

PROGRAMME SPECIFICATION – BSc (Hons) Geography

1	Awarding institution/body University of Worcester
2	Teaching institution University of Worcester
3	Programme accredited by N/A
4	Final award BSc (Hons)
5	Programme title <i>BSc (Hons) Geography</i>
6	Pathways available Single, Major, Joint, Minor
7	Mode and/or site of delivery <i>Standard taught programme</i>
8	Mode of attendance Full time and part-time
9	UCAS Code L700
10	Subject Benchmark statement and/or professional body statement Geography Benchmark statement (QAA, 2007)
11	Date of Programme Specification preparation/revision 11 th October 2011

12 Educational aims of the programme

The aims of this Geography course complement those of the Undergraduate Modular Scheme as a whole. Students are offered the opportunity to follow an intellectually challenging programme of study that requires sustained independent work at Honours degree level, and prepares them for entry into a wide range of potential occupations. There are numerous opportunities for fieldwork, both local and residential, and this is a distinctive feature of the programme.

In particular, the course aims to:

- provide a broad, contemporary and intellectually challenging geographical curriculum;
- provide students with the opportunity to study geography at a depth and level appropriate to honours degree standard;
- develop to the appropriate pathway level the knowledge, skills and aptitudes of geography, within an interdisciplinary, modular scheme;
- encourage students to develop a range of subject-specific and transferable skills appropriate to graduate employment and/or postgraduate study;
- provide a supportive learning environment that acknowledges and responds to the diversity of student backgrounds and experiences;
- provide students with the opportunity to become individual, autonomous and reflective learners.

13 Intended learning outcomes and learning, teaching and assessment methods

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes. The following learning outcomes have been informed by the QAA Geography Benchmark Statement and adapted according to the needs of this particular course. On successful completion of this award student will be able to:

a) Knowledge and understanding:

- 1) The reciprocal relationships between physical and human aspects of environments and landscapes.
- 2) Spatial variations in the distributions of a variety of physical and human phenomena, and the explanations that underlie these.
- 3) The ways in which the distinctiveness of a particular place is constituted and remade by physical, environmental, biotic, social, historical, economic and cultural processes, and the influence of place-specific characteristics on such processes.

- 4) Patterns, processes, interactions and change in the physical world as systems that operate at a range of spatial and temporal scales.
- 5) The significance of spatial and temporal scale on physical processes and human processes, and their interactions at a range of scales.
- 6) The importance of change, both past and present, in interpreting the human and physical worlds, including their interaction and interdependence.
- 7) The significance of place, space and time in informing geographers' critical understanding of the nature of difference within the human world.
- 8) The dynamic, plural and contested nature of the discipline and its position within the natural sciences, social sciences and humanities.
- 9) The diverse manners of representation of the human and physical worlds, including maps, texts, images, GIS and remote sensing.
- 10) A range of analytical and observational strategies, and the main approaches to the analysis and interpretation of geographical information of a variety of types and derived from a variety of sources.
- 11) The potential application of geographical concepts, techniques and expertise as a means of addressing a range of issues facing the Earth and its people, and the evaluation of the policies implemented which attempt to confront those issues.

Examples of learning, teaching and assessment methods used:

Subject knowledge and understanding is acquired in all modules. At Level 4, the fundamentals of the discipline are addressed within the mandatory modules (GEOG1002 Mapping the Environment; GEOG1011 Earth Systems and Processes; GEOG1021 People and Place; GEOG1012 Landforms and Landscape; GEOG1024 Unequal World), and these are complemented by the optional modules available. Learning and teaching methods include lectures, seminars, tutorials, laboratory practicals, IT practicals, fieldwork exercises and online activities. Assessments are varied, with a strong coursework element. Examples of assessments include: essays, group video podcast presentations, fieldwork reports, laboratory practical write-ups; poster presentations.

At Levels 5 and 6, considerable choice exists. The mandatory modules at Level 5 focus on developing fieldwork and research skills (GEOG2003 Residential Field Course and GEOG2004 Research Methods) which, in the disciplinary context, are inextricably linked with the development of subject knowledge and understanding, and the same applies for Level 6 mandatory modules (GEOG3001/2 Independent Study, GEOG3003 Changing Places Residential Field Course, GEOG3004 Mountain Environments Residential Field Course, GEOG3040 Applying Geography). Learning and Teaching Methods are varied, and include lectures, seminars, tutorials, laboratory practicals, IT practicals, fieldwork exercises (local and residential) and online activities. Assessments are varied, with a strong coursework element. Examples of assessment include essays, fieldwork reports, laboratory practical write-ups, interviews, research projects.

b) Cognitive and Intellectual skills:

- 12) Apply appropriate methodologies to solve problems.
- 13) Abstract and synthesise information from a range of sources.
- 14) Critically evaluate evidence, including data and text.
- 15) Critically assess the merits of contrasting theories, explanations, perspectives and policies.
- 16) Develop reasoned arguments and make decisions informed by their analysis of a variety of evidence.
- 17) Assume increasing responsibility for their own learning, and critically reflect upon their learning.

Examples of learning, teaching and assessment methods used:

Intellectual skills are practised and developed throughout the programme. All modules encourage learners to engage in discussion of key issues and application of key concepts, and to this end a strength of the programme is

that many modules are informed by staff research and consultancy activities. Examples of learning and teaching include fieldwork, seminars, presentations, tutorials, laboratory work, project work, and online activities. In particular, the development of fieldwork and research skills in mandatory modules is a key approach within the programme to developing intellectual skills. Examples of assessment types include: laboratory practical folder, fieldwork folder, essay, exam, seminar presentation, small research project, Independent Study. Tutorials, although not formally assessed, also play a role here, especially in relation to (17), where students are required to use PebblePad (an online, easy to use tool for personal development planning). This is subsequently picked up in GEOG2003, where students are required to reflect on their approaches to learning in that module as a formative assignment.

c) Practical skills relevant to employment:

- 18) Plan, design and execute a piece of rigorous research or enquiry, including the production of a final report.
- 19) Collect, synthesise, analyse and interpret different types of geographical evidence.
- 20) Undertake effective fieldwork (with due regard for health and safety, risk assessment and ethical guidelines).
- 21) Work safely in a scientific laboratory.
- 22) Prepare effective maps and diagrams using a range of appropriate technologies, and interpret and analyse as appropriate.
- 23) Employ a variety of social survey and interpretative methods for the collection, analysis and understanding of information from the human world.
- 24) Employ a variety of technical and laboratory-based methods for the collection and analysis of spatial and environmental information.
- 25) Recognise the moral and ethical issues involved in debates and enquiries.

Examples of learning, teaching and assessment methods used:

Practical skills are developed in a range of modules. In particular, there is a clear and explicit progression in fieldwork and research skills from Level 4 through to Level 6, and this is developed primarily (but not exclusively) in the mandatory modules GEOG1002 Mapping the Environment, GEOG1003 Field Investigations, GEOG2003 Residential Field Course, GEOG2004 Research Methods, GEOG3003 Changing Places Residential Field Course, and GEOG3004 Mountain Environments Residential Field Course. Practical and technical skills relevant to the needs of employers are developed throughout the course in modules such as GEOG1002 Mapping the Environment; GEOG2005 Geographical Information Systems; GEOG3019 Applied Geographical Information Systems and Remote Sensing. Assessments are appropriate to the modules, and include research reports, fieldwork practical reports and essays. Fieldwork skills are also practised and developed using virtual fieldwork (e.g. GEOG2010 Mountain Geomorphology; GEOG3017 Mountain Glaciers and Landscape; GEOG3018 Hazard Mapping Virtual Field Course; GEOG3033 Environment and Development in Sub-Saharan Africa).

d) Transferable/key skills:

- 26) Communicate ideas effectively in writing.
- 27) Communicate ideas effectively orally.
- 28) Demonstrate effective quantitative skills.
- 29) Demonstrate effective qualitative skills.
- 30) Demonstrate effective ICT skills (including those associated with email, word processing, presentation software, spreadsheets and WWW).
- 31) Retrieve and handle information from a variety of sources (including online) effectively.
- 32) Work effectively in a variety of interpersonal situations, including working with groups/teams and

recognising and respecting the viewpoints of others.

33) Demonstrate proficiency in field and laboratory studies (both scientific and computational).

34) Employ a range of learning strategies.

35) Demonstrate spatial awareness and observation skills.

36) Demonstrate effective research skills.

Examples of learning, teaching and assessment methods used:

The transferable/key skills are explicitly addressed at Level 4 in the dedicated skills modules (GEOG1002 Mapping the Environment; GEOG1003 Field Investigations), which are assessed through the submission of practical folders and a fieldwork research report. These are reinforced in the key mandatory modules (GEOG1021 People and Place; GEOG1012 Landforms and Landscape), and implicitly addressed in other Level 4 modules. Examples of assessments in these other modules that contribute to the development of transferable/key skills include essays, exams, group video podcast presentations, laboratory practical folder, fieldwork assignments, poster presentation. Tutorials, although not formally assessed, focus on information literacy and personal development planning.

These skills are applied at higher levels in second and third year, through both mandatory and optional modules. At Level 5, for example, the key mandatory modules (GEOG2003 Residential Field Course; GEOG2004 Research Methods) are the key vehicles for the development of these skills. GEOG2003 develops a range of skills, including research and fieldwork skills, which are assessed in the form of a fieldwork research project plus a fieldwork-based essay. The research skills are further developed in GEOG2004, which explicitly prepares students for the Level 6 Independent Study. Again, a research project features in this module, along with a research seminar. At Level 6, these skills are applied in a range of modules, including the Independent Study (GEOG3001/2), the residential field course modules (GEOG3003, GEOG3004) and Applying Geography. The latter includes an assessment whereby students undergo a mock interview. GEOG3019 Applied Geographical Information Systems and Remote Sensing includes peer assessment of student group work.

14 Assessment Strategy

External examiners have commended the Team on the range of assessment types offered within the programme. Methods of assessment within geography modules include: essays of varying lengths; reports; seminar presentations (group and individual); group video podcast presentations; practicals (field, scientific laboratory, specialist C&IT work and quantitative and qualitative analyses); role-play simulations; poster displays; work-based assessments; teamwork of varying kinds; and exams (seen and unseen). A grid showing how assessment methods at each level are mapped to modules is included in the Geography Course Handbook.

A mixture of assignments, both formative and summative, support student learning by providing assessment procedures that reflect the nature and learning experience of each module. It also maximises an individual student's opportunities to perform, and helps them to develop skills relevant to future academic study and the world of work. Although predominantly coursework-based, there are exams; as far as possible, these have been placed in mandatory modules to ensure that all students experience this mode of assessment.

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the UW Student Handbook.

15 Programme structures and requirements

See end of document for level 4, 5 and 6 Award Maps.

16 QAA Academic Infrastructure

The QAA Subject Benchmark statement for Geography bachelor's degrees with honours articulate the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field (QAA, 2007). The

programmes at the University of Worcester are compliant with the Benchmark Statement; all the Programme Learning Outcomes are based on the Benchmark Statement, and can be mapped to individual module learning outcomes (see Student Handbook).

In addition, the programme conforms to the requirements of the Framework for Higher Education Qualifications (FHEQ), and thus aims to support Honours graduates to:

- develop an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline;
- develop analytical techniques and problem-solving skills that can be applied in many types of employment;
- evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively;
- develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

17 Support for students

The following activities and facilities have been put in place to provide support for undergraduate students studying Geography within the Institute of Science and the Environment:

- Geography runs a week of **induction events** at the start of the academic year. In detail, the programme for this will vary from one year to the next, but will include the following elements: Introduction to the course; Meeting(s) with personal tutors; Introduction to key ICT resources [Student Online Environment (**SOLE**), **Blackboard** (a virtual learning environment), **Pebblepad** (an online personal development planning tool), **SMILE** (Study Methods & Information Literacy Exemplars)]; social event to meet staff and fellow students; some project/field activities (active learning/research-based teaching).
- All students have a **personal tutor** who guides the process of Personal Development Planning (PDP) and offers general support. Tutorials operate alongside the core curriculum. At Level 4, there is a full programme of meetings, with students undertaking a range of tasks linked to core modules. There will be a particular emphasis on information literacy skills and Personal Development Planning (using PebblePad). At Levels 5 and 6, the programme of meetings adheres to the generic guidance issued by the university, although there will remain an emphasis on personal development planning throughout the student's course.
- The Geography programmes provide students with a range of opportunities to develop their **study skills** across all levels of the course. Support for developing study skills is built into the programme, especially the mandatory modules at Level 4, and is also provided in tutorials. The Geography Course Handbook and individual Module Guides provide students with information on **ILS support, Study Skills Advice Sheets, work placement** opportunities, and the range of **student services** available (e.g. the Disability and Dyslexia service).
- Geography students also have access to a range of specialist resources including the **GIS, Mapping and Visualization Suite, GPS** equipment, and **hydrological and meteorological monitoring equipment**,

18 Admissions policy, criteria and procedures

Admissions Policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment works closely with central student support services, including the Admissions Office, the Equal Opportunities Centre and the International Centre, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners.

Entry Requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to

the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

Admissions Procedures

Full-time applicants apply through UCAS (BSc Geography - L700 BSc/Geo)
Part-time applicants apply directly to the University of Worcester

Some students may be invited to interview if Admissions Tutors feel this would help them to reach a decision about the suitability of the student for this particular course. Students with few or no formal qualifications will be set an essay to write and invited to interview, as part of the Admissions process.

Admissions / Selection Criteria

The Admissions Tutors will pay particular attention to personal statements as well as predicted grades. In particular, they will be looking for evidence of an interest in the subject and a clear explanation as to why the student is keen to pursue Geography at degree level.

19 Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for the review and evaluation of teaching, learning and assessment include:

- Student module evaluation and feedback for all modules
- Annual Course Monitoring Report completed by Course Manager
- Periodic Review including external scrutiny
- Peer teaching observation
- External Examiners' Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- ISE Policy on Validation and Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- ISE Quality Assurance Committee
- Geography Course Management Committee
- Board of Undergraduate Studies
- Academic Quality Standards and Quality Enhancement Committee
- Ethics Committee
- Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Module feedback questionnaires
- Informal discussion
- Geography Course Management Committee
- Meetings with module tutors and personal tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.

- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see the [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate. For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

21 Indicators of quality and standards

The following elements of good practice were identified by the Periodic Review Panel in its report (April 2009):

1. Excellent and clearly articulated Evaluation and Development Document, demonstrating careful analysis of strengths and areas for development and showing how this has impacted on the planned changes to the courses for revalidation.
2. Developing a strategy for improving recruitment and retention within the Institute of Science and the Environment, including the appointment of a dedicated member of staff, introduction of a new Geography Tutorial Programme and publication of a Geography Newsletter which the Panel encouraged the Team to continue to develop internally.
3. Willingness to develop and embed the research strategy to inform teaching within the programmes.
4. Commitment to pedagogic research which the Panel encouraged the Team to develop more strategically and to explore opportunities for external dissemination.
5. Continued commitment to a range of opportunities for students to be involved in a variety of fieldwork which enhances the student experience and may contribute to increased retention.
6. Virtual fieldwork resources evidenced by national recognition and developed in tandem with actual fieldwork to provide a value-added student learning experience.
7. Responsiveness of Team to students and the collegial nature of the staff involved in the Review resulting in a detailed and articulate discussion.
8. Making effective use of capital bids for the benefit of staff and student research.

External examiner reports have commented positively on the design and content of the course, in particular the diversity in assessment styles across the programme, opportunities for fieldwork, good levels of staff-student contact, effective systems of internal moderation, and the opportunities for students to receive detailed and constructive feedback on assignments. One external examiner recently suggested that:

"...The academic rationale and course design is certainly comparable, if not better, than programmes offered at many other UK institutions. The courses offered provide students with a diverse, yet-challenging, range of subject and transferable skills that can be utilised beyond University."

Both the Centre for Rural Research (CRR) and the Rivers Science Research Centre (RSRC) were recognised in the 2008 RAE, with both contributing research outputs of an excellent international standard.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22 Employability and graduate destinations

Geography equips students with a wide range of skills and knowledge relevant to the world of work. Careers for Geography Graduates include:

- Environmental Consultant
- GIS Manager
- Remote Sensing Scientist
- Town Planner
- Distribution/Logistics Manager
- Teacher
- Cartographer
- Nature Conservation Officer
- Chartered Surveyor
- Tourism Officer
- Community Worker
- Retail Manager

- Local Government Officer

Careers advice is embedded in the curriculum at all three levels. In Level 4, students are introduced to the Careers Service in GEOG1002 Mapping the Environment. This is followed up in GEOG2004 Research Methods, with a more substantial careers session which looks at careers options and strategies. Finally, the Careers Service contribute to the Level 6 capstone module GEOG3040 Applying Geography, where one of the assignments takes the form of an interview and submission of a CV. Students also have the opportunity to take a Work Placement module at Level 6; this adheres fully to the university guidance on placement learning, which in turn is informed by the relevant QAA infrastructure.

Please note: 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 s/he 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 each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).

Award Map for Level 4 BSc Geography Programme (Last Updated: August 2011)

SEM	Code	Module Title	Credits	Status [Mandatory (M) or Optional (O)]				Prerequisites
				Single	Major	Joint	Minor	
1	GEOG1002	Mapping the Environment	15	M	M	M	M	none
1	GEOG1011	Earth Systems and Processes	15	M	O	O	O	none
1	GEOG1013	Introduction to Geology	15	O	O	O	O	none
1	GEOG1021	People and Place	15	M	M	M	M	none
1	GEOG1022	The Country and the City	15	O	O	O	O	none
2	GEOG1003	Field Investigations	15	M	O	O	-	none
2	GEOG1012	Landforms and Landscapes	15	M	M	M	M	none
2	GEOG1014	The Science and Politics of Climate Change	15	O	O	O	O	none
2	GEOG1024	Unequal World	15	M	O	O	O	none

1. General Note: The assignment of modules to particular semesters is merely indicative.

2. Single Honours Requirements at Level 4: Single Honours students must take six (6) Mandatory modules i.e. GEOG1002, GEOG1003, GEOG1011, GEOG1012, GEOG1021, GEOG1024.

3. Major, Joint and Minor Pathway Requirements at Level 4: Major, Joint and Minor Pathway students must take the three (3) Mandatory modules i.e. GEOG1002, GEOG1021, GEOG1012.

4. In addition: All Single Honours/Major/Joint and Minor Students are permitted to choose two

(2) Free Choice modules at Level 4 from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional modules from Geography as listed above, subject to availability.

Award Map for Level 5 BSc Geography Programme (Last Updated: August 2011)

SEM	Code	Module Title	Credits	Status [Mandatory (M) or Optional (O)]				Prerequisites
				Single	Major	Joint	Minor	
1	GEOG2003	Residential Field Course	15	M	M	0	-	GEOG1002
1	GEOG2004	Research Methods	15	M	M	0	-	none
1	GEOG2009	Natural Hazards	15	M/O	M/O	M/O	M/O	none
1	GEOG2013	River Processes	15	0	0	0	0	none
1	GEOG2020	Human Geographies of Global Change	15	M/O	M/O	M/O	M/O	none
1	GEOG2025	Heritage Tourism and Place Promotion	15	0	-	-	-	none
1	GEOG2018	Soils and the Environment	15	0	-	-	-	none
1	GEOG2035	Architecture and the Built Heritage	15	0	0	0	0	none
2	GEOG2005	Geographical Information Systems	15	0	0	0	-	none
2	GEOG2010	Mountain Geomorphology	15	0	0	0	0	GEOG1002, GEOG1012
2	GEOG2015	Meteorology and Climate	15	0	0	0	0	none
2	GEOG2017	Hydrological Monitoring	15	0	0	0	0	none
2	GEOG2021	Urban Geography	15	0	0	0	0	none
2	GEOG2022	Rural Geography	15	0	0	0	0	none
2	GEOG2026	Geographies of Development	15	0	0	0	0	none
2	ARCH2010	Landscape Archaeology	15	0	-	-	-	none

1. General Note: The assignment of modules to particular semesters is merely indicative.

2. Single Honours Requirements at Level 5: Single Honours students must take three (3) Mandatory modules (GEOG2003, GEOG2004 and either GEOG2009 or GEOG2020) plus three (3) other modules from those listed above.

3. Major Pathway Requirements at Level 5: Major Pathway students must take three (3) Mandatory modules (GEOG2003, GEOG2004 and either GEOG2009 or GEOG2020) plus one (1) other module from those listed above.

4. Joint Pathway Requirements at Level 5: Joint Pathway students must take one (1) Mandatory module (either GEOG2009 or GEOG2020). Students intending to complete their Independent Study in Geography (GEOG3001/2) must also take GEOG2004 (or equivalent). Students not required to take GEOG2004 must replace this with one (1) other module from those listed above.

5. Minor Pathway Requirements at Level 5: Minor Pathway students must take one (1) Mandatory module (either GEOG2009 or GEOG2020) plus one (1) other module from those listed above.

6. In addition: All Single Honours/Major/Joint and Minor Students are permitted to choose two (2) Free Choice modules from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional modules from Geography as listed above (including the shared modules from other subject areas), subject to availability and satisfying any pre-requisites.

SEM	Code	Module Title	Credits	Status [Mandatory (M) or Optional (O)]				Prerequisites
				Single	Major	Joint	Minor	
1	GEOG3001/2	Independent Study	15	M	M	M/O	-	GEOG2004 or equiv.
1	GEOG3003	Changing Places Residential F/C	15	M/O	M/O	0	-	none
1	GEOG3004	Mountain Environments Residential F/C	15	M/O	M/O	0	-	GEOG2010
1	GEOG3012	Ice Age Environments	15	0	0	0	0	none
1	GEOG3017	Mountain Glaciers and Landscape	15	0	0	0	0	GEOG2010
1	GEOG3021	Political Geography	15	0	0	0	0	none
1	GEOG3027	Countryside Conservation & Agri. Change	15	0	0	0	0	none
1	GEOG3033	Environment and Devt. in Sub-Saharan Africa	15	0	0	0	0	GEOG2026
1	GEOG3034	Conservation and the Built Environment	15	0	0	0	0	none
1	GEOG3035	Architecture and the Built Heritage	15	0	0	0	0	none
2	GEOG3001/2	Independent Study	15	M	M	M/O	-	GEOG2004 or equiv.
2	GEOG3005	Geographical Information Systems	15	0	0	0	-	none
2	GEOG3007	Work Placement	15	0	-	-	-	none
2	GEOG3010	Hydrological Monitoring	15	0	0	0	0	none
2	GEOG3013	River Conservation and Management	15	0	0	0	0	none
2	GEOG3014	Environmental Geology	15	0	0	0	0	none
2	GEOG3018	Hazard Mapping Virtual Field Course	15	0	0	0	0	GEOG2009, GEOG2010
2	GEOG3019	Applied GIS and RS	15	0	0	0	-	GEOG2005
2	GEOG3026	Town and Country Planning	15	0	0	0	0	none
2	GEOG3032	People in the Countryside	15	0	0	0	0	none
2	GEOG3040	Applying Geography	15	M	M	0	-	none

1. General Note: The assignment of modules to particular semesters is merely indicative.

2. Single Honours Requirements at Level 6: Single Honours students must take the double mandatory Independent Study module (GEOG3001/02) over one or two semesters, plus two (2) other Mandatory Modules (GEOG3040, and either GEOG3003 or GEOG3004), plus four (4) other modules from those listed above.

3. Major Pathway Requirements at Level 6: Single Honours students must take the double mandatory Independent Study module (GEOG3001/02) over one or two semesters, plus two (2) other Mandatory Modules (GEOG3040, and either GEOG3003 or GEOG3004), plus two (2) other modules from those listed above.

4. Joint Pathway Requirements at Level 6: Joint Pathway students must take the mandatory Independent Study module (either GEOG3001/2 or equivalent in their Joint

subject) plus two (2) other modules from those listed above. Joint pathway students who choose to place their Independent Study in their other joint subject must choose two (2) additional modules from those listed above.

5. Minor Pathway Requirements at Level 6: Minor Pathway students do not have any mandatory module requirements at Level 6. However, they must take two (2) Geography modules from those listed above.

