



## **Module Specification**

### **Advanced Geographical Expedition**

Version: 2025-26, v4.0, 19 Feb 2025

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## Part 1: Information

**Module title:** Advanced Geographical Expedition

**Module code:** UBGMJC-30-3

**Level:** Level 6

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Architecture and Environment

**Partner institutions:** None

**Field:** Geography and Environmental Management

**Module type:** Module

**Pre-requisites:** Researching Human Geography 2024-25, Researching Physical Geography 2024-25

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module provides students with a capstone fieldwork experience at the end of their degree programme. Students will take part in an extended field course and explore a range of contemporary geographical and environmental issues relevant to the location we visit, and reflect on their personal and professional development over the course of the module.

**Features:** Not applicable

**Educational aims:** This module provides students with a capstone fieldwork experience at the end of their degree programme. The nature and content of the module will vary depending on the fieldwork location, however there will be a common structure of a series of pre-trip lectures and workshops with the module culminating in an extended field course. Over the course of the module students will apply their research skills developed in previous modules to undertake an applied research project focusing on a geographical/environmental issue relevant to the location of the expedition. There is also an opportunity for students to reflect on their fieldwork experience and relate this to their ongoing professional and personal development.

**Outline syllabus:** Pre-expedition phase:

Introduction to the expedition location

Expedition planning

Preliminary work (project identification and preparation)

Health and safety considerations

Expedition phase:

Orientation

Field visits, activities

Specialist lectures

Data collection

Data analysis and presentation

Assessed group presentation

Post-expedition phase:

Post-project evaluation

Professional and personal development reflection

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The majority of the teaching and learning will take place through a combination of lectures in the classroom and in the specified

field location. In the pre-expedition phase, students will work with staff to undertake the planning of the expedition and associated research project/s. Students will be expected to actively participate in these sessions by drawing from their individual research and reading, as set out by the assessment strategy.

During the expedition itself students and staff will work to fulfil the research plan developed in the pre-expedition phase culminating in a group presentation, with due alterations according to local conditions.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate competency in a range of expedition skills including: research project design and evaluation, logistics, team-working, research ethics, risk assessment, communication and dissemination.

**MO2** Demonstrate a critical knowledge of materials relevant to their discipline and a specific geographical region or area.

**MO3** Reflect on personal and professional development.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 150 hours

Face-to-face learning = 20 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ubgmjc-30-3.html) via the following link <https://uwe.rl.talis.com/modules/ubgmjc-30-3.html>

## **Part 4: Assessment**

**Assessment strategy:** This module has three core pieces of assessment during the first sit of the module:

1) Expedition plan: Students will work in their groups to formulate a research plan

(1000 words) during the taught sessions prior to the expedition. This work will be pass/fail. Students will need to present a detailed schedule of work during the expedition. This ensures students need to engage in the taught sessions and with their group prior to the trip. Formative feedback will be available during the taught sessions. Summative feedback will be provided to students prior to the expedition start to allow them to refine their research plan prior to the fieldwork.

2) Field-based group presentations. During the expeditions students will in groups deliver total 30 minutes of presentation. 15 minutes of this will be split into smaller units of time and delivered in-situ at field sites. The number of sites and time units will be determined in the taught sessions with students prior to the trip and also planned in the pre-trip expedition plan. At each location students will lead the discussion of geographical issues relevant to their overall project and the site. Incremental formative and summative feedback will be available throughout the expedition. The final 15 minutes will be delivered with the use of slides and materials at the end of the trip. This will be a synoptic presentation allowing students to draw together their selected locations and themes from across the expedition.

3) Reflective essay: After the trip students will undertake a structured piece of reflective writing (1000 words). Students will be asked to reflect on their personal and professional development during the expedition. Students will be prompted to reflect specifically on the development of graduate attributes.

The resit assessment for the module mirrors the three elements above. However due to the nature of the module some aspects of the resit assessment briefs will change to allow for competition without additional expedition time.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Field-based group presentations (30 minutes)

Weighting: 70 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2

**Report (First Sit)**

Description: Expedition plan (1000 words)

This is a Pass/Fail assessment.

Weighting: 0 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2

**Reflective Piece (First Sit)**

Description: Reflective essay (1000 words)

Weighting: 30 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3

**Presentation (Resit)**

Description: Group presentation (30 minutes)

Weighting: 70 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2

**Report (Resit)**

Description: Expedition plan (1000 words)

This is a Pass/Fail assessment.

Weighting: 0 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2

**Reflective Piece (Resit)**

Description: Reflective essay (1000 words)

Weighting: 30 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Geography [Frenchay] BSc (Hons) 2023-24

Environmental Management [Frenchay] BSc (Hons) 2023-24

Geography [Frenchay] BA (Hons) 2023-24

Environmental Management {Foundation} [Sep][SW][Frenchay][5yrs] - Withdrawn  
BSc (Hons) 2021-22

Environmental Management {Foundation} [Sep][FT][Frenchay][4yrs] - Withdrawn  
BSc (Hons) 2022-23

Geography [Frenchay] BSc (Hons) 2022-23

Environmental Management [Frenchay] BSc (Hons) 2022-23

Geography [Frenchay] BA (Hons) 2022-23