



**London  
South Bank  
University**

EST 1892

# **School of Law and Social Sciences**

Department of Urban Environment and Leisure  
Studies

## **MODULE GUIDE**

### **Environmental Management and Climate Change**

UEL\_5\_EMCC

Level 5



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## 1. MODULE DETAILS

<b>Module Title:</b>	Environmental Management and Climate Change
<b>Module Level:</b>	5
<b>Module Reference Number:</b>	UEL_5_EMC
<b>Credit Value:</b>	20 CATS
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning (If applicable):</b>	Level 5
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BA (Hons) Urban and Environmental Planning
<b>Year and Semester</b>	2019 – 2020 Semester 1
<b>Module Coordinator:</b>	Hilary Livesey
<b>MC Contact Details (Tel, Email, Room)</b>	07917 208871; <a href="mailto:hilary.livesey@yahoo.co.uk">hilary.livesey@yahoo.co.uk</a> ; no room
<b>Teaching Team &amp; Contact Details (If applicable):</b>	As module coordinator
<b>Subject Area:</b>	Planning and Geography
<b>Summary of Assessment Method:</b>	Coursework and Examination
<b>External Examiner appointed for module:</b>	Claudio De Magalhaes

## 2. SHORT DESCRIPTION

This module introduces students to the background of current environmental issues, including climate change, providing students with basic subject knowledge of contemporary environmental problems and resource issues. The module explores how different environmental policy and management regimes operate in an international, European, national and local context. It also introduces students to environmental planning and to related policy issues and to the different perspectives on sustainability.

## 3. AIMS OF THE MODULE

- To provide students with understanding of the concepts and theories, from a wide variety of disciplines, which identify the main features in managing the environment.
- To explore critically those aspects of environmental management identified in the statutory processes and procedures, currently and in the future – particularly those related to planning policies.
- To develop students' knowledge and understanding of the evolution of environmental management and their principal components in the UK and internationally.
- To examine environmental policy and initiatives in an international, European and local context
- To consider the legislative framework which result from these directives, particularly in relation to planning practice.
- To examine the range of influences impacting on the implementation of the policies, including climate change.
- To identify some of the ways in which local authorities have attempted to address environmental issues through the policy and plan making process.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

On successful completion of this module, students will be able to:

- summarise and describe the main issues in the contemporary environmental debate

- understand how a range of environmental concepts and policies are implemented
- analyse and explain the problems associated with the environment and have an appreciation of some of the environmental conflicts that arise in a consumption-dominated society such as the UK
- participate in a critical and informed debate about environmental concerns and sustainable development, and the implications these have for land use planning
- understand the role of spatial planning in delivering environmental policy and sustainable development policy goals, including both the opportunities and constraints
- demonstrate competent presentational skills, both orally and in writing
- develop group collaboration skills.

## 4.2 Intellectual Skills

On successful completion of this module, students will be able to:

- engage in critical analysis of data and documentation, both in written and oral form.

## 4.3 Practical Skills

On successful completion of this module, students will be able to:

- seek, handle and interpret statistical information
- use survey/questionnaire techniques using observational and/or mapped data collection

## 4.4 Transferable Skills

The following skills are developed during the module:

- Communication skills;
- Research skills;
- Managing tasks and solving problems;
- Ability to evaluate and analyse material critically;
- Legal and policy analysis and interpretation.

# 5. ASSESSMENT OF THE MODULE

- |   |              |
|---|--------------|
| • Essay (Choice from one of three) (2000 words) | 50% of marks |
| • One two and a half hour examination           | 50% of marks |

**Submission date for coursework (essay) (all groups) is 16<sup>th</sup> December 2019.**

In terms of **essay structure** this will necessitate:

- A **clear introduction** to the essay that outlines its parameters and general context for the reader
- The provision of a **clear narrative thread** throughout the essay that provides the necessary links for the reader and progresses the essay in accordance with its agreed structure, focus, themes and sequencing.
- Setting out the findings and conclusions for each article and also, to ensure completeness of the essay, providing a **final overall conclusion** linked to the above, in particular whether the issues identified are important in terms of informing and contributing to sustainable development policy and planning practice.
- Including a discussion of the **scope and limitations** of the chosen articles (e.g. do the papers cover the topic adequately and do they take the debate forward?; does each article fulfil its stated aims and objectives?)
- Commenting upon the **research methods** (methodology) used in each article (do not confuse presentation with methodology, although you may wish also to comment on presentation, writing style, the intended audience for each article).

Please choose **ONE** from three **essay titles** below:

1. How can planning adapt existing urban infrastructures to living in a changing climate?

2. What role can planning and planners take in enabling individuals and communities reduce their carbon footprint?
3. Environmental management is best suited to adaptation rather than mitigation of environmental hazards. Discuss.

### Assessment criteria

The paper will be assessed on the following:

- Well informed: good knowledge of issues
- Well structured: well set out, clear narrative and properly constructed and sequenced argument and themes;
- Critical comment: on the articles' scope and limitations and research methods used
- Presentation: a good standard of communication in a clear and readable form;
- References: all sources must be clearly referenced with a list of references at the end of the paper.

### Plagiarism and Turn-it-in

At both undergraduate and postgraduate level problems with poor referencing and plagiarism has been increasing over the years largely due to students using Internet sources inappropriately. To help improve the quality of your work, especially academic referencing skills, we are using the Turn-it-in service. Through the Moodle site for this module or as otherwise directed, you must upload your essay for checking by Turn-it-in. You will be given two chances to do this so that you may if you wish revise the essay in the light of the first Turn-it-in (Non-originality) report generated by Turn-it-in. Your mark will not be given out unless this has been completed.

Turn-it-in is software that checks the text of your essay against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. Good scholarship requires that you should draw on others' work but when quoting directly you must use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the Harvard style (see the LSBU Library leaflet). When paraphrasing, you must also give the source. Turn-it-in generates a report highlighting non-original text and it generates a non-originality index. There is no 'correct' non-originality index. However, your Non-originality Report index should not be more than about 15% (quotations); although it might legitimately be higher.

There is a limit on the file size that can be uploaded so do not include any pictures in the file, just the text of the essay and the references.

Include in the title page of your essay the following statement:

This essay has been checked by Turn-it-in and the Originality Index is ..... %

Signed ..... Date.....

## 6. FEEDBACK

Students will receive written feedback, normally within five teaching weeks from the date of submission, which will be made available online, via email or in the Borough Road Student Administration Office (B262). The work will be retained and a sample of student work will be double marked internally. A sample will also be sent to an external examiner for evaluation and approval.

## 7. INTRODUCTION TO STUDYING THE MODULE

### 7.1 Overview of the Main Content

The background to current environmental issues will be explored through an historic perspective, to provide a policy context in which to discuss contemporary environmental issues. There will be an examination of the responses to the environment at international, national and local levels.

Key concepts and processes such as sustainability, biodiversity, conservation and Local Agenda 21 (among others) will be examined. An identification of some of the environmental problems facing London and the South East of England will be discussed. The module will go on to examine the policy and management tools, including legal frameworks, available to local

authorities and other key players, to protect and enhance the environment. Environmental planning will be discussed and associated land use issues investigated in the overall context of sustainable development debates and environmental philosophies.

- Environmentalism
- Environmental issues for the South East of England (Global to Local)
- Environmental management: policies and legislation
- Environmental assessment frameworks and methods
- Environmental management: remedial strategies and techniques
- Environmental management: water, energy, transport and emissions
- Policy frameworks: regeneration Issues

## 7.2 Overview of Types of Classes

The module combines lectures, seminars and tutorials and class discussions.

## 7.3 Importance of Student Self-Managed Learning Time

The anticipated teaching and learning will be achieved through the following indicative **hours of activity**:

Lectures:	26	
Seminars and Workshops	13	
Total Contact hours:		<b>39</b>
Reading to reinforce lectures	60	
Preparation for CW:	41	
Preparation for Presentation:	20	
Preparation for seminars:	20	
Preparation for exam:	20	
Student managed learning hours:		<b>161</b>
Total learning time:		<b>200</b>

Students will be expected to undertake self-directed reading of the subject matter to underpin and extend the knowledge and debates explored during the taught sessions.

## 7.4 Employability

Students successfully completing this module will be able to facilitate:

- Working knowledge of environmental management
- Working knowledge of environmental policies
- Working knowledge of environmental assessment

## 7.5 Virtual Learning Environment - Moodle

The University's Technology Enhanced Learning (TEL) strategy seeks to support students' learning on modules through Moodle, a virtual learning environment (VLE). Students will be able access core information concerning modules through Moodle sites for each module; this will include course and module guides, assignment briefs, lecture and seminar programmes etc., study materials, links to other web sites, discussion boards and a range of online activities, as well as links to the Library catalogue and other University services (including your timetable).

With the introduction of Moodle, we have moved to a fully online submission, marking and feedback process. We require all assignments that can be submitted electronically, to be submitted via the VLE. Online marking, and the return of marks and feedback to students will be via the VLE where this is feasible.

Training and introductions to Moodle is available from course teams and the Library.

## 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

### 8.1 Indicative Programme

Week	Date	Topic
1	24 <sup>th</sup> Sept	Introduction to the module: key issues, climate change impacts and responses and the role of planning - overview
2	1 <sup>st</sup> Oct	Evolution of environmental policy and planning, key milestones, towards sustainable development
3	8 <sup>th</sup> Oct	Environmental thinking and philosophy
4	15 <sup>th</sup> Oct	Climate change – global to local policy and planning responses
5	22 <sup>nd</sup> Oct	Air quality and noise
6	29 <sup>th</sup> Oct	Housing and sustainable construction
7	5 <sup>th</sup> Nov	Sustainable communities and cities and planning practice
8	12 <sup>th</sup> Nov	Impact assessment in planning processes: overview of systems and techniques; Habitats Regulations Assessment and Strategic Flood Risk Assessment
9	19 <sup>th</sup> Nov	Impact assessment 2 – Strategic Environmental Assessment and Sustainability Appraisal
10	26 <sup>th</sup> Nov	Water quality and flooding
11	3 <sup>rd</sup> Dec	Waste management and contaminated land
12	10 <sup>th</sup> Dec	Biodiversity and habitat protection
	16 <sup>th</sup> Dec	Essay hand-in date
		Christmas Vacation
13	7 <sup>th</sup> Jan	Update, review and revision
14	w/c 13 <sup>th</sup> Jan	Examinations – examination date to be confirmed
15	w/c 20 <sup>th</sup> Jan	Examinations – examination date to be confirmed
	14 <sup>th</sup> Jan	Coursework feedback – date to be confirmed
	24 <sup>th</sup> Jan	End of semester 1
	11 <sup>th</sup> Feb	Examination feedback – date to be confirmed
	<b>To be confirmed:</b> w/c Monday 6th April 2020	Re-sit examinations and submission of referred / deferred coursework

NB: This programme is for guidance only and where appropriate may be modified, expanded or contracted. Confirmation of the feedback availability and feedback / revision sessions will be emailed to students via Moodle.

### 8.2 Submission and Assessment Regulations

Assessment consists of coursework (50%) and examination (50%) assessment.  
The pass mark for the module is 40%

Students who are unable to submit their coursework on the hand-in date or sit the examination must notify their tutor before the relevant hand-in or examination date. In the case of coursework, after the hand-in date there is a two-week period for submission for a capped mark (40%). Further information is at: <https://my.lsbu.ac.uk/secure/latesubmission.aspx>. Students with extenuating circumstances must submit an extenuating circumstances form, with appropriate evidence, to the Borough Road Student Administration Office (B262). The extenuating circumstances claim for and rules for examination candidates are accessible at: <https://my.lsbu.ac.uk/page/regulations>

## 8.3 Assessment and Marking Standards

Coursework and examinations are assessed in terms of percentage marks for **each piece**, on the following performance criteria.

- An exemplary piece, covering all aspects of the brief and displaying clarity of thought and creativity in response (70% and above).
- Excellent all- round performance with some aspects outstanding (65-70%).
- Competent in all aspects but sound rather than brilliant, perhaps lacking the imaginative spark of a first-class piece (60-65%).
- Some excellent elements but not fully or evenly developed (55-60%).
- A good piece but flawed in one or two aspects; overall understanding and grasp marred by inadequacy in some areas (50-55%).
- Some aspects rise above adequate performance, but others are under-developed, omitted or even incorrect or badly presented (45-50%).
- Only the basic understanding is adequate; presentation, development, application all lacking (40-45%).
- More effort, the development of potential or better treatment of latent ideas, expression and presentation needed (35-40%).
- Deficient in several aspects, but with some features that with considerable effort could redeem it (30-35%).
- The work has been done in a way that is a long way short of adequate, misdirected and badly presented (25-30%).
- Inadequate work, with maybe only one or two aspects that are barely responses to the brief (20-25%).
- Bad fail, wholly inadequate in every respect (less than 20%).

## 9. STUDENT EVALUATION

This will be made available via Moodle.

## 10. LEARNING RESOURCES

### 10.1 Core Materials

Robertson, M., 2017 Sustainability Principles and Practice, Routledge, 2nd Edition,  
or  
Kopnina, H., and Shoreman-Ouimet, E., (Eds), 2015, Sustainability: Key Issues , Routledge  
and  
Urban, F., and Nordensvard, J., (Eds), 2013, Low Carbon Development, Routledge

Bulkeley, H., 2013, Cities and Climate Change, Routledge, London

Dryzek, J. S., 2013, The Politics of the Earth: Environmental Discourses, Oxford University Press

Pepper, D., 2003, Modern Environmentalism, Routledge

Wilson, E., and Piper, J., 2010, Spatial Planning and Climate Change, Routledge, London



## 10.2 Optional Materials

Barker, S., 2013, Sustainable Development, Routledge

Birkeland, J., 2008, Positive Development: From Vicious Circles to Virtuous Cycles through Built Environment Design, London: Earthscan

Blewitt, J., 2015, Understanding Sustainable Development, Routledge, 2<sup>nd</sup> edition

Davoudi, S., Crawford, J., and Mehmood, A., (Eds), 2009, Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners, London: Earthscan

Dobson, A., 2007, (4<sup>th</sup> Ed) Green Political Thought, Routledge, London

Glasson, J., Therivel R, and Chadwick A., 2011, Introduction to Environmental Impact Assessment. Abingdon, UK, Routledge

Hussen, A., 2013, (3rd Ed) Environmental Economics and Sustainability, Routledge, London (Chapters 1,2,3, 13, 14, 15)

Kemp, D.D., 2012, Exploring Environmental Issues, Routledge, Abingdon

Kopnina H, and Blewitt, J., 2015 Sustainable Business, Routledge

Layard A., Davoudi S., & Batty S. (eds.) 2001, Planning for a Sustainable Future, Spon Press, London

Mulvihill, P.R., and Harris, A., 2016 Environmental Management: critical thinking and emerging practices, Routledge

Newman, P., and Jennings, I., 2008, Cities as Sustainable Ecosystems, Island Press

Russo, M. V., 2008, Environmental Management: Readings and Cases, Routledge, London.

Rydin, Y., 2010, Governing for Sustainable Urban Development, London, Earthscan

Smith, P.F., 2010, Building for a Changing Climate: The Challenge for Construction, Planning and Energy, London: Earthscan

Walker, S., 2006, Sustainable By Design: Explorations in Theory and Practice, Earthscan

Wheeler, S., and Beatley, T., (eds) 2009, The Sustainable Urban Development Reader, Routledge, London

Wolf, S., and Stanley, N., 2010, Wolf and Stanley on Environmental Law, 5th edition, Routledge

## 10.3 Journals

Journal of Environmental Management and Planning

European Environment

Sustainable Development

Planning Practice and Research

Local Environment

Town and Country Planning

Land Use Policy

European Planning Studies

Town Planning Review

Planning Research and Practice

## 10.4 Websites

[www.parliament.uk](http://www.parliament.uk)  
[www.communities.gov.uk](http://www.communities.gov.uk)  
[www.legislation.gov.uk](http://www.legislation.gov.uk)  
[www.justice.gov.uk](http://www.justice.gov.uk)  
[www.breeam.org.uk](http://www.breeam.org.uk)  
[www.defra.gov.uk](http://www.defra.gov.uk)  
[www.beis.gov.uk](http://www.beis.gov.uk)  
[www.rtpi.org.uk](http://www.rtpi.org.uk)  
[www.sd-commission.org.uk](http://www.sd-commission.org.uk) (archive site)  
[www.rcep.org.uk](http://www.rcep.org.uk) (National Archive)  
[www.foe.org.uk](http://www.foe.org.uk)  
[www.tcpa.org.uk](http://www.tcpa.org.uk)

## 10.5 Legal databases

(accessible via <https://my.lsbu.ac.uk/page/ahs-resources-planning> )  
Lawtel  
Lexis Library  
Westlaw

# NOTES

1. Promptness and detail of feedback: you will notice that in the Module Guide we have put in feedback target dates. Although these are targets and not deadlines we shall seek to meet these wherever possible.
2. Provision of academic support: this is provided during class contact sessions and we also encourage students to contact their tutors direct where they feel in need of additional support and information.
3. Availability of appropriate academic and learning resources: we need to hear from you via Course Boards if you think additional support in terms of resource provision is needed.