**Programme Specification**  
**Postgraduate**

Applicable to postgraduate programmes

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

### Part A: Programme Summary Information

1. **Title of programme:** MSc Environmental Sciences
2. **Programme Code:** EEES
3. **Entry Award(s):**
   - MA
   - MSc 180 (Level 7)
   - PGDip
   - PGCert
   - DPS
   - CPS
   - Other (please specify below):

4. **Exit Awards:**
   - PGDip 120 (Level 7)
   - 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:

5. **Date of first intake:** September 2011
6. **Frequency of intake:** Annually in September
7. **Duration and mode of:** Full-time, 1 year; part-time, 2 year
8. Applicable framework: University Framework for Full-time and Part-time Postgraduate Programmes

Framework exemption required: ☒ No (please go to section 9)
☐ Yes (please provide a brief summary below)

Date exemption approved by AQSC:

9. Applicable Ordinance: General Ordinance for Modular Master’s Degrees, Postgraduate Diplomas and Postgraduate Certificates.

New/revised Ordinance required: ☒ No (please go to section 10)
☐ Yes (please provide a brief summary below)

Date new/revised Ordinance approved by Council:

10. Faculty: Faculty of Science & Engineering

11: Level 2
School/Institute: School of Environmental Sciences

12. Level 1 unit: Geography and Planning

13. Campus: The Liverpool Campus

14. Other contributors from UoL: None

15: Teaching other than at UoL: None

16: Director of Studies: Dr Neil Macdonald

17: Board of Studies: School of Environmental Sciences

18: Board of Examiners: School of Environmental Sciences

19. External Examiner(s):
Name: Professor Henry Lamb
Institution: Aberystwyth University

20. Professional, Statutory or Regulatory body: Not applicable
<table>
<thead>
<tr>
<th>No.</th>
<th>QAA Subject benchmark Statements(s):</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Other reference points:</td>
<td>Not applicable</td>
</tr>
<tr>
<td>23.</td>
<td>Fees:</td>
<td>Full time and part time standard fees for postgraduate programmes</td>
</tr>
<tr>
<td>24.</td>
<td>Additional costs to the student:</td>
<td>Printing of one A0 poster, indicative cost ~£10. Subject to dissertation selection in the MSc some additional costs may need to be covered (travel/accommodation), but this is undertaken at the students discretion. Fieldtrip costs travel, accommodation and most sustinences cost covered by school through registration fees.</td>
</tr>
<tr>
<td>25.</td>
<td>AQSC approval:</td>
<td>No</td>
</tr>
</tbody>
</table>

**Part B: Programme Aims & Objectives**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aims of the Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim of the postgraduate degree programme is:</td>
<td></td>
</tr>
</tbody>
</table>

**No. Aim:**

to develop high level student understanding of the physical environment, and how society interacts with it; initial training will normally have been completed in an appropriate undergraduate degree. The postgraduate degree seeks to help students develop a wide range of skills including critical analysis (oral, textual, visual and numeric), written and oral presentation, team working and use of a range of information technologies.

**27. Learning Outcomes**

**No. Learning outcomes – Master’s degree**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate understanding of the reciprocal relationships between the physical environment, processes which operate within it and the influence of humans upon it.</td>
</tr>
<tr>
<td>2.</td>
<td>Have a demonstrable knowledge and critical appreciation of the concepts of environmental processes.</td>
</tr>
<tr>
<td>3.</td>
<td>Be able to conceptualise complex patterns, processes, interactions and change in the physical environment and the role of these systems and interactions between systems operating at a range of spatial scales.</td>
</tr>
<tr>
<td>4.</td>
<td>Have a critical awareness of the significance of spatial and temporal scale on physical processes and their interactions.</td>
</tr>
<tr>
<td>5.</td>
<td>To have an demonstrable understanding of past and current patterns of change, including cause and consequence, in the environment.</td>
</tr>
<tr>
<td>6.</td>
<td>To be able to show a working knowledge of the main methodological strategies used in the analysis and interpretation of environmental information, including appropriate contexts for their use.</td>
</tr>
</tbody>
</table>
7. To appreciate and demonstrate understanding of the key **policies and legislation** in appropriate regions and fields.
8. Be conversant with a substantial range of analytical and observational **techniques** including most or all of the following: geographical field research; laboratory-based analysis (both scientific and computational); quantitative and qualitative analysis; and modelling strategies.
9. Demonstrate effective research and appraisal skills, evident in **data collection**, investigation, quantitative and qualitative analysis and reaching sound conclusions based on the evidence acquired.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to evidence the majority of the learning outcomes below (subject to module choice):</td>
</tr>
<tr>
<td>1.</td>
<td>Demonstrate understanding of the reciprocal relationships between the physical <strong>environment</strong>, processes which operate within it and the influence of humans upon it.</td>
</tr>
<tr>
<td>2.</td>
<td>Have a demonstrable knowledge and critical appreciation of the concepts of <strong>environmental processes</strong>.</td>
</tr>
<tr>
<td>3.</td>
<td>Be able to conceptualise complex patterns, processes, interactions and change in the physical environment and the role of these <strong>systems</strong> and interactions between systems operating at a range of spatial scales.</td>
</tr>
<tr>
<td>4.</td>
<td>Have an awareness of the significance of spatial and temporal <strong>scale</strong> on physical processes and their interactions.</td>
</tr>
<tr>
<td>5.</td>
<td>To have an demonstrable understanding of past and current patterns of <strong>change</strong>, including cause and consequence, in the environment.</td>
</tr>
<tr>
<td>6.</td>
<td>To be able to show a working knowledge of the main methodological strategies used in the <strong>analysis</strong> and <strong>interpretation</strong> of environmental information, including appropriate contexts for their use.</td>
</tr>
<tr>
<td>7.</td>
<td>To appreciate and demonstrate understanding of the key <strong>policies and legislation</strong> in appropriate regions and fields.</td>
</tr>
<tr>
<td>8.</td>
<td>Be conversant with a substantial range of analytical and observational <strong>techniques</strong> including most or all of the following: geographical field research; laboratory-based analysis (both scientific and computational); quantitative and qualitative analysis; and modelling strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcomes – Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to evidence the majority of the learning outcomes below (subject to module choice):</td>
</tr>
<tr>
<td>1.</td>
<td>Demonstrate understanding of the reciprocal relationships between the physical <strong>environment</strong>, processes which operate within it and the influence of humans upon it.</td>
</tr>
<tr>
<td>2.</td>
<td>Have a demonstrable knowledge and critical appreciation of the concepts of <strong>environmental processes</strong>.</td>
</tr>
<tr>
<td>3.</td>
<td>Be able to conceptualise complex patterns, processes, interactions and change in the physical environment and the role of these <strong>systems</strong> and interactions between systems operating at a range of spatial scales.</td>
</tr>
<tr>
<td>4.</td>
<td>Have an awareness of the significance of spatial and temporal <strong>scale</strong> on physical</td>
</tr>
</tbody>
</table>
5. To have a demonstrable understanding of past and current patterns of change, including cause and consequence, in the environment.

6. To be able to show a working knowledge of the main methodological strategies used in the analysis and interpretation of environmental information, including appropriate contexts for their use.

7. To appreciate and demonstrate understanding of the key policies and legislation in appropriate regions and fields.

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.</td>
<td>ENVS425, ENVS490, ENVS410, ENVS485, ENVS516, ENVS525, ENVS470, ENVS471, ENVS433, ENVS529, ENVS560</td>
<td>Continuous Assessment, Exam, Continuous Assessment</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ENVS490, ENVS516, ENVS433, ENVS576, ENVS383, ENVS475, ENVS529, ENVS560</td>
<td>Continuous Assessment, Exam, Continuous Assessment</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>ENVS425, ENVS410, ENVS433, ENVS576, ENVS583, ENVS475</td>
<td>Continuous Assessment, Exam, Continuous Assessment</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>ENVS490, ENVS471, ENVS576, ENVS383, ENVS475</td>
<td>Continuous Assessment, Exam, Continuous Assessment</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>ENVS425, ENVS410, ENVS485, ENVS516, ENVS576, ENVS383, ENVS470, ENVS475, ENVS433</td>
<td>Continuous Assessment, Exam, Continuous Assessment, Continuous Assessment</td>
<td></td>
</tr>
</tbody>
</table>
### Programme Specification PG

#### 6. ENVS484
- ENVS490
- ENVS576
- ENVS482
- ENVS433
- ENVS529
- ENVS560

Continuous Assessment

#### 7. ENVS425
- ENVS484
- ENVS490
- ENVS576
- ENVS482
- ENVS433
- ENVS529
- ENVS560

Continuous Assessment

#### 8. ENVS425
- ENVS484
- ENVS490
- ENVS576
- ENVS482

Continuous Assessment

#### 9. ENVS425
- ENVS411
- ENVS516
- ENVS525
- ENVS383
- ENVS470
- ENVS471

Exam, Continuous Assessment

#### 10. ENVS490
- ENVS410
- ENVS485
- ENVS516
- ENVS525
- ENVS563

Continuous Assessment

#### 11. ENVS425
- ENVS490
- ENVS410
- ENVS485
- ENVS516
- ENVS525
- ENVS470
- ENVS471

Continuous Assessment

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**28. Skills and Other Attributes**

**No. Skills and attributes:**

As well as acquiring a deeper understanding of specific aspects of the environment, those graduating from the MSc in Environmental Science have the opportunity to develop a range of skills, many of which are highly prized by potential future employers. These skills may be classed under three main headings.

**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. 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.

**Discipline-specific skills.** These include spatial awareness and laboratory and field techniques. A specific skill currently enjoying resurgence in demand is that of mapping, in particular via the use of Geographic Information Systems.

The proposed postgraduate degree scheme in Environmental Sciences will provide a wide range of optional modules from across the School, with few core modules; this will allow students to design their own postgraduate degree structure (detailed below).

<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>
</tr>
</thead>
<tbody>
<tr>
<td>I, G, D</td>
<td>ENVS425</td>
<td>L, R</td>
<td>Group oral presentation, group report 2500 words</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS410 (optional)</td>
<td>L, R</td>
<td>Coursework, seen exam</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS423 (optional)</td>
<td>L, R</td>
<td>2 hour exam, case study report 2500 words</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS433 (optional)</td>
<td>L, R</td>
<td>Report 5,000 words</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS485 (optional)</td>
<td>L, R, Exam</td>
<td>Poster presentation, abstract</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS525 (optional)</td>
<td>L, R</td>
<td>2 hour exam, essay 2000-5000 words</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS563 (optional)</td>
<td>L, R</td>
<td>1.5 hours exam, 1500-2000 word essay, GIS project, project report</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS576 (optional)</td>
<td>L, R</td>
<td>2 hour exam, project 2000 words</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS484</td>
<td>L, R</td>
<td>Proposal, oral presentation</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS383 (optional)</td>
<td>L, R</td>
<td>2 hours exam, results section, population viability report</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS470 (optional)</td>
<td>L, R</td>
<td>Individual project, group project</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS471 (optional)</td>
<td>L, R, Exam</td>
<td>Policy brief, consultancy report 2500 words</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS475 (optional)</td>
<td>L, R</td>
<td>Presentation, précis, practical, modelling exercise</td>
</tr>
<tr>
<td>I, G, D</td>
<td>ENVS529 (optional)</td>
<td>L, R, Exam</td>
<td>Seen exam,</td>
</tr>
</tbody>
</table>
## Part C: Entrance Requirements

### 30. Academic Requirements:

The MSc in Environmental Science programme is intended for graduates with an Environmental/Geosciences (or closely related) BSc honours degree. 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.

Candidates from non-English speaking countries are expected to have IELTS score of 6.5 or above. Advice is 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

### Programme Structure:

#### Semester One
- **ENVS425** Introduction to Environment and Climate Change (15 credits)

#### Optional Modules (choose 3)
- **ENVS410** Geohazards and Risk Mitigation (15 credits)
- **ENVS423** Advanced Conservation Biology (15 credits)
- **ENVS485** Human Impacts on the Environment (15 credits)
- **ENVS563** Geographical Information Systems (15 credits)
- **ENVS576** Coastal Environments: Spatial & Temporal Change (15 credits)
- **ENVS525** Politics of the Environment (15 credits)

Or
- **ENVS529** Techniques in Environmental Planning & Management (15 credits)

#### Semester Two
- **ENVS484** Project Design and Management (15 credits)

#### Optional Modules (choose 3)
- **ENVS383** Marine Ecology and Management (15 credits)
- **ENVS470** Business and the Environment (15 credits)
- **ENVS471** Tackling Environmental Issues (15 credits)
- **ENVS475** Climate Processes and Variability (15 credits)
- **ENVS560** Environmental Planning & Management Project (15 credits)

#### Whole Session (optional)
- **ENVS433** Laboratory Methods and Techniques in Environmental Reconstructions (30 credits)

#### Summer
- **ENVS490** Dissertation (60 credits)

### 34. Industrial placement/work placement/year abroad:
- Not applicable

### 35. Liaison between the Level 2 Schools/Institutes involved:
- Not applicable

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

### 36. Learning, Teaching and Assessment Strategies:
The Environmental Science postgraduate degree programme operates under the teaching and learning policies of the School of Environmental Sciences and the University of Liverpool (see Section D.2). 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 handbook, module outlines. For each module, the handbook gives details of eligibility and prerequisites, content, structure, learning objectives and assessment structure. The handbook also 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 practical’s, 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 27a and 28a.

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

- Exams are generally assessed by a two-question two-hour exam and an assessed essay, or a three-hour three-question exam.
- A number of courses are fully assessed by a series of practical’s. The length and challenge of these practical’s vary according to level of the course.
- Oral presentation is formally taught, practiced and assessed in first and second year tutorials, some second and third year field classes and the third year course ‘Issues’.

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

Learning strategies involve a mix of guided ‘learning through doing’ (e.g. practical’s, dissertation), guided study (lectures, seminars, tutorials), 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.

g. **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; 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.

      **These rules on Compensation do NOT apply to the RTPI-accredited Master of Civic Design programme**, for which students are required to achieve a pass mark in all 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 re-sits 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:

(a) 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%.

(b) 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%.

(c) 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%.

(d) 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%.

(e) 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%.

(f) 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 *[Name of Programme]* – 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 *[Name of Programme]* – 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.

There are two undergraduate SSLCs: one for students on Earth, Ocean and Ecological Science programmes (North Campus), and another for students on Geography and Planning programmes (South Campus). 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.

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
<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>Addition of ENVS433 as option</td>
<td>Minor</td>
<td></td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td>Swapping of option ENVS410 for CIVE489</td>
<td>Minor</td>
<td></td>
<td>2015-16</td>
<td></td>
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<tr>
<td>Addition of ENVS529 and ENVS560 to enable IEMA accreditation, ENVS411 removed to permit inclusion of ENVS529</td>
<td>Minor</td>
<td></td>
<td>2016-17</td>
<td></td>
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<tr>
<td>Swapping of option CIVE489 for ENVS410 as CIVE489 no longer running</td>
<td>Minor</td>
<td></td>
<td>2016-17</td>
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</tbody>
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