

# BSc Geography

available with **International Year Abroad**

**Royal  
Geographical  
Society**  
with IBG

**Accredited  
Programme**

# Why Study Geography at Worcester?

Well, we could start by telling you all about the exciting research projects that the Geography Team are involved in, including collaborations with academics as far afield as California, Malawi, Australia and Chile, and then explain how this expertise and enthusiasm feeds into our degree programmes. Whilst this is undoubtedly true, the main reason for choosing Worcester to study Geography is because teaching is *the* most important thing we do. This is reflected in the following features of our course:

- Generous contact time (typically 12-16 hours per week)
- Fieldwork included in almost every module
- An emphasis on specialist and transferable skills, relevant for further study and employment
- Coursework emphasis (few exams)
- Study abroad option in your second year
- International Year Abroad option in your third year
- 'Open door' policy for help and advice by lecturers
- This programme has been accredited by the Royal Geographical Society (with IBG)

And, perhaps most importantly of all:

- A friendly and supportive learning environment, where you are not just another face in the crowd.

**Royal  
Geographical  
Society**  
with IBG

**Accredited  
Programme**

**GEOGRAPHY COURSES ARE NOT ALL THE SAME...**

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## Welcome

Set in an attractive campus close to the heart of historic Worcester, the University of Worcester is a great place to study Geography. Our stimulating courses are taught by enthusiastic, experienced staff who have a real passion for their subject. Specialist laboratory and computing facilities are excellent and the course features a practical, hands-on emphasis. Not only does this help you to understand key concepts, it also provides you with the specialist skills demanded by employers. This approach is reinforced by a strong fieldwork programme, which features extensive local fieldwork opportunities combined with residential fieldwork in Scotland, France and Switzerland.

Whatever course you follow, you will enjoy a friendly, supportive learning environment. At Worcester, you are not just another face in the crowd.

I do hope you will be able to join us at University of Worcester.

With best wishes,

Dr Cheryl Jones  
**Head of Geography**  
Tel: 01905 855425  
Email: [c.jones@worc.ac.uk](mailto:c.jones@worc.ac.uk)



This institution is committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students and other disabled people are not disadvantaged. Every effort has been made to ensure the accuracy of the information contained in this document. However, the University reserves the right to change the information given at any time. For the latest version of this document, please contact Cheryl Jones ([c.jones@worc.ac.uk](mailto:c.jones@worc.ac.uk)). Last updated: February 2022.

# Studying Geography at the University of Worcester





Worcester is ideally placed for studying geography. Those with urban interests have Britain's second largest city, several new towns, traditional market towns, and the historic cathedral city of Worcester itself on the doorstep. Yet the region is substantially rural in nature, characterized by attractive villages and hamlets. West of the Malvern Hills, the land rises to the Black Mountain foothills of Herefordshire. To the east, the terrain comprises the wide, open floodplain of the Severn, with the Cotswolds Area of Outstanding Natural Beauty beyond. Excellent fieldwork opportunities therefore exist for rural, urban and physical geographers.

## Teaching and Assessment

A range of learning and teaching methods is employed within Geography at the University of Worcester. These include lectures, seminars, tutorials, group work, role play, laboratory and computer practicals and fieldwork. There is a strong emphasis on fieldwork, which is considered to be a strength of the programmes.

A particular feature of the course is the range of assessment methods employed. These support your learning by providing assessment procedures that reflect the nature and learning experience of each module, and by ensuring you are able to demonstrate ability in a wide range of skills.

Methods of assessment within the subject include: essays of varying lengths; reports; seminar presentations (group and individual); practicals (field, scientific laboratory, specialist C&IT work and quantitative and qualitative analyses); role-play simulations; video podcasts; consultancy reports; poster displays; work-based assessments; teamwork of varying kinds; and exams (seen and unseen).

As a general guide you would be expected to attend sessions totalling approximately 12-16 hours per week in addition to your own independent study.

## Research and Teaching

As a geography student at University of Worcester, you will benefit from a wide range of staff expertise that includes river habitat assessment, mountain geomorphology, international development, glaciers and landscape, remote sensing, geoconservation, rural geography, urban planning, conservation and sustainable development. In addition, the Herefordshire and Worcestershire Earth Heritage Trust Group - an organisation devoted to the conservation of the area's

sites of geomorphological and geomorphological interest - is located within the department.

The Geography Staff are committed to learning and teaching and much of this research is used to inform teaching. We have a passion for geography, and we would like to share this with you! We are large enough to provide a wide variety of specialisms, yet small enough for staff to get to know students personally. Our relatively small class sizes help us to maintain a friendly and supportive learning environment.

## Geography Staff

Staff Member	Teaching and Research Interests
Dr Heather Barrett	Urban Geography
Dr Chris Corcoran	Cultural Geography
Dr Alan Dixon	Environment & Development
Prof Nick Evans	Agricultural Geography
Dr Sian Evans	Sustainability, Gender
Dr Cheryl Jones	Natural Hazards, GIS, Geology
Dr Des McDougall	Glaciers, Mountain Environments
Prof Ian Maddock	Hydrology and River Conservation
Dr Anne Sinnott	Quaternary Environments
Prof Carsten Skjøth	Atmospheric processes and climate
Dr Matt Smith	Ecology, Environmental Science
Dr David Storey	Social and Political Geography
Dr Fleur Visser	Fluvial Geomorphology, GIS
Support Staff	Expertise
James Atkins	Technician Instructor
Dominic Howard	Physical Geography Technician

## Geography Programme Themes

THEME	MODULES CONTRIBUTING TO THEME INCLUDE
GIS, Mapping & Survey	Geographical Investigations; GIS and Research Methods; Earth Observation and GIS Applications; Mountain Environments Field Course
Rivers	Dynamic Earth; The Physical Geography of Mountain Environments; River Monitoring and Assessment; River Conservation and Management
Hazards	Risk and Resilience; Dynamic Earth; The Physical Geography of Mountain Environments; Natural Hazards; Mountain Environments Field Course
Mountains	The Physical Geography of Mountain Environments; Mountain Environments Field Course; Mountain Glaciers and Landscape
Climate and Environmental Change	Risk and Resilience; Climate Change: People, Policy and Action; Dynamic Earth; The Physical Geography of Mountain Environments; Meteorology and Climate; Atmospheric Processes and Pollution; Quaternary Climate and Environmental Change; Mountain Glaciers and Landscape; Environment and Development in Sub-Saharan Africa
Geology and Landscape	The Physical Geography of Mountain Environments; Environmental Geology
Sustainability	Risk and Resilience; Climate Change: People, Policy and Action; Geographies of Development; Environment and Development in Sub-Saharan Africa; Countryside Conservation and Agricultural Change
Inequality and Development	People and Place; Risk and Resilience; Geographies of Development; Political Geography; Environment and Development in Sub-Saharan Africa
Urban	People and Place; Rural-Urban Geographies; Changing Places Overseas Field Course; Heritage Tourism and Place Promotion; Town and Country Planning; Architecture and the Built Heritage.
Rural	People and Place; Changing Places Overseas Field Course; Rural-Urban Geographies; Heritage Tourism and Place Promotion; Countryside Conservation and Agricultural Change; Town and Country Planning;
People, Politics and Policy	People and Place; Risk and Resilience; Political Geography; Town and Country Planning; Built Heritage Management; Countryside Conservation and Agricultural Change; Changing Places Overseas Field Course



## Equipment and Resources

The Geography Department benefits from excellent facilities to support teaching and research. These include:

### Laboratories

Students and staff currently have access to 6 teaching laboratories within the School of Science and the Environment. There are also research laboratories where students can work on research projects.

### 24-hour access PC Laboratory (Elgar G023)

The PC lab provides access to a range of specialist software, including the ArcView GIS package. GIS software is used for the mapping and analysis of geographic data

### Edina Digimap Collections

Digimap is a collection of EDINA services that deliver maps and map data of Great Britain to UK tertiary education. Data is available either to download to use with appropriate application software such as GIS, or as maps generated by Digimap online. ISE subscribes to the Ordnance Survey collection which gives access to digital OS maps at various scales, the geological map and data collection from the British Geological Survey, the historic map collection from Landmark and agricultural census data from Government Departments.

### GPS and Mapping

Our students have access to high-spec computers, industry-standard software and other mapping-related equipment. There is technician support for students and staff with queries about GIS and other map-related issues.

The Institute's latest acquisitions - a UAV (unmanned aerial vehicle) with camera and video attachments, and a class set of Juno Global Positioning System (GPS) units - further strengthens our provision in this area. Other equipment includes a survey-grade GPS mapping unit (Trimble R8, providing sub-cm accuracy), and mapping-grade equipment (Trimble GeoXTs, GeoBeacon's and a Nomad, providing sub-metre accuracy), allowing extremely accurate real time field mapping and data collection. Mapping and data collection in the field can also be drawn straight onto the fully touch screen range of rugged Toughbook laptops.

## What do our graduates have to say?



**Name:** Jessica Jones  
**Job Title:** Environmental Scientist  
**Employer:** Atkins

"I work for one of the world's most respected design, engineering and project management companies as an Environmental Scientist within the Contaminated Land and Hydrogeology team, having joined their Graduate Development Programme in 2015.

I undertake desk-based studies, ground investigations and interpretive reports for a wide range of clients, including local authorities, housing developers and large landowners. The sites I work on are predominately brownfield, and former uses include MoD, gas works, petrol stations, factories and landfills.

As my career progressed I began to write more technical reports and specifications, including Land Quality Statement, Earthworks Specifications, Remediation and Reclamation Strategies, Verification Reports and Material Management Plans. I now scope and manage ground investigations, supporting junior members of staff during site works and reporting. I task manage projects and attend both technical and progress client meetings regularly. I am currently progressing my chartership application with CIWEM.

My degree at the University of Worcester made all this possible. I developed report writing skills and the ability to analyse data which are paramount to my day-to-day job and it gave me a broad understanding of the environmental sector in which I now work. There was a particular module which sparked my passion for what I do today - Environmental Geology with Dr Cheryl Jones. I found the module really interesting and it largely set me up for the role I do today.

I thoroughly enjoyed my time at the University of Worcester, and I feel the degree gave me well rounded knowledge of the environmental sector which has assisted me in many avenues of my career. My highlights included the field trip to the Alps and Environmental Geology Module."



**Name:** Matt Bolshaw  
**Job Title:** Transport Planner  
**Employer:** Stantec UK

"I advise clients on the transport issues involved in their planning applications. Projects can range from the redevelopment of a distribution warehouse to a new residential estate, and it is my job

to predict what impact this will have on the existing transport network. This can include assessing the capacity of existing junctions, designing new access strategies or creating travel plans for employees or residents of the new site.

Studying Geography at the University of Worcester provided me with many of the skills I use in my job on a day-to-day basis, such as data analysis and report writing, as well as relevant knowledge from the planning-based modules. It also enabled me to get out in the field, including a residential field course in the south of France. Fieldwork helped me to understand and apply the theoretical concepts introduced in class."

**95%** of our graduates are in employment or further study 6 months after the course

**Name:** Saffron Dhillon  
**Job Title:** Project Manager  
**Employer:** Environment Agency



"I assess flood risk across Northern England and develop and contribute to projects which mitigate and reduce the risk of fluvial and coastal flooding. I also act as a category 1 responder, which consists of observing river levels and issuing flood warnings. As part of my role, I have been involved in a number of flood incidents across Northern England, such as the devastating floods that took place in November and December 2015.

At the University of Worcester I participated in a range of activities, including fieldtrips and presentations. Although these tasks were daunting at first – especially the presentations – the experiences were really valuable when it came to employment. I was able to reflect upon my skills, providing examples of practical and fieldwork exercises at interviews. This allowed me to gain employment at the Environment Agency within a month of leaving university. Additionally, the practical tasks and fieldwork opportunities increased my confidence in applying my knowledge to different tasks, and I was able to create strong friendships with other students.

I found lecturers extremely approachable, happy to help, and they provided one-to-one tutorials. This allowed me to fully understand key terms and concepts, and to fulfil my potential. The skills I learnt whilst studying at the University of Worcester are vital in my role at the Environment Agency, from the hydraulics and water management modules to the technical fieldwork workshops.

My experience at university has increased my confidence to achieve my goals and has developed my passion for a career in flood risk management. I would highly recommend studying Geography at the University of Worcester to anyone who wishes to learn more about the subject."



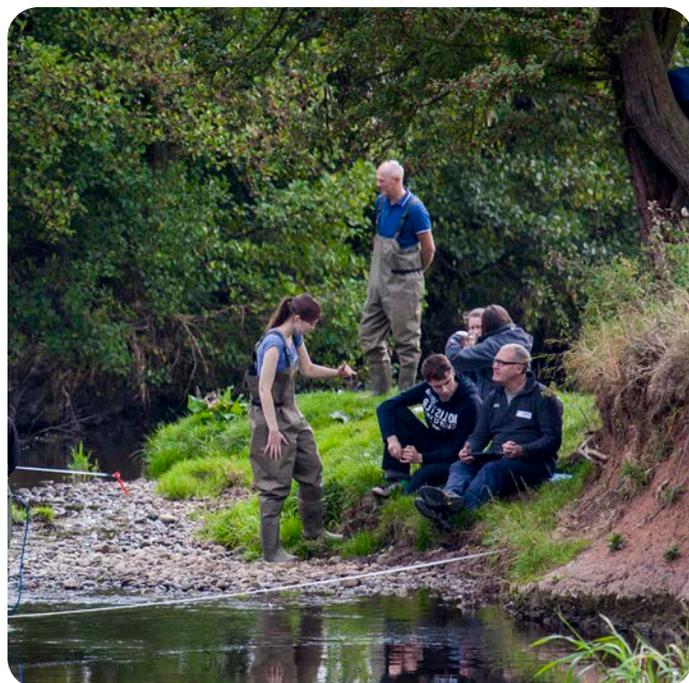


## Fieldwork Opportunities

Here at Worcester we believe that you learn more by doing, and what really sets our Geography courses apart from others is the practical, hands-on emphasis throughout. As a student at Worcester, you will enjoy a generous fieldwork programme - in fact, **fieldwork is included in almost every module!**

### Local Fieldwork

Worcestershire and the West Midlands is an ideal location for fieldwork and gives us almost instant access to a diverse range of rural and urban settings, as well as the region's many rivers - from the Leigh Brook where we have our own river monitoring station, to the River Severn where our students study flood management. Depending on your choice of modules, our local fieldwork activities may take you to the Brecon Beacons, the Malvern Hills, Bournville, the Cotswolds and the Shropshire Hills.



### Residential Fieldwork

At Worcester you will have the opportunity to attend a residential fieldcourse in each of the three years of your course:

#### Year 1

##### The Lake District

An introduction to Geography fieldwork. Topics include nature conservation, glacial geomorphology, tourism and river restoration.

#### Year 2

##### The Cairngorms

Explore the human and physical geography of the Scottish highlands - from urban change in Inverness, tourism and culture in highland villages, to internationally significant landforms in Glen Feshie and river management along the Spey.

#### Year 3

##### Switzerland: The Alps (*Physical Geography*)

Experience a stunning mountain environment and study a range of geomorphic processes, i.e. water, ice, mass movement features, and their impacts.

##### France: Provence (*Human Geography*)

Explore issues of rural diversification, tourism and heritage, and urban change in a range of dynamic environments in the south of France.

##### Malawi (*Human Geography; Optional*)

Examine the inter-relationships between people and their environment, and undertake fieldwork with NGOs and local farmers in one of Africa's least developed countries.

##### USA: California (*Physical Geography; Optional*)

Visit Death Valley and Yosemite National Parks, and explore topics such as hazards, water management, arid geomorphology, and mountain landscapes.

Note that all fieldcourse venues and durations are indicative and subject to change.

*"Throughout my three years studying Geography I have had so many amazing fieldwork opportunities... It's difficult to summarise in one sentence how much I learned from my trips to the Cairngorms, Provence and Malawi."*

Taya Pauc, Final year student (2018/19)





## **BSc Geography with International Year Abroad**

# International Year Abroad

Our Geography programmes provide an exciting opportunity to study abroad with one of our International or European Partners. These four year programmes have the same structure as our existing courses, but you will spend your third year studying geography at an English speaking University and return to Worcester for your fourth and final year.

Study abroad locations include a range of European countries, Australia, New Zealand, Canada, Hong Kong, South Korea, Japan or the USA. You'll be hosted by a partner university, and will typically be able to choose freely from across their course offerings in Geography and beyond. During your year abroad, you will enjoy the diverse learning opportunities of your host institution and the cultural and travel opportunities of your year abroad destination.

## What are the benefits?

Spending a year living and studying in another country is a fantastic opportunity that will:

- Give you valuable insights and practical experience in a different country
- Broaden your academic portfolio
- Develop your social skills, communication and confidence
- Improve your career prospects by gaining new skills and increasing your employability
- Prepare you for the global job market
- Improve your foreign language skills or provide you with the opportunity to learn a new language

## How is this arranged?

Your third-year study abroad will be arranged on an individual basis. The Study abroad Academic co-ordinator will help you to develop a programme of study, and you will be in regular contact with your Personal Academic Tutors throughout the year.

## Where can I study?

Our current International and European partners include:

### Asia

- Education University of Hong Kong, Hong Kong
- Pusan National University, Busan, South Korea
- Ibaraki University, Japan
- Nagoya University of Foreign Studies, Japan
- Musashi University, Japan

### Australia and New Zealand

- University of New England, Armidale, Australia
- Charles Darwin University, Australia
- UNITEC, Auckland, New Zealand

### Europe

- Technical University of Valencia (UPV), Spain
- Karlstad University, Karlstad, Sweden
- Akdeniz University, Turkey

### North America

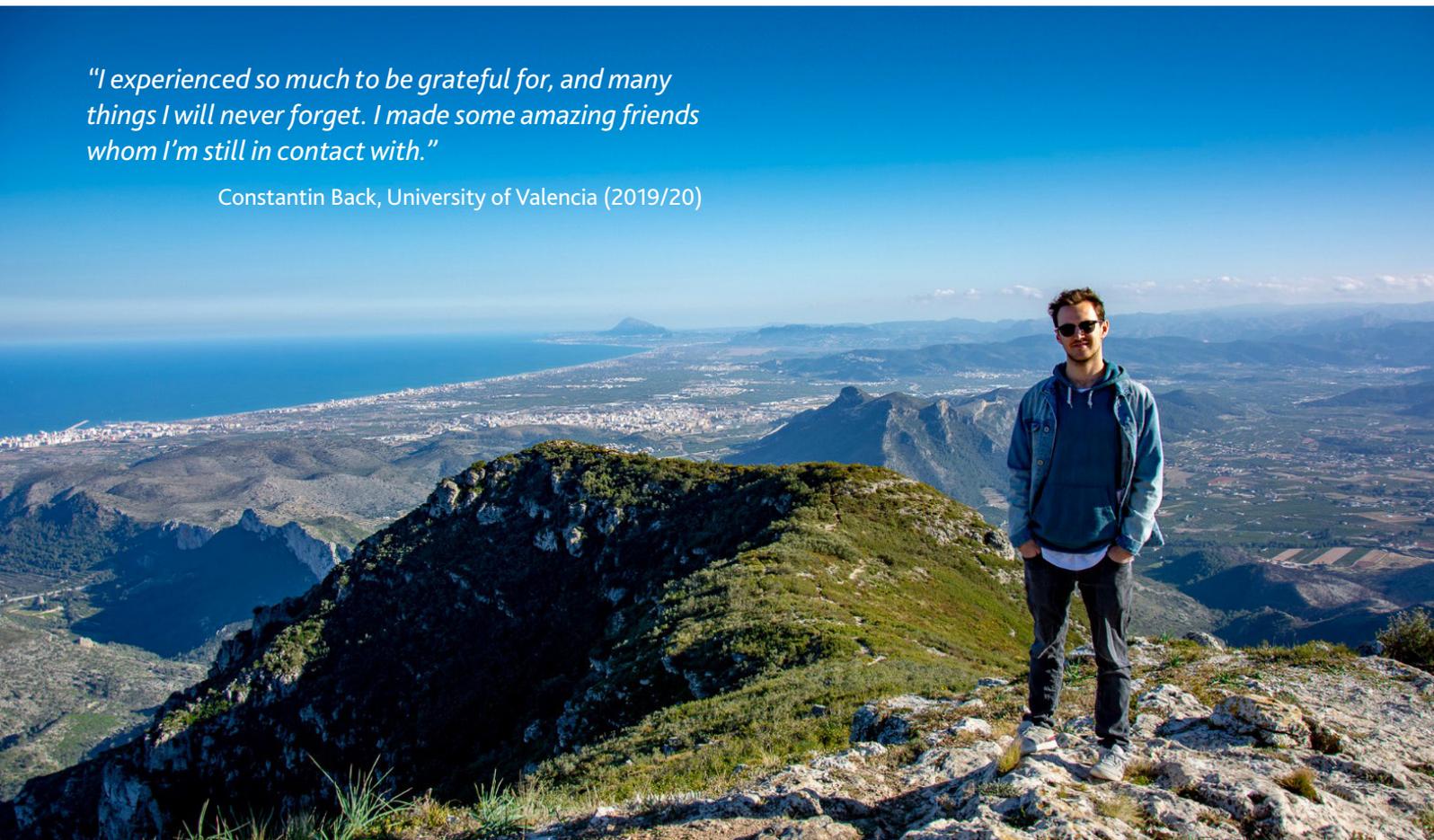
- Bishops University Quebec, Canada
- Brock University, Ontario, Canada
- Ball State University, Indiana, USA
- New Jersey City University, New Jersey/New York, USA
- Worcester State University, Massachusetts, USA
- University of Minnesota Duluth, Minnesota, USA
- Indiana University of Pennsylvania, Pennsylvania, USA
- Maryville College, Tennessee, USA

## How much does it cost?

Your Third Year Abroad tuition fee will only cost you 15% of that year's tuition fee. For example, if the yearly tuition fee is £9000, you will only pay £1350 for the full year of tuition.

*"I experienced so much to be grateful for, and many things I will never forget. I made some amazing friends whom I'm still in contact with."*

Constantin Back, University of Valencia (2019/20)





## Geography BSc (Hons)

What makes places and landscapes different? Geography is an exciting, dynamic subject that has, at its core, a concern for the integrated study of the Earth's places, peoples, environments and societies. In these times of environmental and economic concerns, it is now more relevant than ever.

With its wide range of modules, opportunities for specialisation and a practical emphasis throughout, the Geography course at Worcester is a great way to learn about the world in which we live, the problems we face and the ways Geographers can address these. There are numerous opportunities for fieldwork, both local and residential, and this is a distinctive feature of the programme. Residential fieldwork to the Lake District, Provence, Switzerland, California and Malawi provides valuable opportunities to study environments that are markedly different from those found locally.

Resource provision is excellent, and includes river

monitoring installations, 24-hour access computer rooms and a digital mapping and survey suite.

The first year of the course offers an introduction to the breadth of the discipline, with fieldwork and practical activities featuring from the outset. The second and final years provide increasing opportunities for specialisation, with the content of many modules benefiting from staff research and consultancy activities. Throughout, you will find enthusiastic staff and a friendly and supportive learning environment. At the University of Worcester, you are not just another face in the crowd.

### First Year Course Structure

First year modules are designed to introduce you to core geographical knowledge and skills, and provide the foundation for further studies in the discipline. Although the remainder of this section assumes a full-time mode of study, the course can also be followed on a part-time basis.

#### First Year Course Structure

Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	Pre-requisites
GEOG1301	Geographical Investigations	30	M	-
GEOG1310	Dynamic Earth	30	M	-
GEOG1311	Risk and Resilience	30	M	-
GEOG1312	People and Place	30	M	-



## Second Year Course Structure

The second year programme allows you to develop a programme which suits your particular interests and career aspirations. Whilst a reasonable degree of choice exists – allowing you to bias your programme towards human or physical geography if you so wish – the aim here is to provide

the underpinnings for the wider range of specialist modules available in third year. The programme details are outlined in the following table.

### Second Year Course Structure (M = Mandatory / O = Optional)

Module Code	Module Title	Credits	Physical (P) Human (H)	Status : Mandatory (M) or Optional (O)	Pre / Co-requisites
<b>Single Hons</b>					
GEOG2300	Geography Residential Field Course	15	H/P	M	-
GEOG2310	GIS and Research Methods	30	H/P	M	-
GEOG2320	The Physical Geography of Mountain Environments	30	P	M/O	-
GEOG2321	Meteorology and Climate	15	P	O	-
GEOG2322	River Monitoring and Assessment	15	P	O	-
GEOG2323	Natural Hazards	15	P	O	-
GEOG2330	Rural-Urban Geographies	30	H	M/O	-
GEOG2331	Contemporary Issues in Human Geography	15	H	O	GEOG1312
GEOG2332	Geographies of Development	15	H	O	-
GEOG2333	Heritage Tourism and Place Promotion	15	H	O	-
GEOG2337	Climate Change: Science and Policy	15	H/P	O	-
LANG	Optional modules from the Language Centre	15/30	-	O	-

Single Honours students must take 120 credits in total.

45 credits must include the mandatory modules GEOG2300 and GEOG2310, and either GEOG2320 or GEOG2330.

Optional modules can also include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found at: <https://www.worcester.ac.uk/life/help-and-support/language-centre/language-centre-module-options.aspx>.



## International Year Abroad

Students taking BSc (Hons) Geography with International Year Abroad will take the mandatory Third Year GEOG3000 International Year Abroad Module between their second and final year.

## Final Year Course Structure

A wide choice of modules exists in the final year. Optional modules reflect staff interests in research, consultancy or professional practice. They are therefore more specialised than the broadly-based, systematic modules offered in second year, and represent a move towards the

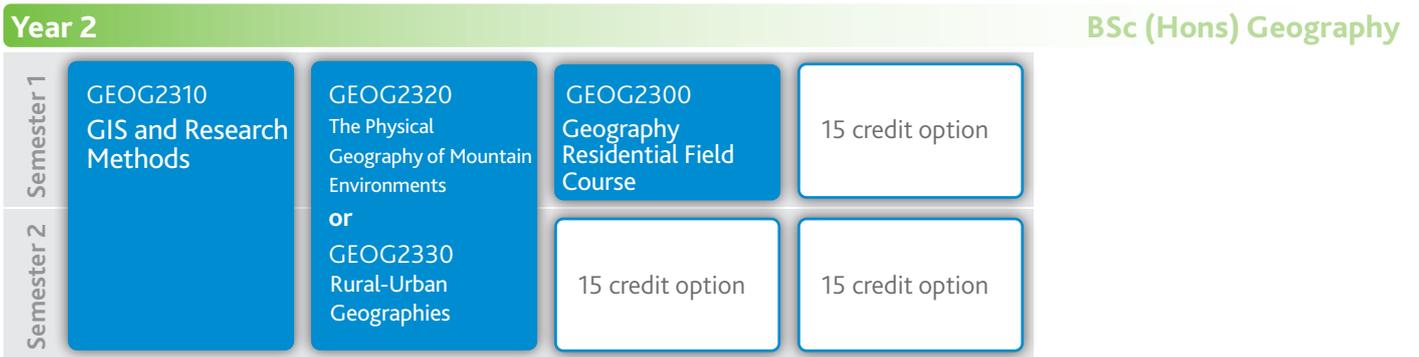
frontiers of geographical knowledge. Throughout there is a greater emphasis on independent learning, and this is exemplified in the Dissertation. The programme details are shown in the following table.

### Final Year Course Structure

Module Code	Module Title	Credits	Physical (P) Human (H)	Status: Mandatory (M) or Optional (O)		Pre-requisites
				Single Hons		
GEOG3002	Dissertation	30	H/P	M		GEOG2310
GEOG3310	Mountain Environments Overseas Field Course	15	P	M/O		GEOG2320
GEOG3311	Changing Places Field Course	15	H	M/O		GEOG2330
GEOG3312	Professional Placement for Geographers	15	H/P	O		-
GEOG3314	Earth Observation and GIS Applications	15	P	O		-
GEOG3320	River Conservation and Management	15	P	O		GEOG2322
GEOG3322	Environmental Geology	15	P	O		-
GEOG3323	Mountain Glaciers and Landscape	15	P	O		-
GEOG3324	Quaternary Climate and Environmental Change	15	P	O		-
GEOG3331	Political Geography	15	H	O		-
GEOG3332	Countryside Conservation and Agricultural Change	15	H	O		-
GEOG3333	Town and Country Planning	15	H	O		-
GEOG3334	Built Heritage Management	15	H	O		-
GEOG3336	Environment & Development in sub-Saharan Africa	15	H	M/O		GEOG2332
GEOG3337	Geographies of Disability	15	H	O		-
GEOG3338	California Field Course: Dynamic Landscapes	15	H	O		-
ENVS3113	Atmospheric Processes and Pollution	15	P	O		GEOG2321

Single Honours students must take 120 credits from the table above and must include: (i) GEOG3002, and (ii) either GEOG3310 or GEOG3311.

# BSc (Hons) Geography: Course Diagram



**Optional Modules (15 credits)**

GEOG2321 Meteorology and Climate

GEOG2322 River Monitoring and Assessment

GEOG2333 Natural Hazards

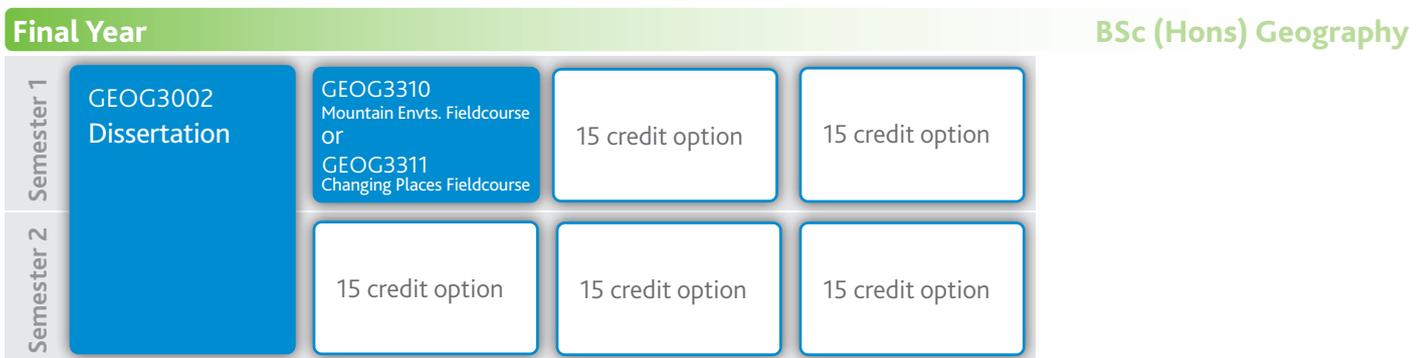
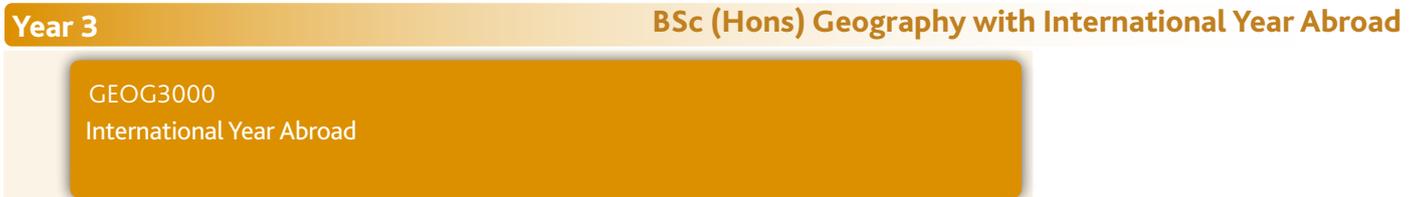
GEOG2331 Contemporary Issues in Human Geography

GEOG2332 Geographies of Development

GEOG2333 Heritage Tourism and Place Promotion

GEOG2337 Climate Change: Science and Policy

LANG Optional modules from the Language Centre



**Optional Modules (15 credits)**

GEOG3312 Professional Placement for Geographers

GEOG3314 Earth Observation and GIS Applications

GEOG3320 River Conservation and Management

GEOG3322 Environmental Geology

GEOG3323 Mountain Glaciers and Landscape

GEOG3324 Quaternary Climate and Environmental Change

GEOG3331 Political Geography

GEOG3332 Countryside Conservation and Agricultural Change

GEOG3333 Town and Country Planning

GEOG3334 Built Heritage Management

GEOG3336 Environment & Development in sub-Saharan Africa

GEOG3337 Geographies of Disability

GEOG3338 California Field Course: Dynamic Landscapes

ENVS3113 Atmospheric Processes and Pollution



# Supporting your Learning

*The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability and Dyslexia Service within Student Services provides specialist support on a one to one basis.*

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

## Induction Programme

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 academic tutors; introduction to key ICT resources [Student Online Environment (SOLE), Blackboard (a virtual learning environment)]; social event to meet staff and fellow students; some project/field activities (active learning/research-based teaching). Sessions on core study skills are reinforced within core mandatory modules and academic tutorials.

## Personal Academic Tutors

All students have an academic 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 is a particular emphasis on information literacy skills and Personal Development Planning. 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. At all levels, a key objective will be the application of the idea of 'feed forward'; students gather feedback from the previous year/semester and review it with a tutor and/or in a peer group.

A particular focus of the personal tutor is to encourage personal development planning so that students receive structured support to develop:

- Awareness of their own strengths and weaknesses
- A clear vision of what they want to achieve through HE study
- Greater understanding of how study in Geography at the University of Worcester can help them towards their goals
- Responsibility for their choices in modules, work and social life
- A reflective approach to all the feedback they receive on their work
- A sense and a record of progression and achievement in their development of subject and generic skills and attributes
- An ability to use this greater awareness to articulate the benefits of their HE experience to others including employers

The academic tutor will also:-

- Respond to student requests for support and help with problems which affect academic work, either at subject level or by referral to other University of Worcester facilities
- Provide information for and assist in the drafting of University of Worcester references

The academic tutor is a student's regular point of contact within the university. Normally a personal tutor will remain with a student throughout their time at the University of Worcester.

## How Often?

Students should normally meet their academic tutors four times a year, although occasionally students may also need to contact their tutors at other times, particularly if they are experiencing problems.

## Group meetings

At induction, there will be group meetings between academic tutors and their tutees, other group meetings may also be organised from time to time.

## Study Skills

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.

Additional support for developing study skills is provided in the following online resource:

Study Skills ( <http://www.worc.ac.uk/studyskills/> )

This online resource includes Study Skills Advice Sheets, which have been developed in order to help students plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential. These advice sheets include guidance in the following areas:

- Essay Writing
- Learning at University
- Learning Journals
- Minimising Stress
- Oral Presentations
- Organising Yourself
- Plagiarism and Referencing
- Reading Efficiently
- Revision and exam skills
- Study at Distance
- Taking Notes
- Using feedback to improve your work
- What Does The Question Mean?
- Working in Groups
- Writing Reports



# Admissions Policy, Criteria & 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

At least 4 GCSEs (or equivalent) at grade C or above plus **104-120 points** (subject to confirmation; please see website for definitive position)

The University will also consider applications from candidates holding qualifications outside the UCAS Tariff, including those awarded by professional bodies and overseas qualifications (including the European Baccalaureate). Please contact the Admissions Office for advice on all other qualifications.

Please note that the application process includes an informal interview, which is part of a more general activity day.

## Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications are asked to contact the Admissions Office (01905 855111) with details of their age, any work they have undertaken, including caring or organised voluntary work, and any other relevant experience and/or qualifications gained since leaving school. An advisory interview will be arranged to discuss possible options. These options include an Access course or Foundation Year at a local Further Education College or an Exploratory Essay and interview, where appropriate.

## Accreditation of Prior Learning

Students with relevant previous study at FdA, HND or degree level or extensive experience may be considered eligible for accreditation of prior learning. Entry may be possible to Level 4 or Level 5 of the course, depending upon the qualifications or experience gained. Credit can also be given for individual modules. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.



## Recommended Reading

If you would like to get a head start with course reading, here are some recommendations that will be relevant to the course:

Cloke, P., Crang, P. and Goodwin, M., (eds) (2014), *Introducing Human Geographies* (3rd edition), London: Routledge.

Couper, P.R. (2015) *A Student's Introduction to Geographical Thought: Theories, Philosophies, Methodologies*. London: Sage.

Daniels, P., Bradshaw, M., Shaw, D., Sidaway, J and Hall, T. (eds) (2016), *An Introduction to Human Geography* (5th edition), Harlow: Pearson.

Holden, J. (ed) (2017) *An Introduction to Physical Geography and the Environment* (4th ed.). Pearson.

## Equipment Required

The following are likely to be required at some time, though not necessarily at the start. Tutors will give specific advice:

- Field clothing including sturdy footwear
- Small backpack and A4 clipboard for field work



# Module Descriptions

## GEOG1301 Geographical Investigations

This practical-based module introduces and consolidates key skills that are essential for all geographers. It does so in three inter-related parts. The first part covers cartography, moving from the interpretation of maps, through principles of map design, to construction of maps from primary data from surveying conducted in the field. The second part of the module then moves on to consider data and their analysis. Different ways of interrogating data sets are examined and their relevance to geographical research discussed. The third part of the module uses fieldwork at sites in the local area to put into practice mapping and data analysis skills.

## GEOG1310 Dynamic Earth

Physical Geography is a dynamic subject that focuses on the Earth's many interacting environments, such as the atmosphere, biosphere, lithosphere, hydrosphere and cryosphere. These spheres are the result of a combination of atmospheric, oceanic, terrestrial, ice and ecological processes. Physical Geography also involves examining processes that influence the landscape of the Earth, such as plate tectonic processes, ocean floor spreading and weathering and erosion processes. Understanding these different processes and their interactions is important in enabling improved prediction of future change of the Earth's environmental systems.

## GEOG1311 Risk and Resilience

The module introduces students to the increasingly important interdisciplinary concepts of risk, resilience and sustainability, that in many ways define the dynamic and evolving relationship between people and planet. It first examines the theories and ideas underpinning these terms, before going on to explore their relevance to some of the most pressing inter-related societal and environmental global challenges we face today (e.g. flooding, famine, inequality and poverty). Finally, the module considers the potential solutions to these problems and issues, which are increasingly being framed in the context of Sustainable Development.

## GEOG1312 People and Place

Human Geography covers a diverse range of issues and interacts with a number of other disciplines. This module introduces students to the principal themes in human geography and provides a flavour of the main sub-disciplines within it. The relevance of geographical enquiry to an understanding of 'real world' issues is demonstrated while highlighting the diversity of approaches adopted in studying them. Topics explored will include spatial inequality, development, urban and rural change, ethnicity, gender, and migration.

## GEOG2300 Geography Residential Fieldcourse

Core contemporary themes and ideas in geography are explored in the context of the Scottish Highlands. This is a landscape markedly different from that of the West Midlands and the only location in Britain where certain geographical processes are acutely evident. Throughout, the emphasis is on the development of fieldwork skills.

## GEOG2310 GIS and Research Methods

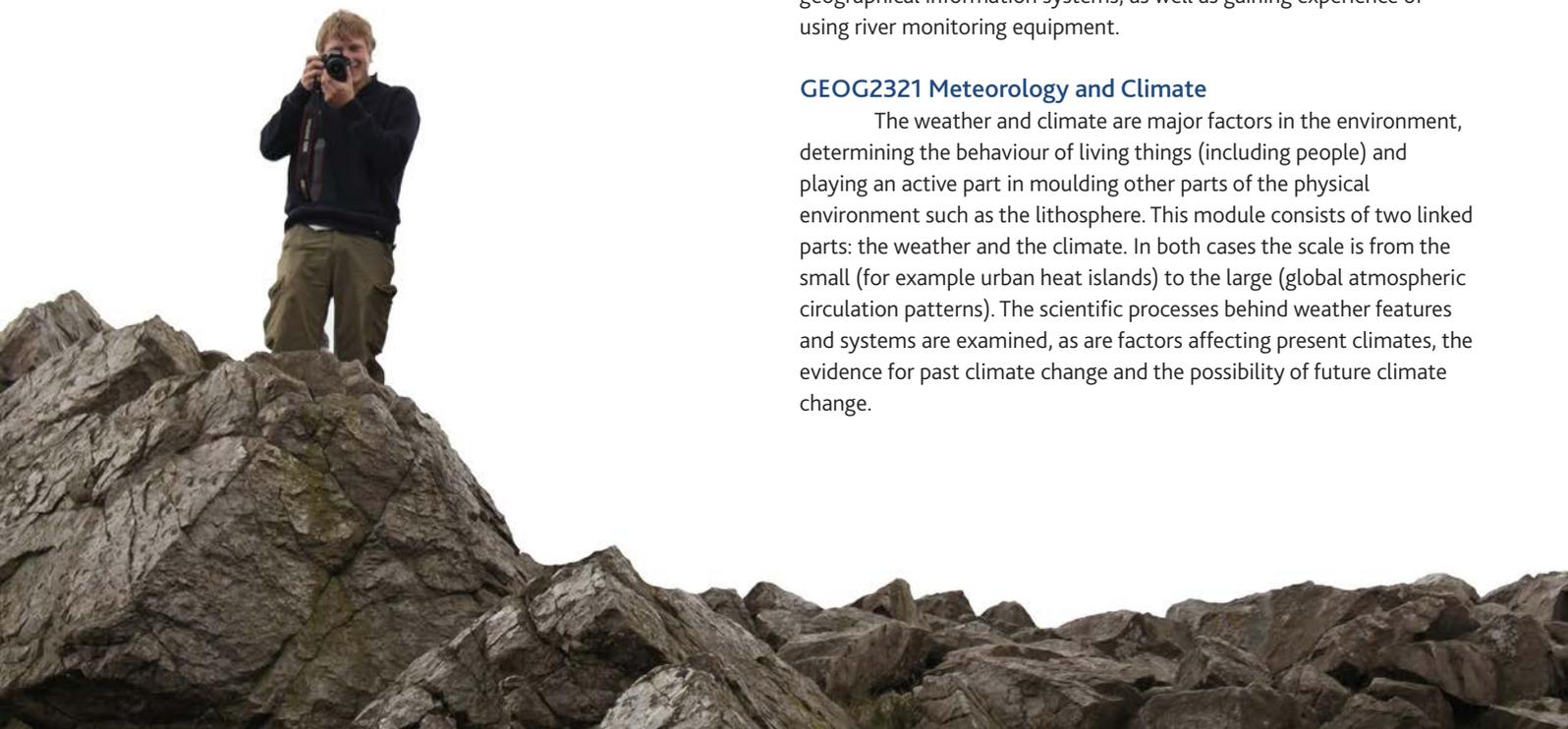
This module introduces the key principles and practice of research in Geography, and through engagement in project work, provides students with the skills and experience required to embark upon a major research project in their final year. It outlines the various stages in the research process including: choice of topic, identifying research questions, searching for and reviewing relevant academic literature, designing an appropriate methodology, qualitative and quantitative data collection, and data analysis and presentation. The module integrates Geographical Information Systems (GIS) into this process, where we explore the basic principles and applications of GIS, how geographic reality is modelled using GIS, and its wider use in geography and environmental management, socio-economic analysis and archaeology.

## GEOG2320 The Physical Geography of Mountain Environments

This module explores the physical processes associated with mountain and river environments, addressing topics such as mountain building, mountain weather and climate, hydrological and geomorphological processes and hazards, flow regimes and aquatic ecosystems. Students taking this module will have opportunities to develop skills in geomorphological interpretation and mapping using geographical information systems, as well as gaining experience of using river monitoring equipment.

## GEOG2321 Meteorology and Climate

The weather and climate are major factors in the environment, determining the behaviour of living things (including people) and playing an active part in moulding other parts of the physical environment such as the lithosphere. This module consists of two linked parts: the weather and the climate. In both cases the scale is from the small (for example urban heat islands) to the large (global atmospheric circulation patterns). The scientific processes behind weather features and systems are examined, as are factors affecting present climates, the evidence for past climate change and the possibility of future climate change.



### **GEOG2322 River Monitoring and Assessment**

This module focuses on the theory and practical aspects of flow measurement, water quality monitoring and bioassessment in streams and rivers. The development of hydrometric networks and telemetry are also evaluated. It includes fieldwork on the use of different flow measuring devices, the use of the UW river monitoring sites and laboratory analysis of water quality. A computer practical on how to access secondary data on river flow, water quality and bioassessment will also be covered. The module includes fieldwork to evaluate the use of bioassessments for assessing the ecological status of river systems, which involves directly measuring a biotic characteristic of a stream.

### **GEOG2323 Natural Hazards**

There is an increasing public awareness of the nature and importance of natural hazards and their potential effects on humans and the environment. This module aims to provide an understanding of the causes and effects of a range of geological, atmospheric and hydrological natural hazards. It also examines the response of both organisations and individuals to such events and makes links to wider debates concerning population growth, vulnerability and climate change. Particular emphasis is placed on gaining a thorough practical understanding of the techniques associated with hazard mapping and risk management.

### **GEOG2330 Urban-Rural Geographies**

This module explores various geographical approaches to the study of rural and urban places with a focus on how political, social, economic and cultural processes influence rural-urban geographies of the UK and the rest of the world. Key topics include social change in rural areas, agricultural patterns, processes and policies, as well as the macro-geographies of the urban world, changing global urban networks and the micro-geographies of urban worlds.

### **GEOG2331 Contemporary Issues in Human Geography**

This module provides a thorough overview of key debates and issues in human geography. It begins with charting the emergence and development of human geographic approaches including Marxism, feminist geography, and the 'cultural turn'. Drawing on examples from around the world, students will learn about a range of themes in social and cultural geography including memory, heritage and landscape; gender, the body and the city; national identity and territory; globalisation and representation; nature and animal geographies; post-colonialism and development.

### **GEOG2331 Geographies of Development**

The module introduces students to the various debates concerning development in the developing world, from a geographical perspective. It discusses the practical application of different approaches to development with particular reference to rural and urban contexts, natural resource management, and sustainable development. Critically, the module seeks to engender a geographical understanding of the inter-relationships between various development issues, and the role of various stakeholders in the development process.

### **GEOG2333 Heritage Tourism and Place Promotion**

The module examines the increasing importance of heritage, commodification and spectacle to the management, promotion and economic development strategies of places. It introduces students to contemporary approaches to understanding the construction of place and develops student's skills in critically 'reading' heritage landscapes and place promotion materials as 'texts'. In particular it critically examines the promotion of the countryside as a place of leisure and tourism and the selling of urban and industrial heritage in heritage centres and as part of urban regeneration strategies. The

module critically considers whose heritage is being represented in these contexts and who benefits from this commodification of heritage.

### **GEOG2337 Climate Change: Science and Policy**

The module introduces students to the human dimensions of the climate change debate. Drawing on a wide range of recently published research, it questions: What is being done and what more can be done to stop climate change or reduce its effects? Why is there still public debate on climate change? How influential are scientists, the media and politicians in shaping public understanding and acceptance of climate change science, impacts and responses? What are the barriers and challenges to an integrated response at local, national and international scales? Combining theoretical and practical components, the module encompasses a range of individual and group based activities employing varied teaching techniques and media.

### **GEOG2338 California Field Course: Dynamic Landscapes**

The California field course, which is mostly based around the Sierra Nevada and Owens Valley, provides opportunities to explore a wide range of topics, including hazards, water management, arid geomorphology, and mountain landscapes. Specific field sites may vary from one year to the next, but are likely to include Death Valley and Yosemite National Park. This module will be offered every other year, at both Levels 5 and 6.

### **GEOG3002 Dissertation**

Under supervision, and subject to the approval of geography tutors, students will select a topic for investigation using primary and/or secondary sources. Students will gain experience working independently in both researching and presenting their topic, using geographical skills and techniques. These projects may involve original research, or the re-working of secondary materials from an original viewpoint, and in either case the students will develop an understanding of the nature and complexity of the specific topic selected and of the collection and analysis of information relevant to it.

### **GEOG3310 Mountain Environments Field Course**

This residential field course module provides students with an opportunity to gain first-hand experience of a mountain environment in which geomorphic processes, i.e. water, ice, mass movement features, and human impacts may be studied. The module builds on the prior knowledge gained in the GEOG2120 Mountain Environments, Landscapes and Hazards module and provides field examples to i) explore the geomorphic development of mountain landscapes operating over a range of temporal scales, ii) develop hands-on practical skills in environmental assessment (especially hydrological monitoring) in a mountain setting, and iii) examine the interactions between humans and their physical environment in these localities (e.g. avalanches, reservoirs, hydropower generation).

### **GEOG3311 Changing Places Overseas Field Course**

This field-based module explores selected aspects of the changing human geography of Provence in southern France. Human geographical knowledge and skills are enhanced through immersion in residential field study in a region that is culturally, socially, economically and politically different from the UK. Various quantitative and qualitative approaches are used in the course of the module and the connections between the various themes and issues explored in other human geography modules is emphasised. Different modes of information gathering are used and there is an emphasis on group work and independent learning. Fieldwork is central to human geography because it provides an opportunity to apply theories, concepts and methods. The focus here is on relatively small-scale field sites which allows for an exploration of the ways human geographical processes



interact to shape specific localities.

### **GEOG3312 Professional Placement for Geographers**

This module will provide students with the opportunity to undertake a work placement and to enable them to apply their geographical and personal skills within a working environment. Students will be expected to arrange their own 100 hour work placement which may entail a two week block (normally out of semester) or a more extended period of 15 weeks. Placements should be approved by the module leader in advance of module registration; examples of appropriate placements include public-sector bodies, environmental consultancies, schools, voluntary-sector organisations and private-sector companies. The taught element of this module will be delivered by a series of seminars and tutorial sessions

### **GEOG3314 Earth Observations and GIS Applications**

Increasingly Remote Sensing techniques are required to research and manage our world. In combination with Geographical Information Systems (GIS) they offer a powerful tool for many geographical, environmental and archaeological applications. In particular, this is due to their capacity to perform on a range of spatial and temporal scales and to integrate combinations of multiple variables. This module provides students with a theoretical basis on remote sensing techniques and their integration with GIS. However, emphasis lies on technical training using specialist software and project work involving application of the techniques to current geographical, environmental and archaeological issues.

### **GEOG3320 River Conservation and Management**

River systems are one of the most degraded and altered parts of the landscape. This module highlights the extent to which rivers have been physically altered by river regulation, dam building and river engineering, and evaluates modern approaches to river management that attempt to rectify the problems caused by the former alteration of rivers. The module explores environmentally-sensitive management

practices that promote river conservation including water resource management, river restoration and rehabilitation, and environmental flow setting. Students will have the opportunity to develop fieldwork skills assessing the physical habitat quality of local streams.

### **GEOG3322 Environmental Geology**

Geology plays an important role in the daily lives of people, providing the earth resources which the very survival of society rests and influencing the health and safety of communities at risk from naturally and artificially induced geological hazards. Geologists have a major role to play in reducing the impact of human activity upon the surface environment. This module explores the interaction between development and the geological environment. Emphasis shall be placed upon environmental management and the theoretical and practical basis for incorporating geological considerations into community planning and urban development.

### **GEOG3323 Mountain Glaciers and Landscape**

The geomorphological record of mountain glaciation in upland Britain is of considerable interest to researchers because: (i) it provides an insight to long-term landscape evolution; and (ii) it can assist in the reconstruction of past climates. This module provides you with an opportunity to complete a research project on the geomorphological impact of former mountain glaciers in the Lake District, NW England. The exact topic will be subject to negotiation with the module tutor, but is likely to include a significant geomorphological mapping component. As such, this module builds on skills developed in earlier modules, particularly GEOG2120 and GEOG3110. Desk-based mapping is complemented by both virtual fieldwork and residential fieldwork. In addition to providing an insight into former mountain glaciation in the study area, this module will enhance your geomorphological interpretation, mapping and GIS skills.



### **GEOG3324 Quaternary Climate and Environmental Change**

Britain has experienced numerous and significant environmental changes over the last two million years (the Quaternary). Glaciers and ice sheets have waxed and waned, as have the areas subjected to periglacial processes. A knowledge of these environmental changes is not only essential in understanding recent landscape evolution but it provides an insight to the causes and mechanisms of climate change – past, present and future. An understanding of these environmental changes also provides the context for the study of the pre-history of humans in Britain.

### **ENVS3113 Atmospheric Processes and Pollution**

The module addresses the fundamental aspects of air pollution and its causes. This module introduces students to methods used by a large range of public authorities (e.g. Met Office, Environment Agency) and private companies as air pollution requires assessment, monitoring, forecasting and mitigation. This will be connected with typical processes in the atmosphere. The governing processes causing air pollution at various scales will be explored and a number of case studies (e.g. volcanic dust, nuclear accidents, industrial air pollution from smoke stacks, agricultural air pollution, bioaerosols, Saharan dust) will be used as training examples using advanced numerical models.

### **GEOG3331 Political Geography**

Relationships between people and their wider environment cannot be separated from political considerations. The interconnections between people, place and political processes form the basis of political geography. We live in a highly volatile world characterised by political conflicts of varying degrees of intensity centred on issues of territorial control, resource claims, ethno-national and social identity. This module explores political relationships and their territorial expression at global, national and local levels. It examines the geographic underpinnings, impacts and consequences of political processes, strategies and ideologies in a variety of different places. The module moves from a global, through a national, down to a local focus while clearly highlighting the interconnectedness between events occurring at different spatial scales.

### **GEOG3332 Countryside Conservation and Agricultural Change**

This module examines current efforts to conserve the UK countryside, identifying what is valued and the measures in place to protect and enhance it. Agricultural change provides the main focus for discussion because it has both created and then destroyed what is most loved in terms of landscape and wildlife. Different approaches are examined and evaluated, divided into statutory forms of protection (such as National Parks) and incentive-based measures to encourage landowners and occupiers to conserve (agri-environmental schemes).

### **GEOG3333 Town and Country Planning**

This module builds on an understanding of key issues within urban and rural contexts and of the inter-relationships between town and country by considering approaches to managing these areas. The development of the formalised town and country planning system in Britain has had a considerable impact on the processes of change in urban and rural areas. Significantly, the operation of this system has created key tensions and conflicts within the planning and development process.

### **GEOG3334 Built Heritage Management**

Buildings, either as single structures or as townscapes, form a key component of the national heritage. Key structures are afforded official protection through legislation and buildings form a key resource within the 'heritage industry'. But which structures do we value

and why? The module seeks to examine these issues. Focussing on Britain's built heritage, the module will examine the development of key building types, architectural styles and the formation of historic townscapes. It will draw upon a range of perspectives in order to analyse buildings, including architectural, urban morphological and archaeological. Finally, the module will explore the significance of particular buildings, styles and townscapes to Britain's national heritage, considering issues of protection and re-use.

### **GEOG3336 Environment and Development in Sub-Saharan Africa (inc Malawi Fieldcourse)**

Many of the development challenges facing sub-Saharan Africa are inextricably linked to peoples' interaction with, and management of, the natural environment. Most development practitioners and academics would argue that balancing development needs with environmental sustainability is critical for poverty reduction and the development of sustainable livelihood systems. Through engagement in either a series of virtual fieldwork activities focusing on the highlands of western Ethiopia, or a two week residential fieldcourse in Malawi this module invites students to consider the nature and practical challenges of facilitating sustainable people-environment inter-relationships in sub-Saharan Africa.

### **GEOG3337 Geographies of Disability**

This module introduces students to disability and geography in contemporary society. Students will consider critically 'everyday' practices of disability and impairment, be they physical or mental health issues, looking at the contribution of geography to the understanding of the interrelationship between space, disability and society. There are two main strands of the module: first to explore the relationship between individual types of impairment and space; second, to examine inequality through a social and cultural lens of impairment. Students will explore the critical processes underpinning the social construction and production of disability as a state of marginalization and oppression in the society and the built environment.

### **GEOG3338 California Field Course: Dynamic Landscapes**

The California field course, which is mostly based around the Sierra Nevada and Owens Valley, provides opportunities to explore a wide range of topics, including hazards, water management, arid geomorphology, and mountain landscapes. Specific field sites may vary from one year to the next, but are likely to include Death Valley and Yosemite National Park. This module will be offered every other year, at both Levels 5 and 6.



## Assessment Maps

Level 4							
	Essay	Critical Reading	Report	Group Presentation	Individual Portfolio	Seen exam	TV Show
GEOG1301	40%		60%				
GEOG1310	30%		40%			30%	
GEOG1311			50%				50%
GEOG1312	40%	30%		30%			

Level 5									
	Essay	Report	Written Assignment	Research Paper	Field Notebook	Poster	Exam	Practical Report	Group Presentation
GEOG2300	100%								
GEOG2310		20%		60%					20%
GEOG2320	50%		50%						
GEOG2321		100%							
GEOG2322		75%	25%						
GEOG2323							40%	60%	
GEOG2330		50%	50%						
GEOG2331			60%						40%
GEOG2332		60%					40%		
GEOG2333		50%							50%
GEOG2337	50%					50%			
GEOG2338					50%	50%			

Level 6

	Student Led Seminar Discussion	Practical Portfolio	Practical Assessment	Report	Poster	Dissertation	Role Play Exercise	Planning Exercise	Fieldwork Journal	Critical Investigation	Group Presentation	Presentation	Project	Field Report	Other
GEOG3002						100%									
GEOG3310													50%	50%	
GEOG3311				70%							30%				
GEOG3312				80%								20%			
GEOG3314		100%													
GEOG3320				100%											
GEOG3322			40%					60%							
GEOG3323				100%											
GEOG3324				100%											
GEOG3331													100%		
GEOG3332													100%		
GEOG3333							35%			65%					
GEOG3334	50%			50%											
GEOG3336									60%		40%				
GEOG3337				40%					60%						60%
GEOG3338					50%									50%	
ENVS3113				80%											20%



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