

Template C4



Programme Specification

Title of Course: *BSc (Hons) Geography*

Date first produced	16/10/2012
Date last revised	17/05/2024
Date of implementation of current version	01/09/2023
Version number	5
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Built Environment and Geography
Department	Department of Geography, Geology & the Environment
Delivery Institution	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) Geography
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Cert HE Diploma HE Ordinary degree
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	F800 BScF801 (Placement)

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Penrhyn Rd
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	Full field
Minimum period of registration:	Part-time - 3 Full-time - 6
Maximum period of registration:	Part-time - 6 Full-time - 12
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> • 96 UCAS points (CCC at A-level), with A-level or equivalent in Geography or other relevant discipline (including General Studies), plus min five GCSEs at grade= = C to include Maths and English. • BTEC/advanced Diploma/Access/Foundation qualifications considered where relevant. • Science foundation year • We will consider a range of alternative qualifications or experience that is equivalent to the typical offer. Applications from international

	<p>students with equivalent qualifications are welcome.</p> <ul style="list-style-type: none"> • A minimum IELTS score of 6.0 (with a minimum score of 5.5 in R, L, S and W), TOEFL 88 (R=22, L=21, S=23, W=22) or equivalent is required for those for whom English is not their first language. • Applications from mature students with relevant experience, interest and/or commitment, are welcomed. • Applications from holders of qualifications such as the International Baccalaureate are welcomed. • International student applications with relevant qualifications and or interest experience and commitment (in the case of mature students) are welcomed. • The University aims to offer equal opportunities in relation to disabled student applications. • Other prior qualifications will be considered on a case by case basis.
Programme Accredited by:	The Royal Geographical Society
QAA Subject Benchmark Statements:	QAA Subject Benchmark Statement for Geography (2022)
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

This course provides students with an integrated study of the complex but constantly changing relationships between societies and environments. On the course students will examine the nature and causes of change and variability within societies and environments, and the reciprocal relationships between them at multiple spatial and temporal scales. With an emphasis on contemporary global challenges which include climate change, environmental and social justice/injustice, sustainable development, poverty, hunger, and human rights, the course examines how these issues play out in different ways in different places, whilst also considering the measures that may best address them. In doing so, students will be asked to critically evaluate notions of development and to consider the ethics and politics of sustainability discourses. The geographical focus of the course is global. Students will explore issues in different parts of the world. As such, the course is designed to produce graduates who can use their knowledge, skills, and practical experience to understand contemporary challenges in a range of geographical contexts and at varied scales. Leaving the course students should know how to gather and evaluate evidence to inform innovative solutions and decision-making in diverse geographical contexts.

Aims of the Course:

- to provide an integrated study of the complex but constantly changing relationships between societies and environments at a range of spatial scales;
- to deliver a critical and reflective approach to the study of the reciprocal interactions between human and physical processes and of how these vary from place to place;
- to deepen students' understanding of the issues that underpin contemporary global challenges, and to enable students to develop innovative evidenced based problem solving strategies;
- to allow students to consider diverse ways of knowing and understanding the world, to value a plurality of knowledges and to recognise their own positionality in knowledge production;
- to demonstrate the breadth of the discipline through the delivery of core modules but also to allow students develop specialist knowledge and skills in key areas of their choice;
- to develop the intellectual and practical skills of students in the collection, analysis, interpretation and representation of geographical data and information using the most up-to-date ICT and data analysis software and technology;
- to champion inclusivity in terms of content and pedagogy, and to enable students to see themselves and others in the discipline;
- to foster an ethics of care towards inhabitants and environments and active engagement with the wider world, especially through fieldwork and other forms of experiential learning;
- to provide students with opportunities to consider employability options, to set employability goals, and to participate in real-world learning activities, internships, placements, and volunteering projects.

Students opting to take the placement year will additionally be able to:

- apply and develop their geographical knowledge in an appropriate professional setting and have the opportunity to feed their acquired knowledge and skills back to their final year of study;

- gain first hand professional experience, skills and knowledge relevant to their geographical education and to their career aspirations.

B. Intended Learning Outcomes

The programme learning outcomes are referenced to the QAA Subject Benchmark Statement for Geography and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2022), and relate to the typical student. However, the programme aims to enable students to progress from the category of threshold/typical to the category of excellent as they move through the programme (categories as per Benchmark Statement). The course is also designed to enable students to become more confident and capable as independent learners as they move from level to level. As such, learning at Level 4 is more teacher directed, Level 5 facilitates more student selected topics and direction, and Level 6 encourages and rewards independent learning and student initiative.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate critical insight into the nature and causes of change and variability within societies and environments.	B1	Formulate a sophisticated and comprehensive analysis of the issues involved in applying research design and execution skills within the specific context of field-based research, including alternative options	C1	Critically reflect on a range of views about geographical issues and come to a reasoned evaluation.
A2	Demonstrate critical insight of the complexity of the reciprocal relationships between societies and environments at multiple spatial and temporal scales.	B2	Critically appraise and reflect on use of the diversity of techniques and approaches involved in collecting geographical information (for example, instrumentation, remote sensing, cartographic surveying, social survey, observation and the use of textual and archival sources).	C2	Recognise their positionality and assumptions and critically evaluate the potential implications and consequences of them
A3	Demonstrate critical insight into sustainability and sustainable development practices in relation to the complex interactions between societies and environments	B3	Critically appraise and reflect on the application of quantitative and qualitative approaches for analysis of geographical data, including excellent and sophisticated application of a range of these approaches	C3	Synthesize complex information to support the presentation of a reasoned argument to both specialist and non-specialist audiences
A4	Demonstrate a critical understanding of the history of geography as a discipline and the relevant contexts of past and present geographical knowledge production, and contemporary implications of this history	B4	Demonstrate a mastery of techniques and approaches involved in analysing geographical information (for example, special techniques for the analysis of spatial information, GIS, laboratory techniques, qualitative and	C4	Use communications and ICT with a high level of competence to select, analyse, present and communicate geographical information.

			quantitative techniques) and very good judgement of their effectiveness.		
A5	Reflect on and appraise the reasons for the diversity and interdependency of places at various spatial scales.	B5	Synthesize information and data and make accurate and critically reflective interpretations in the context of current geographical knowledge	C5	Undertake highly autonomous and well organised study/ learning and time management to achieve consistent, proficient and sustained attainment.
A6	Apply a reflective understanding of geographical concepts in different situations	B6	Critically evaluate and reflect on the appropriate application of the diversity of specialised geographical techniques and approaches.	C6	Demonstrate group leadership and supportive participation of others within a group setting to achieve objectives
A7	Critically reflect on the accuracy, precision and uncertainty of research data	B7	Communicate geographical ideas, principles and theories with flair, accuracy and sophistication by written, oral and graphical means	C7	Critically reflect on the process of learning, evaluating personal strengths and weaknesses and demonstrating an understanding of alternative strategies.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

Each level is made up of 15 and 30 credit modules. Typically, a student must complete 120 credits at each level.

Full details of each module will be provided in module descriptors and on CANVAS.

The University aims to ensure that all optional modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

BSc (Hons) Geography

Level 4							
BSc (Hons) Geography							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Developing Academic Skills	GG4005	15	4	TB1	None	1	
Digital Mapping	GG4003	15	4	TB1	None	1	
Introducing Human Geography	GG4040	30	4	Ty13	None	1	
Our Dynamic Earth	GG4001	30	4	TY13	None	1	
Research and Fieldwork Methods	GG4004	15	4	TB2	None	1	
Sustainability for Professional Practice	GG4006	15	4	TB2	None	1	
Optional Modules							

Progression to Level 5

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the course at this point who have successfully completed 120 credits at Level 4 or above are eligible for the award of Certificate of Higher Education

Level 5							
BSc (Hons) Geography							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Advanced Research Methods and Project Management	GG5003	30	5	TY13	None	2	
GEOGRAPHICAL THEORY AND PRACTICE	GG5002	30	5	TY13	None	2	
Optional Modules							
Capitalist Societies	GG5025	15	5	Tb1	None	1	
Cultural Geographies	GG5027	15	5	Tb2	None	2	
DISASTERS, SOCIETY AND CULTURE	GG5045	30	5	TY13	None	2	
Geomorphology, Geotechnics and Geohazards	GG5028	15	5	TB2	None	2	
Rivers, Oceans and the Atmosphere	GG5021	30	5	TY13	None	2	
Understanding our World with GIS	GG5022	15	5	Tb1	None	2	

Progression to Level 6

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits at Level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6							
BSc (Hons) Geography							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

Applying Professional Skills	AUG25 08337	15	6	TB1	None	3	
Development Geographies	GG602 0	30	6	TY13	None	2	
RESEARCH PROJECT	GG640 0	30	6	TY13	None	3	
Optional Modules							
Climate Change Hazards, Resilience and Solutions	GG602 4	15	6	TB2	None	3	
Communities and Social Justice	GG647 0	15	6	TB1	None	3	
Solving Real World Data with GIS	AUG 25 08338	15	6	TB2	None	3	
The Science of Climate Change	GG602 2	15	6	Tb1	None	2	
Water Resources Management	GG648 0	15	6	TB1	None	3	

Level 6 requires the completion of

Level 6 requires the completion of the compulsory modules and 3 option modules.

D. Principles of Teaching, Learning and Assessment

A carefully designed programme of learning and teaching has been developed to meet the aims and learning outcomes of the course. In the initial stages of a degree course, students achieve a broad knowledge and understanding of a range of different topics and approaches in both human and physical geography via a suite of core modules that cover these. Transferrable skills particularly in the areas of study skills, personal planning, working on feedback, essay writing, public speaking and referencing are also delivered in core modules in the first year of study. Thereafter, progression and specialisation in particular branches of the discipline allows students to appreciate and benefit from the subject's diversity, whilst also understanding its unifying themes. Core modules which deal with the ontological and epistemological principles that have underpinned the discipline, both in its historical development and its contemporary application ensure the coherence of the course. Students are guided through the module selection process by the teaching team and through reflection on goals, interests and career aspirations as part of the Personal Tutorial programme. Students experience a balance between theory, case-studies and practical work; with the overarching aim of creating confident, independent self-learners.

In line with the University's Inclusive Curriculum Framework, the programme is delivered in a diversity of formats which includes face-to-face teaching, recorded materials with transcriptions, online quizzes, small group discussions either in person or online via CANVAS, and opportunities for one-to-one consultation sessions. We enable students to see themselves in the curriculum by inviting students to work on self-selected case studies and to suggest discussion topics that are of interest to them. The course also places emphasis on the ethical importance of and value of diverse perspectives on issues, and in addressing real world problems. In doing so the course aims to offer a programme that caters for diverse students and produce graduates that value of diversity.

Key Elements:

Lectures	Ensure that students have the key knowledge relating to each module.
Seminars	Small group learning environments where students are actively encouraged to engage with the learning material and participate in discussion. Seminars complement the lecture programme in the relevant modules.
Laboratory work	Used in some modules to develop students' experiential, observation and information recoding skills. These sessions complement the lecture programme in the relevant modules.
Computer practicals	Used to introduce students to generic as well as specialised ICT skills and digital literacies. Generic packages include Microsoft Office applications while specialised packages include ArcGIS Pro and ArcGIS online for mapping and spatial analysis and SPSS and NVivo for data analysis.
Field work	<p>Used to enhance the focus of 'doing' Geography. Fieldwork is an important component of this strategy. The students develop their geographical understanding through field work which helps to promote their curiosity about social and physical environments and progresses their development as independent, reflective and self-motivated learners.</p> <p>Students undertake residential field work (usually 5- 7 days) in the following modules:</p> <p>Level 4: Research and Fieldwork Methods Level 5: Disasters, Society and Culture Level 6: Development Geographies</p> <p>However non-residential (one day) fieldtrips are also embedded in a range of modules at all levels of the course.</p>
Group work	<p>The course provides many opportunities for group work. The success of group work is based on a managed and monitored system. Designated time for group work activities is allocated within the timetable so that individuals are not discriminated against if they do not live within the local area. Each week the groups are expected to provide an update with regards to progression and issues arising - and on this basis the module leader will intervene to prevent the escalation of any potential difficulties. This also provides a tracking system to monitor any failure to contribute which can be dealt with by the module leader in the same way as failure to submit individual coursework. Team-work skills are delivered at all levels and in modules where students are being assessed as a team rather than individually. Team-work skills are included in the assessment criteria. This motivates individual team members to contribute equally to the overall task. In cases where there is evidence that some students have not contributed, individual marks may be adjusted accordingly.</p>
Independent Study	<p>Students are required to complete self-managed study in order to develop their ability as autonomous learners and critical thinkers. Each module has a time element of independent study (see module descriptors) during which students need to be self-motivated and manage their time effectively. They are introduced to and guided through this process through time-tabled sessions at level 4 within which self-directed learning is defined and explained and where students are taught how to access and use CANVAS, Leganto and iCat where resources for independent study can be found. Assessment exercises where students reflect on their self-guided learning forms part of their personal tutorial</p>

assessments at all levels. Expectations on self-managed study increase as students progress through the course

The Personal Tutorial Scheme (PTS) is introduced to students in induction week and subsequently embedded in core modules at all levels of undergraduate study. It has level specific aims and outcomes which will be assessed both formatively and, in parts, summatively. The PTS aims are:

Personal Tutorials

- To act as a central pillar of the pastoral care system for undergraduate students in the Department building rapport between staff and students and engendering a sense of departmental identity.
- To support students in the development of their academic skills providing appropriate academic advice and guidance to students while monitoring their academic progress and helping to identify individual needs.
- To encourage student to be self-reliant, independent and confident self-reflective learners who use feedback to their best advantage.
- To encourage students to reflect on how their learning relates to a wider context and their personal and career progression and management

Personal Tutors are allocated in induction week and be allocated on a subject group basis with students keeping the same tutor (where possible) throughout their course of study.

Associated with the PTS students will keep a digital portfolio throughout their study from Level 4 to Level 6 inclusive that will form a reflective log of their learning activities and how these activities map to the KU Graduate Attributes. The portfolio will contain milestones at the assessment points associated with the PTS at each level, cross-referenced to their Future Skills modules at each level

A range of assessment methods are used to enable students to demonstrate the acquisition of knowledge and skills. Assessment strategies are carefully designed to satisfy the learning outcomes of individual modules and the programme, and to comply with the University's Curriculum Design Principles. The assessment strategy is aligned to the University's Assessment Strategy, as set-out in the Revised Academic Framework. This includes:

Assessment

- Fairly evaluate students' ability to meet module and programme learning outcomes and academic standards.
- Offer all students an accessible and supported assessment experience.
- Encourage students to take responsibility for their own learning, enabled by an assessment strategy which allows for choice in assessment methods while meeting defined learning outcomes.
- Promote authentic learning and enable students to demonstrate the skills to work in a global and diverse environment.
- Be flexible and relevant, reducing the need for complex modified assessment provisions.

The assessment strategy for each module has been designed to provide formative opportunities that allow students to practice and to receive feedback on their performance in preparation for the summative assessment.

Overall, the Course has been developed in line with the University's Curriculum Design Principles. As such, module learning outcomes align with those of the overall programme (see mapping of module learning outcomes to programme learning outcomes table below). Teaching focuses on enabling students to meet these learning outcomes and assessment allows opportunity for students to demonstrate that they have met the learning outcomes.

Moreover, all level 6 students are required to complete a 'capstone' project which allows them to demonstrate and apply the knowledge learnt throughout their course. The topic of the project will be negotiated with their Personal Tutor at level 5 and developed through a specialist supervisor at level 6. The capstone project also allows students to develop and hone their research skills and provide them with the foundation for further study. Students are also asked to reflect on the graduate and employability attributes that they have developed through the dissertation process.

The development of academic skills is threaded through and embedded in the course at all levels and assessed both formatively and summatively. Formative assessment in the early weeks of modules and at intervals throughout their duration will be utilized to test progress in the development of these skills and identify where students may need particular support which may come via the Academic Skills Centre, through the Personal Tutorial System or through other tailored support.

E. Support for Students and their Learning

Students are supported by:

- A Module Leader for each module to provide academic support.
- A module team for each module to provide academic support.
- A Course Leader to help students understand the programme structure and progression and to ensure student supports.
- A Personal Tutor programme which ensures that students have a designated personal tutor for the duration of their studies
- A Student Mentoring scheme
- A Careers and Employability Service (CES) to provide students with advice on careers and employability, job applications, CVs and interviews and placement opportunities
- Technical support to advise students on IT and the use of software packages.
- A designated programme administrator.
- An induction week at the beginning of each new academic session.
- Course Representatives and a Staff Student Consultative Committee.
- CANVAS– a versatile on-line interactive learning environment
- A range of Study Skills and Academic Skills support services
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, and accommodation, as well as international student support.
- A faculty-based Student Support Team that provides advice and guidance on mitigation and student issues.
- A Disability, Dyslexia and Wellbeing student support centre.
- A Students' Union who run a range of clubs and societies and student advice services
- A student society who organise discipline related social events

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- Accreditation by the Royal Geographical Society
- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

As outlined in the Subjects Statement for Geography, degree courses in Geography:

aim to develop graduates who are well placed to help identify and address economic, environmental and social challenges at a range of scales. The specialist research skills provided by Geography courses also make geographers adept at assessing risks, considering ethics and participating in civic engagement. This leads to a rewarding, self-determined professional life'

Employability and work-based learning is embedded into the course at all levels. This is done through formative field based activities with a diversity of employers. These include local companies, government departments and agencies, NGOs and community organisations. International fieldwork provides students with the opportunity to engage with employers in other countries.

Assessment also involves reflection on graduate attributes and skills development, and in some instances service-learning assignments provide students with the opportunities to partner with local organisations to deliver services to the community. Examples include the development of learning resources for schools, inclusive streetscape designs for the local councils, and sustainability plans for local business organisations.

The university Careers and Employability Service supports students in figuring out career options, developing CVs and interview skills, securing work experience opportunities, and developing graduate attributes whilst also providing students with information on internships, placements and employer events.

One year work placements (via a Placement year option) are actively encouraged. The university Careers and Employability Service help students to identify placement opportunities although students may also source and secure such placement independently. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Final year students can apply for our Graduate Horizons programme, a 12 week internship programme where you will collaborate with employers to work on projects that support the UN Sustainable Development Goals and contribute towards sustainable futures.

Graduate can also avail of a Graduate Support Package which provides access to a Career Coach, exclusive internship opportunities, a tailored e-learning programme designed to support students transition from education to the workplace, and a mentoring programme, designed to connect students to professionals working across a range of sectors for advice, networks and support.

Work-based learning, including sandwich courses and higher or degree apprenticeships

As above.

H. Other sources of information that you may wish to consult

[QAA \(2022\) Subject Benchmark Statement for Geography \(2022\)](#)

Kington university's Inclusive Curriculum Framework

Curriculum Design Framework

[Development of Course Learning Outcomes in Modules](#)

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

[Development of Course Learning Outcomes in Modules](#)

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4	Level 5	Level 6
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		GG6400																	
		GG6020																	
		GG6480																	
		GG6470																	
		GG6022																	
		GG6024																	
		AUG 25																	
		AUG 25																	
		GG5045																	
		GG5022																	
		GG5025																	
		GG5021																	
		GG5003																	
		GG5027																	
		GG5028																	
		GG5002																	
		GG4006																	
		GG4005																	
		GG4004																	
		GG4003																	
		GG4040																	
		GG4001																	
Knowledge & Understanding	A1																		
	A2																		
	A3																		
	A4																		
	A5																		
	A6																		
	A7																		
Intellectual Skills	B1																		
	B2																		
	B3																		
	B4																		
	B5																		
	B6																		
	B7																		
Practical Skills	C1																		
	C2																		
	C3																		
	C4																		
	C5																		
	C6																		
	C7																		

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.