Programme Specification ARO 034a

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

The information contained in this form should be included in the Programme Handbook, either as presented below or in a format determined by the Faculty.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td></td>
</tr>
<tr>
<td>Programme Name</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Award</td>
<td>e.g. BSc (Hons), MA etc.</td>
</tr>
<tr>
<td></td>
<td>BSc (Hons)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty of Natural Sciences</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td>Biological and Environmental Sciences</td>
</tr>
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<td>UCAS Code (UG only)</td>
<td>F900</td>
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<td>Programme Code</td>
<td>UHX16-ENS</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☒ Part Time ☒</td>
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<tr>
<td></td>
<td>(if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ☒ International ☐ Where:</td>
</tr>
<tr>
<td></td>
<td>Online ☐ Blended ☐</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September ☒ January ☒ Other</td>
</tr>
<tr>
<td></td>
<td>(if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>4 years (3 years possible with 2nd year entry)</td>
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<tr>
<td>SCQF Level</td>
<td>10</td>
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<tr>
<td>Total Credit Value</td>
<td>480</td>
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<tr>
<td>ECTS Credit Value</td>
<td>240</td>
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<tr>
<td>Relevant QAA Subject Benchmark</td>
<td>Earth Sciences, Environmental Sciences and Environmental Studies (2014)</td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>Name of accrediting body: Institution of Environmental Sciences / Committee of Heads of Environmental Sciences Required for programme: No Date of Accreditation: 01 / 05 / 2017</td>
</tr>
</tbody>
</table>
Section 2 Overview

PROGRAMME SUMMARY

If you want a career tackling the world's most pressing environmental challenges this is the course for you. Today's environmental scientists are challenged to find solutions to some of the world's most pressing problems, such as climate change, pollution, loss of biodiversity and the sustainable provision of energy, food, and clean water.

Stirling is a hub for conservation and environmental organisations, including Scotland’s new International Environment Centre that will be built on campus over the coming years. It is a superb place to study Environmental Science. We were one of the first UK universities to introduce an Environmental Science degree and our course is accredited by the Institute of Environmental Sciences.

You'll gain a scientific grounding and relevant, employable and in-demand skills. Specialist skills modules are included in each semester of our course, and regular careers sessions are embedded into core teaching. Field training is a fundamental element that includes field courses in Cumbria, Iceland and Spain.

At Stirling, we’re passionate about Environmental Science and offering you innovative, interdisciplinary and research-led teaching that’ll inspire you to be the difference, and protect our society and the planet.

Key Features of the Programme (including what makes it distinctive)

Global Perspective: Environmental Science deals with global issues and does not stop at borders. We offer field courses at overseas locations and opportunities to study abroad, for example at the University of Guelph in Canada and many other locations all over the world.

Fieldwork Experience: Fieldwork is embedded throughout the course and allows you to immerse yourself in different environments, both in the UK and overseas, to experience and understand how they work.

Career Opportunities: Stirling’s environmental hub provides a network of learning and opportunities for our students. Our blend of scientific knowledge, fieldwork and technical training means our graduates are highly employable. Professional accreditation of this course is provided by the Institution of Environmental Sciences and the Committee of Heads of Environmental Sciences.

PROGRAMME AIMS

Overarching Programme Aims

The Environmental Science degree programme aims to provide you with the interdisciplinary knowledge, specialist training and transferable skills needed to develop and apply sustainable, science-led solutions to present-day environmental problems such as climate change, biodiversity loss, pollution, and water, energy and food security. Through curiosity-driven primary (laboratory- and field-based) and secondary research, you should develop a broad understanding of fundamental geological, atmospheric, hydrological, biogeochemical and ecological processes that underlie environmental systems and how their interaction with human society over a range of spatial and temporal scales ultimately influences the structure and function of ecosystems, provisioning of ecosystem services and responses to global change.

On completion, you not only should be scientifically literate and highly numerate but also possess generic skills in critical analysis, logical reasoning and problem-solving to enable them to pursue rewarding careers within or beyond the environmental sciences.
**WHAT WILL I BE EXPECTED TO ACHIEVE?**

*Detailed Learning Outcomes*

On successful completion of this programme, you should be able to:

**Knowledge and Understanding:**
1. demonstrate knowledge of the fundamental processes that govern the structure and function of the geosphere, atmosphere, hydrosphere and biosphere and their interactions over space and time;
2. explain how human activities influence and impact on aquatic and terrestrial ecosystems and the provisioning of ecosystem services and make reasoned predictions concerning future responses to drivers of change;
3. articulate an understanding of the main challenges facing the protection, conservation and sustainable management of the environment at local, regional and global scales;
4. demonstrate an understanding of different approaches to environmental policy and regulation and the importance of evidence-based decision-making in the face of uncertainty;
5. illustrate and appraise the key developments in the discipline of Environmental Science, have an appreciation of the contested nature of scientific enquiry and how the discipline sits within the broader context of the physical, natural and social sciences.

**Intellectual, Practical and Transferable Skills and other graduate attributes:**
1. demonstrate safe working practices in the field and laboratory;
2. design and execute original, hypothesis-driven research based on a secure knowledge of different field and laboratory techniques for observing and sampling the environment at appropriate spatial and temporal scales;
3. collect, record and synthesise multimodal environmental data (e.g., quantitative, qualitative, structured, unstructured) using a range of appropriate techniques;
4. survey, analyse and present spatial-temporal data in a range of forms and be able to interpret and critically evaluate spatial representations of environmental systems.
5. process, analyse and interpret data using a range of appropriate techniques for graphical, statistical and spatial analysis in a range of software environments (word processing, spreadsheets, statistics, mapping and GIS);
6. demonstrate an understanding of error and uncertainty in the analysis of environmental data and make effective use of different techniques for their communication;
7. concisely report the results of scientific investigations using high quality tables and figures and appropriate referencing of information sources;
8. communicate effectively through written media, structure arguments, search efficiently bibliographic databases and other information sources and evaluate the soundness of such information, critically analyse published evidence and produce concise and effective documents.

**Values and Attitudes:**
1. work effectively within a team, be able to assess your peers and provide constructive feedback, be effective and respectful in cross-cultural environments;
2. manage your time effectively and reflect on your experience;
3. engage in lifelong learning, to consider ethics values and intellectual integrity, and to contribute to the wider community as an independent learner.

**HOW WILL I LEARN?**

*Outline of the teaching methods and approach to be used on the programme.*

The environmental systems on which our society depends are complex and fragile. To understand these systems, environmental scientists need to take an interdisciplinary approach that combines knowledge of the physical, chemical and biological processes that shape our natural environment. This course will equip you with the analytical, field and laboratory skills to understand the complex interactions between people and the environment. Research-led teaching ensures you are up-to-date with the latest knowledge.
Semesters 1-4 will explore the science behind the global physical, chemical and biological processes that shape our natural environment. We’ll also provide training in laboratory and field skills through a series of core and optional modules. This includes a residential fieldtrip to the Lake District. Semesters 5-8 will provide specialist training in core modules, such as: Environmental Policy and Management; Geographical Information Systems; and Methods and Applications in Environmental Science.

Many students work closely with academics throughout their time and benefit from actively participating in research programmes. Our alumni contribute to our teaching, as invited speakers and discussion partners. The Faculty also offers a competitive summer bursary programme to provide students with valuable work and research experience.

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

*Outline of the assessment methods and approach to be used on the programme.*

**Assessment and Assessment Criteria**

Students are assessed by a diversity of methods which include:
- written or practical examinations completed within a restricted timeframe.
- coursework based on field, library or laboratory research, which has substantially longer deadlines than examinations for completion. Some elements of the coursework are based on individual assignments whilst others are group based with either individual or group assessments.
- a final year thesis (Honours only) which reports the findings of an independent research project.

Throughout the programme a range of assessment methods are used including short answer or multiple choice examinations and class quizzes, online tests and exercises, extended essays, practical reports, field sketches and drawings, maps, field and laboratory notebooks, oral presentations, seminar performance, social media use reflective exercises and practical performance. All work is marked and moderated by academics but an element of peer and external feedback is included in some modules.

**Feedback on Assessment**

You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework and focusses on identifying areas of strength and weakness and highlighting areas where future work could be improved. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to better understand feedback on coursework and how it may be acted on to improve subsequent work.

In addition, our teaching includes a range of formal and informal formative assessment that will help you to better understand the standards of work being looked for and develop your own ability to critically assess your own and others performance against these standards.

More information about feedback on assessment can be found here; [http://www.stir.ac.uk/academicpolicy/handbook/assessment/](http://www.stir.ac.uk/academicpolicy/handbook/assessment/)

**Assessment Regulations**

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:
- [Undergraduate](#)
- [Postgraduate – Taught](#)
- [Postgraduate - Research](#)

**WHAT WILL I STUDY?**

*Outline Programme Structure*

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken.
More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below.
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate
Postgraduate

**Year 1**

Total year 1 credit value = 120  
Compulsory credits = 80  
Option credits = 40

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Planet Earth</td>
<td>ENVU1GE</td>
<td>20</td>
<td>Autumn</td>
<td>8</td>
</tr>
<tr>
<td>Practical Science Skills I: Laboratory Skills</td>
<td>SCIU1LS</td>
<td>20</td>
<td>Autumn</td>
<td>8</td>
</tr>
<tr>
<td>Landscape Evolution</td>
<td>ENVU2LE</td>
<td>20</td>
<td>Spring</td>
<td>8</td>
</tr>
<tr>
<td>Practical Science Skills II: Field Skills</td>
<td>SCIU2FS</td>
<td>20</td>
<td>Spring</td>
<td>8</td>
</tr>
</tbody>
</table>

Option Modules – you may choose two modules from the university’s Any Module list including: Cell Biology, Introduction to Physiology, Our Blue Planet, Our Thirsty Planet, People and the Environment, Global Environmental Issues.

**Year 2**

Total year 2 credit value = 120  
Compulsory credits = 60  
Optional credits = 60

**Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biogeography: an ecological and evolutionary approach</td>
<td>GEOU3BG</td>
<td>20</td>
<td>Autumn</td>
<td>9</td>
</tr>
<tr>
<td>The Biosphere</td>
<td>ENVU4S4</td>
<td>20</td>
<td>Spring</td>
<td>9</td>
</tr>
<tr>
<td>Statistical Techniques</td>
<td>SCIU4T4</td>
<td>20</td>
<td>Spring</td>
<td>9</td>
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</tbody>
</table>

Option Modules – you may choose three modules from the University’s Any Module list including: Environmental Science Field trip (strongly recommended), Introduction to Aquatic Environments, Evolution and Genetics, Science of Diving, Biodiversity, Our Hungry Planet, Cell Biology, Introduction to Physiology, Our Blue Planet, Our Thirsty Planet, People and the Environment, Global Environmental Issues.

**Year 3**

Total year 3 credit value = 120  
Compulsory credits = 60  
Optional credits = 60
### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Policy and Management</td>
<td>ENVU5A5</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Geographical Information Systems</td>
<td>GEOU9IS</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Environmental Analysis</td>
<td>ENVU6EA</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
</tr>
</tbody>
</table>

### Option Modules – you may choose three of the following modules:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil Quality and Protection</td>
<td>ENVU5S5</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Geoarchaeology: soils, sediments, landscape history</td>
<td>ENVU9GA</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Habitat Management and Restoration</td>
<td>ENVU9MR</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Glaciers and Landscapes</td>
<td>GEOU9GL</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Plant Ecology</td>
<td>BIOU6PE</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
</tr>
<tr>
<td>Drainage Basins</td>
<td>ENVU6DB</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
</tr>
<tr>
<td>Earth Observation</td>
<td>ENVU9EO</td>
<td>20</td>
<td>Spring</td>
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<tr>
<td>Environmental Hazards</td>
<td>GEOU9EH</td>
<td>20</td>
<td>Spring</td>
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<tr>
<td>Spain Field Course</td>
<td>ENVU6SP</td>
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<td>Spring</td>
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<tr>
<td>Iceland Field Course</td>
<td>GEOU9IC</td>
<td>20</td>
<td>Spring</td>
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</tbody>
</table>

### Year 4

Total year 1 credit value = 120
Compulsory credits = 60
Optional credits = 60

### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
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<th>Semester</th>
<th>SCQF Level</th>
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<td>Environmental Science Honours Project</td>
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### Option Modules – you may choose three of the following modules:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil Quality and Protection</td>
<td>ENVU5S5</td>
<td>20</td>
<td>Autumn</td>
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<tr>
<td>Geoarchaeology: soils, sediments, landscape history</td>
<td>ENVU9GA</td>
<td>20</td>
<td>Autumn</td>
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<tr>
<td>Habitat Management and Restoration</td>
<td>ENVU9MR</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
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<tr>
<td>Glaciers and Landscapes</td>
<td>GEOU9GL</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Sustainable Water Management</td>
<td>ENVU9WM</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Population and Community Ecology</td>
<td>BIOU9PC</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
</tr>
<tr>
<td>Statistics using R</td>
<td>SCIU7SR</td>
<td>20</td>
<td>Autumn</td>
<td>10</td>
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<tr>
<td>Plant Ecology</td>
<td>BIOU6PE</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
</tr>
<tr>
<td>Drainage Basins</td>
<td>ENVU6DB</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
</tr>
<tr>
<td>Spain Field Course</td>
<td>ENVU6SP</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
</tr>
<tr>
<td>Earth Observation</td>
<td>ENVU9EO</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
</tr>
<tr>
<td>Environmental Hazards</td>
<td>GEOU9EH</td>
<td>20</td>
<td>Spring</td>
<td>10</td>
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</tbody>
</table>
RECOMMENDED READING


SECTION 3

STUDENT SUPPORT

[PLEASE UPDATE AS NEEDED FOR THE STUDENT COHORT]

INDUCTION

You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

The Faculty also provides induction events for 4th years to help prepare you for advanced study and provide you with opportunities to network with business.

STUDY SKILLS SUPPORT

Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

WHAT SLS ARE ABLE TO DO:

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

STEER

STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.
The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: https://www.stirlingstudentsunion.com/representation/studentsupport/steer/

Stirling Graduate School
For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/

Academic and Pastoral Support
Adviser of Studies: Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: http://www.stir.ac.uk/registry/advisers/

Personal Tutor: The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: http://www.stir.ac.uk/tse/personal-tutor/

Support and Wellbeing: At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: http://www.stir.ac.uk/campus-life/support-and-wellbeing/

Student Union: you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

Accessibility and Inclusion (A&I)
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/

Learning Resources
You can find out more about the resources available to support your learning here: http://www.stir.ac.uk/campus-life/learning-support/

Section 4 Programme Evaluation and Enhancement

<table>
<thead>
<tr>
<th>METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Feedback</td>
</tr>
<tr>
<td>Module Feedback Questionnaires are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: <a href="http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/">http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/</a></td>
</tr>
</tbody>
</table>
Programme Review
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

External Examiner(s)
Name of External Examiner: Prof Jaime Toney
Institution: University of Glasgow

Section 5 My Future

WHAT KIND OF CAREER MIGHT I GO ON TO?
Many graduates directly gain employment in, for example, research institutes, environmental consultancies, environmental protection agencies, water authorities, conservation bodies, transport planning, waste management, education or ecotourism. Others take a route via postgraduate study, for example, in environmental management, education, information technology, remote sensing and waste management or research towards the award of a PhD.

How does this programme facilitate your development of the Graduate Attributes?

Connected
1. The programme will connect you with environmental knowledge, understanding and skills as applied to complex real-world issues and processes.
2. The programme will connect you with knowledge, experiences and people providing different perspectives on cultures, beliefs and traditions within an environmental context, via diverse student and staff population, overseas field trips, and international examples embedded in our teaching.
3. The programme will allow you to work with staff, students and external organisations as part of an inclusive learning community.
4. The programme will teach you to communicate effectively through a range of digital and other media.

Innovative
1. The programme allows you to innovate through participation in active and ethical, world-leading research into our environment.
2. The programme uses the latest global research and new technologies to develop new understandings and creative solutions to environmental problems and opportunities.
3. The programme will train you in independent critical and reflective thinking around global environmental issues.
4. The programme will teach you to identify opportunities for improvement in your own learning and to take action.

Transformative
1. The programme can transform your intellectual passion and excellence with regards to global environmental issues and solutions.
2. The programme can help you share new perspectives and broaden your horizons via overseas field work and study abroad opportunities as well as in-class discussions.
3. The programme provides training in professionalism, allowing you to develop as an adaptable and resilient environmentalist, equipped to succeed in the global environmental jobs market.
4. The programme allows you to develop as an active global citizen who is socially, culturally and environmentally aware.

WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?
Study abroad opportunities are available to all Stirling students, Environmental Science has a well-established course with the University of Guelph in Canada. Environmental Science students have also taken part in exchanges in Canada, Florida, Alaska, Sydney and Hawaii. You can spend either one or two semesters there during your third year, studying courses equivalent to those taken at Stirling, giving you the opportunity to broaden your environmental and cultural experience. We also offer Erasmus exchanges to Sweden and Germany.

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?
Stirling’s environmental hub provides a network of learning and opportunities. In addition, many of our modules use work-related assessments and invite external speakers from businesses, charities and government organisations.

WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?
After successful completion of this programme, you may go on to a wide variety of Masters level programmes for further study. Specific programmes in Stirling include our MSc Environment, Heritage and Policy, our MSc Environmental Management with specialisations available in either Conservation, Energy or Informatics, and our MSc Environmental Policy and Governance. Students on this programme may also go on to further their research skills through study towards a PhD in appropriate environmental disciplines.

WHAT OTHER INFORMATION DO I NEED TO KNOW?
Entry into equivalent year of the integrated MSci Environmental Science is available from the end of year 1 until the end of year 3.

We subsidise costs for fieldtrips, but you’ll have to make a financial contribution towards your travel, accommodation and subsistence for all residential fieldtrips. Field trips are an optional, but highly recommended, part of the programme as they provide an invaluable opportunity to apply your skills and knowledge to answer environmental questions in unfamiliar landscapes. However, non-residential field learning is embedded in other modules in the programme.

Students are expected to provide a laboratory coat and have suitable outdoor clothing for laboratory and field practicals.

Our university library is well-stocked with resources for this programme, but for your convenience you may wish to purchase your own copies of some core texts.

Section 6 Admissions

HOW DO I ENTER THE PROGRAMME?
Admissions Criteria
Year 1 entry – Four-year honours:
SQA Highers
AABB - one sitting
AAAB - two sittings
GCE A-levels
BBB

IB Diploma
32 points

BTEC (Level 3)
DDM

Essential subjects
To include one of Biology, Chemistry, Environmental Science, Geography, Geology, Mathematics or Physics.

Year 2 entry – Three-year honours:
SQA Advanced Highers
ABB

GCE A-levels
ABB

IB Diploma
35 points

Essential subjects
To include one of Biology, Environmental Science, Geography or Geology.

Other qualifications:
Scottish HNC/HND
Bs in graded units

English, Welsh and Northern Irish HNC/HND
Merits and Distinctions

Foundation Apprenticeships
Considered to be equivalent to 1 Higher at Grade B

Access courses
Access courses and other UK/EU and international qualifications are also welcomed.

Advanced entry:
Year 2 entry may be possible with HND in a Science based subject. For information on accepted courses please consult our advanced entry page: https://www.stir.ac.uk/study/undergraduate/entry-requirements/advanced-entry/.

Additional information:
General entrance requirements apply (https://www.stir.ac.uk/study/undergraduate/entry-requirements/general-entry-requirements/).

If you’ve taken exams over two sittings, repeated an exam, or been upgraded, the entrance requirements may be higher.

English language requirements:
If English is not your first language you must have one of the following qualifications as evidence of your English language skills:

IELTS - 6.0 with 5.5 minimum in each skill
Cambridge Certificate of Proficiency in English (CPE): Grade C
Cambridge Certificate of Advanced English (CAE): Grade C
Pearson Test of English (Academic): 54 with 51 in each component
IBT TOEFL: 80 with no subtest less than 17

More information on our English language requirements:
https://www.stir.ac.uk/international/international-students/english-language-requirements/.

Pre-sessional English language courses:

If you need to improve your English language skills before you enter this course, our partner INTO University of Stirling offers a range of English language courses. These intensive and flexible courses are designed to improve your English ability for entry to this degree.