# Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>MSc/LLM in Environmental Policy and Governance</th>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The programme provides a rigorous and intellectually challenging multi-disciplinary training at an advanced level in environmental issues as preparation for, or as an enhancement to a career in this area.

- The programme is designed to enable graduate students from a range of disciplinary backgrounds to become well trained interdisciplinary environmentalists and equip them with skills that aid with the future management of the environment.

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

**Knowledge and understanding**

- The programme will provide students with:
  - Knowledge and understanding at taught masters level which is appropriate to careers specialising in environmental issues or provide foundation to PhD level study.
  - A systematic understanding of knowledge in environmental issues.
  - A broad and advanced insight into the scientific, economic, legal and political issues relating to the environment.
  - An understanding of the scientific principles that underpin environmental management.
  - A firm foundation in the theory, practice and application of environmental principles and methods.
  - A systematic understanding of the current legislative and political framework for safeguarding the environment.
  - A thorough knowledge in environmental and energy economics and to appreciate the insight economic analysis can bring to environmental issues.
  - An understanding of the interaction of these multi-disciplinary issues and how they can be utilised in the future management of the environment.

**Subject-specific skills and other attributes**

- Students will develop the following subject specific skills:
  - Understanding of key theories, principles and concepts in Environmental Science
  - Analysis and synthesis of information from a variety of sources
  - Awareness of importance of debate in environmental history and capacity to evaluate conflicting historical and natural scientific interpretations and to collect evidence to test or support a historical case
  - Capacity to problem solve utilising economic theories
  - Analyse and evaluate current policy and law and the different approaches to legal analysis
  - Develop student's knowledge of political and policy challenges posed by reimagining the environment as an integrated global system.
  - Understand transnational governance processes in response to the emergence of global environmental regimes.
Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

- As the programme aims to equip students for a career in the environmental sector involving policy, management and planning, emphasis is placed on the following transferable and highly valuable generic skills and qualities, all of which will enhance personal development and employability:
- Written and oral communication: engage in academic debate in a professional manner using a wide range of formats to present well-structured, clear and concise specialist material.
- Analytical and problem solving: identify, understand, interpret and evaluate relevant subject specific arguments by others and construct independent arguments.
- Self management: the ability to work both independently and as part of a team; the ability to work under pressure with a demanding workload to and meet set deadlines.
- Information skills through the use of IT (including use of Word Processing, spreadsheets etc.)
- Numerical skills (particularly in science and economic modules through using and interpreting statistics).

**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Learning, teaching and assessment on the programme is designed to meet the learning outcomes above.
- All modules are delivered by small group learning and teaching which aims to provide opportunity for interaction with staff and to develop communication skills, also to allow discussion of key issues. In addition on occasion students will be asked to make formal and informal presentations in these groups.
- Students are encouraged and expected to undertake independent study. Students are expected to read widely from a variety of sources. The necessity of independent study culminates in the dissertation written in the Summer. This piece of work provides students with opportunity to produce independent research on their chosen area.
- Modules are assessed typically by a combination of coursework and examination, with the weighting varying depending on the nature of the material taught. An integrated assessment strategy will be adopted.
- Students must pass all 7 modules and achieve a pass grade in the dissertation to be awarded the Post-graduate qualification.

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<th>Professional/statutory body accreditation or recognition:</th>
<th>None.</th>
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**Further details:**

- Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)
- Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
- Introduction/revision date: