

Form A.2: Details about Individual Degree Programmes

*Please complete a copy of this form **for each degree programme for which accreditation is sought.** (See Section 2b of the Guidance Notes.) Year Abroad and Year in Industry variants may be bundled on the same form if the YA or Year in Industry is an additional year and not a replacement year. Feel free to cut and paste text where the curriculum is common between degree programmes.*

- **Degree Title(s)**

- **General**

Instruction: outline the programme structure (including whether the programme is single or joint honours, whether Year Abroad and Industrial Variants may be awarded, and the weighting of levels in the final degree award). (Note that details of the programme and module structure and contents should be available in the Programme Specifications and Module Descriptions submitted as supporting documents) (12-point font; maximum 3000 characters.)

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• **Essential Subject-Specific Skills for Earth Science Graduates (Matrix M1 and Appendix 2)**

Instruction: For each degree programme, please complete the pro forma skills matrix (Matrix M1) to show where the degree programme delivers each of the categories below via the stated Learning Outcomes. Details of expectations in each category are set out in Appendix 2.

- *Intellectual skills*
- *Practical skills*
- *Communication skills*
- *Personal & Professional skills*

A brief narrative (12-point font; maximum 7000 characters) may also be used to:

- *provide a description of the content of the matrix in relation to the programme structure;*
- *highlight any items of good practice; and*
- *provide justification if any key skills are not provided.*

Combined degrees, 'with' or 'and' or specialised degrees (e.g., Geophysics, Palaeontology, Geology with Palaeontology, Applied and Environmental Geology, Geology and Geography, etc.) should also demonstrate how the learning outcomes of the specialist 'with/and' components are achieved.

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• **Essential Subject-Specific Knowledge for Earth Science Graduates (Matrix M2 & Appendix 3)**

Instruction: For each degree programme, please complete the pro forma knowledge matrix (Matrix M2) to show how the degree programme delivers each of the categories below via the Assessed Learning Outcomes. Details of expectations in each category are listed in Appendix 3 (Essential Subject-Specific Knowledge).

- *Whole Earth Systems*
- *Earth Materials & Processes*
- *Deep Time Perspectives*
- *Human Interactions with the Earth System*
- *The Geoscientist Toolkit*

A brief narrative (12-point font; maximum 7000 characters) may also be used to:

- *provide a description of the content of the matrix in relation to the programme structure;*
- *highlight any items of good practice; and*
- *provide justification if any items of subject-specific knowledge are not provided.*

Where Combined or Joint degrees, 'with' or 'and' or specialised degrees (e.g., Geophysics, Geology with Palaeontology, Palaeontology, Applied and Environmental Geology, Geology and Geography, etc.) are to be accredited, please demonstrate how the learning objectives of the subject-specific knowledge of the specialist 'with/and' components are achieved. Additional topics may be added to the matrix as appropriate.

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- **Fieldwork**

Instruction: Please refer to Section 2.b.iv in the Guidance Notes. Provide a narrative of the fieldwork that is undertaken in the programme, indicating how these elements of learning fit into the overall learning outcomes of the programme. Please outline specific aspects of field training provided and how this progresses from year to year. Please also outline how the field training provides a foundation for any independent project work that has a fieldwork component and how competence to undertake independent fieldwork is assessed. Outline how the fieldwork programme is designed to be accessible and how the assessment of intended learning outcomes is designed to be inclusive. Fieldwork should be designed to enable all participants on a fieldwork-based module to engage in the fieldwork experience as fully as possible. In cases where this is not possible, alternative provision should be designed to meet the original assessed learning outcomes wherever possible. Give examples of good practice. Note that essential skills and knowledge attained during fieldwork will also be included in the skills and knowledge matrices. (12-point font; maximum 8000 characters.)

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- **Independent Projects and Primary Data Collection**

Instruction: Please refer to Section 2.b.v in the Guidance Notes. Describe how the project achieves the desired skill- and knowledge-sets and summarise the range of opportunities typically available to undergraduate students on each programme. In a separate annex, provide examples of titles to demonstrate the range of projects offered in a typical academic year, and provide a brief summary of the objectives achieved for a range of projects undertaken in the previous three years. Details should be provided if external collaborators are involved in project design and supervision. (12-point font; maximum 4000 characters.) (A separate description of M-level projects should also be provided; see next section.)

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- **Integrated Masters Undergraduate Degree Programmes**

Outline the structure and content of the M-level components year of the programme including: the nature of project work (see also previous section); the Credit Accumulation and Transfer Scheme levels of modules taken (normally for accreditation to be awarded, students would be expected to take at least 120 credits (all subjects, and not just Earth Science) at Masters level (Level 7 in the UK except for Scotland, where it is Level 11); the weighting of the final year in the degree award; the provision of any research training; and details of any criteria that students must meet to enable them to progress through the integrated masters programmes between each stage of study. Please refer to Appendix 5 for further guidance. (12-point font; maximum 2500 characters.)

In a separate annex, provide examples of titles of M-level projects to demonstrate the range of projects offered in a typical academic year, and provide a brief summary of the objectives achieved for a range of projects undertaken in the previous three years. Details should be provided if external collaborators are involved in project design and supervision.

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- **Geoethics**

Outline the provision of learning of societal and ethical aspects of Earth Science, including:

- i. Socio-environmental global development frameworks (e.g. UN Sustainable Development Goals) and the concepts of geoethics and environmental justice;*
- ii. Socio-economic, commercial and business principles relevant to the Earth Sciences; and*
- iii. Global perspectives on the historical development of the Earth Sciences and how these influence the modern discipline (including decolonisation of the curriculum).*

(12-point font; maximum 2500 characters.)