



PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England, Bristol		
Teaching Institution	University of the West of England, Bristol		
Delivery Location	Frenchay Campus, Bristol		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Environment and Technology		
Department responsible for programme	Geography and Environmental Management		
Modular Scheme Title	Faculty of Environment and Technology UG Modular Scheme		
Professional Statutory or Regulatory Body Links	Institution of Environmental Sciences Royal Geographical Society		
Highest Award Title	BSc(Hons) Geography		
Default Award Title			
Fall-back Award Title	BSc(Hons) Environmental Studies		
Interim Award Titles	CertHE Geography DipHE Geography		
UWE Progression Route			
Mode(s) of Delivery	FT and SW with Foundation year		
Codes	UCAS: FF89 ISIS2:FF89 Foundation codes- FF8A (SW); FF8A13 (FT)		
Relevant QAA Subject Benchmark Statements	Geography/Earth Studies, Environmental Sciences and Environmental Issues		
First CAP Approval Date	June 2015	Valid from	September 2015
Revision Approval Date	16 Jan 2018 7 March 2018	Valid from	September 2018 September 2018
Version	3		

Part 2: Educational Aims of the Programme

This programme examines the physical environment and its management by society. It studies the structures present within the natural world and the processes responsible for shaping them. Based on this understanding of environmental structures and processes, this programme identifies human impacts upon the environment and ways in which these can be managed sustainably. Students face contemporary environmental issues from local to global scales, focusing on the strategies and agencies involved in appropriate environmental management.

The programme has the following aims:

1. To develop knowledge and understanding of the structures and processes associated with the natural

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Part 2: Educational Aims of the Programme

environment and how human actions impact upon these.

2. To encourage a critical understanding of theories and philosophies that are used to explain how the natural environment functions.
3. To foster geographical thinking with its appreciation of spatial enquiry, areal differentiation, scale and system dynamics.
4. To produce graduates that can make informed judgments on the most appropriate means of managing the natural environment.
5. To produce graduates who have the analytical and communication skills necessary to be successful in a range of graduate employment positions.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This programme examines the physical environment and its management by society. It studies the structures present within the natural world and the processes responsible for shaping them. Based on this understanding of environmental structures and processes, this programme identifies human impacts upon the environment and ways in which these can be managed sustainably. Graduates from this programme can make informed judgments on the most appropriate means of managing the natural environment and have the analytical and communication skills necessary to be successful in a range of graduate employment positions.

Part 3: Learning Outcomes of the Programme

The focus of the foundation year (level 0) is on the acquisition both of appropriate academic skills and relevant subject knowledge to allow students to develop and progress through levels 1, 2 and 3 in relation to knowledge and understanding, cognitive, subject specific and study skills.

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The foundation year is common with a number of other Geography and Environmental Management programmes which allows the flexibility for students to transfer between programmes in this subject area as is most appropriate to their emergent subject and/or their professional interests.

The degree programme provides support for students to achieve the learning outcomes in each of the four areas of learning using the following methods:

A. Knowledge and Understanding (subject specific)

- The required knowledge and understanding is primarily taught through lectures and seminars 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.
- 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.

B. Intellectual Skills (generic)

- Keynote lectures introduce and define the nature of intellectual skills.
- The majority of the teaching of intellectual skills is within 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.

C. Subject/Professional/Practical Skills (subject specific)

- 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.
- Computer based seminars develop 'hands-on' experience with computers and topic-related software packages. IT skills, related to spatial enquiry, are applied to environmental management scenarios.
- Research skills are fostered through lectures, seminar discussion, field exercises, specifically-designed coursework and dissertation supervision.
- 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.

D. Transferable Skills and other attributes (generic)

- Students engage in a range of student-led activities that encourage them to work independently, notably their final year project.
- Students engage in a range of modules that cover a range of geographical topics.
- Along with specific training on separate communication skills, students are given formative feedback on their ability to communicate via a range of media.
- Students work in groups to complete a range of different activities. This takes place in the classroom, in the field and in students' own time.
- Students receive training in a range of literacy, numeracy, graphicacy and computer literacy skills. In addition they receive formative feedback to help develop those skills.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of

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Part 4: Student Learning and Student Support

face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc Geography programme teaching is a mix of scheduled, independent and placement (optional) learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, practical classes and workshops; fieldwork. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement, other placement, year abroad.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

It is the Award Board's responsibility to determine whether the student's attainment at level 0 is sufficient to progress to level 1.

Assessment Strategy

The programme encompasses a range of **assessment methods**. The QAA Code of Practice on Assessment of Students identifies general principles that must be addressed at programme level:

1. *Principles, procedures and processes of all assessments should be explicit, valid and reliable.*
 - All assessments comply with the University Academic Regulations and Procedures
 - Principles, procedures and processes of assessment are described in module handbooks that are distributed to students at the start of each module.
2. *The scheduling and amount of assessment is consistent with an effective and appropriate measurement of the achievement of the intended learning outcomes.*
 - The programme team reviews assessment across each Level of the programme to prevent the submission of multiple assessments on the same submission date.
 - Assessment submission dates are provided to students at the start of each academic year
 - Appropriate measurement against learning outcomes is achieved by internal and external scrutiny of assessment, consistent with University Academic Regulations and Procedures
3. *Appropriate feedback is provided that promotes learning and facilitates improvement.*
 - The nature of feedback varies according to the work undertaken. It includes: detailed comments on scripts, model answers and verbal feedback. Marking criteria are distributed to students when assessments are set. All procedures for setting collecting, marking and returning students' assignments conform to the University Academic Regulations and Procedures

At all Levels, students may be assessed by a mix of coursework and examinations. Across the range of Level 1 modules, the coursework provides a variety of opportunities for students to demonstrate their abilities in both individual and group settings, whilst examinations test their abilities to articulate clearly and accurately the concepts and frameworks that are fundamental to their area of study. At Level 2, the coursework and examinations reflect the curriculum strategy of exploring concepts and developing skills. The assessments enable students to demonstrate the depth of their knowledge and the sophistication of their thinking. At Level 3 the coursework requires students to produce substantial, detailed and sophisticated pieces of work that reflect a wide range of reading and a high level of independent thought. The examinations test students' depth of knowledge, critical thinking and ability to sustain credible arguments.

These approaches are in keeping with the range of module learning outcomes and the diversity of student needs. Emphasis is placed on application of knowledge to investigate real-world problems and

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Part 5: Assessment

this is achieved via laboratory classes, computer-based learning, fieldwork, and group-based problem-solving activities. This approach requires them to think on their feet and to challenge their existing preconceptions, promoting adaptability and flexibility in seeking and receiving information, and preparing them for the likely way in which they will have to apply their knowledge in their professional careers.

Most Level 2 modules cannot be studied until a proportion of Level 1 modules specified in the curriculum have been successfully completed. These earlier modules are known as “pre-requisite” modules and they are specified to ensure a sound academic progression from broader knowledge into more applied subject areas.

Assessment of the teaching and learning within modules at all Levels is broadly divided into formative assessment and summative assessment. These include written assignments, reports, case studies, presentations, individual and group projects, examinations, and portfolios of competencies. This range of assessments is designed to:

- identify students' learning strengths and weaknesses and continuing performance needs
- expose students to a variety of assessment methods in order to promote inclusive learning
- test students' ability to integrate theory and practice
- allow students to demonstrate the learning achieved as measured against learning outcomes, QAA benchmarks, and professional competency
- encourage students to develop a deep approach to learning

Through the use of reading strategies students are encouraged to progressively broaden their subject-specific knowledge. Formative and summative assessments are designed to promote a deeper understanding of material and, at Level 3, to facilitate application to professional practice.

The degree programme assesses students' achievement of the learning outcomes in each of the four areas of learning using the following methods:

A. Knowledge and Understanding (subject specific)

- Student knowledge and understanding is assessed in a variety of coursework assessment methods, including essays, practical portfolios, environmental management plans, research proposals, research projects, poster presentations and verbal presentations.
- Essays and practical activities 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 (generic)

- Coursework assessment of intellectual skills includes essays with formative and summative written feedback.
- Presentations enable students to offer, test, modify and argue their point of view.
- 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.
- Essays to demonstrate intellectual skills are also undertaken under controlled examination conditions. These are largely in response to unseen papers, but some seen questions are also used.

C. Subject/Professional/Practical Skills (subject specific)

- The coursework based assessment of practical skills occurs through a variety of mechanisms. These include practical portfolios, presentations describing practical work, and reports describing and critiquing the outputs from practical activities.
- Field exercises and presentations, research proposals and research projects test the design and execution of geographical enquiry.
- Practical skills are also tested under controlled conditions within practical exams.

D. Transferable Skills and other attributes (generic)

- Students engage in a range of student-led activities that encourage them to work independently, notably their final year project.
- Students engage in a range of modules that cover a range of geographical topics.
- Along with specific training on separate communication skills, students are given formative feedback on their ability to communicate via a range of media.
- Students work in groups to complete a range of different activities. This takes place in the class-

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Part 5: Assessment

room, in the field and in students' own time.

- Students receive training in a range of literacy, numeracy, graphicacy and computer literacy skills. In addition they receive formative feedback to help develop those skills.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
Year 1 (level 0)	UBGMMR-30-0 Physical and Human Environment of the City Region	None	None
	UBGMMPR-30-0 Environment and Sustainability		
Year 1 (level 0)	UBLMPA-30-3 Foundation Year Project		
	UBGMNA-15-0 Field Study		
	UBGMNR-15-0 Challenges Data and Solutions		
Year 2 (level 1)	Compulsory Modules	Optional Modules	Interim Awards
	UBGLXU-30-1 Geographies of Globalisation	None	Cert HE Geography
UBGLXD-30-1 Environmental Challenges			
Year 2 (level 1)	From 2019/20: UBGLYD-30-1 Dynamic Earth Transitional structure in 2018/19: UBGLYD-30-1 Earth Science		120 credits with at least 100 at level 1 or above
	UBGMVN-15-1 Field Study in Physical Geography		
	UBGMFM-15-1 Geographical Skills		

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	Compulsory Modules	Optional Modules	Interim Awards
Year 3 (level 2)	UBGLYG-30-2 Researching Physical Geography UBGMJ6-15-2 Professional Development for Geographers	From 2019/20: UBGMRA-15-2 Tectonic processes and landforms Transitional structure in 2018/19: UBGMTU-15-2 Hot Deserts: Surviving Extremes UBGMLV-15-2 Understanding River Dynamics UBGMWD-15-2 Managing Global Resources UBGMWN-15-2 Meteorology From 2019/20: UBGMRA-15-2 Climate Change: Challenges for the 21 st Century Transitional structure in 2018/19: UBGMKU-15-2 Climate Change: Tracing the Record UBGMLE-15-2 Understanding Coastal Dynamics UBGMH3-15-2 Ecology	Dip HE Geography 240 credits with at least 100 at level 2 or above and 220 at level 1 or above.
	<p>Students on the sandwich delivery can undertake a work placement year or a study abroad year. Students undertaking the work placement year take UBGLVX-15-3 Placement. Students undertaking the study abroad year take UBGLWC-15-3 Study Abroad.</p> <p>In accordance with University academic regulations, to undertake the work placement or study abroad year students must obtain a minimum of 200 credits, at least 90 of which are at Level 2 or above. To undertake a work placement year, the student must be in approved employment for a minimum of 1000 work hours. To undertake a study abroad year, the student must be in approved study at an international institution and be enrolled for a minimum of 30 ECTS. Both the work placement and study abroad years must be authorised in advance by the programme leader.</p> <p>Students who take UBGLVX-15-3 or UBGLWC-15-3 must take UBGMVD-15-3 (Independent Project) instead of the longer UBGMQD-30-3 Final Year Project.</p>		

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		Compulsory Modules	Optional Modules	Interim Awards
	Year 4 (level 3) (with sandwich year)	UBGMVD-15-3 Independent Project	<p>15 credits from:</p> UBGLVX-15-3 Placement or UBGLWC-15-3 Study Abroad	BSc Geography 300 credits with at least 60 at level 3 or above, at least 100 at level 2 or above and at least 280 at level 1 or above. Target award: BSc (Hons) Geography 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.
			<p>90 credits from:</p> <ul style="list-style-type: none"> • From 2020/21: UBGMR-30-3 Hazard and Disaster Management. Transitional structure in 2018/19 and 2019/20: UBGMTD-30-3 Climate Change and Environmental Hazards) • UBGMXD-30-3 Managing Rivers and Coasts • UBGMJT-30-3 Biogeography and Conservation • UBGMSU-30-3 GIS and Remote Sensing Applications • UBGMLC-30-3 Advanced Geographic Expedition • UBGMPU-30-3 Environmental Management in the Global South * • UBGLW8-30-3 Integrated Water Management * • UBGML5-30-3 Renewable Energy * <p>*Students may select a maximum of 30 credits from these non-science-based Level 3 modules.</p>	

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		Compulsory Modules	Optional Modules	Interim Awards
	Year 4 (level 3) (without sandwich year)		<p>30 credits from:</p> <p>UBGMQD-30-3 Final Year Project</p> <p>Or</p> <p>UBGMYQ-15-3 Professional Experience</p> <p>and</p> <p>UBGMVD-15-3 Independent Project</p> <p>90 credits from:</p> <ul style="list-style-type: none"> • From 2020/21: UBGMR-30-3 Hazard and Disaster Management. Transitional structure in 2018/19 and 2019/20: UBGMTD-30-3 Climate Change and Environmental Hazards) • UBGMXD-30-3 Managing Rivers and Coasts • UBGMJT-30-3 Biogeography and Conservation • UBGMSU-30-3 GIS and Remote Sensing Applications • UBGMJC-30-3 Advanced Geographic Expedition • UBGMPU-30-3 Environmental Management in the Global South * • UBGLW8-30-3 Integrated Water Management * • UBGML5-30-3 Renewable Energy * <p>*Students may select a maximum of 30 credits from these non-science-based Level 3 modules.</p>	<p>BSc Geography</p> <p>300 credits with at least 60 at level 3 or above, at least 100 at level 2 or above and at least 280 at level 1 or above.</p> <p>Target award: BSc (Hons) Geography</p> <p>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.</p>

Graduation

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Applicants must possess Maths and English GCSE grade C or above. An 'A' Level in Geography or Environmental Science is preferred but not necessarily required.

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

Part 8: Reference Points and Benchmarks

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

1. QAA Benchmark statement for Earth Sciences, Environmental Sciences and Environmental Studies (2007)

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. In addition, the teaching/learning assessment strategies adopted on the award are consistent with those defined within the benchmarking statement.

2. QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (2008)

3. QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Students with Disabilities (1999)

4. University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2007-2010)

5. Disability Discrimination Act (1999)

6. Special Educational Needs and Disability Act (SENDA - 2001)

7. Institution of Environmental Sciences: accreditation guidelines

8. 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.

9. 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, modeling and managing environmental change, and assessing environmental criticality and marginality through cultural-physical geography.

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First CAP Approval Date				
Revision CAP Approval Date		Version	1	
	16 Jan 2018		2	Link to RIA (ID 4429)
	07 March 2018		3	Link to RIA (ID 4677) Link to RIA (ID 4681)
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				