Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 01/08/25 **Last amended:** 01/12/2025 **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

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

BSc Environmental Science

a) HECOS Code

HECOS Code	%
100381	100%

b) UCAS Code (where required)

[n/a]

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based at Panjin Campus, Dalian University of Technology

4. Registration periods:

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

All students that have followed the Chinese school and qualification system must be from the same Gaokao group (the top group out of four) as students entering other DUT undergraduate programmes. Students must also possess a sufficient level of English language to enable such students to undertake studies with the English language as the teaching medium.

For Year 1 entry, a Gaokao English language score of 70% for English language or an IELTS score of 5.0 will be required. After intensive English language teaching in Year 1, students will be required to demonstrate CEFR Level B2 in English language (otherwise IELTS 6.0).

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 basis and subject to the general provisions of the University APL policy.

7. Programme aims

The programme provides 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 and management. The objectives of the programme are structured around five key themes (1) Environmental Systems: principles, processes and management, 2) Environmental Geoscience, 3) Digital Environmental Science, 4) Environment Science and Society and 5) The Environmental Scientists Tool Kit) and aim to provide students with:

- a scientific understanding of the physical, chemical and biological principles, concepts and processes underpinning the operation of environmental systems and the dynamics of environmental change at a range of spatial and temporal scales;
- an understanding of the origin of the Earth's natural resources and the environmental, socio-economic and political challenges associated with managing their extraction and exploitation in a sustainable and responsible manner;
- an understanding and experience of how Remote Sensing and Geographical Information Science can be used to monitor, map and manage environmental system behaviour and change;
- a critical appreciation of the interactions between human societies and the environment, and an understanding and practical experience of the principles, frameworks, approaches and tools that inform decision-making in a range of environmental policy development and management contexts;
- training in, and practical experience of, field and laboratory techniques for the collection and analyses of environmental samples, statistical techniques for data analyses, computer modelling techniques for simulating and forecasting environmental system behaviour and the application of ecological and engineering management techniques and technologies to solve environmental problems;
- a learning experience in which students develop and demonstrate the range of transferable skills necessary for effective independent learning and critical thinking;
- opportunities to develop employability skills and engage with career and personal development planning that support students to secure careers in a range of environmental sectors (industrial, commercial, governmental and non-governmental, charitable).

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement for Earth Sciences, Environmental Sciences and Environmental Studies
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [login required]
- United Nations Education for Sustainable Development Goals

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 01/08/25 **Last amended:** 01/12/2025 **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

9. Programme Outcomes

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

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: use English language to study and communicate effectively in academic tasks generally and environmental science specifically	Communicative Language Teaching methodologies	Speaking, listening, writing and reading exercises	Speaking, listening, writing, reading, presentation tests, coursework assignments and portfolio
Students should be able to: demonstrate core competency in physical science (maths, chemistry and biology) underpinning the study of environmental science	Lectures, problem solving classes, seminars, practical classes, guided independent study	Lectures, example problems, formative assessments, group problem solving classes & VLE directed activities, chemistry, seminar discussions, practical exercises; directed reading, oral presentation	Coursework assignments, written examinations, Chemistry, written reports, oral presentations, written examinations
Students should be able to: recall the physical, chemical and biological principles, concepts and processes underpinning the operation of environmental systems and apply them to understand the causes and consequences of natural and	Lectures, tutorials, workshops guided independent study, fieldwork, laboratory and computer practical classes	Tutorial discussions, worksheets, formative multiple-choice tests, directed reading, fieldwork exercises, laboratory- and computer-based exercises	Worksheets, reports, written examinations

anthropogenic environmental change at a range of spatial and temporal scales			
Students should be able to: account for the origin of the Earth's natural resources and appraise the challenges associated with managing their extraction and exploitation in a sustainable and responsible manner	Lectures, practical classes, small group work, guided independent study	Workshop discussions, short answer questions, oral presentations, directed reading, formative multiple-choice tests and self-assessment activities	Short answer questions, oral presentations, written examinations, multiple choice questions, practical examinations
Students should be able to: critically appraise the interactions between human societies and the environment with specific reference to the principles, frameworks, approaches and tools that inform decision-making in a range of environmental policy development and management contexts	Lectures, seminars, guided independent study, practical classes, project supervision	Directed reading, seminar discussions, essay, practical exercises, critical review, short answer questions, environmental impact assessment	Critical review, written examination, essay, environmental impact assessment, short answer questions

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: describe and account for the Earth in terms of a set of continuously interacting components (e.g. atmosphere, biosphere, geosphere) linked by the operation of	Lectures, tutorials, workshops, guided independent study, fieldwork, laboratory and computer practical classes	Tutorial discussions, worksheets, formative multiple-choice tests, directed reading, fieldwork exercises, laboratory and computer-based exercises	Worksheets, reports, written examinations

biogeochemical cycles (carbon cycle, nitrogen cycle, hydrological cycle).			
Students should be able to: describe and account for a range of anthropogenic impacts on the natural environment and human societies (global warming, water and air pollution) and explain how they can be measured and monitored.	Lectures, tutorials, seminars, fieldwork, workshops, guided independent study	Tutorial discussions, worksheets, formative multiple-choice tests, directed reading, computer based practical exercises, field visits, Q+A sessions	Worksheets, reports, briefing note, written examinations
Students should be able to: describe and critically evaluate a range of environmental management and planning principles (e.g. sustainable development), concepts (e.g. mitigation and adaptation) and approaches (e.g. Environmental Impact and Risk Assessment) in a range of different contexts (natural resource management, pollution, climate change and natural hazards).	Lectures, seminars, project supervision, guided independent study	Essay, environmental impact assessment, seminar discussions, directed reading, computer based practical exercises, Q+A sessions	Essay, environmental impact assessment, briefing note, written examination
Students should be able to: summarise the key physical and economic attributes of a range of natural resources (water, metalliferous ores, energy resources and critical minerals for the energy transition) and evaluate the environmental, technological, socio-economic and political challenges associated with their extraction.	Lectures, practical classes, small group work, guided independent study	Workshop discussions, short answer questions, oral presentations, directed reading; formative multiple-choice tests and self-assessment activities	Short answer questions, oral presentation, written examination, multiple choice questions, practical examination

Students should be able to: critically evaluate environment-society interactions and inter-dependencies drawing on debates surrounding issues of sustainability, conservation, environmental justice, environmentalism and socio-economic development.	Lectures, seminars, guided independent study, project supervision	Directed reading, seminar discussions, essay, environmental impact assessment	Critical review, written examination, essay, environmental impact assessment

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Summarise, evaluate and utilise a range of different information sources including academic papers, technical, commercial/industrial and socio-economic reports, databases, and legislative/management texts	Lectures, seminars, guided independent study, practical classes, small group work, supervised workshop time, project supervision	Directed reading, seminar and workshop discussions, films, critical review, short answer questions, oral presentations, practical exercises, briefing note, Q+A sessions, environmental impact assessment, essays	Critical review, written examinations, short answer questions, oral presentations, briefing note, environmental impact assessment, essays

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: identify and reflect on the range of theoretical, philosophical and methodological perspectives employed in environmental science	Lectures, tutorials, seminars, workshops, practical classes, project supervision, guided independent study	Tutorial and seminar discussions, worksheets, formative multiple-choice tests, directed reading, computer-based practical exercises, modelling project, essay,	Worksheets, written examinations, computer-based practical exercises, modelling project, short answer questions, oral presentation, essay, environmental impact assessment

		environmental impact assessment, short answer questions	
Students should be able to: source and analyse a range of environmental and socio-economic data	Lectures, practical classes, small group work, guided independent study, seminars, supervised time in workshop	Workshop and seminar discussions, short answer questions, oral presentations, directed reading	Short answer questions, oral presentations, practical assignments, written exam

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: synthesise and evaluate arguments and evidence from a range of sources gathered from lectures and independent study	Lectures, tutorials, seminars, workshops, project supervision	Dissertation, formative assessment opportunities, tutorial and seminar discussions, oral presentations, research proposal	Dissertation, oral presentation, research proposal

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: present an argument to a range of different audiences using a variety of qualitative and quantitative methods	Lectures, tutorials, seminars, workshops, project supervision, field work	Short answer questions, dissertation, formative assessment opportunities, tutorial and seminar discussions, oral presentations, research proposal, field visits, reports, essays	Short answer questions, dissertation, oral presentation, research proposal, written examination, reports, essays,

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Lectures	Bibliographic searches	Research proposal, Dissertation

conduct a literature search on a specific topic			
Students should be able to: Read, analyse and reflect critically on scientific texts and other source materials.	Lectures, tutorials, seminars, workshops, project supervision	Dissertation, formative assessment opportunities, tutorial and seminar discussions, oral presentations, research proposal	Dissertation, oral presentation, research proposal
Students should be able to: design, execute, and write-up an independent piece of environmental research	Lectures, tutorials, seminars, workshops, project supervision	Dissertation, formative assessment opportunities, tutorial and seminar discussions, oral presentations, research proposal	Dissertation, oral presentation, research proposal

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: apply a range of: field and laboratory techniques for the collection and analyses of environmental samples; statistical techniques for data analyses; computer modelling techniques for simulating and forecasting environmental system behaviour; and ecological and engineering techniques and technologies to manage environmental problems	Lectures, seminars, tutorials, practical classes, field work, project supervision, guided independent study, supervised workshop time	Tutorial and seminar discussions, field visits and activities, laboratory and computer-based exercises, guided reading, projects, reports, reflections, short answer questions, oral presentations, short answer questions	Reports, reflections, computer coding exercises, practical exercises, modelling project, written examinations, short answer questions

Students should be able to: analyse satellite imagery and other digital and spatially referenced digital data using a range of remote sensing and GIS techniques and software	Lectures, seminars, practical classes, guided independent study, video	Computer-based exercises, seminar discussions, guided reading, formative assessment exercises	Reports, tests

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: work independently	Lectures, tutorials, guided independent study	Research project, directed reading, oral presentation, research proposal, dissertation	Oral presentation, research proposal, dissertation

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: present research findings in a variety of formats	Lectures, tutorials, seminars, computer classes, field excursion, practical classes, guided independent study	Computer based exercises, field activities, directed reading, oral presentation, research proposal, dissertation, scientific consultancy report, briefing note, practical exercises	Oral presentation, research proposal, dissertation, scientific consultancy report, briefing note

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: present verbal arguments in English in presentations, discussions and debates in a confident, fluent and coherent manner	Lectures, tutorials, seminars, practical classes, guided independent study	Tutorial and seminar discussions, oral presentations, question and answer sessions, practical exercises directed reading	Oral presentations; questions and answers
Students should be able to: present arguments in English in a variety of formats (e.g. essays, reports, reviews and summaries) in a coherent and fluent manner	Lectures, seminars, film, practical classes, workshops guided independent study	Lectures, seminars, film, short answer questions, practical exercises, workshops, dissertation, directed reading	Critical review, written examination, short answer questions, scientific report, dissertation
Students should be able to: use spreadsheets, word processing and presentation software effectively	Lectures, practical classes, guided independent study, seminars and tutorials, workshops	Practical exercises, oral presentations, directed reading, tutorial and seminar discussions, reports, workshops, dissertation,	Oral presentations, reports, dissertation

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: undertake simple calculations to illustrate a range of environmental principles, concepts and processes	Lectures, practical classes, tutorials, guided independent study,	Practical exercises, tutorial discussions, directed reading	Short answer questions
Students should be able to: present environmental data using a variety of graphical techniques	Lectures, practical classes, workshops, clinics, field work, seminars, guided independent study	Field activities, practical exercises, workshops, scientific reports, seminar discussions, directed reading	Scientific reports
Students should be able to: analyse environmental data using a variety of descriptive and inferential statistical techniques	Lectures, practical classes, workshops, clinics, field work, seminars, guided independent study	Field activities, practical exercises, workshops, scientific reports, seminar discussions, directed reading	Scientific reports

iii) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: reflect upon their skills and motivations as an environmental scientist and their career aspirations	GY1500 Ecological Monitoring and Assessment; GY3502 Project Design and Planning	Lectures, seminars, tutorials, workshops, project supervision, field work, guided independent study, discussions with personal and other tutors; discussions with career service	Workshops, tutorial and seminar discussions, field activities, directed reading	Written reflections, covering letter and CV

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: explore key problem spaces with contemporary discourses and approaches	Lectures, seminars, practical classes, film, project supervision, guided independent study	Seminar discussions, practical exercises, guided reading	Critical review, short answer questions, written examination, oral presentation, essay, environmental impact assessment
Students should be able to: analyse environmental data within problem solving contexts	Lectures, practical classes, guided independent study, field visits, seminars, workshops	Practical exercises, directed reading, oral presentation, essay, scientific report, field activities, workshops, clinics	Written examination, short answer questions, oral presentation, essay, scientific report,

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Lectures, tutorials, seminars, workshops, project supervision	Dissertation, formative assessment opportunities, tutorial and seminar	Dissertation, oral presentation, research proposal

effectively organise and manage their time to meet targets and deadlines		discussions, oral presentations, research proposal	

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: work effectively and collaboratively in teams (discuss ideas, formulate plans, organise time/allocate tasks, produce joint reports and presentations).	Lectures, field work, practical classes, tutorials, seminars, project supervision, guided independent study	Practical exercises, fieldwork, tutorial and seminar discussions, directed reading, scientific reports, oral presentations	Scientific report, oral presentation

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:

There are two progression points in each academic year: end of Semester 1 and end of Semester 2 of the DUT-DLI teaching calendar. A progression decision is made by the DLI Board of Examiners on the basis of the Semester 1 exam/resit results in March and Semester 2 exam/resit results in July each year. Where it is known following Semester 1 that a student can no longer meet the requirements to progress to the next year, they may be required to suspend their studies at that stage.

Progression form Year 1 to Year 2

As the Year 1 of the DLI programme is below the level of entry for HE in the UK, a specific scheme of progression has been designed to ensure that students have evidenced required English language and academic capabilities to study the substantive element of the programme.

Year 1 of the DLI programme consists of courses in English for Academic Purposes (EAP), counting for 60 credits, and subject related theory courses counting for 60 credits, totalling 120 credits.

Student who passes all 120 UoL credits in Year 1 will proceed to Year 2 of the DLI programme. A minimum of 90 credits must be passed in Year 1 for progression to Year 2.

Students who fail any modules in Year 1 will be eligible for one re-sit of the assessment. The timing of this re-sit will depend on the semester in which the module is taught.

English for Academic Purposes (EAP Modules) (60 credits):

FAIL EAP Modules: Resit EAP Modules
As DLI programmes are delivered in English, the EAP modules are pre-requisite for courses throughout Year 2-4 of the DLI programme. In order to progress between Year 1 and Year 2 of the DLI programmes, the DLI students will be required to pass all language modules.

Students who have failed to pass all of the EAP modules can be offered ONE re-sit attempt at the next re-sit opportunity available.

Students who have passed the EAP modules at this stage and meet other progression requirements as set out below, they will be permitted to proceed.

FAIL Re-Sit EAP Assessment: REPEAT Year
Students who have failed EAP modules after one re-sit attempt can be offered REPEAT Year of the Year 1 of the DLI programme in the subsequent academic year.

Students who subsequently fail the resit EAP modules in a Repeat Year (after a reassessment attempt) will have their course of studies terminated.

Theory Modules (60 Credits)

Students who have failed no more than 30 credits of non-prerequisite theory modules after a reassessment attempt will be permitted to proceed to Year 2 of the programme. The Board of Examiners may, at its discretion, offer a third and final attempt at any failed modules (progression from Year Two to Year Three will not be dependent on the outcome of this reassessment).

Students who have failed no more than 30 credits, but have failed prerequisite theory modules after a reassessment attempt, will not be permitted to progress to Year 2 of the DLI programme and will be offered a Repeat Year. Students who subsequently fail a prerequisite theory module in a Repeat Year (after a reassessment attempt) will have their course of studies terminated.

Students who have failed more than 30 credits of theory modules in the Year 1, following re-sit, will not be permitted to proceed on the programme, and will be offered a Repeat Year. Students who subsequently fail the resit theory modules in a Repeat Year (after a reassessment attempt) will have their course of studies terminated.

Re-Sit Attempt(s):
Re-sit attempt and the number of re-sit attempts are considered and offered at the DLI Progression Board at the discretion of the Board in line with the UoL Senate Regulations, with a balanced view of the academic performance across the subject modules throughout the academic year(s), academic demands/challenges from future subject modules in the subsequent year(s) and the category of the failed module.

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

Transfer between different degrees

Course transfers

Students not satisfying the UoL progression requirements may be allowed to transfer onto DUT programmes.

Students satisfying the UoL progression requirements may be allowed to transfer to the University of Leicester campus-based BSc Environmental Science degree programme, subject to capacity and physical resource limitations on the UoL campus.

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) Year abroad

n/a

b) Year in Industry

n/a

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

The programme is delivered entirely in English with UK-styled pedagogical approaches.

13a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

This programme offers a comprehensive blend of theoretical and practical knowledge in key topics such as climate change, conservation, sustainable development, water quality, and natural resource management. You'll develop critical thinking and problem-solving skills by tackling global environmental challenges and devising scientifically grounded solutions for a sustainable future. With a broad foundation and in-depth focus, the skills and knowledge you gain will open doors to a variety of career pathways globally.

Research-briefed Bringing staff research content into the curriculum.	Immerse yourself in challenging and inspiring learning experiences informed by cutting-edge research. Our programme draws on the expertise of the Contemporary Environments and Evolution and Past Environments research groups in the School, as well as leading experts in Ecological Science at the University of Leicester. Our staff bring their research straight into the classroom, making learning exciting and relevant.
Research-based Framed enquiry for exploring existing knowledge.	Engage in classroom practicals and assessments rooted in real-world problems and data. For example, you'll analyse big challenge questions using digital mapping technologies and study solute concentrations in rivers through problem-based learning. You'll develop skills in data management, statistical methods and modelling.
Research-oriented Students critique published research content and process	Develop your ability to critically appraise your own data management, analyses, and findings through laboratory and computer classes. You'll receive guidance on evaluating published research and engaging critically with literature. This training will equip you with the skills needed to assess and improve your work continually. Additionally, you'll practice writing assignments in the style of research papers and popular science articles, enhancing your ability to communicate complex ideas effectively.

Research-apprenticed Experiencing the research process and methods; building new knowledge.	Gain comprehensive training in report writing, group work, presentation skills, and research techniques, including library skills and reference management software. You'll work individually and in groups to present your findings from data management and critical appraisals, especially during field course research projects. This experience is complemented by a research design module, providing essential research training. Additionally, all students will push the boundaries of knowledge in their final dissertation project based on their independent research, supported by an expert supervisor.

This programme builds the research expertise and confidence needed to excel in the field of Environmental Science and make a meaningful impact on our world.

13. Indications of programme quality

Programme design has been informed by the QAA Benchmarking Statement for Earth Sciences, Environmental Sciences and Environmental Studies and the experience of running the existing Environmental Science degree at UoL.

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 exampapers@Leicester [log-in required]; when available.

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 01/08/25 **Last amended:** 01/12/2025 **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

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.

BSc Environmental Science (4+0)

Level 3/Year 1 2026/27

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	EL0002	University English 1: Speaking and Listening	15 credits
Semester 1	EL0003	University English 2: Reading and Writing	15 credits
Semester 1	CH0280	Advanced Maths I	15 credits
Semester 1	CH0065	Introduction to Chemistry 1	15 credits
Semester 1		Military Theory and Training	0 credits
Semester 1		Moral Cultivation and Basic Law	0 credits
Semester 1		Physical Education	0 credits

Delivery period	Code	Title	Credits
Semester 2	EL0005	English for Specific Academic Purposes	15 credits
Semester 2	CH0281	Advanced Maths II	15 credits
Semester 2	CH0066	Introduction to Chemistry 2	15 credits
Semester 2	EL0004	University English 3: Project	15 credits
Semester 2		Military Theory and Training	0 credits
Semester 2		Chinese Modern and Contemporary History	0 credits
Semester 2		Principles of Marxism	0 credits
Semester 3		Introduction to the Major	0 credits

Notes
n/a

Level 4/Year 1 2027/28

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	GY1502	Fundamentals of the Physical Environment I	15 credits
Semester 1	GY1504	General Biology and Biochemistry	15 credits
Semester 1	GY1424	The Digital World	15 credits

Delivery period	Code	Title	Credits
Semester 1	GY1501	Environmental Data Analysis	15 credits
Semester 1		Physical Electrical Engineering	0 credits
Semester 1		Principles of Marxism	0 credits
Semester 1		Physical Education II	0 credits
Semester 2	GY1503	Fundamentals of the Physical Environment II	15 credits
Semester 2	GL1104	Natural Resources and Energy for the 21st Century	15 credits
Semester 2	GY1500	Ecological Monitoring and Assessment	15 credits
Semester 2	GY1412	Environment Nature and Society	15 credits
Semester 2		New Era Modern Socialism	0 credits
Semester 2		Introduction to Maoism and Theory of Socialism	0 credits
Semester 3		Cognition practical	0 credits
Semester 3		General optional course 1	0 credits

Notes
n/a

Level 5/Year 2 2028/29

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	GY2434	Dynamic Biosphere	15 credits
Semester 1	GY2433	Catchment Systems	15 credits
Semester 1	GY2421	Geographical Information Systems	15 credits
Semester 1	GY2500	Ecological and Environmental Chemistry	15 credits
Semester 1		General Optional Course 2	0 credits
Semester 2	GL2106	Mineral Resources for Net Zero Carbon	15 credits
Semester 2	GY2503	Introduction to Programming	15 credits
Semester 2	GY2502	Environmental and Ecological Engineering	15 credits
Semester 2	GY2501	Ecological Planning and Practical Design	15 credits
Semester 2		Innovation Course	0 credits
Semester 3		Production Practical	0 credits
Semester 3		Field Ecological Investigation	0 credits

Notes
n/a

Level 6/Year 3 2029/30

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	GY3435	Water Quality Processes and Management	15 credits
Semester 1	GY3424	Remote Sensing of the Environment	15 credits
Semester 1	GY3502	Project Design and Planning	15 credits
Semester 1	GL3102	Environmental Geoscience	15 credits
Semester 2	GY3420	Dissertation	30 credits
Semester 2	GY3500	Computer Modelling in Environmental Science	15 credits
Semester 2	GY3501	Environmental Management	15 credits

Notes
n/a

Appendix 2: Module specifications

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