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**Programme Specification**

**Title of Course: BSc (Hons) Geography**

**BSc (Hons) Geography (with Sandwich)**

**Date Specification Produced: 17/10/12**

**Date Specification Last Revised: 3/7/18**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc (Hons) Geography  BSc (Hons) Geography (with Sandwich) |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Rd |
| **Programme Accredited by:** | None |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The Geography programme offers an integrated study of the complex reciprocal relationships between human societies and the physical components of the Earth. The programme is characterised by the breadth of subject matter and is designed to allow students to explore and ultimately seek solutions to the key geographical concerns around the world. In its initial stages the programme ensures a sound knowledge and understanding of the three core areas in the discipline: Human Geography, Physical Geography and Geographical Information Systems (GIS). Thereafter the course is organised around Learning Routes through which students may specialise in two of these key areas of Geography at level 5, and again at level 6. As such graduates leave with a broad understanding of all aspects of the discipline, but with specialist knowledge in two of its three core areas. The course therefore allows students to tailor their degree to their interests and career aspirations.

At every stage there is a focus on ‘doing’ Geography and developing key transferable skills and competences. Key transferrable skills are developed specifically through research and field work modules which are core at Levels 4, 5 and 6. Research and fieldwork skills include data collection, qualitative and statistical methods of analysis, critical thinking and problem solving, project and time management, team-work, IT skills and digital literacies. Skills are initially developed in the classroom but applied in a range of field work contexts where students explore geographical issues and challenges in contemporary society. As such the programme enables our students to become independent and active learners.

This programme is accredited by the Royal Geographical Society (with IBG). Accredited degree programmes contain a solid academic foundation in geographical knowledge and skills, and prepare graduates to address the needs of the world beyond higher education.

The course is delivered by an enthusiastic, professional and caring team of staff who are actively engaged in research in a variety of contexts. The curriculum is heavily informed by on-going research conducted by staff members.

1. **Aims of the Course**

**The educational aims of the BSc (Hons) Geography Course are:**

1. to provide students with a broad, balanced and modern curriculum that embraces selected fields of enquiry in Geography, and which demonstrates the application of knowledge and understanding to the interpretation of real world problems;
2. to enable students to develop and deepen a more critical and reflective approach to the study of physical and human processes in Geography and the interaction between human and physical processes through the selection of advanced systematic options in both aspects of the discipline and independent research, whilst providing the essential elements of Geography through a progressive set of core modules;
3. to develop the intellectual and practical skills of the student in the collection, analysis, interpretation and representation of geographical data and information;
4. to develop geographical understanding and active engagement with the wider world, especially through fieldwork and other forms of experiential learning;
5. to further stimulate students’ self-motivation and initiative by emphasising independent enquiry, and the development of study skills appropriate to employment and career choice, whilst stimulating life-long engagement with learning, study and enquiry.

**Students opting to take the sandwich year will additionally be able to:**

1. 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;
2. gain first hand professional experience, skills and knowledge relevant to their geographical education and to their career aspirations.
3. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Geography and the [Framework for Higher Education Qualifications](http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf) in England, Wales and Northern Ireland (2008), and relate to the typical student.

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| **BSc (Hons) Geography Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will know and understand: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical skills**  On completion of the course students will be able to: |
| A1 | The key processes that shape the human and physical world, and the reciprocal relationships between human and physical aspects of environments, landscapes and places. | B1 | Critically evaluate and synthesize geographical data from both primary and secondary sources. | C1 | Undertake subject-related practical work taking due regard of ethical standards, risk assessment and the safety of researcher and researched. |
| A2 | The concept of spatiality and the constitution of place; demonstrating spatial variability and dimensions of spatial distribution in both physical and human processes. | B2 | Appraise the arguments of others, rationalise complex contested themes and understand how particular representations of the world may refute or support these positions. | C2 | Plan, design and execute a piece of rigorous geographical research; including the production of the final report. |
| A3 | Temporal scales and processes of change in both human and physical worlds and their interaction and interdependence. | B3 | Construct a reasoned argument using appropriate supporting evidence and develop confidence in the ability to communicate reasoned arguments through a variety of personal and cultural media. | C3 | Employ qualitative and quantitative methodological strategies to collect, analyse and interpret information and data from a variety of sources including surveys, archival records, socio-economic and environmental datasets, and textual and visual imagery. |
| A4 | The dynamic and contested nature of the Geography discipline; including its broader epistemological frameworks and their relations with other academic disciplines and fields of enquiry. | B4 | Undertake effective analysis, problem-solving and decision-making. | C4 | Use a variety of appropriate technical, scientific and laboratory-based equipment and methods to facilitate the collection, handling and analysis of geographical, environmental and social data (inc. GIS). |

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| A5 | The variety of methodological strategies used in the collection, analysis, interpretation and representation of geographical information; showing a critical understanding of the appropriate contexts for their use, and an appreciation of ethical dimensions. | B5 | Demonstrate the ability for independent, reflective learning. | C5 | Apply knowledge of investigative procedures to understand contemporary geographical issues. |
| A6 | The practical value and application of geographical concepts and techniques to real life problem solving. |  |  |  |  |
| A7 | Students opting for a sandwich degree will additionally be able to:  Practice their theoretical understanding and exemplify the relevance of their discipline in a contemporary work environment and enhance their professional skills portfolio. | B6 | Students opting for a sandwich degree will additionally be able to:  Synthesise the experiences of the practical work-based environment to academic study in Geography. | C6 | Students opting for a sandwich degree will additionally be able to:  Transcribe and apply the experiences of the practical work-based environment to academic study and chosen career aspirations. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows

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| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem**  **Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate qualitative and quantitative methods and software packages to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

**The minimum entry qualifications for the programme are:**

* 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 grades A to 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 students with equivalent qualifications are welcome.
* 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.

1. **Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and on CANVAS.

**E1. Professional and Statutory Regulatory Bodies**

This course is accredited by the Royal Geographical Society

**E2. Work-based learning, including sandwich courses**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. 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.

The Geography course is offered as a 4 year Sandwich Programme; with students normally taking their placement year between levels 5 and 6.

Work based learning is also provided through field excursions to local government bodies, charitable organisations, community groups and non-government organisations. In doing so, students get the opportunity to see people in the workplace and appreciate how geographical knowledge is applied in work place contexts.

**E3. Outline Programme Structure**

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| **Level 4** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Introduction to Physical Geography and Environmental Hazards | GG4080 | 30 | 4 | 1&2 |
| Introducing Human Geography | GG4040 | 30 | 4 | 1&2 |
| Digital Earth and Spatial Analysis | GG4020 | 30 | 4 | 1&2 |
| Research and Fieldwork Methods | GG4090 | 30 | 4 | 1&2 |

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| Progression to level 5 requires passes in all four modules to give 120 credits at level 4. Students exiting the programme at this point, who have successfully completed 120 credits, are eligible for the award of Certificate of Higher Education   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Level 5** (60 credits core) | | | | | | | | **Compulsory modules** | **Module code** | **Credit**  **Value** | | **Level** | | **Teaching Block** | | Advanced Research and Fieldwork Methods | GG5001 | 30 | | 5 | | 1&2 | | Geographical Theory and Practice | GG5002 | 30 | | 5 | | 1&2 | | **Optional modules** | Please select one module from two of the learning routes below | | | | | | | **Section A** | **Physical Geography Learning Route** | | | | | | | Land, Water and the Environment | GG5020 | 30 | 5 | | 1&2 | | | Geomorphology and Geophysical Hazards | GG5190 | 30 | 5 | | 1&2 | | | **Section B** | **Human Geography Learning Route** | | | | | | | Social and Cultural Geography | GG5040 | 30 | 5 | | 1&2 | | | The Contours of Global Capitalism | GG5050 | 30 | 5 | | 1&2 | | | Regional Geographies | GG5070 | 30 | 5 | | 1&2 | | | **Section B** | **GIS Learning Route** | | | | | | | Cartography, Remote Sensing and Spatial Analysis | GG5155 | 30 | 5 | | 1&2 | |   Progression to level 6 requires passes in all four modules to give 120 credits at level 5. Students exiting the programme at this point, who have successfully completed 120 credits, are eligible for the award of Diploma of Higher Education   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Level 6** (60 credits core) | | | | | | **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | | Research Project | GG6400 | 30 | 6 | 1&2 | | Development  Geographies | GG6020 | 30 | 6 | 1&2 | | **Optional modules** | Please select one module from two of the learning routes below | | | | | **Section A** | **Physical Geography Learning Route** | | | | | The Challenge of  Climate Change | GG6070 | 30 | 6 | 1&2 | | Land and Water Resources Management | GG6080 | 30 | 6 | 1&2 | | **Section B** | **Human Geography Learning Route** | | | | | Urban Geographies | GG6010 | 30 | 6 | 1&2 | | Global Rural  Geographies | GG6030 | 30 | 6 | 1&2 | | **Section C** | **GIS Learning Route** | | | | | GIS: Transforming  Geography and  Environment | GG6140 | 30 | 6 | 1&2 | |

1. **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 field. Students experience a balance between theoretical, case-studies and practical work; with the overarching aim of creating confident, independent self-learners. All learning is supported by the University’s Virtual Learning Environment CANVAS. The system is designed to deliver high quality, innovative and flexible learning and teaching; to provide support, guidance and progression for students. Teaching supports provided by CANVAS include: lecture slides, reading lists, audio and video clips, online revision quizzes, assignment discussion rooms, module blogs, assignment submission folders and audio and written feedback. If students need additional supports or have requirements that stem from their Statement of Support Needs (SOSN), the team will consider other technologies for delivering content and support on a case by case basis.

**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, observational and information recoding skills. These sessions complement the lecture programme in the relevant modules.

**Field work:** Used to enhance thefocus 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.

**Group work** Fieldwork provides students with an opportunity to participate in teamwork work. The success of group work is based on a managed and monitored system. All groups are assigned a leader whose role is to oversee the work programme and tasks that the group must deliver. Designated group time is allocated within the timetable so that individuals are not discriminated against if they do not live within the local area. Each week the group leader is expected to provide an update with regards to progression and issues - 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 assignments are 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. Team-work skills are also delivered by the Employability Team in scheduled sessions within modules in which teamwork is assessed.

**Students undertake residential field work in the following modules:**

**Level 4:** Research and Fieldwork Methods

**Level 5:** Advanced Research and Fieldwork Methods

**Level 6**: Development Geographies

**Students also undertake fieldwork in the following modules:**

**Level 5**: Geomorphology and Geophysical Hazards

Land, Water and the Environment

The Contours of Global Capitalism

Social and Cultural Geography

**Level 6:** Land and Water Resources Management

Urban Geographies

**Independent Study:** 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 assessments.

**Personal Tutorial Scheme (PTS)**

The Personal Tutorial Scheme is introduced to students through the programme 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. It is summatively assessed at each level through: a reflective learning journal at Level 4, the dissertation proposal at Level 5 and the reflective essay at Level 6. The PTS is a progressive and cumulative scheme building on the skills developed in previous levels.

**Aims**

* 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 will be 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.

**Level 4 Theme: Settling in and building confidence**

**Aims and Outcomes:**

* To assist students in making the transition to Higher Education.
* To encourage students to develop good academic habits and to gain the confidence to operate successfully in a university context.
* To prepare students to make the most of feedback throughout their course.

**Level 5 Theme: ‘Stepping it up’ and broadening horizons**

**Aims and Outcomes:**

* To encourage students to foster increasing independence.
* To critically evaluate the ways in which their academic programme fits the ‘bigger’ global picture whilst encouraging them to draw inter-linkages and reflect on broader themes within and between their academic modules.
* To foster students’ ability to build on, and respond proactively to, the feedback they have received.
* To assist students to broaden their horizons and reflect on the skills that they are developing and how they relate to their employability.

**Level 6 Theme: Maximising success and moving on**

**Aims and Outcomes**

* To help students with the planning necessary to maximize success in their final undergraduate year
* To help students to make best use of the feedback they have received so that they can build on their strengths and take steps to address any weaknesses
* To encourage students to reflect on the employability skills they have developed and move toward their professional life and/or further study

**Assessment**

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:

* 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.

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.

1. **Support for Students and their Learning**

* 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.
* The Course Leader to coordinate the Personal Tutorial System and ensure students support.
* Personal Tutors to provide academic and personal support; as guided by the Senior Tutor.
* KU Talent, the Course Leader and the Personal Tutor to give general advice on placements.
* 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.
* A Staff Student Consultative Committee.
* CANVAS– a versatile on-line interactive learning environment
* A substantial Study Skills Centre that provides academic skills support
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Faculty Based Student Support Team that provides advice and guidance on mitigation and student issues.
* Disability and Dyslexia student support
* Union of Kingston Students
* Careers and Employability Service

1. **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:

* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies

1. **Employability Statement**

Employability skills are embedded at all levels of the course. Level appropriate skills are developed through the Personal Tutorial System which in turn is embedded in core modules at levels 4 (GG4090), 5 (GG5001 and GG5002) and 6 (GG6400). Skills include: principles of good academic practice, confidence, and the ability to act on feedback at level 4, independent learning, team-work, critical thinking, and project management at level 5, and professionalism, self-awareness and the ability appreciate how geographical skills and knowledge apply to real world contexts and to employability at level 6.

Skills in data collection and analysis are developed throughout the programme through practical and fieldwork projects. As such, there is a strong emphasis on the relevance and multiple applications of both qualitative methods of analysis and the use of statistics in real world contexts.

Timetabled employability skills delivered by the employability team are embedded into core modules at levels 4, 5 and 6. These include time-management, teamwork, professional communication skills, CV writing, interview skills and job application procedures.

The course also includes an engagement with practicing professionals in several module contexts. For example, in Urban Geographies, students will undertake an urban design project which is defined in conjunction with the town centre management team from KingstonFirst. In addition, the final presentations are delivered to an expert panel of assessors made up from Kingston Met, Kingston Racial Equality Council, RBK planning department and Kingston Retail Association. Each of these organisations actually contributes to the learning process of the project by delivering a formal lecture and by guiding group work through best practice. During this module, students are also taken to specific institutions within the Greater London area to experience the different governance structures at work and are presented with different development scenarios from practitioners representing organisations such as GLA and TfL. This helps students visualise the challenges of developing policies for sustainable development within a world city.

Many staff in the Department of Geography, Geology and Environment are actively engaged in research and consultancy activities that keep them in regular professional contact with practitioners across the spectrum of employers who are keen to invite applications from Geography graduates.

There is also the option to register for a 4-year (FT) Sandwich degree which provides the opportunity to take a year out in a related industrial placement between levels 5 and 6.

Geography graduates are well qualified to enter a wide range of different fields; both within geographically related sectors and more generally in graduate recruitment in a wide variety of commercial, industrial and public sector organisations. In addition, a significant number of graduates continue into further study: including PGCE, MSc/ MA courses and PhD programmes.

(1) Knowledge skills – Geography students acquired specific knowledge and the cognitive abilities to synthesise and apply this knowledge in a range of workplace settings. Options from Levels 5 and 6 allow students to focus in areas of interest and tailor their specific knowledge skills to their career aspirations.

(2) Practical skills – the acquisition of practical skills is essential preparation for students entering the workplace. Irrespective of whether Geography students choose a career in a geographically related field, the generic skills that must be acquired and practiced throughout the course in order to synthesis and evaluate multi-dimensional challenges at a variety of scales are valuable for most graduate jobs. Students seeking employment specifically within their subject can be confident that they are trained and fully prepared for a range of practical tasks their employer will expect.

Employment metrics are positive. With regard to students who complete the BSc programme, 85% are in work or further study six months after graduating with 50% in professional or managerial positions. Average salaries are also on par with the national average for similar courses (Unistats, 2017).

1. **Approved Variants from the UR**

None

1. **Other sources of information that you may wish to consult**

See subject benchmark for Geography:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/geography.pdf>

**Development of Course Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are summatively assessed across the modules for this field/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 field/course progresses and a checklist for quality assurance purposes.

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| **Module code** | | **Level 4** | | | | **Level 5** | | | | | | | | **Level 6** | | | | | | |
| GG4020 | GG4040 | GG4080 | GG4090 | GG5001 | GG5002 | GG5040 | GG5050 | GG5070 | GG5190 | GG5020 | GG5155 | GG6400 | GG6140 | GG6070 | GG6080 | GG6020 | GG6010 | GG6030 |
| Knowledge & Understanding | A1 |  | S | S | S |  |  | S | S | S | S | S | S | S |  | S | S | S | S | S |
| A2 | S | S | S |  |  |  | S | S | S | S | S | S | S |  | S | S | S | S |  |
| A3 |  | S | S |  |  |  | S | S |  | S |  |  | S |  | S | S | S | S | S |
| A4 |  | S | S | S | S | S | S | S | S | S |  |  |  | S | S | S | S | S |  |
| A5 | S |  | S | S | S | S |  |  | S | S |  |  | S |  | S | S | S | S |  |
| A6 | S |  | S | S |  |  |  | S |  | S |  | S | S | S | S | S | S | S |  |
| Intellectual Skills | B1 | S |  | S | S | S | S | S | S | S | S |  |  | S | S | S | S | S | S | S |
| B2 |  |  | S | S | S | S |  | S | S | S |  |  | S |  | S | S | S | S | S |
| B3 |  |  | S | S | S | S | S | S | S | S |  |  | S |  | S | S | S | S |  |
| B4 | S | S | S | S |  |  | S | S |  | S |  |  | S | S | S | S | S | S | S |
| B5 |  | S | S | S | S | S | S | S |  | S | S | S | S |  | S | S | S | S |  |
| Practical Skills | C1 |  | S | S | S |  | S |  |  |  | S | S |  | S |  |  |  | S | S |  |
| C2 |  | S |  | S |  | S |  | S |  |  |  |  | S |  |  |  | S | S |  |
| C3 | S | S | S | S |  |  |  |  | S | S |  | S | S | S |  | S | S | S |  |
| C4 | S | S | S | S |  |  |  |  |  | S | S |  | S | S |  | S | S | S |  |
| C5 |  |  |  |  |  |  |  | S | S |  | S | S | S |  |  |  | S | S |  |

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

**Technical Annex**

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| **Final Award(s):** | *BSc (Hons) Geography* |
| **Intermediate Award(s):** | *Cert HE*  *Diploma HE*  *Ordinary degree* |
| **Minimum period of registration:** | *3 years (full-time)*  *6 years (part-time)* |
| **Maximum period of registration:** | *6 years full-time*  *12 years part-time* |
| **FHEQ Level for the Final Award:** | *Honours* |
| **QAA Subject Benchmark:** | *Geography* |
| **Modes of Delivery:** | *On-site* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *SEC* |
| **School:** | *NBE* |
| **JACS code:** | *This is the* [*Joint Academic Coding System*](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf) *(JACS) agreed jointly by UCAS and HESA.* |
| **UCAS Code:** | *F800 BSc*  *F801 (Sandwich)* |
|  |  |
| **Route Code:** | *UFGG01GGO02 (3 Years)*  *UFGG01GGO04 (Foundation*  *UFGGO1GGO01 (with Exchange)*  *USGG01GGO02 (Sandwich)*  *UPGG01GG001 (Part-time)* |