

**MEnvSci Environmental Science with Professional Experience      UCAS code: F755**  
**For students entering Part 1 in 2010/1**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Earth Sciences, Environmental Sciences and Environmental Studies
Faculty:	Science Faculty
Programme length:	5 years
Date of specification:	15/May/2013
Programme Director:	Dr Hazel McGoff
Programme Advisor:	Dr Hazel McGoff
Board of Studies:	Geography and Environmental Science
Accreditation:	Not applicable

**Summary of programme aims**

The programme aims to provide students with a sound scientific understanding of the processes operating in the Earth system, and to apply this science to the understanding of current and future environmental issues. It also aims to provide students with the scientific and transferable skills that are relevant to the application of environmental science in research, industry and other areas such as government policy.

Part 1 is designed to provide a sound foundation in Environmental Science, and supporting knowledge of relevant Chemistry, Physics and Mathematics to develop the knowledge and skills required for studying the environmental sciences. Options in mathematics depend on the mathematical skills of the student prior to entry. A wide range of subject options contribute, and shape the particular pathway chosen.

Part 2 has a core of compulsory modules to develop further skills and technical experience in the core subject areas, with particular emphasis on environmental management. Options are designed to give depth to knowledge and methodology in key selected subject areas.

The professional training year is designed to provide professional, practical experience in a company or organisation, giving the student an opportunity to gain relevant skills and experience whilst working alongside practicing environmental scientists.

Part 3 is integrative whilst providing scope for specialisation through the selection of options.

Part 4 aims to provide the students with the intellectual skills required by professionals in environmental consultancy, contaminated land management and land remediation. The research project provides the student with the opportunity to demonstrate their ability to conduct and report on a detailed research investigation, drawing on their understanding of the fundamental concepts in Environmental Science. Graduates from the course will have an in-depth knowledge of the chemical, physical and biological principles of Soil Science, experience of the major types of soil contamination, familiarity with regulatory and commercial aspects of contaminated land and land management and problem solving skills in relation to soil management and remediation.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

As part of this programme students are expected to have gained experience and show competence in the following transferable skills: IT (word-processing, using spreadsheet and graphical applications programs, scientific programming, internet), scientific writing, oral presentation, experimental methods (laboratory and field), team-working, use of library resources, career planning and management. They will have developed skills in team-working and leadership, and be confident and self-reliant, particularly as a result of experience during field courses, independent project work and their Professional Experience. They will also have a sound knowledge of fieldwork safety procedure.

## Programme content

The profile which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the optional modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of module credits for each module is listed.

### Part 1 (three terms)

#### *Compulsory modules*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
GV1B1	Introduction to Environmental Science	10	4
GV1B2	Introduction to Environmental Science Fieldwork	10	4
GV1A2	Chemistry and Physics for Environmental Science	10	4
GV1C1	Quantitative Methods for Environmental Science	10	4
GV1D1	Earth Structure & Processes	10	4
GV1A1	Introduction to Soil Science	10	4

#### *Optional modules (60 credits)*

Students select a minimum of three contributory subjects to Environmental Science, including: Earth Sciences, Meteorology, Geography, Chemistry, Biology, Rural Environmental Science, Mathematics. They may also choose a language as part of the Institute-wide Language Programme. Choice is subject to timetable constraints and students having appropriate pre-requisites.

#### *Recommended:*

GV1D2	Earth Materials	10	4
GV1A2	Soils, Land and the Environment	10	4

#### *Others Including:*

##### *Biology*

BI1BA1	The Living Cell	10	4
BI1EB2	Humans and the Changing World	10	4
BI1ED2	Mammals: Diversity, Behaviour and Conservation	10	4
BI1EF2	Ecology: Species and their Interactions	10	4
BI2EF3	Practical Field Ecology	10	4
BI1EG1	Plant Diversity Structure and Utilisation	10	4

##### *Archaeology*

AR1TS2	Bones, Bodies and Burials: the Archaeology of Death	20	4
AR1TS3	Practising Archaeology: methods & approaches	20	4

##### *Rural Science and Agriculture*

APIA10	Countryside & Environment	10	4
APIA02	Introduction to Agriculture and Food Systems	10	4

##### *Chemistry*

CH1FC1	Fundamental Chemistry 1	10	4
CH1IN2	Descriptive Inorganic Chemistry	10	4

CH1PH2	Physical Processes for Biologists	10	4
<i>Geography</i>			
GV1C	Climatology	10	4
GV1D	Hydrology	10	4
GV1GS	Geomorphology	10	4
<i>Meteorology</i>			
MT11C	Introduction to Meteorology	20	4
MT11D	Weather and Climate Fundamentals	20	4
<i>Languages</i>			
IWLP	Various languages	20	4

## **Part 2 (three terms)**

### *Compulsory modules*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
GV2B4	Predicting Natural and Contaminated Environments	10	5
GV2F4	Soil Ecology and Functions	10	5
GV2G4	Skills for Environmental Scientists	20	5
GV2H4	Transport Processes in the Environment	10	5

### *And one field class from:*

GV2Z6	Environmental Science Field Class	10	5
AP2A58*	Environmental Science and Management Field Course	10	5

\*AP2A58 to be taken at the end of Term 3

### *Optional Modules (60 credits)*

Students develop depth in a minimum of two contributory subjects to Environmental Science, including: Earth Science, Meteorology, Geography, Chemistry, Biology, Plant Sciences, Rural Environmental Science, Archaeology, Mathematics. They may also chose a language as part of the Institution-Wide Language Programme.

### *Recommended:*

#### *Earth Sciences*

GV2M5	Global Quaternary Climate Change	10	5
GVN5	Laboratory Methods	10	5
GVD5	Sustainable Resource Management	10	5

### *Others Including:*

#### *Archaeology (20)*

AR2S1	Archaeological Science	20	5
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### *Rural Science and Agriculture (20 to 40 credits)*

AP2A26	Forestry and Woodlands	10	5
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AP2A38	Organic Farming	10	5
AP2A39	Environment and the Farm Business (pre-requisite AP1A02)	10	5
AP2A59	Nature Conservation	10	5
AP2A51	Grassland Ecology and Management	10	5
AP2A57	Methods in Ecology and Environmental Management	20	5

*Biological Science (20 to 40 credits)*

BI2EI4	Invertebrate Zoology	10	5
BI2BN5	Vertebrate Zoology	10	5
BI2EE4	Evolutionary Biology	10	5
BI2EN5	Animal Behaviour	10	5
BI2EF6	Habitat Management	10	5

*Meteorology (20 or 40 credits)*

MT24A	Atmosphere and Ocean Dynamics	20	5
MT24B	Atmospheric Physics	20	5

*Physical Geography (20 to 40 credits)*

GV2ER	Energy Resources	10	5
GV2P1	Geomorphological Hazards	10	5
GV2P3	Human Activity and Environmental Change	10	5
GV2P5	Hydrological Processes	10	5

*Others*

LA1XX1	Institution Wide Language Programme	20	4
MM270	Entrepreneurship	20	5

*Plus up to 20 other credits subject to approval by the Programme Adviser*

**Year abroad/Year away/Additional year (three terms)**

*Compulsory modules*

Professional Experience

GV2PE	Professional experience	120	5
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**Part 3 (three terms)**

*Compulsory modules*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
GV3G8	Contaminated Land Management	10	6
GV3Z8	Earth Systems Field Class	10	6
GV3LP	Library Project	10	6
GV3F8	Applied and Environmental Soil Microbiology	10	6
GV3I7	Carbon and Global Change	10	6
AP3A87	Environmental Management	10	6

*Optional modules (60 credits)*

*Archaeology*

AR3S15	People, Plants and Environmental Change	20	6
AR3S16	Climate Change and Human Society	20	6

*Rural Science and Agriculture*

AP3A68	Wildlife in the Farming Environment	10	6
AP3A89	Water, Agriculture and Irrigation	10	6
AP3A90	Climate Change & Food Systems	10	6
AP3A99	Plants, Greenspace and Urban Sustainability	10	6

*Biological Sciences*

BI3EM7	Plants, Animals & Climate Change	10	6
BI3EJ8	Conservation Biology	10	6
BI3EF7	Urban Ecology	10	6

*Physical Geography*

GV3CC	Climate Change	20	6
GV342	Environmental Modelling	20	6
GV361	Aquatic Environments: Problems and Management	20	6
GV332	Water Resources	20	6

*Others*

LA1XX1	Institute Wide Language Programme	20	6
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**Part 4 (three terms)**

*Compulsory modules*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
GVMIMP	Independent project	40	7
GVMQAD	Quantitative data analysis	10	7
GVMSWQ	Soils and water quality	10	7
GVMWEM	Waste and Environmental management	10	7
GVMREM	Remediation	10	7

*Optional Modules (40 credits, all of which must be at Level 7 and subject to timetabling constraints and students having appropriate prerequisites)*

*Environmental science*

GVMCON	Soil Contaminants	10	7
GVMESB	Entrepreneurial and Business skills	10	7
GVMFC	Integrated Soil Science Field Class	10	7
GVMPSIA	Practical Site Investigation	20	7

*Construction, Engineering and Management*

CEMRUS	Sustainable Urban Systems	10	7
CEMREC	Energy, Carbon and the Environment	20	7
CEMRC1	Carbon Management	20	7

*Agriculture, Policy and Development*

APMA90	Climate Change and Food Systems	10	7
APME68	The Ecological Economics of Climate Change	10	7

#### *Law*

LWMTEE	Environmental Law	10	7
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#### **Progression requirements**

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1 AND obtain a weighted average of at least 40% over the modules ES1A2, ES1B1, ES1B2, ES1C1, ES1D1 and SS1A1.

To gain a threshold performance at Part 2 a student should normally be required to achieve an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2 and achieve both an overall average of at least 60% in the 120 credits taken in Part 2 and an overall average of at least 60% over the compulsory modules, one field class module from (ES2Z6 or AP2A58) and ES2PE. Students who do not fulfil these requirements may be eligible to transfer into the three-year BSc Environmental Science programme.

Part 2 contributes 20%, Part 3 contributes 40% and Part 4 contributes 40% towards the final degree classification.

To be eligible for Honours, students must normally pass all compulsory modules in both Parts 3 and 4.

#### **Summary of Teaching and Assessment**

Teaching is organized in modules that typically involve lectures, problem solving classes, and practical classes. The assessment is carried out within the University's degree classification scheme, details of which are in the programme handbooks. The pass mark in each module is 40%. Parts 1 and 2 are assessed by a mixture of coursework and formal examination. The period of Professional Experience is assessed by means of a report and presentation. In Parts 3 and 4 there are some modules which are assessed wholly by coursework and others wholly by examination: the details are given in the module descriptions. The research project undertaken in Part 4 involves a substantial component of independent learning, under the supervision and guidance of Project Supervisors. The projects are assessed on the basis of formal reports, oral presentations and development of independent learning skills.

#### **Admission requirements**

Entrants to this programme are normally required to have obtained:

Grade C or better in English, Science and Mathematics in GCSE, and a minimum UCAS Tariff of 320 points including two full 'A' levels. One subject from Maths, Physics, Chemistry, Biology, Geography, Geology or Environmental Science preferred;

Or International Baccalaureat: minimum pass plus minimum 6,5,5 in Higher Level Subjects including at least one science or maths.

Or Irish Highers: four grade Bs and one grade C including two sciences.

**Admissions Tutor:** Dr Steve Robinson

#### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a

language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

The providing Departments have well-equipped teaching laboratories, analytical laboratories and dedicated computer laboratories. Substantial collections of earth materials and maps are available for hands-on access by students. Within the providing Departments additional support for students is given through practical and field classes and in the course of the independent project. There is a Course Adviser to offer advice on the choice of modules throughout the programme.

### **Career prospects**

The requirement for environmental scientists with a sound scientific training continues to grow and opportunities for graduates from this course include employment by environmental consultants, water companies and the many offices of national and local government concerned with environmental issues as well as post-graduate study. Private industry is increasingly concerned to employ scientists to help minimise the adverse environmental impact of its activities.

### **Opportunities for study abroad or for placements**

Students may participate in the ERASMUS exchange scheme where one or two terms are spent studying in a European university. Other exchange opportunities are available with Australian and north American universities. Further details are available from the Course Director and the Study Abroad Office.

## **Programme Outcomes**

### **Knowledge and Understanding**

#### **A. Knowledge and understanding of:**

1. Earth Systems including the lithosphere, hydrosphere, atmosphere and biosphere
2. Interactions between the processes operating in the different components of the Earth System.
3. The evolution of the Earth and the environment through different time scales, and the evidence for that change
4. Monitoring and management of natural and human-induced environmental change.
5. Scientific examination of the implications of sustainability and sustainable development.
6. A selected range of optional topics
7. Environmental issues and management with an interdisciplinary and integrative perspective.
8. Fieldwork safety issues and procedures

#### **Teaching/learning methods and strategies**

Underlying knowledge in the essential areas is set out in lectures, in most cases directly supported by illustrative practicals. The essential field experience required for proper understanding is provided by compulsory field courses in Part 1 and Part 2, with additional optional field courses in Parts 3 and 4. Students conduct an independent project in the form of practical investigation into an environmental topic in Part 4, with support and advice from academic and technical staff.

#### *Assessment*

Most knowledge is tested through a combination of coursework and unseen formal examinations. Dissertations and oral presentations also contribute in Parts 3 and 4.

### **Skills and other attributes**

#### **B. Intellectual skills - able to:**

1. think logically and critically in a scientific manner
2. analyse and interpret environmental observations and data and recognise and identify issues and problems with that data
3. organise tasks into a structured form

#### **Teaching/learning methods and strategies**

Logical and critical thinking is an essential part of interpreting environmental science data and materials, it is embedded throughout the programme. The ability to integrate and apply concepts and principles from one area of the subject to another are intrinsic to high-level performance in

4. understand the current state of knowledge of the environment - a rapidly developing area
5. integrate and apply concepts and principles from one area of environmental science to another
6. recognise the need for professional codes of conduct

the programme. Current developments in environmental science are highlighted by contact with visiting experts in the field in Parts 3 and 4.

#### *Assessment*

1 and 2 are assessed indirectly in most parts of the programme, 3 in the course of laboratory and fieldwork. 4 is focused on by courses in Parts 2 through 4, while 5 contributes to more successful work. 6 not directly assessed.

### **C. Practical skills - *able to*:**

1. plan, conduct and report on investigations, including the use of secondary data
2. collect, record and analyse data using appropriate field and laboratory techniques
3. reference work in an appropriate manner
4. carry out a risk assessment for field and laboratory investigations
5. consider the impact of field investigations on the environment as well as other interested parties

### **Teaching/learning methods and strategies**

Observing, recording and interpreting is taught in laboratory and field classes throughout the course. An investigative independent practical project is conducted by the student in Part 4, with advice from academic and technical staff. Risk assessment forms an essential part of each field course and any field based project work.

#### *Assessment*

1 & 2 are tested both formatively in coursework and particularly during the final year projects. summatively in examinations. 2 is assessed by means of coursework and project work, 4 & 5 during field classes and project work.

### **D. Transferable skills - *able to*:**

1. use IT (word-processing, using standard software and the Internet)
2. understand issues of sample selection, accuracy, precision and uncertainty in field and laboratory work
3. prepare, process, interpret and present data in an appropriate manner, using both quantitative and qualitative techniques
4. communicate scientific ideas in verbal, written and graphic form to a variety of audiences.
5. work as part of a team, identifying individual and collective goals, respecting the views and opinions of others and evaluating both individual and team performances.
6. use library resources
7. manage their time
8. plan their career, developing skills for self-managed and lifelong learning.

### **Teaching/learning methods and strategies**

The use of IT is embedded throughout the programme with special sessions in Part 1 and in the Skills Module in Part 2. Oral presentation and communication skills are developed in various modules. The component of oral and presentation skills increases through the years. Career management is taught in the Part 2 Skills module. Teamworking is particularly emphasised in field courses and the Part 4 Entrepreneurial and Business skills and Practical site investigation modules. Time management is essential for the timely and effective completion of the programme. Library and internet resources are required for the Part 3 library project and the research project in Part 4, and contribute to the best performances throughout.

#### *Assessment*

1, 2, 3 & 4 are assessed through coursework and particularly in the Part 3 project and Part 4 modules. 5 in field courses, 6 in the research project and 8 in the skills module in Part 2. 7 is not directly assessed but contributes to successful performance throughout the programme.

**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 he/she 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 description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and**



**feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**