COURSE SPECIFICATION

BSc (Hons) Geology

Academic Standards, Quality and Partnerships
Department of Student and Academic Administration

March 2018

COURSE SPECIFICATION

Please refer to the Course Specification Guidance Notes for guidance on completing this document.

Course Title	***Geology***
Final Award	*BSc (Hons)*
Exit Awards	*CertHE, DipHE*
Course Code / UCAS code (if applicable)	*U0223PYC / F600*
Mode of study	*Full time*
Mode of delivery	*Campus*
Normal length of course	*3 years, 4 years with placement*
Cohort(s) to which this course specification applies	*From September 2019 intake onwards*
Awarding Body	*University of Portsmouth*
Teaching Institution	*University of Portsmouth*
Faculty	*Faculty of Science & Health*
School/Department/Subject Group	*School of Environment, Geography & Geosciences*
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-science-and-health/school-of-the-environment-geography-and-geosciences
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/bsc-hons-geology
Professional and/or Statutory Regulatory Body accreditations	*The Geological Society, London*
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	*4,5,6*

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

- Provide a challenging, stimulating and self-rewarding study environment.
- Provide a framework whereby individual study paths may be forged based on choice from a range of options in the final year.
- Develop a range of transferable skills by means of opportunities provided in the study units and a structured tutorial programme for lifelong learning, employability and flexibility in the context of changing labour markets.
- Accommodate student needs in relation to maximising their career potential by enabling them to develop knowledge, understanding and skills in their chosen subject area.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	The evolution, structure and composition of the Earth	Lectures, practicals and fieldwork. Students gain a systematic understanding of key aspects of geology by acquiring coherent and detailed knowledge, informed by research at the forefront of the discipline. This course develops subject knowledge, critical thinking skills, analytical, observational and interpretational skills, and verbal, written and graphical communication skills. Students also learn independence, resilience and decision-making skills in complex and unpredictable contexts. Aligns to Hallmarks 1, 2, 3, 4, 5, 6, 8, 10 and 11.	Exam; coursework; lab books, field notebooks, maps and log sheets.
A2	The principles of stratigraphy and the relationships between rock bodies	Lectures, practicals and fieldwork. Students grain subject knowledge, critical thinking and analysis skills. Decision-making in complex and unpredictable contexts. Aligns to Hallmarks 1, 2, 3, 4, 5, 6, 8, 10 and 11.	Exam; coursework; lab books; field notebooks, maps and log sheets. Formative assessment can be via weekly feedback in practical classes

			and test questions on the intranet, in-field exercises.
A3	The processes that control the evolution of the Earth's crust at different temporal and spatial scales and their relationship to human activities	Lectures, practicals and fieldwork. Students learn systematic understanding of key aspects of geology, including acquisition of coherent and detailed knowledge informed by research in the discipline. Aligns to Hallmarks 1, 2, 3, 4, 5, 6, 8, 10 and 11.	Exam; coursework. Formative assessment can be via weekly feedback in practical classes and test questions on the intranet.
A4	The location of economic resources in the Earth's crust. Their exploitation and consequential environmental impact	Lectures, practicals and fieldwork. Students learn systematic understanding of key aspects of geology, including acquisition of coherent and detailed knowledge informed by research in the discipline. They also learn applied geology skills in the field. Aligns to Hallmarks 1, 2, 3, 4, 5, 6, 8, 10 and 11.	Exam; coursework; presentations - teamwork. Formative assessment can be via weekly feedback in practical classes and test questions on the intranet.
A5	Life: its origin, evolution and diversity through time	Lectures, practicals and fieldwork Students grain subject knowledge, critical thinking and analysis skills, analytical, observational and interpretational skills, and verbal, written and graphical communication skills. Aligns to Hallmarks 1, 2, 3, 4, 5, 6, 8, 10 and 11.	Exam; coursework; lab books. Formative assessment is via weekly feedback in practical classes and test questions on the intranet.

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Formulate and test a hypothesis	Practicals, workshops and fieldwork develop skills in critical thinking and analysis, data synthesis, manipulation and presentation. Students learn how to devise and sustain arguments, and solve problems using ideas and techniques, some of which are at the forefront of a discipline.	Lab books; written reports; coursework. Formative assessment is via weekly feedback in practical classes and field notebooks.

		Students learn to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. This course gives students an appreciation of the uncertainty, ambiguity and limits of knowledge. Aligns to Hallmarks 1, 2, 3, 4, 5, 6, 8, 10 and 11.	
B2	Plan, conduct, evaluate and report a programme of research	Practicals and fieldwork develop critical thinking and analysis; communication skills, researching and referencing skills. Data manipulation and presentation; project management. An ability to deploy accurately established techniques of analysis and enquiry within a discipline. Aligns to Hallmarks 1, 2, 3, 4, 5, 6, 8, 9, 10 and 11.	Coursework, presentations, lab books. Formative assessment is via weekly feedback in practical classes and field notebooks.
B3	Research and synthesise information from a variety of sources	Practicals and workshops allow student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. An appreciation of the uncertainty, ambiguity and limits of knowledge. The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. Aligns to Hallmarks 1, 2, 3, 4, 5, 6, 8, 9, 10 and 11.	Coursework, lab books, presentations.
B4	Analyse, evaluate, interpret and integrate data from a variety of sources	Practicals, workshops and fieldwork. Develops analytical, observation and interpretational skills, communication, data processing, manipulation and	Exams, coursework, lab books, presentations. Formative

		presentation; project management. An appreciation of the uncertainty, ambiguity and limits of knowledge. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. Aligns to Hallmarks 1-6, 8-11.	assessment is via weekly feedback in practical classes and field notebooks.

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Use laboratory equipment and conduct analytical procedures (appropriate to the discipline) in a safe, accurate and precise manner	Practicals allow students to apply what they have learnt in theory and allow them to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. Aligns to Hallmarks 10 and 11.	Direct observation by staff, also in lab books.
C2	Carry out good field practice according to local, national and international regulations.	Fieldwork allows students to apply their knowledge in the field, to learn practical applied skills as well as team building, resilience and independence. Gives students the opportunity to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. Aligns to Hallmarks 6, 10 and 11.	Direct observation by staff; field notebooks.
C3	Prepare scientific, referenced reports	Coursework assignments; can also be to some extent in practical portfolios (lab books). Scientific reports allow students to critically evaluate and form arguments, test assumptions, abstract concepts and data (that may be incomplete), it provides the opportunity for students to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. Aligns to Hallmarks 1-5 and 8.	Lab books, reports.

C4	Utilise a wide variety of field data acquisition skills	Fieldwork and in follow-up reports, maps and logs. Fieldwork allows students to apply their knowledge in the field, to learn practical applied skills as well as team building, resilience and independence. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. Aligns to Hallmarks 1-4, 8, 10 and 11.	In-field exercises; maps; log sheets; reports; final year project. Formative assessment can be feedback on field notebooks, field maps and log sheets where appropriate.
C5	Employ appropriate specialist geoscience software applications	As follow-up work to fieldwork, subject-specific software such as Geographical Information Systems (GIS) equips students with employable skills. It allows students to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. Data manipulation, interpretation and presentation. Aligns to Hallmarks 3-5, 10 and 11.	Portfolios, reports, coursework. Formative assessment can be via weekly feedback in practical classes.

D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Communicate effectively using a range of media	Tutorial programme, various modules, lab work. Allows students to gain critical evaluation skills, argument-forming, to test assumptions, and explore abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of	Presentations, reports, lab books.

		solutions - to a problem. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. Data manipulation, interpretation and presentation. Aligns to Hallmark 8.	
D2	Demonstrate numerical and statistical skills appropriate to a scientist	Various modules, lectures, workshops. Data manipulation, interpretation and presentation and assessment of uncertainties. Aligns to Hallmark 3.	Exams, reports.
D3	Be competent in the use of Information Technology (word processing, databases, spreadsheets, statistical packages, electronic mail and Internet)	Lectures and workshops. Allows student to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. Data manipulation, interpretation and presentation. Aligns to Hallmarks 3-5, 10 and 11.	Exams, reports, presentations.
D4	Be able to work independently and as part of a team	Fieldwork and presentations. Fieldwork provides practical employable subject specific skills as well as resilience and independence. Students learn how to communicate and organise data and information, ideas, problems and solutions to both specialist and non-specialist audiences. Data manipulation, interpretation and presentation. The exercise of initiative and personal responsibility. Decision-making in complex and unpredictable contexts. Aligns to Hallmarks 7-11.	In-field exercises; presentations.

Academic Regulations

The current University of Portsmouth Examination and Assessment Regulations will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services, this course also provides support prior to, during and following work-based learning and/or placements (including study abroad). Support includes personal tutors, supervisors and mentors as appropriate. Students will have access to all their usual learning resources while off-campus including course details and handbooks, as well as a range of placement-specific resources and/or handbooks.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

The course is accredited by the Geological Society of London, the world's oldest geological society.

Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Curriculum Framework Specification
- University of Portsmouth VISION 2030 AND STRATEGY 2025
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Subject Benchmark Statement for **Earth Sciences, Environmental Sciences and Environmental Studies, October 2014.**
- Requirements of Professional and/or Statutory Regulatory Bodies: **The Geological Society of London**
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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