









## **Date of first assessments**

### **2.2**

If your effective date of registration is:

1 October, you will take your first assessment(s) in March of the following year

1 April, you will take your first assessment(s) in September of the same year

## **Study sessions**

### **2.3**

The programme has two registration points in the year. There are two study sessions in a year, each lasting 20 weeks. Sessions begin in October and April. Each session is followed by an assessment submission point.

Further information about ratification of grades can be found in [Section 6: Progression within the programme](#)

### **2.4**

Each module will be taught over one 20-week session.

## **Module availability**

### **2.5**

Where the learning experience may be compromised due to low student registrations, we may consider deferring the module to a later session.

Not all modules will run in every study session.

### 3 Recognition of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

#### Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where



## 5 Number of attempts permitted at an assessment element

### 5.1

The maximum number of attempts permitted for any element of assessment is two.

### 5.2

You will fail a module if your overall weighted mark is below 50%.

### 5.3

You must make a second attempt at the assessment for a module you have failed, provided that you have not exceeded the maximum number of attempts at the assessment/s. If there are two elements of assessment for the module, all assessment elements will need to be attempted.

### 5.4

If you pass a module with an overall weighted mark of 50% or above, you will not be permitted to make a second attempt at any/the assessment element.

### 5.5

Second attempts at assessment can be made in two ways, either by resitting the assessment of a failed module or by repeating the failed module.

### Resitting the assessment of a failed module

If you resit the assessment for a module, you will have to pay a fee when you re-register for the module to resit the assessment. The fee payable is outlined in the fee schedule.

You will not receive further Module Leader support but will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

### 5.6

If you fail the assessment for a module held in the October session, your resit opportunity will be in the April session of the same academic year.

### 5.7

If you fail the assessment for a module held in the April session your resit opportunity will be in the October session of the following academic year.

### 5.8

If you do not make a second attempt at a failed module at the first opportunity, you will be required to repeat the module in full and you will be required to pay the **full module fee**.

### Repeating a failed module

If you repeat a module, you will have to pay the full module fee when you re-register for the module. When you repeat a failed module you receive Module Leader support, you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

### 5.9

You may choose when you repeat a failed module. You do not have to take the assessment in the next available study session.



## 6 Progression within the programme

See [Section 4: Assessment for the programme](#) for method of assessment.

### 6.1

You must have passed 60 credits before you register for the Project module.

### Module selection

### 6.2

In any one study session you may register on modules up

**6.6**

While registered on the PBA route you may register for a maximum of 60 credits in any session, of which 30 credits can be made up of new modules. Your total module registrations, including modules that you are waiting to repeat, may not exceed 60 credits.

**Transfer from Individual modules**

**6.7**

A mark awarded for completion of an individual module may not be used to replace any mark for a degree, diploma or certificate already awarded.

**6.8**

**7.3**

To calculate the final grade for the qualification, the marks for modules are weighted equally.

**7.4**

To be granted a qualification with Merit, your mean average mark for all modules, excluding the Project module (if applicable), must be between 60% and 69%; your mark for the Project module (if applicable) must be 60% or above.

**7.5**



## **Appendix B Module descriptions**

### **Biodiversity, Biosecurity and Conservation (GEM010)**

This module extends students' knowledge of biodiversity and how it can be protected and conserved effectively and equitably to meet the UN Sustainable Development Goals 14 (life below water), and 15 (life on land). It explores what biodiversity, biosecurity and conservation are and the main academic debates around these complex terms. It examines key examples of crises in biodiversity and biosecurity and examines conservation philosophies, projects and practices at various scales.

This module aims to enable students to understand competing definitions and understandings of biodiversity, biosecurity and conservation. It explores the complex, direct and indirect causes and impacts of biodiversity loss, including the unequal effects of biodiversity loss on different societal groups. Students are equipped to discuss and evaluate policy and management interventions in biosecurity and biodiversity conservation, and introduce research skills appropriate for monitoring biodiversity, biosecurity and conservation.

Topics covered:

Contested ideas, ideals and philosophies of biodiversity, biosecurity and conservation; the importance of local knowledges and understandings

Social inequalities and loss/ protection of biodiversity.

Conservation, biosecurity, tourism and economic growth.

Conservation policy and management at local, regional, national and international scales.

Biodiversity, biosecurity and human and animal health.

Future prospects for biodiversity and transformative change.

Measuring and monitoring biodiversity change using online and offline maps and other resources.

Analysis of visual methods using TV shows on border security.

### **Climate Change and Environmental Hazards (GEM020)**

Climate change is a multifaceted issue, with relevance across a wide range of economic s98(ss a wi5ssu1 5(y



## **Waste and Pollution (GEM040)**

This module will provide an overview of the impacts of waste and pollution on the terrestrial and marine environment, as well as potential risks to human and animal health and well-being. The module highlights links between environmental processes and social inequalities at global, national and local scales. Students will take part in debates about how waste and pollution can and should be reduced and managed to meet UN Sustainable Development Goals 3 (Good Health and Wellbeing), 6 (Clean Water and Sanitation), and 12 (Responsible Consumption and Production). The module will invite students to consider contested ideas and diverse forms of knowledge about environment and sustainability.

The module aims to: familiarise students with major classes of marine and terrestrial pollutants and their effects on humans, animals and the environment; introduce debates about attitudes towards waste and environmental degradation; explain how different classes of pollutant are currently managed or treated through regulation and treatment at a range of scales; explore waste as a category, how things become 'waste' and links between waste, resources, recycling and reuse; and, investigate the social and political implications of current and proposed future management of waste and pollution.

### Topics covered

What is pollution and why does it matter? The major classes of marine and terrestrial pollution, their sources, effects and changes over time.

Environmental monitoring – how do we know where pollution is and how it moves?





## Appendix C Assessment criteria

### Coursework and Project Assessment Criteria

This is an indicative description of expectations at each grade level. Overall grades will comprise qualitative and quantitative elements. The setting of questions, tasks and requirements and the accompanying marking scheme should take account of the criteria below.

Mark band	Assessment criteria
80%-100% High Distinction	Marks in this range indicate an exceptionally high level of scholarship and outstanding performance in terms of all of the dimensions outlined. While work at this level exhibits scrupulous completion of the requirements of the assignment, it will also exhibit a high degree of initiative, high quality of analysis, academic sophistication, comprehension and critical assessment, making a novel contribution to studies.
70%-79% Distinction	