Programme Specification

FOR ENTRY YEAR: 2024/25

Date created: March 2021 **Last amended:** 12/06/2024 **Version no.** 2

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

MSc/PGDip*/PGCert* Environmental Futures

MSc Environmental Futures with a Year in Industry

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

With Industry variant
The taught modules would all be taken in the first two semesters. This is followed by the industrial placement, which is either 3, 6, 9 or 12 months long. This is followed by the in-house project, taking 10 weeks.

b) Type of study

Campus-based

The programme is designed to be campus based.

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.

Note: Normal and maximum periods of registration for the 'with industry' variant accommodate an extra period of registration corresponding to the placement duration, such that normal period is between 18-24 months (dependent on length of placement obtained) and the maximum period is 36 months

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.
- In addition, for the 'with Industry' variant the additional aims apply.

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 Education Strategy
- University Assessment Strategy [log in required]
- 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. 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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Time management skills.	Self teaching and reflection, personal tutorials, peer group discussion and reflection.	Meeting coursework and other programme deadlines.

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understand and demonstrate how skills developed during the programme can be applied in diverse real world settings.	Personal Tutor system, the School Careers Day; seminars and case studies.	Coursework, discussions with personal tutors, skills evaluations.
Demonstrate technical/research and transferable skills developed to potential employers.	Personal Tutor system, the School Careers Day; seminars and case studies; independent liaison with CDS.	Coursework, discussions with personal tutors, skills evaluations, CVs and job/internship applications.

For the with Industry variant, the additional programme outcomes apply.

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).

Year in Industry

The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'with industry' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete your programme.

To understand the special features for 'with industry' postgraduate programme variants, this programme specification should be read in conjunction with the programme specification content which can be found here. This outlines details including programme aims, support, progression and duration.

11. Indicators of programme quality

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

a) Progression is as defined in ***Senate Regulation 6: Regulations governing taught postgraduate programmes*** with the additional requirement that students must pass (50%) 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 Senate Regulation 6. A student who does not pass the dissertation proposal at the second attempt will not be able to progress to the dissertation component of the Degree and therefore can only, at best, graduate with a PG Diploma.

b) Year in Industry
For the Year in Industry variant the additional progression points apply

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 [log-in required]

To be included following receipt of first report.

16. Additional features

Core module GY7717/ GY3411 (Contemporary Environmental Challenges) is a shared Level 6 (3rd year) Geography undergraduate module. See Appendix 2

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.

Updates to the programme

Academic year	Module	Change
2024/25	GL7106 Anthropogenic Impact on the Urban Environment	Was core, now optional
2024/25	GY7718 Applications of Environmental Modelling	Name changed from The Biosphere in the Earth System
2024/25	GL7111 Methods and Modelling in Palaeoclimatology	Option module removed

MSc Environmental Futures

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 2024/25

Core modules

Delivery period	Code	Title	Credits
Semester 1	GY7717	Contemporary Environmental Challenges	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.

Core module GY7717/ GY3411 (Contemporary Environmental Challenges) and the optional module GY7718/3437 (Applications of Environmental Modelling) are shared Level 6 (3rd 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 1	GL7106	Anthropogenic Impact on the Urban Environment	15 credits
Semester 2	GY7710	GIS in Environmental Health	15 credits
Semester 2	GY7718	Applications of Environmental Modelling	15 credits
Semester 2	GY7716	Creative Geographies in Practice	15 credits

Delivery period	Code	Title	Credits
Semester 2	MN7413	Responsible Business in a Global Context	15 credits
Semester 2	MN7131	Ecology and Sustainability: Contemporary Issues	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 (if completed GY3411 at UG. If not, then credit breakdown is as above)	n/a	15 credits	30 credits	n/a
Optional	n/a	45 credits	30 credits	n/a
Dissertation/project	n/a	n/a	60 credits	n/a

180 credits in total

Level 7/Year 1 2024/25

Core modules (where students have completed GY3411 at UG level)

Delivery period	Code	Title	Credits
Semester 1	GY7712	Living the Anthropocene	15 credits
Semester 2	GY7713	Environmental Futures	15 credits

Delivery period	Code	Title	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	GY7701	Fundamentals of GIS	15 credits
Semester 1	GY7705	Remote Sensing	15 credits
Semester 1	GY7715	Contemporary Critical Geographies	15 credits
Semester 1	GL7106	Anthropogenic Impact on the Urban Environment	15 credits
Semester 2	GY7710	GIS in Environmental Health	15 credits
Semester 2	GY7718	Applications of Environmental Modelling	15 credits
Semester 2	GY7716	Creative Geographies in Practice	15 credits
Semester 2	MN7413	Responsible Business in a Global Context	15 credits
Semester 2	MN7131	Ecology and Sustainability: Contemporary Issues	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

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

GIS in Environmental Health				
GY7716 Creative Geographies in Practice	15 credit version of existing 20 credit PG module	GY7712: Martin Phillips	Dec 2021	
MN7131	PGT version of MN3131 (School of Business)			