Programme Specification for BSc (Hons) Physical Geography

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BSc (Hons)
5.	**Programme title**	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**	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**	March 2013 March 2014 addition of ENVS2104 and ENVS2006 as optional modules. GEOG2101 making available to Joint Students as an option Amendment for Joint Hons April 2014 Amendment to regulations August 2014 and October 2014. January 2015 making GEOG3110 available to joint students. June 2015 replacing Physical Geography Field Course GEOG2101 with Geography Field Course GEOG2100. June 2015 updating Geography Benchmark statement to 2014. June 2015 corrections made to the educational aims of the programme and intended learning outcomes (based on the outcome of the Geography Periodic Review). June 2015 update to section 21.Indicators of quality and standards to reflect the 2015 Periodic Review and 2014/15 external examiners reports. July 2015 – change of coding for Independent Study module

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 physical geographical curriculum;

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

13. Intended learning outcomes and learning, teaching and assessment methods

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes. The following learning outcomes have been informed by the QAA Geography Benchmark Statement (2014) and adapted according to the needs of this particular course.

a) Knowledge and understanding

On successful completion of the course, students will be able to acquire knowledge and understanding of:

1. The reciprocal relationships between physical and human aspects of environments and landscapes.
2. Spatial variations in the distributions of a variety of physical phenomena, and the explanations that underlie these.
3. The ways in which the distinctiveness of a particular place is constituted and remade by physical, environmental, biotic, social, historical, economic and cultural processes, and the influence of place-specific characteristics on such processes.
4. Patterns, processes, interactions and change in the physical world as systems that operate at a range of spatial and temporal scales
5. The significance of spatial and temporal scale on physical processes, and their interactions at a range of scales.
6. The dynamic, plural and contested nature of the discipline and its position within the natural sciences.
7. The diverse manners of representation of the physical world, including maps, texts, images, GIS and remote sensing.
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.
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.

Examples of learning, teaching and assessment methods used:

Subject knowledge and understanding is acquired in all modules. At Level 4, the fundamentals of the discipline are addressed within the mandatory modules (GEOG1100 Geographical Investigations; GEOG1110 Earth Systems, Processes and Landscapes; GEOG1111 Introduction to Geology; GEOG1112 Introduction to River Science) and these are complemented by the optional modules available. Learning and teaching methods include lectures, seminars, tutorials, laboratory practicals, IT practicals, fieldwork exercises and online activities.

Assessments are varied, with a strong coursework element. Examples of assessments include: essays, group presentations, fieldwork reports, laboratory practical write-ups, and poster presentations.

At Levels 5 and 6, considerable choice exists. The mandatory modules at Level 5 focus on developing fieldwork and research skills (GEOG2100 Geography Field Course; GEOG2111 Researching Physical Geography; GEOG2123 Natural Hazards; GEOG2120 Mountain Environments, Landscapes and Hazards) which, in the disciplinary context, are inextricably linked with the development of subject knowledge and understanding, and the same applies for Level 6 mandatory modules (PGEO3001/2 Independent Study in Physical Geography; GEOG3110 Mountain Environments Field Course). Learning and Teaching Methods are varied, and include lectures, seminars, tutorials, laboratory practicals, IT practicals, fieldwork exercises (local and residential) and online activities. Assessments are varied, with a strong coursework element. Examples of assessment include essays, fieldwork reports, laboratory practical write-ups, research projects, and reflective journals.

b) Cognitive and Intellectual skills
On successful completion of the course, students will be able to:

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

Examples of learning, teaching and assessment methods used:
Intellectual skills are practised and developed throughout the programme. All modules encourage learners to engage in discussion of key issues and application of key concepts, and to this end a strength of the programme is that many modules are informed by staff research and consultancy activities. Examples of learning and teaching include fieldwork, seminars, presentations, tutorials, laboratory work, project work, and online activities. In particular, the development of fieldwork and research skills in mandatory modules is a key approach within the programme to developing intellectual skills. Examples of assessment types include: laboratory practical folder, fieldwork folder, essay, exam, seminar presentation, small research project, Independent Study. Academic tutorials, although not formally assessed, also play a role here, especially in relation to (14), where students are given an opportunity to reflect upon the process of learning and to evaluate personal strengths and weaknesses.

c) Practical skills relevant to employment
On successful completion of the course, students will be able to:

16. Plan, design and execute a piece of rigorous research or enquiry, including the production of a final report.
17. Design, collect, synthesise, analyse and interpret different types of geographical evidence.
18. Undertake effective fieldwork and / or laboratory work (with due regard for health and safety, risk assessment and ethical guidelines).

19. Work safely in a scientific environment
20. Prepare effective maps and diagrams using a range of appropriate geospatial technologies, and interpret and analyse as appropriate.
21. Employ a variety of technical and laboratory-based methods for the collection and analysis of spatial and environmental information.
22. Recognise the moral and ethical issues involved in debates and enquiries.

Examples of learning, teaching and assessment methods used:
Practical skills are developed in a range of modules. In particular, there is a clear and explicit progression in fieldwork and research skills from Level 4 through to Level 6, and this is developed primarily (but not exclusively) in the mandatory modules GEOG1100 Geographical Investigations, GEOG2100 Geography Field Course, GEOG2111 Researching Physical Geography, and GEOG3110 Mountain Environments Field Course. Practical and technical skills relevant to the needs of employers are developed throughout the course in modules such as GEOG1100 Geographical Investigations; GEOG2113 Geographical Information Systems, and GEOG3114 Applied Geographical Information Systems and Remote Sensing. Assessments are appropriate to the modules, and include research reports, fieldwork practical reports and essays. Fieldwork skills are also practised and developed using virtual fieldwork (e.g. GEOG2120 Mountain Environments, Landscapes and Hazards, and GEOG3123 Mountain Glaciers and Landscape).

d) Transferable/key skills
On successful completion of the course, students will be able to:

23. Communicate ideas effectively either orally or in writing
24. Demonstrate effective quantitative and/or qualitative skills
25. Demonstrate effective ICT skills (including those associated with email, word processing, presentation software, spreadsheets and WWW).
26. Retrieve and handle information from a variety of sources (including online) effectively.
27. Work effectively in a variety of interpersonal situations, including working with groups/teams and recognising and respecting the viewpoints of others.
28. Demonstrate effective observation and research skills
29. Demonstrate proficiency in field and laboratory studies (both scientific and computational)

Examples of learning, teaching and assessment methods used:
The transferable/key skills are explicitly addressed at Level 4 in the dedicated skills module GEOG1100 Geographical Investigations, which is assessed through the submission of practical folders and a fieldwork research report. These are reinforced in the key mandatory modules (GEOG1110 Earth Systems, Processes and Landscapes; GEOG1111 Introduction to Geology; GEOG1112 Introduction to River Science), and implicitly addressed in other Level 4 modules. Examples of assessments in these other modules that contribute to the development of transferable/key skills include essays, exams, group presentations, laboratory practical folder, fieldwork assignments, poster presentation. Academic tutorials, although not formally assessed, focus on information literacy and personal development planning.

These skills are applied at higher levels in second and third year, through both mandatory and optional modules. At Level 5, for example, the key mandatory modules (GEOG2100 Geography Field Course; GEOG2111 Researching Physical Geography) are the key vehicles for the development of these skills. GEOG2100 develops a range of skills, including research and fieldwork skills, which are assessed in the form of a fieldwork-based essay. The research skills are further developed in GEOG2111, which explicitly prepares students for the Level 6

Independent Study. Again, a research project features in this module, along with a research seminar. At Level 6, these skills are applied in a range of modules, including the Independent Study (PGEO3001/2) and the residential field course module (GEOG3110). GEOG3114 Applied Geographical Information Systems and Remote Sensing includes peer assessment of student group work.

14. Assessment Strategy

External examiners have commended the geography team on the variety of assessment types offered within the programme, which afford students an opportunity to demonstrate a wide range of learning outcomes. 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 plays a critical role in level 4 modules; in GEOG1110 Earth Systems, Processes and Landforms, and GEOG1112 Introduction to River Science, 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. In GEOG2111 Researching Physical Geography, for example, students are given experience of designing, implementing and writing up a research project in preparation for Independent Study; 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 (e.g. GEOG1100, GEOG2111, GEOG3112). In GEOG2111, project presentations are peer assessed, facilitating deeper student reflection and learning on what constitutes an effective oral presentation. 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 acadmic 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).

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

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).

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 Assurance 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 Management Committee
- Student Academic Representatives (StARs)
- Meetings with module tutors and personal tutor
- National Students Survey
- University Survey
- Induction, exit and other ad hoc surveys

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

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

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Undergraduate Regulatory Framework.

Retrieval of failure

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

Requirements for Progression

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

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
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
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

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 Undergraduate Regulatory Framework.

21. Indicators of quality and standards

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

The Panel commended the 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:

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

2. The number of sub disciplinary themes available to Human Geographers which will be of particular benefit to employers.

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

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

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

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

7. The successful implementation of the Student Academic Representatives (StAR) system, the engagement of students and the response of staff to any issues raised.

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

9. 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. One external examiner recently suggested that:

> *"…The academic rationale and course design is certainly comparable, if not better, than programmes offered at many other UK institutions. The courses offered provide students with a diverse, yet-challenging, range of subject and transferable skills that can be utilised beyond University."*
>
> *'The wider curriculum is up-to-date, encompasses a breadth of relevant material and, importantly, fosters an on-going engagement with leading edge debates in the disciplines, and the need to be critical and reflective.'*

Student feedback on the course has been overwhelmingly positive, as evidenced in recent NSS scores. In particular, student rate the course highly in terms of staff enthusiasm (4.5), staff availability (4.6), engagement in practical learning activities (4.7), organisation and management (4.4). Typical positive comments have included:

> *'I've really enjoyed my time here at the University of Worcester and it has allowed me to meet some great people. The experience has allowed me to progress considerably socially as well as academically. This is partly down to the people I have met but also down to the lecturers. Who I feel has provided an intellectually stimulating lecture that has significantly broadened my geographical knowledge. The field trips have also been an interesting and worthy addition to my study, allowing me to immerse myself within the study area and apply my knowledge to real world situations'.*
>
> *'The option to participate in fieldwork far exceeded any other course I am aware of, which added something that theory teaching could not have.'*
>
> *'All of the staff have been very helpful with my studies; this is truly applicable with the core lectures of my topic. The passion for their chosen areas of interest is contagious, may it be the physical processes involved with the development of rivers and glaciers or the physio-biological interactions. This course has narrowed my key interests but also kept a broad scope on the discipline.'*

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.

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

22. 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 GEOG2111 Researching Physical 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 within 'Worcester Weeks' 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 the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Award Map for BSc (Hons) Physical Geography

Course Title: BSc Physical Geography						**Year of entry: 201314 onwards**
Level 4 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**
			Single Hons	**Joint Hons**		
GEOG1100	Geographical Investigations	30	D	-	-	Exclusions: GEOG1002 Mapping the Environment, GEOG1003 Field Investigations
GEOG1110	Earth Systems, Processes and Landscapes	30	M	M	-	Exclusions: GEOG1011 Earth Systems and Processes, GEOG1012 Landforms and Landscapes
GEOG1111	Introduction to Geology	15	O	O	-	Exclusions: GEOG1013 Introduction to Geology
GEOG1112	Introduction to River Science	15	O	O	-	-
ENVS1100	Introduction to Ecology	15	O	O	-	-
ENVS1012	Environmental Issues: Past, Present and Future	30	O	-	-	-

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, 90 of which must be from the above list. Students must take GEOG1100 and GEOG1110. In addition, students must take two modules from the following: GEOG1111, GEOG1112 and ENVS1100.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

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	-	-	Exclusions: GEOG2003 Residential Fieldcourse
GEOG2111	Researching Physical Geography	30	M	M	O	-	-	Exclusions: GEOG2004 Research Methods in Geography
GEOG2113	GIS	15	O	O	O	-	-	Exclusions: GEOG3113 GIS, GEOG2005 GIS, GEOG3005 GIS
GEOG2120	Mountain Environments, Landscapes and Hazards	30	M	M	M	M	-	Exclusions: GEOG2010 Mountain Geomorphology
GEOG2121	Meteorology and Climate	15	O	O	O	O	-	Exclusions: GEOG2015 Meteorology and Climate
GEOG2122	River Monitoring and Assessment	15	O	O	O	O	-	
GEOG2123	Natural Hazards	15	O	O	O	O	-	Exclusions: GEOG2009 Natural Hazards
ENVS2006	Soils and the Environment	15	O	O	O	O	ENVS1011 or ENVS1100 or GEOG1011	ENVS2012, GEOG2018
ENVS2104	Ecology of Fresh Waters	15	O	O	O	O	ENVS1100	-

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include GEOG2100, GEOG2111, GEOG2120, and GEOG2123.
Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

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 GEOG2111 and GEOG2120.

Joint Pathway Requirements at Level 5

Joint Pathway students must take 60 credits from the table above to include GEOG2120.
Students intending to complete their Independent Study in this subject must take GEOG2111.

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**		
PGEO3001-2	Independent Study in Physical Geography	30	M	M	O	-	-	Exclusions: GEOG 3001/2 Independent Study
GEOG3110	Mountain Environments Field Course	15	M	O	O	-	GEOG2123	Exclusions: GEOG3004 Mountain Environments Residential Fieldcourse
GEOG3112	Work Placement	15	O	O	-	-	-	Exclusions: GEOG3007 Work Placement
GEOG3113	GIS	15	O	O	O	-	-	Exclusions: GEOG2113 GIS, GEOG2005 & GEOG3005 GIS
GEOG3114	Applied GIS and Remote Sensing	15	O	O	O	-	-	Exclusions: GEOG3019 Applied GIS & Remote Sensing Co-requisites: GEOG 2113 GIS or taking GEOG 3113 GIS
GEOG3120	River Conservation and Management	15	O	O	O	O	GEOG1112 or GEOG2122	Exclusions: GEOG3013 River Conservation and Management
GEOG3121	River Science Research Project	15	O	O	O	O	GEOG3120	Exclusions: GEOG3013 River Conservation and Management
GEOG3122	Environmental Geology	15	O	O	O	O	-	Exclusions: GEOG3014 Environmental Geology
GEOG3123	Mountain Glaciers and Landscape	15	O	O	O	O	-	Exclusions: GEOG3017 Mountain Glaciers and Landscape
GEOG3124	Ice Age Environments	15	O	O	O	O	-	Exclusions: GEOG3012 Ice Age Environments

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include: (i) either PGEO3001 or 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 PGEO3001 or 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 Independent Study (equivalent) in this subject must take either PGEO3001 or PGEO3002.
Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study 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