



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MSc
Name of interim award(s):	
Duration of study / period of registration:	1 year FT, 2 years PT
Queen Mary programme code(s):	
QAA Benchmark Group:	Environmental Science
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Geography

Schools / Institutes which will also be involved in teaching part of the programme:

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

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Programme outline

This programme aims to produce scientists of the highest calibre, capable of addressing priority freshwater resource and sustainable management issues needing interdisciplinary solutions. The programme aims to provide in-depth fundamental and applied training in the science and management of freshwater environments from uplands and hillslopes through floodplain and river networks to estuaries, and to produce scientists able to use the knowledge and skills acquired to enter direct employment or research for a higher degree in the broad field of freshwater environments and their management.

Grounding for these areas is given through the development of (i) transferable skills (report writing, problem solving, IT and data handling, verbal communication, presentation skills) and (ii) appropriate core and specialist scientific and technical knowledge and skills to support a career in the water industry or in freshwater science research.

Aims of the programme

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employment or research for a higher degree in the broad field of freshwater environments and their management.

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- For direct employment in water management, the programme emphasises the information needs for policy and decision making and provides for a close interface with scientists active in this area through visiting lecturers, industrial visits and the development and implementation of research project topics in collaboration with water industry practitioners as well as QMUL academics.
- For PhD aspirants, the range of internal and visiting expert contributors provide an awareness of current and emerging issues and there is opportunity to develop further research skills through an individual research project.

What will you be expected to achieve?

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Academic Content:

A 1	Students will develop a quantitative and interdisciplinary understanding of freshwater science and management appropriate to the requirements of current and developing user needs. The major users are identified as the Environment Agency, other government agencies and research establishments, consultancies, research council and contract research in universities, and water utilities.
A 2	Students will achieve a broadly-based understanding of the structure and function of freshwater ecosystems and of the implications of global environmental change for freshwater environments.

Disciplinary Skills - able to:

B 1	Design and execute data collection, assessment, description, analysis and modelling
B 2	Demonstrate a sound understanding of freshwater science and management issues, including hydrology, hydrogeomorphology and biogeochemistry

Attributes:

C 1	Able to design and execute a research project
C 2	Able to undertake quantitative assessment of data
C 3	Able to report information effectively to support decision making.

How will you learn?

Teaching and learning methods include:

Lectures to deliver core material, but presented in a workshop-like context whereby students will be encouraged to interject questions.

Seminars led by academic staff or practitioners in conjunction with students will complement lectures and form a part of all compulsory modules.

Field and Laboratory work whereby students will undertake practical work using appropriate equipment and will learn to design field and laboratory programmes, observations and experiments, to undertake this work safely and with appropriate risk assessments, to apply standard approaches to an appropriate level of precision, to record information in an appropriate manner and write it up in the form of reports, and to interpret the results of their work within a broad environmental context. All compulsory modules will include either field work or laboratory work and some will include both.

Group project work whereby students will work together to gather information, interpret it and produce proposals for the solution of management problems.

Presentations whereby students will present their results and ideas to their colleagues and academic staff.

One to one supervision for the independent research project whereby students will meet with the course tutor to plan their project and, where appropriate, the type of practitioner organisation that they would like to collaborate with. This will commence in January, so that by March the student has an internal supervisor and, where appropriate, an external practitioner, with whom they can plan their research ahead of committing to it full time from June to August.

Reading and private study is expected in relation to all modules, although the amount will vary depending upon the length of formal contact hours within the modules. Comprehensive reading lists will be provided with all modules and student reading will underpin their ability to participate fully in each module and to produce high quality assessed work.

Learning will be supported through the provision of handbooks for the programme and its modules.

Students have access to a wide range of resources: these include: first rate laboratories and the field equipment necessary for state-of-the-art training in the scientific aspects of freshwater environments; a range of IT resources including networked PCs; the College Library, the University of London Library at Senate House and the first rate resources of other libraries within London; a Masters' student room for study in the Department of Geography.

How will you be assessed?

Student assessment will be varied but all based on coursework.

Field reports
Literature reviews
Data analysis/modelling exercises
Hydrological analysis report
Extended essay
Laboratory reports
Short synoptic reports
Data analysis & interpretation
River restoration design report
Independent Research Project
Skills awareness and communication exercise
Academic and professional development portfolio

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students select 30 credits of elective modules, which is usually expected to include GEG7314 unless they have prior experience in this topic.

Graduates from UG programmes in Geography or Environmental Science at QMUL may have already taken Level 6 versions of GEG7314, GEG7226 or GEG6232P. These students will be barred from taking the Level 7 versions of these modules and must choose alternative modules from either the programme diet or L5, 6, or 7 modules from other programmes offered by the School of Geography, other Schools, or UoL institutions in line with academic regulations, subject to the MSc programme convenor's approval and timetabling compatibility.

Students are permitted to select up to 30 credits from outside the module diet, including modules outside the School, subject to approval from the programme convenor.

Part time students will normally take 75 credits of taught modules in year 1, and then 105 credits in year 2 to include GEG7308. Up to 90 credits of taught modules can be taken in year 1 with the agreement of the module convenor.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Catchment Science in Practice	GEG7318	30	7	Compulsory	1	Semesters 1 & 2
Environmental Data Acquisition and Analysis	GEG7316	30	7	Compulsory	1	Semester 2
Individual Research Project	GEG7308	60	7	Core	1	Semesters 1-3
Flood Risk Management and Modelling	GEG7314	15	7	Elective	1	Semester 2
River Assessment and Restoration	GEG7317	15	7	Compulsory	1	Semester 1
Biogeosciences and Ecosystem Services	GEG7313	15	7	Compulsory	1	Semester 2
Environmental Pollution	GEG7226	15	7	Elective	1	Semester 1
Advanced Readings	GEG7142	15	7	Elective	1	Semester 1 or 2
Nature Based Climate Solutions	GEG6232P	15	7	Elective	1	Semester 1

What are the entry requirements?

Minimum standard is a 2i (Hons) degree or international equivalent (e.g. GPA of 3.2 from a US University). Candidates who do not achieve a 2i but have professional or voluntary experience will also be considered. A postgraduate degree from a recognised

university will be considered to be the equivalent of a 2i class undergraduate degree. Candidates who have not achieved a 2i degree but have subsequently obtained relevant professional qualifications will also be considered. Candidates without academic qualifications but who can demonstrate relevant experience in professional life will also be considered. No degree subjects are excluded, relevance is however important and is considered alongside the professional and voluntary experience of the candidate.

Non-native speakers must achieve a minimum of IELTS 6.5 or equivalent. Students who have achieved a minimum of IELTS 6.0 or equivalent can attend a preessional course for one month instead of taking IELTS or equivalent again. At the end of the preessional course they can enter the MSc directly.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

The programme convenor has overall responsibility for the programme and is the first point of contact. Students are also allocated a supervisor for the Desk Study and Individual Research Project modules.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between the School and its students. The committee consists of postgraduate student representatives together with some members of staff (including the Head of School Senior Tutor, Year Tutors and other teaching staff, and Undergraduate and Postgraduate student reps). Students are able to volunteer for the role of student representative at the start of each academic year. The SSLC is designed to respond to the needs of students and meets regularly throughout the year. Matters raised in this committee are reported to the rest of the Department's staff via the Teaching and Learning Committee so that they can take action as appropriate.

Programme-specific rules and facts

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific

learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The programme will provide students with knowledge and understanding relevant to employment in organisations in the water sector (e.g. Environment Agency, Defra, Natural England, Centre for Ecology and Hydrology, water companies and environmental consultancies). In addition, the programme will equip students with a range of transferable skills and attributes (including the constructive and critical use of information, the development of problem-solving and decision-making skills and effective communication skills) sought by diverse employers.

The Catchment Science in Practice module is designed to connect students with the water sector practitioner/ stakeholder community and deepen understanding of the practice of managing catchments through research seminars, interactions with professional/ practitioner networks and events, employability workshops with representatives from the water sector, field visits and guest lectures.

The programme has an Advisory Board comprising representatives from the water resource management sector (government agencies, water companies, environmental consultants) who provide advice and input on the programme content, structure and employability elements. Students also meet with the Advisory Board to discuss career options and ideas for their research projects and members of the board give guest lectures.

For the Individual Research Project we encourage collaboration with a water sector organisation, allowing students to develop direct links with potential employers.

Programme Specification Approval

Person completing Programme Specification:

Gemma Harvey

Person responsible for management of programme:

Gemma Harvey

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

Date Programme Specification approved by Taught Programmes Board: