



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|----------------------------------------------------|--------------------|----------------------------------------|
| Module Title | Physical and Human Environments of the City Region | | |
| Module Code | UBGMMR-30-0 | Level | Level 3 |
| For implementation from | 2019-20 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Faculty of Environment & Technology | Field | Geography and Environmental Management |
| Department | FET Dept of Geography & Environmental Mgmt | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>Overview: This module is designed to reflect the diversity and multiplicity of approaches to the study of physical and human environments of a city region, while at the same time being guided by core concepts pertinent to disciplines of geography and planning. This module provides an overview of the geophysical, cultural, political and economic characteristics of the realms and the region of a city. Students will examine interactions between people and environments underpinned by a strong emphasis on historical development, spatial patterns and contemporary issues of the urban environment.</p> <p>Educational Aims: The module will support students' understanding of complexities associated with the development and growth of a city region.</p> <p>Outline Syllabus: Indicative content: The module content will cover the following broad themes:</p> <p>Landscapes and geography of the city region</p> <p>Geology and geomorphology of the city region</p> <p>Identities, cultures and society of the city region</p> |

STUDENT AND ACADEMIC SERVICES

Local and regional planning of the city region

GIS training will run in Semester II and will serve as a tool to bridge all four sections by engaging students in practical activities. These activities will engage students to apply conceptual knowledge gained in Semester I and practise skills such as critical thinking, analysis, communication and research.

Teaching and Learning Methods: See Assessment Strategy

Part 3: Assessment

The assessment strategies employed have been designed to meet the learning outcomes of the module, to test a range of skills, and embed an understanding of basic geographical approaches to physical and human environments of a city region.

Atlas – the assessment requires students to complete a series of analytical tasks and present the results in an engaging, informative submission. This approach addresses technical and subject knowledge outcomes, as well as enabling professional development with its strong focus on developing an integrated strategy for communicating and visualizing the context, process, and results of the assessment task. This assessment requires students to source and present a range of data relating to a chosen theme (e.g. the physical geography of the city region). Students will need to present such data using a range of data visualisation methods (such as infographics and cartographically rigorous maps) in a coherent, engaging, and informative submission. This approach addresses technical and subject knowledge outcomes, as well as enabling professional development with its strong focus on developing an integrated strategy for communicating and visualizing the context, process, and results of the assessment task. All text and data visualisations should be combined into an atlas of no more than 10 A3 sides (equal to 1000 words)

Practical File – This assessment requires students to complete a number of practicals throughout the year. Practical work will include map exercises, field work tasks and written exercises (short observational reports, reflective writing, description and interpretation). The practical file allows specific aspects of the themes covered in the module to be engaged with as small supported exercises. The practicals also provide a range of experiences, skills and materials for students to draw on while completing their Atlas. One aim of this assessment is to help maintain student attendance and engagement throughout the run of the module. The practical file is to be submitted alongside the Atlas at the end of semester 2.

Report – students will be required to write a structured report on an allocated theme. This assessment strategy has two learning aims: 1) engage students to reflect on their learning allowing them to move from surface learning to deeper level of understanding of concepts and practices explored within the module; 2) practise academic writing and begin to practice critical thinking abilities.

The report is designed to assess knowledge and understanding in relation to one of the areas covered in the module. The assessment criteria will fall under three headings: appropriate content, research/preparation skills and communication skills. Students will be expected to maintain a clear and sustained written argument.

Formative assessment is integrated where students will have an opportunity to rework and resubmit their report, following tutor feedback.

To ensure students develop assessment and feedback literacy formative opportunities will be offered throughout the module.

| First Sit Components | Final Assessment | Element weighting | Description |
|-------------------------------------------|------------------|-------------------|---------------------|
| Report - Component B | | 40 % | Report (1500 words) |
| Project - Component A | ✓ | 40 % | Atlas |
| Practical Skills Assessment - Component A | | 20 % | Practical File |

STUDENT AND ACADEMIC SERVICES

| Resit Components | Final Assessment | Element weighting | Description |
|-------------------------------------------|------------------|-------------------|--------------------|
| Report - Component B | | 40 % | Essay (1500 words) |
| Project - Component A | ✓ | 40 % | Atlas |
| Practical Skills Assessment - Component B | | 20 % | Practical File |

| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | |
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| Learning Outcomes | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Explain the geological and geomorphological processes that have influenced the city region</td> <td>MO1</td> </tr> <tr> <td>Explain the socio-cultural and economic processes that have influenced the city region</td> <td>MO2</td> </tr> <tr> <td>Construct logical arguments using local case studies and empirical/textual evidence</td> <td>MO3</td> </tr> <tr> <td>Communicate key information using a range of data visualisation methods (e.g. charts, infographics, and cartographic outputs)</td> <td>MO4</td> </tr> <tr> <td>Gather information and arguments from a variety of sources</td> <td>MO5</td> </tr> <tr> <td>Substantiate arguments with empirical evidence and/or textual references</td> <td>MO6</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Explain the geological and geomorphological processes that have influenced the city region | MO1 | Explain the socio-cultural and economic processes that have influenced the city region | MO2 | Construct logical arguments using local case studies and empirical/textual evidence | MO3 | Communicate key information using a range of data visualisation methods (e.g. charts, infographics, and cartographic outputs) | MO4 | Gather information and arguments from a variety of sources | MO5 | Substantiate arguments with empirical evidence and/or textual references | MO6 | | |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | | | |
| Explain the geological and geomorphological processes that have influenced the city region | MO1 | | | | | | | | | | | | | | | | |
| Explain the socio-cultural and economic processes that have influenced the city region | MO2 | | | | | | | | | | | | | | | | |
| Construct logical arguments using local case studies and empirical/textual evidence | MO3 | | | | | | | | | | | | | | | | |
| Communicate key information using a range of data visualisation methods (e.g. charts, infographics, and cartographic outputs) | MO4 | | | | | | | | | | | | | | | | |
| Gather information and arguments from a variety of sources | MO5 | | | | | | | | | | | | | | | | |
| Substantiate arguments with empirical evidence and/or textual references | MO6 | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td>Independent study/self-guided study</td> <td>228</td> </tr> <tr> <td>Total Independent Study Hours:</td> <td>228</td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td>Face-to-face learning</td> <td>72</td> </tr> <tr> <td>Total Scheduled Learning and Teaching Hours:</td> <td>72</td> </tr> <tr> <td>Hours to be allocated</td> <td>300</td> </tr> <tr> <td>Allocated Hours</td> <td>300</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 228 | Total Independent Study Hours: | 228 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 72 | Total Scheduled Learning and Teaching Hours: | 72 | Hours to be allocated | 300 | Allocated Hours | 300 |
| Independent Study Hours: | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 228 | | | | | | | | | | | | | | | | |
| Total Independent Study Hours: | 228 | | | | | | | | | | | | | | | | |
| Scheduled Learning and Teaching Hours: | | | | | | | | | | | | | | | | | |
| Face-to-face learning | 72 | | | | | | | | | | | | | | | | |
| Total Scheduled Learning and Teaching Hours: | 72 | | | | | | | | | | | | | | | | |
| Hours to be allocated | 300 | | | | | | | | | | | | | | | | |
| Allocated Hours | 300 | | | | | | | | | | | | | | | | |
| Reading List | <p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/ubgmmr-30-0.html</p> | | | | | | | | | | | | | | | | |

| Part 5: Contributes Towards |
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| This module contributes towards the following programmes of study: |