Section 1: Basic Data

Awarding institution/body:	**UWE**
Teaching institution:	**UWE**
Faculty responsible for programme:	**FBE**
Programme accredited by:	
Highest award title:	**BSc (Hons) Geography and Environmental Management**
Default award title:	
Interim award title:	**DipHE Geography and Environmental Management** **CertHE Geography and Environmental Management** **BSc Built and Natural Environments**
Modular scheme title:	**Faculty of the Built Environment Undergraduate Scheme**
UCAS codes:	**FF89**
QAA subject benchmarking group(s):	**Geography/Earth Studies, Environmental Sciences and Environmental Issues**
Valid until:	
Valid from:	**September 2001**
Authorised by:	**UG Modular Scheme Director** Date:
Version code:	**3**
Version year:	**2005**

Section 2: Educational aims of the programme

This award examines the physical environment and its management by society. It studies the structure of and processes shaping the natural world and identifies human impacts upon it. Students face contemporary environmental issues from local to global scales, focusing ultimately on the strategies and agencies involved in appropriate environmental management.

The award has the following aims:

1. To develop knowledge and understanding of processes shaping the natural world and the impact of human interaction with the natural environment.

2. To acquaint students with fundamental traditions, perspectives and techniques in physical geography.

3. To foster geographical thinking with its appreciation of spatial enquiry, areal differentiation, scale and system dynamics.

4. To encourage students to reflect critically upon their learning.

5. To produce graduates who have the potential to be skilled environmental managers in a range of employment.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To identify and examine critically the processes shaping the natural environment. 2. To demonstrate a critical understanding of the two-way relationship between environment and society. 3. To understand that distinct environments are created by integrated physical and human processes acting as systems. 4. To appreciate the different spatial and temporal scales over which formative environmental processes and human impacts operate. 5. To demonstrate comprehension of spatial variation and temporal change in the physical environment and how this impacts upon society. 6. To articulate how different discourses have shaped our understanding of the physical environment, its use and management. 7. To compare and contrast environmental management in different cultural and geographical contexts.	Teaching is primarily by lectures and formative activities embedded within modules. Lectures provide a central core of factual and theoretical information covering a range of themes. Students undertake active exercises in seminars to enhance interest and factual retention. Assigned readings with group discussion and research-based projects solidify knowledge and deepen understanding. Formative and summative presentations promote independent learning through research, delivery and peer debate. Laboratory classes and fieldwork revise and consolidate knowledge via practical application. For the Level 3 independent dissertation, student research is monitored formatively by regular meetings with specified staff members. Across all modules, the learner is encouraged to undertake independent reading following specified reading lists, both to supplement and consolidate what is being taught/learnt, and to broaden their individual knowledge and understanding of the subject. **Assessment** Testing of knowledge and understanding occurs through a wide variety of assessment methods. Assessed coursework includes essays, practical files, environmental management plans, research proposals, research progress reports, research projects, group presentations and environmental diaries. Essays are also undertaken under controlled examination conditions. These are largely in response to unseen papers, but some seen questions are also used.

B: Intellectual skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To construct arguments to engage in academic debate and make informed decisions concerning appropriate environmental management. 2. To analyse arguments logically, identifying any flaws in reasoning and contrasting their merits. 3. To illustrate the contested nature of geographical knowledge. 4. To articulate and justify personal views about environmental issues based on academic reading. 5. To think and learn creatively, prosecuting original ideas and identifying preferred learning styles.	Keynote lectures introduce and define the nature of intellectual skills. The majority of teaching is by interactive, small-group workshops. These workshops encourage 'on-the-spot' thinking and learning, enable guidance/feedback on directed learning and formative exercises, and provide a forum to identify key areas of contested knowledge. Short projects are set, which encourage students to access a range of sources and to familiarise themselves with key texts, journals, databases and websites. Group discussions and presentations promote peer debate and highlight geographical subjectivity. Seminars introduce concepts from which students are expected to develop their own interpretations and learning styles. **Assessment** A variety of assessment methods are employed to test intellectual skills. Coursework includes essays with formative and summative written feedback. Presentations enable students to offer, test, modify and argue their point of view. Environmental diaries allow the critical expression of personal views about environmental issues and management. The professional presentation of management plans allows communication of personal views and the prosecution of original and creative ideas. Research proposals and projects assess logical argumentation and critical reflection. Students also prepare critical evaluations and critical summaries of geographical writing. Essays to demonstrate intellectual skills are undertaken under controlled examination conditions. These are largely in response to unseen papers, but some seen questions are also used.

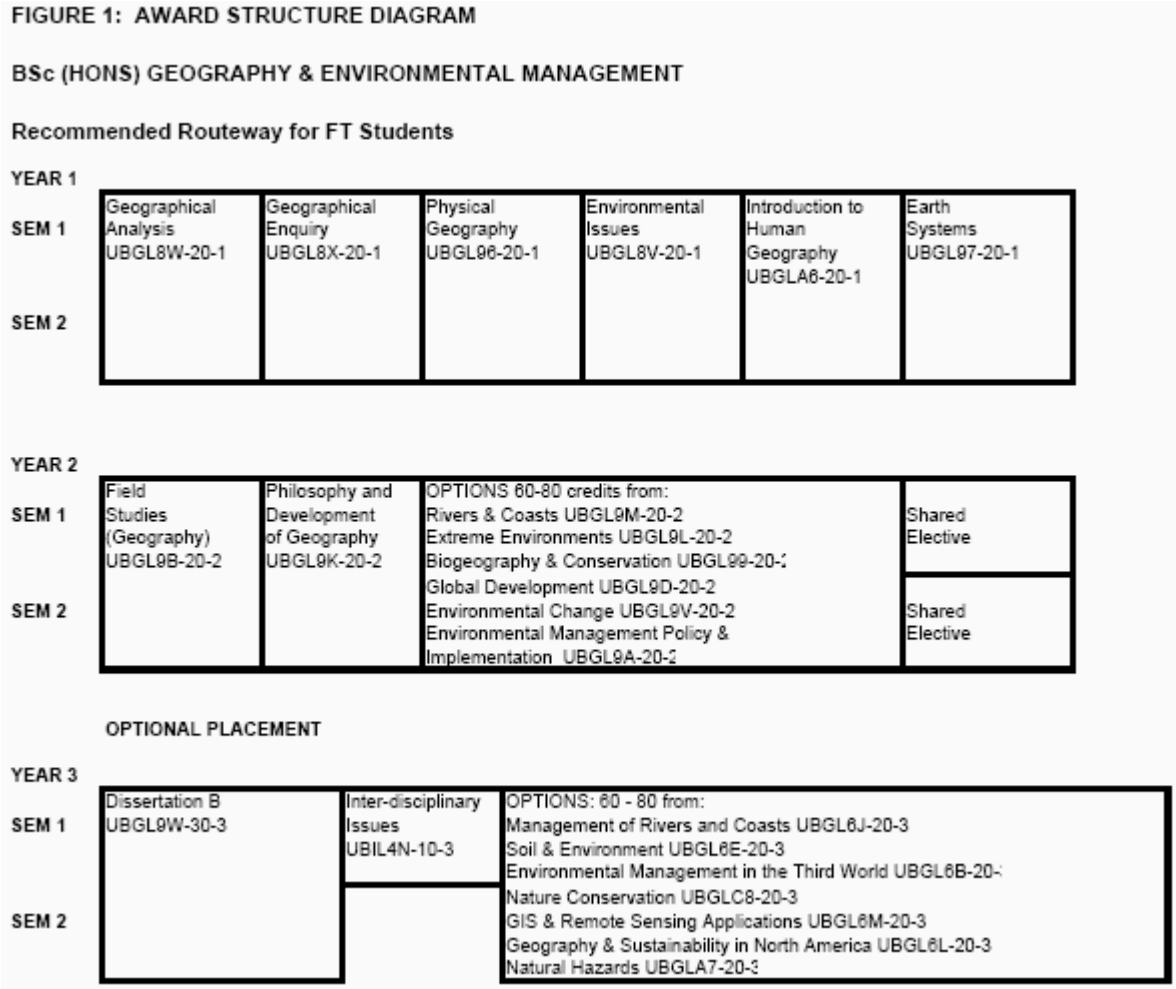
C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. Demonstrate practical abilities such as landscape interpretation, field survey and laboratory techniques with an awareness of Health and Safety. 2. Measure pattern and process within the physical environment with due regard for risk assessment. 3. Employ a variety of technical methods of analysing, interpreting and presenting spatial information (from maps to digital images). 4. Design and execute research within the context of a field-based discipline. 5. Appraise the environmental and social consequences of human interactions with the natural world. 6. To recognise the importance of risk assessment within the context of geography as an essentially field-based discipline.	Keynote lectures introduce and define the concept and nature of geographical skills. Field visits and laboratory classes allow the practical application of subject skills. Field work requires students to collect research data and articulate their findings. Laboratory classes require students to apply knowledge to solve simple practical problems. Seminars develop 'hands-on' experience with computers and topic-related software packages. Students are also encouraged to develop their skills by practising with recommended self-teaching packages. IT skills, related to spatial enquiry, are applied to environmental management scenarios. Students are expected to undertake a proportion of self-directed independent study. At various points students will need to negotiate access to facilities according to the nature of their project work. Research skills are fostered through lectures, seminar discussion, field exercises, specifically-designed coursework and dissertation supervision. **Assessment** The assessment of subject-related practical skills occurs through a variety of mechanisms. These include computer exams, statistics exams and laboratory practical reports which cover a range of geographical skills. Field exercises and presentations, research proposals and research projects test the design and execution of geographical enquiry. Skills are also tested through the dissertation.

D: Transferable skills and other attributes

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To demonstrate professional, transferable skills such as literacy, numeracy, graphicacy, cartography, IT, teamwork, time management, problem-solving, research and project design. 2. To relate material appropriately to a specific audience. 3. To demonstrate social awareness, respecting and understanding other people's perspectives.	Students' literacy, numeracy and IT skills are tested diagnostically early in their first year and support is provided as appropriate. Small group workshops and practical classes engage students in a range of essential academic and personal transferable skills. Group discussions and presentations in an interdisciplinary environment promote awareness of alternative viewpoints and the relation of material appropriately to a specific audience. The diversity of the student group requires staff to consider the different educational profiles of the group in relation to presentation content and depth. **Assessment** A variety of assessment methods are employed to test transferable skills. Group oral presentations and accompanying individual written reports test literacy, IT skills, teamwork and time management. Coursework also includes essays where written feedback is given on skills achievement. Essays are undertaken under controlled examination conditions and will contribute to the assessment of transferable skills.

Section 4: Programme structure



Introduction

The award offers a progressive education in physical geography and develops intellectual and transferable skills. Subject knowledge and transferable skills are delivered within a compulsory programme of integrated skills modules. A range of optional modules at levels 2 and 3 provides opportunities for developing subject specialisation. The award structure facilitates student involvement in a diverse programme of teaching and learning, centred around achieving intellectual competence and rigour within a learning environment designed to allow participation, experimentation and individual progress.

Progression and levels

At level 1 of the award, students take six modules which together aim to solidify their geographical knowledge and train them in the methods and skills of studying geography at university level. Students revise/expand upon their physical geography and examine a range of key environmental issues across a number of spatial scales. The temporal context of environmental change is also introduced. A UK based residential field course is included in the module Geographical Analysis.

At level 2, students examine the nature of geography and undertake a Field Studies module which includes a foreign field trip. Three further modules are chosen from a range of award-specific options, which develop the study of the physical environment in preparation for detailed management studies at level 3. One module is chosen from Faculty-wide electives, which include European languages.

The award encourages work experience via an optional placement year after the first two levels of academic study. Students who do not wish to undertake a placement proceed directly with the full-time degree.

Within the final level of their award, students undertake a dissertation and select four modules from a

range of options. The options progress from an examination of the physical environment to management applications across differing landscapes and regions. In addition, interdisciplinary issues related to sustainability are studied with students from other awards in the Faculty.

The skills spine

The skills spine provides a vehicle to develop cognitive skills, professional competencies, transferable skills and subject knowledge. It is supported by a rich diet of modular choice throughout levels 2 and 3 of the award.

At Level 1, Geographical Analysis provides students with an opportunity to use and develop their skills in designing, collecting, interpreting and presenting spatial data. It develops skills in field techniques and IT, including word processing, statistical analysis and basic Geographical Information Systems (GIS). Geographical Enquiry engages students with a range of essential academic skills necessary for developing their thinking and research in geography (reading, note taking, reviewing and referencing literature, reflective thinking). Students consider the nature of geography and appreciate the diversity of approaches that can be brought to solve geographical problems. The module introduces concepts developed in the level 2 Philosophy and Development of Geography.

At level 2, Field Studies deepens geographical understanding by teaching a range of more advanced methods, skills and techniques which allow students to carry out their expertise in data collection, data analysis, spatial enquiry, data interpretation and evaluation. It allows 'hands-on' experience of undertaking geographical research in a foreign field location, an activity that is known to promote deep learning. It subjects students to different physical environments and cultural experiences which are vital to understanding the differentiation of place. The module acts as a support mechanism as students approach their level 3 dissertation. Philosophy and Development of Geography develops an understanding of the theory and ideology of geography and its relationship to other disciplines. Students learn how the development of the subject in the past has led to a range of different approaches in the present. A number of key issues of contemporary geography are examined critically.

At level 3, the 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. Interdisciplinary Issues develops student personal discipline, responsibility and diplomacy in dealing with organisations outside the university and encourages them to consider an issue from a contrasting range of perspectives. Such skills determine the ability of students to perform as effective and competent graduate professionals in their future careers.

Core modules

Level 1
UBGL97-20-1: Earth Systems (20)
UBGL8V-20-1: Environmental Issues (20)
UBGL8W-20-1: Geographical Analysis (20)
UBGL8X-20-1: Geographical Enquiry (20)
UBGLA6-20-1: Introduction to Human Geography (20)
UBGL96-20-1: Physical Geography (20)
Level 2
UBGL9B-20-2: Field Studies (Geography) (20)
UBGL9K-20-2: Philosophy and Development of Geography (20)
Level 3
UBGL9W-30-3: Dissertation B (30)
UBIL4N-10-3: Interdisciplinary Issues (10)

Optional modules

LEVEL 2 Students must take 60 to 80 credits from the following:
UBGL99-20-2: Biogeography and Conservation (20)
UBGL9V-20-2: Environmental Change (20)
UBGL9A-20-2: Environmental Management: Policy and Implementation (20)
UBGL9L-20-2: Extreme Environments (20)
UBGL9D-20-2: Global Development (20)
UBGL9M-20-2: Rivers and Coasts (20)
LEVEL 3 Students must take 60-80 credits from the following:
UBGL6B-20-3: Environmental Management in the Third World (20)
UBGL6L-20-3: Geography and Sustainability in North America (20)
UBGL6M-20-3: GIS & Remote Sensing Applications (20)
UBGL6J-20-3: Management of Rivers and Coasts (20)
UBGLA7-20-3: Natural Hazards (20)
UBGLC8-20-3: Nature Conservation (20)
UBGL6E-20-3: Soil and Environment (20)
Students must take 20 credits from the following:
20 Credits Shared Electives

Placement

120 P credits
Placements

Target Award

BSc (Hons) Geography and Environmental Management

360 credits of which at least 100 must be at level 3 or above, at least a further 100 at level 2 or above and a further 140 at level 1 or above.

Default Award

Interim Awards

BSc Built and Natural Environments

300 credits with at least 60 credits at level 3, a further 100 credits at level 2 or above and a further 120 credits at level 1 or above

CertHE Geography and Environmental Management

120 credits of which not less than 100 are at level 1 or above.

DipHE Geography and Environmental Management

240 credits of which not less than 100 are at level 2 or above and a further 120 are at level 1 or above.

Section 5: Entry requirements

Applicants must possess Maths and English GSCE grade C or above. An 'A' Level in Geography or Environmental Science is preferred.

See also the Standard faculty entry requirements apply.

Section 6: Assessment Regulations

The Modular Assessment Regulations of the University Modular Scheme provide the framework for the assessment of the programme and its constituent modules.

Section 7: Student learning: distinctive features and support

1. **Support for student learning**

The teaching staff within the Faculty 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 stimulating learning experience. Teaching is mostly by lectures and small group seminars. Laboratory classes, computer-based learning and fieldwork are important elements of all years of study. Residential field courses are UK based at level 1, whilst locations at level 2 currently range from Brittany in north-west France to Andalucia in southern Spain, and Tunisia.

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. The award team is committed to furthering self-directed study as a means to sustained achievement from every individual. The skills spine provides students with quality support mechanisms in the early years of study which enables them to develop their own unique and successful routeways through the award.

2. **Placement Opportunities**

Students have the opportunity to undertake a placement year after completing their first two levels of study. Placements connect university study with work, allowing the application of academic geography to a professional environment. It also provides students with experience to enrich their final year of study. The Faculty has an excellent record of ensuring that students secure good experience and training during their placements.

3. **Experience of inter-disciplinary working**

In their final year, geography students study interdisciplinary issues with students from other awards in the Faculty. This provides experience of working with specialists from across a wide range of disciplines in order to prepare for a working environment.

4. **Employability**

The award offers the opportunity to pursue an undergraduate degree that consciously combines classic themes of academic geography with the acquisition of professional, transferable skills. It integrates intellectual currents in geographical research with employment demands for generalists who possess an aptitude for spatial analysis, problem-solving and decision making. Graduates are attractive to employers due to their breadth of skills and positive personal qualities. They secure employment in one of a wide range of careers including environmental consultancy and conservation, Government, HM Forces, industry, finance, teaching, further education and research.

Section 8: Reference points/benchmarks

The structure and content of this award have been informed throughout by a number of key reference points:

1. The Geography Benchmark Statement

This document provided guidance for articulating the nature of the programme and specifying learning

outcomes.
It was used to establish the academic standards of the award learning outcomes with specific reference to knowledge and understanding, discipline specific skills, intellectual skills and key skills, as delineated on pages 9-11 of the document. In addition, the teaching/learning assessment strategies adopted on the award are consistent with those defined within the benchmarking statement.

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

Reference was made to University and Faculty strategies, including a framework for award skills development. These are set out in Volume 1 of the Undergraduate Modular Scheme documentation.

3. Geography in the National Curriculum

Environmental issues have been embraced by the National Curriculum as geography teaching has evolved from pure thematic content towards application. Understanding key problems in the natural environment today and making informed judgements about its use and stewardship have become increasingly sophisticated as the curriculum progresses. This award provides the opportunity for students to develop further their understanding of the physical environment and to heighten their sensitivity to environmental issues.

4. The Geography and Environmental Management Advice Forum (a sub-set of the Faculty's Built Environment Advisory Panel)

This forum allowed discussion of recruitment, the curriculum and potential careers by representatives from secondary education, higher education and environmental professions. The findings helped shape modular content and progression.

5. Staff research interests and expertise

Programme content is founded upon the strengths of active staff research. This has allowed emphasis to be placed upon contemporary issues in physical geography. These include natural hazards and their management, modelling and managing environmental change, and assessing environmental criticality and marginality through cultural-physical geography.