

Programme Title: BSc Environmental Science



## Programme Specification (UG)

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|---|--|
| Awarding body / institution:                | Queen Mary University of London                                |
| Teaching institution:                       | Queen Mary University of London                                |
| Name of final award and programme title:    | BSc Environmental Science                                      |
| Name of interim award(s):                   |  |
| Duration of study / period of registration: | 3 Years Full time  |
| QMUL programme code / UCAS code(s):         | F850   |
| QAA Benchmark Group:                        | Earth Science, Environmental Science and Environmental Studies |
| FHEQ Level of Award :                       | Level 6  |
| Programme accredited by:                    |  |
| Date Programme Specification approved:      |  |
| Responsible School / Institute:             | School of Geography  |

Schools / Institutes which will also be involved in teaching part of the programme:

School of Biological & Chemical Sciences

Department of Law

School of Engineering & Materials Science

Institution(s) other than QMUL that will provide some teaching for the programme:

N/A

### Programme outline

From global challenges such as climate change and the loss of biodiversity to protecting the quality of local waterways we are all affected by environmental issues. The BSc Environmental Science provides core training in physical and biological sciences, and will enable you to understand these complex problems and train you to protect and manage the environment.

This is a multi-disciplinary, flexible degree programme, reflecting the complexity of relationships within the natural environment and human interactions with it. You will be taught by staff from the School of Geography, as well as the School of Biological and Chemical Sciences (with further options to take modules in other Schools). There will also be the opportunity to interact with industry and environmental practitioners. The programme provides core training in environmental science research skills and techniques. You will benefit from significant recent investment in laboratory facilities and field equipment.

## Aims of the programme

As leading centres of environmental and ecological research, the School of Geography and School of Biological and Chemical Sciences' mission is to teach their students to the very highest academic standards, drawing in creative and innovative ways on their research.

Through our teaching and learning we aim to:

- share our enthusiasm for environmental learning and scholarship with our students;
- introduce our students to a range of geographical, ecological and environmental knowledge and understanding shaped by staff research interests and by appropriate external frameworks such as the geography and environmental science benchmarking documents;
- enable students to specialise within particular fields (defined largely by staff research interests) of geography, ecology and environmental science;
- develop intellectual, discipline-specific and key skills as indicated, for example, in the benchmark statements for both geography and environmental science;
- encourage self-reflective awareness of the acquisition of these skills;
- foster critical thinking skills about the world and a continuing sense of enquiry;
- facilitate a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education.

Our BSc Environmental Science degree programme provides students with the knowledge required to understand and manage the biological and physical processes that shape the environment around us and, in particular, to develop understanding of aquatic environments, utilising interdisciplinary expertise within the School of Geography and the School of Biological and Chemical Sciences. The programme also aims to develop and understanding of the spatial and temporal scales over which these processes operate while examining the complexity of relationships within the natural environment and human interaction with it. Students will also develop the intellectual and practical skills, including field and laboratory training, necessary to collect, analyse, interpret and understand a range of environmental data. The programme also develops key skills and attributes for further study and employment where environmental knowledge and skills will be applied. As a leading international centre of geographical research, the School of Geography's mission is to teach its students to the very highest academic standards, drawing in creative and innovative ways on its research.

## What will you be expected to achieve?

Teaching and learning in the programme are closely informed by the active research of staff particularly in relation to the Earth Surface Science research theme in the School of Geography. Some modules are taught by members of staff who specialise in aquatic ecology and organismal biology in the School of Biological and Chemical Sciences.

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes. These use the Benchmark Statement in Earth Science, Environmental Science and Environmental Studies as a framework interpreted in ways which reflect the distinctive nature of our research and teaching in geography and the other participating departments.

## QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

| Academic Content: |   |
|-------------------|---|
| A1                | The need for a multi-disciplinary and an interdisciplinary approach in advancing knowledge and understanding of earth systems drawing from both the natural and social sciences |
| A2                | Processes which shape the natural world at different spatial and temporal scales and influences on and by human activities  |
| A3                | Issues concerning the availability and sustainability of resources  |
| A4                | The operation of physical systems – their complexity and interrelationship  |
| A5                | Human systems and their interaction with global systems   |
| A6                | The role of institutions, organisations and other stakeholders in managing and regulating the human impact on the environment   |
| A7                | The significance of spatial and temporal scale  |
| A8                | The role and significance of change as central process in the physical world  |

|      |   |
|------|---|
| A 9  | The diverse forms of representations of the physical world  |
| A 10 | The main methodological strategies used in the acquisition, interpretation and analysis of environmental information with a critical understanding of appropriate contexts for their uses |
| A 11 | The contribution of environmental science to the debate on environmental issues and how knowledge of these forms the basis for an informed concern about the earth and its people         |

|                                |  |
|--------------------------------|--|
| Disciplinary Skills - able to: |  |
| B 1                            | Planning, designing and executing a piece of rigorous research or enquiry, including the production of a piece of original research    |
| B 2                            | Describing and commenting upon particular aspects of current geographical and environmental research                                   |
| B 3                            | Undertaking effective field work (with due regard to safety and risk assessment)   |
| B 4                            | Working safely in a scientific laboratory, with awareness of standard procedures   |
| B 5                            | Preparing effective maps and diagrams using appropriate technologies   |
| B 6                            | Employing a variety of technical and laboratory-based methods for the collection and analysis of spatial and environmental information |
| B 7                            | Combining and interpreting different types of geographical evidence  |

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| Attributes: |   |
| C 1         | Engage critically with knowledge (acquire and apply knowledge in a rigorous way; connect information and ideas within their field of study; use writing for learning and reflection; adapt their understanding to new and unfamiliar settings)  |
| C 2         | Have a global perspective (engage with the professional world)  |
| C 3         | Learn continuously in a changing world (acquire new learning in a range of ways, both individually and collaboratively; use quantitative data confidently and competently)  |
| C 4         | Rounded Intellectual Development (good judgement; curiosity and openness to change; initiative and resilience in meeting challenges; respect for the opinions of others and a readiness to act inclusively; the ability to reflect upon and assess their own progress; transferable key skills to help them with their career goals and their continuing education) |
| C 5         | Clarity of Communication (develop effective spoken and written English; explain and argue clearly and concisely; apply different forms of communication in various social, professional and cultural settings; use communication technologies competently)  |
| C 6         | Research Capacity (grasp the principles and practices of their field of study; produce analyses which are grounded in evidence; apply their analytical skills to investigate unfamiliar problems; work individually and in collaboration with others; develop a strong sense of intellectual integrity; acquire substantial bodies of new knowledge)                |
| C 7         | Information Expertise (identify information needs appropriate to different situations; use technologies to access and interpret information effectively; critically evaluate the reliability of different sources of information; use information for evidence-based decision-making and creative thinking)   |

QMUL Model Learning Outcomes - Level 4:

|     |  |
|-----|--|
| D 1 | <b>(Networking) Identify and discuss their own career aspirations or relevant skills and knowledge and how they i</b>  |
| D 2 | <b>(Networking) Identify and discuss what their own role in their programme and/or subject discipline might mea</b>    |
| D 3 | <b>(Multi/Inter-Disciplinarity) Identify and demonstrate the perspectives or problem solving techniques of differe</b> |
| D 4 | <b>(Multi/Inter-Disciplinarity) Demonstrate connections between different theoretical perspectives within your di</b>  |
| D 5 | <b>(International Perspectives) Discuss socio-cultural values and practices with others</b>                            |
| D 6 | <b>(International Perspectives) Consider the role of their discipline in diverse cultural and global contexts</b>      |

QMUL Model Learning Outcomes - Level 5:

|     |   |
|-----|---|
| E 1 | <b>(Multi/Inter-Disciplinarity) Demonstrate how discipline specific problem solving techniques or approaches may be gel</b> |
| E 2 | <b>(Multi/Inter-Disciplinarity) Evaluate perspectives from different disciplines</b>  |

QMUL Model Learning Outcomes - Level 6:

|     |  |
|-----|--|
| F 1 |  |
|-----|--|

QMUL Model Learning Outcomes - Level 7:

|     |  |
|-----|--|
| G 1 |  |
|-----|--|

### How will you learn?

The programme will be taught in accordance with the School of Geography's Teaching and Learning Strategy. The School of Geography is committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent learning and critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

The delivery of teaching will take a number of forms:

- lectures
- small group tutorials
- seminars

- workshops
- computing practical classes
- guest speakers
- individual supervision of projects, dissertations and internships
- fieldwork

Learning will be supported by:

- coherently designed and effectively delivered modules
- detailed module handbooks, providing learning outcomes and guided reading for each module
- the provision of key materials in libraries or through electronic resources
- individual feedback on written work
- appropriate assessment exercises within each module
- use of electronic teaching materials including Powerpoint, QMPlus (QM's on-line learning environment), and online reading lists
- encouraging active participation by students in small group discussions
- research methods training

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- appropriate assessment exercises within each module
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- encouraging active participation by students in small group discussions
- research methods training

### How will you be assessed?

Assessment is varied and will take a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- unseen examinations
- coursework essays
- research projects and dissertations
- project synopses
- student presentations and role play exercises
- group projects and presentations
- literature reviews

### How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

The programme is structured around a set of compulsory modules and a range of optional modules, as identified in the list below.

Students take modules up to the value of 120 credits in each of their 3 Developmental Years. Students in Developmental Year 1 must only select level 4 modules. Students in Developmental Year 2 select level 5 modules. Students in Developmental Year 3 will normally select level 6 modules, but are permitted to take some level 5 modules up to the value of 30 credits. Further information on College rules governing progression and award of degrees can be found at [www.arcs.qmul.ac.uk](http://www.arcs.qmul.ac.uk)

During Developmental Year 1, students take 120 credits of compulsory modules. The compulsory modules are designed to provide a firm grounding in environmental issues, environment and ecology and in appropriate research methodologies, approaches to environmental study and fieldwork and generic skills training.

During Developmental Year 2, students take 75 credits of compulsory and 45 credits of optional modules. The compulsory modules are designed to provide students with a more advanced understanding of the material cycles that are fundamental to the functioning of the earth system. They also offer an introduction to research strategies and project design (including research

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proposal writing) as well as experience in core field and laboratory techniques, in preparation for independent research undertaken at Level 6. Further compulsory and elective modules cover populations, communities and ecosystems, including those in aquatic environments. The elective modules provide students with the potential to extend their knowledge and understanding of environmental, physical and human aspects of geographical research by drawing upon existing modules offered in the School of Geography and the School of Biological and Chemical Sciences.

During Developmental Year 3, students take 30 credits of compulsory modules and 90 credits of optional modules. One compulsory module is the Project in Environmental Science which is based on undertaking original research. This module is seen as the culmination of students' training in research design, methods, analysis and presentation and demonstrates their ability to deploy accurately techniques of analysis and enquiry. The remaining 90 credits are selected from a range of specialist 15 or 30 credit modules, which reflect the distinctive research expertise of Geography and Biological and Chemical Science staff teaching on the programme and may include opportunities to undertake overseas fieldwork.

Note that not all of the elective modules listed in the following table will be offered every year. Some level 5 and level 6 modules can only be taken if certain pre-requisite level 4 or level 5 modules have already been completed; these requirements are detailed in handbooks and module descriptions on-line.

\*\*\*At Level 5 - Students can take EITHER/OR but not both - GEG5228 (Future Coasts) and BIOxxx (Field Ecology)\*\*\*

\*\*\*At Level 6 - Students can take EITHER/OR but not both - BIO391 and BIO395\*\*\*

In Level 5, students are able to select 15 credits of modules from outside the School of Geography.

Academic Year of Study FT - Year 1

| Module Title  | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester        | QMUL Model                   |
|---|-------------|---------|-------|-------------------------|------------------------|-----------------|------------------------------|
| Ideas and Practice in Geography and Environmental Science     | GEG4002     | 15      | 4     | Compulsory              | 1                      | Semesters 1 & 2 | <input type="checkbox"/> Yes |
| Evolution   | BIO113      | 15      | 4     | Compulsory              | 1                      | Semester 1      | <input type="checkbox"/> No  |
| Research Methods for Geographers and Environmental Scientists | GEG4004     | 30      | 4     | Compulsory              | 1                      | Semesters 1 & 2 | <input type="checkbox"/> No  |
| People and the Environment                                    | GEG4005     | 15      | 4     | Compulsory              | 1                      | Semester 1      | <input type="checkbox"/> Yes |
| Ecology   | BIO123      | 15      | 4     | Compulsory              | 1                      | Semester 2      | <input type="checkbox"/> No  |
| Fieldwork in Physical Geography and Environmental Science     | GEG4204     | 15      | 4     | Compulsory              | 1                      | Semester 2      | <input type="checkbox"/> No  |
| Earth Surface Science   | GEG4209     | 15      | 4     | Compulsory              | 1                      | Semester 2      | <input type="checkbox"/> No  |

Academic Year of Study FT - Year 2

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| Module Title                           | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester        | QMUL Model                   |
|--|-------------|---------|-------|-------------------------|------------------------|-----------------|------------------------------|
| Environmental Research Methods         | GEG5212     | 15      | 5     | Compulsory              | 2                      | Semester 1      | <input type="checkbox"/> Yes |
| Research Design                        | GEG5214     | 15      | 5     | Compulsory              | 2                      | Semesters 1 & 2 | <input type="checkbox"/> Yes |
| Advanced Environmental Research Skills | GEG5213     | 15      | 5     | Compulsory              | 2                      | Semester 2      | <input type="checkbox"/> No  |
| Cultural Geographies                   | GEG5126     | 15      | 5     | Elective                | 2                      | Semester 1      | <input type="checkbox"/> Yes |
| Society and Space                      | GEG5127     | 15      | 5     | Elective                | 2                      | Semester 2      | <input type="checkbox"/> Yes |
| Spaces of Uneven Development           | GEG5128     | 15      | 5     | Elective                | 2                      | Semester 1      | <input type="checkbox"/> Yes |
| Economic Geographies                   | GEG5129     | 15      | 5     | Elective                | 2                      | Semester 2      | <input type="checkbox"/> Yes |
| Health, Space and Justice              | GEG5130     | 15      | 5     | Elective                | 2                      | Semester 2      | <input type="checkbox"/> Yes |
| Geographies of Biomedicine             | GEG5134     | 15      | 5     | Elective                | 2                      | Semester 1      | <input type="checkbox"/> Yes |
| Geospatial Science                     | GEG5223     | 15      | 5     | Elective                | 2                      | Semester 2      | <input type="checkbox"/> Yes |
| Ecosystem Science                      | GEG5224     | 15      | 5     | Compulsory              | 2                      | Semester 2      | <input type="checkbox"/> Yes |
| Geomorphology                          | GEG5225     | 15      | 5     | Elective                | 2                      | Semester 1      | <input type="checkbox"/> Yes |
| Ice Age Britain                        | GEG5226     | 15      | 5     | Elective                | 2                      | Semester 1      | <input type="checkbox"/> Yes |
| The Anthropocene                       | GEG5227     | 15      | 5     | Elective                | 2                      | Semester 1      | <input type="checkbox"/> Yes |
| Future Coasts                          | GEG5228     | 15      | 5     | Elective                | 2                      | Semester 2      | <input type="checkbox"/> No  |
| Ecological Interactions                | BIO293      | 15      | 5     | Compulsory              | 2                      | Semester 2      | <input type="checkbox"/> No  |
| Field Ecology                          | BIO295      | 15      |       | Elective                | 2                      | Semester 2      | <input type="checkbox"/> No  |
| Evolutionary Genetics                  | BIO221      | 15      | 5     | Elective                | 2                      | Semester 1      | <input type="checkbox"/> No  |

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| Module Title               | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester   | QMUL Model                  |
|----------------------------|-------------|---------|-------|-------------------------|------------------------|------------|-----------------------------|
| Animal and Plant Diversity | BIO211      | 15      | 5     | Elective                | 2                      | Semester 1 | <input type="checkbox"/> No |

Academic Year of Study FT - Year 3

| Module Title   | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester   | QMUL Model                  |
|--|-------------|---------|-------|-------------------------|------------------------|------------|-----------------------------|
| New York: Nature and the City                            | GEG6141     | 30      | 6     | Elective                | 3                      | Semester 2 | <input type="checkbox"/> No |
| Cold Environments  | GEG6202     | 15      | 6     | Elective                | 3                      | Semester 2 | <input type="checkbox"/> No |
| Environmental Hazards                                    | GEG6203     | 15      | 6     | Elective                | 3                      | Semester 1 | <input type="checkbox"/> No |
| Science and Politics of Climate Change                   | GEG6214     | 15      | 6     | Elective                | 3                      | Semester 1 | <input type="checkbox"/> No |
| Integrated Catchment Management                          | GEG6218     | 15      | 6     | Elective                | 3                      | Semester 2 | <input type="checkbox"/> No |
| Progress in Physical Geography and Environmental Science | GEG6221     | 15      | 6     | Elective                | 3                      | Semester 2 | <input type="checkbox"/> No |
| Geo-ecology and Geo-ecosystems                           | GEG6222     | 15      | 6     | Elective                | 3                      | Semester 2 | <input type="checkbox"/> No |
| Terrestrial Vegetation Modelling                         | GEG6223     | 15      | 6     | Elective                | 3                      | Semester 1 | <input type="checkbox"/> No |
| Ancient Human Occupation of Britain                      | GEG6225     | 15      | 6     | Elective                | 3                      | Semester 1 | <input type="checkbox"/> No |
| Environmental Pollution (place holder)                   | GEG6226     | 15      | 6     | Elective                | 3                      | Semester 1 | <input type="checkbox"/> No |
| Future Coasts  | GEG6228     | 15      | 6     | Elective                | 3                      | Semester 2 | <input type="checkbox"/> No |
| Flood Risk Management                                    | GEG6314     | 15      | 6     | Elective                | 3                      | Semester 1 | <input type="checkbox"/> No |
| Placeholder PG1  | GEG6227     | 15      | 6     | Elective                | 3                      | Semester 1 | <input type="checkbox"/> No |
| Placeholder PG2  | GEG6229     | 15      | 6     | Elective                | 3                      | Semester 2 | <input type="checkbox"/> No |

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| Module Title                               | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester        | QMUL Model |
|--|-------------|---------|-------|-------------------------|------------------------|-----------------|------------|
| Project in Environmental Science           | GEG6212     | 30      | 6     | Compulsory              | 3                      | Semesters 1 & 2 | No         |
| Environmental Engineering                  | DEN320      | 15      | 6     | Elective                | 3                      | Semester 2      | No         |
| International Environmental Law            | LAW6459     | 15      | 6     | Elective                | 3                      | Semester 1      | No         |
| Behavioural Ecology                        | BIO311      | 15      | 6     | Elective                | 3                      | Semester 1      | No         |
| Tropical Ecology and Conservation          | BIO391      | 15      | 6     | Elective                | 3                      | Semester 3      | No         |
| Species and their Relationships            | BIO395      | 15      | 6     | Elective                | 3                      | Semester 1      | No         |
| Climate Change and Conservation Challenges | BIO343      | 15      | 6     | Elective                | 3                      | Semester 2      | No         |

### What are the entry requirements?

The School considers each candidate individually. Entry requirements are as follows:

#### A-levels

Tariff/Grades requirement: A range of offers is ABB-BBB with a typical offer of ABB for 2018 entry. One science A-level at grade B is required for F850 BSc Environmental Science. Excluded subjects: General Studies.

#### Vocational or applied A-levels

The following Applied A-levels and Double Awards only are acceptable: Art and Design; Business; Information and Communication Technology; Leisure and Recreation; Media; Performing Arts; Science; Travel and Tourism.

#### English Language:

IELTS 6.5 (Writing 6.0), equivalent qualifications are acceptable.

#### BTECs:

BTEC Extended Diploma: Typical offer DDM

BTEC Diploma and A Level combination: Typical offer DD plus B at A Level

#### International Baccalaureate

Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: 30-32 points overall with 6,5,5 - 5,5,5 in Higher Level subjects to include a science subject. Typical offer IB 32 with 6, 5, 5 in Higher Level subjects to include science.

### How will the quality of the programme be managed and enhanced?

The School of Geography operates a Teaching and Learning Committee which advises the Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work through the reporting of minutes from the Staff-Student Liaison Committee and via the consideration of module evaluations and student surveys.

Like all schools/institutes at Queen Mary, the School of Geography operates an Annual Programme Review (APR) of its taught

undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the NSS and module evaluations and through the comments of Staff-Student Liaison Committee.

### **How do we listen to and act on your feedback?**

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the School of Geography and its students. The committee consists of student representatives from each year group together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

All modules provide end-of-module evaluation questionnaires to be completed by students, the results of which are considered annually by module convenors and teaching teams and may lead to modifications of module content and/or delivery in future years.

### **What academic support is available?**

The Schools of Geography and Biological and Chemical Sciences are welcoming and friendly and all academic and professional support staff play a role in ensuring that students are supported through their studies.

Programme Induction is provided for all incoming students during Welcome Week. This is used as an opportunity to acquaint new students with the format of the programme and expectations of them. Students also receive a library induction. All students meet with a designated Personal Tutor during this week to talk about module selection and how to manage the registration process. Students with special educational needs have the opportunity to talk to their adviser about how the College can best support them, and to agree with the students how to communicate those needs to appropriate members of staff. In week 1 of the first year we also run a week of intensive fieldwork and other activities called 'Investigating London'. This provides an opportunity for extended induction and for staff and students to get to know one another.

All first year students are allocated a Teaching Associate Tutor with whom they will meet for an hour weekly or fortnightly during Semesters A and B and an Advisor with whom they will meet at appropriate intervals. Second year students will meet with their personal tutors (also their Advisors) on a fortnightly basis. In the final year, Personal Tutors/Advisors also act as students' Independent Geographical Study supervisors and regular one-to-one meetings take place. All staff have weekly office hours when they are available to see students on a one-to-one basis.

Further academic support can be obtained from Year Tutors in Geography who are responsible for specific year cohorts of undergraduate students, dealing with problems and pastoral care issues as well as monitoring attendance and engagement. The Senior Tutor has overall responsibility for matters concerning student support and welfare within the School and can be consulted in relation to more serious issues and problems. Finally, the Schools of Geography and Biological and Chemical Sciences both participate in the College's PASS scheme -- a peer-mentoring system where new students can seek advice and support for students at later stages in their degree programme.

### **Programme-specific rules and facts**

N/A

## Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

## Links with employers, placement opportunities and transferable skills

We would expect a successful graduate from the BSc Environmental Science programme to have:

- good knowledge and understanding of key the processes that shape the social and economic world and the physical environment
- the ability to employ a variety of social survey and interpretative methods for the collection, analysis and understanding of information from the human world
- the ability to employ a variety of technical methods for the collection and analysis of spatial and environmental information
- good written and verbal communication skills
- good numeracy and analytical skills
- confidence in using Information Technology
- competence in information handling and retrieval
- good interpersonal working skills
- the ability to work autonomously, showing initiative and demonstrating self-awareness and self-management
- flexibility, adaptability and creativity

Throughout their period of study, students are encouraged to reflect upon the acquisition of skills and their future employability. Tutorials in all three years deal with issues such as CV planning, skills development and applying for internships and graduate positions. Working with Queen Mary's Careers Service, the School also hosts employability forums (or similar) with recent graduates who offer insights and advice and encourage students to apply for internships and other activities that provide relevant work experience. Some modules include visiting speakers from industry and/or visits to commercial companies and environmental research organisations.

Graduates from the BSc Environmental Science programme have gone on to a wide range of careers including: conservation and environmental analysis, quantity surveying; business and finance; marketing and promotion; human resources; media and communication; planning and regeneration; housing and welfare; community development; teaching and lecturing; research. The degree provides a strong platform for further study at masters level and beyond, especially in physical geography and environmental sciences.

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## Programme Specification Approval

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Person completing Programme Specification:

Emma Shapcott

Programme Title: BSc Environmental Science

**Person responsible for management of programme:**

Kate Spencer

**Date Programme Specification produced / amended by  
School / Institute Learning and Teaching Committee:**

7 Feb 2018

**Date Programme Specification approved by Taught  
Programmes Board:**