

## 2025-26 Autumn Term End of Unit Reflection

# STUDENT FEEDBACK for GEOGM0045 - Quantifying Climate Risks

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Created Tuesday, December 23, 2025

## Report Comments

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This report contains end of unit student feedback gathered during 2025/26 for an individual unit. The report can be downloaded as a PDF or the raw data extracted to a csv. file, as required.

[General guidance on how to interpret the data in Blue static reports can be found in BEAM.](#)

Please see the [Unit Feedback from Students SharePoint](#) for guidance and resources on reviewing and responding to unit survey feedback.

In case of queries, please contact [unit-evaluation@bristol.ac.uk](mailto:unit-evaluation@bristol.ac.uk)

## Overview Data

### Response Data for: GEOGM0045 - Quantifying Climate Risks

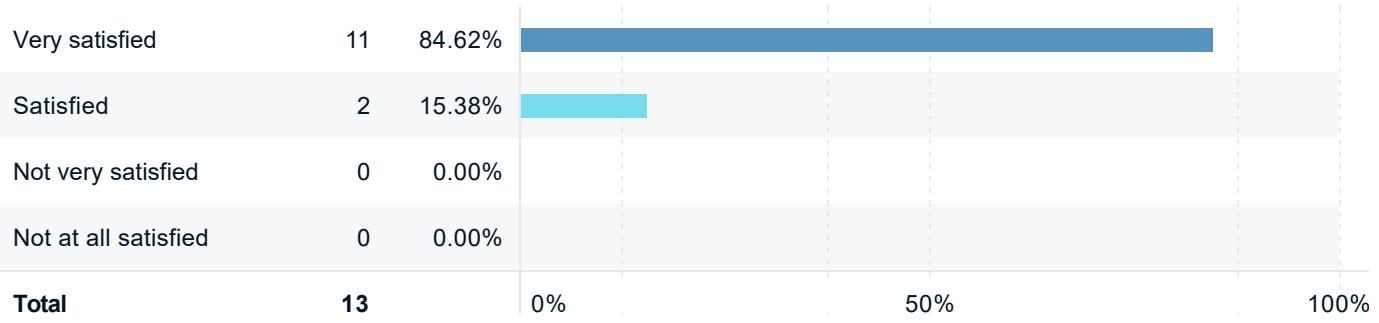
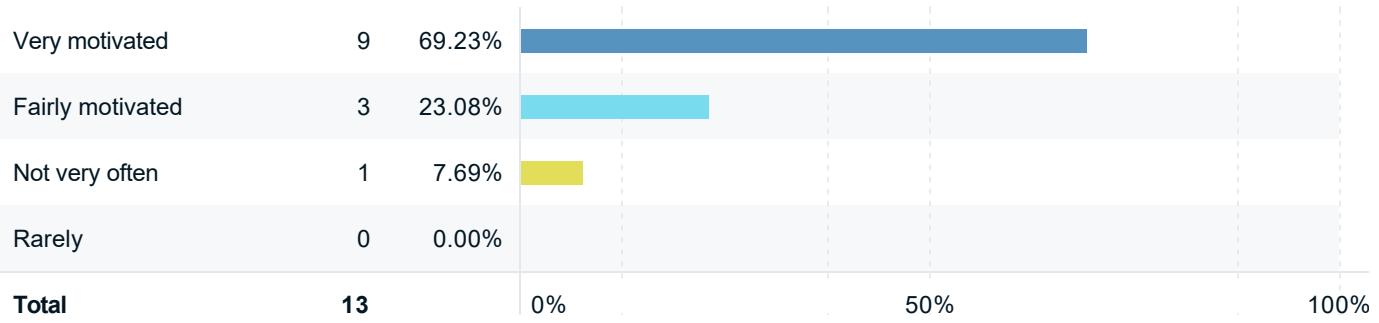
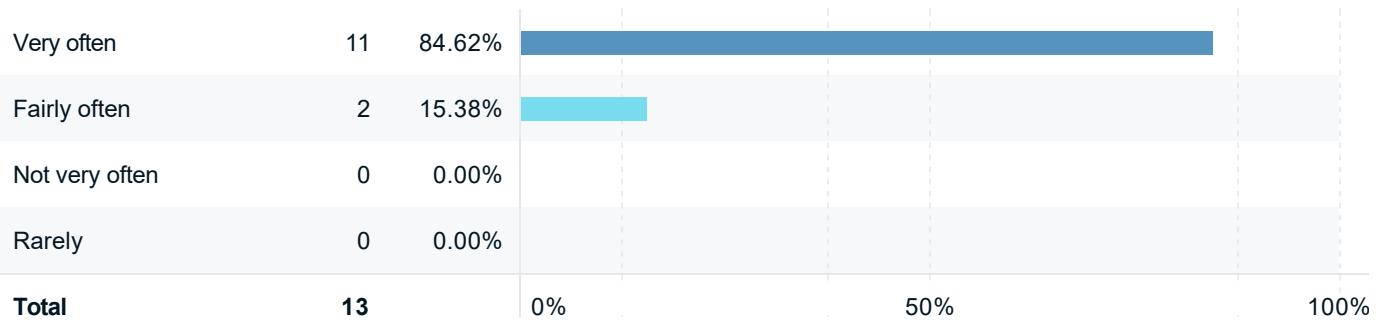
Raters	Responded	Invited	Response Ratio
Student Fillout	13	15	86.67%

## Standard Questions

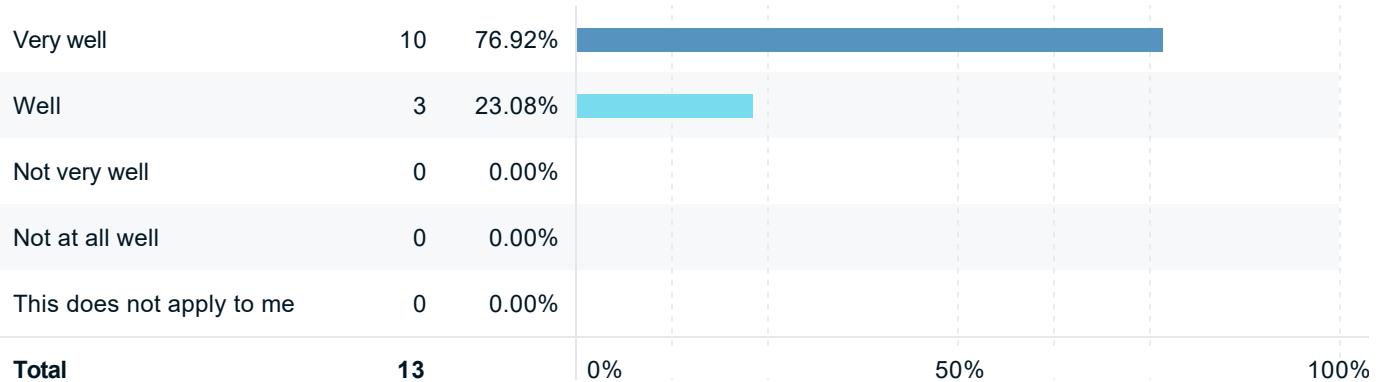
### Standard Question Set: % Positive

This section shows each question in the Standard Question Set with the % of students that answered this question positively

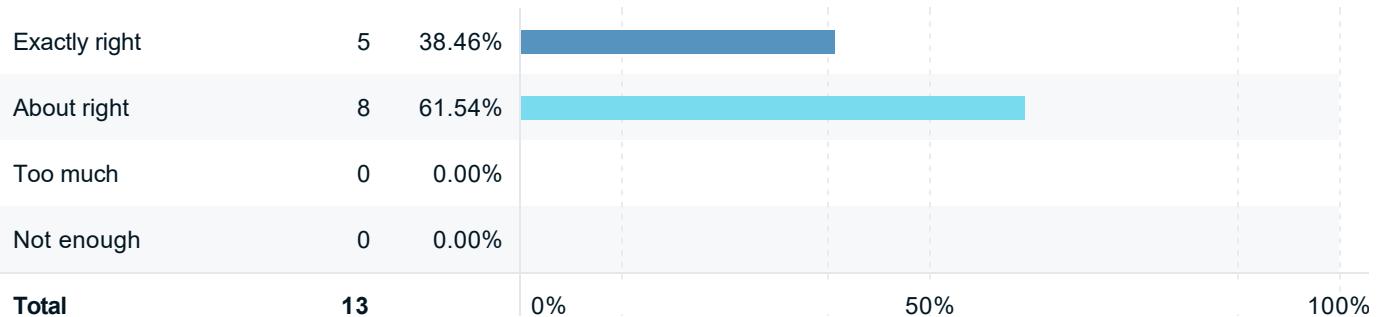
Survey Questions	%Positive
How motivated have you been to engage with the content of this unit?	92.31%
How often have you found this unit intellectually stimulating?	100.00%
How well does this unit connect with other units you are studying?	100.00%
To what extent does this unit cover the right amount of material?	100.00%
How clear are the assessment requirements (including marking criteria & assessment briefs) for this unit?	92.31%
How well did the teaching and learning on this unit prepare you for the unit assessment/s?	100.00%
How well have the unit assessment/s allowed you to demonstrate what you have learned?	100.00%
How fair has the marking and assessment been on this unit?	100.00%
How often have you received assessment feedback on time in this unit? (i.e. received coursework feedback by the published date)	80.00%
How often has feedback in this unit helped you to improve your work?	100.00%
How easy was it to contact teaching staff and ask for help if you didn't understand something in this unit?	100.00%
How well organised is this unit?	100.00%
How well have the resources supported your learning on this unit (e.g. books, journals, material on Blackboard equipment, software, collections)?	100.00%
Overall, how satisfied have you been with the quality of this unit?	100.00%

**Overall, how satisfied have you been with the quality of this unit?****How motivated have you been to engage with the content of this unit?****How often have you found this unit intellectually stimulating?**

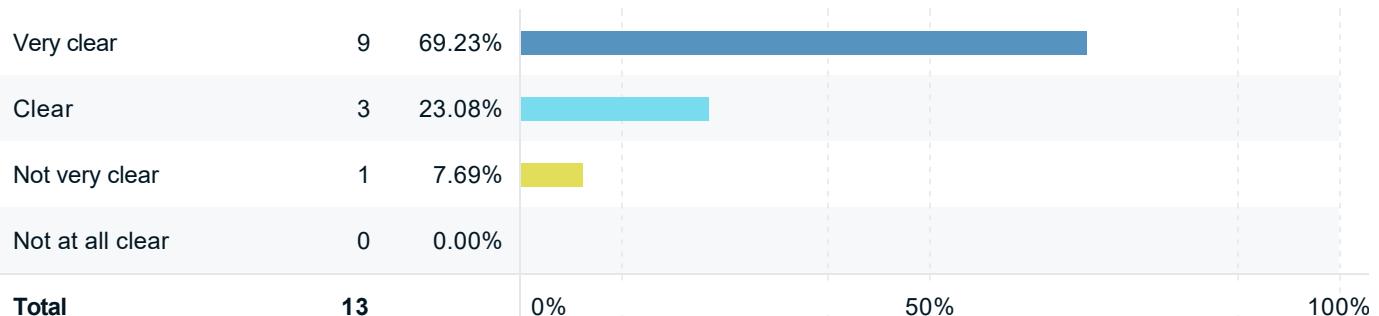
### How well does this unit connect with other units you are studying?



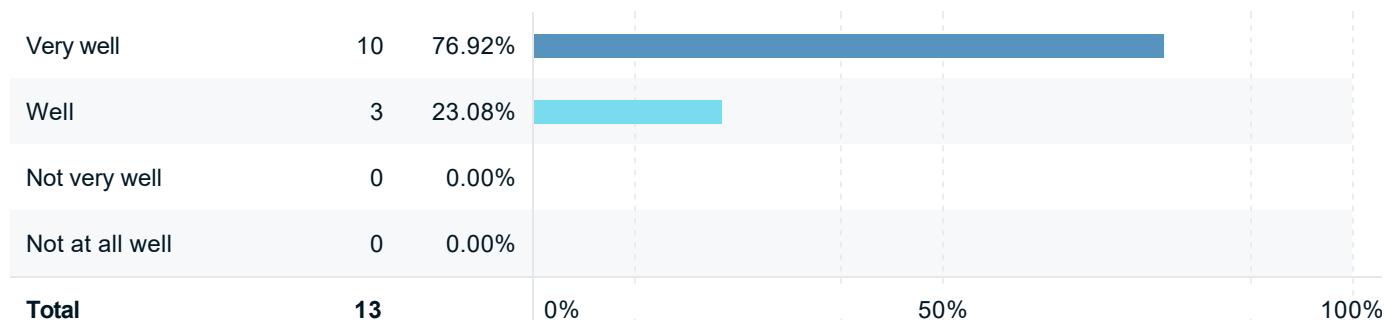
### To what extent does this unit cover the right amount of material?



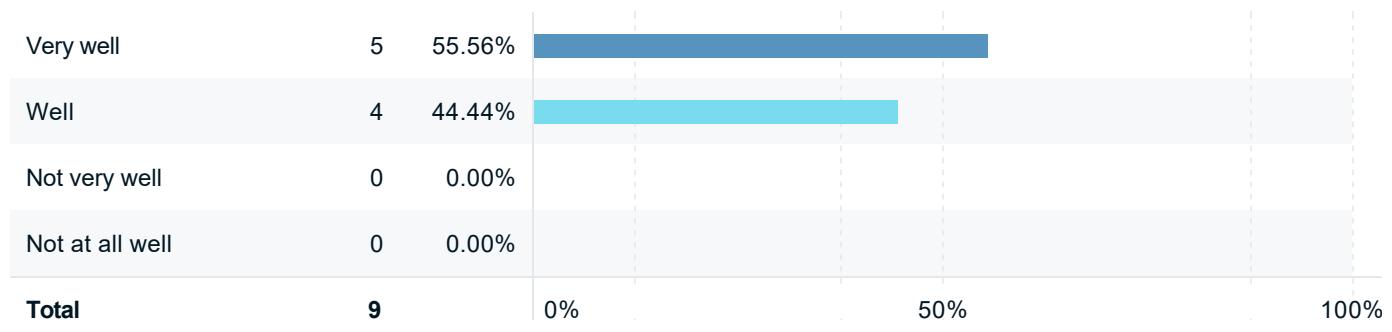
### How clear are the assessment requirements (including marking criteria & assessment briefs) for this unit?



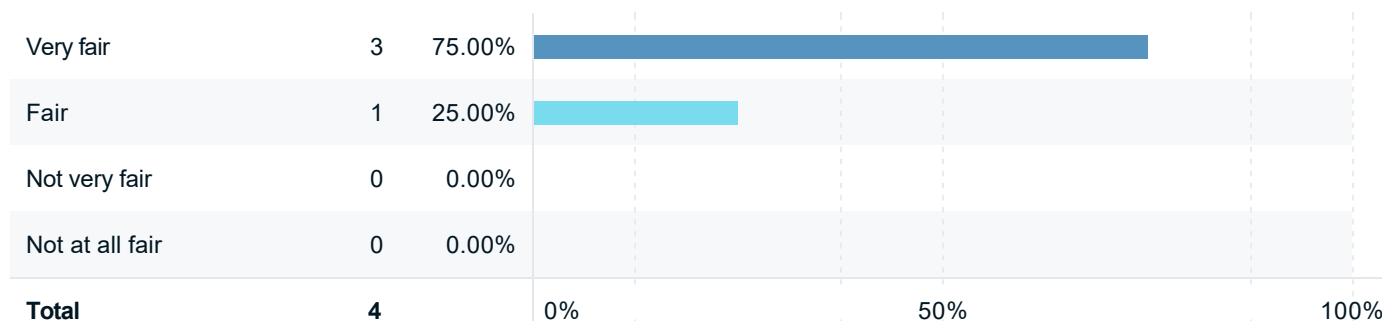
### How well did the teaching and learning on this unit prepare you for the unit assessment/s?



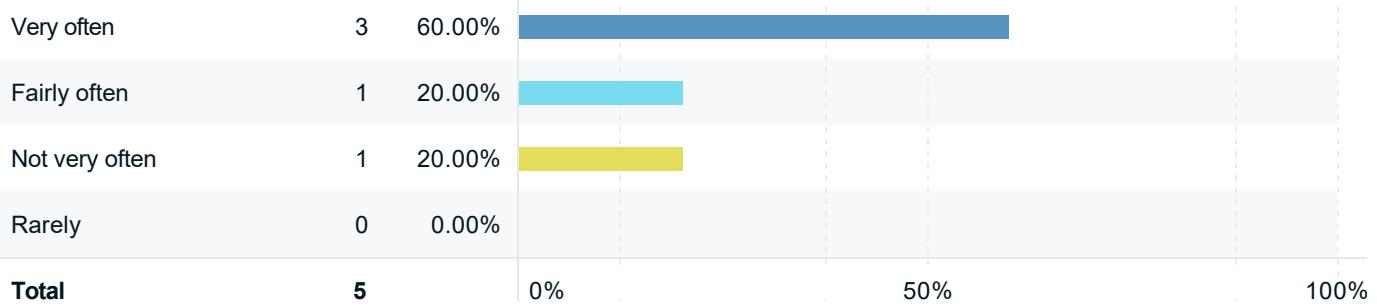
### How well have the unit assessment/s allowed you to demonstrate what you have learned?



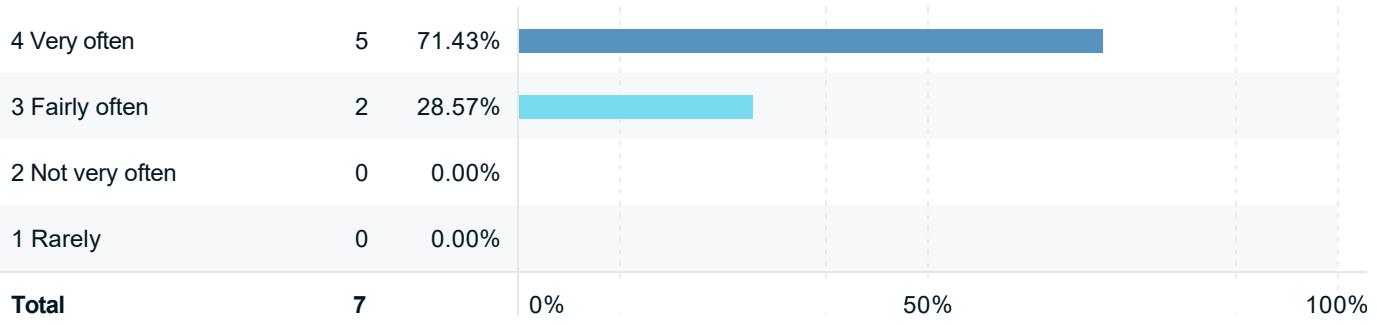
### How fair has the marking and assessment been on this unit?



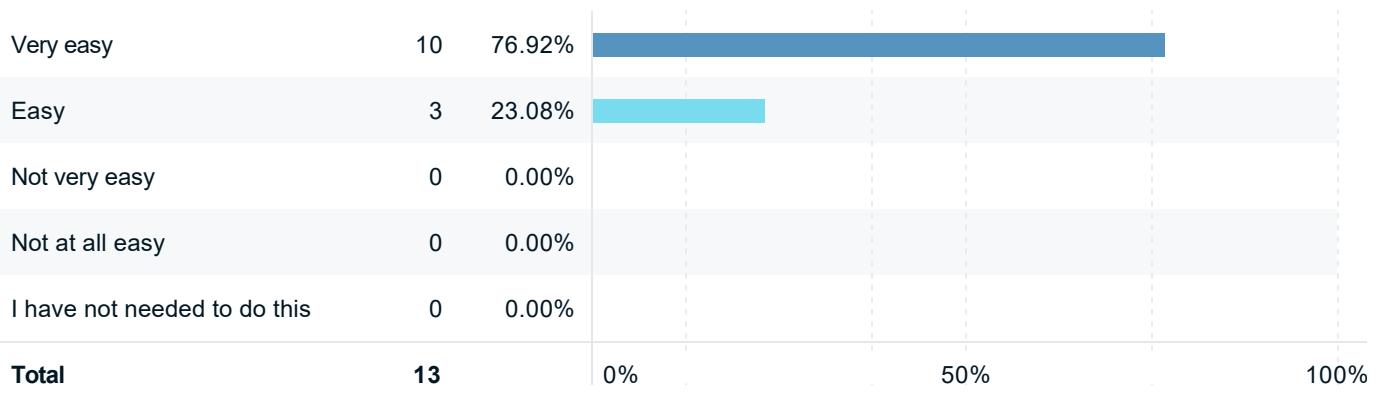
**How often have you received assessment feedback on time in this unit? (i.e. received coursework feedback by the published date)**



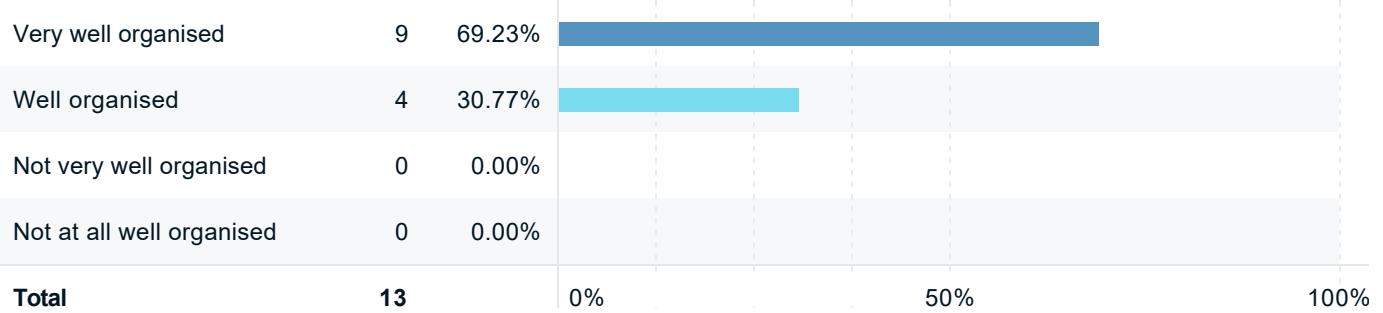
**How often has feedback in this unit helped you to improve your work?**



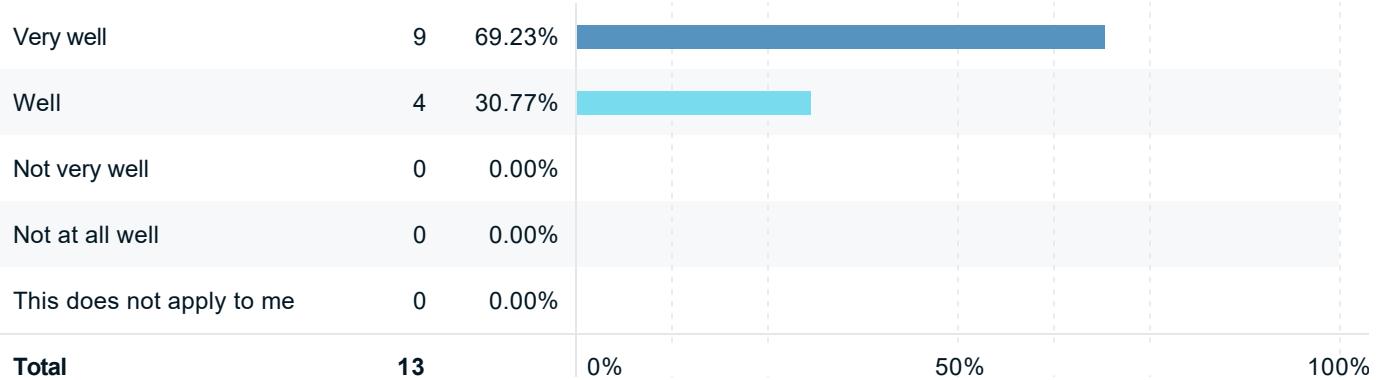
**How easy was it to contact teaching staff and ask for help if you didn't understand something in this unit?**



### How well organised is this unit?



### How well have the resources supported your learning on this unit (e.g. books, journals, material on Blackboard equipment, software, collections)?



## What have you liked about this unit?

Comment
Enjoy subject area, range of topics discussed e.g. range from floods to heatwaves to glaciers
Having never coded before, I liked the structure and pace of the course – starting with the foundations of statistics in Python and moving on to the practical applications was really helpful for my learning.
I enjoyed the layout of the practicals. The first few taught fundamental skills well whilst the later practicals showed application. The website resource was also very useful for the practicals. Concepts and lectures were clearly conveyed and well spoken.
I have really enjoyed this unit. The teaching has been excellent, well structured and well supported. I really like the collaborative element of this unit, including the group presentations. The content is very interesting and the workshops support this. The assessment was released with plenty of time and the 1-1 meetings were very helpful. There is a steep learning curve at the start but I think this is mostly supported especially for student doing other units using python.
I learned many new things in this course, not only about climate science but also about statistics.
It is a new learning opportunity with an organized and informative manner.
The Practical notebooks were a good mix of challenging but achievable and interesting. And it was good to be able to collaborate.
This unit has been very intellectually stimulating! I have enjoyed the teaching and lectures. I do think it is quite a difficult unit to do and understand in terms of the python coding aspect.
Very mentally stimulating and made me think in a qualitative sense, not just quantitative.
Very well-structured and clear lesson/workshop format, friendly and helpful staff/demonstrators and interesting content. Really liked the presentations at the start of each workshop (which was apprehensive about at first!) as it helped me to engage more
Weekly presentations were very useful and the notebooks were very thorough and clearly explained.

## What, if anything, would you change about your experience of this unit?

Comment
Due to the lack of time at the end as the assessment takes priority, it is hard to engage as much in the case studies which are also very interesting. Not sure how to change this given the technical side needs to be learnt first.
I don't think I would change much about this unit.
I would like us to discuss the content from the Python workshops more during class.
Lectures link in more quantitative aspects to relate to workshops more. (I'm being picky I think this unit is great)
Maybe work through some more challenging parts of lesson as a group, rather than just the assignments. also go through some lengthy bits of code more rigorously as some were new to coding. For the end of unit assessment, despite being released in reading week, I felt I was only able to really get started 3 weeks before the due date, as there was still ongoing teaching, finding right datasets etc.
Perhaps the practical assignments could be shorter to make them more manageable. Also solutions to the lesson notebooks would be useful at times. Also maybe more guidance on the assignment.
Practical session/workshop being 2hrs sometimes felt too short and I would sometimes spend less than an hour on the actual workshop content
Providing an intro to Python course to complete over the summer before starting the unit would have been really helpful. I like that this was provided at the start of the unit, but following this before starting the course, would have made this less overwhelming.
Whilst I think it is present within the course – I would have liked to been able to see and talk through more examples of complex and new techniques/applications within each topic, or further case studies of how these have been used in the past to guide decision making.

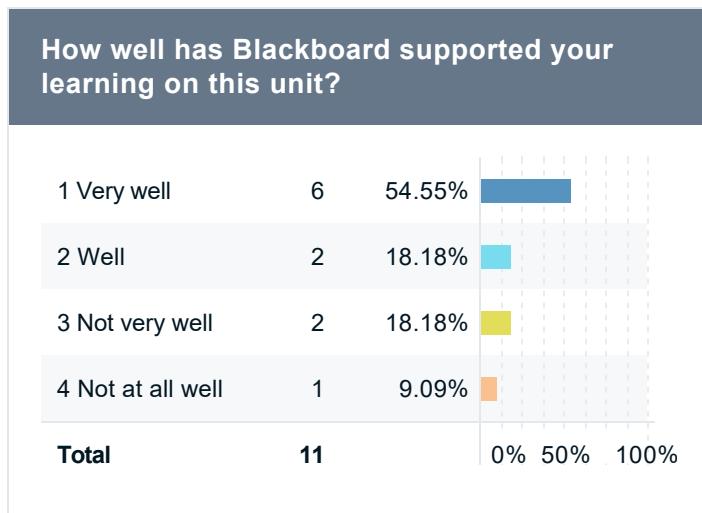
## Is there anything else you would like to tell us about your experience of this unit?

Comment
At first, this was the hardest course out of the three, but as time went on, I learned a lot each week, and the content became really interesting and useful for future research.
Fabien was very engaging and the presentation cycle helped keep content interesting and personal.
I feel like it was well-paced; however, having no prior Python experience, it was quite challenging to keep up at times. I mainly just feel like if Python is going to be a requirement in MSc programmes in the School of Geographical Sciences at Bristol, then it would surely make sense to use this in BSc Geography in Bristol. I think moving from using RStudio to Python felt more challenging, as what I had been learning for 3 years was relatively useless in learning how to use Python. This is no judgment of the unit itself, but more on the Schools' decision to have no continuity in their postgraduate and undergraduate coding teaching, particularly when it is already challenging for many people anyway. It has been enjoyable to learn a new skill, but would it not just make more sense to use the same tool in the whole department?
no
Very well organized content and helps for beginners step by step

## Responses to Blackboard Evaluation Questions

The below data will be reviewed by the Blackboard Ultra project team. Please feel free to respond to any points raised by students in this section that you feel are within your control. For support requests, questions or concerns email digital-education@bristol.ac.uk.

## How well has Blackboard supported your learning on this unit?



## What have you liked about using Blackboard during this unit?

Comment
Blackboard has only been used for assessment details and workshop solutions. It has not played a major role in the unit.
Blackboard has only been useful for assessment information. It has not been useful for any teaching.
Blackboard is only used for assessment details and information on the unit; the lecturer's own website was far more useful.
Clarity and well organized content
I liked that all the content was easily accessible in one place.
It's quite clear, just took getting used to after changing from old layout
N/A
Well organised and easy to understand

## What (if anything) would you improve about your experience of using Blackboard for this unit?

Comment
Having everything in one place would be useful
n/a
N/A

## End of unit reflection - Next Steps

When your end of unit reflection survey closes, please review and reflect upon the feedback and provide students with your response. You may find it useful to read this guide to help in considering the feedback and planning your response - ['Responding to Student Feedback: A Guide for Staff'](#).

When writing the response, please remember the following:

- This **student feedback report is not shared with students**, so please provide a short summary of what students thought worked well (or not).
- Provide a **summary of any actions** that you will take for next year or consider for future years - you may also wish to comment on what you will not be changing and explain why.

Please visit [the 'Unit Feedback from Students' SharePoint page](#), which contains further guidance and example responses covering a range of scenarios, including how to respond when no responses have been received, responding when there are differing opinions and responding to indicate that no actions will be taken (and explaining why!).

You can access the task to respond to the student feedback via [your Blue Homepage](#). Please aim to respond as soon as possible, and within 15 working days of a survey closing.

## Unit Director Response

The Unit Director response to the student feedback received will appear below, once it has been submitted in Blue

There is no data to show.