



PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
GEOGRAPHY (BSc) with a Year in Industry	U171F4401	2017/18

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	Environmental Science	
<i>note S1c</i>	b	FACULTY or FACULTIES	Science	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO	X
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Naomi Vaughan	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2	a	COURSE TITLE	Geography	
	b	COURSE CODE	U171F4401	
<i>note S2c & S2d</i>	c	AWARD	BSc (Hons) Geography with a Year in Industry	
	d	EXIT AWARD(S) AND TITLE(S)	Certificate of Higher Education, Diploma of Higher Education	
	e	FULL/PART-TIME (please specify)	Full-time	
	f	LOCATION (UEA Norwich, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	2014/5	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	Not Applicable	
	b	ACCREDITING/VALIDATING BODY (if relevant)	Not Applicable	
		Website (URL)		
		Date when accreditation/validation may take place		
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	Level 4: Certificate of Higher Education; Level 5: Diploma of Higher Education,	
		Undergraduate	Level 6: Honours degree;	
		Integrated Masters	N/A	
		Masters	N/A	
		Other postgraduate (please specify)	N/A	
S4b <i>note S4b</i>	FHEQ STATEMENT	Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher Education Qualifications (FHEQ)	Students completing the programme will have a systematic understanding of key aspects of Geography and awareness of current knowledge and debates in the subject areas of their advanced module choices. They will also have an ability to apply techniques of geographical	

			analysis, such as GIS, critically appraise the research literature and present their own arguments in both written and spoken form.
S5 <i>note S5a</i>	a	DURATION (years or months)	3 Years
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES X NO
			If YES, does this conform with the UEA's code of practice on placements?
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these		<p>Geography – February 2007 and December 2014</p> <p>The 2014 benchmark statement defines Geography as the “integrated study of the complex reciprocal relationships between human societies and the physical, chemical and biological components of the Earth” (Section 1.1). It also emphasises the distinctive role of fieldwork (2.2) and defines key elements of subject knowledge in Section 3 (e.g. concepts such as spatial variation, temporal change, place and systems). Section 4 describes key skills and attributes for Geographers and Appendix A outlines an indicative set of subject specialisms.</p> <p>The BSc Geography programme was informed by the 2007 statement and with an emphasis on the integration of physical and human geography also aligns with the contents of the 2014 document. For instance, core concepts are introduced in a first year module (ENV-4010Y, Geographical Perspectives) and the module choice encompasses at least 28 of the 32 specialisms or subject areas listed in Appendix A of the 2014 statement.</p>
S8 <i>note S8</i>	ENTRY REQUIREMENTS		https://www.uea.ac.uk/study/undergraduate/degree/detail/bsc-geography#requirements
S9	JACS Subject Level Code(s) Consult Planning Office		71F4
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office		U171F4401
S11 <i>note S11</i>	FURTHER INFORMATION (web link to further information)		https://www.uea.ac.uk/geography http://www.uea.ac.uk/study/undergraduate/degree/detail/bsc-geography

S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes
<i>note S12</i>	<p>Focusing on the interactions between the natural environment and human society, a knowledge of geography is central to understanding many key problems such as those relating to the management of resources, natural hazards, population growth and climate change.</p> <p>By studying our BSc Geography, you will learn about these issues from a distinctively interdisciplinary perspective, which will emphasise the unity of the subject and how environmental and societal processes combine to shape landscape changes from local to global scales.</p> <p>This course provides students with a broad understanding of geographical concepts and issues, as well as how to collect data, formulate research questions, present results, and practical transferable skills. You will also have the chance to work on group projects, which encourage using teamwork to tackle complex geographical issues, and are a fantastic way to improve your communication skills.</p> <p>Geography graduates enter a very wide range of career areas and have one of the highest rates of graduate employment, with potential employers spanning the private and public sectors, and particular opportunities at present with respect to climate change, energy systems and land or water resource management. Opportunities for internships exist with many organisations and an annual Careers Fair attracts a wide range of employers interested in graduates with geographical skills.</p> <p><u>Course Structure</u></p> <p>The programme is structured around a core set of modules which provide the opportunity to develop geographical skills and knowledge from day one. Alongside subject-specific expertise BSc Geography graduates will also gain employability skills such as those relating to communication, presentation, team working and business awareness.</p> <p><u>Year 1</u> Core teaching includes small-group seminars to introduce geographical concepts and thinking, in addition to classes on global environmental challenges, the functioning of the earth system and a field course during Easter break. Other subjects available in optional modules include sustainability transitions and biodiversity conservation.</p> <p><u>Year 2</u> Second year modules cover geomorphology, ecology, meteorology and the use of geographical information systems, as well as human geography skills with a field course option. There are a number of optional modules including tectonics, hydrology, coastal processes, geographies of development, landscape history, environmental politics, climate change and energy futures.</p> <p><u>Year 3</u> Year in industry.</p> <p><u>Year 4</u> A key part of your final year is an independent research project, which allows you to explore a topic you particularly enjoy in much greater detail. Other options in this year emphasise the interdisciplinary perspectives required for landscape management and to address issues of environmental change. The modules offered</p>

	<p>develop your existing geographical knowledge with new appreciation of theoretical perspectives, while applying core concepts studied in previous years.</p> <p><u>Assessment</u></p> <p>Assessment on the course is split between essays, lab reports, presentations, field course work and examinations. Completing a number of different assessments ensures that you have a thorough knowledge of the subject, as well as having the confidence to present and apply this information, which will be highly beneficial once you graduate</p>
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AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)				X
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
	If so, how many modules and what is the credit volume for each module?				
AC1.2c	N/A				

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
	Please select only from the permitted options - see UG/PGT regulations				
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3	-	0	40	None
Stage 1	Level 4	1	0	40	Cert HE
Stage 2	Level 5	2	40	40	Cert HE
Year Abroad / in Industry		3	0	Pass placement module	Dip HE
Stage 3	Level 6	4	60	40	BSc
Stage M	Level 7	N/A	N/A	N/A	N/A

AC3	BOARD OF EXAMINERS				
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)				
	(For Admin use only – to be added by LTS Web Administrator)				

PS1 COURSE PROFILE *For updates to Programme Specifications, copy and paste course profile from eVision*

note PS1

Course Profile for 2017/8

Course: Geography With A Year In Industry (Bsc) (U171F4401)

School: Environmental Sciences

Director: Dr Naomi Vaughan

Year 1U

Compulsory Modules (80 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-4010Y	GEOGRAPHICAL PERSPECTIVES	CW	20	YEAR	AGJ
ENV-4004Y	RESEARCH AND FIELD SKILLS	CW	20	YEAR	BB
ENV-4001A	GLOBAL ENVIRONMENTAL CHALLENGES	CW	20	SEM1	CJL
ENV-4005A	UNDERSTANDING THE DYNAMIC PLANET	WW	20	SEM1	EE

Options Range A

Students will be assigned to the relevant mathematics modules based on their previous qualifications.

Students will select 20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-4013Y	QUANTITATIVE METHODS	WW	20	YEAR	DD
ENV-4014Y	ADVANCED QUANTITATIVE SKILLS	WW	20	YEAR	DD

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-4015Y	MATHEMATICS FOR SCIENTISTS A	WW	20	YEAR	DD

Options Range B

Students cannot select ENV-4007B and ENV-4008B.
Students will select 20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-4006B	SUSTAINABILITY, SOCIETY AND BIODIVERSITY	WW	20	SEM2	CJL
ENV-4007B	ATMOSPHERE & OCEANS I	WW	20	SEM2	BB
ENV-4008B	ATMOSPHERE & OCEANS II	WW	20	SEM2	BB

Year 2U

Compulsory Modules (20 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-5028B	GIS SKILLS FOR PROJECT WORK	CW	20	SEM2	EE
ENV-6021B	INDEPENDENT PROJECT - PROPOSAL	CW	0	SEM2	U

Options Range A

Students will select 0-20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
BIO-5014B	COMMUNITY, ECOSYSTEM AND MACRO-ECOLOGY	WW	20	SEM2	AGJ

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-5001A	AQUATIC ECOLOGY	WW	20	SEM1	AGJ
ENV-5008A	METEOROLOGY I	WW	20	SEM1	DGJ
ENV-5034A	GEOMORPHOLOGY	CW	20	SEM1	AGJ

Options Range B

Students will select 20-40 credits, from the following modules, which have been chosen to provide appropriate skills for a related independent project. Students may not take two modules in the same timetable slot in the same semester (the modules are also listed in other Options Ranges alongside others in the same slot). Also note that students must submit a request to the School for a place on field courses.

Students will select 20-40 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
BIO-5013A	FIELD ECOLOGY	PR	20	SEM1	C(CL)
ENV-5001A	AQUATIC ECOLOGY	WW	20	SEM1	AGJ
ENV-5010K	WEATHER APPLICATIONS WITH FIELD COURSE	WW	20	SEM2	DGJ
ENV-5014A	POPULATION ECOLOGY AND MANAGEMENT	WW	20	SEM1	CGJ
ENV-5029B	EARTH SCIENCE LAB SKILLS	CW	20	SEM2	CGJ
ENV-5030B	EARTH SCIENCE SKILLS	CW	20	SEM2	CGJ
ENV-5031B	SOCIAL RESEARCH SKILLS FOR GEOGRAPHERS AND ENVIRONMENTAL SCIENTISTS	CW	20	SEM2	CGL
ENV-5035B	SEDIMENTOLOGY	CW	20	SEM2	BGJ
ENV-5036K	SOCIAL RESEARCH SKILLS FOR GEOGRAPHERS AND	CW	20	SEM2	CGL

Module	Description	Assessment	Credits	Period	Sub-slot
	ENVIRONMENTAL SCIENTISTS WITH FIELD COURSE				

Options Range C

Students may not take two or more modules in the same timetable slot in the same semester. Students will select 40-60 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
BIO-5014B	COMMUNITY, ECOSYSTEM AND MACRO-ECOLOGY	WW	20	SEM2	AGJ
DEV-5010B	GEOGRAPHIES OF DEVELOPMENT	WW	20	SEM2	"B3,A3 C1*C2/A7*A8/D5*D6/D7*D8"
DEV-5011A	PEOPLE AND PLACE	CW	20	SEM1	"C1*C2,E2,U"
ENV-5002B	ENVIRONMENTAL POLITICS AND POLICY MAKING	CW	20	SEM2	DGJ
ENV-5003A	CLIMATE CHANGE: SCIENCE AND POLICY	CW	20	SEM1	CGJ
ENV-5008A	METEOROLOGY I	WW	20	SEM1	DGJ
ENV-5009B	WEATHER APPLICATIONS	WW	20	SEM2	DGJ
ENV-5012A	SOIL PROCESSES AND ENVIRONMENTAL ISSUES	WW	20	SEM1	DGJ
ENV-5014A	POPULATION ECOLOGY AND MANAGEMENT	WW	20	SEM1	CGJ
ENV-5015A	ATMOSPHERIC CHEMISTRY	CW	20	SEM1	EE

Module	Description	Assessment	Credits	Period	Sub-slot
	AND GLOBAL CHANGE				
ENV-5016A	OCEAN CIRCULATION	WW	20	SEM1	AGJ
ENV-5017B	SHELF SEA DYNAMICS AND COASTAL PROCESSES	WW	20	SEM2	AGJ
ENV-5018A	GLOBAL TECTONICS	CW	20	SEM1	CGJ
ENV-5021A	HYDROLOGY AND HYDROGEOLOGY	EX	20	SEM1	BGJ
ENV-5022B	LOW CARBON ENERGY: SCIENCE AND TECHNOLOGY	CW	20	SEM2	AGJ
ENV-5034A	GEOMORPHOLOGY	CW	20	SEM1	AGJ
ENV-5035B	SEDIMENTOLOGY	CW	20	SEM2	BGJ
ENV-5038A	CONSTRUCTING HUMAN GEOGRAPHIES	CW	20	SEM1	BGJ
ENV-5039B	AQUATIC BIOGEOCHEMISTRY	WW	20	SEM2	CGJ
HIS-5002A	THE ORIGINS OF THE ENGLISH LANDSCAPE 4000BC TO 1066AD	CW	20	SEM1	C2,D9,U

Year YU

Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-5032Y	YEAR IN INDUSTRY	CW	120	YEAR	U

Year 3U

Compulsory Modules (40 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-6021A	INDEPENDENT PROJECT	CP	40	SEM1	U

Options Range A

Students will select 0-20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-6015K	FIELD COURSE TO EAST AFRICA	CP	20	SEM1	EE
ENV-6022K	GEOSCIENCES FIELD COURSE: GREECE	CW	20	SEM1	U
ENV-6030K	GEOGRAPHY AND ENVIRONMENTAL SCIENCES FIELD COURSE TO SPAIN	CW	20	SEM1	U

Options Range B

Students may not take two or more modules in the same timetable slot in the same semester. Students will select 60-80 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
DEV-6010B	URBAN GEOGRAPHIES	CW	20	SEM2	"C3*D4, A7*A8,U"

Programme Specification BSc Geography YII 2017-18

Module	Description	Assessment	Credits	Period	Sub-slot
ENV-6001B	GEOPHYSICAL HAZARDS	WW	20	SEM2	AGJ
ENV-6005A	BIOLOGICAL OCEANOGRAPHY AND MARINE ECOLOGY	CW	20	SEM1	BGJ
ENV-6006A	BIODIVERSITY CONSERVATION AND HUMAN SOCIETY	PR	20	SEM1	DD
ENV-6008A	THE CARBON CYCLE AND CLIMATE CHANGE	WW	20	SEM1	DGJ
ENV-6009A	FOSSIL FUELS	EX	20	SEM1	AGJ
ENV-6012B	NATURAL RESOURCES AND ENVIRONMENTAL ECONOMICS	CW	20	SEM2	CGJ
ENV-6017B	PALAEOCLIMATOLOGY	EX	20	SEM2	DGJ
ENV-6018B	CATCHMENT WATER RESOURCES	WW	20	SEM2	BGJ
ENV-6025B	CLIMATE SYSTEMS	CW	20	SEM2	BGJ
ENV-6026B	ENERGY AND PEOPLE	CW	20	SEM2	AGJ
ENV-6031B	ENVIRONMENTAL CONSULTANCY	WW	20	SEM2	EE

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Level 1 - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
Demonstrate comprehension of the nature of change within human and physical environments	ENV-4001A			ENV-4005A ENV- 4006B				
Demonstrate comprehension of the reciprocal relationships between human and physical environments	ENV-4001A							
Appreciate the diversity of approaches to the generation of geographical knowledge and understanding	ENV-4010Y							
Combine and interpret different types of geographical evidence (e.g. texts, archival data, maps, imagery, field and laboratory data)	ENV-4010Y	ENV-4004Y		ENV- 4007B ENV- 4008B				
Effectively interpret and use numerical statistical information			ENV-4012Y ENV-4013Y ENV-4014Y					
Demonstrate comprehension of the issues involved in designing and implementing research projects in the specific context of field-based study		ENV-4004Y						
Appreciate how to undertake effective fieldwork (with due regard to team working, ethical standards and for safety and risk assessment)	ENV-4010Y	ENV-4004Y						ENV-4004Y Field Course
Communicate geographical ideas, principles, and theories effectively and fluently by written, oral and visual means	ENV-4010Y	ENV-4004Y						
Undertake independent/self-directed study/learning in an efficient manner to achieve consistent, proficient and sustained attainment	ENV-4001A	ENV-4004Y						

Ability to identify, utilise and reference relevant sources of information, including academic literature and web-based materials	ENV-4001A					ENV-4001A	
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PS2 MAPPING LEARNING OUTCOMES – continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Level 2 - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
Demonstrate competence in the use of a variety of technical, laboratory and field-based methods for the collection and analysis of spatial and environmental information (e.g. GIS, remote sensing, monitoring and modelling techniques)	ENV-5034A	ENV-5029B ENV-5035B		BIO-5014B ENV-5001A ENV-5039B	BIO-5013A ENV-5028B ENV-5039B			ENV-5010K ENV-5030B ENV-5036K
Critically appraise the diversity of approaches to the generation of knowledge and understanding deriving from experience of the epistemologies of the humanities, social and natural sciences.	ENV-5002B HIS-5002A	ENV-5031B ENV-5036K	ENV-5003A			ENV-5002B		ENV-5038A
Appreciate the challenges of how environmental processes and human societies interact to shape landscape change	ENV-5003A HIS-5002A	ENV-5015A		DEV-5010B ENV-5008A				ENV-5036K HIS-5002A
Ability to plan and implement small-scale geographical research projects, working both individually and in groups	ENV-5034A ENV-5008A ENV-5018A			ENV-5012A	BIO-5013A ENV-5036K			ENV-5010K ENV-5036K
Apply understanding of geographical concepts in different situations	DEV-5011A			ENV-5021A ENV-5022B	ENV- 5028B			HIS-5002A
Ability to construct coherent, well explained written arguments, demonstrating engagement with the academic literature	ENV-5002B			ENV-5014A				

PS2 MAPPING LEARNING OUTCOMES – continued note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 3 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Appreciate how geographical concepts, techniques and understanding can be applied in a workplace setting					YII				

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 4 Level 3 - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
Demonstrate comprehension of the diversity and interdependence of places at various spatial scales	DEV-6010B			ENV-6006A ENV-6017B	ENV-6029K			
Demonstrate an ability to apply geographical concepts, techniques and understanding in an integrated manner to address societal challenges			ENV-6031B	ENV-6001B ENV-6008A ENV-6009A ENV-6018B	ENV-6006A ENV-6015K ENV-6030K			ENV-6031B
Plan, design and execute a substantial piece of rigorous research or enquiry, including the production of a final report					ENV-6021X	ENV-6015K ENV-6030K		
Identify and critically evaluate different approaches to problem solving	ENV-6012B		ENV-6012B					

Effectively interpret and use numerical statistical information					ENV-6021X ENV-6030K			
Combine and interpret different types of geographical evidence (e.g. texts, archival data, maps, imagery, field and laboratory data)	ENV-6025B				ENV-6021X ENV-6029K			ENV-6022K
Show the ability to work individually or within a team to synthesise knowledge from a range of sources and communicate the findings effectively by written, oral and visual means	ENV_6005A				ENV-6015K ENV-6018B ENV-6026B			ENV-6008A ENV-6022K

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES

*note
PS3*

PS3.1 learning progression

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1*

Year 1: The aim of the compulsory modules in the first year is to provide students with an introductory level of knowledge and understanding of Geography, providing a foundation for the intermediate and higher level work to be done in later years. The Geographical Perspectives module (ENV-4010Y) is particularly important in this respect as it will provide an orientation regarding geographical thought, methods and concepts that students will be able to relate to other modules they are taking. Technical skills will be developed through modules such as ENV-4012Y, 4013Y or 4014Y and 4004Y. Aspects of academic practice will be covered in both ENV-4001A and 4004Y. Depending on the optional choices made, understanding of social and natural science dimensions of environmental process and change will be underpinned and extended through the remaining modules – ENV-4005A, 4006B, 4007B or 4008B. All of these will serve as strong entry points to second year modules, introducing them to the diverse areas of learning that relate to broader geographical understanding.

Year 2: There is one compulsory modules in the second year (ENV-5028B, GIS Skills for Project Work), plus a requirement to select at least one module of four covering aspects of physical geography (BIO-5014B, ENV-5001A, ENV-5008A or ENV-5034A). At least one from a range of 10 modules relevant to skills for the final year independent project is also required. This range includes a choice between Social Research Skills for Geographers and Environmental Scientists (ENV-5031B) or with a field course (ENV-5036K) which will extend knowledge of skills in aspects of human geography. The choice of optional modules available from BIO, DEV and HIS in this year will allow students to broaden their knowledge and understanding of geographical issues and continue their interdisciplinary development.

Year 3: Year In Industry The Year in Industry variant will extend the knowledge and experience of students through application of geographical concepts and skills in a workplace setting.

Year 4: The independent project (ENV-6021X) will build on the intermediate level subject-specific and methods work from Year 2 and provide students with the opportunity to pursue their own research interests at a higher level.

The ability to synthesise insights from physical and human geography is provided through an optional choice of a field course module (ENV-6015K, ENV-6022K or ENV-6030K). Other optional modules such as Catchment Water Resources (ENV-6018B), Natural Resources and Environmental Economics (ENV-6012B) and Geophysical Hazards (ENV-6001B) will support this emphasis while extending appreciation of geographical interdependencies and the application of core concepts studied in previous years.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

note
PS3.2

The programme uses a variety of feedback approaches consistent with the need to test a broad range of learning outcomes and geographical skills. The first year is geared largely at bringing all students up to the required standard for the honours stage of the programme, and providing a core geographical orientation. The opportunity to diversify according to interest increases after the first year, but ENV's policy of combining feed-forward formative assessment with a variety of summative assessment types continues through all years. The following discussion focuses largely on the compulsory elements through which a coherent set of learning outcomes are delivered and tested formatively and summatively. Generic comment is provided on the optional modules.

Year 1

Global Environmental Challenges involves students developing and applying knowledge and skills in their group presentation that informs their approach, topic, and writing of the Independent Essay (summative coursework), as such it is a feed-forward formative element that receives feedback from peers and tutors on a ten-minute presentation. The summative assessment is an independent essay that is the one of the first pieces of summatively assessed coursework undertaken by the students. It provides a core element of ENV's advising policy in that, as well as written feedback from the marker, an individual meeting helps to explain the important aspects of essay writing skills, referencing and other study skills that students will use on all other modules taken during their degree course.

For **Research and Field Skills**, written formative feedback is provided on the map design assignment. Oral feedback is provided on answers to exercises, questions and discussions in practical classes and on the Slapton field course during the Easter break. Through this approach, students will be able to apply corrective measures to improve the accuracy and quality of their summative assignments by practicing approaches to knowledge and skills gained in their formative assessments. Summative assessment includes two written reports on practical class assignments and one piece of group work – the latter being an essential skill which features through the degree scheme. Written feedback is provided on all of these individual and group assignments to provide a basis for further reflection with Advisors. Additional oral feedback is provided on the group work during a poster discussion session on field course.

For **Geographical Perspectives** the summative assessment is an essay titled 'Why geography matters' where students are asked to reflect on the value of geography as a discipline, the role of physical and human geography in providing different and complementary insights, and apply relevant core geographical concepts to a case study. The formative assessment is group presentations for or against a proposition relating to topics within the course (with pre-assigned reading), such as fracking for natural gas in the UK. Students address why geography matters to their argument and receive feed-forward (verbal and written) on the application of their understanding of the discipline and its core concepts.

Students will also need to select a maths module suitable for their existing level of knowledge. Maths is effectively streamed, though sharing a common statistics component. The three Maths modules test learning outcomes summatively by means of a maths exam and statistics course test. For the latter, written feedback is provided, for the former, model answers are provided to exam questions on Blackboard. **Quantitative Methods, Advanced Quantitative Skills and Maths for Scientists A** benefit from the use of homework sheets and problem sheets for which formative assessment is provided both by peers and by lecturers and demonstrators in practical's. **Quantitative Methods** and **Advanced Quantitative Skills** further makes use of online test with computer generated feedback. For both modules, formative feedback elements number in the double figures, and provide an excellent means for student both to learn how best to deliver on summative assessments, and to gauge their own mathematical skills development.

Understanding the Dynamic Planet is compulsory and students choose between **Sustainability, Society and Biodiversity** and one of two streams of **Atmospheres and Oceans**, all include both formative and summative assessment in line with general ENV principles.

Year 2

GIS Skills for Project Work includes formative assessment which takes place in practical classes through Blackboard-based quizzes or questions that are reviewed at the end of each session. The students also work in small groups (3-4 people) on a formative GIS data integration and analysis assignment which is marked (including a peer assessment of poster presentations) and returned to them before they start working on a substantial individual project task which is submitted for summative assessment (the only summative assessment).

The **Geomorphology** module develops an appreciation of the physical and chemical influences on landscape change. Formative assessment will include feedback on a short essay and the summative assessment is based on a review essay.

Social Research Skills for Geographers and Environmental Scientists is a key building block for those students planning a final year project with a human geography emphasis. Summative coursework is to develop a full research proposal. Formative assessment will directly feed into summative work allowing students to develop skills and implement learning from class, as well as receive directed feedback. In particular, reflective discussions on strengths and weaknesses of draft research proposals are facilitated in class.

A variant of **Social Research Skills for Geographers and Environmental Scientists** will include a week field course with formative assessment based on a group presentation and summative assessment on an individual project report.

Year 3 – Year in Industry

Year 4

The **Independent Project** is specifically designed to develop skills related to the communication of science as well as the conduct of good research. The summative elements include the dissertation itself, the project proposal and a job application. The dissertation is the key summative element the students receive written feedback. Feed-forward formative assessment includes verbal and/or written individual feedback from their project supervisor on their general area of

the project, their project proposal, and their project progress report and an oral presentation of their research to two faculty members. This helps them to clarify their ideas and their research ambitions, formulate their hypotheses, identify what is and what is not feasible, guide them towards the most suitable methodology and data (and possibly data collection), and to ensure that they stay on track to complete their projects on time.

Overview

In summary, the first year not only serves the function of ensuring all students have the requisite skills to proceed onto, and be successful at, the BSc Geography, it also focuses on the more common learning outcomes and modes of assessment, namely essays and exams, in terms of the formative feed-forward advice given, and formal summative feedback. As such, students are well prepared to handle these elements of assessment in the subsequent two years, where they will also experience a far greater range of modes of assessment. The fundamental principle underpinning all summative assessment, in whatever form, is that there should be some form of feed-forward formative assessment associated with it, and the degree scheme aims to develop the range of academic and employment skills essential for a future career in this field.

In line with the ethos of ENV, the modules and related assessment focus on policy relevance rather than simply learning for learning's sake. This is reflected in the range of assessments associated with communication and team working.

PS4	EXAMINATIONS		<i>note PS4</i>
		Written	Practical (e.g. OSCES and OSPES)
How many modules will include an exam element?	3-10 (depending on option choice)	None	
How many hours of exams are there in Stage 0? (if applicable)	N/A	N/A	
How many hours of exams are there in Stage 1?	5	None	
How many hours of exams are there in Stage 2?	0-8 (depending on option choice)	None	
How many hours of exams are there in Stage 3?	0-8 (depending on option choice)	None	
How many hours of exams are there in Stage 4? (if applicable)	N/A	N/A	
How many hours of exams are there in Stage 5? (if applicable)	N/A	N/A	
How many hours does the programme (as a whole) include?	5-26 (depending on option choice)	None	

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	UEA Admissions Policy will apply to this course.		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	The curriculum includes a significant degree of choice and a balance between quantitative and qualitative methods. With respect to field trips/courses, accessibility issues are considered and special arrangements are made where necessary and available.		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	The course uses a diverse range of assessment methods and offers access to learning materials in a number of different forms, with electronic support in the form of Blackboard. Students will also have an allocated advisor and access to the Dean of Students office for support with respect to potential individual arrangements including allowance for disabilities.		

PS6	EMPLOYABILITY		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		

ENV support for student employability has been shaped by employers and recognises that in addition to hard skills specific to modules, soft skills are very important for graduates attaining professional positions or following a career in academia. Recruiters from the UK's largest environmental consultancy to regional organisations specialising in sustainable use of energy, to local government and environmental bodies all place a very high value the interdisciplinary nature of the programme. This interdisciplinary approach will continue to increase in importance as part of the recruitment processes, and core modules and options ensure students are exposed to a broad range of skills and knowledge. This BSc programme is particularly designed to ensure development and confidence in interdisciplinary thinking.

Equally important is the ability to communicate in written and oral reports at a level that is appropriate to the audience, a skill employers say is essential but rare in graduates. Communication as practiced in the work place is embedded throughout the honours years of this BSc and evidenced in formative and summative assessment. Equally important are commercial and financial awareness as this underpins many decisions in environmental management; these skills are also embedded in Year 2 and 3 modules. The most important hard skill for BSc Geographers is arguably familiarity with analysis and visualisation of spatial data using Geographical Information Systems, and the acquisition and application of remote sensed data. These are skills employers emphasise are essential for the graduates of tomorrow and feature in core modules in the first two years (i.e. ENV-4004Y and ENV-5028B) and are also likely to be utilised by students in their final year projects (ENV-6021X).

As many graduate positions are related to the environment, an awareness of the latest research, policy and legislation is seen as vital, these also are embedded in modules and the effects on environmental management is studied to develop understanding and thinking of implications of current and future change, facilitated by examples from research-led teaching in ENV. The school works closely with the UEA Careers and Employability Centre to ensure staff there are aware of the employability skills embedded in the curriculum so careers advisors are best able to support students in the job application process; to facilitate this students are provided with a matrix that specifies the hard and soft skills in each module which is also a tool to help them design a bespoke, well-rounded employability skills set.

KEY INFORMATION SET (KIS) DATA

SCI ENV Geography UNU171F8301

KIS		KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1		Quantitative KIS data						<i>Note KIS1</i>
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams		50	45	0	40		
1.2	Percentage of assessment by practical exams		0	0	0	0		
1.3	Percentage of assessment by coursework		50	55	0	60		
1.4	Percentage of time in scheduled learning and teaching activities		50	50	0	40		
1.5	Percentage of time in guided independent study		50	50	0	60		
1.6	Percentage of time on placements		0	0	100	0		
KIS2		Professional Accreditation						<i>Note KIS2</i>
2.1		Name of accrediting body (if applicable)						
		Not Applicable						
2.2		Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
		Not Applicable						
2.3		Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						
		Not Applicable						

UP1 Programme Specification Update Record						
Faculty	SCI		School		ENV	
Academic Year	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)						
Course Title(s)						
Course Code(s)						
Has the KIS data been changed?	No					
Course Director sign off	Name	Naomi Vaughan				
	Date	30/03/2017				

IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	DATE	Name
Course Profile updated in Evision (LTS Team Leader)	10 th February 2017	
Programme Specification placed in shared drive folder (LTS Team Leader)	30 th March 2017	Krissie
Web link to External Examiner information added (LTS Web Administrator)		
Programme Specification uploaded onto website (LTS Web Administrator)		
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)		
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)		
Full route code(s) covered by this Programme Specification (LTS Team Leader)		