**Geological Society of London**

**Reaccreditation of a Taught Postgraduate Masters Course**

**Application Form M-2**

*Explanatory Notes:*

* Please read the Introductory Notes before completing this form
* This form should be completed in not less than 10-point typescript.
* A separate application is required for each course to be considered for accreditation.

**Section 1 – Contact Details**

|  |  |
| --- | --- |
| 1. University |  |
| 2 School/Department |  |
| 3. Full Title of Course  (FT and/or PT) |  |
| 4. Web address for course (if any) |  |
| 5. Course Director: | Name:Position:Tel:Fax:Email:Date of Application: |
| 6. Full postal address: |  |

Please send a digital copy of the form and all attachments to the Accreditation Officer, Professor Andy Saunders (ads@le.ac.uk), *via* either email or an appropriate Drop Box.

An acknowledgement of the application will be sent to the Course Director.

Version: July 2023

**Section 2 – The Course**

7. Outline the objectives and learning outcomes of the course as a grounding for a Masters qualification and as satisfying the QAA qualification framework (and by inference, the European Qualifications Framework) for Masters level.

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| [Text from previous accreditation]Please state whether and how these have changed since the last accreditation. |

8. Explain how the course is designed to provide the following types of training. Also, please indicate approximate percentage of time spent by each student per year on each element:

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|  a) Research methods (and related issues e.g. health & safety, ethics)[Text from previous accreditation]Please state whether and how these have changed since the last accreditation. |
|  b) Communication and interpersonal skills (including writing, presentational and publication skills, team working etc)[Text from previous accreditation]Please state how these have changed since the last accreditation. |
|  c) Instruction in advanced techniques (instrumental or other)[Text from previous accreditation]Please state whether and how these have changed since the last accreditation. |
|  d) Specialist disciplinary knowledge[Text from previous accreditation]Please state whether and how this has changed since the last accreditation. |
|  e) Quantitative skills training[Text from previous accreditation]Please state whether and how this has changed since the last accreditation. |
|  f) Training in field skills (where appropriate to course)[Text from previous accreditation]Please state whether and how this has changed since the last accreditation. |
|  g) Vocational awareness and research career opportunities (including industrial collaboration, placement etc)[Text from previous accreditation]Please state how these have changed since the last accreditation. |

9. What are the maximum, minimum and optimum numbers of students for which the course can be operated? (F/T and PT modes).

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| --- | --- | --- | --- | --- | --- |
| Maximum |  | Minimum |  | Optimum |  |

10. On a separate sheet, please provide a summary of the main topics and modules to be studied in tabular form. For each module indicate the code, method and hours of teaching (proportion of lectures, practical classes etc), mode of delivery (FT/PT/Distance Learning), the mode of assessment and % contribution to the final assessment, whether compulsory or optional and the names of associated teaching staff (internal and external). You should specify whether the modules are shared with another course. In addition, provide brief details of the infrastructure support that will be provided for this course, e.g. laboratory facilities, technical support and availability of IT resources. (**Please note the page limit indicated under *Explanatory Notes* on page 1 of this document.**)

Please provide a copy of the Degree Programme Specifications.

[Text from previous accreditation]

Please state whether and how these have changed since the last accreditation. Please provide a copy of the latest programme specifications.

11. Please give details of the External Examiners for the course and include copies of their reports, and Departmental/School responses, for the last 3 years (2 years if only 2 cohorts of graduates). Digital copies of this material **must** be included in the electronic submission.

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12. Please give details of employers or other external involvement in the course, including the type and level of involvement, e.g. visiting lecturers, placements etc.

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13. Is the course currently supported financially by any outside organisations? (If yes, please give brief details of present commitment)

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14. If any inter-institutional (consortium) arrangements are involved, indicate how these are organised and managed.

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15. Why do you consider your school/department is particularly suited to run this course? Include any comments you wish to make concerning experience of operating induction processes and taught modules, with details of equipment, staff, facilities, field stations, industrial links, inter-departmental or consortium arrangements, research quality etc.

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| [Text from previous accreditation]Please state whether and how these have changed since the last accreditation. |

16. On a separate sheet, please list examples of projects/dissertations undertaken by students on the course (maximum 1 page A4).

17. Please give details with approximate costs, of study visits, or periods of field study integral to the course. Please also include the duration and approximate costs associated with the individual project/dissertation component of the course.

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| --- | --- | --- | --- |
| Activity | Duration | Approximate Costs | Details |
|  |  |  |  |
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# Section 3 - Students

18. What formal qualifications are required for admission to the course and particularly, what scientific subjects must be studied and to what level?

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19. Please complete the tables below to indicate the demand for, and take-up of, places on the course (add in bracket numbers of part-time students).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Current year -2** | **Current year -1** | **Current year** |
| Total number of places available |  |  |  |
| Total number of applicants |  |  |  |
| Number of British applicants with 2(i) degree or above |  |  |  |
| Number of EU applicants with equivalent of 2(i) degree or above |  |  |  |
| Number of Overseas (non EU) applicants |  |  |  |
| Total number of places taken up (i.e. number of students on course) |  |  |  |
| Number of British students on course. |  |  |  |
| Number of British students on course with 2(i) degree or above |  |  |  |
| Number of EU students on course. |  |  |  |
| Number of Overseas (non EU) students on course |  |  |  |
| Number of students entering the course without a first degree in Earth Sciences (i.e. converting to geosciences) |  |  |  |
| Number of students completing course |  |  |

Please indicate separately numbers taking individual modules, for example for CPD purposes.

20. Please indicate in the table below the categories of first careers entered into by full-time students who have completed the course over the last two years.

|  |  |  |
| --- | --- | --- |
| **For full-time students only** | **UK** | **Overseas** |
| Higher education - academic (usually teaching and research) |  |  |
| Higher Education Research (mainly research) |  |  |
| Higher Education -other |  |  |
| Further Training (excluding teacher training) |  |  |
| School (including further education) teaching or teacher training |  |  |
| Private sector; industry or commerce - Geoscience |  |  |
| Private Sector; industry or commerce – non-Geoscience  |  |  |
| Government - Geoscience  |  |  |
| Government – non-Geoscience |  |  |
| Public Sector (not central Government) - Geoscience |  |  |
| Public Sector (not central Government) – non-Geoscience |  |  |
| Self Employed and Other Employment in Geoscience |  |  |
| Not Employed in Geoscience |  |  |
| Not Known / Reported |  |  |
| For those in employment or training above, give numbers for: |
| Employed/training in Britain |  |  |
| Employed/training overseas |  |  |

21. On a separate sheet (no more than 1 side of A4) please provide a self-evaluation document focusing on the professional development aspects of the course.

[Text from previous accreditation]

Please state whether and how these have changed since the last accreditation.

22. Please add as an appendix the names, professional titles, qualifications, affiliations and specialist field of all staff (internal and external) involved in the teaching of the course, and the changes since the last accreditation.

23. Institutional and Departmental approaches to equity, diversity and inclusivity for both staff and students. Provide a copy of your institution’s policy on EDI and, if different, a copy of your departmental policy.  Please consult Annex M2-1, the [Society’s Equal Opportunities Statement](https://www.geolsoc.org.uk/About/Equal-Opportunities).  In particular, attention is drawn to the following statement: ‘*As the Society is a membership organisation with members from around the world, we recognise and uphold the principles of fairness and equality set out in the following internationally recognised agreements:* [*Universal Declaration of Human Rights*](https://www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf)*,* [*Convention on the Rights of Persons with Disabilities*](https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd)*,* [*Convention on the Elimination of All Forms of Discrimination against Women*](https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women)*. The Society expects all Fellows and accredited institutions to abide by these principles.’*

Failure to meet these principles may result in an application being turned down, or the Institution being asked to revise its policies for equity, diversity and inclusivity. In the event that an application is approved but a revision is requested, the applicant will be asked to submit its revised EDI policy 18 months after award of accreditation.

24. Sustainability. Outline (up to 1 side of A4) the provision of teaching of sustainability within the context of the subject area.

25. The following issues and comments were raised at the time of the last accreditation. Please state how these have been addressed.

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| --- | --- | --- | --- |
|  | Signed | Name | Date |
| Course Director |  |  |  |
| Head of School or Department |  |  |  |

**Annex M2-1**

**Geological Society Equal Opportunities Statement**

The Geological Society has a responsibility to ensure that individuals are valued, treated with dignity and respect and that discrimination has no place within the geosciences. The Society aims to be representative of and welcoming towards all sections of society.

[This statement](https://www.geolsoc.org.uk/About/Equal-Opportunities) has been written in line with the provisions set out in the [UK Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) and the Science Council’s [Declaration](https://sciencecouncil.org/web/wp-content/uploads/2023/01/2023-Science-Council-Declaration-on-Equity-Diversity-and-Inclusion-.pdf) on delivering Equity, Diversity and Inclusion. As the Society is a membership organisation with members from around the world, we recognise and uphold the principles of fairness and equality set out in the following internationally recognised agreements: [Universal Declaration of Human Rights](https://www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf), [Convention on the Rights of Persons with Disabilities](https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd), [Convention on the Elimination of All Forms of Discrimination against Women](https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women). The Society expects all Fellows and accredited institutions to abide by these principles.

The Geological Society is committed to:

* Fostering an inclusive culture that promotes equity, values diversity and maintains a harmonious inclusive environment in which the rights and dignity of all its Fellows, Candidate Fellows, visitors, and staff are respected.
* Welcoming applicants for Fellowship, employment, awards, and grants from all who are suitably qualified regardless of age, disability, ethnicity or national origins, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.
* Ensuring that all members and prospective members of the geological community are treated solely based on their merits, abilities and potential without being subject to discrimination or unfavourable treatment because of a protected characteristic.
* Providing and promoting a positive working, learning and social environment that is free from prejudice, discrimination and any form of harassment, bullying, victimisation or persecution.

This statement applies to Fellows, Candidate Fellows, applicants for Fellowship, Award & Grant applicants & recipients, job applicants, employees, visitors, and anyone acting on behalf of the Society.

All are expected to respect and act in accordance with the principles set out in this statement. Breach of these principles is a serious offence and could result in disciplinary action. Allegations of improper behaviour will be investigated in accordance with the Society’s Employee Handbook and/or Code of Conduct respectively.

If you are interested in finding our more about any aspect of equity, diversity, and inclusion at The Geological Society please contact diversity@geolsoc.org.uk