Programme Specification for BSc (Hons) Environmental Science C13

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BSc Honours
5.	**Programme title**	**Environmental Science**
6.	**Pathways available**	Single honours only
7.	**Mode and/or site of delivery**	Face to Face delivery of theoretical and practical work with some blended learning via Blackboard. All modules delivered on the sites of the University of Worcester or in the field
8.	**Mode of attendance**	Full time or part time. Field courses may require residential attendance in the UK or abroad.
9.	**UCAS Code**	F 750 as single honours
10.	**Subject Benchmark statement and/or professional body statement**	**Earth Science, Environmental Science, Environmental Studies (ES3) (2014) QAA 151 02/07.** http://www.qaa.ac.uk/en/Publications/Documents/SBS-earth-sciences-14.pdf
11.	**Date of Programme Specification preparation/ revision**	March 2013, amended August 2014 and October 2014 (regulations). February 2015 (typo ENVS 2303 not 2103) July 15 changes to module offer at Level 6

12. Educational aims of the programme

The course aims to:

a) Provide a rigorous and disciplined curriculum of organized, current knowledge and practice relating to the discipline of 'Environmental Science' so that students develop a sound understanding of its principles, theories and applications.

b) Offer students the opportunities to develop a range of subject–specific and transferable skills to support their undergraduate studies and to prepare them for employment and/or post-graduate study.

c) Provide a supportive learning environment which acknowledges and responds to the diversity of student backgrounds and experiences, and which allow students the opportunity to realize their academic potential.

d) Enable students to develop a capacity for sustained independent work and ability to work with others as part of a team.

e) Develop students' skills of reflection, critical analysis and communication.

13. Intended learning outcomes and learning, teaching and assessment methods

At the end of the course students who have successfully completed their studies will be able to demonstrate:

Knowledge and understanding of:

a) Earth systems, including selected surface and near-surface physical, chemical, biological and anthropogenic processes, and interrelationships between the various systems.

b) Processes being influenced by different temporal and spatial scales and their influence on and by human activities.

c) Subject-specific terminology, nomenclature and classification.

d) Methods of acquiring, interpreting and analyzing information with a critical understanding of the applications to environmental science.

e) Issues concerning the availability and sustainability of resources.

f) A range of approaches and methods appropriate to embark on a career in environmental science.

g) The relevance of the knowledge and skills acquired on their course to professional activity, responsible citizenship and the world of work.

Knowledge and understanding: examples of learning, teaching and assessment methods employed.

All modules deliver a range of subject specific material incorporating concepts and issues in those areas of Environmental Science appropriate to the award programme.

The content of mandatory modules ensures that students are well versed in the essential knowledge and applications of the subject. Modules ENVS1011, ENVS1012 and ENVS1100, provide the introductory subject knowledge and context at Level 4. Development and applications of the subject is continued at Level 5 in the mandatory modules ENVS2012 and GEOG2121, whilst ENVS2010 prepares students for their Independent study at Level 6. A wide range of optional modules are available for students who can use this flexibility to specialize in a particular area of Environmental Science. However students who prefer a broader approach can select modules across the range. At Level 6 advanced material and applications are studied in ENVS3004 and ENVS3109 with a residential field trip offered in a different climatic zone in ENVS3100 or GEOG3110. Again, at this Level, students can continue to specialize or maintain a broader approach. The Independent study module ENSC3001/2 is a major enterprise which allows the student to plan, design and carry out a project which will employ the knowledge and skills acquired on the course.

Learning and teaching methods are varied providing progression through the levels of study to ensure appropriate and effective delivery of material in a style which is readily accessible to the students. This is achieved through a structured programme of lectures, field trips, laboratory investigations, tutorials, group work and VLE methods. Students are encouraged to be interactive in sessions through various questioning methods, class exercises and quizzes. These also provide an element of formative assessment.

Modules throughout the course use a range of assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on any one particular assessment mode. Details of assessments are given on the module specifications and a table in the Course Handbook. Examples include examinations, poster presentations, species identification tests, practical reports and essays.

At the end of their course, students who have successfully completed their studies will be able to demonstrate:

Cognitive and intellectual skills:

a. Recognize moral and ethical issues of investigations and appreciate the need for professional codes of conduct.

b) Recognize and use subject-specific theories, paradigms, concepts and principles.
c) Search for, analyze, synthesize and summarize information critically, including past research.
d) Collect and integrate several lines of evidence to formulate and test hypotheses.
e) Apply knowledge and understanding to complex and multidimensional problems in familiar and unfamiliar contexts.
f) Problem-solving relating to environmental phenomena.
g) Use scientific information to inform decision making processes
h) Critically examine concepts and applications of sustainability and sustainable development.

Cognitive and intellectual skills: examples of learning, teaching and assessment methods employed:
All modules involve the development of cognitive and intellectual skills. A table indicating which skills are specifically addressed in each module can be found in the Course Handbook.
Learning and teaching methods include for example at Level 4 the evaluation of students' own practicals and projects (ENVS1011), appraisal of environmental issues and discussions (ENVS1012). Level 5 includes the evaluation of practical methods in the laboratory, field and simulated situations (ENVS2012), understanding and use of GIS (GEOG2113) and the designing of a research proposal and choice of statistical methods (ENVS2010). These aspects are developed further at Level 6 particularly in the Independent Study (ENSC3001/2) and other mandatory and optional modules.
Modules use a range of assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on one type of assessment. Details of assessments are given in the module specifications and in a table given in the Course Handbook. These include a large element of course work. Examples include site location analysis, evaluation of a pollution event in a specific environment, evaluation of experimental precision and accuracy.

At the end of their course, students who have successfully completed their studies will be able to demonstrate:

Practical skills relevant to employment:

a) Plan, conduct and report on investigations, including the use of secondary data.
b) Collect record and analyze data using appropriate techniques in the field and the laboratory including GIS.
c) Undertake field and laboratory investigations in a safe and responsible manner, completing and responding to risk assessment, rights of access, relevant health and safety regulations and sensitivity to the impact of investigations on the environment and stakeholders.
d) Apply methods of prioritisation and manage limited resources effectively and optimally;
e) Communicate effectively with individuals and organizations;
f) Recognise moral/ethical dilemmas and issues.

Practical skills relevant to employment: examples of learning, teaching and assessment methods employed:

Many modules involve the development of practical skills. A table indicating which skills are specifically addressed in each module can be found in the Course Handbook.
Most modules incorporate an element of field and/or laboratory work. This is one of the key features of the course. Skills are taught and practised so that students become competent and confident in the selection and use of the skills thus promoting their

employability. ENVS2010, ENVS3004 and ENVS3109 incorporate a range of environmental chemical analyses. GEOG2113 /GEOG3113 is dedicated to the learning and practice of GIS and this study can be taken further with GEOG3114 Applied GIS and Remote Sensing. Assessment is principally through the production of laboratory reports and files, field-based data collection, data analysis and production of environmental models. Independent Study is a major piece of work in which the students use the many subject specific and personal skills that they have developed and report on results according to scientific practice.

At the end of their course, students who have successfully completed their studies will be able to demonstrate:

Transferable/key skills:

a) Receive and respond to a variety of information sources (e.g. textual, numerical, verbal, graphical).
b) Communicate appropriately and effectively with a variety of audiences in written, oral and graphical forms.
c) Appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory.
d) Prepare, process, interpret and present data using appropriate quantitative and qualitative techniques and packages.
e) Solve numerical problems using computer-based and non-computer-based techniques.
f) Use the internet critically as a means of communication and a source of information.
g) Identify individual and collective goals and responsibilities and perform accordingly.
h) Recognize and respect diverse views and opinions.
i) Evaluate own and team performance.
j) Develop skills for self-management, identification and attainment of targets and a flexible approach to study and work.

Transferable/key skills: examples of learning, teaching and assessment methods employed:

All modules involve the development of transferable/key skills. A table indicating which skills are specifically addressed in each module can be found in the Course Handbook.
These skills are introduced at Level 4 and are developed and reinforced throughout the course. Development of skills is reinforced by the effective use of a PDP (Personal Development Portfolio). The mandatory module at Level 4 ENVS1011 (30 credit module) incorporates a large element of skills teaching and practice, and formative assessment is ongoing by the use of frequent short in-class tests. Some of the other Level 4 modules also have a skills based element, such as ENVS1100.
At a more advanced level, students acquire a range of skills from various specialist modules including use of VLE Blackboard, GIS, mapping, laboratory skills, research design and management skills, identification skills etc. Additionally, numerical, data processing and statistical skills are taught and practised (for example in ENVS2010, ENVS2012, ENVS3004, ENVS3109 and ENSC3001/2).
Students are strongly encouraged to engage in work experience or undertake voluntary work with local environmental organizations and become student members of recognized Institutions, for example, the Institute of Ecology and Environmental Management (IEEM) or Institute of Environmental Management and Assessment (IEMA). Additionally students are able to take a work placement module in which existing and new skills are practised and their work assessed at the end of the placement period.

Incorporation of group and team work into practical, project and field sessions promotes a range of interpersonal skills and those of self-management.

All students are required to communicate effectively through a variety of media. Assessments include the use of oral presentations, use of PowerPoint and posters, VLE exercises and written work in a range of formats. Full details are given in the individual module specifications.

PDP:
This is developed through the Academic Tutorial system in which students discuss with their tutors the acquisition and practise of skills delivered in the modules and also through relevant extracurricular activities. Students are encouraged to document their evidence and maintain a current CV.

14. Assessment Strategy

Assessment points occur throughout the semester after an introductory period for each module. All modules include both formative and summative assessments. Formative assessments may take a number of different formats and be conducted informally in practical and field situations or more formally in classrooms or via VLE. Modules throughout the course use a range of summative assessment methods to ensure that students have an opportunity to excel and none are disadvantaged through over-reliance on one type. Most modules have two summative assessment items. Students are notified at the start of the semester about the contents of their assessments to allow them to organise their study effectively. Details of assessment briefs are included in the module handbooks distributed at the beginning of the semester and are also available on Blackboard. Additional supporting resources are also made available on Blackboard in many instances.
Assessment types include formal examinations, essays, practical files, field notebooks, writing and evaluation of management plans, short tests and GIS exercises. Additional opportunities are provided within the modules for formative assessment and may take the form of multiple choice questions, quizzes, discussion and question-and-answer sessions. Use is also made of various forms of formative assessment.
Throughout all modules, assessments are made in line with assessment criteria (given as subject-specific criteria and descriptors) and in accordance with the University's Assessment Policy http://www.worc.ac.uk/aqu/documments/AssessmentPolicy.pdf and make full use of the UW grade descriptors when awarding grades. A table demonstrating how assessment methods at each level are mapped to modules is included in the course handbook.
Extensive feedback is given to the students for formative and summative assessments.

15. Programme structures and requirements

This degree is available as single honours only. The essential elements of Environmental Science are incorporated within the mandatory modules and at all levels (particularly Levels 5 and 6) there are a range of optional modules. Hence flexibility is built into the course allowing students to follow particular themes if they wish to specialize in a particular area or to select modules from across the discipline if they prefer a more broad spread of module topics.

Award map for LEVEL 4

Module code	**Module title**	**Credits**	**Status** (Mandatory (M) or Optional (O))	**Prerequisites**	**Co-requisites/exclusions and other notes**
ENVS1011	Introduction to Environmental Science	30	M	None	Excluded ENVS1010
ENVS1012	Environmental Change - Past , Present and Future	30	M	None	Excluded ENVS1101, ENVS1004
ENVS1100	Introduction to Ecology	15	M	None	None
GEOG1110	Earth Systems, Processes and Landscapes	30	O	None	Excluded GEOG1011, GEOG1012
GEOG1111	Introduction to Geology	15	O	None	Excluded GEOG1013
GEOG1112	An Introduction to River Science	15	O	None	None

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, at least 90 of which must be ENVS1011 (30 credits) **AND** ENVS1012 (30 credits) **AND** ENVS1100 as mandatory modules (75 credits total) plus 1 of the 15 credit optional modules from the above list: GEOG 1111 OR GEOG1112.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits including GEOG1110 (30 credits).

Award map for LEVEL 5

Module Code	Module title	Credits	Status (Mandatory (M) or Optional (O))	Prerequisites	Co-requisites/exclusions and other notes*
ENVS2010	Research Practice and Professional Development	30	M	None	Excluded ENVS2004
ENVS2012	Theory and Practice of Environmental Analysis	30	M	ENVS1011	Excluded ENVS2001, ENVS2006 GEOG2018
GEOG2113	Geographical Information Systems	15	O	None	Excluded GEOG3113, GEOG2005, GEOG3005
GEOG2121	Meteorology and Climate	15	M	None	Excluded GEOG2015
ENVS2005	Work Experience	15	O	None	None
ENVS2303	Field Techniques and Identification Skills	15	O	ENVS1100	None
GEOG2101	Physical Geography Field Course	15	O	None	Excluded GEOG2003
GEOG2123	Natural Hazards	15	O	None	Excluded GEOG2009
GEOG2120	Mountain Environments, Landscapes and Hazards	30	O	None	Excluded GEOG2010
GEOG2122	River Monitoring and Assessment	15	O	None	None

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total, at least 90 of which must be ENVS2010 (30 credits) **AND** ENVS2012 (30 credits) **AND** GEOG2121 **AND** an optional module from the list.
Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Award map for LEVEL 6

Module code	Module title	Credits	Status (Mandatory (M) or Optional (O))	Prerequisites	Co-requisites/exclusions and other notes
ENSC3001/2	Independent study in environmental science	30	M	ENVS2010	None
ENVS3100	Residential environmental field course	15	M	ENVS1011, ENVS1012, ENVS1100	None
ENVS3004	Environmental Pollution and its management	15	M	ENVS2006, ENVS2012	None
ENVS3105	Project management	15	M	None	None
ENVS3102	Environmental Impact assessment	15	O	ENVS1011 and ENVS1100 or ENVS2011 or ENVS2100	None
GEOG3113	GIS	15	O	GEOG2005, GEOG3005, GEOG2113	None
GEOG3114	Applied GIS and remote sensing	15	O	GEOG2113 or GEOG3113	None
GEOG3120	River Conservation and management	15	O	GEOG3013	None
GEOG3121	River Science Research Project	15	O	GEOG1112 or GEOG 2122 or GEOG3120	None
GEOG3122	Environmental Geology	15	O	None	GEOG3014

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include ENSC3001 **OR** ENSC 3002 (30 CREDITS), **AND** ENVS3100 **OR** GEOG3110, **AND** ENVS3004 **AND** ENVS3109 plus **3** modules from the options in the list.

16. QAA and Professional Academic Standards and Quality

This course design has been informed by the benchmark statement: Earth Science, Environmental Sciences, Environmental Studies (ES3) (2007) QAA 151 02/07. Hence the course incorporates the aims, objectives, learning outcomes, skills and practices advocated within this benchmark statement. The course follows the QAA and UW guidelines of work experience. The course operates at levels 4, 5 and 6 of the Framework for HE Qualifications.

17. Support for students

- Students following this course will encounter a wide range of learning experiences, including lectures, seminars, group work, laboratory and field practicals, workshops, and tutorials.
- All new students attend a week-long induction at the start of the course with year 2 and 3 induction sessions at the start of each academic year.
- All students have an academic tutor who offers specific support and guidance through the completion of their Personal Development Plan All tutors have an open door policy.
- Additional support is available during Worcester Weeks.
- A comprehensive course handbook is provided online which details essential information about the course, availability of modules, etc.
- All modules provide module handbooks for the students as paper copies and also on-line. These include planned teaching activity, attendance requirements, assessment brief(s), assessment criteria and reading lists.
- There is a VLE 'Blackboard' which has a section dedicated to the Environmental subject areas. Additionally most modules also provide VLE opportunities through Blackboard.
- All students following this course will be provided with a study guide in the Course Handbook, given assistance where needed by staff, and have access to study skills assistance.
- Library and ILS inductions.
- Science PDP scheme to develop student skills
- Library, IT, media and print support is provided by Information and Learning Services (ILS) staff through desk services and the support of professionally-qualified librarians including a dedicated Academic Liaison Librarian for ISE. The Academic Liaison Team offers a portfolio of professional information services, including information literacy programmes for cohorts and one-to-one support, both in-person and online.
- Final year students are allocated a tutor to advise them in their work for the Independent Study
- Students have the opportunity to study abroad for one semester under the ERASMUS scheme in the second year.
- The Careers Service provides information, advice and training opportunities for career planning in addition to such opportunities offered within the course.
- Equal opportunities via the Disability & Dyslexia Service which provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments or other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access to technology such as voice recognition and text-to-speech software. Much of the support provided is funded through the Disabled Students' Allowance (DSA).

- A range of student support services, including financial and accommodation advice.
- Student and academic support, representation and social networking via the Students' Union.
- All students are encouraged to take student membership of a professional organisation to enhance subject and employability skills.

18. Admissions

Admissions Policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International Office, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners. Admission to the course is in Semester 1 only of the academic year.

Entry requirements

The minimum entry requirements are 4 GCSEs (Grade C or above including English and mathematics) plus a minimum of 2 and maximum of 3.5 A Levels or equivalent Level 3 qualifications, with a UCAS Tariff score as stated in the University prospectus.
Applicants must have studied at least one of Biology, Chemistry, Physics, Geography, Geology or Environmental Science/Studies to at least AS level or equivalent, and normally applicants must have an A level pass in at least one of the science subjects or Geography or Geology. Applicants who do not have a science background will be considered if they have appropriate work or volunteering experience.
Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages.

Admissions Procedures.

Fulltime applicants apply through UCAS (course code: F750)
Part-time applicants apply directly to University of Worcester (UW).
Where applicants do not have standard qualifications students may be asked to submit and essay and attend for interview.

Admissions / Selection Criteria.

Students will be selected according to their qualifications (or predicted qualifications at A level or equivalent). The Admissions Tutors will pay particular attention to personal statements as well as predicted grades. In particular, they will be looking for evidence of specific interest in the subject.
Students with other qualifications and/or relevant experience may be asked to submit an essay and/or attend for interview.

Recognition of Prior Learning:

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

19. Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

a) Student module evaluation and feedback for all modules
b) An Annual Evaluation Report completed by the Course Leader
c) Periodic Review and revalidation including external scrutiny
d) Peer learning through observation policy
e) Staff research and scholarly activity
f) External Examiner's Reports
g) Academic staff annual appraisal
h) Staff Development Away Days and other events
i) ISE Policy on Approval (Module Outlines and Assignment Briefs) and Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

a) ISE Quality Committee
b) The Environmental Sciences Course Committee (incorporating all the environmental courses within the Applied Science division).
c) Academic Standards and Quality Enhancement Committee
d) ISE and UW Ethics Committees
e) Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

a) Module feedback questionnaires
b) Environmental Sciences Course Management Committee
c) Meetings with module tutors and personal tutor
d) Induction, exit and other ad hoc surveys
e) National Students Survey
f) *StARs*

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Undergraduate Regulatory Framework..

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less that 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Undergraduate Regulatory Framework.

21. Indicators of quality and standards

This course shares a number of modules with BSc (Hons) Environmental Management which underwent a successful review in February 2010 and BSc (Hons) Geography

which underwent a successful review and programme approval in 2009. External Examiners have confirmed that standards on those courses are comparable with those at other HE Institutions and have commented favourably on the range of assessments given, the quality of feedback to students and the extent to which fieldwork plays an important component of taught sessions.

Members of staff teaching on the course have been involved in a number of projects of note including work on the science PDP project; this has been presented at national conferences and has been identified as good practice within the university. Funding from Hereford and Worcester Lifelong Learning Network enabled staff to develop an interactive e-learning quiz which is now used in several Institutes across the University. Scholarly activities of staff include practical research, writing of text books, writing scientific papers, pedagogic research and consultancy/practice.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

National Student Survey
Comments from students concerning the courses were largely favourable commenting on the quality of the lectures and the skills obtained throughout the year.

Student progression and Achievement
There was 100% progression of all students on this course in 2011-12. Students have yet to reach the end of this course and graduate

Comments from External Examiners
The following comments were received from the external examiner for the 2011/2012 academic year.
"There is an excellent and innovative range of assessment types. Assessments are fully appropriate to the learning outcomes and reflect the applied nature of the courses and strong links to future employment. Detailed and useful written feedback is provided to the students on their performance."
"The programmes are academically coherent and their outcomes are suitably aligned to the subject benchmark statement for Earth Sciences, Environmental Sciences and Environmental Studies (2007). The curriculum was recently reviewed and is current and appropriate to prepare students for employment in these fields."

Summary of Feedback from Students
On reviewing the module evaluations for the modules taught on these courses the majority of responses from students were in the 'satisfactory' or 'highly satisfactory' categories. Tutors have taken up many of the student suggestions and all module outlines (module handbooks) indicate how feedback from the previous year has led to improvements in the module.

22. Graduate destinations, employability and links with employers

Student employability

Student employability is considered to be one of the key elements of the course. The Employable Worcester Graduate Framework, which encourages students throughout their

course to reflect on employability, personal development and their interaction with process of learning, is at the core of teaching and learning activities. The course seeks to increase student employability throughout all three years. The acquisition of practical and transferable skills and experience in the environmental field are considered to be major contributors to student employability. The teaching and practice of skills are embedded within the modules. Students' progress is reviewed by Academic Tutors during the tutorials and the requirement to attend tutorials is linked to modules. This is supported by group employability tutorials in ENVS2010. Students also have the opportunity to take a Work Experience module at Level 5; this adheres fully to the university guidance on placement learning, which in turn is informed by the relevant University and QAA policies.
Careers advice and development is embedded in the curriculum at all three levels. In Level 4, students are introduced to the Careers Service in ENVS1011 as part of the Environmental Sciences PDP scheme. Careers advice is also available as a part of the University Worcester Weeks at all levels.

Links with employers are maintained by visits to a variety of establishments and presentations by practitioners (for example the Environment Agency, Eon at Ironbridge Power Station, Severn Trent Cheltenham Sewage Treatment Works) and contacts with organizations such as the local Wildlife Trust. Students are encouraged to join subject associations such as the Institute of Environmental Management and Assessment and the Institute of Ecology and Environmental Management to establish links and pursue career opportunities.

Careers suitable for graduates include:

a) Business (e.g. Environmental Consultancies, Environmental Policy Officers);
b) Government Agencies (e.g. Natural England, Environment Agency, Countryside Agency, Forestry Commission);
c) Non-Governmental Organisation (e.g. County Wildlife Trusts);
d) Local Government (e.g. Environmental Planning, Environment Officers, Countryside Services);
e) Technical Posts (e.g. Environmental monitoring);
f) Post-Graduate Research (MSc./PhD);
g) Education (e.g. teaching at secondary and tertiary levels);
h) Town and Country Planning;
i) Management (e.g. retailing, financial services);
j) Teacher Training (PGCE)

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.