Programme Specification

Programme award and title: Cert, Diploma, MSc, MRes Environmental Hazards and Resilience

SCQF Level: 11 SCQF Credit Value: 180

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme
- Our programme aims to give students:
  - an understanding of the environmental processes leading to environmental hazards
  - An awareness of resilience thinking in relation to ecosystem and societal resilience to environmental hazards.
  - an understanding of the economic, social, political and legal frameworks for hazard management
  - a sound training in relevant practical, investigative, research and generic skills for professionals managing environmental risk associated with hazards.

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
- Knowledge and understanding:
  - (i) Hydrological, geomorphological and ecological processes at different temporal and spatial scales, and the impact of human activities on ecosystems and environmental hazards.
  - (ii) Role of technology and statistical and spatial analysis in the monitoring, prediction and assessment of hazards.
  - (iii) The concept of resilience as applied to ecosystems and society
  - (iv) Current frameworks and organisations involved in environmental hazard management.
  - (v) Practical solutions to environmental hazard issues.
  - (vi) Career opportunities.

Subject-specific skills and other attributes
- Intellectual skills:
  - (i) Critical reasoning
  - (ii) Analysis and synthesis of information from a variety of sources
  - (iii) Formulation and testing of hypotheses using appropriate and available lines of evidence
  - (iv) Application of knowledge to address a range of environmental problems and issues
  - (v) Understanding of the key theories, principles and concepts within the environmental, social and economic sciences
  - (vi) Planning, execution and reporting an original research project focussed on an environmental hazards

Intellectual skills are acquired through the teaching and learning programme above. Assessment is via essays and reports, presentations, unseen written examinations and through the dissertation written in journal paper style for the MSc.

Practical skills:
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

- Methods of teaching will vary according to the subject matter, but will comprise a combination of lectures, workshops, field trips and small group sessions. At postgraduate level there is an expectation that students can undertake independent learning and become self-reliant in terms of fulfilling most educational tasks. Employers look for self reliance and the ability to undertake independent learning, communication skills, literacy and numeracy. External speakers from industry and environmental organisations also contribute to the course and opportunities for work shadowing and dissertations linked to environmental organisations external to the university may also be possible.

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: December 2011