Programme Specification

Programme Title and Name of Award	MSc Ecosystem Services Evaluation		
Professional Qualifications / Accreditation	We aim to seek accreditation within the first year from the Institute of Environmental Sciences (IES) through The Committee of Heads of Environmental Sciences (CHES), the education committee of the IES		
Academic Level	7	**Total Credits**	180
UCAS Code	N/A	**JACS Code**	C185
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/ecosystem-services-evaluation/		
Teaching Institution	University of Cumbria		
Owning Department	Science, Natural Resources and Outdoor Studies		
Programme delivered in conjunction with	A range of local stakeholders and partner organisations		
Principal Mode of Delivery	Blended learning		
Pattern of Delivery	Full Time, Part Time		
Delivery Site(s)	Ambleside		
Programme Length	Full Time 1 year standard, 4 years maximum Part time 4 years maximum		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.		

	PGDip in Ecosystem Services Evaluation (120 Credits) PGCert in Ecosystem Services Evaluation (60 Credits)

Programme Features

The MSc in Ecosystem Services Evaluation aims to provide you with the knowledge and skills to evaluate ecosystem goods and services to support and inform sustainable landscape management decision-making processes. Contemporary techniques generally undertake ecosystem evaluation whereby ecosystem services are given an economic value to enable those responsible for managing and protecting natural resources to make trade-offs in allocating resources.

In contrast the main focus of this Masters programme is built around the multi-faceted nature of value, through the relationship society holds with natural resources in a landscape context. The intention is to introduce you to a practical, working knowledge of landscape evaluative techniques that, whilst including a monetary metric, do not operate solely from the position of monetary valuation. Through the application of an interdisciplinary approach to the evaluation of ecosystem goods and services you will develop skills which can be used to support and inform future sustainable landscape management decision-making processes.

This is a one year full time programme or part time students may accumulate credit at their own pace through the completion of the required modules within the maximum 4 year registration period. Part time students would be expected to completed at least two modules each year and complete the programme within the 4 year maximum registration period. A Masters degree carries 180 credits which is comprised of modules or units. This programme is structured in such a way there are six 20 credit modules of which 4 are compulsory and 2 are optional. The Dissertation module is the final module carrying the remaining 60 credits. The programme is delivered in semesters with each taught 20 credit module equating to approximately 200 hours of student study.

Each module will take a case study based approach to delivery where applicable, and introduce students to on-going research projects. The programme and module contents are strongly informed by academic research activities of both the programme academic team and the department as a whole. The experience of developing new knowledge and skills within a research focussed environment, that is active at local, national and international scales across a wide range of project subjects, will form a strong example to enthuse the associated independent study components. At Masters level the academic team believes that delivery through an applied approach provides a more coherent learning experience as it allows the academic team to introduce concepts and theories, allows space for extended activities, seminars and projects to demonstrate applied practice and develop activities which encourage deep learning.

Formative assessment is embedded throughout enabling reflection on key and applied skills. Formative assessment is extended within independent study enabling informative feedback to motivate and improve your learning. The modules will scaffold your learning and will be delivered through team teaching with guest lectures and seminars. The final Dissertation module will be undertaken over a six month period enabling students to undertake research within a placement and/or field setting to further develop professional competencies. Students will be actively supported in taking up opportunities for dissertation projects within existing research projects or within partner external organisations. This will provide additional experience of professional practice, to develop and extend skill sets over a range of techniques and research methods. However, the opportunity for placement and/or field study may bring additional costs that students would need to consider. Ample opportunities for conservation volunteering activities are also available locally to support and inform your learning experience and provide additional skills.

Semester 1 modules provide a comprehensive grounding in ecosystem services, resource evaluation

and value, communities and sustainable management. These modules introduce the multi-faceted nature of values that populate the ecosystem goods and service decision-making arena. The optional modules in Semester 2 enable students to then apply knowledge of this value plurality with confidence in a sustainable environmental management context. The development of the necessary skill set provides the platform from which to complete the final compulsory module. Through the completion of the Dissertation module students will be given the opportunity to apply an approach grounded in value plurality within a real world decision-making context. Throughout this programme, modules are designed to introduce students to applied research through experiential learning and modelled approaches to developing a research question.

A key characteristic of a Masters graduate is an ability to demonstrate knowledge at the forefront of their professional practice. You should strive to demonstrate originality in your application of knowledge in the field of Ecosystem Services Evaluation. The MSc dissertation is a significant personal outcome that helps to demonstrate your independence and originality in researching a particular focused area. To help ensure you have a strong grasp of methodological frameworks to inform your dissertation decision making, all modules engage you in critical discussion around research, both in terms of methodology and subject.

The programme structure is designed with a view to introduce you to the use of multi-criteria evaluative techniques through applied study. All modules, where possible, will utilise live case studies involving current national and international research projects. Module content is benchmarked against industry standards which, supported by the applied nature of the content, provides skills with a focus on future employability. The use of multi-criteria evaluative techniques is gaining momentum informing and supporting the institutional and governmental policy and decision-making process by placing value plurality at the centre of national and international ecosystem assessment. This programme is designed to provide the knowledge and skills necessary to enable to you to become a part of future sustainable use of ecosystem goods and services decision-making.

Aims of the Programme

The overall aims of the Programme are:

To allow students to develop:

- A systematic understanding of knowledge, and a critical awareness of ecosystems and the services they provide at multiple spatial scales
- Critical awareness of the key drivers of change affecting ecosystems and the services they provide
- Critical engagement with, formulation and application of quantitative and qualitative methods to evaluate the multi-faceted nature of value
- An ability to critically appraise evaluative choices and demonstrate a conceptual understanding of how they can be incorporated into decision making and inform environmental policy
- A commitment to professional and ethical standards and practices, and the independent learning ability required for continuing professional development relevant to future employability and post graduate study, specifically aligned to the competencies required to achieve Chartered Environmentalist.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement.

The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

K1. A systematic understanding of the complexity and diversity of ecosystems and the interrelationships of the services they provide through interpretation and evaluation of multifaceted environmental information.

K2. A critical awareness of current environmental problems and an understanding of the wider environmental context and future environmental trends relevant to decision making processes with regard to sustainable landscape management and the use of natural resources.

K3. A comprehensive understanding of multidisciplinary techniques (practical, technological and conceptual) to evaluate ecosystem goods and services and the practical application of outputs to support and inform sustainable landscape management and use of natural resources decision-making processes

After 120 credits of study (PGDip) you will be able to demonstrate:

K1. A systematic understanding of the complexity and diversity of ecosystems and the interrelationships of the services they provide through interpretation and evaluation of multifaceted environmental information.

K2. A critical awareness of current environmental problems and an understanding of the wider environmental context and future environmental trends relevant to decision making processes with regard to sustainable landscape management and the use of natural resources.

K3. A comprehensive understanding of multidisciplinary techniques (practical, technological and conceptual) to evaluate ecosystem goods and services and the practical application of outputs to support and inform sustainable landscape management and use of natural resources decision-making processes

K4. A practical understanding of the importance of collaboration and engagement with other disciplines and stakeholders to encourage multi- and inter-disciplinary approaches to environmental challenges.

K5. A critical awareness of legislation relevant to ecosystem services and the roles of institutions, organisations and other stakeholders in developing environmental and the sustainable use of natural

resource policy and practice within local, national and international contexts.

After 180 credits of study (MSc) you will be able to demonstrate:

K1. A systematic understanding of the complexity and diversity of ecosystems and the interrelationships of the services they provide through interpretation and evaluation of multifaceted environmental information.

K2. A critical awareness of current environmental problems and an understanding of the wider environmental context and future environmental trends relevant to decision making processes with regard to sustainable landscape management and the use of natural resources.

K3. A comprehensive understanding of multidisciplinary techniques (practical, technological and conceptual) to evaluate ecosystem goods and services and the practical application of outputs to support and inform sustainable landscape management and use of natural resources decision-making processes

K4. A practical understanding of the importance of collaboration and engagement with other disciplines and stakeholders to encourage multi- and inter-disciplinary approaches to environmental challenges.

K5. A critical awareness of legislation relevant to ecosystem services and the roles of institutions, organisations and other stakeholders in developing environmental and the sustainable use of natural resource policy and practice within local, national and international contexts.

K6. A systematic and creative understanding of the importance of research and attainment of knowledge, communication and influence to protect, maintain and enhance ecosystems and the goods and services they provide.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

S1. Your investigative and analytical skills, including the ability to formulate problems clearly, identify key issues, carry out an independent investigation using multiple information sources and apply critical judgement to construct logical arguments;

S2. An ability to evaluate methodologies, to recognise and apply subject-specific theories, paradigms, concepts or principles, develop critiques of them and, where appropriate, to propose new hypotheses;

S3. An ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

S4. A proficiency with information technology gathering relevant data (quantitative and qualitative) to develop originality in tackling and solving problems;

S5. An ability to develop professional practice by actively learning from results with an ability to identify and reflect on where further training or skill acquisition is necessary for self-improvement;

S6. An understanding of the importance of collaboration and engagement with other disciplines and stakeholders to encourage multi- and inter-disciplinary approaches to environmental challenges;

After 120 credits of study (PGDip) you will be able to demonstrate:

S1. Your investigative and analytical skills, including the ability to formulate problems clearly, identify key issues, carry out an independent investigation using multiple information sources and apply critical judgement to construct logical arguments;

S2. An ability to evaluate methodologies, to recognise and apply subject-specific theories, paradigms, concepts or principles, develop critiques of them and, where appropriate, to propose new hypotheses;

S3. An ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

S4. A proficiency with information technology gathering relevant data (quantitative and qualitative) to develop originality in tackling and solving problems;

S5. An ability to develop professional practice by actively learning from results with an ability to identify and reflect on where further training or skill acquisition is necessary for self-improvement;

S6. An understanding of the importance of collaboration and engagement with other disciplines and stakeholders to encourage multi- and inter-disciplinary approaches to environmental challenges;

After 180 credits of study (MSc) you will be able to demonstrate:

S1. Your investigative and analytical skills, including the ability to formulate problems clearly, identify key issues, carry out an independent investigation using multiple information sources and apply critical judgement to construct logical arguments;

S2. An ability to evaluate methodologies, to recognise and apply subject-specific theories, paradigms, concepts or principles, develop critiques of them and, where appropriate, to propose new hypotheses;

S3. An ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

S4. A proficiency with information technology gathering relevant data (quantitative and qualitative) to develop originality in tackling and solving problems;

S5. An ability to develop professional practice by actively learning from results with an ability to identify and reflect on where further training or skill acquisition is necessary for self-improvement;

S6. An understanding of the importance of collaboration and engagement with other disciplines and stakeholders to encourage multi- and inter-disciplinary approaches to environmental challenges;

S7. The skills necessary for self-managed and lifelong learning (e.g. working independently, time management, organisational, enterprise and knowledge transfer skills).

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Internal drivers having informed the development include:-

- University Academic Strategy 2014-20;
- Departmental Business Plan for Science, Natural Resources and Outdoor Studies;
- Departmental response to Learning, Teaching and Assessment Strategy 2014-17

At the centre of the University's mission is the provision of an accessible and outstanding student experience and we aim to ensure as many people as possible benefit from the transformational opportunities provided by higher education. Our Corporate Strategy demonstrates the University's firm commitment to accessible higher education, in terms of widening participation and access. It also recognises that the University has a regional commitment to an area with significant pockets of low participation, low educational aspiration and attainment in higher education.

External drivers having informed the development include:-

QAA Characteristics Statement – Masters Degree. Whilst these are not subject specific they are useful for ensuring that the level of knowledge, skills, teaching and assessment are appropriate. http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf

There are no directly relevant subject benchmarks at MSc level. However, reference has been made to QAA Benchmark standards for Honours Degree in Earth Sciences, Environmental Science and Environmental Studies as this programme seeks to use the foundations of these benchmark standards for Masters level study as stipulated by the Institute of Environmental Science (IES) for programme accreditation: http://www.qaa.ac.uk/en/Publications/Documents/SBS-earth-sciences-14.pdf

Institute of Environmental Science (IES) - In order to become accredited by the IES, the Department has applied to become a member of the Committee of Heads in Environmental Science, the education committee of the IES http://www.ches.org.uk/index.html

We aim to seek accreditation within the first year from the Institute of Environmental Sciences (IES) through The Committee of Heads of Environmental Sciences (CHES), the education committee of the IES

Society of the Environment and the benchmark standards or 'competencies' of a **Chartered Environmentalist (CEnv)** http://www.socenv.org.uk/cenv/competences/

Referenced against CEnv 'A' Competences:

- A – Application of knowledge and understanding of the environment to further the aims of sustainability:
    - A1 - Underpinning knowledge of sustainable development principles in the management of the environment
    - A2 – Apply environmental knowledge and principles in pursuit of sustainable environmental management in professional practice
    - A3 – Analyse and Evaluate problems from an environmental perspective, develop practical sustainable solutions and anticipate environmental trends to develop practical solutions

Referenced against CEnv 'C and D' Competences:

- C – Effective Communication and Interpersonal Skills
- D – Personal commitment to professional standards, recognising obligations to society, the profession and the environment

Whilst we also recognise the Institute of Environmental Management & Assessment (IEMA) as a driver for programme content the programme rationale does not align to this accreditation. However students completing this programme would have the foundations upon which to study and apply for IEMA associate certificate in environmental management. The programme content supports progression towards professional registration.

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

The programme will be delivered from the Department of Science, Natural Resources and Outdoor Studies (SNROS) from its Ambleside campus, the only University campus in England situated in a National Park and an Area of Outstanding Natural Beauty. The geographical location supports the delivery of environmentally based programmes. The University has actively sought strategic partnerships with:

- governing bodies responsible for maintaining and protecting the Lake District National Park (LDNP) and surrounding areas for local, national and international agendas;

- businesses which are operating within or seeking to exploit the resources found in the area to support and develop local, national and international markets;
- and those working within environmental protection and conservation management.

These established and developing partnerships with local organisations and businesses have enabled placements for students, submission of proposals for enterprise projects, consultancy and research projects for undergraduate and postgraduate students.

Over a number of years the researchers in the Department have developed an international research portfolio, the majority of which has and continues to take place within national parks and protected areas. These research activities include outdoor experiential learning, biodiversity monitoring, animal conservation science, community resilience and land management, and ecosystem evaluation. The MSc in Ecosystem Services Evaluation utilises these partnerships, national and international, to support your studies through a strong emphasis on experiential teaching and applied research.

The University prides itself on teaching excellence which 'brings together theory and practice in a powerful combination to provide exceptional learning that is both inspirational for you and relevant to the workplace'. A variety of teaching and learning methods are employed throughout the programme to ensure you acquire and develop appropriate concepts, knowledge, professional and personal skills. These include traditional methods such as lectures and seminars but we also aim to embed experiential learning experiences as a foundation of learning and development. The academic team utilise live projects and case studies to demonstrate process, analysis, methodologies, analysis of results and formulation of conclusions and argument. You are then provided with opportunities to undertake research-based experiential learning to test and develop your own skills and understanding followed by opportunities for self-reflection to identify where further development of knowledge, practice or skill acquisition is necessary for self-improvement.

Assessment is an integral part of the programme and takes place during and at the end of modules. In most modules, there is a blend of formative and summative assessment tasks which you complete which reflect the breadth of skills and competences required by graduates. You are expected to show analysis, evaluation and autonomy in assessment. Formative assessment tasks provide opportunity for collaborative working enabling students to assess, develop and critically evaluate practical skills and methodologies supporting work required throughout summative assessment. Adoption of a collaborative, applied approach to teaching, alongside lecture-based activities, affords opportunity for students to engage with follow students and experience different modes of learning, fostering an inclusive and diverse environment. Throughout your MSc, you are expected and encouraged to be active in your learning and to apply current thinking to practice.

Learning and Teaching Methods include:

- Lectures
- Seminars, workshops, presentation and discussion
- Individual and group tutorials
- Use of case studies
- Project work, both individual and in groups
- Fieldwork and visits
- Training and practice in the use of IT and software packages
- Problem based learning
- Reading and interpreting research publications and professional reports

The location of our Ambleside campus, within the Lake District National Park, allows for the learning and teaching environment to be extended beyond the lecture theatre whenever possible. Students who also wish to engage in independent study projects outside of the campus grounds are supported. Off campus access to IT resources and specialist software packages is also provided.

<u>Assessment Strategy</u>

Our assessment strategy has also been developed to be in line with the University's Learning, Teaching and Assessment Strategy 2014-17.

The main drivers of this strategy are to:

- Provide innovative, challenging and stimulating assessment which will enable you to develop the knowledge and professional skills required for employment.
- Be student-centred, flexible and modern in both content and approach.
- Be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE)
- Impart academic rigour to the teaching and learning processes.
- Support the development of independence, autonomy and self-reflection.
- Support learners' needs at different stages of development.

Within a balanced scheme, assessment methods (Formative and Summative) will include:

- Computer-based assessments
- Problem solving exercises (both of a practical and written format)
- Critical analysis of case studies
- Oral, audio-visual and poster presentations
- Dissertations
- Peer and self-assessment
- Group work

Personal development and reflective practice will take place throughout the programme and will be implemented through the wide range of activities (both formative and summative) as well as via the personal tutorial process.

Student Support

Welcome Week

The first week of the programme is run as a Welcome Week and is designed as an introduction to the programme and to the University. All students, both full time and part time, would be expected to take part in the induction week programme. Its focus is very much about the University systems and resources available to make your studies more enjoyable and more successful. The sessions are informative and cover a range of topics including: getting to know other students; using the library; expectations; introduction to your Personal Tutor system (see below); introduction to ecosystems science; health and safety; working in a laboratory; working in the field and so forth.

Personal Tutor

There is a robust support structure in place to help guide you through your learning and to support you as an independent learner. You will be allocated a Personal Tutor in addition to the wide range of services the Library and Student Services offer. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy. For students returning to study following an extended break and mature students your Personal Tutor will discuss your needs and identify the support required. Where necessary additional support and access to resources can be provided by the university's Library and Student Services

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in

the career you always dreamed of. Access university support and facilities easily and quickly via our help is at hand search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your programme and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Library services

- Libraries and learning www.cumbria.ac.uk/StudentLife/Learning
- Subject library resources www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects

Academic writing and managing assessments

- Skills@Cumbria: www.cumbria.ac.uk/StudentLife/Learning/SkillsCumbria
- Referencing http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Referencing.aspx
- To access the interactive electronic edition of '*Cite them right: the essential referencing guide'* go to Skills@Cumbria on the University's Blackboard site. This publication primarily covers the Harvard style but also includes overviews and examples of all the referencing styles used at the university. The library subject resources pages also provides advice for the referencing style used for your subject: www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects

Student Services:

- Student support www.cumbria.ac.uk/StudentLife/Support/
- Psychological Wellbeing Service: www.cumbria.ac.uk/StudentLife/Support/HealthWellbeing
- Careers Service: www.cumbria.ac.uk/StudentLife/Support/Careers
- Disability and SpLD: www.cumbria.ac.uk/StudentLife/Support/Disability
- Money Doctors: www.cumbria.ac.uk/StudentLife/Finance/MoneyDoctors

Student policies

- http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/Home.aspx
- In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Preparing for M Level Study

This free online pre-entry Master's level programme is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the programme simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the programme free of charge and work through it at your own pace.

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Support for International Students

The English Language entry requirement for this programme is IELTS 6 or equivalent, with no less than 5.5 in each skill. Language support will be provided, as required, for students whose first language is not English. This is in addition to the range of academic support offered through LiSS.

Programme Curriculum Map[1]					
Academic Level	**Module Code**	**Module Title[2]**	**Credits**	**Module Status[3]**	**Map to Programme Outcomes[4]**
7	HSOC7001	Ecosystem Services	20	Core	K1, K2,, S1, S2, S3, S4
7	HSOC7002	Natural Resource Evaluation	20	Core	K1, K2, K3, S1, S2, S3, S4, S5, S6
7	HSOC7003	Values, Communities and Sustainable Management	20	Core	K1, K2, K3, K4, S2, S3
7	HSOG7006	Applied Research Methods	20	Core	K2, S1, S3, S4, S6
7	HSOG7007	Dissertation	60	Core	K1, K2, K3, K4, S1, S2, S3, S4, S5, S6
Students are asked to choose two of the optional modules shown below:-					
7	HSOC7004	Applied Geographical Information Systems	20	Optional	K1, K2, K3, K4, S1, S2, S3, S4, S5, S6
7	HSOC7005	Applied Multi-Criteria Models for Ecosystem Evaluation	20	Optional	K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, S6
7	HSOC7008	Catchment Assessment	20	Optional	K1, K2, K3, K4, S1, S2, S3, S4, S5, S6
7	HSOC7009	Independent Study	20	Optional	K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, S6

Notes

Module pass mark: 50% (Postgraduate) as per the http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations

Two optional modules are to be selected for study during the spring semester. All optional modules offered will be subject to a viable student cohort.

Programme Curriculum Map[1]					
Academic Level	**Module Code**	**Module Title[2]**	**Credits**	**Module Status[3]**	**Map to Programme Outcomes[4]**
HSOG7006 is a pre-requisite to HSOG7007.					

[1] This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

[1] Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

[1] **Core Modules** must be taken and must be successfully passed.
Compulsory Modules must be taken although it may possible to carry as a fail (if the award permits).
Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module (ie it may be possible to carry as a fail).
Qualificatory Units. These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

[1] This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module's summative assessment)

Programme Delivery Structure				
Module Code	**Module Title**	**Semester**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
HSOC7001	Ecosystem Services	Autumn Semester	Written Assignment 60% Oral assessment/Presentation 40%	Mid Autumn Semester End Autumn Semester
HSOC7002	Natural Resource Evaluation	Autumn Semester	Written Assignment 100%	End Autumn Semester
HSOC7003	Values, Communities and Sustainable Management	Autumn Semester	Report 100%	End Autumn Semester
HSOG7006	Applied Research Methods	Spring Semester	Project Work 100%	End Autumn Semester
Students exiting with at least 60 credits (3 of the 4 listed above) would receive a PGCert in Ecosystem Services Evaluation				
HSOC7004	Applied Geographical Information Systems	Spring Semester	GIS Professional Report 100%	End Spring Semester
HSOC7005	Applied Multi-Criteria Models for Ecosystem Evaluation	Spring Semester	Written Assignment 60% Oral assessment/Presentation 40%	End Spring Semester End Spring Semester
HSOC7008	Catchment Assessment	Spring Semester	Written Assignment 100%	End Spring Semester
HSOC7009	Independent Study	Spring Semester	Project work 100%	End Spring / Autumn Semester
Students exiting with 120 credits would receive a PGDip in Ecosystem Services Evaluation				
HSOG7007	Dissertation	Spring/Extended Semester	12,000 word thesis 100%	End of extended Semester
Students exiting with 180 credits would receive an MSc in Ecosystem Services Evaluation				

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme validation and revalidation • Annual Evaluatory Reports • Peer Review of Teaching • External Examiner reports • Departmental Quality Committees • Staff-Student Forum Meetings (SSFs) • Academic Quality and Standards Committee (AQSC) • Module Assessment Boards • University Assessment Board
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: **Students, graduates, employers, WBL venues, other stakeholders, etc.**	• Staff Student Forum • Programme Evaluation • Module Evaluation • Module/Programme/Personal tutorials • Meetings with External Examiners • Online Forums • Personal Tutor meetings with feedback to Module and Programme Leads • Informal discussion with students • Stakeholder and Steering Group meetings

Date of Programme Specification Production:	February 2016
Date Programme Specification was last updated:	October 2016
For further information about this programme, refer to the programme page on the University website	