

Community website:  
hear from our students  
and ask us questions!



@shugeogenv



*Welcome to our  
community!*



# Ask us anything!



Padlet

Natasha Dowey + 1 • 1m

## ? Have questions about joining our Sheffield Hallam community? Ask us anything!

Applying to BA/BSc Geography or BSc Climate, Sustainability and Environmental Management for September 2024? Add your questions here and our staff and students will reply (answers posted by Natasha Dowey, CSEM Course Lead). Prefer to email? Contact undergraduate course lead Andrew Jones : [andrew.jones@shu.ac.uk](mailto:andrew.jones@shu.ac.uk).

**Anonymous** 2d

I'm applying for your climate, sustainability and environmental management course- what kind of jobs could I go into?

0 1

**Natasha Dowey** 2d

Hi, great to hear you've applied to join our community! The great thing about this course is that it prepares you for careers in many places- there are environmental roles in every sector of industry, from manufacturing, to retail, to government, to research, to construction, to NGOs, to energy, to wildlife charities! Our past Environment students have gone on to a real variety of jobs, including sustainability consultants, environmental scientists, spatial modellers (check out Cristina's story on our website: [Cristina's perspectives | Sheffield Hallam Uni](#) ([shu.ac.uk/courses/geographyenvironment.com](https://www.shu.ac.uk/courses/geographyenvironment.com))). The UK government has recently published a useful summary of how they see Green Skills as vital in education in employment, for Net Zero and creating a more sustainable future, which you can read here: [Green skills for education and employment - POST \(parliament.uk\)](#)

Add comment

**Anonymous** 2d

do you teach g.i.s. on your courses?

0 1

**Natasha Dowey** 2d

Yes! We embed Geographic Information Systems across both our BA/BSc Geography and BSc (Hons) Climate, Sustainability and Environmental Management degrees- many staff in our department have expertise in GIS (check them out here: [Academic Team | Sheffield Hallam Uni](#) ([shu.ac.uk/courses/geographyenvironment.com](https://www.shu.ac.uk/courses/geographyenvironment.com))), and they apply it in their research and teaching to a variety of issues. You'll be taught GIS (and a range of digital skills) across multiple modules at every level of your degree, so that you are confident and experienced in applying these skills to a range of real-world problems when you graduate. We also offer an exciting Masters degree in Geographic Information Systems, which allows our students to specialise even further in these skills if they enjoyed them during their undergraduate (read here from Danny, a student who graduated our BSc Geography and went on to take MSc GIS: [Danny's story | Sheffield Hallam Uni](#) ([shu.ac.uk/courses/geographyenvironment.com](https://www.shu.ac.uk/courses/geographyenvironment.com)))

Add comment

**Anonymous** 1m

How do I specialise if I want to do just human or just physical Geography?

0 1

**Natasha Dowey** 1m

Hi, all students on our BA/BSc Geography course will have the same year 1 teaching, covering critical elements of both physical and human Geography. Then in years 2 and 3 you will be able to choose to focus on human geography, on physical geography, or to maintain a balance- this depends on the electives you choose. You have the option to graduate with a BA (Hons) or a BSc (Hons). You can check out the modules, and see which are our electives, on our Geography course page- scroll down to the bottom to see the module overviews: <https://www.shu.ac.uk/courses/geographyenvironment.com/courses/geography>

Add comment



A watercolor-style illustration of the Earth, showing blue oceans, green continents, and white clouds, set against a light grey and white background.

# *BSc (Hons) Climate, Sustainability and Environmental Management!*



**Sheffield  
Hallam  
University**



Tackle the challenges of the **global climate emergency** and **nature's recovery** through an applied course that integrates physical and social sciences with real-world learning opportunities

# Too late now to save Arctic summer ice, climate scientists find

Ice-free summers inevitable even with sharp emissions cuts and likely to result in more extreme heatwaves and floods



## A 'Crossroads' for Humanity: Earth's Biodiversity Is Still Collapsing

Countries have made insufficient progress on international goals designed to halt a catastrophic slide, a new report found.

Give this article 108



Orangutans in Indonesia last year, when blazes from illegal land-clearing increased sharply. Ulet Ifansasti/Getty Images

# World's first year-long breach of key 1.5C warming limit

6 days ago · Comments

COP28



Middle East & Africa | Running dry

## Why Cape Town is running out of water

The politics of drought



Feb 15th 2018 | CAPE TOWN

Share

NEWS

# Indigenous Peoples around the globe are disproportionately affected by pollution

But they are also finding ways to limit pollution and advocate for change



Image by Joan de la Mallá.

Research Briefs

25 August 2022

## Poorest countries at greatest risk of losses and damage from climate change

Source(s): International Institute for Environment and Development

Countries with lower Gross Domestic Product (GDP) per head are at greater risk of suffering losses and damage as a result of climate change, according to new research from IIED.

## Green skills in education and employment



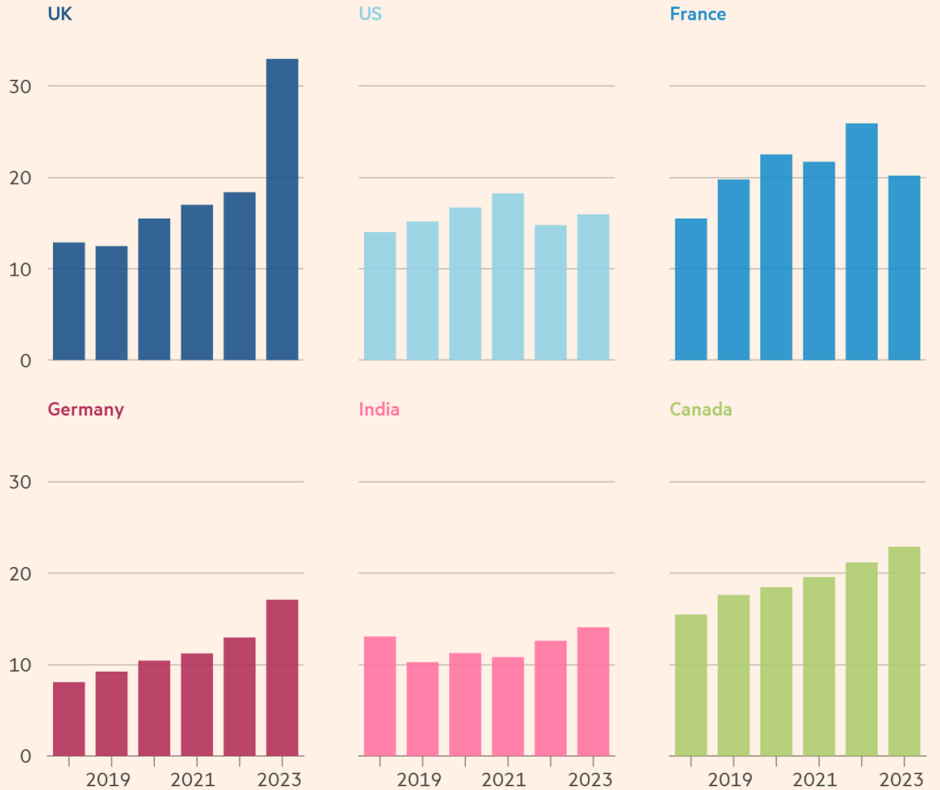
### Overview

- Green skills can be defined as “the knowledge, abilities, values and attitudes needed to live in, develop and support a society which reduces the impact of human activity on the environment”.
- Green skills are often associated with sectors that will play a major role in reaching net zero greenhouse gas emissions by 2050, such as power, home heating, waste and resources.
- Upskilling workers will be necessary to address green skills shortages, as well as increasing the workforce in key sectors.
- Stakeholders suggest that the quality and uptake of vocational education and training (such as apprenticeships) are important factors for developing green skills in the workforce.
- There is regional variation in demand for, and access to, green skills. Stakeholders have identified opportunities to align skills policy with the levelling up agenda to reduce regional disparities.
- Policy certainty is seen as a key lever to promote upskilling. Commentators suggest that frequent changes to government policies and targets can inhibit investment in skills. The UK Government’s Green Jobs Delivery Group plans to publish a Net Zero and Nature Workforce Action Plan in the first half of 2024.
- There is low public awareness of green skills and the available training options, which has been attributed to inconsistent definitions for green skills.

## The UK is adding green jobs faster than many other countries

Share of LinkedIn job postings requiring at least one green skill (%)

21<sup>st</sup> Jan 2024  
Financial times





*Now more than ever  
before, the world  
needs experts in  
sustainability and  
environment*

# Our passions

- Research and teaching that offers **solutions** to local and global problems
- Developing **professional** expertise and skills
- Making our ideas **applicable** to the real world
- Courses with cutting edge content and pedagogy
- We achieved Gold in the 2023 Teaching Excellence Framework





# Our passions

- Student wellbeing
- Learning in real-world settings
- Accessibility and inclusion
- Excellent teaching
- **Exceptional student experience**

**94% positive on teaching**

*Sheffield Hallam final year Environment students,  
National Student Survey 2023*



**Sheffield  
Hallam  
University**

# Our passions

## Partnerships

Working in **partnership** with organisations such as Veolia, Ecton Mines, Sheffield and Rotherham Wildlife Trust for site visits and student projects

## Volunteering

Coordinating student volunteering in the community to support local wildlife projects on our **Nature Recovery Days**

## Engagement

Working with local schools and scout groups on **rewilding** and environmental monitoring projects



*Students and staff reconstructing water vole habitats on a Nature Recovery Day*

# What job could I have?



*Environment graduate Haley at work as a modeller at ESRI*

- Sustainability Consultant
- Environmental Consultant
- Ecologist
- Climate Change Policymaker
- Renewable Energy and Resources
- Waste Management
- Green Infrastructure
- Biodiversity Consultant
- Environmental/Climate scientist
- Geospatial Modeller
- Wildlife Ranger
- Roles in law, business, finance and management...

# Part of the green workforce!



*Environment graduate Cristina now works at Sustainabuild, a company specialising in energy efficiency and sustainability in the building sector*

- Sustainability Consultant
- Environmental Consultant
- Ecologist
- Climate Change Policymaker
- Renewable Energy and Resources
- Waste Management
- Green Infrastructure
- Biodiversity Consultant
- Environmental/Climate scientist
- Geospatial Modeller
- Wildlife Ranger
- Roles in law, business, finance and management...

# What will I study?

- On this innovative course, all modules are core – but you can choose to specialise in one of four skills pathways through assessment options
- All modules contain a blend of natural and social sciences, allowing you to explore the technical causes and societal impacts of critical global challenges in a holistic way
- All modules involve digital skills, with Geographic Information Systems embedded at every level

# Pathway themes

## Environmental change

- Environmental science
- Hazards, impact and monitoring change

## Nature's recovery

- Ecology and conservation
- Biodiversity crisis

## Sustainable societies

- Social science and policy
- Adaptation and mitigation, climate justice

## Energy, resources and consumption

- Sustainable resource and waste management
- Renewable energy

Accredited  
by:



The institution of  
environmental sciences

Informed  
by:



THE GLOBAL GOALS  
For Sustainable Development

# Year 1 Modules



- Building a sustainable future
- How did we get here? Climate change from deep time to the Anthropocene
- Under pressure: the impacts of the climate crisis
- Skills and tools for tackling global environmental challenges

*You will learn essential, applied skills for monitoring environmental change*

# What will my first term look like?

- Exploring human innovation, with positive and creative solutions to the climate crisis
- Developing essential academic, personal and professional skills to transition into university

**Sustainable societies**

*Building a  
Sustainable Future  
4 week block*



# What will my first term look like?

Environmental change

Energy, resources and consumption

- Understanding Earth's evolution, from deep time to the present day
- Exploring how humans have changed physical Earth systems
- Developing data and digital skills to understand real-world problems

*Building a Sustainable Future*  
4 week block

*How did we get here?*  
*Climate change from deep time to the Anthropocene*  
4 week block

# What will my first term look like?

**Environmental change**

**Nature's recovery**

- Introducing the global impacts of the climate crisis
- How will Earth's biomes and life on Earth be affected by humans?
- Developing laboratory skills applied to the natural world

*Building a Sustainable Future*  
4 week block

*How did we get here?*  
*Climate change from deep time to the Anthropocene*  
4 week block

*Under Pressure: the impacts of the Climate Crisis*  
4 week block

# Year 2 Modules



- Leave no one behind: just transitions to a sustainable future
- Climate change and sustainability in research and practice
- Global Climate Emergency
- Fieldwork for global challenges

*You will learn global perspectives on the climate crisis from across the university*

# Year in Employment

- Every student supported to secure an optional year in employment
- Opportunity to study abroad in S2 of second year



*Olivia on placement  
in Canada*

# Final Year Modules

*(following optional placement year)*

- Independent discovery and communication (dissertation)
- Nature recovery and sustainable resource management
- Living with hazard and risk
- Living well in a low carbon future



*You will learn cutting edge theory and practice in topics like Renewable Energy*

# Holistic Fieldwork

- Interdisciplinary site visits and residentials
- Accessibility and sustainability and are key considerations



*Learning about UK Environmental Management on residential trip in Yr 1*



*Investigating climate change in Iceland in Yr 2*



*Learning about sustainable urban solutions in Amsterdam in Yr 2*

# Holistic Fieldwork

- **Yr 1** – week-long UK residential
- **Yr 2** – week-long international
- **Yr 3** – module integrated site visits



*Learning about UK Environmental Management on residential trip in Yr 1*



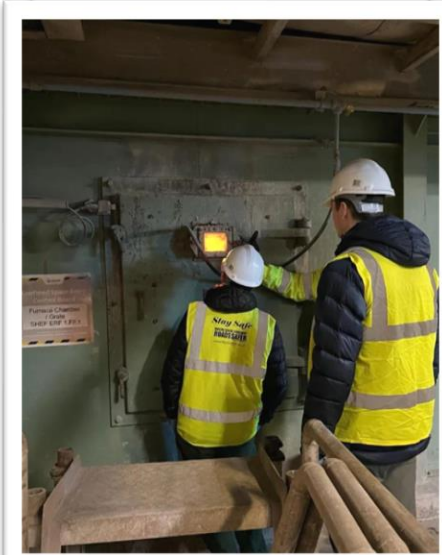
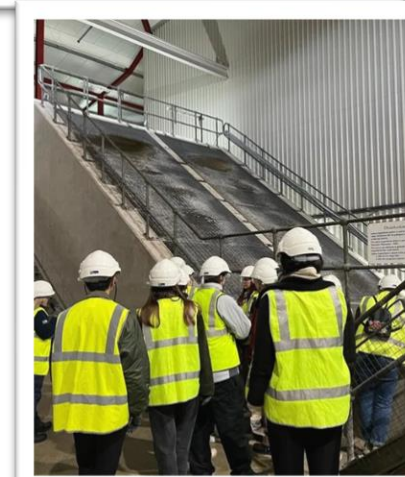
*Investigating climate change in Iceland in Yr 2*



*Learning about sustainable urban solutions in Amsterdam in Yr 2*

# Holistic Fieldwork

- **Yr 1** – week-long UK residential
- **Yr 2** – week-long international
- **Yr 3** – module integrated site visits





# Who will I study with?



- We welcome students from a range of backgrounds onto this multidisciplinary course, including: applied science, sociology, geography, business studies, chemistry, biology, english, environmental studies, geology, economics
- You do not need to have previously studied a particular subject to apply- we'll teach you everything you need to know

# Who will teach me?



- Range of specialisms
- Research active
- Applied experience
- Well-connected



Meet our  
awesome  
staff team!

# Who will teach me?

**AGU100** ADVANCING EARTH AND SPACE SCIENCE

## Global Biogeochemical Cycles



RESEARCH ARTICLE  
10.1029/2018GB006009

### Very Strong Atmospheric Methane Growth in the 4 Years 2014–2017: Implications for the Paris Agreement


**Key Points:**

- Atmospheric methane is rising; its carbon isotopic ratio has become more depleted in C-13
- The possible causes of the change include an increase in emissions, with changing relative proportions of source inputs, or a decline in methane destruction, or both
- If this rise continues, there are significant consequences for the UN Paris Agreement.

E. G. Nisbet<sup>1</sup>, M. R. Manning<sup>2</sup>, E. J. Dlugokencky<sup>3</sup>, R. E. Fisher<sup>1</sup>, D. Lowry<sup>1</sup>, S. E. Michel<sup>4</sup>, C. Lund Myhre<sup>5</sup>, S. M. Platt<sup>6</sup>, G. Allen<sup>6</sup>, P. Bousquet<sup>7</sup>, R. Brownlow<sup>8</sup>, M. Cain<sup>9,10</sup>, J. L. France<sup>1,11</sup>, O. Hermansen<sup>5</sup>, R. Hossaini<sup>12</sup>, A. E. Jones<sup>13</sup>, I. Levin<sup>13</sup>, A. C. Manning<sup>14</sup>, G. Myhre<sup>15</sup>, J. A. Pyle<sup>16</sup>, B. H. Vaughn<sup>1</sup>, N. J. Warwick<sup>16</sup>, and J. W. C. White<sup>1</sup>



**PEAK DISTRICT NATIONAL PARK**



Connelly et al. *Environmental Evidence* (2023) 12:12  
<https://doi.org/10.1186/s13750-023-00297-z>

**SYSTEMATIC MAP** **Open Access**


### What approaches exist to evaluate the effectiveness of UK-relevant natural flood management measures? A systematic map

Angela Connelly<sup>1</sup>, Andrew Snow<sup>2</sup>, Jeremy Carter<sup>3</sup>, Jana Wendler<sup>3</sup>, Rachel Lauwerjssen<sup>1,2,3,4</sup>, Joseph Glentworth<sup>1</sup>, Adam Barker<sup>1</sup>, John Handley<sup>2</sup>, Graham Haughton<sup>2</sup> and James Rothwell<sup>1</sup>

**Special Feature: Biodiversity, planning and development – towards best practice**

**Guest Editors:**  
Ian Thornhill, University of Manchester  
Anna Gilchrist, University of Manchester  
Joe Glentworth, Sheffield Hallam University  
Catherine Hammond, Sheffield Hallam University

The UN Decade on Ecosystem Restoration (2021–2030) highlights the need to move beyond conservation and protection to a nature positive agenda, to address the climate and biodiversity crises. Planning, as a key mechanism for influencing biodiversity, therefore needs to transition from mitigation of harm to significantly improving the condition and extent of the natural environment.



Check out some of our research on the posters in the corridors!

# How will I learn?



- Focus on applied, practical skills
- Practical workshops, fieldwork and site visits, laboratory skills
- Essential digital skills embedded at every level
- Real world assessment

*Applied, practical skills  
development for future careers*

# How will I learn?

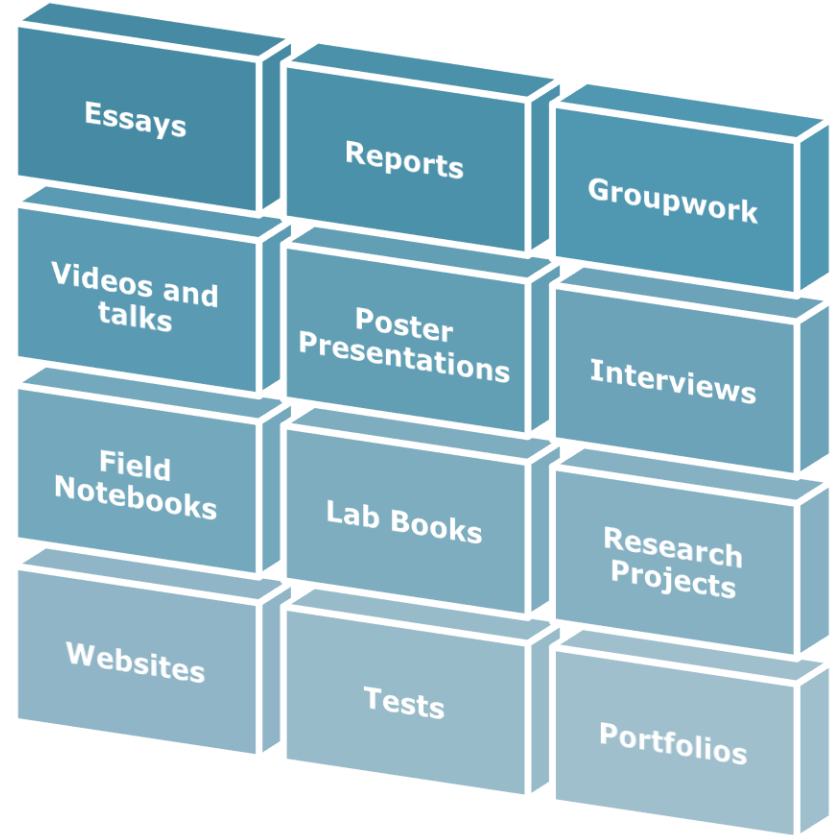


- Focus on applied, practical skills
- Practical workshops, fieldwork and site visits, laboratory skills
- Essential digital skills embedded at every level
- Real world assessment

*Applied, practical skills  
development for future careers*

# How will I learn?

- Your skills development will be assessed through a range of innovative coursework, much of which is informed by real-world applied scenarios



# How will I learn?

- Professional skills development and work experience at every level of our degrees
- Employability support
- In-module work placements
- Employer-informed curriculum
- Positive graduate outcomes



*“Beyond the job title” Geography and Environment careers event*

# *What skills will I gain?*

You will become a translator between science, policy and society on innovative modules that provide **real-world training** and **global perspectives**



Conducting independent research

# What skills will I gain?

Spatial analysis

**CURIOUS**

**RESPONSIBLE**

Written and verbal communication

GIS and IT skills

Problem solving

**CREATIVE**

Independent learning

Decision-making

Time management

Teamwork

**RESILIENT**

Creative thinking

**GLOBALLY-MINDED**

Career minded

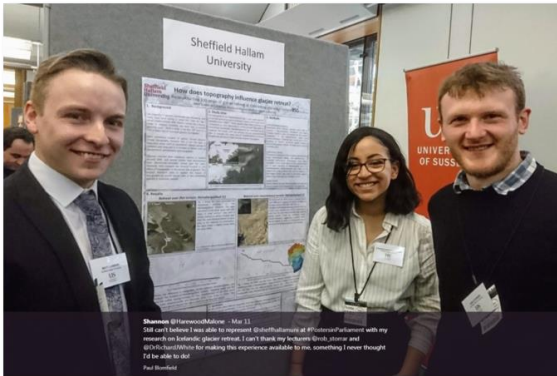
**CONFIDENT**

Information analysis

Critical thinking

Negotiation skills

Information searching



# Who will support me?



- Student wellbeing at the heart of our teaching
- You will have an academic tutor, student support advisor and employability advisor
- Student Union

# *International Perspectives*



- Internationalised content with case studies and speakers from around the world
- Indigenous, decolonised perspectives
- Global Climate Emergency: Collaborative Online International Learning module

# Will I have a community?

- Student society
- Community teabreaks
- Regular events
- Team building activities
- Civic activities in and around Sheffield



@shugeogenv

Regular community socials

Team building skills development day

# Focussed on Inclusion

**Developing a Justice, Equality, Diversity, and Inclusion (JEDI) checklist for inclusive fieldtrips**  
*Student researchers: Ben Buckley and Maxine Goldwood*  
*Staff advisors: Naomi Holmes, Natasha Dowey and Anna Hawkins*

**Sexuality**  
Some countries, or areas within countries may be unsafe with some sexualities not being accepted.

**Trans identity**  
Access to toilet facilities, local safety (as with sexuality), sleeping arrangements.

**Gender**  
Sanitary products, appropriate sleeping arrangements etc.

**Disability**  
Physical ability to access site and engage with the site. All access facilities will be required.

**Mental health**  
Anxiety around large groups of people and new situations. Depression can result in low energy and engagement.

**Neuro-diversity**  
A complex spectrum of needs requires extremely tailored individual accommodations rather than generalised measures.

**Project summary**  
To listen to the project summary as presented at the SHU Transforming Learning Conference please scan this QR code.

**Introduction**  
Geography and Environmental Science are lacking in diversity and fieldwork poses barriers to those from minority backgrounds.  
Each section lists an area of consideration with examples of potential barriers to engaging in fieldwork.  
**Aims/Methods:** To produce (1) a preliminary Justice, Equality, Diversity, and Inclusion (JEDI) checklist from existing literature that educators can use to make the field visits more accessible and inclusive and (2) a qualitative survey to send to students, alumni and staff.  
**Intersectionality**  
Many people will identify with multiple listed characteristics, and may require different or mixed accommodations as a result.

**Religion**  
Those observing religious customs may face barriers during fieldwork such as dietary requirements or religious events in the calendar that may clash with fieldwork.

**Socio-economic status**  
Students may have to purchase large amounts of gear for the first time if they are not already experienced visiting nature.

**Ethnicity**  
Those from racial minorities may be at risk of racism, including physical threats in field environments.

**Care obligations**  
People may find it difficult to arrange suitable cover/care while going on longer fieldtrips.

**Checklist**  
Please scan the QR code to access the draft JEDI Checklist and

Funding: This work was completed as part of a Department of the Nature and Built Environment staff Student Research Project 2021.

- Ensuring every student feels included and supported
- Working towards a decolonised curriculum
- Making fieldwork as accessible as possible

*Staff-student project working to make our fieldtrips even more inclusive and accessible*

# Why Sheffield?

Sheffield is a great place to live

- An amazing, vibrant, and friendly city
- Extremely affordable
- One of the highest grad retention rates

*All undergraduates are guaranteed a place in one of our halls, starting at under £100 p/w including bills*

**Sheffield  
Hallam  
University**



Photograph: Alamy

## 35. Kelham Island

[Sheffield, UK](#)

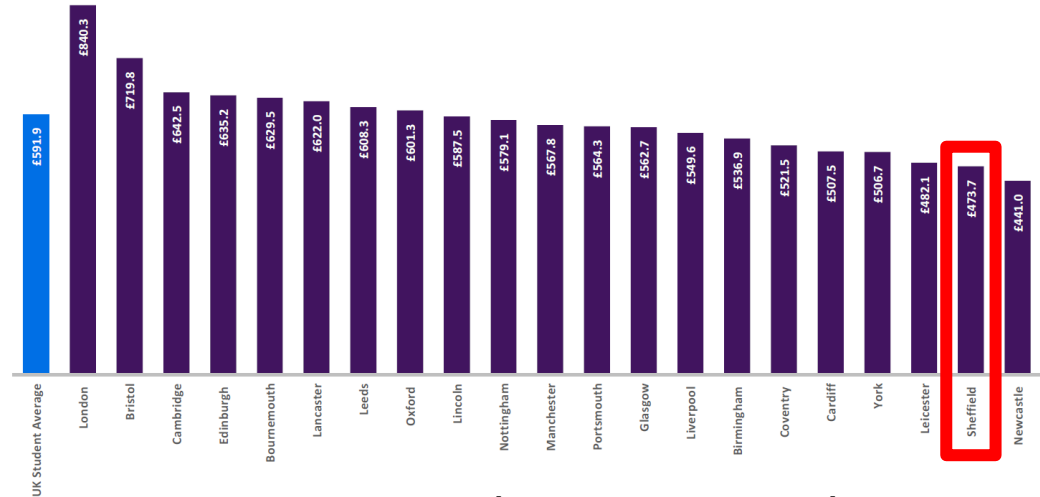
Once home to derelict warehouses and a few old-school pubs, Kelham Island has undergone a hefty transformation. Those old boozers (thankfully) remain but Kelham's once-empty spaces are now filled by a glut of independent bars, restaurants, shops, cafés and breweries. A manmade island formed in the 1100s when a stream was diverted to power a nearby mill, Kelham Island is

London and Bristol are the most expensive cities to rent in the UK, while Sheffield and Newcastle are the least expensive.



Q6  
How much is your monthly rent?  
2023

Monthly rent



Average student rents have increased by +30% since 2022.

Natwest Student Living Index 2023

# Explore our Community

A promotional banner for the BSc (Hons) Climate, Sustainability and Environmental Management course. The top section features an aerial view of solar panels with the text "BSc (Hons) Climate, Sustainability and Environmental Management" and "BECOME PART OF THE GREEN WORKFORCE". The bottom section is a black banner with the text "APPLIED TO CLIMATE, SUSTAINABILITY AND ENVIRONMENTAL MANAGEMENT FOR SEPT 2024?" and three images: two students discussing a laptop, a careers event, and a smiling student. A small note at the bottom reads: "If you missed the UCAS deadline but would like to discuss options for 2024 entry, email course lead Dr. Natasha Dowey on N.Dowey@shu.ac.uk".

BSc (Hons) Climate, Sustainability and Environmental Management

**BECOME PART OF THE GREEN WORKFORCE**

**APPLIED TO CLIMATE, SUSTAINABILITY AND ENVIRONMENTAL MANAGEMENT FOR SEPT 2024?**

ASK QUESTIONS ON OUR DISCUSSION BOARD!

COME TO AN APPLICANT OPEN DAY AND SAY HI!

HEAR FROM OUR FANTASTIC STUDENTS!

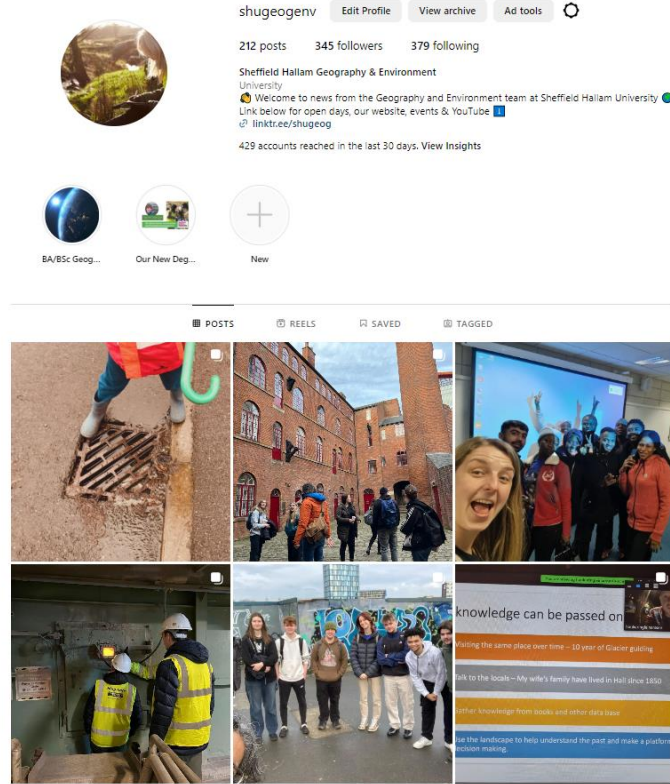
If you missed the UCAS deadline but would like to discuss options for 2024 entry, email course lead Dr. Natasha Dowey on N.Dowey@shu.ac.uk

<https://www.shugeographyenvironment.com/courses/climate-sustainability-environmental-management>

Check out our community website to hear from our current and past students, ask us questions, and explore module content!



# Explore our Community



Follow us on Instagram  
@shugeogenv to hear all  
about our student  
community, field visits,  
socials, and staff research!

# New departmental building due to open Jan 2025!



**Sheffield  
Hallam  
University**

*What next?  
Activity and facilities tour!*

*Stay in touch*

Email us: [andrew.jones@shu.ac.uk](mailto:andrew.jones@shu.ac.uk)

Check out our community: [www.shugeographyenvironment.com](http://www.shugeographyenvironment.com)

Follow us on Instagram: [@shugeogenv](https://www.instagram.com/shugeogenv)