#### Programme Specification: MSc Environmental Policy and Regulation

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| **1. Awarding Body** | LSE |
| **2. Details of accreditation by a professional/statutory body, eg ESRC; BPS etc** | N/A |
| **3. Name of final award** | MSc |
| **4. Programme title** | Environmental Policy and Regulation |
| **5. Duration of the course** | Full-time 12 months; part-time 24 months |
| **6. Based in the Department/Institute:** | Geography and Environment |
| **7.** **Relevant QAA subject benchmark statements** | N/A |
| **8.** **Application code** | F9UG |
| **9.** **First written/last amended** | June 2003 / November 2012 |

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| **10.** **The programme aims** **to:** |
| * Provide rigorous, research-based education at the cutting edge of contemporary debates on environmental policy and regulation to outstanding students from the UK and overseas; * Develop student understanding of the principles, drivers and consequences of environmental change from a social science perspective; * Provide students with a rigorous training in the social science dimensions of environmental policy and regulation; * Enable students to gain a deeper understanding of the tools available for environmental policy and regulation, and the diverse contexts within which they operate; * Equip students with the analytical skills needed to assess and evaluate the consequences of policies, plans and projects for the economy, for society and for the natural environment. |

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| **11. Programme outcomes: knowledge and understanding; skills and other attributes** |
| At the end of the programme students will have a thorough and critical understanding of:   * The ways in which diverse social, economic and environmental processes create a need for different forms of policy intervention in different contexts; * The nature of the processes that shape the design, delivery and impact of different environmental policies, plans and regulations; * The nature and influence of the different actors, institutions and instruments associated with environmental policy and regulation; * The ways in which different environmental policies, plans and regulations can be assessed and evaluated.   At the end of the programme, students will be able to:   * Identify, analyse and suggest solutions to both theoretical and practical problems of environmental policies; * Write clear, succinct, analytical papers, based on evidence derived from multiple sources; * Prepare and deliver effective oral presentations in small and larger groups; * Transfer skills learned via: appreciation of public policy responses and problems; use of general communication, literary and information-processing skills; * Demonstrate the ability to work independently, planning and producing lucid, coherent, analytical written papers; * Design and apply appropriate research methodologies to a wide range of issues, having demonstrated these skills in relation to a selected topic of their choice. |

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| **12. Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated** |
| Teaching/learning/assessment strategy Students acquire their detailed knowledge and understanding of the course through lectures, seminars and guided independent study. Considerable emphasis is placed on lecturer-guided discussion among students and with teachers and invited speakers, both in seminars and individual sessions.  All of those involved in programme delivery are at the forefront of research in the field – and as such, students have direct insight into current thinking in the field. This aspect of provision is further enhanced through the array of LSE public lectures, which include senior national and international policy makers and researchers in this and related fields.  Students are strongly encouraged to make use of electronic information sources, where appropriate. All course reading lists include references to current research, and other primary sources including official documents and web references, as well as original academic works, only using standard texts for introductory material. Students are expected to read widely during the programme. Assessment Each full taught unit is assessed by a 3 hour unseen written examination (75%) plus a 3,000 word essay (25%). Each half-unit is assessed through a two-hour exam (100%). The environmental project (dissertation), which represents the equivalent of a full-unit course, is assessed through one 10,000 word dissertation (100%) on a research topic of the student’s choice. Teaching and learning strategies Skills are developed through guidance and feedback from lecturers in the context of:  Regular seminar presentations.  Preparation of a diagnostic assignment and various course essays throughout the year.  Academic advisor meetings during the year as well as ad hoc meetings with staff.  Three dissertation supervision sessions. Assessment Formative assessment takes the form of feedback from lecturers on course work and within seminars and is central to student development.  The 10,000 word dissertation draws together a number of the students’ intellectual skills as well as their understanding of fundamental issues in an integrated commentary on original research. The dissertation may be based on original statistical analysis and/or original fieldwork. |

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| **13.** **Programmes structures and requirements, levels, modules, credits and awards**.  See the [MSc Environmental Policy and Regulation](http://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2012_MScEnvironmentalPolicyAndRegulation.htm) programme regulations. |

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| **14.** **Criteria for admission to the programme**  Students are normally expected to have obtained a good upper second (or equivalent) in an honours undergraduate degree programme. Student selection also takes into account relevant work experience (if applicable) and the academic references provided with the application. Particular consideration may be given to mature students with work experience. There are requirements for  applications who have not been taught in English before. There are no requirements with regard to GMAT and GRE. |
| **15.** **Indicators of quality**  RAE Rating 2001: 5.  The [LSE Careers Centre website](http://www.lse.ac.uk/collections/graduateDestinations/) provides data on career destinations of LSE graduates |

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| **16.** **Methods for evaluating and improving the quality and standard of teaching**   * The Teaching and Learning Centre is available to monitor and observe teaching and offers constructive advice on how to improve the standard of teaching and quality; * Departmental TLAC review once every five years; * The Teaching Learning and Assessment Committee which regulates all aspects of teaching quality; * The Graduate Studies Sub-Committee which oversees all graduate programmes and ensures that significant changes to programmes and courses pass through a sequence of formal stages, so that curricular changes are appropriate and compatible with other developments; * Departmental Teaching Committee; * SSLC meetings; * Course teaching surveys by TQARO; * The Department’s system of periodic review for its programmes. |