1. **GENERAL INFORMATION**

1. Program Title: BSc (Hons) Environmental Management
2. Final Award: BSc (Hons) Environmental Management
3. Exit Awards:
   - University Certificate of Higher Education
   - University Diploma of Higher Education
   - BSc Environmental Management
   - BSc (Hons) Environmental Management
4. Awarding Body: Glasgow Caledonian University (GCU)
5. Approval Date: June 2019
6. School: Engineering and Built Environment
7. Host Division/Dept: Construction and Surveying
8. UCAS Code: FN82
9. PSB Involvement: CIWEM, RICS, IEMA
10. Place of Delivery: GCU
11. Subject Benchmark Statement: Construction, Property and Surveying
12. Dates of PSP preparation/revision: June 2019

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2. **EDUCATIONAL AIMS OF THE PROGRAMME**

General Aims:
(a) to provide industry with well educated, competent environmental managers capable of responding to industry’s current and future needs
(b) to prepare students for their careers, further personal study, and for personal and professional development

Aims of the Programme at BSc (Hons) Environmental Management level exit point:
(a) to provide students with a high quality undergraduate degree programme comprising a sound theoretical knowledge base pertinent to their field encompassing core skills which are underpinned by technology and enhanced by economic and social science expertise
(b) to deliver a demanding programme which equips students with key knowledge, comprehension and skills competency essential for professionals working in the field of environmental management and planning
(c) to provide an education base and degree programme which is accredited by the Royal Institute of Chartered Surveyors (RICS), the Chartered Institution of Water and Environmental Management (CIWEM) and Institution of Environmental Management and Assessment (IEMA)
(d) to provide students with the necessary academic knowledge and professional ability to be applied in a challenging career in the environmental management profession in the context of the increasingly important, nationally and internationally, especially in areas of sustainable development and climate change
(e) To enable students to develop intellectual strengths and creative powers which are flexible and adaptable to the rapidly changing demands of local and national government, property developers and the construction industry, environmental consultancies, as well as to NGOs.
(f) to enable students to develop and maintain personal transferable skills
(g) to enable students to develop good judgement and innovative thinking processes by the development and application of logical analysis, evaluation and synthesis techniques and
(h) to introduce students to research methods and a learning experience which promotes and
encourages a culture of lifelong learning throughout their professional career.

These aims are developed into five strands of development which run across the four levels of the programme:

- Geographical Information Systems
- Environmental and Urban Planning
- Environmental Resource Management and Science
- Sustainability
- The Environmental Professional

**Student Journey through the Programme:**

**Level 1 - University Certificate**
Foundation for study of the discipline, establishment of “ground rules”. An outline knowledge of the scope and main areas of the discipline; an understanding of the main theories, principles and concepts is developed and in particular students will be able to:

- Use their knowledge of the subject and its techniques to evaluate a range of arguments and solutions to problems and issues of a routine nature
- Apply their discipline-related and transferable skills in contexts which have well defined criteria
- Undertake further learning in a structured and managed environment

**Level 2 – University Diploma**
Students start to engage with the core areas of the discipline in preparation for professional placement and advanced modules in Level 3. A knowledge and understanding of the scope and main areas of the discipline and its interaction with related areas/disciplines (e.g. urban planning, sustainable development); familiarity and understanding of the essential theories, concepts and awareness of major issues within the discipline is developed.

At the end of this stage students will be able to use their knowledge, understanding and skills to:

- Demonstrate awareness of key environmental policy and methods of assessment
- Evaluate evidence-based arguments and identify solutions to clearly defined problems of a routine nature
- Apply their discipline-related and transferable skills to contexts where the task and criteria for decisions are generally well defined but where responsibility and initiative is required

In generic terms, diplomates should be able to:

- *Explain* the nature of a topical problem, with references to technological, scientific, economic and social issues involved, as appropriate.
- *Use appropriate techniques to collect data* - from practical/field experiments, paper and electronic sources - as appropriate to the project.
- *Contribute* to a group report, as appropriate to the level and under direction of the project manager or supervisor

Professionally, diplomates should be able to operate effectively in positions such as administrative assistants, undertaking routine tasks in an environmental management and planning context.

**Level 3 – Unclassified degree**
This level focuses on the key specialist areas of the discipline. A broad and comparative knowledge of the general scope of the different areas and applications, and interactions with related areas/disciplines is
developed. Critical understanding of the essential theories, principles and concepts of the discipline, and the ways in which these are developed is also essential at this level.

Students will be able to use their knowledge, understanding and skills to:
- Both identify problems and issues and formulate, evaluate and apply evidence and arguments
- Apply their discipline-related and transferable skills to contexts where criteria and the scope of the task may be well defined but where personal responsibility and decision making is also required

In generic terms, graduates should be able to:
- Analyse a topical problem, identify crucial technological, scientific, economic and social issues, as appropriate to the project.
- Identify and analyse the relevance of data - from practical/field experiments, paper and electronic sources - as appropriate to the project.
- Contribute to group presentations and group written reports, as appropriate to the level and under direction of the project manager or supervisor.

Professionally, graduates should be able to work, unsupervised to some extent, to undertake analytical tasks using routine procedures.

**Level 4 Honours degree**

At this level students further extend their knowledge of the specialist areas of the discipline. A systematic, extensive and comparative knowledge and understanding of the discipline, and its links to related areas/disciplines is required including a critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues at the forefront of the discipline.

Students will be able to use their knowledge, understanding and skills:
- In the systematic assessment of a wide range of concepts, ideas and data
- In identifying and analysing complex problems and issues, demonstrating originality and creativity in formulating, evaluation and applying evidence-based solutions and arguments
- To apply their discipline-related and transferable skills in contexts where there is a requirement for:
  - The exercise of personal responsibility and initiative
  - Decision-making in complex and unpredictable contexts
  - The ability to undertake further developments of a professional nature

In generic terms, graduates should be able to:
- Explain and analyse a topical problem, and synthesise a solution or suggest a way forward, based on technological, scientific, economic and social issues, as appropriate to the project;
- Analyse the relevance of data from practical/field experiments, paper and electronic sources - in the synthesis of stated conclusions and recommendations for further work related to the project topic;
- Contribute to and organise a group presentation, and contribute to and direct the writing of a formal group report;
- Manage the work of a group and a project under the guidance of a project supervisor (academic member of staff).

Professionally, Honours graduates should be able to work unsupervised to develop interdisciplinary and holistic solutions to topical problems.
4. **PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS**

4.1 Full Time

The programme follows the standard Glasgow Caledonian University model, within the Glasgow Caledonian University Undergraduate Learning Contract Framework, with a total of 6 modules included at each level of the programme. Modules are 20 credit (representing 200 notional hours). Average contact is as follows: 15-18 hours at Levels 1 & 2; 15 hours at Level 3; 12 hours at Level 4. Full time students are on professional placement for a maximum of 8 months between the end of Level 2 and Trimester B of Level 3.

**SHE1 Level**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>M1F702978</td>
<td>Natural Resource Management</td>
<td>20</td>
</tr>
<tr>
<td>M1K423162</td>
<td>Urban Issues</td>
<td>20</td>
</tr>
<tr>
<td>M1K221884</td>
<td>Construction Materials</td>
<td>20</td>
</tr>
<tr>
<td>M2K22223</td>
<td>Sustainability Online</td>
<td>20</td>
</tr>
<tr>
<td>M1M221191</td>
<td>Principles of Workplace Legalisation</td>
<td>20</td>
</tr>
<tr>
<td>M1K203077</td>
<td>Professional Orientation and Practice (POP)</td>
<td>20</td>
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**Exit Award – Certificate of Higher Education**

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**SHE2 Level**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>M2K421891</td>
<td>Urban Planning</td>
<td>20</td>
</tr>
<tr>
<td>M2F721866</td>
<td>Environmental Science and Measurement</td>
<td>20</td>
</tr>
<tr>
<td>M3K423965</td>
<td>Environmental Policy and Regulation</td>
<td>20</td>
</tr>
<tr>
<td>M2K423966</td>
<td>Society, Politics and Sustainability</td>
<td>20</td>
</tr>
<tr>
<td>M2F821184</td>
<td>GIS 1 – Principles of GIS</td>
<td>20</td>
</tr>
<tr>
<td>M2F723967</td>
<td>Environmental Assessment</td>
<td>20</td>
</tr>
<tr>
<td>M2K224016</td>
<td>C&amp;S Preparation for Placement</td>
<td>10</td>
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**Exit Award – Diploma of Higher Education**

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**SHE3 Level**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
</tr>
</thead>
</table>

*Trimester A*

- M3K224022 | Professional Placement Learning           | 60     |

*or*

*ONLY for Non-Placement Students*

- M3K220211 | Managed Project Learning                  | 20     |
- M3N208716 | Management Strategy and Practice          | 20     |
- M3N211741 | Environmental Risk Management             | 20     |

*Trimester B*

- M3K421195 | Corporate Sustainability                 | 20     |
- M3F723968 | Climate Change: impact, mitigation and adaptation | 20 |
- M3F821189 | GIS 2 – Applied GIS                      | 20     |

**Exit Award – BSc Environmental Management**

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**SHEH Level**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
</tr>
</thead>
</table>

*Core Modules*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MHK221198</td>
<td>Dissertation</td>
<td>40</td>
</tr>
<tr>
<td>MHF822113</td>
<td>GIS 3 – Project GIS</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Plus one option from MHH222034</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MHK221276 Sustainability and the Built Environment (option)</td>
<td>20</td>
</tr>
<tr>
<td>Trimester B</td>
<td>Select two from three modules</td>
<td></td>
</tr>
<tr>
<td>MHK221276</td>
<td>Sustainability and the Built Environment* (option)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>*if completed in Tri A, then students will take two from other three modules</td>
<td></td>
</tr>
<tr>
<td>MHK720126</td>
<td>Waste Management and Contaminated Land (option)</td>
<td>20</td>
</tr>
<tr>
<td>MHH123977</td>
<td>Water Policy and Management (option)</td>
<td>20</td>
</tr>
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**Exit Award – BSc (Hons) Environmental Management**  

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8. **ASSESSMENT REGULATIONS**

The University Assessment Regulations apply to the Programme in all respects. There are no programme-specific regulations which deviate from the standard University Assessment Regulations.

The Programme’s structure, progression, credits and awards are wholly consistent with the GCU Qualifications Framework.

**Awards:**
For the awards of Certificate of Higher Education, Diploma of Higher Education, BSc Environmental Management and BSc (Hons) Environmental Management

- Minimum pass mark of 40% for each taught module
- Students must achieve minimum pass of 40% in all individual module elements for L1 and 2
- Minimum pass mark of 40% for Dissertation/Honours Project module
- To qualify for an award of Certificate of Higher Education, students must complete all the programme requirements and obtain 120 SCOF credits, of which a minimum of 90 must be SCQF 7
- To qualify for an award of Diploma of Higher Education, students must complete all the programme requirements and obtain 240 SCQF credits, of which a minimum of 90 must be SCQF8
- To qualify for an award of BSc in Environmental Management, students must complete all the programme requirements and obtain 360 SCQF credits, of which a minimum of 60 must be SCQF9
- To qualify for an award of BSc (Hons) in Environmental Management, students must complete all the programme requirements and obtain 480 SCQF credits at SCQF 9 and 10 of which a minimum of 90 must be SCQ 10
- 10 additional credits are awarded for students completing the C&S Preparation for Placement module in Level 2. This will be reflected on their Transcript.

**Regulations for Distinction:**
The Programme complies with the University Assessment Regulations in respect of the award of Distinction. To be awarded a Certificate/Diploma/BSc with Distinction, a student must obtain an overall average of 70% or more with no individual module mark below 55%, all at the first attempt. In this case it would be represented in a 1st Class Honours Degree being awarded.

**Role of External Assessor:**
Senate appoints External Assessors to the Assessment Board (AB) on the basis of nominations from Schools and approval through the University QA and QE processes.

The duties of an External Assessor will include the following:

- To moderate the work of the internal assessors in respect of the assessments under his/her jurisdiction
- To attend Assessment Boards at which the results of final stage assessment will be determined
- To satisfy himself/herself that the work and decisions of the Assessment Board(s) are consistent with the policies and regulations of the University and best practice in higher education
- To ensure that students are assessed within the regulations approved by the University for the progression of students and to inform the University on any matter which, in his/her view, mitigates against the maintenance of proper academic standards
- To report annually to the Clerk to Senate on the standards attained by students on the programme and on other matters which may seem appropriate for their report