



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|---|--------------------|--|
| Module Title | Geographical Skills | | |
| Module Code | UBGMFM-15-1 | Level | Level 4 |
| For implementation from | 2018-19 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Faculty of Environment & Technology | Field | Geography and Environmental Management |
| Department | FET Dept of Geography & Environmental Mgmt | | |
| Contributes towards | Geography [Sep][FT][Frenchay][4yrs] MPlan 2018-19 Geography and Planning [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19 Geography [Sep][SW][Frenchay][4yrs] BA (Hons) 2018-19 Urban Planning [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19 Geography [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19 Geography [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19 Urban Planning [Sep][SW][Frenchay][4yrs] BSc (Hons) 2018-19 Geography and Planning [Sep][SW][Frenchay][4yrs] BA (Hons) 2018-19 Geography [Sep][SW][Frenchay][4yrs] BSc (Hons) 2018-19 | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

Part 2: Description

Educational Aims: See Learning Outcomes

Outline Syllabus: Theme: "Statistics for geographers":

Key terms, definitions, and concepts in statistics.
Sampling approaches and methods.
Descriptive statistics: summary statistics & visual presentation forms.
The normal distribution.
Confidence intervals (from sample to population).
Correlation.
Testing for differences: t-test, Mann-Whitney test, Chi-square test.

Theme: "Writing for geographers":

Sessions will support students in developing their individual essay.
Skills and competencies in the following will be developed: □
Finding reliable evidence to support academic writing.
Academic referencing.
Critical thinking in the fields of geography, planning and environmental management.
Constructing an academic argument.
Writing an academic essay.

Teaching and Learning Methods: Scheduled learning on this module includes lectures, practical classes and tutorials. Three hours - on average - contact per week for each student.

Independent learning includes time engaged with essential reading, practical completion, case study preparation and assessment preparation and completion.

Contact time: 36 hours
Assimilation and development of knowledge: 54 hours
Exam preparation: 15 hours
Coursework preparation: 45 hours

Theme 1 : "Statistics for geographers"

This theme will be delivered using keynote lectures and practicals. The concepts, approaches and techniques introduced in lectures will be practised during the practical sessions. Data collected on the residential field trip and data relevant to these field areas will be used where possible.

Individual work packages will provide students with formative opportunities to test themselves against a range of statistical methods and techniques.

Theme 2: "Writing for geographers"

This theme will be delivered through a series of seminars that will be reinforced by directed student learning. Sessions will enable the students to gain advanced skills in collecting, and critically reviewing, literature. Attention will then be given to how this literature can be used to develop a structured and well-argued essay. Students will be asked to complete a series of formative exercises to assist them with producing their essay, with opportunities being provided to gain feedback on both their structure and draft content. Alongside this central activity, sessions will also encourage the students to reflect upon their progress, thereby helping in their development to become reflective practitioners.

STUDENT AND ACADEMIC SERVICES

| Part 3: Assessment | | | |
|---|------------------|-------------------|--------------------|
| <p>Component A – Examination (1 Hour). Learning outcomes 1, 2 and 3</p> <p>Written exam Timing: end of semester 1 Unseen question paper Will test student knowledge and understanding of the use of quantitative approaches in geography: sampling approaches, descriptive statistics, and inference.</p> <p>Component B – Essay (2,000 words). Learning outcomes 4, 5 and 6. Individual essay Timing: end of semester 2 Word limit of 2,000 words Students will be able to select from a number of essay titles Students will be expected to draw from, and effectively use, a wide range of literature that will need to be properly referenced.</p> <p>Formative feedback for the examination will include the use of past papers and worked examples. Students will be given insight into what constitutes an effective essay, with module sessions providing an opportunity for essay plans to be discussed.</p> | | | |
| First Sit Components | Final Assessment | Element weighting | Description |
| Written Assignment - Component B | ✓ | 60 % | Essay (2000 words) |
| Examination - Component A | | 40 % | Exam (one hour) |
| Resit Components | Final Assessment | Element weighting | Description |
| Written Assignment - Component B | ✓ | 60 % | Essay (2000 words) |
| Examination - Component A | | 40 % | Exam (one hour) |

STUDENT AND ACADEMIC SERVICES

| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | | | |
|---|--|---------------------------------|--|---------------------------------|---|-------------------------------------|--|---------------------------------------|---|---|---|-----------------------|--|---|---|------------------------------|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">Module Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td>MO1</td> <td>Define and evaluate key concepts, terms and definitions used in geographical sampling and statistical enquiry</td> </tr> <tr> <td>MO2</td> <td>Apply and interpret descriptive and inferential statistics for different types of geographical data sets</td> </tr> <tr> <td>MO3</td> <td>Select and practice appropriate sampling approaches and statistical methods</td> </tr> <tr> <td>MO4</td> <td>Demonstrate critical and reflective engagement with a variety of academic and non-academic literature</td> </tr> <tr> <td>MO5</td> <td>Practice skills in collecting and critically reviewing literature by writing a structured and well-argued academic essay</td> </tr> <tr> <td>MO6</td> <td>Demonstrate appropriate use of referencing and formatting in Microsoft Word</td> </tr> </tbody> </table> | Module Learning Outcomes | | MO1 | Define and evaluate key concepts, terms and definitions used in geographical sampling and statistical enquiry | MO2 | Apply and interpret descriptive and inferential statistics for different types of geographical data sets | MO3 | Select and practice appropriate sampling approaches and statistical methods | MO4 | Demonstrate critical and reflective engagement with a variety of academic and non-academic literature | MO5 | Practice skills in collecting and critically reviewing literature by writing a structured and well-argued academic essay | MO6 | Demonstrate appropriate use of referencing and formatting in Microsoft Word | | | | |
| Module Learning Outcomes | | | | | | | | | | | | | | | | | | | |
| MO1 | Define and evaluate key concepts, terms and definitions used in geographical sampling and statistical enquiry | | | | | | | | | | | | | | | | | | |
| MO2 | Apply and interpret descriptive and inferential statistics for different types of geographical data sets | | | | | | | | | | | | | | | | | | |
| MO3 | Select and practice appropriate sampling approaches and statistical methods | | | | | | | | | | | | | | | | | | |
| MO4 | Demonstrate critical and reflective engagement with a variety of academic and non-academic literature | | | | | | | | | | | | | | | | | | |
| MO5 | Practice skills in collecting and critically reviewing literature by writing a structured and well-argued academic essay | | | | | | | | | | | | | | | | | | |
| MO6 | Demonstrate appropriate use of referencing and formatting in Microsoft Word | | | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">Contact Hours</th> </tr> </thead> <tbody> <tr> <td colspan="2">Independent Study Hours:</td> </tr> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">114</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">114</td> </tr> <tr> <td colspan="2">Scheduled Learning and Teaching Hours:</td> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">36</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">36</td> </tr> <tr> <td style="text-align: center;">Hours to be allocated</td> <td style="text-align: center;">150</td> </tr> <tr> <td style="text-align: center;">Allocated Hours</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> | Contact Hours | | Independent Study Hours: | | Independent study/self-guided study | 114 | Total Independent Study Hours: | 114 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 36 | Total Scheduled Learning and Teaching Hours: | 36 | Hours to be allocated | 150 | Allocated Hours | 150 |
| Contact Hours | | | | | | | | | | | | | | | | | | | |
| Independent Study Hours: | | | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 114 | | | | | | | | | | | | | | | | | | |
| Total Independent Study Hours: | 114 | | | | | | | | | | | | | | | | | | |
| Scheduled Learning and Teaching Hours: | | | | | | | | | | | | | | | | | | | |
| Face-to-face learning | 36 | | | | | | | | | | | | | | | | | | |
| Total Scheduled Learning and Teaching Hours: | 36 | | | | | | | | | | | | | | | | | | |
| Hours to be allocated | 150 | | | | | | | | | | | | | | | | | | |
| Allocated Hours | 150 | | | | | | | | | | | | | | | | | | |
| Reading List | <p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/ubgmfm-15-1.html</p> | | | | | | | | | | | | | | | | | | |