating the Mountain Leadership component of the Geography with Mountain Leadership awards. Research interests: Quaternary science, environmental change, palynology, periglacial geomorphology. Main teaching areas: The Dynamic Earth; This Changing Earth; Geography and the Environment in Practice, Ice Age Britain; Outdoor Skills; North Wales Fieldcourse. Award Leader for all the BSc awards.
Room: S114 Telephone: 01782 294046 Email: t.d.harris@staffs.ac.uk

Dr. Dave Moreman: BSc Biochemistry (Wales); PhD Biochemistry (Wales); Senior Lecturer in Sustainability and Environmental Management. Main Teaching and Research Areas: Sustainability; Sustainable Communities and Lifestyles; Environmental Management; Resource Depletion; E-learning. Award Leader for MSc Sustainability and Environmental Management; Link Tutor for related Foundation Degrees.
Room: S110a Telephone: 01782 294776 Email: dave.moreman@staffs.ac.uk

Mr. Derek Pratts: BSc Geography 1979, postgraduate research on human impacts on fluvial systems 1980-85, Loughborough University. Staffordshire Polytechnic/University, Lecturer in Geography since 1985. Admissions Tutor for Postgraduate awards. Research interests primarily in environmental policy, air quality management. Main teaching areas: Environmental Issues, Planning for Climate Change; Resource & Risks, Sustainability, Planning and Environmental Policy, Spanish field-course, involved in delivering modules at Masters level with a sustainability theme.
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Mr Graham Smith: BA Geography; MA GIS for Business and Service Planning (Leeds University). Research Associate specialising in the use of Geographical Information Systems (GIS). Research interests include applied research using GIS in areas including population modelling and risk, environmental justice, measuring the built environment and healthy urban planning. Graham has completed research for the Health and Safety Executive, Environment Agency and Medical Research Council. Teaching interests include using Geographical Information Systems, digital mapping resources and related geo-technologies.
Room: S137 Telephone: 01782 294038 Email: G.R.Smith@staffs.ac.uk

Prof. Fiona Tweed: BA, Keele University; PhD, Keele University. Fiona began lecturing on a British Council exchange scheme at the University of Harare, Zimbabwe, and joined Staffordshire University in 1992. She is now Professor of Physical Geography and Acting Head of Research for the Faculty of Sciences. Fiona's principal research themes are cold environment processes and natural hazards. She has worked on glacial outburst floods and glacial sediment entrainment in Iceland, funded chiefly by Earthwatch International and NERC, and has led European Commission funded collaborative research on natural hazards, risk and vulnerability. Fiona has also worked on the development of research-led learning and teaching in Geography. She has published in journals such as *Progress in Physical Geography*, *Quaternary Science Reviews*, *the Journal of Geography in Higher Education* and *Earth Surface Processes & Landforms*. Fiona's main teaching areas are: The Dynamic Earth, This Changing Earth, Ice Age Britain, Geography and Environment in Practice, the Independent Research Project, North Wales/Exeter and Peak District Fieldcourses.

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Mr Allan Watson: BSc Geography, MSc Global Transformations (Loughborough University); PGCHPE (Staffordshire University). Began lecturing in Human Geography at Staffordshire University in 2008, following 8 years in professional consultancy. Research interests: globalisation and world cities; urban geographies; cultural and creative industries; geographies of creativity, music and film. Research findings have been published in the journals *Area*, *Geography Compass*, *Antipode and Global Networks*, as well as a number of book chapters. Main teaching areas: Societies and Settlements, Investigating Geography and the Environment, Geography and the Environment in Practice, World Regions, Urban Worlds, Global Cities; Spanish Fieldcourse. Admissions tutor and disability tutor for the Department of Geography. Chartered Geographer, Fellow of the Royal Geographical Society, and Fellow of the Higher Education Academy.

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Prof. Stephen Williams: BSc (London), Ph.D. (Wales): Formerly a Junior Lecturer at University College Swansea, joined Staffordshire as a Lecturer in 1977 and is now a Professor of Geography and the Programme Area Manager for Applied Sciences. Research interests : recreation and tourism in both the urban and rural environments; countryside management. Publications include *Outdoor Recreation and the Urban Environment* (Routledge, 1995), *Tourism Geography* (Routledge, 1998), *Tourism and Recreation* (Prentice Hall, 2003), *Tourism: Critical Concepts in the Social Sciences* (Routledge 2004), and *Tourism Geography: A New Synthesis* (Routledge, 2009). Main teaching areas: Level 5 UK Geography and the Environment field-class.

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Dr. Janet Wright: BSc Geography, PhD, The Queen's University of Belfast. Formerly taught at The University of Glasgow, started lecturing at Staffordshire University in 1996 and is currently the Geography Subject Leader responsible for Geography's undergraduate and taught post-graduate programmes. Research Interests: weathering processes and products within both natural and built environments, loess studies, urban environmental issues. Visiting Research Associate at The University of Newcastle, New South Wales from March to August 2000. Research findings have been published in a range of journals including *Geografiska Annaler Series A*, *Earth Surface Processes and Landforms*, *Geomorphology*, and *Quaternary Science Reviews*. Main teaching areas: Dynamic Earth; Investigating Geography and the Environment, Resource & Risks, Cities and Nature, Peak District and Spanish Field-courses, involved in delivering Masters level modules with a sustainability theme.

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Dr. Liz Young: BA Trinity College, Dublin, PhD Syracuse University, New York. Formerly lectured in Syracuse University, New York and Vassar College, New York. Lecturer/Senior Lecturer at Staffordshire University since 1991. Research interests: globalisation and food security, sustainable development, development studies, gender and geography. Publications include: '*Far-Fetched Meals and Indigestible Discourses: reflections on globalisation, hunger and sustainable development*' in *Ethics, Place and Environment* (1999); '*Gender and Food: salvaging essential categories?*' in *Area* (1999); *World Hunger* (Routledge, 1997). Teaching areas: Societies and Settlements, Geography and Environment in Practice, Food, Agriculture and Sustainability, involved in delivering modules at Masters level with a sustainability theme. Award Leader for all the BA awards

Room: S128 Telephone: 01782 294215 Email: l.young@staffs.ac.uk

The Support Staff:	
Lindsay Dodd	Administration Officer Room: S029 Telephone: 01782 295802 Email: l.c.dodd@staffs.ac.uk
Rosie Duncan	Cartographer Responsible for teaching the computer cartography component of the level 1 modules: Introduction to Geographical Skills; and Essential Geoskills Room: S141 Telephone: 01782 294014 Email: r.a.duncan@staffs.ac.uk
Audra Jones	Sciences Technical Manager Room: S414 Telephone: 01782 294283 Email: a.a.jones@staffs.ac.uk
Caroline Newman	Geography & Forensics Laboratory Technician Room: S106 Telephone: 01782 294479 Email: c.a.newman@staffs.ac.uk
Jean Simpson	Student Guidance Advisor Room: Recruitment Centre Email: j.simpson@staffs.ac.uk
Andy Willits	Faculty of Health & Sciences Business Manager Room: S018 Telephone: 01782 294607 Email: a.r.willits@staffs.ac.uk

2.1. Subject and Award Leaders

The academic staff who have specific responsibility for the management of the BSc in Environment and Sustainability are:

Dr. Janet Wright: Geography Subject Leader and responsible for the overall running and strategic development of all the Geography and Environment awards.

Mr. Tim Harris: Award Leader for the BSc Environment and Sustainability programme also the BSc Geography programmes (BSc Geography and BSc Geography with Mountain Leadership).

These tutors are responsible for the organisation and running of all three levels of your award and for dealing with, if necessary, any module-specific problems. They will oversee the running of your award and will report to the Geography Departmental and Subject Area Boards.

2.2. Personal Tutors

You will also be allocated a personal tutor at the start of each level. At Levels 4 and 5 this will be the member of staff running your Geography and Environment tutorial, so that you will, therefore see your tutor up to 10 times per teaching block, normally including two 1-2-1 meetings. At Level 6 your personal tutor will also be your Environment and Sustainability project supervisor. Your personal tutor:

- is responsible for overseeing your academic progress and general well being;
- is available to discuss any matter of a personal nature that is causing you problems;
- will provide you with advice and guidance on the various choices required on your award;
- will, if necessary, liaise with your award leader and the subject leader on your behalf, or other appropriate staff to help resolve any problems that you may encounter with your studies (academic or personal).

More information about the personal tutorial system is provided at the following web-site: <http://www.staffs.ac.uk/personaltutoring/index.php>

2.3. Communication Channels on the Environment and Sustainability Awards

You tutors, can be contacted in several ways:

- Call at our offices
- Leave a note on the notice-board outside our offices
- Email us
- Phone us
- Ask the Sciences office staff to leave a message for us (go to the Faculty of Sciences Reception desk on the ground floor of Mellor to do this, or phone 01782 295765)

All staff office numbers, phone numbers, and email addresses are included in the previous section and the location of the staff offices is shown on the floor plan of the Geography Department provided in Appendix 1.

Staff will normally to respond to any email enquiries marked urgent within one working day and to non-urgent emails within three working days

If you have a general query about your award, or a problem that you require some help to sort out, your personal tutor is your first port of call. If s/he is not available either your award leader or the subject leader may be able to help.

2.4. How do the staff contact me?

It is very important that you keep yourself informed about what is happening on your award. Staff will need to communicate with you frequently and, as well as making announcements in class (so attending all your classes is a good way of keeping yourself informed!), we use the following three media:

- Blackboard: A lot of teaching material is delivered on-line through a management system known as “Blackboard”. Important messages and announcements relating to your award, your year or your module can be made through blackboard. Please check on blackboard regularly: announcements are the first thing you will read!
- Student Trays: On the first floor of the Mellor Building, opposite S113, you will find trays in which work is returned and any other individual messages may be placed.
- Email: When you register with The University you are provided with a University email account. As email is the main communication method used to distribute information relating both to the management of your award and individual modules. You are therefore required to check your email account at least once a week, but we recommend that you do so much more frequently. Explanation of how to use the University email system will be provided during Welcome Week and can also be obtained from Information Services at www.staffs.ac.uk/uniservices/infoservices/it/index.php
- MyPortal: this is your personalised web page from which you can access many useful systems and services for your award including: your university email and library account, e-resources, Blackboard, ASK and Live Help, as well as update personal information such as your contact address.

It is vital that you check all of these communication channels frequently – we recommend a minimum of at least once a week.

Note too that if you take a module run by another subject you will need to find out where their notice-boards and mail trays are located.

3. WHAT HAPPENS DURING WELCOME WEEK?

3.1. Level 4 (Certificate of Higher Education)

During Welcome Week you will be asked to register for the modules you are required to study in the first year of your award. You will receive a talk from the Geography Subject Leader and your Award Leader about how your first year will be organised and managed and your Personal Tutor will also provide you with further information if necessary. The time of this talk and the meeting with your Personal Tutor will be in the Welcome Week Programme.

On the BSc in Environment and Sustainability award all your modules will be core modules to ensure a clearly defined route that provides you with an integrated and coherent introduction to environmental, processes, systems and issues, sustainability challenges, environmental management systems, environmental legislation and regulation and the skills necessary to develop and implement sustainability research.

Registering for your first set of modules is one of the most important things you do during your first (Welcome) week at the University. Your tutors will help you to do this, and will help you to construct your timetable for both teaching blocks (Teaching Block 1, before Christmas; Teaching Block 2, after Christmas).

You will use a module registration form to record your modules, your personal tutor or Award Leader will check that you have done this correctly, will sign the form, and will either return it to the Faculty Office (reception) themselves, or ask you to do this.

This piece of paper is very important – it allows the Faculty's administrators to establish your academic profile on our electronic data management system (THESIS +).

3.2. Level 5 (Diploma in Higher Education) and 6 (Honours Degree)

Toward the end of Levels 4 and 5, usually around Easter, you will be asked to make your register for the next year of your award. The process will be very similar to what you experienced when you registered for your first year modules.

If you did not complete your module registration during the previous March/April, you must rectify this as a matter of priority when you return to University in September. See your Award Leader for advice and guidance.

4. WHERE DOES THE TEACHING TAKE PLACE?

The Geography Department is currently situated on the ground floor and first floor of the Mellor Building at College Road (see the map in Appendix 1) and much of the teaching on your Environment and Sustainability award will take place at College Road, but some classes may be elsewhere. The main library (Thompson Library) is located at College Road. You will be introduced formally to the Library as part of your Level 4 tutorial and skills programmes, but before that do take some time to familiarise yourself with its layout and the computerised on-line catalogue system.

The Sciences Learning Resource Centre is situated on the fourth floor of the Mellor Building along with the Sciences IT suite. Further student IT facilities are available in the Thompson Library and at the Leek Road site. Core field work teaching occurs at various UK based locations, such as The Peak District, Cannock Chase, North Wales or Devon and also in Spain during Level 6.

Please note: The Faculty of Sciences is scheduled to move into a new building on Leek Road during the summer of 2012. The move has been scheduled so that it will not interfere with your studies and you will be provided with further details during the year.

5. HOW WILL I LEARN AT UNIVERSITY?

5.1. The importance of independent learning

The approach to teaching and learning at Staffordshire University is likely to differ considerably from that which you are familiar with from your previous experience at school or college, as we place considerable emphasis on student-centred learning. As a consequence, although it may appear that at times you have a 'light' time-table of class contact, the 'average' student should be studying for approximately 36 hours a week. Therefore, the majority of your time should be engaged in independent learning, for example reading some of the books and journal articles listed on class handouts, completing class preparation or follow-up activities as directed by your module tutors, or researching for your assignments. As your award progresses you will find that the amount of class-contact time associated with your award decreases and the time that you are expected to devote to independent study increases correspondingly. To help you further develop and reinforce your independent learning skills, your Environment and Sustainability award will provide 'learning to learn' skills. These will be organised primarily through your Levels 4 and 5 tutorial programmes.

5.2. Types of teaching and learning activities

While undertaking your award you will be engaged in a wide range of types of teaching and learning activities. Some of these you will be familiar with, others less so.

Lectures are perhaps the most traditional and familiar element of higher education teaching and provide orientation and guidance on many of the modules, at all three Levels of the course. Their somewhat impersonal nature may be counteracted by the use of 'buzz groups', short activities and discussions within the lecture and the use of video extracts, for example. However, lecture formats clearly have limitations and they will therefore be complemented by a range of other strategies for delivery, aimed at involving you more actively and directly in the learning process.

Most lectures start on the hour. Although they are timetabled for an hour, the tutor will aim to finish after 50 minutes in order to allow you time to get to your next session. If tutors do not finish classes at ten minutes to the hour, do remind them to do so – and also ask your student representatives raise this at Student Staff Liaison Committee Meetings (see section 12, p.30) if the problem persists.

Practical workshops are used to impart key technical skills such as, generic desk-top publishing, spreadsheet and data manipulation skills, or specific skills, e.g. map interpretation and design, sediment analysis, questionnaire design or qualitative data analysis. Workshops normally consist of up to 25 students with staff providing an academic context, a series of related exercises and guidance. Attendance at these sessions is compulsory as there will not be any opportunity to learn such skills independently. Many of these skills will be invaluable for independent project work at Level 6.

Fieldwork is considered to be an integral part of the Environment and Sustainability curriculum at Staffordshire University and is used to provide training in a range of data collection techniques and to encourage the development of enquiry and problem-solving skills. It is present at all three levels of the Environment and Sustainability award. Both local field visits and UK-based residential field courses are core to your award at Levels 4 and 5, thus attendance on them is compulsory. A Foreign field course, normally to Spain, is core on Level 6 of the Environment and Sustainability award. It is also expected

that many students carry out fieldwork during the completion of their independent project work at Level 6.

Small-group teaching and learning has great value both in the specific academic context of the Environment and Sustainability award and in the more general one of transferable skills acquisition. The tutorial programme at Levels 4 and 5, will provide you with small-group focus on specific, academic issues. The member of staff chairing your tutorial is responsible for overseeing your academic progress and general well being as s/he will also be your personal tutor. They are available to discuss any matter of an academic or personal nature that is causing you problems. Within Level 5 modules you may sometimes have 'traditional seminars' with prepared papers or activities delivered by one or two students and discussed by the wider group. However often small-group sessions will have different formats: no-tutor sessions and mini-presentations will be used, for example, as well as debates and role-play exercises.

CAL Packages are commercial, computer-aided learning packages that relate to specific topics within the area of Environment and Sustainability and provide a more interactive approach to learning than standard text-books can offer. A range of CAL packages is available in the Sciences IT Suite and these are often used to support material delivered in lectures, particularly at Levels 4 and 5.

Virtual Learning Environments (VLEs) involve the delivery of learning materials by on-line web-based methods and can be accessed off campus through the internet. All your modules will be supported by a VLE known as Blackboard and it will be used to either, deliver, partially deliver or support the delivery of your modules – how it is used will differ between modules but the tutors for each module will explain how Blackboard is used on their module. You will be introduced to the Blackboard VLE during your Level 4 'Skills' workshops.

Independent learning will involve three important approaches:

- **student-centred learning:** for example, fostering your ability to provide reasoned explanations for what you are doing and to work effectively in groups; a willingness to be innovative; a greater flexibility in your use of communication and preparation skills; and an appreciation of the value of information technology in improving the effectiveness of study and presentation;
- **active learning:** the dynamic and applied field of Environmental Sustainability provides particularly good opportunities to demonstrate that you may yourself participate in providing new perspectives and understandings, through practicals, workshops and fieldwork, but especially through individual research;
- **flexible learning:** this is closely linked with the first two strategies. Here emphasis is towards individual or group management of learning, self- and peer-assessment and collaborative group work. This reflects situations that you may expect to encounter during careers.

5.3. The organisation of my teaching and learning

In order to provide you with a coherent and organised learning programme your Environment and Sustainability award has been designed with a specific structure which provides academic progression and delivers a balanced, comprehensive and in-depth programme of study. The specific structure of your award is provided in the next section and is known as your **Programme Specification**.

The following definitions will help you to understand how the Environment and Sustainability award is organised at Staffordshire University:

An **Award** is the study programme which you are taking. In your case it is BSc (Hons) Environment and Sustainability. Your award consists of 17 modules (10 x 15 credit modules and 7 x 30 credit modules) and is delivered in six teaching blocks spread across

three levels. It is defined by a set of learning outcomes that indicate the knowledge and skills that you must be able to demonstrate in order to graduate. There is academic progression between Levels in terms of both subject matter and skills - indeed some intermediate (Level 5) and advanced (Level 6) modules will demand specific pre- and perhaps co-requisites. Details about the learning outcomes of your Environment and Sustainability award are provided in section 6 of this handbook.

A **module** is an individual component of your study programme which is self-contained with its own assessment and is worth a specified number of credits. Each module has distinctive educational objectives (learning outcomes) and clearly-defined content. A single module normally (but not always) lasts for one teaching block and is equivalent to 15 credits of your study programme. All modules have an equal learning time attached to each - 150 hours, which includes all lectures, practical classes, seminars, tutorials, independent/guided study and assessment which makes up the module. A double module is a larger component, equivalent to 30 credits with 300 hours of learning time and will usually stretch over two teaching blocks. Within your award you will encounter the following type of module:

- **Core modules** in which fundamental subject matter and/or skills will be delivered and they must be successfully completed in order to complete your BSc award in Environment and Sustainability.

A **Level** generally equates to a year of study for a full-time student. To pass each of the three Levels of your award you are required to take and pass 120 credits at each Level. Part-time students, or full-time students who fail modules which then require repeating, may take longer than a year to successfully complete a Level.

A **Semester** is the term that is frequently used by your tutors to refer to a Teaching Block. It normally consists of twelve teaching weeks, independent learning time and an assessment period. For full-time students, a Level normally consists of two semesters or teaching blocks.

Pre- and co-requisites may be specified for some modules. This occurs when prior knowledge / skills from a module at a previous Level (pre-requisite) or at the same Level (usually in the first teaching block) (co-requisite) is essential.

6. ENVIRONMENT AND SUSTAINABILITY PROGRAMME SPECIFICATION

6.1. Main Educational Aims of the Programme

- To appreciate the contemporary, applied nature of environmental studies and how the subject can analyse the issues and inform the debates surrounding sustainable environmental management of the social and natural worlds.
- To raise student awareness of the multi-dimensional challenges of environmental issues and solutions in order to develop an holistic approach to their management. We expect that successful graduates from this programme will have the skills and confidence to advocate sustainable practices within their future personal and professional lives.
- To apply concepts, principles and theories to 'real-world' case studies and provide experience of varied social and natural environmental contexts and issues through field exploration.
- To comprehend the contested nature of the environmental agenda and related research and to develop incisive enquiry skills that allow students to research and debate these contested issues for themselves.
- To develop competences in a range of appropriate methods and techniques to collect, analyse and present data that will enable students to generate new and warranted knowledge.
- To provide an intellectually demanding and stimulating course that will enable students to become confident in their ability to receive information critically, to process it logically and to communicate it effectively.
- To equip students with appropriate employability, enterprise and life-long learning skills so that they can successfully develop their careers after graduation.
- To introduce and develop the students' appreciation of the wide range of contemporary environmental issues and provide an understanding of the complex interactions between natural environmental systems and society's resource demands for development.

6.2. Programme Outcomes

The route provides opportunities for students to achieve and demonstrate the eight key outcomes presented by level on the next page.

As part of Environment and Sustainability award programme students can choose to pursue an ordinary degree instead of an honours degree at Level 6. For those students that elect to take an Ordinary degree, they do not undertake a substantial (30 credits) piece of independent project work and as such would not be expected to achieve those Level 6 learning outcomes underlined in the following tables. Only Honours students would be guaranteed of achieving those Level 6 outcomes underlined by successfully completing a 30 credit independent project.

The following outcome statements have been devised with reference to the National Qualifications Framework Level Descriptors, the 'Staffordshire University Award Outcomes: Interpreting the NQF' document and the Geography and Earth Sciences Benchmarking Statements – see:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Geography.asp>

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/EarthSciences.asp>

6.2.1. B.Sc Environment and Sustainability Single Honours – Learning Outcomes

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Knowledge & Understanding	Demonstrate a broadly based knowledge of the underlying concepts and principles that inform understanding of the contemporary environmental issues with reference to the social and natural worlds.	Demonstrate a critical understanding of the appropriate concepts of environmental sustainability and management.	Develop an advanced critical understanding of concepts of environmental sustainability and management and how these are applied in practice; evidence of critical knowledge informed by the specialist environmental research literature.
Learning	Develop an initial understanding of the diversity of learning processes.	Develop an understanding of the importance of independent learning and undertake appropriate learning strategies.	<u>Demonstrate a capacity to drive and sustain independent learning and quest for knowledge; and an understanding of the contested nature of environmental knowledge.</u>
Enquiry	Collect, present, evaluate and interpret a range of qualitative and quantitative, primary and secondary data / information relating to the social and natural worlds.	Demonstrate a critical knowledge of the main methods of enquiry for investigating environmental sustainability.	<u>Select, deploy and adapt established techniques of enquiry for research into sustainability and environmental management</u>
Analysis	Analyse, evaluate and interpret a wide range of primary and secondary data and information relating to the social and natural worlds.	Use a range of established analytical techniques to initiate and undertake analysis of environmental data / information.	Demonstrate a critical analytical evaluation of current research and scholarship pertaining to environmental sustainability.
Problem Solving	Demonstrate a basic understanding of different approaches to problem solving within the social and natural worlds.	Critically evaluate the appropriateness of different approaches to solving environmental problems and design solutions to them.	<u>Devise, refine and apply research questions to achieve a critical understanding of real-world sustainability and environmental management</u>
Communication	Demonstrate competence and confidence in a range of communication media to express knowledge and information in a structured and coherent manner.	Communicate effectively environmental information and arguments in a variety of different contexts and scenarios.	Demonstrate an advanced standard of competence in a range of communication skills; and deployment of communication media for a variety of audiences.
Application	Understanding of how knowledge and skills can be applied to real-world environmental issues.	Develop a capacity to apply environmental concepts, principles and skills in various contexts / scenarios; to construct and present appropriate informed arguments and positions.	Apply knowledge and skills learned to review, consolidate and extend further an advanced understanding of sustainability and environmental concepts; to construct, articulate and defend advanced intellectual arguments and positions.
Reflection	Undertake self-appraisal of learning achievements; and understand the need / value of a reflective approach to pastoral and intellectual development.	Refine and develop critical reflective skills in relation to personal qualities and transferable skills; and exercise personal responsibility in developing competencies to match academic and / or vocational aspirations.	<u>Manage learning, exercise initiative, personal responsibility and demonstrate the learning abilities, qualities and transferable skills necessary for employment or further academic or professional training.</u>

7. WHAT MODULES WILL I STUDY?

7.1. Level 4 (Certificate Level):

BSc Environment students study 120 credits of core modules that provide basic concepts and skills for further study at Levels 5 and 6. Three of these modules focus on concepts and theories central to the study of Environment and Sustainability. They are *Environmental Issues and Case Studies* (30 credits); *The Dynamic Earth* (30 credits) and *Sustainable Lifestyles and Communities* (15 credits). Together these modules provide an integrated introduction to the key concepts and theories which will underpin your award. The *Dynamic Earth* will introduce you to the natural environmental systems and processes (e.g. soil / climate) and provide training in basic practical and field methods for the investigation and analysis of these processes and systems (e.g. field observation, questionnaire surveys, slope surveying, behaviour observation, soil sampling & description, river analysis). Some of the data utilised in the practical component of the module will be collected in compulsory field training days using local field venues. *Environmental Issues and Case Studies* will introduce you to key contemporary environmental issues and provide you with an appreciation of the contested nature of these environmental issues. *Sustainable Lifestyles and Communities* provides you with an understanding of the key elements that contribute to and characterise a sustainable lifestyle at both the individual and community level.

The *Investigating Geography and the Environment* (30 credits) and *Geography and Environment Tutorials* (15 credits) modules deliver key subject specific and transferable skills. *Geography and the Environment Tutorials*: A weekly 1 hour tutorial programme will deliver key learning-to-learn skills and discuss environmental and sustainability issues related to the material being delivered in the concepts based modules. The tutor will provide both academic and pastoral guidance, including personal development planning, through both teaching blocks. *Investigating Geography and the Environment*: In teaching block 1 a weekly 2 hour workshop and contextual 1 hour lecture programme will provide essential training in map reading, group working skills, cartography, map design and use of graphics and desk top publishing packages. These workshop and lecture sessions will culminate in the completion of a group based poster assignment and will draw upon information and data collected in a long-weekend residential field class that will occur early in the first teaching block, normally in the Peak District. This compulsory field class will introduce basic field observation and mapping skills as well as introduce group-working skills. Finally, the second teaching block of this module will consist of; (1) a series of weekly 1 hour lectures and 2 hour workshops which will introduce data handling and statistical analysis techniques for geographers, and (2) a set of lectures, workshops and local field visits to provide training in capturing, creating and analysing geospatial data.

The class-contact varies between modules but is normally a small proportion of the total learning time (150 hours per 15 credits). The non class-contact learning time should be taken-up with guided formative independent learning and summative assessment preparation. The formative learning for each of the modules will include, for example, follow-up reading from reference lists provided in class, GeoCAL exercises (Computer Aided Learning) from lectures, learning support activities provided on the module VLE, preparatory or reflection tasks for tutorials; finishing-off workshop exercises etc. plus general guided reading around the subject.

7.2. Level 5 (Intermediate Level):

Level 5 provides an intermediate level of learning focusing on a mixture of skills modules, but delivered through appropriate environmental contexts, a concepts module concentrating on issues related to environmental resources and risks, and a set of modules which consider environmental management and associated tools, policy and legislation. The two modules used to deliver skills training are *Geography and the Environment in Practice* (30 credits) and the *UK Geography and Environment Field Class* (15 credits). In the first teaching block the skills provision is staff-led within the

Geography and Environment in Practice module. During this teaching block training is provided in an award appropriate range of investigative and analytical skills (weekly workshops) and there is reinforcement of study and transferable skills through the weekly tutorial programme. This tutorial programme develops further learning skills such as critical reading techniques, time management, report writing, self-reflection etc. that constitute continuing personal development planning (CPDP) as well as discussing key subject concepts / issues related to the Environment and Sustainability award. The practical component consists of a weekly 2 hour workshop programme in appropriate social or physical science geographical techniques for the award e.g. qualitative analysis, historical data analysis and sediment analysis, together with training in Geographic Information Systems and questionnaire design.

In the second teaching block the focus of the skills modules changes from being staff-led to being student-led (with staff guidance) in preparation for Level 6. In this teaching block *Geography and the Environment in Practice* takes students through the various stages of formulating and designing an appropriate research project in preparation for their Level 6 independent research. The tutorial programme is replaced by supervisory sessions which offer support in project planning as well as further CPDP e.g. careers auditing and planning. Also in the second teaching block students prepare team project work (drawing on the previous module) for a UK 6-day residential field course (*UK Geography and Environment Field Class*). The field class also provides an opportunity for students to hone existing field techniques, learn new ones and demonstrate project execution in a staff-guided learning environment. It will also examine key ideas of human-physical-environment interaction.

As well as these skills based modules students are required to take:

Resources and Risks: Challenges to Sustainability (30 credits) which will provide you with an understanding of the nature and character of environmental resources and risks.

Environmental Management Systems (15 credits) which will develop your knowledge and understanding of the processes involved in implementing and undertaking and EMS within an organisation.

Tools for Evaluating Environmental Performance and Sustainability (15 credits) which will outline the principles and practices of some of the tools of analysis used in the evaluation of environmental performance and sustainability.

Environmental Policy, Legislation and Regulation (15 credit) which introduce you to the legislative and regulatory framework that exists in the UK with respect to the management of solid, liquid and atmospheric waste.

Class-contact hours for the skills-based modules are quite intensive at up to 50 out of 150 hours but this reflects the key skills that need to be developed. For the 30 credit knowledge-based module class contact is normally between approximately 48 hours while the other 15 credit modules class contact is between 20 and 25 hours. The rest of the learning hours for these modules are again for guided formative independent learning and assessment preparation. The tables in section 9 below maps the summative assessment between the various modules.

7.3. Level 6 (Honours Level):

Level 6 represents the advanced level of the degree and examines specialist subject matter up to research level. Learning is far more independent and prior knowledge of both subject matter and skills from Level 5 will be built upon.

For the independent project two alternative 30 credit project modules are available. The first, the *Geography and Environment Independent Research Project*, is a major piece of independent research work that is formulated in teaching block 2 of Level 5 in the *Geography and Environment in Practice* module; data is normally collected over the intervening summer vacation; and then data analysis and write-up with reference to academic literature is carried out through Level 6. Alternatively, the *Geography and*

Environment in the Work Place Project involves a 20 day (or equivalent) work 'familiarisation' period within a company / agency / institution and investigates the geographical and/or environmental aspects of the host organisation. Again this is planned as part of the Level 5 *Geography and Environment in Practice* module. Whichever project is chosen, the subject matter should be appropriate for the award. The 30 credit project represents the pinnacle of the honours degree programme as it brings together and applies all the subject specific analytical skills, specialised subject knowledge, enquiry and problem-solving skills developed through the award. Students taking the ordinary degree would not normally undertake a 30 credit project.

In the second teaching block of Level 6 all students take the *Advanced Geography and Environment Fieldwork* module which investigates a set of relevant geographical, environmental and sustainability themes within a non-UK setting. This allows students to develop a detailed knowledge of a particular geographical location and examine 'real-world' environmental and sustainability issues at that location. The field work is conducted through student experiential research lead learning. Theoretical class-room acquired knowledge is related to the field environment in the associated *Field-course Thematic* module and is put into practice and tested in reality on the fieldwork module where students hone their skills of adaptability and project management.

During Level 6 all students are required to take *Professional Practice and Careers for Geography and Environment Graduates*. This module has been designed to provide students with an advanced appreciation of the career opportunities for environment graduates and further develop the skills in employability, professional development and career management which were introduced in Levels 4 and 5.

Three concepts based modules (45 credits) are also studied. These are: *Sustainability, Planning and Environmental Policy* (15 credits) which examines conceptual debates about sustainability in the practical implementation of environmental policy and planning at the local and national scales.

Planning for Climate Change (15 credits) which examines the underlying causes and consequences of climate change, the role of models in predicting climate change, and climate change mitigation and adaptation strategies.

Geographic Information Systems (15 credits) which further develops understanding of the principles of geographic information systems and your ability to query, manipulate and analyse environmental data sets using a GIS.

At Level 6 the emphasis is naturally much more on independent learning with class-contact hours normally only accounting for up to 30 hours of each 150 hour module. The rest of the learning hours for modules are for guided formative independent learning and assessment preparation.

7.4. Module Learning Outcomes

Outcomes - In the following table the learning outcomes from section 6.2. have been mapped against the modules with those outcomes that are explicitly developed and assessed indicated by ●. The table also indicates (✓) which outcomes have been met across each level.

Learning Outcomes Mapping Table	Knowledge & Understanding	Learning	Enquiry	Analysis	Problem Solving	Communication	Application	Reflection
Outcomes ⇨								
Level / Module ⇨								
Level 4 / Certificate	✓	✓	✓	✓	✓	✓	✓	✓
Environmental Issues and Case Studies	●		●	●		●	●	●
The Dynamic Earth	●	●	●	●	●	●	●	●
Investigating Geography & Environment	●	●	●	●	●	●	●	●
Geography & Environment Tutorials	●	●				●	●	●
Sustainable Lifestyles and Communities	●		●	●		●	●	●
Level 5 / Intermediate	✓	✓	✓	✓	✓	✓	✓	✓
Geography & Environment in Practice	●		●	●	●	●	●	●
UK Geography & Environment Residential Field Class	●	●	●	●	●	●	●	●
Resources & Risks: Challenges to Sustainability	●		●	●		●	●	●
Environmental Management Systems	●	●	●	●		●	●	
Tools for Evaluating Environmental Performance & sustainability	●	●	●	●	●	●	●	●
Environmental Policy, Legislation & Regulation	●	●	●	●		●	●	
Level 6 / Honours	✓	✓	✓	✓	✓	✓	✓	✓
Geography & Environment IRP / Work Place Project	●	●	●	●	●	●	●	●
Advanced Geography & Environment Fieldwork	●		●	●	●	●	●	●
Fieldcourse Thematic module	●	●		●		●	●	●
Professional Practice and Careers for Geography and Environment Graduates	●	●		●	●	●	●	●
Sustainability Planning & Environmental Policy	●	●	●	●		●	●	
Geographic Information Systems	●		●	●	●	●	●	
Planning for Climate Change	●	●	●	●		●	●	

8. PROGRAMME STRUCTURE

The programme is offered in full-time (normally 3 years) and part-time (normally 6 years) modes. On the structure diagrams on the next page, each level consists of 120 credits of core modules based upon the equivalent of eight 15 credit modules over two semesters (60 credits per semester).

The curriculum for your BSc Environment and Sustainability award has been carefully mapped to match the requirements of an Associate Membership of IEMA (Institute of Environmental Management and Assessment) and accreditation for this award is currently being sought with IEMA (see Appendix 2).

B.Sc (Hons) Environment and Sustainability

Level 4 (C) Potential Award CertHE (120 credits at Level 4 or higher)

TB 1	SCS83475-4 Investigating Geography and the Environment (30 credits)	SCS83479-4 Environmental Issues & Case Studies (30 credits)	SCS83477-4 Dynamic Earth (30 credits)	SCS83476-4 Geography and Environment Tutorials (15 credits)
TB 2				SCS83164-4 Sustainable Lifestyles & Communities (15 credits)

[To progress from L4 (C) ⇒ L5 (I) at least 90 credits must be passed including at least 75 L4 award specific credits]

Level 5 (I) Potential Award DipHE (240 credits passed with at least 120 at Level 5 or higher).

TB 1	SCS83514-5 Geography and the Environment in Practice (30 credits)	SCS83517-5 Resources & Risks: Challenges to Sustainability (30 credits)	SCS83504-5 Environmental Management Systems (15 credits)	SCS83510-5 Tools for Evaluating Environmental Performance & sustainability (15 credits)
TB 2			SCS83509-5 Environmental Policy, Legislation & Regulation (15 credits)	SCS83515-5 UK Geography & Environment Field Class (15 credits)

[To progress from L5 (I) ⇒ L6 (H) at least 210 credits must be passed including all L4 award specific credits and at least 75 L5 award specific credits]

Level 6 (H) Potential Honours Degree (360 credits passed with at least 120 at Level 6 and not more than 120 at Level 4).

TB 1	SCS83609-6 Geography & Environment Independent Research Project	SCS83612-6 Fieldcourse Thematic Module (15 credits)	SCS83613-6 Sustainability Planning & Environmental Policy (15 credits)	SCS83616-6 Professional Practice and Careers for Geography and Environment Graduates (15 credits)
TB 2	or SCS83610-6 Geography & Environment in the Workplace Project (30 credits)	SCS83611-6 Advanced Geography & Environment Fieldwork (15 credits)	SCS83370-6 Geographic Information Systems (15 credits)	SCS83372-6 Planning for Climate Change (15 credits)

Ordinary Degree (300 credits passed with at least 60 at Level 6 & not more than 120 at Level 4). Students may, at the start of Level 6, decide to study for an Ordinary (non-honours) award. The Ordinary Degree requires that only 60 credits are studied – the Professional Practice and Careers for Geography and Environment Graduates, Sustainability, Planning and Environmental Policy, Geographic Information Systems and Planning for Climate Change. As a consequence only the Level 5 intermediate and a subset of the Level 6 outcomes would be achieved (see page 11).

9. HOW WILL I BE ASSESSED?

9.1. Information on Assessment Regulations

The assessment regulations for the award are those that apply across the whole University. These regulations are available online at:

http://www.staffs.ac.uk/assets/ugrad_mod_fram_tcm44-26763.pdf

Work that you submit will be assessed using one of two methods:

- Summative Assessment – your work will be given a mark (normally a grade point - see the table on the next page for more information about the Staffordshire University grade point system) indicating how well you have completed the assignment set. All conventional forms of assessment (examinations and essays) are marked anonymously. Summative assessments have been designed to test specific outcomes and to ensure that learning can be demonstrated in the most appropriate way. They are also scheduled to occur at the most appropriate point during the modules and the award so that timely staff feedback can be incorporated into the next assignment. Students are advised to spend a nominal 30-35 hours on each standard length essay / report or examination revision. Your work will be graded using the grade point system set out in the table on the next page. The criteria that tutors use to assess your work and determine what grade point to award it will be provided in your module handbooks.
- Formative Assessment – where you are required to submit work for formative assessment your work will not be given a grade but your tutor will provide you with constructive feedback on your performance. S/he will indicate which parts you have completed well and suggest ways in which you could improve your performance. Formatively-assessed work is normally designed to allow you to develop skills and acquire knowledge that you will need in order to successfully complete summatively-assessed work. Work submitted for formative assessment typically includes workshop exercises submitted early in a module, coursework plans, proposals for field work projects, research / workplace project drafts.

% SCORE	GRADE POINT	DEGREE CLASS
0-17	1	Fail
18-34	2	
35-39	3	
40-42	4	Third
43-46	5	
47-49	6	
50-52	7	Lower Second
53-56	8	
57-59	9	
60-62	10	Upper Second
63-66	11	
67-69	12	
70-72	13	First
73-76	14	
77-100	15	

Percentage Score, Grade Points and Degree Classes.

9.2. Assessment Formats and Loading

You will encounter a wide variety of coursework assessment types, including essays and examinations, during your time as an undergraduate Environment and Sustainability student. The mix of assessment types and the assessment loading that you are likely to encounter at each level are outlined in the following tables and section 9.3 provides some more information on the types of assessment you may encounter on your award. The overall balance of coursework to exams is 85:15 which reflects the practical and applied nature of the Environment and Sustainability award and the skills / task based nature of the associated learning outcomes.

9.2.1. Level 4 Assessment Loading

Module Assessment	Environmental Issues and Case Studies	The Dynamic Earth	Investigating Geography & Environment	Geography & Environment Tutorials	Sustainable Lifestyles and Communities	Total
Essay	1	1			1	3
Report		1	1			2
Portfolio including a poster / presentation			1	1	1	3
Portfolio including an essay / report / webpage	1			1		2
Portfolio including a class-test / exam			1			1
Examination / Class-test	1 x 1 hr	1 x 2 hr				2
Total	3	3	3	2	2	13

9.2.2. Level 5 Assessment Loading

The skills based modules are assessed by coursework while the knowledge-based core modules are assessed by a combination of examination and coursework (an overall coursework to exam ratio for the level of typically 73:27).

Module Assessment	Geography & Environment in Practice	UK Geography & Environment Field Class	Resources and Risks: Challenges to Sustainability	Environmental Management Systems	Tools for Evaluating Environmental Performance & sustainability	Environmental Policy, Legislation & Regulation (15 credits)	Total
Report		1	1	1			3
Essay						1	1
Practical / Workshop Portfolio	1		1		1		3
Group Report / Poster		1					1
Extended Essay	1						1
Oral Presentation	1						1
Project Plan Pro forma	1						1
Examination			1 x 2hr	1 x 1.5hr	1 x 1hr	1 x 1hr	4
Total	4	2	3	2	2	2	15

9.2.3. Level 6 Assessment Loading

At Level 6 the of the knowledge and concepts-based environment and sustainability modules are assessed by a combination of examination and coursework while the more applied and practical modules are assessed entirely by coursework (an overall coursework to exam ratio for the level typically of 83:17). The table below maps the summative assessment between the various modules.

Module Assessment	Geography & Environment Independent Research / Workplace Project (30 credits)	Advanced Geography & Environment Field Class	Thematic Fieldcourse module	Professional Practice and careers for Geography & Environment Graduates	Sustainability Planning & Environmental Policy	Geographic Information Systems	Planning for Climate Change	Total
Essays / Reports / Portfolios		2	1	1		1		5
Project Report (7000-9000 words)	1							1
Group Project			1	1	1		1	4
Examination / Class-tests					1 x 2hr		1 x 2hr	2
Total	1	2	2	2	2	1	2	12

9.3. Types of Coursework that you may encounter:

9.3.1. The Essay

The traditional 1250-2000 word essay is an important coursework element across all three Levels. At Level 4, you will receive specific support skills to engage in this key academic craft. At Level 6, some modules retain the essay as the key coursework assessment format. Some modules may also use short essays (ca. 500 words) where the aim is to encourage the acquisition of précis and composition skills.

9.3.2. The Report

A coursework assignment delivered as a report has traditionally been a feature of some disciplines where the students have engaged in the writing up of laboratory and / or field work. The use of the report has gained a wider currency as report-writing has been identified as one of a range of transferable writing skills. Reports feature at all three levels of the Environment and Sustainability, relating both to field work and workshop skills. In addition to individual report write-ups students will also be exposed to report writing as part of a group, another valuable transferable skill.

9.3.3. The Seminar Folder or Module Portfolios

A number of modules will require the submission of an end-of-module folder or portfolio containing all the work undertaken for and at small-group sessions, in workshops or on fieldwork. A variety of activities in these classes themselves ensures that the sessions provide both a review of substantive issues and a diversity of tasks. These may include: reviewing articles using a prepared set of questions;

answers written and subsequently discussed in the seminar/class session; a workshop involving the interpretation and analysis of a data matrix; the use of video workshops which provide additional case study topics which students review; and follow-up worksheets from field visits.

9.3.4. The Executive Summary

This exercise is aimed at refining your skills in producing summary statements of more extended and / or complex discussions in a way that key findings and recommendations may be quickly assimilated by a reader. Although not a conventional part of academic work, the executive summary is widely used in governmental, industrial and commercial situations and, therefore, constitutes an additional transferable skill that you may acquire.

9.3.5. Fieldwork Diary or Fieldwork notebook

Fieldwork diaries or notebooks have long been a tradition of field courses, where you are encouraged not only to record your observations and data during a residential field course or a series of field days but to reflect and critically appraise your work. These fieldwork diaries or notebooks may form a small but significant percentage of the overall fieldwork assignment on some field-course based modules.

9.3.6. Oral Presentation

Oral presentations will be regularly encountered across all three levels of the Environment and Sustainability award. Formal instruction is introduced during the Level 4 tutorials and reinforced in Level 5. The first summative assessments of oral presentations are undertaken as part of the Level 4 *Geography and Environment Tutorials* module.

9.4. Examination / Class Tests

Examinations and tests form part of the assessment strategy used at all three levels of undergraduate teaching in Environment and Sustainability. These may take the following format:

9.4.1. The 1 hour Class Test

This may involve multiple choice questions but also short answer questions and essay questions. These may cover, for example, definitions; data interpretation; true-false statements; matching statements and analytical questions. Class test formats may include open book tests where you can bring your notes into the test and seen tests where you are provided with the questions before the test itself.

9.4.2. The examination (1-3 hours in duration)

This type of examination may often involve the answering of unseen essay questions. However, in addition you may encounter different types of exams:

- 'part seen' examination - where the paper is divided into two sections and you have access to the questions of one part before the examination itself.
- 'part essay, part data / text evaluation / short questions examination - where the paper is divided into two sections, one of which contains traditional essay questions whilst the other contains a series of short questions based on the analysis of data and / or textual information.

9.5. Environment and Sustainability Module Assessment ‘Menu’

You will be assessed in a range of different ways during your award. You will be given specific information on assessment for each module you take in your module handbooks but the listing in the table on the next page gives you an indication of the types of assessment, coursework or exam, you will encounter. We have specified the mix of different types of assessment that will occur at each level of your award programme, the table overleaf shows that mix of assessments:

Level	Credit	Assessment format	% weight
4	30	1 x Cartography portfolio including a group poster project	40
		1 x statistics portfolio including 1 hr class-test	30
		1 x Local Area project report	30
	30	1 x 1250 word essay	30
		1 x 1250 word report 1 x 2 hour examination	35 35
30	1 x 1250 word essay	25	
	1 x portfolio (including a reflective report and group web-page) 1 x 1 hour class-test	50 25	
15	1 x portfolio including a 1250 word reflective essay 1 x portfolio including a 1250 word essay and group presentation	30 70	
15	1 x 1000 – 1250 word essay 1 x portfolio (including a reflective report and group presentation)	50 50	
5	30	1 x practical portfolio of workshop exercises (marked for completeness)	0
		1 x 2500 word essay	45
		1 x 15 minute oral presentation	15
		1 x research proposal	40
	30	1 x 1750 word report 1 x portfolio of workshop exercise 1 x 2 hour examination	30 30 40
	15	1 x 3000 – 3500 word GROUP research paper 1 x 1250 –1500 word INDIVIDUAL field report	50 50
15	1 x 2000 word report 1 x 1.5 hour examination	50 50	
15	1 x portfolio 1 x 1 hour class-test (short questions)	60 40	
15	1 x 2000 word essay 1 x 1 hour class-test (short questions)	60 40	
6	15	1 x 2000 word project report	100
	15	1 x 2 hour examination	50
		1 x GROUP project	50
	15	1 x 2 hour examination	50
		1 x GROUP project	50
	15	1 x 2000 word literature review essay	30
		1 x 2000 word individual field report	70
15	1 x 1750 word essay	50	
	1 x GROUP project	50	
15	1 x GROUP Project	40	
	1 x career skills portfolio	60	
30	1 x 6500 –7500 / 7500-9000 word dissertation	100	

9.6. Coursework Word Limits

Normally word limits are set for your Environment and Sustainability coursework assignments (essays, reports, posters etc.). Information about the word limits for your coursework assignments will be provided in your module handbooks and/or in the guidelines for specific coursework assignments. If you are unsure of the word limit for any of your coursework assignments ask the module tutor. As your tutors consider that word limits are set as an integral part of the assignment it is very important that you do not exceed the word limit.

If you exceed the word limit you are not conforming to the required assessment format and it is recognised that potentially students exceeding the word limit can bring in a greater range of material including case studies, quotes etc. compared to students that adhere to the word limit. Tutors on the Environment and Sustainability award recognise that these students are trying to gain an unfair advantage over students who adhere to the word limit and will penalise them.

You must declare the word count on all the assignments that you submit (the assessment cover sheet that you are required to attach to your coursework has a space for you to provide your word count). Your word count should be as accurate as possible and your tutors will check them! Normally abstracts, tables, reference lists and appendices are excluded from the word count, but you should check your assignment guidelines for information about what you should include in the word count. Where the stated word count exceeds the word limit by 10% or more, or where the tutor assessing the work feels that the word limit has been exceeded by at least 10%, penalties will be applied.

Depending on the extent to which the word limit has been exceeded between one to three grade points will be deducted from the initial 'face-value' grade. If you exceed the word limit by more than 50% the maximum grade that your work will achieve is a grade point 4 (minimum pass). Where a penalty has been applied for exceeding the word limit your tutor will clearly indicate on your feedback form that your work has failed the criteria for 'appropriateness of written style' and as a consequence your mark has been down-graded.

9.7. Assessment Standards

Assessment is anonymously marked with tutors using clear published criteria and sample verification by both internal and external examiners is undertaken to ensure parity of marking standards. Feedback is provided in a variety of ways including written comments on assignment and cover sheets by the assessor, formally by personal tutors reviewing coursework and examination performance in one-to-one student appraisal sessions; and informally by personal tutors discussing areas of improvement.

Normally, to pass a module students have to achieve a grade-point 4 (40%) average across the assessment elements. However, there are two further requirements:

- The Faculty specifies that all summative assessments have to be submitted to ensure that all learning outcomes are attempted. The non-submission of an assessment will mean that irrespective of the overall module average grade-point the module will be assigned a grade-point 1 and the missing work will have to be submitted as a referral.
- For Environment and Sustainability, at Level 4, the modules with multiple assessment components require students to achieve at least a grade-point 2 (compensatable fail grade) for each of the summative assessments. Again, students may achieve a module average grade-point of 4 or more but still be referred in one or more components if any element of assessment is grade-point 0 or 1. This is to ensure that all students demonstrate engagement with the full range of learning objectives and assessments for each module.

9.8. Exam Attendance/Submission of coursework

In order for course work to be assessed, it must be submitted by the stated deadline. Similarly, exams must be sat at the stated time. Failure to attend an exam, or to submit course work will not only incur a fail grade, but students may also **forfeit** any further assessment opportunity in that element of assessment, unless extenuating circumstances are upheld.

10. WHAT 'TRANSFERABLE SKILLS' WILL I DEVELOP?

One of the distinctive features of Staffordshire University is its focus on ensuring that its graduates leave the University with a range of skills and experience that employers' value. It is important for all students to develop a range of key 'transferable skills' as part of their award. These are skills which will enhance your employability and they will be delivered, primarily, through your skills modules at each Level.

You will be introduced to a wide range of both subject-specific and transferable skills at Level 4. Some of these skills will become implicit components of modules at Levels 5 and 6, others will be developed and extended as part of the teaching and learning beyond Level 4. New skills will be introduced at both Level 5 and Level 6, building on Level 4 skills acquisition. Within your 'Skills' modules at Levels 4 and 5 the concept and practice of continual personal development will be introduced and you will be encouraged to employ 'Continuing Personal Development Planning' (CPDP). The *Professional Practice and Careers for Geography and Environment Graduates* module will further develop and consolidate these skills at Level 6.

10.1. Work Format Skills

It is important for you to be able to work both independently and in teams; both formats are introduced in Level 4. The ability to learn for yourself is explicitly introduced in the Level 4 tutorial module and emphasised in the introductory lecture modules (*Investigating Geography and Environment*, *Environmental Issues and Case Studies*, and *The Dynamic Earth*).

The ability to work effectively in teams is often seen by prospective employers as a key skill. Team working is delivered, primarily, through the modules that involve fieldwork. At Level 4 you will be required to work in small teams on staff-prescribed field projects, you will report on some of these individually but some will also require you to submit group generated output (e.g. poster, video report). At Level 5 small student teams are required to formulate, design, execute and report on field projects collectively.

Peer tuition, where by students learn from each other (not just the tutor), is introduced to all students in the Level 4 and Level 5 tutorials, and in the Level 5 field work and in the supervisory sessions of the research planning component of *Geography and the Environment in Practice*. Peer assessment will be introduced at Level 4 and is used at Level 5 and Level 6 both to focus students into targeting assessment criteria and to differentiate the variable contributions that students may make within team project work.

10.2. Communication Skills

Being able to communicate well in both written and oral forms is a very important skill.

In Level 4, mainly through the *Geography and Environment Tutorial* module, you will be provided with training in: how to use the library to search for literature; how to make notes from lectures and articles that you are required to read; and how to write essays and reports and introduced to what makes a good oral presentation. *Environmental Issues and Case Studies* will introduce you to the principles of creating an informative web-site and *Sustainable Lifestyles and Communities* will reinforce your oral presentation skills.

In Level 5, again, principally through the tutorial component of the *Geography and Environment in Practice* module, the following skills are reinforced: critical reading; oral presentation; and discussion / debating skills. Literature searching, critical reading and essay writing are developed further in the research planning component of this module. Report writing (both individual and group) is further developed in the Level 5 *UK Geography and Environment Field Class* module.

Finally, in Level 6, all of the communication skills outlined so far are reinforced or developed further and often explicitly assessed in the core project modules (*Geography and Environment Independent Research Project*, *Geography and Environment in the Work Place Project*, *the Professional Practice and Careers for Geography and Environment Graduates* module and in the core fieldwork module. However, greater emphasis is placed on critical reading, interpreting text and data; oral presentations and discussing / debating ideas.

10.3. Data Analysis / IT Skills

At Level 4 *Investigating Geography and the Environment* module is designed to reinforce your skills in desk-top publishing, the use of graphics software, spreadsheets and basic statistics. Further reinforcement of these skills is provided in the practical components of *The Dynamic Earth* module at Level 4. These skills are then developed further in the Level 5 *Geography and Environment in Practice* and the *UK Geography and Environment Field Class* modules, in which data sets are analysed, interpreted and presented in the form of word-processed reports. For honours students this culminates in either the *Geography and Environment Independent Research Project* or *Geography and the Environment in the Work Place Project* in Level 6 where you analyse your own information collected over the summer / teaching block 1 and present and discuss your own findings. The *Geographic Information Systems* module at Level 6 will reinforce your computing skills.

10.4. Fieldwork Skills

Fieldwork is viewed as an integral part of the curriculum for the Environment and Sustainability award and forms a key constituent in the teaching and learning experience. Fieldwork is a medium for the development of a range of investigative and problem-solving skills, again a set of skills which are valued by future employers. It is also a vital means for demonstrating and illustrating key concepts and issues that you encounter within your studies.

In view of its importance, fieldwork is present in all three levels of the Award. Early in Level 4 you will attend a residential field course, currently in The Peak District, which will introduce you to some of the approaches to basic field investigation (such as recording information and keeping a field diary, land use mapping and slope surveying). The practical components of *The Dynamic Earth* module in Level 4 make use of locally-based field locations to provide further training in carrying out basic field investigations and collecting geographical data (soil sampling, land surface cover mapping, collecting river data etc.).

In Level 5 your capacities to design projects for yourself will be developed in the research training component of the *Geography and Environment in Practice* module and in particular the *UK Geography and Environment Field Class*. This last module centres upon a 6-day residential field course currently based in either Devon or North Wales. This field class focuses upon award-specific issues and case studies, and includes planning, execution and reporting of a team project.

In Level 6, Honours students are required to undertake either a *Geography and Environment Independent Research Project* or a *Geography and Environment in the Work Place Project*, both of which are likely to involve further independent work within the field. If you are an Honours Environment and Sustainability student you are also required to take the *Advanced Geography and Environment Fieldwork* module which will normally involve a foreign residential field course (currently to Spain) in which you undertake in-depth field studies of a range of selected issues that relate to your award.

10.5. Spatial Skills

These include specific geographical skills looking at spatial data sets. In *Investigating Geography and Environment* and the practical components of *The Dynamic Earth* at Level 4, you are introduced to maps - interpreting them and creating your own - and

basic aerial photograph interpretation and satellite image processing. These spatial skills are further developed the Level 5 *Geography and Environment in Practice* and *UK Geography and Environment Field Class* modules and in the specialist Level 6 core module on *Geographical Information Systems*.

10.6. Laboratory Skills

During Level 4 all Environment and Sustainability students are introduced to basic laboratory procedures, including safety, in the workshops for the practical components of *The Dynamic Earth* module.

11. WILL I HAVE TO PAY FOR CERTAIN ELEMENTS OF THE COURSE

For all compulsory field courses no additional contributions are required as the costs of travel and accommodation (normally B&B and evening meal) are included in your University fees. However, incidental costs e.g. personal field equipment and lunches will have to be fully met by the student. Some option modules may run short residential field classes for which students will be required to cover the full cost of accommodation / travel.

Please note – if a student fails to attend a compulsory field class or chooses to withdraw from a field class at short notice (without legitimate upheld extenuating circumstances) the student will be liable to pay any cancellation costs the University may incur. If a student fails a field class module and is required to retake the module with attendance they will be required to pay the **full** cost of attending the field class a second time.

11.1. Personal Equipment:

The field-based nature of the awards means that students will be expected to purchase for themselves personal equipment to enable them to safely undertake the Environment and Sustainability fieldwork. The following is a list of the equipment generally required for all outdoor activities. In addition all students will be instructed in basic cartography skills and then be expected to utilise these throughout the award. Students will have to purchase a technical drawing pack supplied from the department. Otherwise we recommend that you purchase the following:

- **Waterproof jacket**
- **Waterproof over-trousers,**
- **Hat and gloves,**
- **Sturdy footwear / walking boots &**
- **Day ruck-sac**

12. HOW CAN I EXPRESS MY VIEWS ON MY LEARNING EXPERIENCE?

12.1. Evaluating my Experience

We expect you to be an active participant in the learning process and in helping us to improve that process. To enable you to do so the following structures are in place within the Faculty of Sciences and the University:

- **Module Evaluation Feedback Forms** – these are questionnaires which we ask you to complete either during or, more commonly, at the end of modules. Module tutors use the information gathered from these questionnaires to help them plan the content and delivery of their modules in subsequent years. These may be distributed in paper format or administered using a web-based system.
- **Student Staff Liaison Committee (SSLC)** and The **Geography and Environment Subject Board** The SSLC meets every semester and comprises of student

representatives elected from all three levels and your award leader. It is designed specifically for you to let us know your opinions of the running of your award. The Geography subject board is a more formal board of the department, with elected student representatives from SSLC invited to attend.

- **Other Feedback Mechanisms** - You will also be presented with a variety of other ways of giving feedback to your tutors and the Faculty/University about your overall experience. You will be able to talk, of course, to your personal tutor. You will be asked to complete questionnaires at various points during your undergraduate career, e.g. early in your first year about your experience during Welcome Week, at the end of the year about your general experience as a student following a particular award, and when the Faculty or University wishes to evaluate the success of any new scheme that it may have implemented. The University also conducts an annual 'Student Viewfinder' survey which seeks your views on all services.

13. STUDENT SUPPORT & SPECIAL EDUCATIONAL NEEDS

We want you to enjoy your time here, but understand that from time to time you may have concerns or worries. We have in place support systems which you can call on should you feel you need to talk to someone (e.g. your personal tutor, e-mentor, or student guidance advisor) or need help with a particular problem. Please refer to the faculty handbook for a complete account of support available to you. You can find the Faculty of Sciences Handbook plus general information about the faculty at:

http://www.staffs.ac.uk/faculties/sciences/student_information/essentials.jsp

Support is focussed around four areas: (1) your welfare and well-being, (2) providing you with appropriate academic guidance (3) the development and enhancement of academic study skills, and (4) enhancing your employability.

Services are delivered at two levels: general services for all students provided by the University, and those provided at Faculty/subject level for students in the Faculty of Sciences.

13.1. What support is provided if I have a disability?

The Faculty of Sciences at Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Within the Department of Geography the special educational needs provision is co-ordinated by the Disability Tutor (Mr. Allan Watson).

14. WHAT ARE THE SAFETY GUIDELINES FOR LAB & FIELD WORK?

The Department of Geography has a Safety Code in place, which applies to all areas of operation administered by The Department, including work in the laboratory and the field. It works in conjunction with the main University Safety Policy Document (available at: http://www.staffs.ac.uk/assets/internal/Uni%20Policy%20DocumentA_tcm44). Its purpose is to promote behaviour and practices which will minimise danger to all members of staff, students and other persons using the Geography facilities. This safety code is supplemented by a Geography Safety Code of Practice specifically for health and safety in the field. Copies of both of these Safety Codes are available on-line at:

Geography Health and Safety Policy can be found at:

<http://www.staffs.ac.uk/schools/sciences/geography/pages/students/safety/handspolicy/index.php>

Geography Health and Safety in the Field can be found at:

<http://www.staffs.ac.uk/schools/sciences/geography/pages/students/safety/fieldsafe/index.php>

Please ensure that you read these Safety Codes carefully.

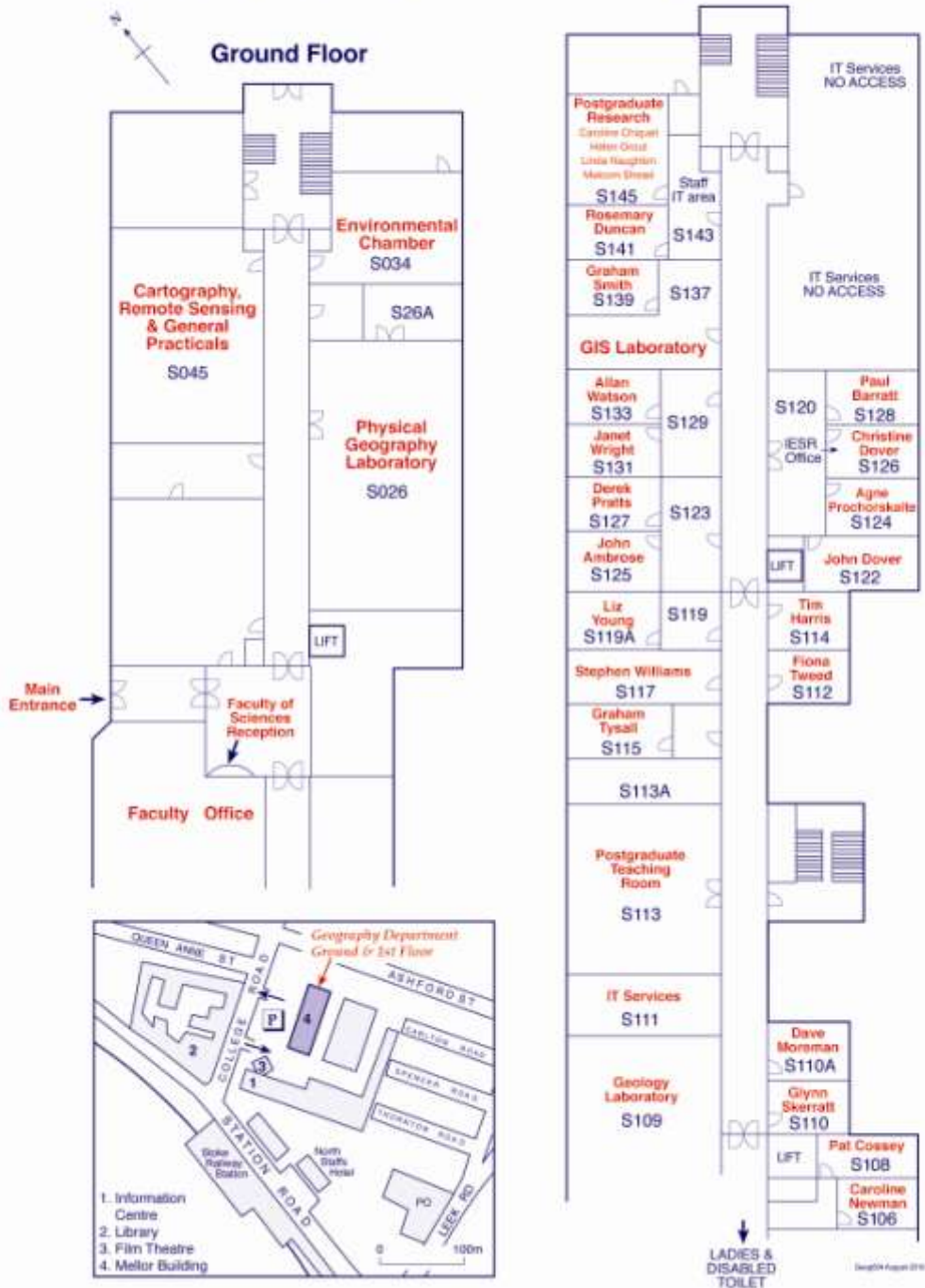
The Geography Department carries out risk assessments for all laboratory procedures and field course activities. Information about, and copies of, these risk assessments can be found at:

<http://www.staffs.ac.uk/schools/sciences/geography/pages/students/safety/riskassess/index.php>

Within the Department of Geography, the subject leader, Dr Janet Wright, is responsible for all health and safety matters and the Geography Safety Adviser is Mr Tim Harris.

15. APPENDIX 1: GEOGRAPHY FLOOR PLAN

Geography Department



16. APPENDIX 2: MAPPING OF CURRICULUM TO IEMA

Mapping the IEMA core curriculum in relation to the BSc Environment & Sustainability Award (see <http://www.iema.net/training/delegates/trngforassociate> for further information)

The IEMA Associate Certificate in Course in Environmental Management:
three core modules covering 80 hours of work

1. Environmental Sustainability
2. Environmental Legislation
3. Assessment, Interpretation & Management of Environmental Performance

Mapping against 4 modules at level 4 and level 5 (4*150 hours / Total Learning hours: 600 hours & 24*4 hours / 96 Contact Hours)

Staffordshire University modules on Level 4 and level 5 of BSc Environment and Sustainability	Envlss & CS	Environmental Management Systems	Tools for Evaluating Environmental Performance & sustainability	Environmental Policy, Legislation & Regulation
IEMA Core Curriculum				
ENVIRONMENTAL SUSTAINABILITY				
1.1 Earth's Natural Systems	1			
1.2 Business and environment	1	1		1
1.3 Effects of releases	1			1
1.4 Towards sustainability	1	1	1	1
ENVIRONMENTAL LEGISLATION				
2.1 Instruments for change		1		1
2.2 Emissions to the atmosphere				1
2.3. Contained waste				1
2.4 Discharges to the water				1
2.5 Contaminated land				1
2.6 Nuisance				1
2.7 Producer responsibility				1
2.8 Other relevant legislation				1
ASSESSMENT, INTERPRETATION & MANAGEMENT OF ENVIRONMENTAL PERFORMANCE				
3.1 Identification & assessment of environmental impacts		1	1	
3.2 Environmental Management Systems (EMS)		1		
3.3 Monitoring		1		1
3.4 Environmental audit		1		
3.5 Life Cycle Analysis			1	
3.6 Environmental Impact Assessment			1	
3.7 Strategic Environmental Assessment (SEA)			1	
3.8 Environmental Risk Assessment				1
3.9 Pollution Prevention and Control				1
3.10 Environmental Communication			1	

