

Faculty: Health & Human Sciences

Title of Programme: Geography and Environment (BSc (Hons ) Geography)

Programme Code: HHGE

# Programme Specification

Start Date: September 2010

Date of Approval: May 2010

Associate Dean (Academic Quality): JO CAHILL

Signature: 

# Programme Specification Geography

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each course (module) can be found in the Definitive Module Documents (DMD) and the module teaching plan (Module Guide).

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	College Lane
<b>Programme accredited by</b>	NA
<b>Final Award</b>	BSc Honours
<b>All Final Award titles</b>	Geography Geography with a Year Abroad Geography (Sandwich)
<b>FHEQ level of award</b>	Honours
<b>UCAS code(s)</b>	F800, F801, F802

### A. Programme Rationale

The Geography programme reflects the diverse nature of the discipline, bridging the sciences and arts, providing a broadly-based understanding of the Earth, its physical and social characteristics. It addresses important issues, such as global environmental change, natural hazards, hydrology, socio-spatial inequalities, globalisation, urbanisation and planning. Thus the programme fosters in students a coherent view of the rapidly changing world and the ways in which society influences and is influenced by it.

The programme is designed to recruit students who wish to enhance their understanding of the world in which they live, with particular regard to gaining an understanding of geographical processes and patterns. In addition, students progressively develop independent learning skills during the degree programme.

The programme is designed to develop from a common learning base at Level 1 providing underpinning for all modules in subsequent Levels, where there will be elements of choice, enabling students to develop their particular geographical interests. The programme includes an optional Sandwich Placement Year aimed particularly at helping students identify suitable career paths, enhancing employment prospects, supporting final year studies and increasing maturity.

The content of the programme will allow graduates the chance of employment in a wide range of geography related careers. The programme also recognises that a proportion of the successful graduates will not take up careers directly related to geography. It is designed to prepare graduates who have a sound knowledge of the wider world and an interest in economic, political, social and environmental issues; who are trained to deal with multivariate problems and to grasp their wider implications; who are used to writing essays and completing research projects on their own initiative; and who are skilled in information retrieval, data management and computing. Therefore the programme incorporates the necessary graduate skills, which will enable successful students to gain employment in a wider variety of careers.

## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01.

### Additionally this programme aims to:

- enable students to apply knowledge and understanding of geographical processes in relation to spatial and temporal patterns in the human and physical environment;
- provide students with knowledge and understanding of environmental interactions and sustainable development;
- provide students with techniques and methods to enable them to develop the practical applications of theoretical concepts, interpret complex situations and inform decision making;
- equip students with graduate skills to prepare them for employment or further study;

## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Geography and the framework for Higher Education Qualifications in England, Wales and Northern Ireland (2001), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
A 1. The significance of spatial relationships as influences upon physical and human environments;  2. the diversity and interdependence of places and processes at various spatial and temporal scales;  3. the nature of change within, and inter-relationships between the physical and human environments;  4. contemporary and historical issues within human and physical geography;  5. the science and philosophy that underpin geography;  6. theories and concepts in different geographical situations;	Acquisition of A1 to A11 is through a combination of lectures, workshops, seminars, tutorials, field classes; on-line learning materials; laboratory work, practical experience, problem-based learning, directed reading and guidance and feedback from assessment. One day and residential field courses to give hands-on experience.  Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden his or her individual knowledge and understanding of the subject.	For outcomes A1 to A11 testing of knowledge and understanding for all Levels is through a combination of unseen examinations, in-course assessments in the form of essay and laboratory assignments, map work, laboratory and field reports, poster production and seminar presentations (some of which will include group work).  At Level 3, assessment will include a research project relevant to the programme designed to extend and enhance the student's ability to apply techniques and theories.

<p>7. the diversity of geographical approaches derived from the epistemologies of the humanities, social and natural sciences;</p> <p>8. research methodologies and techniques in geographical data collection, analysis and presentation;</p> <p>9. approaches to problem-solving within a geographical context;</p> <p>10. the diversity of specialist techniques and approaches in geographical data analysis (e.g. GIS, laboratory work, qualitative analysis);</p> <p>11. the presentation of geographical data (e.g. GIS, cartography, webpages, etc.).</p>		
<p>Intellectual skills - able to:</p>	<p>Teaching/learning methods &amp; strategies</p>	<p>Assessment</p>
<p><b>B</b></p> <ol style="list-style-type: none"> <li>1. identify the appropriate investigative techniques for a geographical problem;</li> <li>2. formulate and develop research to test hypotheses and paradigms;</li> <li>3. critically evaluate evidence and using the appropriate concepts deduce a logical outcome;</li> <li>4. analyse numerical data based on recognised statistical concepts;</li> </ol>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. The practicals, workshops and tutorials will have specific topics to meet many of the intellectual skill requirements.</p> <p>Throughout, the learner is encouraged to further develop intellectual skills by independent study.</p>	<p>Intellectual skills are assessed by a combination of unseen examinations, in-course assessments in the form of essay and report assignments, laboratory, field reports and notebooks, poster production and seminar presentations (some of which will include group work).</p> <p>At Level 6, assessment will include a research project relevant to the programme designed to extend and enhance the students' ability to apply techniques and theories.</p>

<ol style="list-style-type: none"> <li>5. undertake methods of information retrieval from a range of sources;</li> <li>6. assess the ethical implications and hazards of geographical investigations;</li> <li>7. appraise and critically evaluate the quality of their own work and that of others;</li> <li>8. make and map spatial observations.</li> </ol>		
<p>Practical skills - able to:</p>	<p>Teaching/learning methods &amp; strategies</p>	<p>Assessment</p>
<p>C</p> <ol style="list-style-type: none"> <li>1. work safely under laboratory and field conditions (in accordance with health, safety and ethics guidelines);</li> <li>2. execute practical investigations to test an hypothesis;</li> <li>3. plan, record, analyse and interpret information derived from investigations;</li> <li>4. undertake statistical analysis of numerical data by using the appropriate computer based packages;</li> <li>5. present the findings of practical investigations in a fully referenced, logical and presentable form;</li> <li>6. use academic literature and computer networks for information retrieval and communication.</li> </ol>	<p>Practical skills are developed throughout the programme by series of laboratory and field practicals, workshops and by a residential field course programme, e.g. the use of interpretative exercises (C3) and the presentation of written reports (C5).</p> <p>They are also further developed by the provision of research methodology workshops for the Level 6 undergraduates.</p> <p>Throughout, the learner is expected to consolidate their development of practical computing skills by use of the computers available in the Learning Resources Centre and in the School GIS laboratory.</p>	<p>Practical skills are assessed through laboratory reports, field work and field course reports, oral and poster presentations, interpretative exercises and project reports (some of which will include group work).</p> <p>At Level 6 assessment will include a research project relevant to the programme designed to extend and enhance the students' practical skills.</p>

Transferable skills - able to:	Teaching/learning methods & strategies	Assessment
<p>D</p> <ol style="list-style-type: none"> <li>1. communicate effectively orally, in writing and through electronic media;</li> <li>2. work effectively as a member of a team;</li> <li>3. work independently and produce a reliable outcome;</li> <li>4. meet set deadlines;</li> <li>5. effectively manage their time;</li> <li>6. reflect on the process of learning &amp; evaluate personal strengths and weaknesses;</li> <li>7. demonstrate self-direction in undertaking research and applying knowledge and skills effectively;</li> <li>8. Learn independently and effectively in preparation for lifelong learning.</li> </ol>	<p>Transferable skills are developed through the programme by strategies outlined in 14A e.g. developed through coursework reports, oral presentations and project reports (D1), developed through group project work (D2).</p> <p>Additionally, Sandwich students during their placement year will develop their transferable skills and maintain a record of evidence by completing a skills portfolio, which is presented for assessment.</p>	<p>Transferable skills are assessed through the coursework assignments and examinations at each level of the degree programme.</p> <p>Additionally for the Sandwich undergraduate assessment must include the submission of a placement year portfolio reflecting on the development of transferable skills gained during that year.</p>

#### D. Programme Structures, Features, Levels, Modules, and Credits.

The programme is offered in full-time (3 years), Sandwich/Year Abroad (4 years) and part-time, and in most cases leads to the award of a BSc Degree with Honours in Geography. Entry to the programme is normally at Level 4 (with suitable GCE A-level or equivalent qualifications). The programme structure and progression information below is provided below for the Honours award (Table 1).

The Intended Learning Outcomes detailed in section C are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

##### Work-Based Learning, including Sandwich Programmes

A programme of study approved as leading to an award in the sandwich mode must include at least 48 weeks of approved, supervised work experience in addition to the period required for the full time award; further details are given in Section 2: in "Other information").

## Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

### Level 4

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% examination	% coursework
Biodiversity	4LFS0076	15	0	100
Geographical and Environmental Field Techniques in the UK	4LFS1005	15	0	100
Graduate and Professional Skills 1	4LFS0046	0	0	100
Ecosystems and Environmental Change	4LFS0075	15	50	50
Investigative Skills and Techniques	4LFS1006	15	0	100
Spatial Perspectives	4LFS0040	15	0	100
Physical Systems	4LFS0043	15	50	50
Sustainable Futures	4LFS0045	15	0	100
Human Space and Society	4LFS0044	15	50	50
<b>Module for students unable to attend residential field course</b> Special Fieldwork Skills 1	4LFS0038	15	0	100

### Level 5

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% examination	% coursework
Demography and Lifestyle Geographies	5LFS0003	30	50	50
Global Geomorphology	5LFS0044	30	50	50
Geographical & Environmental Processes in Europe	5LFS0047	15	0	100
Graduate and Professional Skills 2	5LFS0050	0	0	100
Research Design & the Olympics	5LFS1006	15	0	100
<b>Module for students unable to attend residential field course</b> Special Fieldwork Skills 2	5LFS0043	15	0	100

<b>Optional Modules</b> Module Titles	Module Code	Credit Points	% examination	% coursework
Understanding a Changing World	5LFS1005	30	50	50
Fundamentals of Geospatial Information	5LFS0028	30	30	70
Rural Change in the UK	5LFS0049	30	50	50

<b>Optional Modules</b> Module Titles	Module Code	Credit Points	% examination	% coursework
Placement	6LFS0032	0	0	100
Year Abroad	6LFS1008	0		

### Level 6

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% examination	% coursework
Advanced Physical Geography OR/AND	6LFS0021	30	50	50
Urban Space and Society	6LFS0027	30	50	50
Research Project	6LFS0031	30	0	100

Optional Modules (1 or 2 from) Module Titles	Module Code	Credit Points	% examination	% coursework
Countryside Recreation Management	6LFS0011	30	50	50
Development, Tourism and the Marginalised World	6LFS0029	30	50	50
Natural Hazards	6LFS0068	30	50	50
Implementing Geospatial Information	6LFS0012	30	50	50

In the event of a student having a shortfall of 15 credits at Level 4, he/she may be offered the opportunity to redeem this deficit by completing successfully the module Special Review – Geography and Environmental Sciences 4LFS0041 – bespoke assignments are set which are commensurate with the student's shortfall.

Progression to Level 5 of the Honours degree requires a minimum of 90 credits.  
Progression to Level 6 of the Honours degree requires a minimum of 210 credits.

The award of an Honours degree requires 360 credit points passed, normally 120 credit points at each level, but with a minimum of 120 at Level 6 including the research project.

### Honours classification

The Programme Board of Examiners will determine for each candidate:

- i. the average grade of the project module plus the best **60** remaining credit points at Level 6 or higher, and
- ii. the average grade of the best remaining **30** credits at Level 5 or higher;
- iii. a combined grade from a weighted average of (i) and (ii) (that is, 75% (i) : 25% (ii));
- iv. the candidate's Honours classification will be considered on the basis of this combined average grade.

All Pass grades (including E1, E2, E3 and E4) are eligible for inclusion in the determination of the combined average grade.

For direct entrants to Level 6, Honours classification will be determined from the average grade of the project plus the best **60** credits at Level 6 or higher

### Table 1b Interim awards available

The programme includes the following interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	4
Certificate of Higher Education	120 credit points at level 5	4, 5
University Diploma	180 credit points at levels 4 & 5	5, 6
Diploma of Higher Education	240 credit points including at levels 4 & 5	5, 6
Bachelor's Degree (unclassified)*	300 credit points including 180 at level 6/5, of which 60 must be at level 6.	6

The title 'Geography' is available only for BSc and BSc Honours.

\*For students entering the University before September 2008 the specification of the Bachelor's Degree (unclassified) is 270 credit points, including 180 at level 5, of which 90 must be at level 3.

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## E. Support for students and their learning

Students are supported by:

- An extensive Learning Resources Centre, incorporating a library and computer centre and providing a wide range of on-line resources including full text electronic journals and dedicated study rooms;
- A Geographical and Environmental Resources Laboratory equipped with Geographical/Environmental periodicals and resources, module-specific material plus an extensive map collection and space for student work;
- A School GIS computer laboratory providing comprehensive IT and technical support for computer work, especially remote sensing and GIS applications;
- A physical geography teaching laboratory equipped with microscopes and an extensive geological map collection;
- A geosciences laboratory for the analysis of sediment and 'soft' rock samples;
- The Bayfordbury field station, providing laboratory, analytical and field support for the teaching programme;
- A programme of residential field courses to provide practical experience;
- An induction week at the beginning of each new academic session;
- Extensive study skills support through StudyNET web pages;
- Further specialised guidebooks, for example, The Sandwich Placement, Sandwich Training Guide, Research Project;
- A Student Handbook explaining the structure and regulations for the programmes, and assessment criteria;
- Comprehensive Module Guides available on StudyNET providing module information, outline content, timetable, core reading list, assessment guidelines and deadlines;
- Feedback on assessed assignments;
- A Programme Tutor to guide students through the programme and module structures;
- A Level Tutor for day-to-day programme management;
- Personal Tutors to provide academic and pastoral support;
- Student representatives on the Programme Committee;
- A School Disabled Student Tutor;
- A Placements and Year Abroad Tutor
- On-line learning materials and support for the modules provided through the University's managed learning environment, StudyNET - a university-wide set of systems and tools for educational delivery;
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters;
- A Counselling Service and Medical Centre;
- An Accommodation Office;
- An Overseas Students Centre;
- A Mathematics Drop-in Centre;
- English language support;
- An Equal Opportunities Officer;
- The Student's Union;
- Careers Centre.

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## F. Entry requirements

The normal entry requirements for the programme are:

1. 250 UCAS tariff points from a minimum of two 6 unit awards or one 12 unit award. All key skills and other tariff points will be counted;

OR

2. BTEC ND/NC level - Pass all units with 6 Merits, PLUS

### 3. GCSE - English Language and Mathematics at grade C or above.

Equivalent qualifications are welcomed, as is the Access Certificate.

The programme is subject to the University's Policies and Regulations for the Admission of Students to Undergraduate Schemes (UPR AS/C/4) and will take account of University policy and guidelines for assessing accredited prior learning (APL) or accredited prior experiential learning (APEL), published in UPR AS/C/1.

## Section 2 Programme management

<b>JACS code(s)</b>	F800
<b>Modes of study</b>	F/T SW P/T
<b>Relevant QAA subject benchmarking group</b>	Geography
<b>Date of validation/last periodic review</b>	2002, with Modified Review in December 2003
<b>Date of production/ last revision of PS</b>	Dec 2006
<b>Relevant cohorts</b>	Students entering level 1 in September 2008
<b>Faculty</b>	Health and Human Sciences
<b>Administrative School(s)/Departments</b>	School of Life Sciences

#### Course (i.e. pathway) details

##### Course (ie. Pathway Point) Titles

BSc Honours Geography

##### Course (ie. Pathway Point) Codes

GPH1, GPH2, GPH3, GPH4, GPHP1, GPHP2, GPHP3, GPHP4

The programme is managed by:

- Head of School and Head of Division to manage and allocate resources;
- Associate Head who has overall responsibility for undergraduate programmes in the School of Life Sciences;
- A Programme Tutor who is responsible for monitoring the Programme and progression of students on the programme;
- Three Level Tutors who are responsible for the day-to-day programme management;
- Placement and Year Abroad Tutors.
- An Admissions Tutor who is responsible for admissions;
- A Programme Administrator to deal with day-to-day administration associated with the programme;
- Module Co-ordinators who are responsible for the development, delivery and assessment of individual modules;
- A Faculty Learning Information Services Consultant to provide advice on learning resources;

Membership of the Programme Committee comprises:

- Associate Head of School of Life Sciences;
- Programme Administrator;
- Programme Tutor and Level Tutors
- Module Co-ordinators;
- Faculty Learning Information Services Consultant;
- Lecturing staff who have a substantial input into the programme;
- Student representatives.

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## Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- A pass grade in the final year research project is required for an award of Honours.
- Progression from one Level to the next may depend on meeting the pre-requisite requirements for specific modules, as stated in Definitive Module Documents (DMDs).
- A pass grade for the Sandwich Placement Year is mandatory for the receipt of the sandwich degree award
- A pass grade for the Year Abroad is mandatory for that named award
- The classification of Honours will be calculated as follows:

The Programme Board of Examiners will determine for each candidate:

- v. the average grade of the project module plus the best **60** remaining credit points at Level 6 or higher, and
- vi. the average grade of the best remaining **30** credits at Level 5 or higher;
- vii. a combined grade from a weighted average of (i) and (ii) (that is, 75% (i) : 25% (ii));
- viii. the candidate's Honours classification will be considered on the basis of this combined average grade.

All Pass grades (including E1, E2, E3 and E4) are eligible for inclusion in the determination of the combined average grade.

For direct entrants to Level 6, Honours classification will be determined from the average grade of the project plus the best **60** credits at Level 6 or higher

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## Other sources of information

- University of Hertfordshire Undergraduate Prospectus: <http://www.herts.ac.uk/uh3/prospective.html>
- Definitive Module Documents and Module Guides: <http://cygnus.herts.ac.uk/index.html>
- Academic Regulations for Undergraduate Studies
- University Calendar
- University Policies and Regulations (UPRs): <http://www.herts.ac.uk/secreg/upr/>
- Academic Quality Policies and Regulations (AQPRs)
- University of Hertfordshire Standard Procedures and Practices
- Benchmark Statements: Geography: <http://www.qaa.ac.uk/sitemap/sitemap.htm>
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14: <http://www.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and General Educational Aims, UPR TL01: <http://www.herts.ac.uk/secreg/upr/TL01.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: <http://www.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17: <http://www.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:
- QAA Codes of Practice

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## Other information relevant to the programme

The Geography Programme was reviewed by the QAA in May 2004 and was awarded commendable grading in all assessed categories.

The Programme places great emphasis on fieldwork since there is no substitute for teaching subjects at first hand. In recent years, students have taken part in residential field courses to Switzerland as well as UK-based field courses in the Peak District, Snowdonia and The Lake District.

The School has the use of a fully equipped Field Station at Bayfordbury, Hertford.

All students following this degree programme are provided with career management skills tutorials during Level 5 and the Careers website on Studynet but there is no assessment apart from that associated with the 'Transferable Skills' in section C.D and Table 2.

Students who undertake the optional Sandwich placement year have the further option of gaining a City and Guilds Licentiate in Work Experience.

### **The Sandwich Placement (optional)**

This mode leads to a University award where the word “sandwich” appears on the award certificate.

#### Progression to the Sandwich Year

Students must normally satisfactorily complete all requirements for progression to the level 3 honours programme and have completed the appropriate placement training programme. The placement must be arranged and approved by the Placements Tutor before the student is permitted to progress to the sandwich year.

#### Completion of the Sandwich Placement and Progression to Level 3

Placements will normally be for a minimum of 48 weeks (including employer's and statutory holidays). This will normally be in one establishment but may occasionally be split into two consecutive half-yearly placements in different establishments. Assessment of the placement year will be considered at a meeting of the Module Board of Examiners.

Students deemed to have failed or withdrawn from the sandwich year will normally be required to complete satisfactorily a further 48 weeks of work experience (or a proportion of this period depending on circumstances, at the discretion of the Board of Examiners, eg if one 6 month placement was passed, sickness etc) to be eligible for a sandwich award. Alternatively, providing appropriate Level 2 requirements have been met, the Programme Board of Examiners may allow the student to continue to Level 3 to study for a full-time award.

#### Assessment

Satisfactory completion of the sandwich placement is mandatory for a sandwich award; however the assessment has a credit point rating of zero and will not contribute to the honours classification. Assessment will take into account initiative and effort and will include a substantial written report.

### **Year Abroad (Optional)**

#### Introduction

A “Year Abroad” is an optional additional year that increases the length of the normal Honours degree award to a four-year degree. The additional year comprises an agreed programme of

study in the third year at a partner institution (other than the UK), with whom the University of Hertfordshire has an institutional agreement. The programme of study will support, supplement and extend the more usual three-year programme. Success in the third year abroad will be recognised in the title of award, but does not carry additional credit towards the Honours programme.

#### The Study Programme

Prior to the commencement of the year abroad, the student and Programme officers from UH and the host institution will agree a learning contract and mode of assessment.

The programme, provided by the host institution, may consist of taught modules, a research project, field studies, or a mixture of these components.

#### Assessment

The assessment will include a reflective log by the student on how the year abroad has impacted on their personal development and professional aspirations. The learning contract will specify the assessment requirements to be met for successful completion of the programme of study. A special Module Board of Examiners will consider the results for the year abroad during the first semester of the following academic year. All assessments must be completed by the end of the year abroad, and no subsequent referrals will be permitted.

#### Eligibility for Study Programme

The student will normally elect for this mode of study on initial enrolment at UH. However, it will be possible to change programme prior to commencement of the second year. The student must confirm his or her intention to study abroad during the first term of study at Level 5. This will enable a place to be negotiated at a host institution and the study programme to be arranged and agreed. Only a limited number of places exist and they will be made available on a competitive basis, the best first and second year performances securing the places abroad.

For a student to be eligible to proceed to a year abroad, he or she **must**, by the time of the Semester B Programme Board of Examiners, have achieved at least 210 credits overall including 90 at Level 2, **and** be eligible to progress to the final year of the Honours degree.

For the year abroad, where study will be undertaken in a foreign language, students must meet the University requirements.

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### University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within

ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.



Signed..... Date...30 June 2010.....

Chair of Faculty Academic Quality Enhancement Committee

## B.Sc. Hons. Geography

**Table 2: Development of Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses

		Programme Learning Outcomes (as identified in section 1 and the following page)																																
		Knowledge & Understanding											Intellectual Skills								Practical Skills						Transferable Skills							
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
Year 1	Biodiversity	4LFS0076																																
	Geographical and Environmental Field Techniques in UK	4LFS0037																																
	Graduate and Professional Skills 1	4LFS0046																																
	Ecosystems and Environmental Change	4LFS0075																																
	Human Space and Society	4LFS0044																																
	Investigative Skills and Techniques	4LFS1006																																
	Physical Systems	4LFS0043																																
	Spatial Perspectives	4LFS0040																																
	Sustainable Futures	4LFS0045																																
	Special Fieldwork Skills 1	4LFS0038																																
Year 2	Demography & Lifestyle Geographies	5LFS0003																																
	Fundamentals of Geospatial Information	5LFS0028																																
	Geog. & Environmental Processes in Europe	5LFS0047																																
	Understanding a Changing World	5LF1005																																
	Global Geomorphology	5LFS0044																																
	Graduate and Professional Skills 2	5LFS0050																																
	Research Design & the Olympics	5LFS1006																																
Rural Change in the UK	5LFS0049																																	



- B2. formulate and develop research to test hypotheses and paradigms;
- B3. critically evaluate evidence and using the appropriate concepts deduce a logical outcome;
- B4. analyse numerical data based on recognised statistical concepts;
- B5. undertake methods of information retrieval from a range of sources;
- B6. assess the ethical implications and hazards of geographical investigations;
- B7. appraise and critically evaluate the quality of their own work and that of others;
- B8. make and map spatial observations.

- D2. work effectively as a member of a team;
- D3. work independently and produce a reliable outcome;
- D4. meet set deadlines;
- D5. effectively manage their time;
- D6. reflect on the process of learning & evaluate personal strengths and weaknesses;
- D7. demonstrate self-direction in undertaking research and applying knowledge and skills effectively;
- D8. Learn independently and effectively in preparation for lifelong learning.