# Programme Specification

**Postgraduate**

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

## Part A: Programme Summary Information

<table>
<thead>
<tr>
<th></th>
<th>Title of programme:</th>
<th>MRes Conservation and Resource Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Programme Code:</td>
<td>EVCR</td>
</tr>
<tr>
<td>3.</td>
<td>Entry Award(s):</td>
<td>Credit:</td>
</tr>
<tr>
<td>☒</td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>MSc</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>PGDip</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>PGCert</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>DPS</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>CPS</td>
<td></td>
</tr>
<tr>
<td>☒</td>
<td>Other (please specify below):</td>
<td>180</td>
</tr>
</tbody>
</table>

| 4. | Exit Awards: | Credit: | Level: |
| ☒ | PGDip | | |
| ☒ | PGCert | 60 | Level 7 |
| ☐ | CPS | | |

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

<p>| 5. | Date of first intake: | September 2011 |
| 6. | Frequency of intake: | Annually in September |
| 7. | Duration and mode of | Full-time, 1 year |</p>
<table>
<thead>
<tr>
<th>Study:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Applicable framework:</td>
<td>University Framework for Full-time and Part-time Postgraduate Programmes</td>
</tr>
<tr>
<td>Framework exemption required:</td>
<td>☒ No (please go to section 9)</td>
</tr>
<tr>
<td>Please indicate the applicable boxes:</td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td>Date exemption approved by AQSC:</td>
<td></td>
</tr>
<tr>
<td>New/revised Ordinance required:</td>
<td>☒ No (please go to section 10)</td>
</tr>
<tr>
<td>Please indicate the applicable boxes:</td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
<tr>
<td>Date new/revised Ordinance approved by Council:</td>
<td></td>
</tr>
<tr>
<td>10. Faculty:</td>
<td>Faculty of Science and Engineering</td>
</tr>
<tr>
<td>11. Level 2 School/Institute:</td>
<td>School of Environmental Sciences</td>
</tr>
<tr>
<td>12. Level 1 unit:</td>
<td></td>
</tr>
<tr>
<td>13. Campus:</td>
<td>The Liverpool Campus</td>
</tr>
<tr>
<td>14. Other contributors from UoL:</td>
<td>Not applicable</td>
</tr>
<tr>
<td>15. Teaching other than at UoL:</td>
<td>Not applicable</td>
</tr>
<tr>
<td>16. Director of Studies:</td>
<td>Professor Rob Marrs</td>
</tr>
<tr>
<td>17. Board of Studies:</td>
<td>School of Environmental Sciences</td>
</tr>
<tr>
<td>18. Board of Examiners:</td>
<td>School of Environmental Sciences</td>
</tr>
<tr>
<td>19. External Examiner(s):</td>
<td>Professor John Spicer, University of Plymouth</td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td></td>
</tr>
<tr>
<td>20. Professional, Statutory or Regulatory body:</td>
<td>Not applicable</td>
</tr>
<tr>
<td>21. QAA Subject benchmark:</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
Programme Specification PG

Part B: Programme Aims & Objectives

26. Aims of the Programme
The aim of this postgraduate degree is:

No. Aim:

2. Provide an understanding of the main drivers of environmental change, past, present and future.

Specifically, the aims of the programme are to impart the knowledge, skills and experience to a level which will enable students to undertake first-class research in the field of conservation and the management of natural resources as well as to give a comprehensive review on the management of environmental issues at international, national and local levels. More specifically, the programme seeks to:-

The MRes degree is geared towards students who intend a research career. A series of taught courses provides generic training and subject-specific skills, and this is followed by 120-credits of independent research (2 x 60 credit research projects or 1 x 120 credit research project).

27. Learning Outcomes

No. Learning outcomes – Master’s degree

1. Provide an understanding of the importance of historical data as a means of obtaining information about long-term environmental processes.

2. Provide an understanding of the main drivers of environmental change, past, present and future.

3. Highlight the impacts of human activities on the terrestrial and marine ecosystems and how these ecosystems and their constituent species and
processes can be conserved.

4. Underline the threats from global climate to conservation resource management.

5. Provide a critical understanding of how ecosystems are conserved from both a policy and practical viewpoint.

6. Promote independent thinking, critical insights, leadership, team work and a sound understanding of environmental issues (from global to local) as well as to acquire knowledge of regulations and policies at local government level.

7. Through a substantial and sustained independent project. Demonstrate and reflect upon effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.

### Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not available</td>
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### Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Provide an understanding of the importance of historical data as a means of obtaining information about long-term environmental processes.</td>
</tr>
<tr>
<td>2.</td>
<td>Provide an understanding of the main drivers of environmental change, past, present and future.</td>
</tr>
<tr>
<td>3.</td>
<td>Highlight the impacts of human activities on the terrestrial and marine ecosystems and how these ecosystems and their constituent species and processes can be conserved.</td>
</tr>
<tr>
<td>4.</td>
<td>Underline the threats from global climate to conservation resource management.</td>
</tr>
<tr>
<td>5.</td>
<td>Understand how ecosystems are conserved from both a policy and practical viewpoint.</td>
</tr>
</tbody>
</table>

### 27a. Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,5,4,6</td>
<td>ENVS431</td>
<td>Group oral presentation.</td>
<td></td>
</tr>
<tr>
<td>1,2,3,5,4,6</td>
<td>ENVS485</td>
<td>Individual Report (2500 words)</td>
<td></td>
</tr>
<tr>
<td>1,2,3,5,4,6</td>
<td></td>
<td>Poster presentation, Abstract</td>
<td></td>
</tr>
</tbody>
</table>
As well as acquiring a deeper understanding of specific aspects of the environment, and its management those graduating from the MSc/MRes CARM will have developed a range of skills, many of which are highly prized by potential future employers. These skills may be classed under three main headings.

1. **Intellectual skills.** They include critical thought, reasoning, study, problem solving and decision-making skills. Perhaps most importantly, they include the skill of self-reflective learning, by which you learn to learn from your own mistakes and experiences. All of the courses taught in the School of Environmental Sciences require the exercise of these core ‘intellectual’ skills.

2. **General applied skills.** These include the ability to communicate information effectively in both written and verbal form, whether textual or numerical in nature, familiarity with Information Technology, numeracy, the ability to work in teams and the ability to undertake self-guided research.

3. **Discipline-specific skills.** These include field, laboratory, and modelling techniques linked to the implementation of conservation policy in the national and international context.

The postgraduate degree schemes in CARM provide a wide range of optional modules from across the School, with few core modules; this allows students to design their own postgraduate degree structure (detailed below).
### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
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</thead>
<tbody>
<tr>
<td>1,2,3</td>
<td>ENVS431</td>
<td></td>
<td>Group oral presentation. Individual Report (2500 words)</td>
</tr>
<tr>
<td>1,2,3</td>
<td>ENVS485</td>
<td></td>
<td>Poster presentation, Abstract</td>
</tr>
<tr>
<td>1,3</td>
<td>ENVS525</td>
<td></td>
<td>Exam 2 hours, Essay 2000-5000 words</td>
</tr>
<tr>
<td>1,2,3</td>
<td>ENVS412</td>
<td></td>
<td>Exam 2 hours, Case study report 2500 words</td>
</tr>
<tr>
<td>1,2,3</td>
<td>ENVS423</td>
<td></td>
<td>Three essays, 2500 words</td>
</tr>
<tr>
<td>1,2,3</td>
<td>ENVS470</td>
<td></td>
<td>Individual project, Group project</td>
</tr>
<tr>
<td>1,2</td>
<td>ENVS475</td>
<td></td>
<td>Modelling exercises, Oral presentation, Precis, Protocol</td>
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<tr>
<td>3</td>
<td>LIFE707</td>
<td></td>
<td>MCQ assessment, Data analysis and interpretation assessment, Final workshop</td>
</tr>
<tr>
<td>3</td>
<td>BIOL763</td>
<td></td>
<td>Weekly summative assessment, Data analysis and interpretation, MCQ assessment</td>
</tr>
<tr>
<td>3</td>
<td>ENVS609</td>
<td></td>
<td>Practical Reports (x2), Essay, Project</td>
</tr>
<tr>
<td>1,2,3</td>
<td>ENVS576</td>
<td></td>
<td>Exam 2 hours, Project 2000 words</td>
</tr>
<tr>
<td>1,2,3</td>
<td>ENVS497</td>
<td></td>
<td>Project design and preliminary report, Oral presentation of research, Dissertation, External Oral examination</td>
</tr>
</tbody>
</table>

### 29. Career opportunities:

Recent Master’s graduates of CARM have gone on to work in a wide variety of positions including consultancy, doctoral training, teaching and working within Environmental NGOs and charities. Other career opportunities might include County Council Waste Recycling Officer, Scientific Officer, National Parks Manager, Clean Water Scientist, Waste Management Consultant,
Part C: Entrance Requirements

30. **Academic Requirements:**

The MRes in CARM is intended for graduates with an Environmental/Ecological/Conservation (or closely related) BSc honours degree, normally of at least upper second class standard. With respect to applicants with alternative backgrounds at degree level, such applicants will be considered on a case-by-case basis and an appropriate selection of modules identified.

Non-native English speakers are expected to have IELTS >= 6.5 or above. Advice should be sought with regard to other English Language qualifications.

31. **Work experience:**

Not required – but would be considered favourably where based in a relevant environment.

32. **Other requirements:**

Not applicable

Part D: Programme Structure

33. **Programme Structure:**

**COMPULSORY MODULES**

**Semester One**

- ENVS431 Conservation & Resources Management Field Course 15 credits
- LIFE707 Advanced Statistics for Biological Research 15 credits

**OPTIONAL MODULES**

**Semester One**

- ENVS485 Human Impact on the Environment 15 credits
- ENVS525 Politics of the Environment 15 credits
- ENVS412 Advanced Ecology 15 credits
- ENVS609 Geographical Information Systems 15 credits
- ENVS576 Coastal Environments: Spatial & Temporal Change 15 credits

**Semester Two**

- ENVS423 Advanced Conservation Biology 15 credits
- ENVS470 Business and the Environment 15 credits
- ENVS475 Climate Processes and Variability 15 credits

**Summer**

- ENVS497 Dissertation - MRes Environmental Sciences 120 credits

Optional modules for taught courses must be chosen in consultation with the Programme Director.
34. **Industrial placement/work placement/year abroad:**

   Not applicable

35. **Liaison between the Level 2 Schools/Institutes involved:**

   Not applicable

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**Part E: Learning, Teaching and Assessment Strategies**

36. **Learning, Teaching and Assessment Strategies:**

   This Environmental Science postgraduate degree programme operates under the teaching and learning policies of the School of Environmental Sciences and the University of Liverpool. The entire teaching, learning and assessment programme is subject to approval from both the departmental Teaching and Learning Committee (which contains student representatives) and the Board of Studies. Teaching, learning and assessment strategies are outlined in the School's Postgraduate Handbook and in the relevant module specifications. For each module, a module handbook gives details of eligibility and prerequisites, content, structure, learning objectives and assessment structure. This programme specification presents a matrix in which key skills are mapped against modules.

   Teaching strategies include a mix of lectures, tutorials, seminars, field classes, practical's and individual work under supervision. Seminar groups normally do not exceed 20 students. Group work is undertaken mainly in field, normally involving groups of no more than 5 students. The material covered increasingly challenges students to engage with current debates, to think critically and to study independently.

   Assessment strategies are tailored to the specific needs of each module, and are designed to reflect student progression.

   Assessment methods include exams, assessed essays, laboratory and computer practicals, field assignments, group work, oral presentations and dissertations.

   Assessment is designed to both motivate and monitor student performance in attaining appropriate standards in the programme specific knowledge and skills outlined in section 27 and 28.

   Whilst the majority of assessment is summative, a number of modules may also use some formative assessment.

   Wherever possible, all exams and submitted assessed work are marked and moderated anonymously. The exceptions are: oral presentations; field class group-work; dissertations.

   MRes theses are double-blind marked, with an average of the two marks taken, unless they either fall across a class boundary or where the marks have a difference of >10%. Should either of these circumstances be present then the markers are invited to reconcile their marks to agree a final mark; if they are unable to a third marker may be requested. The third marker provides an assessment and in discussion with the first two markers agrees upon a mark.
normally within the degree class within which the third marker falls, the external examiner will viva all students on a pass fail basis, and will be asked to confirm all results.

Learning strategies involve a mix of guided 'learning through doing' (e.g. practical's, dissertation), guided study (lectures, seminars), guided self-reflexive learning (field trips, dissertation), and independent study.

36a Learning, Teaching and Assessment methods:

Learning and Teaching:

a. Lectures - provide an efficient means of disseminating knowledge to large groups of students. The lectures are intended to be interactive where possible and students are encouraged to question the lecturer at any time. Lecture are supported by materials that are typically available on the WWW via the University’s virtual learning environment, VITAL.

b. Laboratory or Computer Based-Practical Classes - provide an opportunity for students to develop and practise their analytical skills and build on concepts introduced in lectures. They also help students to develop an appreciation for the importance of accuracy, precision and uncertainty in their analyses and measurements, and provide an environment in which they can work formally or informally in teams.

c. Workshops - allow development of problem solving and team and group work skills.

d. Tutorials - facilitate the development of key communication skills as well as assist the progress of students in more general, non-prescribed ways.

e. Fieldwork - is problem based, rather than lecturing in the open, and allows the students to develop their observational and measurement skills and hypothesis testing. It is also an excellent forum for teamwork and for the development of time management and communication skills.

f. Seminars and group discussions - reinforce the student-centred approach to learning. This will allow the presentation of new material usually in the form of short papers (e.g. Nature/Science), prepared by individuals or small groups of students, followed by discussion and debate.

Directed and private study – emphasis is placed on the need for students to manage their own learning and time. In most modules, students will be directed towards activities to complete in the non-contact module hours. Such activities can include: reflection on lecture/practical notes; reading related texts; completion of coursework/homework’s; undertaking training in ICT (e.g. LUSTI).

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:
The University marks scale, marking descriptors and qualification descriptors; 
The framework for modular, postgraduate programmes; 
Information about students’ progress, including guidance for students; 
The procedure for assessment appeals; 
Regulations for the conduct of exams; 
The University’s policy on making adjustments to exam arrangements for disabled 
students. 
The code of practice relating to external examining (see also below) 
The Academic Integrity Policy, which covers matters such as plagiarism and 
collusion and includes guidance for students; 
The policy relating to mitigating circumstances which explains what you should do 
if you have mitigating circumstances that have affected assessment; and 
The policy on providing students with feedback on assessment. 

Please click [here](#) to access the Code of Practice on Assessment and its 
appendices; this link will also give you access to assessment information that is 
specific to your cohort: 

A summary of key assessment information is also available in the ‘Your University’ 
handbook. 

### Marking criteria: 

1. **Pass marks**

   The pass mark for each module is 50% (this includes any Level 3 modules 
   included in a PGT programme). 

2. **Compensation and re-sits**

   2.1 Compensation

   Where the average of the total marks in all modules is 50% or above, a mark in 
   the range 40 – 49% shall be deemed compensatable in ‘taught’ modules 
totalling up to 20 credits; compensation cannot apply to any ‘independent 
research’ modules. 

   2.2 Re-sits

   Students who fail taught modules may re-sit those modules on one further 
occasion only. Re-sits should normally take place within the registration period. 
Exam resits are normally scheduled during the University summer vacation resit 
examination period. Assessed work resubmission will in all cases be required by 
the end of this resit examination period, but may be required by an earlier date. 
Any exceptions to the provision of a resit opportunity within the registration 
period will be stated in the relevant Module Specification. 

   Candidates who fail a module should contact the module leader to clarify the 
precise nature and timing of the resit task(s) by no later than June 30th in the 
relevant academic year. 

   A failed dissertation or assessed work from an independent research module 
may also be resubmitted on one further occasion only. For full-time and part-
time students the dissertation must be resubmitted within the one year of the 
original date of first submission.
Marks achieved in re-sit examinations will be recorded as the actual mark achieved but shall be flagged in the transcript to indicate that they were achieved at a second attempt.

3. Marking descriptors

The level-specific marking descriptors for the School of Environmental Sciences will be used in marking all work on this programme. These may be found in the Appendix 2 of the School’s Postgraduate Student Handbook, available online via VITAL.

Where assessments are marked using non-standard assessment criteria, these will be advertised at the time of the assignment is set, and will be made available for inspection on VITAL.

4. Final award

Students who attend for a minimum period of 12 months of full-time study, or for an equivalent period of part-time study, and who achieve a minimum 180 credit points with not more than 30 credit points at Level 3, and successfully complete a dissertation/research project worth 60 credits or two independent research modules totalling 60 credits (included within the 180 credits), will be eligible for the award of a Master’s degree.

Students who attend for a minimum period of 30 weeks of full-time study, or for an equivalent period of part-time study, and who achieve a minimum of 120 credit points (which may include dissertation/independent research credits to the value of 60 credits) with not more than 30 credit points at Level 3, will be eligible for the award of a Postgraduate Diploma.

Students who attend for a minimum period of 15 weeks full-time study or for an equivalent period of part-time study, and who achieve a minimum of 60 credit points (which may in some circumstances include up to 30 independent research credits) with not more than 15 credit points at Level 3, will be eligible for the award of a Postgraduate Certificate.

A mark of Merit or Distinction will be awarded according to the criteria below, but only where the requirements are achieved at the first attempt. A Merit or Distinction cannot be awarded if a student has failed and then passed on re-sit any credit that counts towards the final award during the relevant period of study at the University, however marks achieved in modules which are passed under the compensation rule by be counted toward a Merit or Distinction. It should be noted that students who register on a Master’s or Postgraduate Diploma but who exit with a lower award, will be eligible for a Merit or Distinction for the lower award, provided the student meets the criteria outlined below:

(i) For a Master’s Degree with Merit a student must achieve:
   • a mark of at least 60% for the dissertation, project or independent research modules; and
   • marks of at least 60% in modules accounting for at least half of the credit of the overall award; and
   • an overall average mark of at least 60%.

(ii) For a Postgraduate Diploma with Merit a student must achieve:
    • marks of at least 60% in modules accounting for at least half of the
credit of the overall award; and
• an overall average mark of at least 60%.

(iii) For a Postgraduate Certificate with Merit a student must achieve:
• marks of at least 60% in modules accounting for at least half of the
credit of the overall award; and
• an overall average mark of at least 60%.

(iv) For a Master’s Degree with Distinction a student must achieve:
• a mark of at least 70% for the dissertation, project or independent
research modules; and
• marks of at least 70% in modules accounting for at least half of the
credit of the overall award; and
• an overall average mark of at least 70%.

(v) For a Postgraduate Diploma with Distinction a student must achieve:
• marks of at least 70% in modules accounting for at least half of the
credit of the overall award; and
• an overall average mark of at least 70%.

(vi) For a Postgraduate Certificate with Distinction a student must achieve:
• marks of at least 70% in modules accounting for at least half of the
credit of the overall award; and
• an overall average mark of at least 70%.

5. Criteria for the award of an alternative qualification

If a student fails to meet the criteria for the award of a Master’s degree or a
Postgraduate Diploma, or is unable to complete the programme he or she
registered for, he or she will be eligible for the award of one of the following as
an exit qualification:

5.1 A named exit award

Postgraduate Certificate in Conservation and Resource Management – this will
be awarded to students who have previously registered for either the Master’s
degree or Postgraduate Diploma provided that the student has achieved a
minimum of 60 credits, with no more than 15 credits at Level 3; the credit may
not include any dissertation, project or independent research credits.

Postgraduate Diploma in Conservation and Resource Management – this will be
awarded to students who have previously registered for the Master’s degree
provided that the student has achieved a minimum of 120 credits, with no more
than 30 credits at Level 3; the 120 credits may include dissertation project or
independent research credits to the value of 60 credits.

5.2 An unnamed exit award

All exit awards offered by the School of Environmental Sciences will carry the
name of the programme.

38. Student representation and feedback:

A new campus-wide structure for student representation came into place in
September 2013, underpinned by a focus on Course Reps as partners in
learning, and flexibility and variation within the system to ensure effective
representation of students.

Course Reps are seen as an essential link between staff and students and will focus, chiefly, on larger developmental issues affecting the students they represent. They are recruited by the School and their core task is to find out what issues are affecting students on their course and identify ways to tackle them. There will be, at least, one Course Rep per programme, per year of study and they will meet with the Head of Department or School to identify one or two key issues on their programme and then collect student feedback, using a range of methods, on how to address those issues.

The Reps should spend one hour a week talking to students about their key areas of focus for development, which may include learning and teaching (e.g. teaching methods, resources), the curriculum, quality and standards (e.g. module evaluation forms), learning resources, assessment and feedback.

Training sessions are put on by the Guild throughout the year to help Course Reps develop their skills (e.g. chairing a meeting or conflict management).

Course Reps will also attend Staff-Student Liaison Committees (SSLCs). The aim of the new developmental issue-specific approach to gathering student feedback is to focus the SSLCs, so that there is a stronger sense of progression and development between staff and students on key issues within the School. Within the School of Environmental Sciences, there is one PG SSLC which deals with all of the postgraduate taught and postgraduate research within the School. SSLCs may be held two or three times during the year and can be used to develop student commentaries for Periodic or Holistic Reviews and the Annual Subject Review.

The Faculty also has a dedicated Student Voice Co-ordinator based in the Guild who attends the SSLC, and provides further support for the Course Reps. Representatives of the Teaching and Library staff also attend the SSLCs.

The Minutes of each meeting are considered by the School’s Learning and Teaching Committee and important matters are forwarded to the School's Board of Studies and/or the Head of School. In addition, students have direct representation on the School Board of Studies via nominees put forward by the SSLC Course Reps.

Additional student feedback is formally solicited via routine module and year evaluation questionnaires, the summary results from which are reviewed by the relevant SSLC, and posted on VITAL. Programme Directors will also have year meetings at least once a semester to provide programme feedback in a two-way process.

Finally, all students are encouraged to provide informal feedback, in person or by email, either direct with the teaching staff concerned, or via their allocated Personal and Academic Advisor(s).

Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

Not applicable
Part G: Diversity & Equality of Opportunity and Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

This programme complies with the University’s Policies on Diversity and Equal Opportunity which can be found at:
http://www.liv.ac.uk/hr/diversity_equality/Policies%2C_Schemes_and_Action_Plans.htm

ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacing ENVS563 Geographic Data Science with new module ENVS609 Geographical Information Systems. ENVS609 is more suited to the students needs</td>
<td>MINOR (Programme)</td>
<td></td>
<td></td>
<td>201617</td>
</tr>
</tbody>
</table>