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	Faculty of Environment and Technology		
Department responsible for programme	Department of Geography and Environmental Management		
Modular Scheme Title	Faculty of Environment and Technology UG Modular Scheme		
Professional Statutory or Regulatory Body Links	Royal Geography Society		
Highest Award Title	BA(Hons) Geography		
Default Award Title			
Interim Award Titles	BA Geography DipHE Geography CertHE Geography		
UWE Progression Route			
Mode(s) of Delivery	FT / SW / PT* **There is no official part time routeway for this degree programme, but part time students may be accommodated if they can fit around the programme that is designed for full time students.*		
Codes	**UCAS: L700** **ISIS2:L800** L800(FT); L80023 (SW)	**JACS:** **HESA:**	
Relevant QAA Subject Benchmark Statements	Geography		
First CAP Approval Date	June 2013	Valid from	September 2013
Revision Approval Date	5 February 2015 v1.3 17 November 2015 v2 31 January 2017 v3 16 January 2018 v4 February 2018 v4 15 January 2019 v5	Valid from	September 2019
Version	5		

Part 2: Educational Aims of the Programme

This award concentrates on developing classical themes in contemporary human geography held together by the concept of the 'geographical imagination'. This concept emphasises the interrelationships between processes occurring at different spatial scales (local, national, global) to produce place-difference.

The award has the following aims:

1. To enhance students' knowledge of our rapidly changing world in the context of understanding the interactions between environment and society.

2. To acquaint students from all walks of life with the basic traditions, modes of analysis and perspectives of human geographical enquiry.

3. To provide students with a comprehensive grounding in up-to-date themes and techniques in human geography.

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.

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

This programme consciously combines classic themes of the discipline of human geography with the acquisition of professional and transferable skills. It explores contemporary issues and methods in human geographical enquiry as it develops graduates' ability to apply their enhanced geographical imagination to the work place. Graduates are attractive to employers due to their global scope of vision, environmental awareness and breadth of skills.

Part 3: Learning Outcomes of the Programme

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

A. Knowledge and Understanding (subject specific)
By the end of the programme, the student should have knowledge and understanding of:

1. World geography, taking in political, economic, social, cultural and environmental issues.
2. The spatial interconnections that exist across the world
3. The complex relationships between human action and environmental outcome, as evidenced through wide-ranging case studies.
4. The nature of cultural change and the dynamics of intercultural relationships.
5. How different discourses in human geographical enquiry contribute to academic scholarship.
6. The issues and challenges encountered by a globalised society, particularly related to resource management and security of supply.
7. The skills and actions necessary to acquire graduate-level employment.

B. Intellectual Skills (generic)
By the end of the programme, the student should be able to:

1. Construct arguments (using evidence from the academic geography community) capable of withstanding rigorous intellectual challenge.

Part 3: Learning Outcomes of the Programme

2. Provide evidence of their ability to conceptualise, operationalise and manage research projects in human geography to a successful conclusion.

3. Analyse arguments logically, identifying any flaws in reasoning and contrasting the merits of different arguments.

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

By the end of the programme, the student should be able to:

1. Demonstrate a fluency in the basic techniques inherent in the 'geographer's art' namely map reading, map making and analysis of spatial patterns.

2. Show an understanding of the importance of geographical scale and the role of empirical research as a tool for interpreting place development.

3. Recognise the importance of risk assessment within the context of geography as an essentially field-based discipline.

4. Show competence in the use of statistical analysis.

5. Utilise appropriate technical and subject-based skills which may offer potential solutions to problems encountered in professional life.

D. Transferable Skills and other attributes (generic)

1. Demonstrate professional transferable skills such as literacy, numeracy, ICT, project management, problem solving and research design.

2. Demonstrate a well-practised fluency in basic professional skills such as independent work organisation, group work dynamics and time management.

3. Demonstrate awareness of and respect for other people's perspectives.

earning tcomes:	UBGLXU-30-1 (GoG)	UBGLXD-30-1 (EC)	UBGLWU-30-1 (CSP)	UBGMV7-15-1 (FSIHG)	UBGMFM-15-1 (GS)	UBGLXX-30-2 (RHG)	UBGMJ6-15-2 (PDG)	UBGMYU-15-2 (GPM)	UBGMWD-15-2 (MGR)	UBGMSD-15-2 (GoS)	UBGMMS-15-2 (CGT)	UBGLXG-15-2 (RC)	UBGMHJ-15-2 (PS)	UBGMKQ-15-2 (MNP)	UBGMQD-30-3 (FYP)	UBGMYQ-15-3 (PE) *	UBGLWC-15-3 (SA) *	UBGLVX-15-3 (PL)	UBGMVD-15-3 (IP)	UBGMVU-30-3 (ITDE)	UBGMKV-30-3 (TC)	UBGMGA-30-3 (SSA)	UBGMSU-30-3 (GIS)	UBGMJC-30-3 (AGE)	UBGMPU-30-3 (EMGS)	UBGLW8-30-3 (IWM)	UBGMME-30-3 (EWF)	UBGML5-30-3 (RE)
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Part 3: Learning Outcomes of the Programme

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Part 3: Learning Outcomes of the Programme

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* Depending on the nature of the professional experience / study abroad opportunity.

Part 4: Student Learning and Student Support

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

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.
- Field visits 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 allow the practical application of subject skills. Field work requires students to collect research data and articulate their findings.
- 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 class-room, in the field and in students' own time.

Part 4: Student Learning and Student Support

- Students receive training in a range of literacy, numeracy, and computer literacy skills. Training on key IT packages, including those associated with desk-top publishing, is also provided. 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 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 BA 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.

Employability

The Geography programme offers the opportunity to pursue an undergraduate degree that consciously combines classic themes of academic geography, environmental management skills and professional, transferable skills. It responds, and is committed, to the goals of the university's 2020 strategy which seeks to "*generate excellent graduate employment opportunities and outcomes for all students".* It integrates intellectual currents in geographical research with employment demands for both specialists in environmental management and generalists who possess an aptitude for spatial analysis, problem-solving and decision making. In addition to developing intellectual and professional skills this programme expands key specific employability skills and trains students in how to exhibit their abilities in the graduate employment market. Our graduates are securing employment opportunities in a wide range of careers particularly within the burgeoning Green economy. These include environmental consultancy, nature conservation, Government, industry, finance, further education and research and teaching. Graduates are attractive to employers due to their breadth of skills and positive personal qualities.

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.

Part 5: Assessment

A: Approved to University Regulations and Procedures

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.

Part 5: Assessment

- 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 (see table below). 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 this is achieved via workshops, 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:

<u>A. Knowledge and Understanding (subject specific)</u>

- 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.

Part 5: Assessment

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-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

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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	UBGLXU-30-1 Geographies of Globalisation UBGLXD-30-1 Environmental Challenges UBGLWU-30-1 Culture, Society and Place UBGMV7-15-1 Field Study in Human Geography UBGMFM-15-1 Geographical Skills		Cert HE Geography 120 credits, of which not less than 100 are at Level 1 or above
	Year 2	UBGLXX-30-2 Researching Human Geography UBGMJ6-15-2 Professional Development for Geographers	Students must select 75 credits from the following: UBGMYU-15-2 Geopolitics of Migration • UBGMWD-15-2 Managing Global Resources • UBGMSD-15-2 Geographies of Security • UBGMMS-15-2 Culture, Geography and Tourism. • UBGLXG-15-2 Regenerating Cities. • UBGMHJ-15-2 Practising Sustainability • UBGMKQ-15-2 Managing National Parks	Dip HE Geography 240 credits, of which not less than 100 are at Level 2 or above and a further 120 are at Level 1 or above.

Level 2 BA (Hons) Geography VCU study arrangements – (Mathematical Sciences and Statistical Sciences and Operations Research undergraduate programmes), College of Humanities and Sciences. Virginia Commonwealth University

NOTE: Students normally select 8 three credit modules, 4 per semester, from a range offered by VCU. Student module choices are approved, in advance, by the UWE programme leader to ensure that the learning outcomes of the programme are met.

In accordance with UWE Academic Regulations and Procedures, the modules studied at VCU will be recognised by UWE as contributing to the credit requirements of the award as accredited learning (AL), subject to the student achieving a pass in each of the VCU modules. No marks will be transferred from VCU to UWE. The assessment outcomes against the equivalent UWE modules will be pass or fail only. For information on what happens if a UWE student at VCU fails one or more of the VCU modules taken, please see section 6 of this Programme Specification'

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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.

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.

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.

		Compulsory Modules	Optional Modules	Interim Awards
	Level 3 (with sandwich year)	• UBGMVD-15-3 Independent Project	Students must select **15 credits** from: • UBGLVX-15-3 Placement **or** • UBGLWC-15-3 Study Abroad Students must select **90 credits** from: • UBGMVU-30-3 International Tourism Development and the Environment • UBGMKV-30-3 Transforming Cities • UBGMGA-30-3 Contemporary Security Issues • 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 • UBGMME-30-3:Water and Energy Futures	BA Geography (SW) 300 credits with at least 60 credits at level 3, plus a further 100 credits at level 2 or above and a further 120 credits at level 1 or above BA (Hons) Geography (SW) 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.

		Compulsory Modules	Optional Modules	Interim Awards
	Level 3 (without sandwich year)		Students must select 30 **credits** from: UBGMQD-30-3 Final Year Project **or** UBGMYQ-15-3 Professional Experience Or UBGMWA-15-3 Professional Project **and** UBGMVD-15-3 Independent Project Students must select **90 credits** from: • UBGMVU-30-3 International Tourism Development and the Environment • UBGMKV-30-3 Transforming Cities • UBGMGA-30-3 Contemporary Security Issues • 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 • UBGMME-30-3: Water and Energy Futures	BA Geography 300 credits with at least 60 credits at level 3, plus a further 100 credits at level 2 or above and a further 120 credits at level 1 or above BA (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.

Graduation

Part time:
There is no official part time routeway for this degree programme, but part time students may be accommodated if they can fit around the programme that is designed for full time students.

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 Geography (December 2014)
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 (2011) UK Quality Code for Higher Education: Part B: Assuring and Enhancing Academic Quality

4. UWE, Faculty of Environment and Technology: Assessment and Feedback Principles, December 2014

5. Disability Discrimination Act (1999)

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

7. 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. Changes in the National Curriculum mean that the important task of developing this geographical imagination in our students continues to play an important role in our own curriculum development.

8. Staff research interests and expertise
The design of the programme, in particular, the range of options available has been shaped by the strengths of active research staff.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

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FOR OFFICE USE ONLY

First Approval Date	June 2013			
Revision Approval Date	16 Jan 2018 7 March 2018 15 January 2019	Version	4 5	Link to RIA (ID 4429) Link to RIA (ID 4685) Link to RIA (ID 5030 and ID 5027 and ID 5011)
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				