

**Programme Specification**

**Title of Course: B.A. (Hons) Human Geography**

**B.A. (Hons) Human Geography (with Placement)**

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

Date Specification Last Revised: 21/08/13

Date Specification Last Revised: 28/9/15

Date Specification Last Revised 15/8/16

Date Specification Last Revised July 2018

Date Specification Last Revised August 2019

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Guide, on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | **B.A. (Hons) Human Geography****B.A. (Hons) Human Geography (with Placement)** |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Rd |
| **Programme Accredited by:** | The Royal Geographical Society |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The B.A. in Human Geography provides a dynamic, challenging and thought-provoking window on the modern world. It engages with real life and real lives to question, to explain, to understand and to interpret the world around us. The degree engages with the global and the local and examines the ways in which these spheres interrelate to fashion political-economies, societies and cultures across the globe. As such, it encompasses human, political, cultural, social, and economic aspects of the social sciences. While the physical landscape is not the major focus of this degree, it will also examine issues relating to the physical landscape on which human activities are being played out focusing particularly on issues of social and environmental sustainability. Graduates have a progressive understanding of the significance of the distinctiveness of space, place and environment and its linkages with human processes.

At every stage there is a focus on ‘doing’ Human Geography and developing transferable key skills and competences. Students learn ‘through’ human geography as well as learning ‘about’ human geography. Subject specific skills are developed through the emphasis on Geographical Information Systems; as well as extensive methodological and research training. Students will learn how to interpret and analyse a range of information and to tackle geographical issues though the use of skills specific to the geographer. In addition, students develop their geographical understanding through practical fieldwork and other forms of experiential learning which includes fieldwork in a variety of contexts. Our graduates are widely recognized as being thoroughly prepared for employment by acquiring these

1. **Aims of the Course**

**The educational aims of the Human Geography Course are:**

1. to provide students with a broad, balanced and modern curriculum that embraces selected fields of enquiry in Human 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 Human Geography through independent research, whilst providing the essential elements of Human 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 placement year will additionally be able to:**

1. To enable students to apply and develop their geographical knowledge in an appropriate professional setting and the opportunity to feed these acquired knowledge and skills back to their final year of study;
2. To gain first hand professional experience to develop and test new 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 of UK Degree-Awarding Bodies (2014)](http://www.qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:****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 relationships between human and physical aspects of environments and landscapes as they relate to issues of social and environmental sustainability  | 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 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 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 methodological strategies to collect, analyse and interpret information and data from a variety of sources including social surveys, archival records and textual and visual imagery. |
| A4 | the dynamic and contested nature of the Human 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 computer software to facilitate the collection, handling and analysis of geographical and (inc. GIS). |
| 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 placement degree will additionally be able to:Practice their theoretical understanding and exemplify the relevance of sustainable development in a contemporary work environment and enhance their professional skills portfolio. | B6 | Students opting for a placement degree will additionally be able to:Synthesise the experiences of the practical work-based environment to academic study in Human Geography. | C6 | Students opting for a placement 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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| **Key Skills** |
| **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 methods 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, plus min five GCSEs grades A to C to include Math and English.
* A-levels or equivalent: Geography is welcomed but not normally required. General Studies may be considered.
* More than 96 UCAS points maybe required where A2 subject combinations are less relevant.
* 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 qualifications will be considered on a case by case basis

1. **Course Structure**

This programme is offered in full-time or part-time mode, and leads to the award of B.A. (Hons) in Human Geography. Entry is normally at level 4 with A-level or equivalent qualifications (see section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

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.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credits. 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 student module guides.

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| **Level 4** (all core) |
| **Core****modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Introducing Human Geography | GG4040 | 30 | 4 | 1&2 |
| Regional Geographies | GG4070 | 30 | 4 | 1&2 |
| Digital Earth and Spatial Analysis | GG4020 | 30 | 4 | 1&2 |
| Research and Fieldwork Methods | GG4090 | 30 | 4 | 1&2 |

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

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| **Level 5** (60 credits core) |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| Design and Management of Projects | GG5405 | 30 | 5 | 1&2 |  |
| Geographical Concepts and Methods | GG5010 | 30 | 5 | 1&2 |  |
| **Optional modules** | Please select two module below |
| Social and Cultural Geography | GG5040 | 30 | 5 | 1&2 |  |
| The Contours of Global Capitalism | GG5050 | 30 | 5 | 1&2 |  |
| 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

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| **Level 6** (60 credits core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| Research Project | GG6400 | 30 | 6 | 1&2 |  |
| Development Geographies | GG6020 | 30 | 6 | 1&2 |  |
| **Optional modules** | Please select two module below |
| Urban Geographies | GG6010 | 30 | 6 | 1&2 |  |
| Global Rural Geographies | GG6030 | 30 | 6 | 1&2 |  |
| 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 Learning Management System (CANVAS). The Strategy is designed to satisfy the relevant theme areas of the School’s Learning and Teaching Strategy namely: 1) deliver high quality, innovative and flexible learning and teaching; 2) provision of support, guidance and progression for students.

The course utilises a wide range of teaching and learning methods that will enable all students to actively engage with the course. GE has a proven track record in Technology Enhanced Learning provision to support and enrich the student learning experience in Geography. This stems from pedagogic research informed teaching expertise of GE staff. Examples including: podcast-supported learning, mobile-based learning (e.g. Skype for tutorial and distance/field-based learning support), module blogs, wikis, and electronic feedback on assessments in a variety of formats.

Teaching and learning methods are carefully crafted to suit the content and the learning outcomes of specific modules.

**Key Elements:**

**Lectures:** ensure that students have the key knowledge relating to the 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.

**Field work:** used to enhance thefocus of ‘doing’ Human 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.

**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: Contours of Global Capitalism

Social and cultural geography

Level 6: Urban Geographies

**Independent Study:** used to progress students as self-learners. Students are required to complete direct-reading, 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 descriptions) during which students need to be self-motivated and manage their time effectively. They are supported and guided in this process through staff consultation during module sessions and tutorials

**Assessment**

A range of assessment methods will be used that 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 relevant theme areas of the GGE School Assessment Policy and Strategy; namely: 1) ensuring appropriateness and diversity in assessment, and 2) preparing students for assessment. Methods include written exams, practical exams, in-class tests, MCQs, coursework (including essays, oral presentations, and poster presentation and laboratory report).

The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feedback forward of 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 and through into a consideration of their professional and work place development

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**

Students are supported by:

**Personal Tutorial Scheme (PTS)**

This scheme is introduced to students through the programme in induction week and subsequently embedded in core modules at all levels of undergraduate study. Furthermore, it is summatively assessed; comprising 3 credits in one core module at each level. It has level specific aims and outcomes which will be assessed both formatively and, in parts, summatively (see below). 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 School building rapport between staff and students and engendering a sense of GGE 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

**Other supports include:**

* 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.
* Senior Tutor to coordinate the Personal Tutorial System and ensure students support.
* A placement 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 intranet an 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
* The Students’ Union
* 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 Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, level surveys and the NSS
* Moderation policies
* Feedback from employers
* Ongoing review by our accrediting body The Royal Geographical Society
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, 5 and 6.

The course also includes an engagement with practicing professionals in several module contexts. 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 School of Geography, Geology and the 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 Human Geography graduates.

Human 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, M.Sc./ M.A. courses and PhD programmes.

(1) Knowledge skills – Human Geography students have 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 Human Geography students choose a career in a Geographical related discipline, the generic skills that must be acquired and practiced throughout the course in order to synthesise 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 for existing Geography programmes at Kingston with 90% of students in work or further study six months after graduating with 80% in professional or managerial positions. Average salaries are also on par with the national average for similar courses (Unistats, 2019)

1. **Approved Variants from the Undergraduate Regulations**

N/A

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

See subject benchmark for Geography: <http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-geography-14.pdf?sfvrsn=cb9ff781_14>

**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 field/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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|  |  | **Level 4** | **Level 5** |  | **Level 6**  |  |  |  |  |
| **Module Code** |   | Introduction to Human Geography | Digital Earth and Spatial Analysis | Research and Fieldwork Methods | Regional Geographies | Advanced Research and Fieldwork Methods | Geographical Theory and Practice | Social and Cultural Geographies | Contours of Global Capitalism | Cartography, Remote Sensing and Spatial Analysis | **PLACEMENT**  | Research Project  | Urban Geographies | Global Rural Geographies | Development Geographies  | GIS: Transforming Geography and Environment |
| **Knowledge & Understanding** | A1 |   |   | S | S | S |  |  |  | S |   |   |   | S |   |  |
| A2 | S | S |  | S | S | S | S | S | S |   |   | S | S |   |  |
| A3 | S |   |  | S | S |  | S | S | S |   |   | S | S |   |  |
| A4 | S |   |  | S |  | S |  |  |   |   | S | S | S | S | S |
| A5 |   | S | S |  | S | S |  |  | S |   | S |   |   | S |  |
| A6 | 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 |
| B2 | 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 |
| B5 | S |  | S |  | S | S |  |  | S |   | S |  |  |  |  |
| **Practical Skills** | C1 |   | S | S |  | S | S |  |  | S |   | S | S |   | S |  |
| C2 |   |   |  |  | S | S |  |  | S |   | S |   |   | S |  |
| C3 |   | S | S |  | S | S |  |  |   |   | S | S |   | S | S |
| C4 |   | S | S |  |  | S |  |  |   |   | S |   |   | S | S |
| C5 |   | S | S | S | S | 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.

**Assessment Calendar**

This table indicates the weeks that summative assessments will be published and when they will be due to be submitted or sat (exams)

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| --- | --- | --- | --- | --- |
| **Module Title** | **Assessment Element** | **Brie published** | **Submission Week** | **eedback Week** |
| **Level 4** |
| Introducing Human Geography | CW1 | 23/Sep/19 | TW7  | TW11 |
| Digital Earth and Spatial Analysis  | CW1 | 23/Sep/19 | TW9 | TW13 |
| Research and fieldwork Methods | CW1 | 23/Sep/19 | TW11 | TW15 |
| Regional Geographies | CW1 | 23/Sep/19 | TW13 | TW16 |
| Introducing Human Geography | CW2 | 23/Sep/19 | TW15 | TW19 |
| Digital Earth and Spatial Analysis  | CW2 | 23/Sep/19 | TW17 | TW21 |
| Research and fieldwork Methods | CW2 | 23/Sep/19 | TW19 | TW23 |
| Introducing Human Geography | CW3 | 23/Sep/19 | TW21 | 1 week after TW24 |
| Digital Earth and Spatial Analysis  | CW3 | 23/Sep/19 | TW22 | 2 weeks after TW24 |
| Regional Geographies | CW2 | 23/Sep/19 | TW23 | 3 weeks after TW24 |
| Research and fieldwork Methods | CW3 | 23/Sep/19 | TW24 | 1 week after TW24 |
|  |
| **Level 5** |
| Advanced Research and fieldwork Methods | CW1 | 23/Sep/19 | TW7  | TW11 |
| Geographical Theory and Practice | CW1 | 23/Sep/19 | TW9 | TW13 |
| Social and Cultural Geography | CW1 | 23/Sep/19 | TW10 | TW14 |
| The Contours of Global Capitalism | CW1 | 23/Sep/19 | TW11 | TW15 |
| Advanced Research and fieldwork Methods | CW2 | 23/Sep/19 | TW12 | TW16 |
| Cartography, Remoting Sensing and Spatial Analysis | CW1 | 23/Sep/19 | TW13 | TW17 |
| Geographical Theory and Practice | CW2 | 23/Sep/19 | TW14 | TW18 |
| Social and Cultural Geography | CW2 | 23/Sep/19 | TW15 | TW19 |
| The Contours of Global Capitalism | CW2 | 23/Sep/19 | TW16 | TW20 |
| Geographical Theory and Practice | CW3 | 23/Sep/19 | TW18 | TW22 |
| Social and Cultural Geography | CW3 | 23/Sep/19 | TW21 | 1 week after TW24 |
| Cartography, Remote Sensing and Spatial Analysis | CW2 | 23/Sep/19 | TW23 | 3 weeks after TW24 |
| The Contours of Global Capitalism | CW3 | 23/Sep/19 | TW24 | 4 weeks after TW24 |
| Advanced Research and fieldwork Methods | CW3 | 30/Sep/19 | Depends on timing of Malta Trip | Depends on timing of Malta Trip |
| **Level 6** |
| Development Geographies | CW1 | 30/Sep/19 | TW7 | TW11 |
| Global Rural Geographies | CW1 | 30/Sep/19 | TW8 | TW12 |
| Urban Geographies | CW1 | 30/Sep/19 | TW9 | TW13 |
| Research Project (presentation) | CW1 | 30/Sep/19 | TW10 | TW13 |
| GIS: Transforming Geography and the Environment | CW1 | 30/Sep/19 | TW11 | TW15 |
| Development Geographies | CW2 | 30/Sep/19 | TW12 | TW16 |
| Global Rural Geographies | CW2 | 30/Sep/19 | TW13 | TW17 |
| Urban Geographies | CW2 | 30/Sep/19 | TW14 | TW18 |
| Research Project (dissertation submission)  | CW2 | 30/Sep/19 | TW16 | TW20 |
| Development Geographies | CW3 | 30/Sep/19 | TW19 | TW23 |
| GIS: Transforming Geography and the Environment | CW2 | 30/Sep/19 | TW20 | TW24 |
| Urban Geographies | CW3 | 30/Sep/19 | TW23 | 3 weeks after TW24 |
| GIS: Transforming Geography and the Environment | CW3 | 30/Sep/19 | TW24 | 4 weeks after TW24 |
| Global Rural Geographies | CW3 | 30/Sep/19 | 1 week after TW24 | 5 weeks after TW24 |

**Technical Annex**

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| **Final Award(s) and Title(s)::** | *B.A. (Hons) Human Geography*  |
| **Intermediate Award(s):** | *Certificate o Higher Education**Diploma in Higher Education**Ordinary Degree* |
| **Minimum period of registration:** | *3 years (full-time)**4 years (full-time with placement)* *6 years (part-time)* |
| **Maximum period of registration:** | *6 years (full-time)* *7 years (full-time with placement)* *12 years (part-time)* |
| **HEQ Level or the final Award:**  | *Honours degree level 6* |
| **QAA Subject Benchmark:** | *Geography* |
| **Modes of Delivery:** | *Full- time**Part-time* |
| **Language o Delivery:** | *English* |
| **faculty:** | *Science, Engineering and Computing* |
| **School:** | *Engineering and the Environment* |
| **Department** | Geography, Geology and the Environment. |
| **UCAS Code:** | *L702 B.A. (Hons) Human Geography**L703 B.A. (Hons) Human Geography (with Placement)* |
| **Course Code/**  |  |
| **Route Code:** | *UHGG1HGG01* *UHGG1HGG04 (foundation**UHGG1HGG01 (Placement)* *USHGG1HGG01 (Sandwich)* *UPHGG1HGG01 (Part-time)* |
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