Programme Specification for BSc (Hons) Physical Geography

This document applies to Academic Year 2018/19 onwards

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	Royal Geographical Society with Institute of BG
4.	**Final award or awards**	BSC (Hons)
5.	**Programme title**	BSc (Hons) Physical Geography
6.	**Pathways available**	Single, Major, Joint, Minor
7.	**Mode and/or site of delivery**	Standard taught programme
8.	**Mode of attendance and duration**	Full time and part-time
9.	**UCAS Code**	F800
10.	**Subject Benchmark statement and/or professional body statement**	Geography Benchmark statement (QAA, 2014)
11.	**Date of Programme Specification preparation/ revision**	June 2018 August 2018 AQU amendments, regulations and updates throughout. November 2018 – addition of GEOG1123 for one year only October 19 - update to Independent Study title to be implemented Sept 20. Nov 2020 Temporary addition of addition module, ENVS 3102 *Environmental Impact Assessment to enable student choice during Covid-19* Jan 21 Temporary changes (Covid-19) Addition of optional modules: • GEOG3410 Mountain Environments Negotiated Learning Module (15 credits) Removal of: • GEOG3110 Mountain Environments Field Course

12. Educational aims of the programme

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

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**

1	The reciprocal relationships between physical and human aspects of environments and landscapes.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 PGEO3002	*Non-Honours* BSc Honours
2	Spatial variations in the distributions of a variety of physical and physical phenomena, and the explanations that underlie these.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 PGEO3002	*Non-Honours* BSc Honours
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.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3122 PGEO3002	BSc Honours
4	Patterns, process, interactions and change in the physical world as systems that operate at a range of spatial and temporal scales.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 PGEO3002	Non-Honours BSc Honours
5	The significance of spatial and temporal scale on physical processes and human processes, and their interactions at a range of scales.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3122 PGEO3002	Non-Honours BSc Honours
6	The dynamic, plural and contested nature of the discipline and its position within the natural sciences.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 PGEO3002	Non-Honours BSc Honours
7	The diverse manners of physical worlds, including maps, texts, images, GIS and remote sensing.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3113 PGEO3002	Non-Honours BSc Honours

8	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.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 PGEO3002	Non-Honours BSc Honours
9	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 at a global and local scale.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 PGEO3002	Non-Honours BSc Honours

Cognitive and Intellectual skills

10	Apply appropriate methodologies to solve problems.	GEOG2110 GEOG2113 GEOG2121 GEOG3114 GEOG3120 GEOG3122 PGEO3002	Non-Honours BSc Honours
11	Abstract and synthesise information from a range of sources.	GEOG2110 GEOG2113 GEOG2121 GEOG3114 GEOG3120 GEOG3122 PGEO3002	Non-Honours BSc Honours
12	Critically evaluate evidence, including data and text.	GEOG2110 GEOG2113 GEOG2123 GEOG2121 GEOG3114 GEOG3120 GEOG3122 GEOG3123 PGEO3002	Non-Honours BSc Honours
13	Critically assess the merits of contrasting theories, explanations, perspectives and policies.	GEOG2110 GEOG2113 GEOG2123 GEOG2121 GEOG3114 GEOG3120 GEOG3122 GEOG3123 GEOG3124 PGEO3002	Non-Honours BSc Honours
14	Develop reasoned arguments and make decisions informed by their analysis of a variety of evidence.	GEOG2110 GEOG2113 GEOG2123 GEOG2121 GEOG3114 GEOG3120 GEOG3122 GEOG3123 GEOG3124	Non-Honours

		PGEO3002	BSc Honours
15	Assume increasing responsibility for their own learning, and critically reflect upon their learning.	GEOG2100 GEOG2110 GEOG2113 GEOG3114 GEOG3122 PGEO3002	Non-Honours BSc Honours

Skills and capabilities related to employability

16	Plan, design and execute a piece of rigorous research or enquiry, including the production of a final report.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3120 PGEO3002	Non-Honours BSc Honours
17	Design, collect, synthesise, analyse and interpret different types of geographical evidence.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3122 PGEO3002	Non-Honours BSc Honours
18	Undertake effective fieldwork and/ or laboratory work (with due regard for health and safety, risk assessment and ethical guidelines).	GEOG2100 GEOG2110 GEOG2120 GEOG2122 GEOG2123 GEOG3110 GEOG3122 PGEO3002	Non-Honours BSc Honours
19	Work safely in a scientific environment	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3120 GEOG3122 PGEO3002	Non-Honours BSc Honours
20	Prepare effective maps and diagrams using a range of appropriate technologies, and interpret and analyse as appropriate.	GEOG2100 GEOG2110 GEOG2120 GEOG2113 GEOG3110 GEOG3114 GEOG3122 PGEO3002	Non-Honours BSc Honours

21	Employ a variety of technical and laboratory-base methods for the collection and analysis of spatial and environmental information.	GEOG2100 GEOG2110 GEOG2113 GEOG2120 GEOG2123 GEOG3110 GEOG3114 GEOG3122 PGEO3002	Non-Honours BSc Honours
22	Recognise the moral and ethical issues involved in debates and enquiries.	GEOG2100 GEOG2110 GEOG2113 GEOG2123 GEOG3110 GEOG3122 PGEO3002	Non-Honours BSc Honours

Transferable/key skills

23	Communicate ideas effectively either orally or in writing.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3112 GEOG3122 PGEO3002	Non-Honours BSc Honours
24	Demonstrate effective quantitative and/or qualitative skills.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3112 GEOG3122 PGEO3002	Non-Honours BSc Honours
25	Demonstrate effective ICT skills (including those associated with email, word processing, presentation software, spreadsheets and WWW).	GEOG2100 GEOG2110 GEOG2120 GEOG2121 GEOG2113 GEOG2123 GEOG3110 GEOG3123 GEOG3114 PGEO3002	Non-Honours BSc Honours
26	Retrieve and handle information from a variety of sources (including online) effectively.	GEOG2100 GEOG2110 GEOG2113 GEOG2120 GEOG2123 GEOG3110 GEOG3123 PGEO3002	Non-Honours BSc Honours

27	Work effectively in a variety of interpersonal situations, including working with groups/teams and recognising and respecting the viewpoints of others.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 GEOG3122 PGEO3002	Non-Honours BSc Honours
28	Demonstrate effective observation and research skills.	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 PGEO3002	Non-Honours BSc Honours
29	Demonstrate proficiency in field and laboratory studies (both scientific and computational)	GEOG2100 GEOG2110 GEOG2120 GEOG2123 GEOG3110 PGEO3002	Non-Honours BSc Honours

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- **Joint Pathway**
  Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Major Pathway**
  Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

- **Minor Pathway**
  Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

The University places emphasis on enabling students to develop the independent learning capabilities that will equip you for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support through the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will enable them to flourish and be successful.

Teaching

All modules within the BSc Hons Physical Geography programme aim to encourage learners to engage in discussion of key issues and application of key concepts. The programme aims to provide supportive, student-centred learning environments that acknowledge and respond to the diversity of student backgrounds and experiences. The structure of the course enables students to move towards increasing independence in their studies from level 4 to level 6 in line with the Framework for Higher Education Qualifications (FHEQ) and University policies for assessment and curriculum design. Level 4 modules offer students structured tutor support for their learning, whilst at level 5 this support becomes less structured, although the extent to which this occurs varies with the difficulty of the task. At level 6, modules offer students opportunities for more independent learning, although specific tutor help will always be available. Module learning outcomes, and hence assessments will always be more demanding at level 6.

Teaching, assessment and private study are interlinked in that they are all aspects of each student's personal and academic development.

Students are taught through a combination of lectures, seminars, laboratory practical sessions, practical activities, fieldwork and project work. Practical activities take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory and fieldwork sessions are focused on developing subject specific skills and applied individual and group project work. The VLE software is used extensively to support key areas of study.

In addition, meetings with personal academic tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course. A key aim of the personal academic tutorial programme is to provide the student with support with their academic studies.

In the second semester in the second year of the programme, students have an option to study abroad for a semester at a university either in Europe or in an international location. Previous students have studies abroad for one semester at an American, Canadian, Australian and Spanish university.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. Students have access to a wide range of specialist resources, including a fully equipped GIS Mapping and Visualization Suite, which provides access to high-end computers, industry standard GIS (ArcGIS), statistical analysis software, and other mapping and remote sensing software. Students will also have access to a variety of field equipment, including a Teledyne StreamPro Acoustic Doppler Current Profiler, a 2D Flow Tracker, Valeport Electromagnetic current meters for measuring velocity, and YSI multi-parameter water quality probes. In addition, the Geography department has laboratories for teaching and research, and industry-standard design software to prepare you for future employment.

The course employs a variety of assessment methods, for more details please see Section 14 of this programme specification.

Contact time

In a typical week, students will have approximately 12-16 contact hours of teaching. The exact contact hours will depend on the optional modules selected. In the final year there is normally slightly less contact time in order carry out more independent study.

Typical class contact time is structured around:

- Lectures
- Workshops
- Practical sessions
- Group activities
- Fieldwork

Independent self-study

In addition to the contact time, students are expected to undertake around 24 hours of independent study, plus assessment preparation in the assessment period at the end of each semester. Typically, this will involve visiting the library and carrying out recommended reading, planning and writing assignments, and undertaking group work.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students are taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes professors in human and physical geography, senior academics with industry experience, demonstrators and technicians. Postgraduate research students who have undertaken teacher training may also contribute to the teaching of seminars under the supervision of the module leader.

Teaching is informed by the research and consultancy, and a very high percentage (85+%) of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. Details about the staff are available via our staff profiles meet the experts.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or ‘formative’ assignments. Each module has one or more formal or ‘summative’ assessment which is graded and counts towards the overall module grade.

Assessment methods include written examinations and a range of coursework assessments such as essays, written assignments (including consultancy reports and planning statements), journals, practical investigations, practical reports, portfolios, individual and groups presentations, posters, and a final year independent studies project.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken. A typical formal summative assessment pattern for each year is:

Year 1:

- essays
- reports
- practical and field investigations
- examinations

Year 2:

- essays
- reports
- research proposal
- field notebooks
- oral presentations
- formal written examination.

Year 3:

- dissertation
- reports
- essays
- field notebooks
- oral presentations
- poster presentations
- mock consultancy reports

14. Assessment strategy

Students have opportunities to develop the appropriate skills necessary for the particular assessment type used before summative assessment takes place. 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.

At level 4 there is particular emphasis on helping students build up their core geographical enquiry skills – in terms of knowledge acquisition and cognitive skills, but also their engagement with different sources of information and their ability to synthesise and articulate ideas clearly in essays and written reports. Formative assessment also plays a critical role in level 4 modules, for example, class quizzes allow students the opportunity to reflect on their progress and learning in preparation for summative assessment. Individual student progress and assessment experiences are discussed during personal tutorials with Personal Academic Tutors.

At levels 5 and 6 there is a particular emphasis on supporting geography students as critical researchers, and this is evident in the range of formative and summative assessments. For example, students are given experience of designing, implementing and writing up a research project in preparation for the Dissertation; formative assessment here constitutes a literature review which students can subsequently modify in response to feedback, and integrate in the final summatively assessed Research Paper. At level 6, consultancy reports based on primary research engage students in problem-solving, practical and experiential learning, and prepare them for the immediate demands of employers.

At all levels of the programme, both formative and summative assessments seek to enhance students' oral communication and presentation skills. 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 and professional academic standards and quality

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, 2014). 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).

The award is located at level 6 of the Framework for Higher Education Qualifications.

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 academic tutors; Introduction to key ICT resources [Student Online Environment (**SOLE**), **Blackboard** (a virtual learning environment), 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 academic tutor** who guides the process of Personal Development Planning (PDP) and offers general support. Tutorials operate alongside the core curriculum. Throughout levels 4, 5 and 6, there is a full programme of scheduled 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.

- 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).

  http://www.worcester.ac.uk/student-services/index.htm
  http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm

- 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

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, 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 normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme, which involves completing 120 credits of University of Worcester modules as set out in the Award Map in Section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

Disclosure and Barring Service (DBS) requirements

A satisfactory DBS may be required if a placement/WBL experience is a required element of the course.

Recognition of Prior Learning

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 recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at http://www.worcester.ac.uk/registryservices/941.htm

Admissions Procedures

Full-time applicants apply through UCAS (BSc Physical Geography – F800)
Part-time applicants apply directly to the University of Worcester

Applications are reviewed by the Admissions Tutor. All successful applicants will be required to attend and interview at the University. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic ability to succeed on the 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 Evaluation 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 Committee
- Geography Course Management Committee
- Board of Undergraduate Studies
- Academic 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 Committee
- Student Course Representatives
- Meetings with module tutors and personal tutor
- National Students Survey
- University Student Survey
- Induction, exit and other ad hoc surveys

20. Regulation of assessment

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

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.
- 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.

- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware if and comply with any reassessment.

Requirements for Progression

- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 210 credits including 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.
- For students following the UWIC pathway, please see Section 18 above.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Physical Geography	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Physical Geography	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

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 60 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.

  For further information on honours degree classification, see the Taught Courses Regulatory Framework.

21. Indicators of Quality and Standards

The BSc (Hons) Physical Geography Programme is accreditation by the Royal Geographical Society (with Institute of British Geographers). This accreditation recognises programmes that deliver the geographical knowledge, understanding, skills, approaches and professional attributes expected of high quality geography graduates, as recorded in the QAA Subject Benchmark Statement for Geography.

The following elements of good practice were identified by the Periodic Review Panel in its report (May 2015) and the Departmental Review Panel (2018)

1. Support provided for students, academically and pastorally and through the Academic Tutor system, the investment in industry standard equipment and noted the following features of good practice and innovation worthy of dissemination across the University:

2. Student progression through academic levels is well structured and aligned across the curriculum.

3. The departmental approach to supporting, integrating and developing associate staff, and the support provided by technicians.

4. The departmental approach to actively engaging staff in professional development opportunities, including fellowship and peer-supported review.

5. Research informed teaching and the opportunities available for students to assist staff with their research.

6. The commitment to experiential learning with fieldwork embedded throughout, and virtual fieldwork integrated to extend and enhance actual fieldwork.

7. The technical provision and up to date equipment available to Physical Geographers enabling breadth, depth and provision of specialist skills.

8. The recognition of their limitations by the Course Team, however, their willingness to enhance and move forward.

9. The use of fieldwork in creating course cohesion and identity amongst students.

10. The engagement of students and the response of staff to any student issues raised.

11. The timeliness of feedback, frequently provided well within the maximum 20 working days required by the University.

12. The effective response to module feedback, details made available on the module outline making clear what action has been taken.

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.

Geography was selected for entry into the 2014 Research Excellence Framework (UoA 17) as one of eleven areas of research activity across the University. Overall, the geography submission resulted in an improvement in position in all REF league tables, especially measures of power due to the greater percentage of staff returned. Some 27% of research was rated as 3* and 4*, with 4* assessment being achieved for the first time. No research was rated 'U' and, significantly, less was awarded 1* than 3*, truly reflecting the progress made with research in Geography at Worcester. Insights from this greater quantity and quality of research output are increasingly finding their way into taught student sessions and fieldwork activities.

22. Graduate destinations, employability and links with employers

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

Statistics suggest that in 2013/14, 80% of leavers gained employment or enrolled in further study within 6 months of leaving; 36% of those employed gained jobs in the graduate employment sector.

Student employability

Geography at the University of Worcester has repeatedly been commended by External Examiners for the emphasis it places on employability skills within many of its modules. Central to this has been a commitment to experiential learning through providing students the opportunity to develop their practical skills through local and residential fieldwork, and ICT skills at all levels of study. In addition to gaining practical experience of using specialised equipment and facilities, geography students also engage in a range of problem-solving, role-play and research activities based on 'real world' issues (many of which have a direct link with staff research and consultancy interests and experience). Moreover, module assessments (e.g. consultancy reports, development plans, mock planning enquiry, oral presentations) simulate many of the needs of graduate employers and hence equip students with the skills and experiences required for the workplace.

The Employable Worcester Graduate Framework, in which students are encouraged throughout their course to reflect on employability, personal development and the process

of learning itself, is central to teaching and learning activities at all levels of the geography programme. The Geography Academic Tutorial Programme in particular, encourages students to engage in reflective practice and personal development planning, and critically seeks to work with students to identify how their skills and experiences at university translate into assets for employability. Careers advice is also embedded in the curriculum at all three levels. In Level 4, students are introduced to the Careers Service in GEOG1100 Geographical Investigations. This is followed up in GEOG2110 Researching Geography, with a more substantial careers session focusing on the significance of research skills for geography careers. Finally, the Careers Service contribute to regular sessions situated throughout the course, with activities including a mock job interview and the preparation 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.

Links with employers

The Geography team have extensive links with local, national and international external organisations and employers. These links help enhance the learning experience for students through the provision of specialist knowledge and resources; many modules incorporate ‘guest lectures’ from practitioners (e.g. GEOG1100 or give students an opportunity to network with potential employers during seminars or conferences). In addition, through the work placement module (GEOG3112) the course has built up a network of local employer contacts with whom students are able to gain experience with, e.g. the Environment Agency, Natural England and local secondary schools among others.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.

Award Map for BSc (Hons) Physical Geography

Course Title: BSc Physical Geography						
Level 4 BSc Physical Geography						
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M), *Designated (D) or Optional (O))		**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			Single Hons	**Joint Hons**		
GEOG1100	Geographical Investigations	30	D	-	-	-
GEOG1110	Dynamic Earth	30	M	M	-	-
GEOG1111	Introduction to Geology	15	O	O	-	-
GEOG1112	Introduction to River Science	15	O	O	-	-
ENVS1100	Introduction to Ecology	15	O	O	-	-
ENVS1012	Environmental Issues: Past, Present and Future	30	O	-	-	-
ENVS1201	Introduction to Climate Change	15	O	O	-	-
SUST1001	An Introduction to Sustainability	30	O	-	-	-
GEOG1123	Climate Change People, Policy and Action	15	0	-	-	
LANGxxxx	Optional modules offered by the Language Centre	15/30	O	-	-	-

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules, GEOG1100 and GEOG1110, and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and 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 on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html

*Designated modules must be taken by Single Honours students at Level 4 but do not have to be passed in order to progress to Level 5.

Joint Honours Requirements at Level 4

Joint Honours students must take GEOG1110 and two modules from the following: GEOG1111, GEOG1112 and ENVS1100.

Level 5 BSc Physical Geography								
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
GEOG2100	Geography Field Course	15	M	-	O	-	-	-
GEOG2110	Researching Geography	30	M	M	O	-	-	-
GEOG2113	Geographical Information Systems	15	O	O	O	-	-	Exclusions: GEOG3113
GEOG2120	Mountain Environments, Landscapes and Hazards	30	M	M	M	M	-	-
GEOG2121	Meteorology and Climate	15	O	O	O	O	-	-
GEOG2122	River Monitoring and Assessment	15	O	O	O	O	-	-
GEOG2123	Natural Hazards	15	O	O	O	O	-	-
ENVS2006	Soils and the Environment	15	O	O	O	O	ENVS1100 or GEOG1011	ENVS2012, GEOG2018
ENVS2104	Ecology of Fresh Waters	15	O	O	O	O	ENVS1100	-
LANGxxxx	Optional modules offered by the Language Centre	15/30	O	-	-	-	-	-

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules, GEOG2100, GEOG2110 and GEOG2120, and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and 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 on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include GEOG2110 and GEOG2120.

Joint Pathway Requirements at Level 5

Joint Pathway students must take at least 45 credits and no more than 75 credits from the table above to include GEOG2120.
Students intending to complete their Dissertation in this subject must take GEOG2110.

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include GEOG2120.

Level 6 BSc Physical Geography								
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
PGEO3002	Dissertation in Physical Geography	30	M	M	O	-	-	Exclusions: GEOG 3002 Dissertation and HGEO3002 Dissertation in Human Geography
GEOG3112	Work Placement	15	O	O	-	-	-	-
GEOG3113	Geographical Information Systems	15	O	O	O	-	-	Exclusions: GEOG2113
GEOG3114	Applied Geographical Information Systems and Remote Sensing	15	O	O	O	-	-	Co-requisites: GEOG 2113 or taking GEOG 3113
GEOG3120	River Conservation and Management	15	O	O	O	O	GEOG1112 or GEOG2122	-
GEOG3122	Environmental Geology	15	O	O	O	O	-	-
GEOG3123	Mountain Glaciers and Landscape	15	O	O	O	O	-	-
GEOG3124	Ice Age Environments	15	O	O	O	O	-	-
GEOG3410	Mountain Environments Negotiated Learning Module	15	O	O	O	-	GEOG2120	-
ENVS3113	Atmospheric Processes and Pollution	15	O	O	O	O	GEOG2121	-
ENVS3102	Environmental Impact Assessment	15	O	O	O	O	ENVS2011 or ENVS2100	None

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include: (i) either PGEO3002; and (ii) GEOG3110.

Joint, Major and Minor Honours Requirements at Level 6
Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 6
Major Pathway students must take either 75 or 90 credits from the table above to include either PGEO3002.

Joint Pathway Requirements at Level 6
Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.
Joint pathway students taking their Dissertation (equivalent) in this subject must take either PGEO3002.
Joint pathway students must take one Dissertation (equivalent), either in this subject, in their other joint subject, or take JOIN3002 where a Dissertation covers both joint subjects.
Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons