

Programme Information & PLOs			
<b>Title of the new programme – including any year abroad/ in industry variants</b>			
MEnv Human Geography and Environment			
<b>Level of qualification</b>			
Please select:		Level 7	
<b>Please indicate if the programme is offered with any year abroad / in industry variants</b>			<b>Year in Industry</b> Please select Y/N
			Yes
			<b>Year Abroad</b> Please select Y/N
			Yes
<b>Department(s):</b> Where more than one department is involved, indicate the lead department			
Lead Department	Department of Environment and Geography		
Other contributing Departments:			
Programme Leader			
Dr Samarthia Thankappan			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>This MEnv in Human Geography &amp; Environment degree programme is highly distinctive with a strong focus on current environmental issues (including global warming, pollution, urban sprawl and loss of biodiversity) and contemporary human geography issues such as food and water security, poverty, gender inequality, and their impact on the natural environment. It is unique in its ability to integrate active applied research in human geography and provides students access to expertise that is highly interdisciplinary across natural and social sciences. You will be equipped with skills in Human Geography and Environmental sciences disciplines in a way that will enable you to evaluate current environmental and contemporary human geography issues and develop your own solutions. You will be trained to critically review relevant literatures in your field, to apply techniques and methods from these core disciplines so that by your final year of study you are well equipped to undertake an independent research project. You will be introduced to digital learning technologies and will participate in group and teamwork projects and fieldwork. Graduates from this degree are solution-oriented, inter-disciplinary thinkers who can communicate effectively verbally and in writing to a range of audiences the key environmental challenges facing humanity and their solutions. The course will appeal to students who are looking to move into career directions, such as international aid and development, as well as working within local government departments (housing, environmental services, regeneration and economic development).</p> <p>Our MEnv programme is designed to provide a more vocational experience than the 3 year BA, and is particularly useful for those who wish to move into a career in the environmental sector, or for those preparing for a PhD. During the additional year of study you will be exposed to real world problems and policies through studying links between business and the environment. The programme also offers you the opportunity to design and undertake an advanced research project leading up to the preparation of a research publication-style dissertation. Through studying for MEnv you will become more aware of how our environment is managed, become proficient in research design and implementation, and further develop key skills in communication, team work and data analysis that will increase your employability.</p>			
<b>PLO</b>	On successful completion of the programme, graduates will be able to:		
1	Debate, interpret and explain local to global sustainability, development and environmental issues occurring on a range of scales using appropriate methods and norms, and engage critically with theory, knowledge and emerging issues in human geography [Knowledgeable and aware]		

2	Obtain, synthesise and critically evaluate information from a wide range of reliable sources, and collate this information to establish current understanding and independently identify key research questions in specialised areas of human geography [Independent learner]
3	Cut across disciplinary boundaries to link knowledge and experience from a wide range of research areas to generate knowledge and understanding from experiences of social statistics, development studies, human geography, environmental planning, management and business studies [Interdisciplinary thinker]
4	Identify knowledge gaps, plan, design and execute advanced research as an individual or as part of a team using critically-selected methods including GIS, ethnography, social survey, focus groups, interviewing, observation, use of textual and archival sources [Creator of new knowledge]
5	Design and undertake critical analyses of qualitative and quantitative data using appropriate tools to draw meaningful conclusions from research in the field of human geography [Analytical]
6	Effectively communicate knowledge, complex ideas and persuasive arguments to professional and non-specialist audiences using verbal, written, visual and digital media, and research publications [Effective communicator]
7	Recommend sustainable solutions to environmental problems that consider the broader social, political and environmental contexts, and the ethical implications of their application by applying knowledge, theories and approaches from social, political, economic and environmental disciplines [Problem solver]
8	Work responsibly as part of a team or as a team-leader, including in an applied setting, to set challenging yet attainable goals and make an important contribution to understanding the impacts of global sustainability, development and environmental issues [Team player]

**Programme Learning Outcome for year in industry (where applicable)**  
 For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

We have altered a number of PLOs relevant to our Year in Industry programme and so have provided a separate proforma for this programme.

**Programme Learning Outcome for year abroad programmes (where applicable)**  
 For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

**Explanation of the choice of Programme Learning Outcomes** Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

Through achieving our programme outcomes you will be equipped with the abilities and confidence to improve your understanding of the world around you and work towards developing sustainable solutions to current environmental problems. Our outcomes require you to be critical in terms of the information you use and the research tools you employ, persuasive and clear in the ways in which you communicate and interdisciplinary in your approaches towards understanding and recommending solutions to environmental problems that consider the broader social, political and environmental contexts. These are all characteristics that we will help you to develop through our Human Geography and Environment degree and will enable you to be successful in your future career.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The programme outcomes capture the key employability skills that graduates of a Human Geography and Environment degree will be asked to demonstrate when applying for successful and rewarding careers in this field of work. By providing you with a clear pathway towards achieving these learning outcomes through Key Points Training (KPT) and plentiful opportunities to use and practice these skills you will be able to draw out specific examples of work that you have undertaken to evidence your accomplishments to potential future employers. Through interactions with government, external environmental and industrial organisations you will see how the skills embedded in our programme outcomes can be used in the workplace.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

a. Digital literacy - Through our Human Geography and Environment degree you will develop the key digital skills required for effective communication, finding and using reliable sources, and analysing quantitative and qualitative datasets. You will receive training in the use of the relevant digital tools at key points throughout your degree and be provided with opportunities to use them in a range of applications. This will ensure that when you graduate you are ready to effectively apply these tools in a work-based setting; b. Technology-enhanced learning - We have developed an online site (the KPT Skills Hub) that you can use to develop key skills, improve and progress throughout your degree. The online Skills Hub complements the teaching you will receive during contact hours and gives you the tools and flexibility to work on key skills development in your own time.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?

The programme's employability objectives should be informed by the University's Employability Strategy:

<http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/>

Human Geography and Environment graduates are equipped to move in several career directions, often combining their knowledge of human and environmental activity to work in areas such as town planning, travel and tourism or aspects of environmental protection. The programme outcomes capture the key employability skills that graduates of a Human Geography and Environment degree will be asked to demonstrate when applying for successful and rewarding careers in this field of work. By providing you with a clear pathway towards achieving these learning outcomes through Key Points Training (KPT) and plentiful opportunities to use and practice these skills (for example through possible internships within the department) you will be able to draw out specific examples of work that you have undertaken to evidence your accomplishments to potential future employers. Through interactions with government, external environmental and industrial organisations you will see how the skills embedded in our programme outcomes can be used in the workplace.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

In every case Key Points Training is linked to a key piece of assessment. The result of this assessment will signpost to you and to the department how you are progressing towards the programme outcomes as you move through your degree. We have developed an online resource (the KPT Skills Hub) that you can use outside of contact hours to support your effective development of the skills needed to be successful in your chosen degree programme. Our programmes are also designed so that you have a wide range of opportunities to use and practice key skills developed in KPT training in a number of other core and optional modules.

vii) How is teaching informed and led by research in the department/ centre/ University?

All of our lecturers are active researchers and we share our latest research findings and methods with you through our teaching. Throughout your degree you will be actively involved in designing and performing research projects aimed at both understanding the world around us and solving environmental problems. All of our courses include fieldtrips that allow you to see how the theory and knowledge you have been taught in lectures apply in a range of national and international settings. Through tutorials and seminars you will gain experience in discussing cutting-edge research and develop key communication skills. Lectures are supplemented by guest speakers from the environmental think-tank the Stockholm Environment Institute York (SEI-Y), and a range of external environmental and industrial organisations, exposing you to potential areas of future employment throughout your degree.

### Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

#### Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

##### Stage 1

On progression from the first year (Stage 1), students will be able to:

*Engage with theory, knowledge and emerging issues in Human Geography to be able to design and undertake research as part of a group*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Interpret and explain a range of human geography, development, sustainability and ecological theories, epistemologies and methodologies related to the topic areas	Identify relevant specific and cognate literature from a range of sources	Situate knowledge and subject developments in relation to other disciplines, for e.g. social sciences, environmental sciences, urban studies, development studies and geopolitics	Design and execute research as a team using relevant and appropriate methods	Collect and analyse a range of qualitative and quantitative data from both primary and secondary sources	Effectively communicate research findings through a range of mediums	Visualise environmental issues within a wider context and take into account the complexities and suggest sustainable solutions	Understand team dynamics and contribute effectively towards the team

##### Stage 2

On progression from the second year (Stage 2), students will be able to:

*Use theoretical and practical knowledge to design and undertake independent research and recommend sustainable solutions to environmental problems*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
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Question and critically engage with a range of human geography, development, sustainability and ecological theories, epistemologies and methodologies related to the topic areas	Systematically and critically probe and evaluate relevant specific and cognate literature from a range of sources	Draw and construct knowledge and deeper understanding from other disciplines, for e. g. social sciences, environmental sciences, urban studies, development studies and geopolitics	Design and execute research individually using relevant and appropriate methods	Conduct reasoned and exploratory analysis, and interpret a range of qualitative and quantitative data from both primary and secondary sources	Effectively communicate complex ideas and persuasive arguments using a range of mediums	Apply knowledge and understanding from wider subject disciplines and suggest sustainable solutions to environmental problems	Understand team dynamics and contribute effectively towards the team or act as a team leader
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**Stage 3**

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:

*Use theoretical and practical knowledge to identify knowledge gaps and design and undertake advanced independent research, and recommend sustainable solutions to environmental problems*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Independently study, and establish and communicate current knowledge on a particular topic in human geography	Collate and evaluate relevant sources and identify key knowledge gaps associated with a specific topic in human geography research	Construct knowledge and understanding of how business and management sector interact with the social and environmental sciences, urban studies, development studies and geopolitics	Identify knowledge gaps and design and undertake advanced independent research to address them	Analyse large quantitative and qualitative datasets using advanced statistical approaches and computer packages	Effectively communicate complex ideas and persuasive arguments in an advanced way in documents prepared to a professional standard	Recommend sustainable solutions to environmental problems and propose plans for their management	Understand team dynamics and contribute effectively towards the team or act as a team leader, including in an applied setting

**Programme Structure**

**Module Structure and Summative Assessment Map**

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.



20	ENV00033I	Residential Field Course																	S			E	A	A								
20	ENV00013I	Energy and the Environment	S										A								E					A	A	A				
10	ENV00016I	Environmental Systems Project	S				A				EA																					
10	ENV00020I	Biogeography												S							EA											
10	ENV00012I	Geographical Information Systems	S									EA																				
20	ENV00023I	Food, Space, Culture and Society	S										A								E				A	A	A					
20	ENV00028I	Geographies of Development	S							A											EA											
20	ENV00021I	Megacities and Urbanisation	S											A							E				A	A	A					
10	ENV00022I	Sustainable Tourism and Transport													S						E											

**Stage 3**

Credits		Module	Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	ENV00029H	Advanced Literature Review	S																			A						EA				
20	ENV00033H	Gender, Environment and Global Poverty	S												A							E				A	A	A				
20	ENV00031H	Environmental Psychology for a Sustainable Society	S									A										A	EA			A	A	A				
20	ENV00036H	Biodiversity and Society	S													A						E				A	A	A				





Ocean Management and Conservation	Production and Consumption Geographies - Fieldtrip to Prague						
Megacities and Urbanisation	Land Use Change and Management						
Environmental Policy							
Environmental Systems Project							
Biogeography							
Economics of Sustainable Development							

## Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

**Interim awards available** Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) (Level 4/Certificate)  
 Diploma of Higher Education (Level 5/Intermediate) (Level 5/Intermediate)  
 Exit award: If a student fails stage 4 of an MEnv or decides to withdraw from the University at the end of stage 3 of an MEnv they may be eligible for a BA in "Human Geography and Environmental studies". The learning outcomes for the exit award are the same as stages 1-3 of the MEnv programme

### Admissions Criteria

TYPICAL OFFERS  
 A levels  
 AAB  
 AAB/ABB for L7F6,  
 L7F7, L7F8, L7F9  
 IB Diploma Programme  
 34 points  
 35/34 points for L7F6,  
 L7F7, L7F8, L7F9  
 BTEC Extended Diploma  
 DDM  
 DDD/DDM for L7F6,  
 L7F7, L7F8, L7F9  
 O

### Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
				Face-to-face, campus-based	Distance learning	Other

MEnv in Human Geography and Environment	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a
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**Language(s) of study**

English.

**Language(s) of assessment**

English.

**Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)**

**Is the programme recognised or accredited by a PSRB**

Please Select Y/N: No if No move to next Section  
if Yes complete the following questions

**Name of PSRB**

**Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)**

**Additional Professional or Vocational Standards**

**Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?**

Please Select Y/N: No if Yes, provide details

(max 200 words)

**University award regulations**

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

**Are students on the programme permitted to take elective modules?**

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:

Careers & Placements - 'With Placement Year' programmes		
<p>Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers &amp; Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers &amp; Placements for details).</p> <p>In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.</p>		
Programme excluded from Placement Year?	Yes	If yes, what are the reasons for this exemption: Environment has an existing 'Year in Industry' which has an assessment mechanism & placement criteria that are very similar to the Careers With Placement Year.
Study Abroad (including Year Abroad as an additional year and replacement year)		
<p>Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.</p> <p>Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad</p> <p><a href="https://www.york.ac.uk/staff/teaching/procedure/programmes/design/">https://www.york.ac.uk/staff/teaching/procedure/programmes/design/</a></p>		
Please Select Y/N:	No	
Additional information		
Transfers out of or into the programme		
ii) Transfers into the programme will be possible? (please select Y/N)	Yes	
Additional details:		
BA stage 2 will be able to transfer to stage 3 of the integrated masters if they have an end of year mark for year 2 of 55% or more. Those students who register for MEnv but do not meet this requirement will be able to transfer to BA stage 3.		
ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		
BA stage 2 will be able to transfer to stage 3 of the integrated masters if they have an end of year mark for year 2 of 55% or more. Those students who register for MEnv but do not meet this requirement will be able to transfer to BA stage 3.		
Exceptions to University Award Regulations approved by University Teaching Committee		
<b>Exception</b>	<b>Date approved</b>	
Please detail any exceptions to University Award Regulations approved by UTC		

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**Date on which this programme information was updated:**

07/09/2018

**Please note:**

The information above 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 they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

**Programme Map**

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

## Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Debate, interpret and explain local to global sustainability, development and environmental issues occurring on a range of scales using appropriate methods and norms, and engage critically with theory, knowledge and emerging issues in human geography [Knowledgeable and aware]	Obtain, synthesise and critically evaluate information from a wide range of reliable sources, and collate this information to establish current understanding and independently identify key research questions in specialised areas of human geography [Independent learner]	Cut across disciplinary boundaries to link knowledge and experience from a wide range of research areas to generate knowledge and understanding from experiences of social statistics, development studies, human geography, environmental planning, management and business studies [Interdisciplinary thinker]	Identify knowledge gaps, plan, design and execute advanced research as an individual or as part of a team using critically-selected methods including GIS, ethnography, social survey, focus groups, interviewing, observation, use of textual and archival sources [Creator of new knowledge]	Design and undertake critical analyses of qualitative and quantitative data using appropriate tools to draw meaningful conclusions from research in the field of human geography [Analytical]	Effectively communicate knowledge, complex ideas and persuasive arguments to professional and non-specialist audiences using verbal, written, visual and digital media, and research publications [Effective communicator]	Recommend sustainable solutions to environmental problems that consider the broader social, political and environmental contexts, and the ethical implications of their application by applying knowledge, theories and approaches from social, political, economic and environmental disciplines [Problem solver]	Work responsibly as part of a team or as a team-leader, including in an applied setting, to set challenging yet attainable goals and make an important contribution to understanding the impacts of global sustainability, development and environmental issues [Team player]
Stage 1	Introduction to Human Geography	Progress towards PLO	Develops knowledge, understanding and awareness	<b>Training in finding and using sources. Develops skills in finding, using and discussing sources</b>	Develops awareness of the importance of interdisciplinarity			<b>Training in verbal presentation. Develops skills in oral, written and visual communication</b>	Develops awareness of environmental problems and their solutions	Develops team-working skills

		By working on (and if applicable, assessed through)	In class discussions on a <b>range of human geog theories, environmental issues, epistemology and methodologies</b> . Some seminars where human geog and cognate subjects are discussed. (assessed in an essay)	<b>Independent study and in-class discussions:</b> Identifying relevant specific and cognate literature (academic and grey), to synthesise arguments and form a coherent narrative in both in class discussions, group work and summative assessments.	Lectures cover the synergies between human geography and social sciences. Students are encouraged to situate knowledge and subject developments in relation to other disciplines. Seminar discussions are led by and cover cognate subject areas. (assessed in an essay)			<b>Oral:</b> Powerpoint presentation in pairs on a chosen eminent human geographer and their contribution to human geography, discussion in seminars and small groups in lectures. <b>Written:</b> Essay, focus being on applying geographical theory to an environmental issue	Engaging theories and concepts to define and potentially explore sustainable solutions.	<b>Groupwork:</b> Working as part of a team in seminar discussions and in class lecture group discussions. Working as part of a pair in summative presentations.
<b>Stage 1</b>	Data Analysis for Environmental Research	Progress towards PLO				Exposure to different approaches of data collection	<b>KPT in data handling and analysis</b>			
		By working on (and if applicable, assessed through)				Working with datasets collected by staff in their research. Dataests will be introduced by staff in short videos.	Organising and analysing datasets collected and introduced by individual staff members (assessed by small tasks collated into a portfolio)			
<b>Stage 1</b>	Qualitative Approaches to Social Science Research	Progress towards PLO	Develops knowledge, understanding and awareness			<b>Training in the research process (qualitative methods)</b>	<b>Training in data handling and analysis (qualitative)</b>	Practice in preparing a report		Practice in working as a group
		By working on (and if applicable, assessed through)	Studying approaches to qualitative research including the critical appreciation of the strengths and weaknesses of a range of research methods (assessed by mini-research report)			Studying the formulation of research questions, proposals, sampling and research ethics (assessed by mini research report)	Studying qualitative analysis methods such as thematic, discourse, content analysis, narrative analysis, documentary analysis, bricolage, CAQDAS and walking a 'transect' (assessed by mini research report)	Mini qualitative research project report (summative assessment)		Practice sessions introducing students to some of the elementary issues involved in conducting qualitative research.

Stage 1	Ecological Principles for the Environment	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity	Practice in primary data collection	Practice in data handling and statistical analysis	<b>Training in scientific report writing</b>		Practice in working as a group
		By working on (and if applicable, assessed through)	Lectures and practicals on <b>ecological theories and skills</b> (assessed by exam)	<b>Independent study:</b> finding sources on ecological theories in preparation for scientific report assessments	Lectures and practicals on <b>ecological problems and how society can manage</b> and affect these (assessed by scientific reports)	<b>Lecturer-defined practicals:</b> primary data are collected on <i>ecology-based field studies</i>	<b>Statistics:</b> Analysis and interpretation of ecological data (assessed in scientific report)	Write up of scientific reports on ecological research as summative assessments		Groupwork during data collection during field practicals.
Stage 1	Environment, Development and Society	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity			<b>Practice in verbal communication. Training in structuring an essay.</b>	Develops awareness of environmental problems and their solutions	Practice in working as a group
		By working on (and if applicable, assessed through)	Discussions and debates on a range of <b>developmental and sustainability issues</b> . The topics serve as a platform during the tutorial sessions to critically engage with theory covered during the lecture sessions (assessed by exam)	<b>Independent study and in-class discussions:</b> Identifying literature from a range of sources and synthesise the information in a coherent form to be used during discussion sessions and exam assessment	Preparation for seminars that involve literature search and reviewing articles from a range of disciplines e.g development studies, environmental sciences and human geography			Preparing a power point presentation as a group, debates and discussions on sustainability issues during seminars	Seminar discussion topics which are structured to encourage problem based learning on <b>sustainability problems</b> and how they are entwined in legal, social, and ethical issues are set and solutions for which are discussed during the discussion sessions	Working as a part of a team during seminar discussions
Stage 1	Global Geographies	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity			<b>Practice in oral and written communication</b>	Develops awareness of environmental problems and their solutions	Practice in working as a group



		By working on (and if applicable, assessed through)	In class lectures and discussions critically <b>examine competing theories, approaches and strategies of socio-economic development on a global scale.</b> These also introduces students to the <b>geographic study of globalisation</b> , with an emphasis on the geographies of developing areas. (Assessed in essay)	<b>Independent study and in-class discussions:</b> Identifying relevant sets of literature and synthesizing key concepts and arguments in class discussions, seminars and summative essay.	Seminars that involve literature search, reviewing and discussing articles from a range of disciplines, including development studies, geopolitics, urban studies and human geography (assessed in essay)			<b>Oral:</b> Discussion in seminars and small groups in lectures. <b>Written:</b> Essay writing training and essay assessment	Engaging with, uncovering and analysing how <b>influential theories and policies have shaped diverse geographies of development</b> , while exploring potential <b>policy solutions to global challenges</b> (assessed in essay)	<b>Groupwork:</b> Working as a part of a team during seminar discussions, including small group work
<b>Stage 1</b>	Field Project (HuGE & EEE)	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity	Practice in primary data collection	Develops data handling and analysis skills (qualitative and quantitative)	Practice in verbal presentation	Develops awareness of environmental problems and their solutions	<b>Training in teamworking. Practice in working as a group</b>
		By working on (and if applicable, assessed through)	Study topics covering <b>urban, economic and social transformations within specific settlements</b> for power point presentation and field report. Undertaking a flood control course with the Environment Agency and Yorkshire Water (summatively assessed by contribution mark)	<b>Independent study:</b> Identification and synthesis of information from field observations, academic and non-academic sources contributing towards all assessments and enhance knowledge and understanding of the fieldtrip locations through background reading prior to the fieldtrip (assessed in reflections and presentation)	Preparation for verbal presentation summative assessment and field report that involve literature search and reviewing articles that cut across human geography and environmental economics disciplines	<b>Lecturer-defined projects-</b> Qualitative and quantitative data collection in groups during the field trip (assessed through report and presentations)	<b>Data handling, statistics:</b> Analyses of data obtained during the fieldtrip (assessed in field report)	<b>Written:</b> Based on the pre defined themes for each day of the field trip, observations are presented and analysed in the field report. <b>Oral:</b> group presentation	Field observations of <b>'real world' socio-environmental problems</b>	Training in working as a group as part of the flood control course. Working as a group in the field for data collection and verbal presentation and individually towards field report write up in other parts of the module. (assessed by contribution mark in flood control course)
<b>Stage 2</b>	Geographical Information Systems	Progress towards PLO	Develops knowledge, understanding and awareness		Develops awareness of the importance of interdisciplinarity	Develops skills in data collection and handling, and research project design	Develops data handling and analysis skills	Develops skills in written communication		

		By working on (and if applicable, assessed through)	Undertaking a <b>GIS project</b> on one of three project topics ( <b>wind power; flood risk mapping; air pollution and health</b> ). Assessed in the scientific report.		Undertaking projects which call for the combination of physical science and socio-economic spatial datasets. Assessed in summative report.	<b>Student-led project:</b> There are many ways in which these multiple spatial datasets can be combined in carrying out the project allowing new insights and knowledge to be created. Assessed in summative report.	<b>GIS, Statistics:</b> Designing and performing GIS analysis of diverse spatial datasets and reporting results in a summative report. Encouragement is given to perform some statistical analysis beyond the GIS work.	<b>Written:</b> Reporting the project work in a summative scientific report.		
<b>Stage 2</b>	Geographies of Development	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity			Develops skills in written communication	Develops awareness of environmental problems and their solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Background research preparing for seminar sessions and coursework on <b>diverse theories, concepts and critiques of development and inequality from a global perspective</b>	<b>Independent study and in-class discussions:</b> Identifying literature from a range of academic sources and synthesise the information to be used during seminar sessions and courseworks.	Preparation for seminars and courseworks that involve literature search and reviewing articles across different strands of development (Sustainable development, globalisation and regionalism, creation and distribution of wealth, cultures and trends in society)			<b>Written:</b> Articulating ideas, concepts and theories effectively and fluently in seminar sessions and in the writing of a summative report	Coursework that examines various policy approaches from the macro-level of international development agencies to the micro level of grassroots organisations.	<b>Groupwork:</b> Working individually and as groups during seminar presentations
<b>Stage 2</b>	Sustainable Tourism and Transport	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity	Develops skills in data collection and handling, and research project design	Develops data handling and analysis skills	Develops skills in oral and written communication	Develops awareness of environmental problems and their solutions, and experience in the critical evaluation and development of sustainable solutions	Develops team-working skills

		By working on (and if applicable, assessed through)	Background research ahead of seminar preparation, write-up of report on the topic exploring opportunities for sustainable transportation and issues within the tourism industry	<b>Independent study and in-class discussions: Identifying literature from a range of academic sources and synthesise the information to be used during seminar sessions and in the construction of a summative assessment report</b>	Preparation for seminars and assessed report writing that involve literature search and reviewing articles across different areas of geography (economic, social, environmental and transport) to critique discourses on sustainable transportation and tourism debates.	<b>Student-led group projects: Constructing individual report on strategies to achieving sustainable transportation and tourism scenarios.</b>	<b>Data handling and statistics: Analysis of a range of qualitative and quantitative data</b>	<b>Written: Presenting concepts, ideas and theories effectively and fluently in the verbal presentation and seminar sessions and in the summatively assessed coursework report. Report is designed to communicate to a general public, non-specialist audience.</b>	Seminar discussion topics which are structured to encourage problem based learning. Sustainable transport and tourism problems are set and solutions for which are discussed during the seminar sessions	<b>Groupwork: Working individually and as groups during seminar presentations</b>
<b>Stage 2</b>	Food, Space, Culture and Society	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity			Develops skills in oral and written communication	Develops awareness of environmental problems and critically evaluating their solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Background research preparing for seminar sessions, an summative coursework and exam on topics related to <b>sustainable food production and consumption.</b>	<b>Independent study and in-class discussions: Identifying literature from a range of academic sources and synthesise the information in a coherent form to be used during seminar sessions and in summative coursework and exam</b>	Preparation for seminars, and summative coursework and exam that involve literature search and reviewing articles across economic, social and environmental geographies to critique discourses on sustainable food consumption debates.			<b>Oral, written:</b> Articulating ideas, principles and theories effectively and fluently verbally in presentations and discussions and in writing in summative essays and exam	Summative essay that examines the <b>roles of society, policy and governance, in shaping and facilitating a move towards a ecologically, economically and socially sustainable food system</b>	<b>Groupwork:</b> Working individually and as groups during seminar presentations
<b>Stage 2</b>	Residential Field Course	Progress towards PLO	Develops knowledge, understanding and awareness		Develops awareness of the importance of interdisciplinarity	Develops skills in data collection and handling, and research project design	Develops data handling and analysis skills	Develops skills in oral and written communication	Develops awareness of environmental problems and their solutions	Practice in working as a group

		By working on (and if applicable, assessed through)	Day trips to sites in Tenerife to understand the <b>ecology of the island; anthropogenic pressures and how the island is responding to these.</b> Assessed by an exam.		Open exam questions which require students to draw upon wide range of information picked up through the week	<b>Student-led research projects, groups:</b> Two day group research project. Assessed by field notebook.	<b>Statistics:</b> Statistical analysis of data generated during the group project	<b>Oral:</b> Presentation of the group project to peers and lecturers; <b>Written:</b> keeping a field notebook	Studying anthropogenic pressures on an island environment and how it is responding to these (assessed in exam)	<b>Groupwork:</b> Working in a group of around six students to design and deliver a research project and present the results to their peers. Assessed by group presentation.
<b>Stage 2</b>	Energy and the Environment	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity		Develops data handling and analysis skills	Develops skills in written communication	Develops awareness of environmental problems and critically evaluating their solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Gaining knowledge on <b>technical, social and spatial dimensions of energy systems and how these interact with environmental parameters;</b> students also gain knowledge and experience of some of the <b>key methodologies used in managing and protecting the environment.</b> (assessed by exam)	<b>Independent study:</b> The summative coursework essay requires selection of a target country and then detailed research and analysis of country-specific energy issues and policies to determine the extent to which environmental problems influence energy policy.	Studying energy as a socio-technical system. The summative coursework essay in particular requires understanding and expression of energy as a socio-technical system.		<b>Secondary data handling:</b> The summative coursework essay requires analysis of country-specific energy issues and policies to determine the extent to which environmental problems influence energy policy.	<b>Written:</b> Preparation of argument-based summative essay	Undertaking problem-based tasks in groups across five practical sessions exploring <b>EIA, SEA, carbon policy, energy futures, community engagement.</b> Assessed by summative essay and exam.	<b>Groupwork: Working as a group on</b> problem-based tasks across five practical sessions (EIA, SEA, carbon policy, energy futures, community engagement)

Stage 2	Environmental Systems Project	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources. Training in critical evaluation of sources.		Develops skills in data collection and handling, and research project design	Develops data handling and analysis skills	Develops skills in oral and written communication	Develops awareness of environmental problems and provides experience in critically evaluating sustainable solutions	Practice in working as a group
		By working on (and if applicable, assessed through)	Undertaking research for group project on the impacts of development on the environment (assessed in a summative verbal assessment and scientific report)	<b>Independent study: Literature search for project report exploring one aspect of human impacts on the environment (assessed in scientific report)</b>		<b>Student-led research projects, groups: Designing a field/ lab project as part of a group. Defining a research question, aim and objectives, sampling strategy, collecting data in the field/ lab, analysing the data and communicating the findings. Research design skills summatively assessed as part of a group research plan.</b>	<b>Statistics: Analysis of field/lab data. Use of SPSS. Independent design of data analysis. Assessed in summative assessments: verbal presentation of a research plan and scientific report.</b>	<b>Written: Preparation of a summatively assessed group research plan; Individual project write-up as a scientific report on data collected in group project. Report includes a technical summary for a non-specialist audience (University of York Estates).</b>	Students are asked to propose sustainable solutions to mitigating the impacts of development on the environment. Assessed in a summatively assessed scientific report.	Working as a group to design and perform research project. Teamworking skills summatively assessed as part of group research plan.
Stage 2	Environmental Policy	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity			Develops skills in oral communication	Develops awareness of environmental problems and their solutions, and provides experience in the critical evaluation of sustainable solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Engaging with a range of knowledge on <b>human environmental interactions</b> at multiple scales from global to local. Students will be able to engage critically with the concept of <b>sustainable development</b> . (assessed by exam)	<b>Independent study and in-class discussions:</b> Independent reading and data collection for seminar preparation and participation (assessed in presentation)	Engaging with literatures drawn from a range of disciplines including inter alia environmental studies, ecology, sociology, social studies and political science (assessed in exam)			<b>Oral:</b> Working with others to prepare oral presentation with audiovisual support (slides). Articulating position verbally in seminars and presentation and in exam.	Effective communication of ideas and complex solutions to multi-scalar environmental problems in seminar discussions and in exam.	<b>Groupwork:</b> Working in a team to prepare presentation for assessment.

<b>Stage 2</b>	Ocean Management and Conservation	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity		Develops data handling and analysis skills		Develops awareness of environmental problems and their solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Lectures and practical on a wide range of topics of interest to <b>ocean conservation and management</b> (assessed by exam)	<b>Independent study:</b> Reading around the lectures (assessed in exam)	Discussing environmental management problems which are invariably interdisciplinary		<b>Statistics:</b> Practical requires data analysis and interpretation		<b>Studying marine conservation and management approaches and issues (assessed by exam)</b>	<b>Groupwork:</b> Lab practical offers opportunity for group work
<b>Stage 2</b>	Megacities and Urbanisation	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity			Develops skills in oral and written communication	Develops awareness of environmental problems and their solutions, and provides experience in the critical evaluation and design of sustainable solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Studying topics related to key themes, concepts and debates characterising <b>historical and contemporary urban geography</b> . (Assessed in an exam)	<b>Independent study and in-class discussions:</b> Identifying literature from a range of academic sources and synthesise the information in a coherent form to be used during seminar sessions and in coursework and exam	Preparation for seminars, coursework and exam that involve literature search and reviewing articles across social justice and equity, social and environmental sustainability, management of urban areas, regeneration policies and ecological futures.			<b>Oral, written:</b> Eloquently presenting ideas and theories in verbal presentations and discussions and in writing in essays and exam	Coursework that examines the issues confronted by people living in cities including poor shelter, environmental pollution and degradation, and inequalities in access to urban goods and services	<b>Groupwork:</b> Working individually and as groups during seminar presentations

Stage 2	Economics of Sustainable Development	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity			Develops skills in oral and written communication	Develops awareness of environmental problems and their solutions, and provides experience in the critical evaluation of sustainable solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Studying <u>indicators of sustainability beyond GDP, the effects of international trade and economic globalisation on the environment, the role of international environmental agreements and the green economy</u> (assessed in essay)	<b>Independent study and in-class discussions:</b> Identify literature from a range of sources, including journal articles and government reports, and critically evaluate the information to create well balanced arguments during seminars and for the essay assessment	Engaging with topics from environmental, resource, and ecological economics as well as political science and management.			<b>Written:</b> Preparation of an argument-based essay assessment. <b>Oral:</b> participating in lectures by contributing with their opinion on the topics covered, and taking part in seminar discussions.	Coursework will test the ability of students to analyze a particular macroeconomic problem and its impacts on the environment. Students are required to critically evaluate the key implications of such economic issue including its ramifications in the social, political, and environmental agendas and suggest alternative policy options	<b>Groupwork:</b> Working as a team during seminars
Stage 2	Biogeography	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity	Develops skills in data collection and handling, and research project design	Develops data handling and analysis skills	Develops skills in oral, written and visual communication		Practice in working as a group

		By working on (and if applicable, assessed through)	Studying the <u>patterns and process of temperate ecosystems.</u> Assessed via scientific report.	<b>Independent study:</b> Independent background research and field observation on pattern and process of temperate ecosystems. Produce a summative field report	Bringing together a range of information from the fields of ecology, environmental management and geography in a summative report.	Designing a field/ lab project as part of a group. Defining a research question, aim and objectives, sampling strategy, collecting data in the field/ lab, analysing the data and communicating the findings.	<b>Statistics:</b> Analysis of collected experimental data and presented in a summative report	<b>Written:</b> preparing a summatively assessed scientific report		<b>Groupwork:</b> Working in groups to carry out field-based practicals
<b>Stage 3</b>	Advanced Literature Review	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding and using sources to establish current understanding and identify knowledge gaps		Develops skills in identifying knowledge gaps and using them to design advanced research		Develops skills in oral and written communication		
		By working on (and if applicable, assessed through)	<b>Independent research of a specific topic, critiquing the literature to identify knowledge gaps and write the review.</b> <u>Assessed literature review.</u>	<b>Independent study:</b> Independently identifying relevant literature and exploring the topic in detail. Assessed as part of the literature review.		Identifying knowledge gaps and development of project aims for the final year project. Assessed as part of a literature review.		<b>Oral, written:</b> Communication of the literature and knowledge gaps identified in the form of an oral presentation and a written literature review.		
<b>Stage 3</b>	Research Skills and Statistical Methods	Progress towards PLO	Develops knowledge, understanding and awareness		Develops awareness of the importance of interdisciplinarity	Develops skills in designing advanced research	Develops skills in handling and analysing datasets using advanced approaches and software	Develops skills in oral and written communication		Develops team-working skills



		By working on (and if applicable, assessed through)	<u>Interpretation and criticality in analysing data / assessing others' data analysis using quantitative and qualitative methods. Assessed in the summative written report.</u>		Handling quantitative and qualitative from the fields of ecology, animal behaviour, agriculture and social science case studies	Studying the research process from research question to publication and hence while not addressed specifically, this is implicit in the research process presented.	<b>Data handling, statistics, R:</b> The entire module is analytical as it addresses all the key steps for research design, data collection, analysis and presentation. Assessed in a summative report.	<b>Oral:</b> Engaging in all taught sessions in frequent whole class discussions and small group discussions. <b>Written:</b> Lectures on report-writing, cv preparation and giving presentations. Coursework assessment which is a written report.		Help each other learn in this technical subject through class discussions during practical sessions and posting questions and helpful information on an online forum for all to see.
<b>Stage 3</b>	Gender, Environment and Global Poverty	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity			Develops skills in oral and written communication	Develops awareness of environmental problems and their solutions, and provides experience in the critical evaluation and design of sustainable solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Background research preparing for seminar sessions, coursework and exam on <u>gendered dimensions of poverty and the underlying inequalities that perpetuate it in an international context</u>	<b>Independent study and in-class discussions:</b> Identifying literature from a range of academic sources and synthesise the information in a coherent form to be used during seminar sessions and in coursework and exam	Preparation for seminars, coursework and exam that involve literature search and reviewing articles across topics inter-related to gender, poverty and environment . discourses on inter-related aspects of gender, poverty and environment .			<b>Oral, written:</b> Articulating ideas and theories effectively in verbal presentations and discussions and in writing in essays and exam	Coursework that critically analyse gender-related social and environmental problems and identify ways of addressing them	<b>Groupwork:</b> Working individually and as groups during seminar presentations

<b>Stage 3</b>	Environmental Psychology for a sustainable Society	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity			Develops skills in oral and written communication	Develops awareness of environmental problems and their solutions, and provides experience in the critical evaluation and design of sustainable solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Background research preparing for seminar sessions and exam on topics related to promoting <b>sustainable development through individual behavioural change.</b>	<b>Independent study and in-class discussions:</b> Identifying literature from a range of academic sources and synthesise the information in a coherent form to be used during seminar sessions and exam	Preparation for seminars and exam that involve literature search and reviewing articles on society-environment relations across fields like, transport, energy use, low impact living and food consumption.		<b>Reflective journals:</b> critical reasoning and self-reflective analysis based on psychological and behavioural aspects of people towards nature and environment; - Analysis and synthesis of key theories of place, place attachment and place identity. Assessed in reflective journals.	<b>Oral, written:</b> Articulating ideas and theories effectively and fluently in verbal presentations and discussions and in writing in reflective journals and exam	<b>Reflective journals:</b> focus on strategies to encourage sustainable development through individual behavioural change to promote a sustainable society. Assessed in journals and the exam.	<b>Groupwork:</b> Working individually and as groups during seminar presentations
<b>Stage 3</b>	Biodiversity and Society	Progress towards PLO	Develops knowledge, understanding and awareness	Practice in finding and using sources	Develops awareness of the importance of interdisciplinarity	Develops skills in data collection and handling	Develops data handling and analysis skills	Develops skills in oral and visual communication		Develops team-working skills
		By working on (and if applicable, assessed through)	<b>Studying links between biodiversity and society. Assessed by exam.</b>	<b>Independent study and in-class discussions:</b> reading for seminar discussions. Identification of relevant sources to support class presentation. Reading more widely around topics to support lectures and prepare for exam.	Integrating data from ecology and social sciences to better understand and manage the natural environment. Assessed by exam.	<b>Lecturer-led practical:</b> collecting survey data during a field practical	<b>Statistics:</b> practical on analysis of social sciences data.	Seminar on science communication. <b>Digital, visual:</b> practical on using and creating videos for summatively assessed science communication in a written article or video; <b>Oral:</b> class presentations on wider reading, participation in seminars		<b>Groupwork:</b> Working in a team to prepare material for class presentations on wider reading. Data collection practical in small groups.

Stage 3	Production and Consumption Geographies - Fieldtrip to Prague	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding and using sources	Develops awareness of the importance of interdisciplinarity	Develops skills in data collection and handling	Develops data handling and analysis skills	Develops skills in oral and written communication	Develops awareness of environmental problems and their solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Participating in a fieldtrip that provides an opportunity to develop strong 'geographical imaginations' to understand <u>the geographies of production and consumption and its complexities</u> in a holistic way. Assessed by a project report.	<b>Independent study:</b> Identification and synthesis of information from field observations, academic and non-academic sources contributing towards all assessments and enhance knowledge and understanding of the fieldtrip locations through background reading prior to the fieldtrip . Assessed by a project report.	Preparation for project presentation and report writing involves literature search and reviewing articles across different areas of geography (economic, social, environmental and political) to critique discourses on core production and consumption geography knowledge and deal with complex 'real world' production/consumption issues	<b>Student-led group projects and presentation:</b> <i>assessed project topics will be based on the experiences gathered during the fieldtrip on the geographies of production and consumption</i>	<b>Data handling and statistics:</b> Analysis of a range of qualitative and quantitative data	<b>Oral, written:</b> Articulating findings of the project fluently verbally in presentations and in writing effectively in project report	Field observations of 'real world' material production and consumption issues. Assessed in a project report and presentation.	<b>Groupwork:</b> Working as a group in the field for data collection and verbal presentation and individually towards field report write up
Stage 4	Research Dissertation	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity	Develops skills in designing advanced research independently	Develops skills in handling and analysing datasets using advanced approaches and software	Develops skills in communicating to a professional standard	Develops awareness of environmental problems and their solutions, and provides experience in designing sustainable solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Advanced research on a specific topic in human geography	Independent study and discussions with supervisor: independent research for dissertation project design and the interpretation of the findings.	Thinking across disciplines when designing and undertaking research and interpreting the findings.	Independent research design: Independently design and undertake a field study on a specific topic in human geography and environment studies	Statistics: Independently design and undertake advanced analysis of dissertation data	Written: preparation of a research publication-style dissertation and accompanying cover letter	Investigating how the environmental problems can be avoided or mitigated.	Teamwork: working with data providers and field coworkers to collect dissertation data.
Stage 4	Business and the Environment	Progress towards PLO	Enhances knowledge and the ability to interpret the links between business and environment	Finding, using and critically evaluating sources	Experience of working across disciplines		Experience of analysing datasets	Experience of preparing a professional report, and presenting to a professional audience	Improves knowledge of approaches to environmental management in a vocational setting	Develops team-working skills in a professional setting

		By working on (and if applicable, assessed through)	Reading of academic journals and survey of mainstream media to understand environmental issues faced by business, specifically working with the Portakabin group. Ability to understand and interpret the relationship between business and the environment is summatively assessed via presentations to Portakabin and a consultancy project report.	Independent study: Independent research for preparing summatively assessed oral presentation to Portakabin and consultancy project report.	Studying the environmental issues faced by business and incorporating this into the summatively-assessed coursework		Data handling and statistics: data collection and analysis for summatively-assessed coursework	Oral: presenting to a business audience and other students the project assigned. Presentation, including preparation of Powerpoint slides, is summatively assessed. Written: preparation of a summatively-assessed consultancy project report.	Investigating solutions to the environmental issues faced by business. Appreciation of this is needed in the assessed coursework.	Groupwork: Work in groups for project report
<b>Stage 4</b>	Environmental Impact Assessment	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding and using sources	Develops awareness of the importance of interdisciplinarity and links between academic research and the business and management sectors		Develops skills in handling and analysing datasets	Develops skills in communicating to a professional standard	Develops awareness of environmental problems and their solutions, and provides experience in designing sustainable solutions	
		By working on (and if applicable, assessed through)	Reading academic journals and survey of mainstream media on Environmental Impact Assessments. Focuses on the tools needed to combine science-based knowledge with business drivers for environment management purposes	Independent study: Independent research for the coursework	Studying the interactions between business management, environmental management and politics		Data handling and analysis: coursework requires data collection and analysis	Oral: classroom discussions with peers and external consultants. Written: Preparation of an Environmental Impact Assessment case study report.	A variety of industry-based case studies dealing with trans-boundary issues, implications of national level regulations to business practise in different countries, and survey and monitoring plans. Interactions with external consultants.	
<b>Stage 4</b>	Corporate Sustainability	Progress towards PLO	Enhances knowledge and the ability to analyse and discuss the sustainability performance of an organisation.	Finding, using and critically evaluating sources. Identifying contemporary issues for research and debate.	Experience of working across and synthesising perspectives from a broad range of disciplines.	Experience of applying relevant techniques and weighing key factors in the development, implementation and monitoring of CS-related strategies/policies.	Experience of analysing datasets	Experience of oral debate in class and further to giving presentations. Preparing an essay/report and digital presentation.	Experience of developing solutions to sustainability-related problems taking account of broader environmental, social, political, ethical and economic contexts.	Develops team-working skills

		By working on (and if applicable, assessed through)	Reviewing literature and case study examples to prepare for class discussion. Developed further through the 'My Corporation' theme which tracks taught materials and provides on-going opportunities to apply learning to a student-created case study. Summatively assessed in the coursework essay/report.	Independent study, reading around the subject, analysing video materials and in-class discussions. Preparing for and presenting at a 'Future Leaders' Responsible Business Summit'. Use and critical evaluation of sources is summatively assessed in the coursework essay/report.	Studying the environmental, social and ethical issues faced by corporations and incorporating this into summatively-assessed coursework and closed book examination. Applying techniques and designing materials for the management of CS-related issues through My Corporation.	The My Corporation theme programme of exercises. In the context of summatively assessed coursework, assuming a leadership role in identifying and proposing improvements to CS practices and policies.	Collecting and analysing data using qualitative and/or quantitative methods as appropriate for the coursework report.	Oral: Seminar presentations to the class on the My Corporation exercises and to professional attendees at a student-designed and led 'Future Leaders Responsible Business Summit'. Written: Preparation of an essay/ report for summative assessment. Digital presentations: My Corporation and 'Future Leaders Responsible Business Summit'.	Proposing solutions to CS-related issues discussed during lectures, workshops and the My Corporation case study exercise. Ability to propose solutions is summatively assessed in the coursework essay/report and/or through examination.	Groupwork: Working in groups during seminars and in-class discussions
<b>Stage 4</b>	Low Carbon Futures: Fieldtrip for HuGE	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding and using sources		Develops skills in undertaking data collection and handling	Develops skills in handling and analysing datasets	Develops skills in written communication		Develops team-working skills
		By working on (and if applicable, assessed through)	Residential field course to a low carbon living development. Integrating field observations with published work in developing an understanding of the geographical and socio-political dimensions of low carbon transitions.	Independent study: Relating fieldwork results to prior published work and evaluate the wider significance of these results		Performing data collection in an unfamiliar environment, increasing independence in designing and carrying out field investigations; developing advanced skills to record, interpret and present data; practicing deductive scientific methods (hypothesis-testing)	Data analysis: Analyse, synthesising and critically evaluating a range of qualitative and quantitative data leading towards solutions of field problems with limited guidance	Preparing a 2500 word report on pathways to transitioning, including carbon governance and the wider implications for social and ecological futures.		Groupwork: working together with peers during fieldwork.
<b>Stage 4</b>	Current Research in HuGE	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources			Develops skills in handling and analysing datasets	Develops skills in oral and visual communication		Develops team-working skills

		By working on (and if applicable, assessed through)	Reviewing recent literature on environment and human geography topics, in-class discussions and preparation of the scientific poster.	Independent study, in-class discussions: Reviewing the literature, in-class discussions, preparation of the scientific poster.			Handling secondary data: Synthesis of published datasets to address the hypothesis being addressed in the poster.	Written: Preparation of the press release on one of the human geography papers studied. Visual: preparation and presentation of a poster on one of the environmental geography topics studied.		Groupwork: Contributing to the in-class discussions.
<b>Stage 4</b>	Food and Water Security	Progress towards PLO	Develops knowledge, understanding and awareness	Develops skills in finding, using and discussing sources	Develops awareness of the importance of interdisciplinarity			Develops skills in oral, written and visual communication	Develops awareness of environmental problems and their solutions	Develops team-working skills
		By working on (and if applicable, assessed through)	Reviewing literature and critically reflecting on the practical and theoretical facets of food and water security, for discussion in seminars and preparation for coursework to achieve developmental and environmental objectives	Independent study: Independent research for the assessments and seminar discussions	Studying the complex inter-relationships between climate change, energy scarcity, changes in population, increased urbanisation and consumption in relation to food and water security			Oral: Seminar presentations to the class on a predetermined issue. Written: Essay preparation for assessment.	Proposing solutions by integrate comprehensive knowledge and understanding of the biophysical, social and environmental factors that affect food production and water availability	Groupwork: Working in groups during seminars and in-class discussions