

Aisling's story

My name is Aisling Connolly; I am currently in my third year at university studying for a degree in Environmental Management.

I chose to study Environmental Management after taking Higher Managing Environmental Resources at school. At school, I had always enjoyed Geography and Modern Studies, and have always had an interest in environmental and conservation issues. When making my fifth year course choice, I thought MER would combine these interests.

I thoroughly enjoyed Higher MER. It made me more aware of issues that affect our planet, from the international threat of climate change to local issues such as waste disposal and public transport.

It is an interesting and dynamic Course to study. As the environment has become a key topic on the public and political agenda, there is continually new legislation and research, making the Course topical and current.

Another aspect I enjoyed was the wide-ranging nature of the Course content. MER incorporates subjects that I hadn't expected and wouldn't otherwise have had the chance to study, such as Economics, Law and Town Planning. Whatever your strengths and interests, MER will have something to interest you.

And then there's the vast range of job opportunities if you choose to study it at university or college level. Environmental professionals are increasingly sought after. There are many exciting jobs in many sectors and many countries, from being an Environmental Lawyer to a Conservation Campaigner.

Studying MER is enjoyable, teaches essential transferable skills, and potentially provides a future career.

Support for teachers

There are many resources to support MER teaching:

- The Learning and Teaching Scotland website has materials for each Unit.
- Scottish Natural Heritage has many relevant booklets.
- The Scottish Earth Science Education Forum offer CPD and resources to teachers.

These experienced teachers of MER are happy to be contacted for advice:

- Shona Leckie e-mail: philipleckie@btinternet.com
- Sue Crosson e-mail: sue6@totalise.co.uk

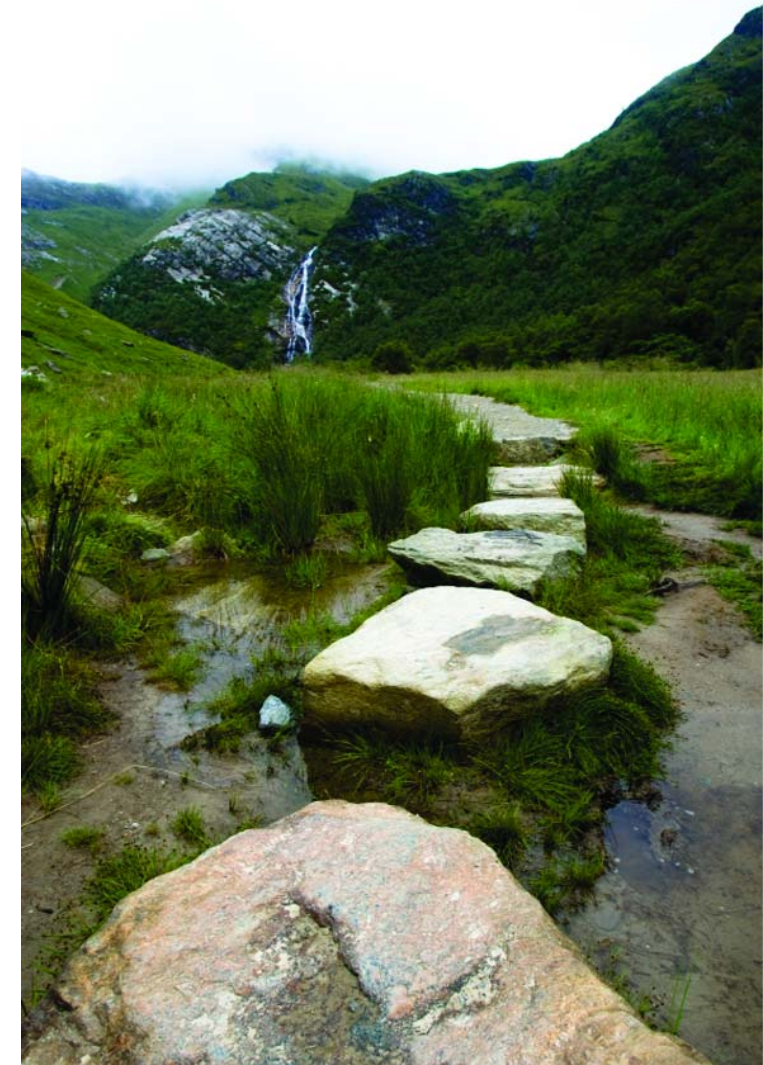
More information

If you would like any more information about SQA qualifications in MER please contact me on:

Tel: 0845 213 5508
E-mail: elaine.riley@sqa.org.uk



Managing Environmental Resources



Customer Contact Centre
T: 0845 279 1000 E: customer@sqa.org.uk W: www.sqa.org.uk
BD4286 October 2008

Qualifications in Managing Environmental Resources

MER is a very wide area of study. It draws on aspects of Geography, Chemistry, Physics, Biology, Modern Studies and PSE.

The main aims of the National Courses in MER are to:

- provide candidates with a broad-based scientific education
- develop skills of observation, recording, communication and analysis
- foster positive attitudes towards caring for the use of Earth resources
- develop awareness of the natural environment

There are lots of career opportunities open to graduates with Environmental Science and related subjects in their degree: for example, government and government-supported scientific establishments, environmental health, specialist consultants in research companies, town planning, environmental law.

The qualifications

There are National Courses in MER from Access to Higher level. These are made up of the following Units:

Access 2 & 3

- Planning an Environmental Area
- Developing an Environmental Area
- Monitoring and Maintaining an Environmental Area

Intermediate 1

- Environmental Issues
- Ecosystems
- Land use

Intermediate 2

- Natural Resource Use
- Ecosystems
- Local Environment

Higher

- Natural Resource Use
- Investigating Ecosystems
- Land Use in Scotland

Fieldwork is a compulsory part of the Course at Intermediate 2 and Higher and is encouraged at other levels.

MER and Curriculum for Excellence

Here's a brief look at how MER can promote the four capacities of Curriculum for Excellence:

Successful learners

MER draws on aspects of many other subjects, so it enables learners to make connections between different areas of learning. For instance, examining environmental issues can provide opportunities to use technology, develop literacy skills, and learn to make reasoned evaluations. Similarly, analysing data and understanding graphs reinforces numeracy skills.

Confident individuals

There are opportunities for fieldwork – outdoor learning can have a positive impact on independence, confidence, self-esteem and coping strategies in children and young people.

Responsible citizens

Knowing about the natural world, and environmental systems and processes, goes hand-in-hand with responsible attitudes to the environment. Being aware of, and involved in, the debates in this area encourages learners to evaluate the evidence and develop informed, ethical views of complex issues.

Effective contributors

Investigative work encourages working in partnership and critical thinking. Thinking about how we can minimise the negative impacts of human activity on the environment also fosters a problem-solving approach.

