

**1. Programme title(s) and code(s)**

MSc/PGDip\*/PGCert\* Environmental Futures

**Notes**

\* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

**HECOS Code**

| HECOS Code             | %  |
|------------------------|----|
| 100409 (Geography)     | 40 |
| 100408 (Env. Geog)     | 40 |
| 100394(Earth Sciences) | 20 |

**2. Awarding body or institution**

University of Leicester

**3. a) Mode of study**

Full-time or part-time

**b) Type of study**

Campus-based

The programme is designed to be campus based. If continuing Covid 19 restrictions preclude this, we will adopt the flexible/ blended learning approach developed under IGNITE.

**4. Registration periods**

The normal period of registration for the masters is 12 months full time or 24 months part time.

The maximum period of registration for the masters is 24 months full time or 48 months part time.

**5. Typical entry requirements**

Applicants will normally be expected to have at least a lower second class honours degree or equivalent in a cognate discipline (i.e. Geography, Geology, Environmental Sciences, Ecology). Applicants with relevant work experience may be considered with satisfactory references. In particular we give due consideration to prior professional experience gained by mature students in relevant areas of work. In such cases applicants would be expected to provide detailed information on work experience to enable its full evaluation by admissions staff. We also consider alternative qualifications, for example in different subject areas, where these are supported by relevant experience within the field of the MSc programme. Students for whom English is not their first language are required to achieve a minimum IELTS score of 6.5 with at least 6 in all four categories.

## **6. Accreditation of Prior Learning**

Basic requirements are set out under 5) above. However, students with non-standard qualifications are expressly encouraged to apply. In particular we give due consideration to prior professional experience gained by mature students in relevant areas of work. In such cases applicants would be expected to provide detailed information on work experience to enable its full evaluation by admissions staff. We also consider alternative qualifications, for example in different subject areas, where these are supported by relevant experience within the field of the MSc programme.

## **7. Programme aims**

The overall aim of the interdisciplinary MSc in Environmental Futures is to produce highly qualified and highly motivated masters graduates equipped with knowledge and understanding of a range of contemporary environmental challenges, the ways in which these may be researched, managed and addressed and able to work with other professionals in this field. Specifically the course aims:

- To equip students with knowledge, skills and understanding generic to research in environmental and social sciences;
- To enable students to develop critical knowledge and understanding of issues, philosophies and methods pertinent to contemporary environmental challenges and their application to diverse contexts and case studies;
- To enhance critical reflexive thinking;
- To equip students with skills in qualitative, quantitative, textual and graphic techniques; presentation skills; and skills in research project assessment and report writing;
- To provide training in the design and implementation of a research programme, the collection and analysis of diverse forms of primary data, and the writing and presentation of research and policy reports;
- To equip students educated to degree level in a single discipline with the necessary interdisciplinary knowledge and skills, together with appropriate subject specific skills, to embark on a career in the environmental field and to engage and interact with professionals in these disciplines and fields;
- To expose students to the frontiers of current research on diverse environmental challenges and the ways in which this may support transition to more equitable, sustainable futures.
- Ultimately, to produce graduates who not only share our passion for equitable, environmentally sustainable futures, but who have the skills and knowledge to help bring these about.

## **8. Reference points used to inform the programme specification**

- QAA Benchmarking Statement Geography 2019 (Only available for undergraduate)
- QAA Benchmarking Statement Geology 2019 [NB both Benchmark statements focus primarily on UG programmes. Masters level equivalents not currently available].
- QAA Masters Characteristics statement
- UK Quality Code for Higher Education: Course Design and Development

- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- [United Nations Education for Sustainable Development Goals](#)

## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Discipline specific knowledge and competencies

#### i) Knowledge

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?   |
|--|--|---|
| Demonstrate advanced knowledge of pertinent environmental issues, debates, challenges & solutions. | Independent research, seminars, lectures, directed reading, practical classes, fieldwork and teamwork. | Oral/poster presentations, coursework, exams, seminars, debates and dissertation. |
| Demonstrate ability to integrate knowledge across disciplines                                      | Independent research, seminars, lectures, directed reading, practical classes, fieldwork and teamwork. | Oral/poster presentations, coursework, exams, seminars, debates and dissertation. |

#### ii) Concepts

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?   |
|--|--|---|
| Explain and evaluate core concepts, their theorisations and applications (e.g. Anthropocene, environmental transitions, sustainability etc.) | Independent research, seminars, lectures, directed reading, practical classes, fieldwork and teamwork. | Oral/poster presentations, coursework, exams, seminars, debates and dissertation. |

#### iii) Techniques

| Intended Learning Outcomes  | Teaching and Learning Methods  | How Demonstrated?   |
|---|--|---|
| Demonstrate comprehensive understanding and practical application of pertinent research methods, techniques and data analysis across natural and social sciences. | Independent research, seminars, lectures, directed reading, practical classes, fieldwork and teamwork. | Oral/poster presentations, practical/ computer exercises, coursework and dissertation.<br><br>Practical and employability-related skills e.g: Project planning and management, Theory of Change, logframes for environmental applications; environmental policy analysis; familiarity with GIS systems and applications (dependent on optional module choices). |

iv) Critical analysis

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b>   | <b>How Demonstrated?</b>                                       |
|---|--|--|
| Assess and critique diverse materials and datasets. Apply understanding of concepts with independence, rigour and self-reflexivity. | Independent research, seminars, lectures, directed reading, practical classes, fieldwork and teamwork, directed reading. | Oral/poster presentations, coursework, exams and dissertation. |

v) Presentation

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>                | <b>How Demonstrated?</b>                                |
|--|---|---|
| Organise research material in a manner appropriate to the medium that is to be assessed; distinguish between relevant and non-relevant material; and write up and deliver oral reports on findings to a professional standard. | Independent research, seminars, lectures, teamwork. | Oral/poster presentations, coursework and dissertation. |

vi) Appraisal of evidence

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>  | <b>How Demonstrated?</b>                                       |
|--|---|--|
| Analyse and assess a variety of complex issues, drawing in diverse evidence and sources.                   | Independent research, seminars, lectures, fieldwork and teamwork, directed reading. | Oral/poster presentations, coursework, exams and dissertation  |
| Mount and sustain an independent level of inquiry at an advanced level.                                    | Independent research, seminars, lectures, fieldwork and teamwork, directed reading. | Oral/poster presentations, coursework, exams and dissertation  |
| Assess the relevance and quality of a substantial range of primary and secondary literature and materials. | Independent research, seminars, lectures, fieldwork and teamwork, directed reading. | Oral/poster presentations, coursework, exams and dissertation. |
| Analyse and assess data using appropriate techniques and models.   | Independent research, seminars, lectures, fieldwork and teamwork.                   | Oral/poster presentations, coursework, exams and dissertation. |

## b) Transferable skills

### i) Research skills

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?  |
|--|--|--|
| Locate and organise evidence; report on findings; analyse complex ideas; demonstrate knowledge and understanding of and ability to construct sophisticated critical arguments. | Progressive training (through independent research, lectures, seminars, fieldwork) and modes of assessment, culminating in the dissertation. | Oral/poster presentations, coursework, practical exercises and dissertation. |
| Apply pertinent research techniques and methods.   | Progressive training (through independent research, lectures, seminars, fieldwork) and modes of assessment, culminating in the dissertation. | Oral/poster presentations, coursework, practical exercises and dissertation. |

### ii) Communication skills

| Intended Learning Outcomes   | Teaching and Learning Methods      | How Demonstrated?  |
|--|------------------------------------|--|
| Deliver oral presentations to an appropriate standard; respond to questioning; write cogently and clearly; explain results of data analysis in an appropriate and accessible format. | Seminars, lectures and group work. | Oral assessments, written assessments, essays, exams and dissertation. |

### iii) Data presentation

| Intended Learning Outcomes   | Teaching and Learning Methods                              | How Demonstrated?  |
|--|--|--|
| Present and analyse research data clearly and effectively; using appropriate IT and computational resources, qualitative and quantitative/ statistical analysis. | Research methods courses, essay and dissertation feedback. | Oral presentations, essays, group projects and dissertation. |

### iv) Information technology

| Intended Learning Outcomes        | Teaching and Learning Methods | How Demonstrated?   |
|-----------------------------------|-------------------------------|---|
| Demonstrate a range of IT skills. | Lectures, practicals.         | Day to day use of software to deliver assignments; practical/ computer exercises, dissertation. |

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>   | <b>How Demonstrated?</b>  |
|--|--|---|
| Demonstrate appropriate computer programming and modelling skills (depending on optional modules taken). | Lectures, practicals, computer classes | Day to day use of software to deliver assignments; practical/ computer exercises, dissertation. |

v) Problem solving

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>               | <b>How Demonstrated?</b>                   |
|--|--|--|
| Identify key aspects of a problem and draw on knowledge and training to develop realistic, workable solutions. | Research methods courses, dissertation, fieldwork. | Coursework, research design, dissertation. |

vi) Working relationships

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b>                                  | <b>How Demonstrated?</b>   |
|---|---|--|
| Demonstrate awareness of how and when to draw on the knowledge and expertise of others. | Research methods courses, team work, fieldwork, lectures and seminars | Group projects and presentations, seminars, coursework, dissertation.  |
| Demonstrate ability to contribute and comment on ideas.                                 | Research methods courses, team work, fieldwork, lectures and seminars | Group projects and presentations, seminars, coursework, dissertation.  |
| Demonstrate time management and organisational skills.                                  | Research methods courses, team work, fieldwork, lectures and seminars | Group projects and presentations, seminars, coursework, dissertation. Daily management of workload and ability to submit work on time. |

vii) Managing learning

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>  | <b>How Demonstrated?</b>   |
|--|---|--|
| Identifying a credible research project, drawing up a realistic timetable, reflecting on and writing up results. | Research methods courses, lectures, seminars, independent research.                     | Dissertation, coursework for research methods. Meeting coursework deadlines. |
| Time management skills.  | Self teaching and reflection, personal tutorials, peer group discussion and reflection. | Meeting coursework and other programme deadlines.                            |

viii) Career management

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b>                                | <b>How Demonstrated?</b>  |
|---|---|---|
| Understand and demonstrate how skills developed during the programme can be applied in diverse real world settings. | Personal Tutor system, SGGE Careers Day; seminars and case studies. | Coursework, discussions with personal tutors, skills evaluations. |

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?  |
|--|---|--|
| Demonstrate technical/research and transferable skills developed to potential employers. | Personal Tutor system, SGGE Careers Day; seminars and case studies; independent liaison with CDS. | Coursework, discussions with personal tutors, skills evaluations, CVs and job/internship applications. |

## 10. Special features

The programme provides opportunities for students to conduct fieldwork and field visits, most notably through their dissertation, but also through module specific field visits, Covid permitting (e.g. GY7717).

## 11. Indicators of programme quality

As this is a new programme for 2021-22, we do not have any previous External Examiners reports.

## 12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

Specifically it comprises 120 taught credits and a 60 credit dissertation.

## 13. Progression points

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

The following additional progression requirements for this programme have been approved:

- As for the MSc GIS programme, with whom the GY7720 Dissertation module is shared, students must pass the dissertation proposal element (worth 5% of the module mark) before being allowed to proceed to the dissertation itself. Should students fail to achieve a pass, they will be allowed one resit, as set out in Para 6.20, Senate Regulation 6.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

## 14. Rules relating to re-sits or re-submissions

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

## 15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

To be included following receipt of first report.

## 16. Additional features

Core module GY7717/ GY3411 (Contemporary Environmental Challenges) and GY7718/3437 (The Biosphere in the Earth System) are shared Level 6 (3<sup>rd</sup> year) Geography undergraduate modules. See Appendix 2

## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2021/22

Date created: March 2021

Last amended: 29/04/2021

Version no. 1

### Appendix 1: MSc Environmental Futures Programme structure

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc Environmental Futures

#### Credit breakdown

| Status               | Year long | Semester 1 | Semester 2 | Other delivery period |
|----------------------|-----------|------------|------------|-----------------------|
| Core taught          | n/a       | 45 credits | 30 credits | n/a                   |
| Optional             | n/a       | 15 credits | 30 credits | n/a                   |
| Dissertation/project | n/a       | n/a        | 60 credits | n/a                   |

180 credits in total

#### Level 7/Year 1 Choose an item.

Core modules

| Delivery period | Code   | Title   | Credits    |
|-----------------|--------|---|------------|
| Semester 1      | GY7717 | Contemporary Environmental Challenges         | 15 credits |
| Semester 1      | GL7106 | Anthropogenic Impact on the Urban Environment | 15 credits |
| Semester 1      | GY7712 | Living the Anthropocene                       | 15 credits |



| Delivery period | Code   | Title  | Credits    |
|-----------------|--------|--|------------|
| Semester 2      | GY7713 | Environmental Futures  | 15 credits |
| Semester 2      | GY7714 | Research for Change: Skills and Challenges for Applied Environmental Research. | 15 credits |
| Semester 2      | GY7720 | Dissertation   | 60 credits |

### Notes

Preparatory training and dissertation proposal for GY7720 completed in S2. Dissertation research, data collection and analysis takes place over the summer.

Core modules GY7717/ GY3411 (Contemporary Environmental Challenges) and GY7718/3437 (The Biosphere in the Earth System) are shared Level 6 (3<sup>rd</sup> year) Geography undergraduate modules. Where a University of Leicester undergraduate progresses onto this programme having already passed either of these modules, the student should not repeat the module. Instead, they should be invited to choose an alternative optional module. SEE APPENDIX 2

### Option modules

| Delivery period | Code   | Title                                      | Credits    |
|-----------------|--------|--|------------|
| Semester 1      | GY7701 | Fundamentals of GIS                        | 15 credits |
| Semester 1      | GY7705 | Remote Sensing                             | 15 credits |
| Semester 1      | GY7715 | Contemporary Critical Geographies          | 15 credits |
| Semester 2      | GY7710 | GIS in Environmental Health                | 15 credits |
| Semester 2      | GY7718 | The Biosphere in the Earth System          | 15 credits |
| Semester 2      | GL7111 | Methods and Modelling in Palaeoclimatology | 15 credits |
| Semester 2      | GY7716 | Creative Geographies in Practice           | 15 credits |

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

## Appendix 2: MSc Environmental Futures (UoL Geography Graduates)

### Credit breakdown

| Status               | Year long | Semester 1 | Semester 2 | Other delivery period |
|----------------------|-----------|------------|------------|-----------------------|
| Core taught          | n/a       | 30 credits | 30 credits | n/a                   |
| Optional             | n/a       | 30 credits | 30 credits | n/a                   |
| Dissertation/project | n/a       | n/a        | 60 credits | n/a                   |

180 credits in total

### Level 7/Year 1      2021/22

#### Core modules

| Delivery period | Code   | Title  | Credits    |
|-----------------|--------|--|------------|
| Semester 1      | GL7106 | Anthropogenic Impact on the Urban Environment                                  | 15 credits |
| Semester 1      | GY7712 | Living the Anthropocene  | 15 credits |
| Semester 2      | GY7713 | Environmental Futures  | 15 credits |
| Semester 2      | GY7714 | Research for Change: Skills and Challenges for Applied Environmental Research. | 15 credits |
| Semester 2      | GY7720 | Dissertation   | 60 credits |

#### Notes

Preparatory training and dissertation proposal for GY7720 completed in S2. Dissertation research, data collection and analysis takes place over the summer.

## Optional modules

| Delivery period | Code   | Title                                      | Credits    |
|-----------------|--------|--|------------|
| Semester 1      | GY7717 | Contemporary Environmental Challenges      | 15 credits |
| Semester 1      | GY7701 | Fundamentals of GIS                        | 15 credits |
| Semester 1      | GY7705 | Remote Sensing                             | 15 credits |
| Semester 1      | GY7715 | Contemporary Critical Geographies          | 15 credits |
| Semester 2      | GY7710 | GIS in Environmental Health                | 15 credits |
| Semester 2      | GY7718 | The Biosphere in the Earth System          | 15 credits |
| Semester 2      | GL7111 | Methods and Modelling in Palaeoclimatology | 15 credits |
| Semester 2      | GY7716 | Creative Geographies in Practice           | 15 credits |

### Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

### Appendix 3: Module specifications

See taught postgraduate [module specification database](#) (Note - modules are organized by year of delivery).

### Appendix 4: Module sharing agreement

**Programme Lead:** Professor Caroline Upton

**Modules shared between the Schools of:** GGE only

| <b>Shared Module</b>                                    | <b>Owning Programme</b>                                       | <b>Programme Lead/<br/>Module Convenor</b> | <b>Review Date</b> | <b>Notes/changes to module</b> |
|---|---|--|--------------------|--------------------------------|
| GY7717<br>Contemporary Environmental Challenges         | BA UG Geography (PG version created for this programme)       | GY3411: Caroline Upton                     | Dec 2021           |                                |
| GL7106<br>Anthropogenic Impact on the Urban Environment | Year 4 Geology/M Geol (PG version created for this programme) | GL4106: Sarah Gabbott                      | Dec 2021           |                                |
| GY7720/GY7420<br>Dissertation                           | MSc GIS   | GY7720/GY7420: Nick Tate                   | Dec 2021           |                                |
| GY7701<br>Fundamentals of GIS                           | MSc GIS   | GY7701: John Gulliver                      | Dec 2021           |                                |
| GY7705<br>Remote Sensing                                | MSc GIS   | GY7705: Kevin Tansey                       | Dec 2021           |                                |
| GY7715<br>Contemporary Critical Geographies             | 15 credit version of existing 20 credit PG module             | GY7411: Gavin Brown                        | Dec 2021           |                                |
| GY7710<br>GIS in Environmental Health                   | MSc GIS   | GY7710: John Gulliver                      | Dec 2021           |                                |

|  |   |                         |          |  |
|--|---|-------------------------|----------|--|
| GY7718<br>The Biosphere in the Earth System          | BSc UG Geography (PG version created for this programme)      | GY3437: Jorg Kaduk      | Dec 2021 |  |
| GL7111<br>Methods and Modelling in Palaeoclimatology | Year 4 Geology/M Geol (PG version created for this programme) | GL4111: Mark Williams   | Dec 2021 |  |
| GY7716<br>Creative Geographies in Practice           | 15 credit version of existing 20 credit PG module             | GY7712: Martin Phillips | Dec 2021 |  |