Programme Specification

Geography [Frenchay]

Version: 2025-26, v2.0, Validated

Contents

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 2025

Programme code: L80000

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Features of the programme:

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.

Knowledge and Understanding

A1. World geography, taking in political, economic, social, cultural and environmental issues

A2. The spatial interconnections that exist across the world

A3.   The complex relationships between human action and environmental outcome, as evidenced through wide-ranging case studies

A4.   The nature of cultural change and the dynamics of intercultural relationships

A5.   How different discourses in human geographical enquiry contribute to academic scholarship

A6.   The issues and challenges encountered by a globalised society, particularly related to resource management and security of supply

A7.   The skills and actions necessary to acquire graduate-level employment

Intellectual Skills

B1.   Construct arguments (using evidence from the academic geography community) capable of withstanding rigorous intellectual challenge

B2.   Provide evidence of their ability to conceptualise, operationalise and manage research projects in human geography to a successful conclusion

B3.   Analyse arguments logically, identifying any flaws in reasoning and contrasting the merits of different arguments

Subject/Professional Practice Skills

C1.   Demonstrate a fluency in the basic techniques inherent in the 'geographer's art' namely map reading, map making and analysis of spatial patterns

C2.   Show an understanding of the importance of geographical scale and the role of empirical research as a tool for interpreting place development

C3.   Recognise the importance of risk assessment within the context of geography as an essentially field- based discipline

C4.   Show competence in the use of statistical analysis

C5.   Utilise appropriate technical and subject-based skills which may offer potential solutions to problems encountered in professional life

Transferable Skills and other attributes

D1.   Demonstrate professional transferable skills such as literacy, numeracy, ICT, project management, problem solving and research design

D2.   Demonstrate a well-practised fluency in basic professional skills such as independent work organisation, group work dynamics and time management

D3.   Demonstrate awareness of and respect for other people's perspectives

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:

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.

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

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 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:

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-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.

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 2025-26	15
UBGLXD-30-1	Environmental Challenges 2025-26	30
UBGMV7-15-1	Field Study in Human Geography 2025-26	15
UBGLXU-30-1	Geographies of Globalisation 2025-26	30

| UBGLWU-30-1 | People, Places and Change 2025-26 | 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) 2026-27	15
UBGMJ6-15-2	Professional Development 2026-27	15
UBGLXX-30-2	Social and Environmental Research 2026-27	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
UBGLXG-15-2	City Regeneration 2026-27	15
UBGLE1-15-2	Climate and Environmental Justice 2026-27	15
UBGMMS-15-2	Culture, Geography and Tourism 2026-27	15
UBGMWJ-15-2	People and Nature 2026-27	15
UBGMSD-15-2	Geographies of Security 2026-27	15
UBGMYU-15-2	Geopolitics of Migration 2026-27	15
UBGLC1-15-2	Transport and Mobility 2026-27	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 2027-28	15
UBGLWC-15-3	Study Abroad 2027-28	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 2027-28	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 UBGMYQ-15-3 Professional Experience.

Module Code	Module Title	Credit
UBGMVD-15-3	Independent Project 2027-28	15
UBGMYQ-15-3	Professional Experience 2027-28	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 2027-28	30
UBGMGA-30-3	Contemporary Security Issues 2027-28	30
UBGMPU-30-3	Decolonising Environmental Management 2027-28	30
UBGMSU-30-3	Advanced GIS and Remote Sensing Applications 2027-28	30
UBGLD1-30-3	Sustainable Transport: Technologies and Behaviour 2027-28	30
UBGMKV-30-3	Transforming Global Cities 2027-28	30
UBGMME-30-3	Water and Energy Futures 2027-28	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 2028-29	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 2028-29	30
UBGMGA-30-3	Contemporary Security Issues 2028-29	30
UBGMPU-30-3	Decolonising Environmental Management 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

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:

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.