UNIVERSITY OF LEICESTER

# Programme Specification (Undergraduate) FOR ENTRY YEAR: 2023/24

**Date created:** 25/11/2020 **Last amended:** 05/03/2025 **Version no.** 3

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

BSc (Hons) Environmental Science F750

BSc (Hons) Environmental Science with Foundation Year (F999?)

BSc (Hons) Environmental Science with a year Abroad *

BSc (Hons) Environmental Science 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 | % |
|---|---|
| 100381 | 100 % |

### a) UCAS Code (where required)

F750

## 2. Awarding body or institution:

University of Leicester

## 3. a) Mode of study

Full-time

### b) Type of study

Campus-based

## 4. Registration periods:

**BSc (Hons) Environmental Science**

The normal period of registration is three years (four years for BSc with a Year in Industry, or year abroad)

The maximum period of registration is five years (six years for BSc with a Year in Industry, or year abroad)

**For Foundation Year Variant:**

The normal period of registration is four years (five years for BSc with Foundation Year, with a Year in Industry, or year abroad)

The maximum period of registration is six years (seven years for BSc with Foundation Year, with a Year in Industry, or year abroad)s

## 5. Typical entry requirements

ABB A level. Any three A levels usually required; Geography is not required. Two AS levels can be considered in place of one A level towards the total. General Studies accepted. BBB + EPQ at grade B, two AS-levels considered in place of one A-level. General Studies accepted. Key Skills also welcome. International Baccalaureate: Pass Diploma with 32 points

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see https://le.ac.uk/study/undergraduates/courses/abroad

## 6. Accreditation of Prior Learning

APL will not be accepted for exemptions from individual modules, however may be considered for direct entry to year 2, on a case by case and subject to the general provisions of the University APL policy.

## 7. Programme aims

The BSc in Environmental Science aims to:

- provide a scientific understanding of the operation of the Earth System and its various component "spheres"
- provide a thorough understanding of environmental change, cycles, patterns and processes at local to global scales;
- provide an understanding and critical appreciation of the interactions between human societies and the environment
- provide an intellectually challenging and stimulating curriculum that draws on the research expertise across the university, enabling students to develop in depth knowledge and understanding of specialized areas of environmental science;
- develop students' abilities to explore varied analytical methods and concepts to analyze and explain environmental systems, problems and questions;
- develop students' abilities to use and apply appropriate field, statistical and survey methods;
- provide a learning experience in which students can develop and demonstrate a range of transferable skills necessary for effective independent learning and critical thinking;
- provide opportunities to develop employability skills, and career and personal development planning, including opportunities for careers in professional environmental fields, industry and commerce.

The BSc in Environmental Science with a Year Abroad aims, additionally, to:

- Widen students' experiences of worldwide geography, the physical experience of social society and environmental place
- Expose students to specialist elements of Environmental Science that may not be taught at Leicester;

- Deepen students' understanding of Environmental Science through exposure to its ideas at a senior level for an additional year.

For the 'with a year abroad' variant only, these additional programme aims apply:

- Develop enhanced employability skills
- Experience living and learning in a different cultural environment
- Develop Global Citizenship competencies
- Build new social, academic and professional international networks

For Foundation Year variant, see Foundation Year Programme Specification

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

- QAA Benchmarking Statement for https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/geography
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## 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) Mastery of an appropriate body of knowledge

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate mastery of an appropriate body of knowledge concerning the nature and functioning of the Earth System and the key "spheres" within it (e.g. Biosphere, Geosphere). | Lectures, tutorials, seminars, computer-aided learning and computer-based practicals, laboratory based practicals, directed readings, independent research, student centered learning, presentations and discussion. | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem-based exercises, review papers, bibliographies |
| Demonstrate mastery of an appropriate body of knowledge concerning patterns and processes of environmental change. | Lectures, tutorials, seminars, computer-aided learning and computer-based practicals, laboratory based practicals, directed readings, independent research, student centered learning, presentations and discussion. | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem-based exercises, field & lab notebooks, review papers, bibliographies |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate mastery of an appropriate body of knowledge on how societal and environmental processes operate, and interact, over a wide range of spatial-temporal scales. | Lectures, tutorials, seminars, directed readings, independent research, student centered learning, presentations and discussion. | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, review papers, bibliographies |

ii) Understanding and application of key concepts and techniques

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate knowledge of the different approaches to scientific explanation and interpretation. | Lectures, tutorials, seminars, directed reading, independent research, computer practicals, group learning. | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises. |
| Demonstrate a competence in the varied methods of analyzing and interpreting the environment. | Tutorials, seminars, directed reading, independent research, computer practicals, laboratory based practicals, group learning. | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises. |
| Recognize the ways in which physical & environmental processes lead to the distinctiveness of places. | Lectures, tutorials, seminars, directed reading, independent research, computer practicals, group learning. | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises. |

iii) Critical analysis of key issues

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Critical evaluation of the theoretical, philosophical and methodological perspectives employed in environmental science | Lectures, tutorials, seminars, directed reading, independent research, computer practicals, group learning. | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Recognition of the inherently inter-disciplinary nature of environmental science and the role of environmental science plays in managing Earth processes, ecosystems and contemporary societies. | Tutorials, seminars, directed reading, independent research, computer practicals, group learning | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises. |
| Awareness of advantages and problems of varied methods of environmental analysis. | Tutorials, seminars, directed reading, independent research, computer practicals, group learning | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises. |
| Critical reflection on research observations presented in the literature and own empirical research. | Tutorials, seminars, directed reading, independent research, computer practicals, group learning | Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises. |

iv) Clear and concise presentation of material

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Use a variety of qualitative and quantitative methods to present information to a range of different audiences. | Tutorials, seminars, independent research, computer practicals, group learning. | Writing tasks, design, mapping and visualization tasks (e.g. posters, magazines), contributions to discussion, dissertations (presentation of independent research), presentation skills. |

v) Critical appraisal of evidence with appropriate insight

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Formulate appropriate questions for scientific inquiry, and gather and utilize suitable evidence in addressing such questions. | Tutorials, seminars, directed reading, independent research, computer practicals, group learning. | Writing tasks, design, mapping and visualization tasks, contributions to discussion, dissertations (presentation of independent research), presentation skills. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Read, analyze and reflect critically on scientific texts and other source materials. | Tutorials, seminars, directed reading, independent research, computer practicals, group learning. | Writing tasks, design, mapping and visualization tasks, contributions to discussion, dissertations (presentation of independent research), presentation skills. |

vi) Other discipline specific competencies

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Conduct an independent piece of environmental research, from problem formulation to evidence collection, result presentation and discussion | Dissertations; group and independent research. Field courses, computer practicals, laboratory practicals, lectures. | Dissertations; group and independent research. |
| Use specialized techniques and approaches for the collection, interpretation and explanation of environmental processes. | Dissertations; group and independent research. Field courses, computer practicals, laboratory practicals, lectures. | Field reports, group and independent research; dissertations; tutorials; objective testing; laboratory reports. |
| Use specialized techniques and approaches for the presentation of environmental data. | Dissertations; group and independent research. Field courses, computer practicals, laboratory practicals, lectures. | Field reports, group and independent research; dissertations; design, mapping and visualization tasks. |

**b) Transferable skills**

i) Oral communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate clear, fluent and coherent oral expression. | Seminars, tutorials, field courses. | Seminar and tutorial presentations, contributions to discussions. |
| Participate effectively in group discussions of environmental issues | Seminars, tutorials, field courses. | Seminar and tutorial presentations, contributions to discussions. |

ii) Written communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Present coherent and fluent arguments in a variety of written formats. | Seminars, tutorials, group working. | Essays, essay-based examinations, dissertations, practical reports. |

iii) Information technology

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Use information technology in general, and geographical information systems in particular to explore and analyze environmental /geographical data or information. | Induction programme, computer practical classes and independent research. | Computer-based exercises.<br>Independent research, dissertation, problem solving exercises, essays, web pages, posters, group reports. |
| Use IT to effectively support studies, including the use of IT for bibliographic research, and written and visual presentation of information | Computer practical classes, group and independent research. | Computer-based exercises.<br>Independent research, dissertation, problem solving exercises, essays, web pages, posters, group reports. |

iv) Numeracy

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Use a variety of descriptive and inferential statistical methods and graphic techniques to explore, analyses and visualize environmental data. | Lectures; computer practical classes, independent research | Computer-based exercises.<br>Independent research, dissertation |

v) Team working

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Work effectively and collaboratively in teams to collectively explore key concepts and tasks. | Tutorials, seminars, team problem solving, field courses. | Seminar and tutorial working, problem solving exercises. |

vi) Problem solving

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Explore key problem spaces with contemporary discourses and approaches | Tutorials, seminars, team problem solving, field courses. | Computer-based exercises.<br>Independent research, dissertation, problem solving exercises. |

vii) Information handling

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Gather, retrieve and manipulate evidence and information in support of scientific arguments | Tutorials, seminars, directed reading, independent research, computer practicals, team problem solving, field courses. | Essays, essay-based examinations, dissertations, practical reports., seminar and tutorial working, problem solving exercises, team problem solving |
| Analyze information from a variety of sources to develop and construct scientific arguments and interpretations. | Tutorials, seminars, directed reading, independent research, computer practicals, team problem solving, field courses. | Essays, essay-based examinations, dissertations, practical reports., seminar and tutorial working, problem solving exercises, team problem solving |

viii) Skills for lifelong learning

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate intellectual development and independence through the setting of research tasks and the solving of problems. | Independent research and seminar presentations | Independent research and seminar presentations |
| Reflect upon own learning and use personal development planning to plan personal, academic and career development. | Independent research and seminar presentations | Discussions with personal and other tutors; Curriculum vitae writing. Employability & career development module. |
| Manage time effectively to meet targets and deadlines | Independent research and seminar presentations | dissertations, seminars, essays, independent research. |

**Year in Industry Students (only)**

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated |
|---|---|---|
| On Placement | | |
| 1. Apply the theoretical and practical aspects of the material studied at the University and demonstrate the personal and professional skills necessary for your | Students undertake a minimum of 9 months experience in the workplace.<br><br>Project supervision, independent research | Completion of Monthly Reflective Journals to record skills development, major achievements, key areas of work, learning points and challenges overcome. |

| | | |
|---|---|---|
| role within the organisation. | | Assessed by a Placement Portfolio, comprising of a Reflective Summary, Professional Development Plan, and Updated CV (excluded from word count) to formally assess on a pass or fail basis.<br><br>Formative feedback during a Placement Visit (in person or via Skype) from Placement Provider and Placement Tutor regarding reflection on skills development, areas of strength and weakness and contribution to the workplace. |
| 2. Compose a Professional Development Plan considering your strengths, development areas and motivations for your next step | Students undertake a minimum of 9 months experience in the workplace.<br><br>Project supervision, independent research | Completion of Monthly Reflective Journals to record skills development, major achievements, key areas of work, learning points and challenges overcome.<br><br>Assessed by a Placement Portfolio, comprising of a Reflective Summary, Professional Development Plan, and Updated CV (excluded from word count) to formally assess on a pass or fail basis.<br><br>Formative feedback during a Placement Visit (in person or via Skype) from Placement Provider and Placement Tutor regarding reflection on skills development, areas of strength and weakness and contribution to the workplace. |
| 3. Modify your CV to include the skills and experience you have gained through your significant experience gained in the past 12 months. | Students undertake a minimum of 9 months experience in the workplace.<br><br>Project supervision, independent research | Completion of Monthly Reflective Journals to record skills development, major achievements, key areas of work, learning points and challenges overcome. |

| | | |
|---|---|---|
| | | Assessed by a Placement Portfolio, comprising of a Reflective Summary, Professional Development Plan, and Updated CV (excluded from word count) to formally assess on a pass or fail basis.<br><br>Formative feedback during a Placement Visit (in person or via Skype) from Placement Provider and Placement Tutor regarding reflection on skills development, areas of strength and weakness and contribution to the workplace. |

**Year Abroad**

| **Intended Learning Outcomes** | **Teaching and Learning Methods** | **How Demonstrated?** |
|---|---|---|
| On completion of the year abroad students can be expected to: | | |
| 1. Reflect on skills learned and knowledge gained and explain how these may contribute to future academic development.<br><br>2. Demonstrate improved professional communication, presentation and interpersonal skills, networking skills and, if relevant, skills in another language.<br><br>3. Demonstrate a range of self-management and life-long learning skills including time management, adaptability, confidence, independence and enterprise. | Global Success toolkit (including written guidance and workshops to be delivered in partnership with CDS).<br><br>Experience of living and studying overseas.<br><br>Experience of studying in an overseas institution. | Updated Curriculum Vitae (not formally assessed).<br><br>Seminar presentations and contributions to tutorials during final year of study at UoL.<br><br>Assessments undertaken overseas. |

## 10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

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

- Students must pass the dissertation proposal for GY2435 before progression to GY3450 (Dissertation) can be considered. An opportunity to resit is allowed in July; a further fail at this point will result in a resit without residence, with no immediate progression to Year 3. Further failure will trigger a withdrawal from the course.

**Progression onto a year in industry**

The progression criteria for a 'year in industry' programme is to meet the requirements needed to progress to the next level of study as outlined in the University's Senate 5 Regulations.

Where a degree programme has a requirement from a Professional or Statutory Body (PSRB) for academic attainment for students undertake a year in industry are exempt from the proposed new progression criteria and will continue to uphold existing progression criteria.

A Placement Student will revert back to the degree without Year in Industry if:

1. They fail to secure a year in industry role.
2. They fail to pass the assessment related to the year in industry.
3. The year in industry ends early due to the behaviour of the Placement Student not being in accordance with the University's Regulations for Students, Student Responsibilities. The Placement Student will need to suspend for the remainder of the academic year. To prevent such an incident from happening, processes are in place to identify any possible issues or concerns early in the year in industry role. This includes a start check, regular communications, visits to the workplace (physical and/or virtual) and evaluation. Communication and contact between the Placement Student, Placement Provider and University provides support should issues arise.
4. They discontinue their Year in Industry. A student can return to their campus-based studies no later than the end of teaching week 2 at the start of the academic year should they decide to discontinue their Year in Industry they should complete a Course Transfer From. If a Placement Student decides to discontinue their Year in Industry after this point they will need to suspend their studies for the remainder of the academic year.

Nine months is the minimum time required for a year in industry to be formally recognised. If the year in industry is terminated earlier than 9 months as a result of event outside of the Placement Students control (for example redundancy, or company liquidation), the following process will be adopted:

1. If the Placement Student has completed 1 – 6 months, they will be supported to search for another placement to take them up to the 9 months required for the year in industry to be formally recognised. If the Placement Student does not find a placement to meet this criterionthey will be required to suspend and transferred onto the degree without Year in Industry.
2. If the Placement Student has completed 7-8 months, they will be supported to search for another placement to take them up to the 9 months required for the year in industry to be formally recognised. If the Placement Student cannot source an additional placement to take them to 9 months, assessments related to the year in industry will be set for the student to make it possible for the individual learning objectives for the year in industry to be met. This will allow the Year in Industry to be recognised in the degree certificate.
3. A Placement Student will not be permitted to undertake a placement which runs across two academic years.

**Progression onto a year abroad**

Students need to achieve a credit-weighted average of 55% in the second year of their degree programme, and be carrying no failed modules, in order to progress to the year abroad. Students with mitigating circumstances may request that their circumstances be taken into consideration. The

final determination should be made by the relevantBoard of Examiners.

A Student will revert back to the without a year abroad variant of the programme if:

1. They pass less than 50% of the equivalent of 120 UoL credits.
2. They pass between 50 and 80% of the equivalent of 120 UoL credits and do not pass a resit.
3. The year abroad ends early due to the behaviour of the Student not being in accordance with the University's Regulations for Students, Student Responsibilities. The Student will need to suspend for the remainder of the academic year. To prevent such an incident from happening, processes are in place to identify any possible issues or concerns during the risk assessment process, and via monitoringchecks during the year abroad. Communication and contact between the Student, the host university and UoL will ensure support is provided should issues arise.
4. The student discontinues their year abroad. A student may return to their campus-based studies no later than the end of teaching week 2 at the start of the academic year should they decide to discontinue their year abroad, and should complete a Course Transfer Form. If a student discontinues their year abroad after the end of teaching week 2 at Leicester and before the end of their first semester abroad, they will be required to suspend their studies for the remainder of the academic yearand transfer to the standard variant of their degree.

Where a student successfully completes the first semester of their year abroad, but discontinues their placement prior to completion of the full academic year for any reason, consideration may be given to the awarding of a 'witha semester abroad' degree programme, as set out below:

- If a Student completes the first semester of their year abroad and subsequently discontinues prior to the end of their second semester, they will be required to suspend their studies for the remainder of the academic year, but will be deemed to have met the requirements to transfer to a 'with a semesterabroad' variant of their degree programme if they have passed the equivalent of 48 UoL credits.
- If the student has passed between 30 and 48 UoL credits, they may undertake resit opportunitiesoffered by the host university where possible.
- If the student is not able to undertake resit assessments via their host university, fails resits, or passesfewer than the equivalent of 30 UoL credits, they will revert to the standard variant of their degree.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

### a) Course transfers

Students can transfer **from**: BSc Geography, BSC Physical Geography and Geology, BSc Geology, MGeol Geology

Students can transfer **to**: BSc geography, BSc Physical Geography and Geology

## 11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

## 12. Special features

Study in the field is an integral part of the curriculum and the school runs field courses to a number of destinations around the world. Staff are engaged in internationally recognized research across numerous aspects of Earth Science, Geography and Biological Science.

For Year in Industry Variant:

It is the student's responsibility to secure a year in industry role. Employer led activities provide a platform for students to engage with organisations who are recruiting students for year in industry roles.

When a Placement Student starts a year in industry, they will be required to complete health and safety documents and confirm they have completed a formal induction process no later than the 2nd week of placement. A Placement Student on the Year in Industry variant will also gain from being able to:

1. Apply the theoretical and practical aspects of the material studied at the University and demonstrate the personal and professional skills necessary for your role within the organisation.
2. Compose a Professional Development Plan considering your strengths, development areas and motivations for your next step
3. Modify your CV to include the skills and experience you have gained through your significant experience gained in the past 12 months

**Year Abroad**

It is the student's responsibility to apply for a year abroad, and to comply in full with the preparation process, whichincludes

- Attendance at the 'What's next?' talk, delivered in February
- Attendance at pre-departure talks/events
- Compliance with the risk assessment process

Students will be offered additional pre-departure workshops on intercultural competence, and post-placementworkshops on employability.

## 13. Indications of programme quality

External Examiner's reports have repeatedly praised the breadth of the education and the dedication of the staff.

## 14. External Examiner(s) 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 exam-papers [log-in required]

UNIVERSITY OF LEICESTER

# Programme Specification (Undergraduate) FOR ENTRY YEAR: 2023/24

**Date created:** 25/11/2020 **Last amended:** 05/03/2025 **Version no.** 3

## Appendix 1: Programme structure (programme regulations)

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 affected | Module Code(s) | Update |
|---|---|---|
| 2022/23 | GY3420 | Dissertation modules code changed to GY3450 |
| 2022/23 | GL1104 | Module title changed to 'Natural Resources and Energy for the 21st Century' |
| | | |
| | | |

### a) BSc Environmental Science

**Level 6/Year 1 2023/24**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | 30 credits | 45 credits |
| Optional | n/a | 30 credits | 15 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | GY1431 | EVOLUTION OF THE EARTH SYSTEM | 15 credits |
| Sem 1 | GY1423 | EXPLORING OUR DIGITAL PLANET | 15 credits |
| Sem 2 | GY1432 | THE CONTEMPORARY EARTH SYSTEM | 15 credits |
| Sem 2 | GY1433 | FIELD AND LABORATORY TECHNIQUES | 15 credits |
| Sem 2 | GY1421 | WORKING WITH GEOGRAPHICAL INFORMATION | 15 credits |

**Notes**
N/A

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| SEM1 | GL1102 | MICRO TO MACRO: ROCK PROPERTIES AND PLATE TECTONICS | 15 credits |
| SEM1 | GL1103 | PALAEOBIOLOGY AND THE STRATIGRAPHIC RECORD | 15 credits |
| SEM1 | GY1411 | HUMAN GEOGRAPHY FOR A GLOBALISED WORLD | 15 credits |
| SEM1 | BS1040 | THE CELL: AN INTRODUCTION TO CELL BIOLOGY AND MICROBIOLOGY | 30 credits |
| SEM1 | SP1020 | SPANISH LANGUAGE (BEGINNERS) 1 | 15 credits |
| SEM1 | FR1020 | FRENCH LANGUAGE (BEGINNERS) 1 | 15 credits |
| SEM2 | GY1412 | ENVIRONMENT/NATURE/SOCIETY | 15 credits |
| SEM2 | GL1104 | NATURAL RESOURCES AND ENERGY FOR THE 21$^{ST}$ CENTURY | 15 credits |
| SEM2 | BS1070 | BIODIVERSITY AND BEHAVIOUR | 15 credits |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| SEM2 | SP1021 | SPANISH LANGUAGE (BEGINNERS) 2 (S2) | 15 credits |
| SEM2 | FR1021 | FRENCH LANGUAGE FOR BEGINNERS 2 (S2) | 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.

**Level 5/Year 2 2024/25**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | n/a | 30 credits |
| Optional | n/a | 60 credits | 30 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| SEM 1 | GY2420 | CLIMATE CHANGE: IMPACTS, VULNERABILITY AND ADAPTATION | 15 credits |
| SEM2 | GY2435 | RESEARCH DESIGN (OVERSEAS FIELD COURSE)* | 30 credits |

**Notes**
*Qualifying mark of 40% in dissertation proposal is required for progression into year 3

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| SEM1 | GY2433 | CATCHMENT SYSTEMS | 15 credits |
| SEM1 | GY2434 | THE DYNAMIC BIOSPHERE | 15 credits |
| SEM1 | GY2411 | CRITICAL GEOGRAPHIES OF ENVIRONMENT AND DEVELOPMENT | 15 credits |
| SEM1 | GY2431 | DATA ANALYSIS | 15 credits |
| SEM1 | GL2107 | MAJOR EVENTS IN THE HISTORY OF LIFE | 15 credits |
| SEM1 | GL2106 | MINERAL RESOURCES FOR NET-ZERO CARBON 1 | 15 credits |
| SEM1 | BS2059 | GLOBAL CHANGE BIOLOGY CONSERVATION BIOLOGY | 15 credits |
| SEM2 | GY2422 | GEOGRAPHY IN EDUCATION | 15 credits |
| SEM2 | GY2436 | AN INTRODUCTION OF PAST GLOBAL CLIMATE CHANGES | 15 credits |
| SEM2 | GY2421 | GEOGRAPHICAL INFORMATION SCIENCE | 15 credits |
| SEM2 | BS2078 | A FIELD GUIDE TO EVOLUTION | 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.

**Level 6/Year 3 2025/26**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | n/a | 30 credits | n/a |

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Optional | n/a | 30 credits | 60 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | GY3450 | DISSERTATION | 30 credits |

**Notes**
N/A

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| | | | |
| SEM1 | GY3431 | NEOTROPICAL RAINFORESTS | 15 credits |
| SEM1 | GY3425 | CRITICAL DIGITAL GEOGRAPHIES | 15 credits |
| SEM1 | GY3433 | UNDERSTANDING ECOSYSTEMS AND ENVIRONMENTS OF THE DISTANT PAST | 15 credits |
| SEM1 | GY3411 | CONTEMPORARY ENVIRONMENTAL CHALLENGES | 15 credits |
| SEM1 | GL3102 | ENVIRONMENTAL GEOSCIENCE | 15 credits |
| SEM1 | BS3038 | BIODIVERSITY IN PRACTICE | 15 credits |
| SEM1 | NT3100 | SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT | 15 credits |
| SEM2 | GL3109 | MINERAL EXPLORATION, ECONOMICS AND SUSTAINABILITY | 15 credits |
| SEM2 | GL3110 | MINERAL RESOURCES FOR NET ZERO CARBON 2 | 15 credits |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| SEM2 | GY3424 | REMOTE SENSING OF THE ENVIRONMENT | 15 credits |
| SEM2 | GY3434 | STABLE ISOTOPES IN THE ENVIRONMENT | 15 credits |
| SEM2 | GY3435 | WATER QUALITY PROCESSES AND MANAGEMENT | 15 credits |
| SEM2 | GY3436 | DRYLANDS: LANDSCAPES, ECOSYSTEMS AND PEOPLE | 15 credits |
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| SEM2 | GY3421 | INFORMATION VISUALISATION | 15 credits |
| SEM2 | GY3426 | RESEARCH COMMUNICATION | 15 credits |
| SEM2 | BS3069 | INTRODUCTION TO ASTROBIOLOGY AND THE ORIGIN OF LIFE | 15 credits |
| SEM2 | BS3080 | BEHAVIOURAL ECOLOGY | 15 credits |
| SEM2 | NT3200 | SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT | 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.

b) **BSc ENVIRONMENTAL SCIENCE WITH A YEAR ABROAD**

Approved institutions include those listed at https://le.ac.uk/cite/study-abroad-unit/outgoing/destinations

**FIRST SECOND AND FINAL YEAR MODULES**

Regulations for the first and second year are the same as for the B.Sc. Environmental Science. Regulations for the fourth year of the course are the same as for the third year of the B.Sc. Environmental Science.

**THIRD YEAR MODULES**

The third year will be spent abroad in the USA, Canada, Finland, Spain, Germany and the Netherlands taking approved courses in one of the institutions associated with the Department of Geography. Level 3 modules from the Geography and Environmental Sciences Departments of the host Institution, plus introductory language modules, to the same overall credit value per year as Leicester. A small proportion of modules in other subjects may be taken by prior agreement of the International Officer in the school. Students will be required to reach a prescribed level of attainment in the work done abroad (a pass in Leicester terms according to the mark translation). Any student failing the year abroad component will revert back to the standard Leicester variant of their degree.

c) **BSc ENVIRONMENTAL SCIENCE WITH A YEAR IN INDUSTRY**

**Level 4/Year 1 2023/24**

Credit breakdown

| **Status** | **Year long** | **Semester 1** | **Semester 2** |
|---|---|---|---|
| Core | Choose an item. | 30 credits | 45 credits |
| Optional | Choose an item. | 30 credits | 15 credits |

120 credits in total

Core modules

| **Delivery period** | **Code** | **Title** | **Credits** |
|---|---|---|---|
| Sem 1 | GY1431 | EVOLUTION OF THE EARTH SYSTEM | 15 credits |
| Sem 1 | GY1423 | EXPLORING OUR DIGITAL PLANET | 15 credits |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 2 | GY1432 | THE CONTEMPORARY EARTH SYSTEM | 15 credits |
| Sem 2 | GY1433 | FIELD AND LABORATORY TECHNIQUES | 15 credits |
| Sem 2 | GY1421 | WORKING WITH GEOGRAPHICAL INFORMATION | 15 credits |

**Notes**
N/A

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| SEM1 | GL1102 | MICRO TO MACRO: ROCK PROPERTIES AND PLATE TECTONICS | 15 |
| SEM1 | GL1103 | PALAEOBIOLOGY AND THE STRATIGRAPHIC RECORD | 15 |
| SEM1 | GY1411 | HUMAN GEOGRAPHY FOR A GLOBALISED WORLD | 15 |
| SEM1 | BS1040 | THE CELL: AN INTRODUCTION TO CELL BIOLOGY AND MICROBIOLOGY | 30 |
| SEM1 | SP1020 | SPANISH LANGUAGE (BEGINNERS) 1 | 15 |
| SEM1 | FR1020 | FRENCH LANGUAGE FOR BEGINNERS 1 | 15 |
| SEM2 | GY1412 | ENVIRONMENT/NATURE/SOCIETY | 15 |
| SEM2 | GL1104 | NATURAL RESOURCES AND ENERGY FOR THE 21$^{ST}$ CENTURY | 15 |
| SEM2 | BS1070 | BIODIVERSITY AND BEHAVIOUR | 15 |
| SEM2 | SP1021 | SPANISH LANGUAGE (BEGINNERS) 2 (S2) | 15 |
| SEM2 | FR1021 | FRENCH LANGUAGE FOR BEGINNERS 2 (S2) | 15 |

**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.

**Level 5/Year 2 2024/25**

Credit breakdown

| **Status** | **Year long** | **Semester 1** | **Semester 2** |
|---|---|---|---|
| Core | n/a | n/a | 30 credits |
| Optional | n/a | 60 credits | 30 credits |

120 credits in total

Core modules

| **Delivery period** | **Code** | **Title** | **Credits** |
|---|---|---|---|
| SEM2 | GY2435 | RESEARCH DESIGN (OVERSEAS FIELD COURSE)* | 30 credits |
| SEM1 | GY2420 | CLIMATE CHANGE: IMPACTS VULNERABILITY AND ADAPTATION | 15 |

**Notes**
*Qualifying mark of 40% in dissertation proposal is required for progression into year 3

Option modules

| **Delivery period** | **Code** | **Title** | **Credits** |
|---|---|---|---|
| SEM1 | GY2433 | CATCHMENT SYSTEMS | 15 |
| SEM1 | GY2434 | THE DYNAMIC BIOSPHERE | 15 |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| SEM1 | GY2411 | CRITICAL GEOGRAPHIES OF ENVIRONMENT AND DEVELOPMENT | 15 |
| SEM1 | GY2431 | DATA ANALYSIS | 15 |
| SEM1 | GL2107 | MAJOR EVENTS IN THE HISTORY OF LIFE | 15 |
| SEM1 | GL2106 | MINERAL RESOURCES FOR NET-ZERO CARBON 1 | 15 |
| SEM1 | BS2059 | GLOBAL CHANGE BIOLOGY CONSERVATION BIOLOGY | 15 |
| SEM2 | GY2422 | GEOGRAPHY IN EDUCATION | 15 |
| SEM2 | GY2436 | AN INTRODUCTION OF PAST GLOBAL CLIMATE CHANGES | 15 |
| SEM2 | GY2421 | GEOGRAPHICAL INFORMATION SCIENCE | 15 |
| SEM2 | BS2078 | A FIELD GUIDE TO EVOLUTION | 15 |

**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.

**THIRD YEAR**

Students who gain an industry placement will be assessed as per the standard model for undergraduate placements in the College of Science and Engineering. The marks from this year will not be included in the final degree assessment.

| | | | |
|---|---|---|---|
| Year Long | ADGL223 | On Placement | 0 credits |

**Level 6/Year 4 2025/26**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | Choose an item. | 30 credits | Choose an item. |
| Optional | Choose an item. | 30 credits | 60 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Sem 1 | GY3450 | DISSERTATION | 30 credits |

**Notes**
N/A

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| | | | |
| SEM1 | GY3431 | NEOTROPICAL RAINFORESTS | 15 |
| SEM1 | GY3425 | CRITICAL DIGITAL GEOGRAPHIES | 15 |
| SEM1 | GY3433 | UNDERSTANDING ECOSYSTEMS AND ENVIRONMENTS OF THE DISTANT PAST | 15 |
| SEM1 | GY3411 | CONTEMPORARY ENVIRONMENTAL CHALLENGES | 15 |

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| SEM1 | GL3102 | ENVIRONMENTAL GEOSCIENCE | 15 |
| SEM1 | BS3038 | BIODIVERSITY IN PRACTICE | 15 |
| SEM1 | NT3100 | SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT | 15 |
| SEM2 | GL3109 | MINERAL EXPLORATION, ECONOMICS AND SUSTAINABILITY | 15 |
| SEM2 | GL3110 | MINERAL RESOURCES FOR NET ZERO CARBON 2 | 15 |
| SEM2 | GY3424 | REMOTE SENSING OF THE ENVIRONMENT | 15 |
| SEM2 | GY3434 | STABLE ISOTOPES IN THE ENVIRONMENT | 15 |
| SEM2 | GY3435 | WATER QUALITY PROCESSES AND MANAGEMENT | 15 |
| SEM2 | GY3436 | DRYLANDS: LANDSCAPES, ECOSYSTEMS AND PEOPLE | 15 |
| | | | |
| | | | |
| | | | |
| SEM2 | GY3421 | INFORMATION VISUALISATION | 15 |
| SEM2 | GY3426 | RESEARCH COMMUNICATION | 15 |
| SEM2 | BS3080 | BEHAVIOURAL ECOLOGY | 15 |
| SEM2 | BS3069 | INTRODUCTION TO ASTROBIOLOGY AND THE ORIGIN OF LIFE | 15 |
| SEM2 | NT3200 | SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT | 15 |

**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: Module specifications**

See undergraduate module specification database [login required] (Note - modules are organized by year of delivery).

**Appendix 3: Skills matrix**