

## Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Delivery location(s):

Faculty responsible for programme: **BNE (FET)**

Modular scheme title:

Professional, statutory or regulatory body  
links:

Highest award title: **BA (Hons) Geography and...(Joint  
Hons)**

Default award title: **BA (Hons) Built and Natural  
Environments**

Interim award titles:

UWE progression route:

Mode(s) of delivery:

UCAS codes:

ISIS code: **Y401**

JACS code:

HESA code:

Relevant QAA subject benchmark  
statements:

Valid until:

Valid from:

Original validation date:

Latest committee approval: **UG Modular Scheme Director** Date:

Version code: **2**

Version year: **2008**

## Section 2: Educational aims of the programme

This half award is designed to enable students with an interest in Human Geography to develop that interest in conjunction with the study of a second subject. Through the pattern of modules offered, students can gain an appreciation of the modern world, and the complexity of historical and present interactions which bring about changes in human society within the physical environment. The inter-disciplinary nature of geography enables study which complements the range of second subjects available. There is an opportunity for some specialisation through the dissertation along themes of region, culture, economy, landscape change, and social organisation. There is also

the opportunity to gain a number of transferable skills through practical applications in fieldwork, cartography, geographical information systems, remote sensing and information technology

The award has the following aims :

1. To acquaint students from all walks of life with the basic traditions, modes of analysis and perspectives of human geographical enquiry.
2. To provide students with a grounding in selected themes and techniques in human geography.
3. To enhance students knowledge of our rapidly changing world in the context of understanding the interactions between environment and society within the framework of the selected themes.
4. To train students in a variety of core and specialist skills, including cartography, information and communication technologies, research design and management, writing and public speaking.

## Section 3: Learning outcomes of the programme

### A: Knowledge and understanding

<p><b>By the end of the programme, the student should be able:</b></p> <ol style="list-style-type: none"> <li>1. To demonstrate a strong basic knowledge of world geography, taking in political, economic, social, cultural and environmental issues.</li> <li>2. To articulate an appreciation for the 'geographical imagination'; that way of looking at the world which emphasises its spatial interconnections.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Teaching is primarily delivered by lectures which include formative activities embedded within modules. These provide key factual and theoretical frameworks across a range of core and optional modules.</p> <p>Students engage in small group teaching (especially as level one undergraduates) designed to provide supportive learning environments for enhancing their scholarship. Stress is laid on 'active learning' in class situations which are designed to enable students to develop confidence and competence to become independent learners outside of the 'safe' environment of staff and peer group support.</p> <p>Learning how to learn, learning by doing, learning by experimentation and practice lie at the heart of developing knowledge and understanding.</p> <p><b>Assessment</b></p> <p>Regular testing of knowledge development and</p>
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	<p>understanding is built into both formative and summative assessment strategies. Students are assessed by a wide range of methods which include essays, practical files, fieldwork reports, research design proposals, and group presentations. The package of assessment has been designed as a diverse, stimulating and wide-ranging diet which encourages knowledge acquisition as a key to understanding.</p>
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## **B: Intellectual skills**

<p><b>By the end of the programme, the student should be able:</b></p> <ol style="list-style-type: none"> <li>1. To construct arguments (using evidence from the academic geography community) capable of withstanding rigorous intellectual challenge.</li> <li>2. To provide evidence of their ability to conceptualise, operationalise and manage research projects in human geography to a successful conclusion.</li> <li>3. To analyse arguments logically identifying any flaws in reasoning and contrasting the merits of different arguments.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Keynote lectures introduce and define the nature of intellectual skills. The development of intellectual skills is reinforced during workshops and seminars which engage students with focused activities as part of a strategy to widen and deepen intellectual rigour in class. Workshops, practicals and fieldwork allow for immediate feedback to questions raised, develop confidence in 'on the spot' thinking and problem solving, and raise awareness of the importance of active engagement with key ideas from a range of sources and intellectual standpoints.</p> <p><b>Assessment</b></p> <p>A variety of methods are employed to test intellectual skills, in particular, coursework including essays with written feedback. Presentations enable students to offer, test, modify and evidence their point of view. Research proposals and projects assess the logic and rigour of arguments made, whilst critical evaluations and summaries of geographical writing further develop students' knowledge of the intellectual core and nature of human geography research.</p>
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## **C: Subject, Professional and Practical Skills**

<p><b>By the end of the programme, the student should be able:</b></p> <ol style="list-style-type: none"> <li>1. To demonstrate competence in the basic techniques inherent in the 'geographer's art' namely map reading map making and analysis of</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Keynote lectures introduce and define the concepts and nature of geographical skills acquisition. These are reinforced in workshops and hands-on practical sessions.</p>
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<p>spatial patterns.</p> <p>2. To show an understanding of the importance of geographical scale and the role of research in shaping place development.</p> <p>3. To show competence in the use of statistical analysis.</p> <p>4. To utilise appropriate technical and subject-based skills which may offer potential solutions to problems encountered in professional life.</p>	<p>Field visits allow the practical application of subject skills.</p> <p>The development of practical subject-related skills is designed to enhance student competences and to begin the process of professionalising student attitudes and attributes.</p> <p><b>Assessment</b></p> <p>The assessment of subject-related practical skills is undertaken through a range of assessment techniques, including computing exams, statistics tests, reports, and map exercises.</p>
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## **D: Transferable skills and other attributes**

<p><b>By the end of the programme, the student should be able:</b></p> <p>1. To show competence in the use of a wide range of transferable skills in numeracy, literacy, project management, information and communication technologies, problem solving and research design.</p> <p>2. To demonstrate a well practised fluency in basic professional skills such as independent work organisation, group work dynamics and time management.</p> <p>3. To demonstrate awareness of and respect for other people's perspectives.</p>	<p><b>Teaching/learning methods and strategies</b></p> <p>Small group workshops and practical classes allow students to develop a range of essential academic and personal transferable skills acquisition. The diversity of the student cohorts require staff to tailor learning support so as to enable students with somewhat different educational profiles to feel able to extend their learning capacity.</p> <p>Group work in fieldwork situations allows students to engage with group work dynamics, workload organisation, and time management.</p> <p><b>Assessment</b></p> <p>A variety of assessment methods are employed to test transferable skills.</p> <p>Group oral and visual presentations and accompanying reports test literacy, IT skills, teamwork and time management.</p> <p>The assessment of literacy, IT skills and time management is embedded in the level 1 modules in particular. At subsequent levels, they will contribute to the assessment criteria for coursework as appropriate.</p>
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## Section 4: Programme structure

At Level 1 you will study three modules which introduce the methods of analysis, skills and critical approaches needed to study geography at a specialised level. This is achieved through the study of environments and societies at risk, the nature of sustainability and how this can be achieved and techniques for geographical analysis.

You will build on this at Level 2 to look at managing global resources, rural changes and development and the issues and applications associated with human geography.

At Level 3 you can pursue your own interests through a choice of options and a dissertation.

With specific respect to skills, the skills spine provides a vehicle through which cognitive skills, professional competences, and transferable skills are developed alongside subject knowledge. At level 1, Study Skills for Geographers provides students with an opportunity to use and develop their skills in designing, collecting, interpreting and presenting spatial data.

At level 2, Human Geography: issues and applications deepens geographical understanding by teaching a range of more advanced methods, skills and techniques which allow students to develop their expertise in data analysis, spatial enquiry, data interpretation and evaluation. The module acts as a support mechanism for students who choose to undertake a final year dissertation.

At level 3, the (optional) dissertation allows students to design and implement a quality piece of independent geographical research. The module requires students to take responsibility for their own learning and to demonstrate the critical and reflective abilities they have gained after three years of academic study. It equips students with the knowledge and skills they require to undertake post-graduate research and it refines personal transferable and subject-related skills that enhance professional development and employability.

Core modules:

Year 1.

UBGLPN-20-1: Study Skills for Geographers (20)  
UBGLPP-20-1: Environment, Society and Risk (20)  
UBGLPQ-20-1: Sustainability and Responsibility (20)

Year 2.

UBG...20-1: Human Geography: issues and applications (20)  
UBG...20-1: Managing Global Resources (20)  
UBG... 20-1: Rural Change and Development (20)

Year 3.

Students must complete 60 credits from the following group.  
UBILF3-20-3: Dissertation A (20)

UBG...-20-3: Global Environmental Management (20)  
 UBGL6L-20-3: Geography and Sustainability in North America (20)  
 UBGL6M-20-3: GIS & Remote Sensing Applications (20)  
 UBGLQ3-20-3: Managing National Parks (20)  
 Target Award  
 BA(Hons) Geography and.....

Target credit requirements are not specified separately from those specified for the full BA/BSc award

Default Award

Interim Awards

Core modules	Optional modules	Target Award
Level 1 <a href="#">UBGLPP-20-1</a> : Environment, Society and Risk (20) <a href="#">UBGLPN-20-1</a> : Study Skills for Geographers (20) <a href="#">UBGLPQ-20-1</a> : Sustainability and Responsibility (20)	Level 3 Students must complete 60 credits from the following group:	<b>BA (Hons) Geography and...(Joint Hons)</b>
Level 2 <a href="#">UBGLPT-20-2</a> : Human Geography: Issues and Applications (20)	<a href="#">UBILF3-20-3</a> : Dissertation A (20)	<b>Default Award</b>
<a href="#">UBGLPU-20-2</a> : Managing Global Resources (20)	<a href="#">UBGLQ4-20-3</a> : Environmental Management in the Developing World (20)	<b>BA (Hons) Built and Natural Environments</b>
<a href="#">UBGLR7-20-2</a> : Rural Change and Development (20)	<a href="#">UBGL6L-20-3</a> : Geography and Sustainability in North America (20)	<b>Interim Awards</b>
	<a href="#">UBGLQ3-20-3</a> : Managing National Parks (20)	

## Section 5: Entry requirements

All applicants must have GCSE Maths and English at Grade C or above.

See also the standard entry requirements.

## **Section 6: Assessment Regulations**

This programme is assessed as set out in the current version of the Modular Assessment Regulations.

## **Section 7: Student learning: distinctive features and support**

### 1. Opportunity of combining the study of Geography with other subjects

The essential distinctive feature of the award is the opportunity to link to a range of second subjects which enables a unique package of study which a student can tailor to their strengths, interests and future ambitions.

### 2. Support for student learning

The teaching staff of the School provide a friendly, enabling environment for learning. They are active researchers aware of modern advances within the discipline and they combine research with teaching to provide a set of stimulating learning experiences. Teaching is mostly by lectures and small group seminars.

The award team is committed to the promotion of reflective learning and independent thought so that students discover their own ways of becoming effective learners. Increasing use is being made of the World Wide Web for disseminating learning resources and the intranet for accessing module and assessment information. These advances encourage self-paced and distance learning as a supportive data base to the stimulation of the lecture theatre and seminar room.

## **Section 8: Reference points/benchmarks**

The evolution, structure and content of the Half Award in Human Geography have been informed by a number of key reference points from the Higher Education, School and academic geography communities :

### 1. The Geography Benchmark Statement

This document provided guidance for articulating the nature and development of the award.

### 2. University and Faculty strategies for teaching, learning and assessment

Reference was made to University and Faculty policy documents in this area, including a framework for skills acquisition

### 3. Geography in the National Curriculum

The rediscovery and redevelopment of students' 'geographical imaginations' is a key imperative for the award. We define the geographical imagination as the ability to evaluate the interrelations between processes occurring at different spatial scales (local, national and global) and to evaluate critically the complex processes of place-making.

### 4. Staff Research Interests and Expertise

The design of the programme