



Programme Specification

Geography [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Geography [Frenchay]

Highest award: BA (Hons) Geography

Interim award: BA Geography

Interim award: DipHE Geography

Interim award: CertHE Geography

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CATE School of Architecture and Environment, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies:

Royal Geographical Society

Modes of delivery: Full-time, Sandwich

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2026

Programme code: L80000

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA Geography programme at UWE Bristol provides an academically rich and professionally relevant education that integrates critical theoretical perspectives with opportunities to engage directly in contemporary social and environmental issues. Learning takes place through a combination of lectures, seminars, research-focused workshops, and immersive fieldwork, with a strong emphasis on applied and experiential approaches.

Students gain practical skills in social and environmental research methods, including qualitative and quantitative techniques, policy analysis, and community engagement. Assessment is varied and designed to encourage reflection, critical thinking, and the progressive development of independent research skills.

A distinctive feature of the programme is its supportive and collaborative learning community, fostered through close staff–student interaction, residential fieldweeks, and a strong culture of constructive feedback. Research-led teaching ensures that students are exposed to current debates and emerging challenges in human geography, empowering them to question, analyse, and contribute to understanding the complex relationships between people, place, and environment, and ultimately, to go out and help improve their communities and the wider world through their careers and personal lives.

Features of the programme: Applied geography – Our programme and modules are applied in nature. Students engage with key geographical concepts, theories and debates about people, places and societies, while all modules and assessments are designed with clear application to real-world issues and practices.

Career focused – BA Geography responds to the needs of a wide range of professions concerned with environmental, social, cultural, economic and political challenges in contemporary society. Transferable and lifelong learning skills are embedded within the programme and, combined with interdisciplinary subject knowledge, aim to enhance students' employability and continuing professional

development (CPD).

Personalised – BA Geography provides a high-quality, personalised learning experience through residential fieldwork, APT provision, and strong student–staff learning communities.

Educational Aims: The award has the following aims:

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

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

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

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 Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Develop and apply research skills in geographical enquiry and fieldwork, including data collection, research design, and ethical considerations in qualitative and quantitative analysis.
- PO2. Demonstrate a critical understanding of global geography, integrating political, economic, social, cultural, and environmental perspectives to analyse contemporary issues.

- PO3. Investigate the challenges of a globalised society, with particular focus on resource management, sustainability, global securities, geopolitics, equity, and justice.
- PO4. Critically examine cultural change and intercultural relationships, exploring their implications for identity, power, and social cohesion.
- PO5. Engage with key debates and discourses in human geography, assessing their contribution to academic scholarship and real-world problem-solving.
- PO6. Evaluate the spatial interconnections shaping global processes, considering economic, political, and environmental interdependencies at multiple scales.
- PO7. Develop and apply relevant digital skills utilising key technologies, including word processing and publishing, Geographic Information Systems, statistical and thematic analysis software, online tools and resources, and Artificial Intelligence platforms.
- PO8. Analyse the dynamic relationships between human activity and environmental outcomes, drawing on diverse case studies to assess sustainability challenges and responses.
- PO9. Identify and apply professional and transferable skills, preparing for graduate-level employment through problem-solving, communication, and analytical competencies.

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

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 distributed at the start of each module.

The scheduling and amount of assessment is consistent with effective and appropriate measurement of the intended learning outcomes:

The programme team reviews assessment across each FHEQ Level to prevent clustering of submission dates.

Assessment submission dates are provided to students at the start of each academic year.

Internal and external scrutiny ensures assessments align with intended learning outcomes, consistent with University regulations.

Appropriate feedback is provided that promotes learning and facilitates improvement:

Feedback varies according to the work undertaken and may include detailed comments on scripts, model answers, and verbal feedback.

Marking criteria are distributed when assessments are set.

All procedures for setting, collecting, marking and returning assignments conform to University regulations.

At all FHEQ Levels, students are assessed by a range of coursework methods. At Level 4, coursework provides varied opportunities for students to demonstrate abilities in both individual and group settings. At Level 5, coursework reflects the curriculum strategy of exploring concepts and developing skills, enabling students to demonstrate growing depth of knowledge and sophistication of thinking. At Level 6, coursework requires substantial and detailed work that reflects wide reading, independence, and a high level of critical and analytical thought.

These approaches reflect the range of module learning outcomes and the diversity of student needs. Emphasis is placed on the application of knowledge to investigate real-world problems, achieved through workshops, computer-based learning, fieldwork, and group-based problem-solving activities. This promotes adaptability, flexibility, and readiness to apply knowledge in professional contexts.

Progression is supported by pre-requisites: most Level 5 modules require successful

completion of specified Level 4 modules to ensure a sound progression from broad foundations into applied subject areas.

Assessment within modules at all FHEQ Levels is a mix of formative and summative approaches. These include written assignments, reports, case studies, presentations, individual and group projects, portfolios of competencies, and practical activities. This range of assessments is designed to:

Identify students' learning strengths and development needs

Promote inclusive learning by exposing students to varied assessment methods

Test students' ability to integrate theory and practice

Allow students to demonstrate achievement against learning outcomes, QAA benchmarks, and professional competencies

Encourage deep learning approaches and progressive broadening of subject-specific knowledge

Formative and summative assessments are designed to promote deeper understanding and, at Level 6, to support application to professional practice.

Assessment of Learning Outcomes

A. Knowledge and Understanding (subject specific):

Assessed through essays, practical portfolios, environmental management plans, research proposals, research projects, poster presentations, and oral presentations.

B. Intellectual Skills (generic):

Assessed through essays with formative and summative feedback, presentations, professional management plans, and research proposals/projects. These enable students to construct and critique arguments, communicate personal viewpoints, and apply critical reflection.

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

Assessed through practical portfolios, presentations, and reports describing and critiquing outputs from applied work. Field exercises, research proposals, and projects test the design and execution of geographical enquiry.

D. Transferable Skills and Other Attributes (generic):

Developed through student-led activities such as the final-year project, group work, and a range of modules covering diverse geographical topics. Students receive training and feedback in communication, literacy, numeracy, graphicacy, and digital skills, with opportunities to apply these in class, in the field, and through independent work.

Student support: Core aspects of student support on BA Geography include:

Structured and Scaffolded Curriculum: Progressive development of knowledge, skills, and autonomy across levels.

Academic Personal Tutoring (APT): Regular 1-to-1 academic and personal guidance throughout the programme.

Formative and Summative Feedback: Regular, clear, and actionable feedback to support improvement and reflection.

Diverse Teaching and Assessment Methods: Inclusive delivery (lectures, workshops, practicals, fieldwork) and varied assessment formats.

Supportive Learning Environment: Inclusive teaching culture where student challenges are addressed openly and supportively.

Peer and Community Support: Emphasis on cohort building and peer learning through group work and field activities.

Assessment and Feedback Literacy: Early development of skills to understand and apply feedback and assessment criteria.

Assessment Calendar and Clear Briefs: Timetabled deadlines and standardised assessment briefs for clarity and workload management.

Early Student Engagement Activities: Starting Block and Level 4 residential fieldweek to build community and academic confidence.

Professional Development Support: Modules and services focused on career planning, employability, and networking.

Access to Professional Services: Integrated support from Library, Careers Service, and other UWE resources.

Part B: Programme Structure

Year 1

Full time and sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full Time and Sandwich)

Full time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UBGMA1-15-1	An Introduction to Geographic Information Systems and Remote Sensing 2026-27	15
UBGLXD-30-1	Environmental Challenges 2026-27	30
UBGMV7-15-1	Field Study in Human Geography 2026-27	15
UBGLXU-30-1	Contemporary Global Issues 2026-27	30
UBGLWU-30-1	People, Places and Change 2026-27	30

Year 2

Full time and sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full Time and Sandwich)

Full time and sandwich students must take 60 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UBLFN9-15-2	Applied Geographic Information Systems (GIS) 2027-28	15
UBGMJ6-15-2	Professional Development 2027-28	15
UBGLXX-30-2	Social and Environmental Research 2027-28	30

Year 2 Optional Modules (Full Time and Sandwich)

Full time and sandwich students must take 60 credits from the modules in Optional Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UBGMWJ-15-2	People and Nature 2027-28	15
UBGLXG-15-2	City Regeneration 2027-28	15
UBGLE1-15-2	Climate and Environmental Justice 2027-28	15
UBGMSD-15-2	Geographies of Security 2027-28	15
UBGMYU-15-2	Geopolitics of Migration 2027-28	15
UBGLC1-15-2	Transport and Mobility 2027-28	15

Year 3

Full time students must take 120 credits from the modules in Year 3.

Sandwich students must take 15 credits from the modules in Year 3.

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 Extended Independent Project.

Year 3 Compulsory Modules (Sandwich)

Sandwich students must select 15 credits from:

UBGLVX-15-3 Placement OR
UBGLWC-15-3 Study Abroad

Module Code	Module Title	Credit
UBGLVX-15-3	Placement 2028-29	15
UBGLWC-15-3	Study Abroad 2028-29	15

Year 3 Optional Modules A (Full Time)

Full time students must select 30 credits from Year 3 Optional Modules A (Full Time) (a) OR from Optional Modules A (Full Time) (b).

Year 3 Optional Modules A (Full Time) (a)

Full time students may take 30 credits from the modules in Optional Modules A (Full Time) (a).

Module Code	Module Title	Credit
UBGMQD-30-3	Extended Independent Project 2028-29	30

Year 3 Optional Modules A (Full Time) (b)

Full time students must take 30 credits from the modules in Optional Modules A (Full Time) (b).

Students must take UBGMVD-15-3 Independent Project and UBGMYP-15-3 Professional Experience.

Module Code	Module Title	Credit
UBGMVD-15-3	Independent Project 2028-29	15
UBGMYP-15-3	Professional Experience 2028-29	15

Year 3 Optional Modules B (Full Time)

Full time students must take 90 credits from the modules in Optional Modules B (Full Time).

Module Code	Module Title	Credit
UBGMJC-30-3	Advanced Geographical Expedition 2028-29	30
UBGMGA-30-3	Contemporary Security Issues 2028-29	30
UBGMSU-30-3	Advanced GIS and Remote Sensing Applications 2028-29	30
UBGLD1-30-3	Sustainable Transport: Technologies and Behaviour 2028-29	30
UBGMKV-30-3	Transforming Global Cities 2028-29	30
UBGMME-30-3	Water and Energy Futures 2028-29	30

Year 4

Sandwich students must take 105 credits from the modules in Year 4.

Year 4 Compulsory Modules (Sandwich)

Sandwich students must take 15 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UBGMVD-15-3	Independent Project 2029-30	15

Year 4 Optional Modules (Sandwich)

Sandwich students must take 90 credits from the modules in Optional Modules (Sandwich).

Module Code	Module Title	Credit
UBGMJC-30-3	Advanced Geographical Expedition 2029-30	30
UBGMGA-30-3	Contemporary Security Issues 2029-30	30
UBGMSU-30-3	Advanced GIS and Remote Sensing Applications 2029-30	30
UBGLD1-30-3	Sustainable Transport: Technologies and Behaviour 2029-30	30
UBGMKV-30-3	Transforming Global Cities 2029-30	30
UBGMME-30-3	Water and Energy Futures 2029-30	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

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 D: External Reference Points and Benchmarks

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

The programme is accredited by the Royal Geographical Society (with IBG). The ethos and core knowledge and competencies of the RGS-IBG supports the continuous development of the programme.

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.

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

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

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

Disability Discrimination Act (1999)

Special Educational Needs and Disability Act (SENDA - 2001)

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.

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.

Part E: Regulations

Approved to University Regulations and Procedures.