



LTC14D258

LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
COURSE AMENDMENTS
 with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
1. BA Geography	Y		L700
2. BA Geography with a Year in Industry	Y		
3. BA Geography with a Year Abroad	Y		
4. BSc Geography with a Year in Industry	Y		
5. BSc Geography with a Year Abroad	Y		
School(s) of study & Faculty			
School of Environmental Sciences, Faculty of Science			
Proposer & proposer's school			
Professor Andrew Lovett, Environmental Sciences			
Proposed start date (of new course or of changes)			<i>note 2</i>
September 2016 for BA Geography, four-year variants for BSc and BA Geography to be introduced subsequently according to student intake and market research.			
This proposal requires: <i>note 3</i>	Prior approval by Council	N	Prior approval by LTC Y

This form is in 5 parts:

- | | |
|---------------|--|
| Part 1 | Summary and Rationale |
| Part 2 | Business Case |
| Part 3 | Academic Case including Programme Specification |
| Part 4 | Key Information Set (KIS) data |
| Part 5 | Approvals and Notification |

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One			
S1	a	SCHOOL(S) OF STUDY	Environmental Sciences
<i>note S1c</i>	b	FACULTY or FACULTIES	Science
	c	JOINT COURSE? (i.e. owned/taught by more than one School)	NO ✓
	d	NAME OF COURSE DIRECTOR (Home School)	Professor Andrew Lovett (provisional)
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	
S2 <i>note S2a</i>	a	COURSE TITLE	BA Geography
<i>note S2b</i>	b	COURSE CODE	L700
<i>note S2c & S2d</i>	c	AWARD	BA
	d	EXIT AWARD(S) AND TITLE(S)	Level 1: Certificate Higher Education Level 2: Diploma Higher Education Level 3: BA
	e	FULL/PART-TIME (please specify)	Full-Time
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich
	g	AVAILABLE FROM:	2016/17 Entry
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	Not Applicable
	b	ACCREDITING/VALIDATING BODY (if relevant)	Not Applicable. The most relevant organisation is the Royal Geographical Society (RGS) but at present they do not run an accreditation scheme for Geography degrees.
		Website (URL)	Not Applicable (RGS, http://www.rgs.org)
		Date when accreditation/validation may take place	Not Applicable
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	Honours (BA)
		Integrated Masters	
		Masters	

		Other postgraduate (please specify)									
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		<table border="1"> <tr> <td>YES</td> <td></td> <td>NO</td> <td>✓</td> </tr> <tr> <td colspan="3">If YES, does this conform with the UEA's code of practice on placements?</td> <td></td> </tr> </table>	YES		NO	✓	If YES, does this conform with the UEA's code of practice on placements?			
YES		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)		Geography – December 2014								
S8 <i>note S8</i>	ENTRY REQUIREMENTS		<p>All applicants will be required to have GCSE English language and Mathematics (or equivalent) at a minimum of Grade C.</p> <p>The typical offer for students studying A-Level will be ABB (excluding General Studies and Critical Thinking). The subjects should include Geography.</p>								
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case										
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case										
S11 <i>note S11</i>	FURTHER INFORMATION available via...	www.uea.ac.uk/geography									
S12 <i>note S12</i>	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities										
	<p>In an increasingly interconnected and rapidly evolving world the phrase 'geography matters' has never been more relevant. The BA Geography degree concentrates on human geography, emphasising economic, social, cultural and political dimensions of a changing world. Field courses feature in each year of the degree, with advanced modules focusing on contemporary challenges associated with energy, food and water provision, urbanisation, biodiversity conservation and environmental risks.</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. In the first year this will include a module with faculty-led small-group seminars to introduce geographical concepts and thinking, in addition to classes on issues such as globalisation, inequalities, sustainability and environmental risks. Second year modules will encompass economic, social and cultural geography, as well as the use of geographical information systems, and a field course option focusing on human geography research skills. This leads into the independent project which is a key part of the final year. Other options in this year will emphasize issues of resource use and management in the context of environmental change. Overall, the programme includes over 20 module choices across the second and final years, this range of options directly reflecting the international quality of facilities and</p>										

	<p>geographical expertise within the Schools of Environmental Sciences and Development Studies at UEA.</p> <p>Alongside subject-specific expertise BA Geography graduates will also gain generic employability skills. Examples relate to communication, presentation, team working and business awareness. These skills are developed both through academic modules and workshops run by the School Employability Director and staff of the UEA Careers & Employability Service. 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>Geographers enter a very wide range of career areas and in essence there is no such thing as a geography job, there are jobs that geographers do. Nevertheless, geography students have one of the highest rates of graduate employment, with potential employers spanning the private and public sectors, and particular opportunities exist for human geographers at present with respect to adaptation to climate change, energy system transitions and sustainability of land or water resource management.</p>
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Course Two			
S1	a	SCHOOL(S) OF STUDY	Environmental Sciences
<i>note S1c</i>	b	FACULTY or FACULTIES	Science
	c	JOINT COURSE? (i.e. owned/taught by more than one School)	NO ✓
	d	NAME OF COURSE DIRECTOR (Home School)	Professor Andrew Lovett (provisional)
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	
S2 <i>note S2a</i>	a	COURSE TITLE	BA Geography with a Year in Industry
<i>note S2b</i>	b	COURSE CODE	TBA
<i>note S2c & S2d</i>	c	AWARD	BA
	d	EXIT AWARD(S) AND TITLE(S)	Level 1: Certificate Higher Education Level 2: Diploma Higher Education Level 3: BA
	e	FULL/PART-TIME (please specify)	Full-Time
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich
	g	AVAILABLE FROM:	TBA
S3	a	PROFESSIONAL AWARD (if any)	Not Applicable

<i>note</i> S3a	b	ACCREDITING/VALIDATING BODY (if relevant)	Not Applicable. The most relevant organisation is the Royal Geographical Society (RGS) but at present they do not run an accreditation scheme for Geography degrees.		
<i>note</i> S3b		Website (URL)	Not Applicable (RGS, http://www.rgs.org)		
		Date when accreditation/validation may take place	Not Applicable		
S4 <i>note</i> S4	LEVEL	Sub-degree (e.g. Cert. Dip.)			
		Undergraduate	Honours (BA)		
		Integrated Masters			
		Masters			
		Other postgraduate (please specify)			
S5 <i>note</i> S5a	a	DURATION (years or months)	4 years		
<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full-Time		
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES	✓	NO
			If YES, does this conform with the UEA's code of practice on placements?		Yes
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		Geography – December 2014		
S8 <i>note</i> S8	ENTRY REQUIREMENTS		<p>All applicants will be required to have GCSE English language and Mathematics (or equivalent) at a minimum of Grade C.</p> <p>The typical offer for students studying A-Level will be ABB (excluding General Studies and Critical Thinking). The subjects should include Geography.</p>		
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case				
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case				
S11 <i>note</i> S11	FURTHER INFORMATION available via...		www.uea.ac.uk/geography		
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities				

<i>note</i> S12	<p>In an increasingly interconnected and rapidly evolving world the phrase 'geography matters' has never been more relevant. The BA Geography degree concentrates on human geography, emphasising economic, social, cultural and political dimensions of a changing world. Field courses feature in each year of the degree, with advanced modules focusing on contemporary challenges associated with energy, food and water provision, urbanisation, biodiversity conservation and environmental risks.</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. In the first year this will include a module with faculty-led small-group seminars to introduce geographical concepts and thinking, in addition to classes on issues such as globalisation, inequalities, sustainability and environmental risks. Second year modules will encompass economic, social and cultural geography, as well as the use of geographical information systems, and a field course option focusing on human geography research skills. This leads into the independent project which is a key part of the fourth year. Other options in this year will emphasize issues of resource use and management in the context of environmental change. Overall, the programme includes over 20 module choices across the second and final years, this range of options directly reflecting the international quality of facilities and geographical expertise within the Schools of Environmental Sciences and Development Studies at UEA.</p> <p>Alongside subject-specific expertise BA Geography graduates will also gain generic employability skills. Examples relate to communication, presentation, team working and business awareness. These skills are developed both through academic modules and workshops run by the School Employability Director and staff of the UEA Careers & Employability Service. An annual Careers Fair attracts a wide range of employers interested in graduates with geographical skills. Students on the Year in Industry programme will undertake a placement with an external organisation in their third year of study which will further enhance their employability skills. Placements occur with a wide range of public and private sector organisations, both within the UK and overseas, taking advantage of the extensive experience in supporting such activities within the School of Environmental Sciences.</p> <p>Geographers enter a very wide range of career areas and in essence there is no such thing as a geography job, there are jobs that geographers do. Nevertheless, geography students have one of the highest rates of graduate employment, with potential employers spanning the private and public sectors, and particular opportunities exist for human geographers at present with respect to adaptation to climate change, energy system transitions and sustainability of land or water resource management.</p>
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Course Three			
S1	a	SCHOOL(S) OF STUDY	Environmental Sciences
<i>note</i> S1c	b	FACULTY or FACULTIES	Science
	c	JOINT COURSE? (i.e. owned/taught by more than one School)	NO ✓
	d	NAME OF COURSE DIRECTOR (Home School)	Professor Andrew Lovett (provisional)

	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	
S2 <i>note S2a</i>	a	COURSE TITLE	BA Geography with a Year Abroad
<i>note S2b</i>	b	COURSE CODE	TBA
<i>note S2c & S2d</i>	c	AWARD	BA
	d	EXIT AWARD(S) AND TITLE(S)	Level 1: Certificate Higher Education Level 2: Diploma Higher Education Level 3: BA
	e	FULL/PART-TIME (please specify)	Full-Time
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich
	g	AVAILABLE FROM:	TBA
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	Not Applicable
	b	ACCREDITING/VALIDATING BODY (if relevant)	Not Applicable. The most relevant organisation is the Royal Geographical Society (RGS) but at present they do not run an accreditation scheme for Geography degrees.
		Website (URL)	Not Applicable (RGS, http://www.rgs.org)
		Date when accreditation/validation may take place	Not Applicable
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	Honours (BA)
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
S5 <i>note S5a</i>	a	DURATION (years or months)	4 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 <input type="checkbox"/> <input checked="" type="checkbox"/> NO <input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements? <input type="checkbox"/> Yes <input type="checkbox"/>
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		Geography – December 2014
S8 <i>note S8</i>	ENTRY REQUIREMENTS		All applicants will be required to have GCSE English language and

		<p>Mathematics (or equivalent) at a minimum of Grade C.</p> <p>The typical offer for students studying A-Level will be AAB (excluding General Studies and Critical Thinking). The subjects should include Geography.</p>
S9	JACS Subject Level Code(s)	
	To be completed by the Planning Office following approval of the Business Case	
S10	UCAS ADMISSION CODE / COURSE CODE	
	To be completed by the Planning Office following approval of the Business Case	
S11 <i>note</i> <i>S11</i>	FURTHER INFORMATION available via...	www.uea.ac.uk/geography
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities	
<i>note</i> <i>S12</i>	<p>In an increasingly interconnected and rapidly evolving world the phrase 'geography matters' has never been more relevant. The BA Geography degree concentrates on human geography, emphasising economic, social, cultural and political dimensions of a changing world. Field courses feature in each year of the degree, with advanced modules focusing on contemporary challenges associated with energy, food and water provision, urbanisation, biodiversity conservation and environmental risks.</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. In the first year this will include a module with faculty-led small-group seminars to introduce geographical concepts and thinking, in addition to classes on issues such as globalisation, inequalities, sustainability and environmental risks. Second year modules will encompass economic, social and cultural geography, as well as the use of geographical information systems, and a field course option focusing on human geography research skills. This leads into the independent project which is a key part of the fourth year. Other options in this year will emphasize issues of resource use and management in the context of environmental change. Overall, the programme includes over 20 module choices across the second and final years, this range of options directly reflecting the international quality of facilities and geographical expertise within the Schools of Environmental Sciences and Development Studies at UEA. Students on the Year Abroad programme will also have the opportunity to study additional subjects during their year at a university in Australasia, Europe or North America.</p> <p>Alongside subject-specific expertise BA Geography graduates will also gain generic employability skills. Examples relate to communication, presentation, team working and business awareness. These skills are developed both through academic modules and workshops run by the School Employability Director and staff of the UEA Careers & Employability Service. Opportunities for internships exist with many organisations and an annual Careers Fair attracts a wide range of employers interested in graduates with geographical skills. The Year Abroad also enhances many aspects of personal experience and helps to equip students for a satisfying career post-university.</p> <p>Geographers enter a very wide range of career areas and in essence there is no such thing as a geography job, there are jobs that geographers do. Nevertheless, geography students have one of the highest rates of graduate employment, with</p>	

	potential employers spanning the private and public sectors, and particular opportunities exist for human geographers at present with respect to adaptation to climate change, energy system transitions and sustainability of land or water resource management.
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Course Four			
S1	a	SCHOOL(S) OF STUDY	Environmental Sciences
<i>note S1c</i>	b	FACULTY or FACULTIES	Science
	c	JOINT COURSE? (i.e. owned/taught by more than one School)	NO
			✓
d	NAME OF COURSE DIRECTOR (Home School)	Professor Andrew Lovett	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	
S2 <i>note S2a</i>	a	COURSE TITLE	BSc Geography with a Year in Industry
<i>note S2b</i>	b	COURSE CODE	TBA
<i>note S2c & S2d</i>	c	AWARD	BSc
	d	EXIT AWARD(S) AND TITLE(S)	Level 1: Certificate Higher Education Level 2: Diploma Higher Education Level 3: BSc
	e	FULL/PART-TIME (please specify)	Full-Time
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich
	g	AVAILABLE FROM:	TBA
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	Not Applicable
	b	ACCREDITING/VALIDATING BODY (if relevant)	Not Applicable. The most relevant organisation is the Royal Geographical Society (RGS) but at present they do not run an accreditation scheme for Geography degrees.
		Website (URL)	Not Applicable (RGS, http://www.rgs.org)
		Date when accreditation/validation may take place	Not Applicable
S4		Sub-degree (e.g. Cert. Dip.)	

<i>note</i> S4	LEVEL	Undergraduate	Honours (BSc)			
		Integrated Masters				
		Masters				
		Other postgraduate (please specify)				
S5 <i>note</i> S5a	a	DURATION (years or months)	4 years			
<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full-Time			
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES	✓	NO	
			If YES, does this conform with the UEA's code of practice on placements?			Yes
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		Geography – December 2014			
S8 <i>note</i> S8	ENTRY REQUIREMENTS		<p>All applicants will be required to have GCSE English language and Mathematics (or equivalent) at a minimum of Grade C.</p> <p>The typical offer for students studying A-Level will be ABB (excluding General Studies and Critical Thinking). The subjects should include Geography. A second science in a level 3 qualification is regarded as advantageous but not essential.</p>			
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case					
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case					
S11 <i>note</i> S11	FURTHER INFORMATION available via...		www.uea.ac.uk/geography			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities					
<i>note</i> S12	<p>See details for the existing BSc Geography degree (71F8) on the UEA website.</p> <p>Students on the Year in Industry variant will undertake a placement with an external organisation in their third year of study. This will further enhance their employability skills and may also assist with their final year dissertation. Placements are likely to occur with a wide range of public and private sector organisations, both within the UK and overseas, taking advantage of the extensive experience in supporting such activities within the School of Environmental Sciences.</p>					

Course Five

S1	a	SCHOOL(S) OF STUDY	Environmental Sciences
<i>note S1c</i>	b	FACULTY or FACULTIES	Science
	c	JOINT COURSE? (i.e. owned/taught by more than one School)	NO ✓
	d	NAME OF COURSE DIRECTOR (Home School)	Professor Andrew Lovett
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	
S2 <i>note S2a</i>	a	COURSE TITLE	BSc Geography with a Year Abroad
<i>note S2b</i>	b	COURSE CODE	TBA
<i>note S2c & S2d</i>	c	AWARD	BSc
	d	EXIT AWARD(S) AND TITLE(S)	Level 1: Certificate Higher Education Level 2: Diploma Higher Education Level 3: BSc
	e	FULL/PART-TIME (please specify)	Full-Time
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich
	g	AVAILABLE FROM:	TBA
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	Not Applicable
	b	ACCREDITING/VALIDATING BODY (if relevant)	Not Applicable. The most relevant organisation is the Royal Geographical Society (RGS) but at present they do not run an accreditation scheme for Geography degrees.
		Website (URL)	Not Applicable (RGS, http://www.rgs.org)
		Date when accreditation/validation may take place	Not Applicable
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	Honours (BSc)
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
S5 <i>note S5a</i>	a	DURATION (years or months)	4 years
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full-Time

S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	✓	NO	
		If YES, does this conform with the UEA's code of practice on placements?			Yes
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	Geography – December 2014			
S8 <i>note</i> S8	ENTRY REQUIREMENTS	<p>All applicants will be required to have GCSE English language and Mathematics (or equivalent) at a minimum of Grade C.</p> <p>The typical offer for students studying A-Level will be AAB (excluding General Studies and Critical Thinking). The subjects should include Geography. A second science in a level 3 qualification is regarded as advantageous but not essential.</p>			
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case				
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case				
S11 <i>note</i> S11	FURTHER INFORMATION available via...	www.uea.ac.uk/geography			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities				
<i>note</i> S12	<p>See details for the existing BSc Geography degree (71F8) on the UEA website.</p> <p>Students on the Year Abroad programme will have the opportunity to study additional subjects during their third year of study at a university in Australasia, Europe or North America. The Year Abroad also enhances many aspects of personal experience and employability, helping to equip students for a satisfying career post-university.</p>				

****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note</i> S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

ENV introduced a BSc Geography degree in 2014/15 to broaden the pool of students who might be attracted to the educational experience available within the School of Environmental Sciences. Interest in this programme has grown rapidly in the past two years, to the extent that we have received 291 applications for 2015/16 entry and, as of 10th May, have 66 UF/CF and 51 UI/CI holders. It is anticipated that we will have at least 40 BSc Geography students joining ENV in September 2015.

UEA currently also offers a BSc in Environmental Geography and Climate Change (based in ENV), a BSc in Environmental Geography and International Development (joint between ENV and DEV) and a BA in Geography and International Development (based in DEV). The university has expressed a wish to round out this offering through a broad BA Geography and a working party of DEV and ENV faculty has been discussing the structure of such a programme in the past seven months. It was planned that such a degree would be based in DEV, but in April the DEV faculty decided that they did not wish to go ahead with such a degree at present and the PVC (Academic) subsequently asked ENV to lead a BA Geography on 6th May.

This proposal has been developed in response to the above request. Although ENV is administratively situated within the Faculty of Science it has a substantial social science sector, a number of faculty with geography degrees and has long taught several subjects that are common in geography departments. Academic geography has become increasingly diverse in the past 20 years and there is a particular schism in many universities between human and physical aspects of the subject. Interdisciplinary research and teaching are particular strengths of ENV and therefore when developing the BSc programme we deliberately sought to present this degree as providing an integrated view of the subject. A BA in Geography will need to focus more specifically on human geography, but to do this we can build upon teaching already provided as part of the BSc and also look to provide new modules which we think will strengthen the appeal of the BSc offering.

To provide a credible BA Geography programme we think that we need to offer two new 20 credit modules at first year level (Geographical Methods and Techniques, Human Geographies of a Changing World), three in the second year (Contemporary Economic Geographies, Geographies of Nature/Culture and Geographies of Health) and one in the final year (Geographies of Agriculture and Food). These are more substantial changes than were required when introducing the BSc Geography and reflect that we anticipate attracting students with a different combination of A Level subjects (or equivalent qualifications) than is common in ENV. This, for instance, means that we need to provide a different level of introduction to quantitative methods than currently exists in our first year. Nevertheless, we expect to be able to run all or part of several of these modules through reallocation of current staff time, so the number of new posts required will be less than might at first appear necessary. In addition, the BA programme will be supported by the existence of other appropriate optional modules in ENV, DEV and HIS. Many of the modules that the BA students will take will be the same as those available to other undergraduates in ENV and consequently learning outcomes, feedback and assessment frameworks will be similar. The proposed new programme is therefore as efficient as possible whilst also achieving the objective of accessing a substantial pool of additional potential students.

In addition to the BA proposal we would like to seek approval for four-year Year in Industry and Year Abroad variants for both the BA and BSc Geography programmes. Questions from prospective students during Open and Applicant Days during the 2015/16 admissions cycle have made us aware of interest in

	<p>such options and we think they could be supported quite readily given the existing experience with such variants for other ENV degree programmes. However we would like to undertake further market research and assess the response to a BA Geography degree before advertising them externally so the earliest any of them would be available for direct entry is 2017-18. It is likely that Year Abroad variants will require more preparation in terms of negotiating with partner universities so there could well be a phased introduction with Year in Industry preceding Year Abroad.</p>
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UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
BC1.1	How does the proposal fit with the University's Corporate Plan?	
<i>note BC1.1</i>	<p>ENV is one of the 'flagships' for UEA internationally and generates the largest annual research income of any School. However, research income has been on a downward trend in the past few years and student recruitment has been below targets, though looking better for 2015/16 entry. The recent financial outcome of REF 2014 will see a substantial drop of just over £1 million in research support from HEFCE, resulting in a projected deficit of over £1.8 in 2015/16. Urgent action is therefore necessary to try to rectify this situation.</p> <p>Expanding undergraduate recruitment to ENV is one way of maintaining a vibrant and viable School, and its contributions to UEA's mission and ambitions. In particular, the proposed additional degree programmes will support UEA's existing Corporate Plan in areas such as ED2 (high-quality teaching), ED3 (global citizenship), ED4 (establishing new programmes that refresh existing provision and enhance employability), and ED6 (stretching recruitment targets to attract top-quality students). With respect to key performance indicators the following impacts are anticipated:</p> <p>Student Staff ratios: ENV is expected to have an SSR of 11.5:1 in 2016/17, the year BA Geography is planned to have its first intake. If the proposed BA in Geography ultimately attracts 30-40 undergraduates a year then this ratio might increase towards 12.8:1, but this also depends on trends in recruitment to other programmes such as F900 and 71F8.</p> <p>Good Honours Scores: ENV achieved 86% 'good honours' in 2013/14 (9% higher than the previous year) against a university average of 80.6% and a school "guide figure" of 80%. With an anticipated higher target in future the combination of an intake of good quality geography students and a focused approach by the faculty involved in the programme should help continue to improve the achievement rate.</p> <p>Entry Tariffs: With the entry criteria for Geography to be set at ABB (320 points) we expect to continue to improve upon our entry tariff. UCAS market research supports this aim as 40% of the national market for UG Geography score 320+. Regionally, over 50% of applications and accepts come from the 320+ group.</p> <p>Drop-out rates: ENV currently exceeds the 95% target for Year 1 retention rates (95.2% in 2013/14), and with the student experience plans in place aims to continue and improve on this high standard.</p> <p>Employability: There are strong KIS employability rates amongst likely competitors such as Leeds, Exeter and Southampton of between 80 and 86%. ENV's KIS employability rates are similar and would thus help support this employment record. In terms of professional or managerial positions within six months there is some variance among competitors (e.g. 50% Leeds). However, Birmingham and Durham's</p>	

	BA in Geography obtain 85% which is in excess of the UEA corporate plan. The variance in these figures probably reflects that fact that Geography is a diverse discipline. The proposed UEA programme will produce graduates with a wide range of transferable skills valued by employers. In addition, given the high research profile of the School of Environmental Sciences there is the possibility of a significant number of graduates proceeding to higher degree courses either in the UK or internationally		
BC1.2	Proposed Recruitment Strategy		
<i>note BC1.2</i>	<p>As an undergraduate degree, recruitment will be through UCAS. The courses will be advertised through the web and the BA Geography is already included in the 2015/16 prospectus.</p> <ul style="list-style-type: none"> We intend to focus primarily on UK students studying Geography at A Level (although international students will also be targeted). This will be achieved in conventional ways, such as through the website, especially the existing virtual geography presence within the SCI faculty website area. A key part of marketing for the start of this degree will be through the existing programme of faculty talks to Sixth Form geography teachers and students, as well as at UCAS events. <p>In promoting the BA Geography we will also build upon the experience gained from promoting the BSc Geography in the past two years, particularly the need to have a clear geography identity at Open and Applicant Days, as well as a cohort of student guides with direct experience of the different geography degrees.</p>		
BC1.3	Partnership and commercial sensitivity		
<i>note BC1.3</i>	Has this proposal, in outline, been approved by the Partnerships Office?	YES	
		NO	✓
	Please paste their comments below		

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?	
	<p>At the time of proposing the BSc Geography the Science Faculty requested market research by the UEA Business Intelligence Unit, who obtained data from UCAS. This indicated in 2008-12 there were approximately 10,000 applications to BA Geography and 17,000 applications to BSc Geography programmes annually through UCAS. There is no reason to expect that these figures will have changed appreciably and as a subject geography is widely offered by UK universities.</p>	

BC2.2	Are there any likely international competitors? (Please give brief details)	
	Although we have undertaken no specific international market research we are aware that geography is offered throughout the EU and internationally. This means that there are many competitors, but also a substantial pool of applicants who might be attracted to an academically strong programme.	
BC2.3 <i>note</i> <i>BC2.3</i>	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?	
	Over 2008-12 BA Geography applications through UCAS averaged 10,289 per year. Offers of AAB or ABB are common amongst the main competitor universities to UEA.	
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • employers (public services, private sector, the professions etc) 	
	<p>Information from the market research conducted by the UEA Business Intelligence Unit for the BSc Geography suggests the following in terms of potential student demand:</p> <ul style="list-style-type: none"> • UG Geography is a popular subject • This large market is relatively stable although there has been a slight drop in demand following a peak year in 2010 • The regional market has also remained relatively stable • There is a clear market for both BSc and BA programmes <p>With respect to demand from employers there is strong evidence from both KIS statistics and organisations such as the Royal Geographical Society that geography graduates have a good employment record. One reason for this is that geography undergraduates develop a range of transferable skills that makes them suitable for many sectors of employment or professions. We believe that our emphasis on societal challenges, plus teaching in technical areas such as GIS, will produce graduates with good employment prospects.</p>	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	In one sense yes, given the competitive and fluid market for well-qualified undergraduates. On the other hand, over 2008-12 BA Geography applications averaged 10,289 per year against 1,948 acceptances which implies there may be some unmet demand.
	Regionally:	Over 2008-12 BA Geography applications have averaged 598 per year against 111 acceptances. This suggests there is a relevant pool of interested students in the region.
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	ENV (and DEV) have a significant amount of expertise in geography which we feel may not be especially visible to students taking Geography A level and who therefore	

	opt for a degree in a more traditional university department (e.g. Bristol, Durham, Leeds etc). Our competitive advantage lies in a combination of breadth of teaching programme, facilities, research profile and interdisciplinary expertise. Offering BA Geography as a clear pathway builds on these strengths and should help to get UEA considered as a destination for study by students who would not otherwise have thought about applying to us.
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BC3 <i>note</i> <i>BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team										
BC3.1	What graduate career opportunities may be available?											
	<p>'Graduate Destinations of Geography Students' (HESA 2013) gives the following first destination statistics;</p> <table> <tr> <td>Employed</td> <td>60.3%</td> </tr> <tr> <td>Further study</td> <td>20.3%</td> </tr> <tr> <td>Working and studying</td> <td>6.3%</td> </tr> <tr> <td>Unemployed</td> <td>5.8%</td> </tr> <tr> <td>Other</td> <td>7.4%</td> </tr> </table> <p>Geography graduates may go into subject-specific areas of work such as planning, consultancy, GIS or teaching, but also unrelated fields open to all graduates.</p> <p>The analytical and research skills which Geography students develop during their degree make them attractive candidates to a range of employers. For example, the Ministry of Defence (MOD) employs geography graduates as research analysts, and the Police Service offers civilian careers in intelligence analysis and research. Companies also recruit geography graduates as trainee account executives, with responsibility for developing knowledge of their clients' accounts and understanding their research needs. Specific technical skills directly relevant to geography-related careers include field work, research and report writing, working with GIS and associated technologies, and using social survey and interpretative methods.</p> <p>Examples of employers include local government, the armed forces, private companies, environmental consultancies, environmental protection agencies, utilities, charities, information systems organisations, education, commerce, industry, transport, tourism and the Civil Service.</p>		Employed	60.3%	Further study	20.3%	Working and studying	6.3%	Unemployed	5.8%	Other	7.4%
Employed	60.3%											
Further study	20.3%											
Working and studying	6.3%											
Unemployed	5.8%											
Other	7.4%											
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?											
	<p>We have contacted the Royal Geographical Society to enquire about the possibility of accreditation. They do not run such a scheme at present but are aware that we will be interested in any pilot they undertake once we have launched our degree.</p>											

BC4 <i>note</i> <i>BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM			
BC4.1	Student Numbers				
A	Proposed student target intake	Number			
<i>note</i> <i>BC4.1a</i>	Full Time (Home/EU)	18 (first year)			
	Full Time (International)	2 (first year)			
	Part Time (Heads)				
	Distance Learning (Heads)				
	Minimum viable intake (full times equivalents)	10			
	Maximum viable intake (full times equivalents)	40			
B	Are the student numbers:				
<i>note</i> <i>BC4.1b</i>	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES	✓	NO	
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES	✓	NO	
	c) additional numbers required? <i>Consult the Planning Office (PLN)</i>	YES	✓	NO	
	Please give a summary of how your answers to a), b) and c) above will be achieved.				
	It has not been possible to discuss these issues in detail given the time available to prepare the proposal. We anticipate that the BA Geography will help recruit additional students to ENV to help counterbalance some of our financial shortfalls elsewhere, but whether they will compensate for under-recruitment elsewhere is not clear to us at present.				
BC4.2	Tuition Fees				
	Please select the relevant fee schedule:				
	a) Standard Home/EU/International	✓			
	b) Full-cost <i>Please consult with FFM</i>				
	c) Other <i>Please provide brief details</i>				

BC5	IMPACT		
BC5.1 <i>note</i> <i>BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team	
A	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES	
		NO	✓

B	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
	<p>ENV attracts an international student body, from diverse socio-economic and personal backgrounds. We traditionally attract a small number of mature students, whose contributions to the school community are particularly valued.</p> <p>ENV is actively involved in outreach, including visits to targeted schools in East Anglia and forging links with A-Level teachers of geography. Faculty also visit international schools across the globe when in the area, to promote ENV, SCI and UEA. Through our entry criteria, we recognise the importance of, and encourage, applications from non-traditional students. ENV is also a keen participant in international partnerships and arrangements such as Science without Borders, Fudan University and Ocean University in China, to name but a few.</p>		
C	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?		
	Not Applicable		
BC 5.2 <i>note</i> <i>BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS		
A	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	✓
		NO	
	<p>Members of the ENV Undergraduate Affairs Committee and first year BSc Geography students were invited to a meeting held on 15/05/15. Response was limited due to timing during the exam period, but some comments were received by email and a useful discussion took place for 35 minutes. When presented with the proposed BA Geography course profile the reaction was positive, with a feeling that the plan was coherent and that several of the intended new modules would be of interest to students on other geography or environmental sciences degree programmes. No comments were received opposing the initiative.</p>		
B	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	✓
C	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
	Not Applicable		
D	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
	Not Applicable		

BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty
	What is the impact / what are the resource implications of the proposal on academic staff?	
A	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year	300
B	Is a new discipline or specialism being introduced that requires a new appointment?	YES
		NO ✓
C	Are new appointments required to meet any additional hours?	YES ✓
		NO
D	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?	
	At least 2 FTE ATR in the first instance, phased with a more junior post in 2016 and a more senior one in 2017. If both the BSc and BA Geography programmes each admit 40 or more students per year on a regular basis then further staff appointments will be essential.	
E	What is the source of funding for new academic staff?	
	School	
F	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?	
	The proposed BA Geography course profile includes a small number of optional modules taught by supplied by DEV or HIS. These are already part of the BSc Geography course profile.	
G	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?	
	<p>The following new modules are proposed:</p> <p>First Year: Geographical Methods and Techniques, Human Geographies of a Changing World</p> <p>Second Year: Contemporary Economic Geographies, Geographies of Nature/Culture, Geographies of Health</p> <p>Final Year: Geographies of Agriculture and Food</p> <p>The teaching on these modules will be covered by reallocation of existing responsibilities, additional teaching, dissertation supervision and assessment requirements for some members of faculty and the new staff appointments noted above.</p>	

BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
A	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	✓
		NO	
	If YES, please specify Course name, UCAS Code(s) / Course codes		
	FL87: BSc Environmental Geography and International Development; F813 BSc Environmental Geography and Climate Change; LL78: BA Geography and International Development; 71F8: BSc Geography		
B	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	✓
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
	Not Applicable		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		N/A

BC6	PHYSICAL RESOURCES		
BC6.1 <i>note</i> BC6.1	What new or additional facilities and /or equipment are required for the delivery of this course?		
a	Classroom and study facilities	Standard UEA provision.	
b	Computer equipment	Standard UEA provision.	
c	Other equipment	Nothing in addition to resources already available in ENV.	
d	Consumables	Nothing in addition to resources already available in ENV.	
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	The additional requirement for library resources will be modest because UEA already has a significant amount of material for the teaching and study of Geography via ENV or DEV. Furthermore, most literature in this area is available in electronic formats– journal articles, web-based reports, and e-books.		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (e.g. placements, year abroad).	YES	✓
		NO	
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
	No special arrangements are needed for the standard 3 year BA Geography. Placement agreements, risk assessments etc. will be needed for the Year in		

	Industry variants, but these should be relatively straightforward because they can utilise the forms and administrative procedures already in place for other ENV Year in Industry programmes. More time and effort will be required to establish agreements for Year Abroad places, although 34 of the 41 institutions in Australasia, Europe and North America which currently have arrangement to take ENV students also have Geography degree programmes so this will provide a good basis for establishing exchange possibilities.		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	✓
		NO	
	If yes, please give details:		
	There may be some additional costs associated with meeting a tight timescale for launch in 2015, but they ought to be relatively limited given that the BA Geography can be added to promotional materials for existing geography programmes.		

BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 5 working days .			
<i>note</i> BC7	What is the impact of the proposal on support staff and resources in the office for which you are responsible?		
Date of circulation:	18/05/2015 (and 19/05/2015 to relevant persons as per BC7.9)		
BC7.1	Dean of Students (DOS)		
	Although the initial projected intake is modest, any increase in student numbers has a potential impact on the already overstretched services delivered by DOS. In particular, students with only GCSE in Mathematics may require support from the Learning Enhancement Team in the area of data analysis and interpretation. Annie Grant, 19/05/2015		
BC7.2	Deputy Dean of Students (accommodation)		
	New full-time undergraduates who meet the conditions of their offers and do not reside within 12 miles of the University remain within the University's accommodation guarantee. Additional residential capacity on the Blackdale site is planned for September 2016. Linda Shepherd, 19/05/2015		
BC7.3	Director of Information Services (ISD)		
	I have no comments to make on this proposal as regards IT. Jonathan Colam-French, 18/05/2015		

BC7.4	Director of Library Services (LIB)
	The cost of providing copies of the key texts currently listed under the new modules is minimal, (many of the key texts overlap with the BSc in Geography that is currently running), and can be easily covered by the current library book budget for ENV. Assuming that there are no requirements for additional journal subscriptions to support these courses beyond those already taken by the library, I do not anticipate any major impacts on Library staff or resources at this time. Jane Helgesen, 26/05/2015
BC7.5	Careers Manager (CCEN)
	No response received
BC7.6	Head of Learning & Teaching Service (LTS)
	The student numbers are predicted to be low enough that it is unlikely LTS would need any additional resources. However, we review student numbers each year across the service, and this would be kept under review. With regard to the Year Abroad variants, until the placements have been secured, it will be difficult to approve the courses. It may be that this is an 'approval in principle' until confirmation and details of the Year Abroad placements are obtained. Caroline Sauverin, 19/05/15
BC7.7	Head of Admissions (ARM)
	No response received
BC7.8	Director of Planning Office (PLN)
	No additional impact anticipated. Ian Callaghan, 21/05/2015
BC7.9	Any other service or department
<i>note</i> BC7.9	<p>DEV and HIS (given option modules included in course profile):</p> <p>From: John McDonagh (DEV) Sent: Thursday, May 21, 2015 10:55 AM Cc: Martin Scott (DEV); Kevan Williams (NBS); Jacqueline Collier (PSY) Subject: RE: IMPORTANT- New Course Proposal for Sept 2016 launch: BA Geography</p> <p>Thank you for sharing the course proposal form for the ENV BA in Geography.</p> <p>As mentioned in section S13 of the form DEV had initially planned to launch a BA Geography in response to a request from a UEA Geography working group but we stepped back from trying to do this in 2016, suggesting a delay of a year. This stepping back was largely due to the very rapid growth in the existing geography degrees at UEA (182 firms across the existing DEV & ENV geography courses in May 2015 compared with 96 firms in May 2014) and a sense that this could be a productive delay, allowing both DEV and ENV to understand how well existing UEA provision was exploiting the geography market (indications are that it is exploiting it well) and how best to tailor a straight BA Geography to plug any gaps/round off the offering.</p>

However, UEA has opted to press ahead with the 2016 launch of a BA Geography and colleagues in ENV have very quickly put together a credible profile. Three existing human geography modules in DEV are listed as level 2/3 defined choices and we are happy with this.

There is a concern in DEV/SSF is that this new course may cannibalise a large proportion of the students currently applying for DEV's established BA in Geography and International Development (BAGRID). Our intake on the BAGRID programme was 44 in 2014 and may be 55-60 in 2015. This has become a very important part of the School's UG programme and we have established a strong national reputation in human geography, coming 1st and 2nd in the UK NSS subject rankings in 2013 & 2014. We will inevitably lose some intake to the new degree but the UEA presumably shares our desire to see the ENV BA succeed through new growth rather than cannibalisation of an existing UEA degree. It will be critical therefore to retain the current level of marketing effort for the BAGRID programme and the collaborative approach that currently exists in the two Schools with Open day planning, web-pages and recruitment literature.

-----Original Message-----

From: Cathie Carmichael (HIS)

Sent: Monday, May 25, 2015 10:55 AM

Subject: Re: IMPORTANT- New Course Proposal for Sept 2016 launch: BA Geography

We are happy for this HIS-5002-A module to be included.

Chronologically, this 20 credit module is followed by HIS-5003B THE ENGLISH LANDSCAPE 1066 TO 1600: BUILT AND SEMI-NATURAL ENVIRONMENTS and then HIS-5058A RURAL ENGLAND 1660 TO 1900

I understand that these modules are by definition more broad. If Andrew Lovett wishes to discuss the HIS option range at any point, he could contact Dr Jon Gregory.

SCI LTQC members:

From: Martin Loftus (CHE)

Sent: Wednesday, May 20, 2015 10:15 AM

Subject: RE: IMPORTANT- New Course Proposal for Sept 2016 launch: BA Geography

I am away from later today until the start of June so I have not been able to study this carefully. The form all looks ok, although I see that several sections towards the end are still blank? Service centres around the university may have sent in comments since this was circulated. The admissions figures seem to show that BA and BSc geography are both as popular as each other, so it does seem to make sense to offer both. I see there is a need for 2 staff appointments, but I'm not sure how this will get on at LTC as I thought there is supposed to be a freeze on staff appointments in SCI?

Sorry this is brief, best wishes, Martin.

From: eparau@gmail.com [mailto:eparau@gmail.com] On Behalf Of Emilian Parau
Sent: Tuesday, May 26, 2015 11:21 PM

Subject: Re: IMPORTANT- New Course Proposal for Sept 2016 launch: BA Geography

I have no negative comments about BA Geography, it seems appropriate and well designed proposal.

Best regards,
Emilian
(as DLT in Maths)

From: James Desborough (PHA)
Sent: Tuesday, May 26, 2015 11:12 AM
Subject: RE: IMPORTANT- New Course Proposal for Sept 2016 launch: BA Geography

I do not have any comments.

James

From: Paul Dolman (ENV)
Sent: Tuesday, May 26, 2015 2:14 PM
Subject: RE: IMPORTANT- New Course Proposal for Sept 2016 launch: BA Geography

Please find below my comments as ENV Director of Teaching along with a summary of comments received from consultation with the School Learning and Teaching Committee and Sector heads.

Paul Dolman, 26/05/2015

Comments from Env Director of Learning and Teaching

A) proposed Geography BA family of courses (BA Geography; BA Geography with a Year in Industry; BA Geography with a Year Abroad) and
B) proposed BSc Geography with a Year in Industry; BSc Geography with a Year Abroad (note: ENV introduced a BSc Geography degree in 2014/15)

The decision to host the Geography BA in the School of Environmental Sciences and the proposal submission are welcome and supported by the School LTC. As rapid developments reduced opportunities for consultation prior to the proposal being submitted, I circulated the proposal to the School LTC, the Director of Research, and Sector Heads inviting views. I summarise these views here along with my comments as ENV Director of Learning and Teaching.

Regarding the Geography BA:

A Geography BA is a natural complement to the existing Geography BSc that together would be attractive to a large pool of potential applicants. For the BA, proposed target intake is initially 20 - but greater numbers are expected. There is a strong market case and these courses can be an important source of student admissions for SCI and UEA. The Geography BA and BSc complement existing Environmental Sciences and specialist degree courses (Environmental Geography and Climate Change, Environmental Geography and International Development, Earth Sciences, Meteorology and Oceanography, Geophysics) and will further contribute to the ENV teaching brand for marketing.

While there is broad support for the proposed BA, suggestions are offered regarding the course profile.

As proposed the BA is presented primarily as a degree in Human Geography with creation of 6 new modules and 300 hours of new teaching, achieved through 2 FTE ATR posts in the first instance followed by further posts if both the Geography BA and BSc each regularly admit 40 or more students a year. My view as Director of Teaching (shared by ENV LTC member Claire Reeves also currently Director of PGT and the next deputy-head of School, LTC member and Chair of Examiners Jan Kaiser, and the Sector Heads of both Environmental Biology and COAS) is that the BA should be supported through greater use of existing modules and teaching, both within ENV and across the Science and Social Sciences Faculties (including the School of International Development) and that not doing this would undermine the financial case for the course.

First, to use much of the income generated by additional student fte (e.g. with 30 students over 3 yrs = £810,000 pa) in 2 or more ATR posts to deliver the BA may not reflect the optimal balance between creating a distinctive sought-after degree, while taking the opportunity to offset much of the current projected budget deficit of the School. Revision of the course profile could achieve an attractive Geography BA with a distinctive profile relative to the Geography BSc and existing Env Sci courses, while requiring less novel resource and contributing more to deficit reduction.

Second, as proposed the course will require future post releases which may or may not materialise in what is likely to be an uncertain financial future. Rather than creating six bespoke modules for the course, a revised proposal could consolidate fte to achieve greater teaching efficiency on existing modules, maximising both teaching efficiency and ATR time for REF facing research.

Third, the profile as proposed is primarily a BA in Human Geography not a BA in Geography. Offering a distinctive core Human Geography element is important to distinguish the BA from the Geography B.Sc. In addition, the differing A-level qualifications of BSc versus BA applicants will further distinguish the two courses, with BSc students potentially having available to them quantitative modules not suitable for students lacking Science or Maths A levels. However, the proposed course profile is considered by ENV LTC to be restrictive with many modules suitable for a Geography BA currently omitted. An inter-disciplinary Geography BA spanning a wider range of modules (e.g. ENV modules in Earth Sciences, Ecology, Natural resource management, Soils, etc.) while offering a large human geography component would maintain distinctiveness, offer flexibility and choice to students, and consolidate existing modules achieving important gains. For example, earth science and ecology are available in Geography BA's from other high ranking institutions, such as the Oxford University Geography BA, who emphasise interdisciplinary study of "interrelationships between society and the physical and human environment" – similar to the ENV ethos.

A longer-term objective would be to harmonise and consolidate some modules between ENV and DEV, with consideration of overlap and prerequisites, to enable teaching efficiency gains across both Faculties. Modules for further discussion include: the relation between the proposed new first year module "Human Geographies of a Changing World" and DEV 4007B Principles of Human Geography (that has overlap with the compulsory ENV-4010Y Geographical Perspectives); and potentially relevant regional geography modules in DEV (on Sub Saharan Africa; Latin American Development and South Asian Development) currently precluded by first year prerequisites. Further modules for consideration in the course profile include: HIS-5048B The Modern Middle East (for people with a regional geography interest); DEV 5014B Methods in Human Geography (though this overlaps with the Options range B module ENV-5028B GIS Skills for Project Work so students could

	<p>not take both modules); DEV-6006B Globalisation and Economic Development; DEV-6005B Contemporary Issues in resource Development and Conservation; DEV-6008B Public Policy and Welfare; PPLI5161B Global political economy; DEV 6003A Wars, Humanitarian crises and Aid.</p> <p>Regarding year abroad variants: all BA and BSc with a year abroad would have stronger recruitment if created as MSci not BSc, with the year abroad contributing to degree classification (i.e. not just pass/fail). An algorithm for mark conversion has been approved previously by ENV LTC. The move to 4-year MSci with a year abroad is supported by Directors of year abroad courses and can also be applied to other existing 4-year BSc courses with year abroad.</p> <p>-----</p> <p>From: Mark Coleman (BIO) Sent: Tuesday, May 26, 2015 5:06 PM Subject: Re: IMPORTANT- New Course Proposal for Sept 2016 launch: BA Geography</p> <p>I don't have expertise in this subject area but this seems to be a sensible offering. I base this conclusion on the following:</p> <ul style="list-style-type: none"> • There appear to be strong application levels nationally for BA geography. • Our Geography BSc degree seems to be attracting good application numbers, demonstrating that there are prospective students who would like to undertake a geography degree at UEA. • As best I can judge, the course profile appears to be strong. • The programme seems to be reasonably distinct from that of the BSc. • The application is well prepared and the programme is based in part on existing modules and planning seems appropriately advanced. • There is no apparent conflict between this offering and BIO programmes or the BIO/ENV Ecology programmes. • There appears to be little if any requirement for teaching from BIO faculty and thus little or no implications for our (stretched) teaching resources, so there are no objections on those grounds. <p>Mark Colman, 26/05/2015</p>
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BC8	ADDITIONAL COMMENTS	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 5 working days.		
<i>note BC8</i>	Is there anything further to add to the proposal from the perspective of your service and expertise?	
Date of circulation:	18/05/2015	
BC8.1	Market Research Manager (on Section BC2)	
	No response received	
BC8.2	Careers Manager (on Section BC3)	

	No response received
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No response received
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No additional impact anticipated. Ian Callaghan, 21/05/2015
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> BC8.5	Approved, although the expectation is that the School should be aspiring to recruit 40 additional students in 2016, not 20. Laura Mcgonagle, 21/05/2015

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note</i> BC9	<p>The Dean of Students makes a specific point that students with only GCSE in Mathematics may require support from the Learning Enhancement Team in the area of data analysis and interpretation. We are well aware of the challenges that students may face in this subject area and therefore have proposed a new first year module (Geographical Methods and Techniques) rather than asking the students to take an existing ENV module such as Numerical Skills for Scientists. We do think it is important for BA Geographers to have expertise in statistical techniques and this will be a substantial part of the proposed new module, but by teaching the material separately we can be much more sensitive to the background of the students. Consequently, we do not think the BA Geography should generate substantial additional demands on the Learning Enhancement Team.</p> <p>We share the concern expressed by DEV that the BA Geography could simply draw upon potential students who would otherwise apply for the BA in Geography and International Geography. This is clearly an undesirable outcome so we have sought to give the BA Geography a distinctive profile and will continue with the collaborative approach that currently exists between the two Schools with regard to open day planning, web-pages and recruitment literature. Such an approach should help present the strength of the UEA offering in Geography to a wider range of applicants and ultimately work to the advantage of both degree programmes.</p> <p>The opportunity to discuss other modules in HIS is appreciated and will be taken up by Andrew Lovett. We are also aware that there are other modules in HUM and SSF that could feature in Defined Choice and intend to explore these possibilities if the degree programme is approved in principle.</p> <p>The ENV Director of Learning and Teaching makes a number of suggestions regarding the course profile which reflect discussions that have occurred within ENV during the past 10 days. We accept that there is scope to make more use of existing modules (both from outside the social science sector of ENV and in other Schools) and if the degree programme is approved will discuss possibilities with colleagues to extend the number of optional modules. However, it is also critical to give the BA Geography a distinct identity if it is to succeed in the objective of attracting additional students. This will not be achieved by making the course profile too similar to either</p>

the BSc Geography (which emphasises the integration of human and physical geography) or the BA Geography and International Development. Consequently there is a definite need for some new modules to provide a distinctive and credible human geography core. ENV does not have sufficient staff with relevant expertise to cover all such core elements so, as the programme develops over several years, the need for additional faculty will be critical. There may be scope for some efficiencies in teaching through collaboration with DEV, particularly with regard to first year modules, but these will require modifications to existing modules in both Schools and it has not been possible to have such discussions in the short time frame available to prepare this proposal. They will, however, take place during summer 2015.

The Faculty Finance Manager notes that the expectation is that ENV should be aspiring to recruit 40 additional students in 2016, not 20. This aspiration is appreciated and 40 is certainly our longer term objective. Based partly on our experience with the BSc Geography we do feel that a smaller number is more realistic in the first year. Presenting a clear identity at Open and Applicant Days has been crucial to the improvement in applications and conversion for the BSc Geography in 2014/15. This has depended greatly on the energy and efforts of eight staff, many of whom are also the people best placed to promote the BA Geography to prospective students. The capacity constraint to attract new students is therefore very real at present.

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				✓
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	✓
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	✓
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	Not Applicable				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
Please select only from the permitted options - see UG/PGT regulations					

For clarity separate details are provided below for the standard 3 year BA and BSc Geography degrees and then the 4 year Year in Industry and Year Abroad variants.

BA or BSc Geography

Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 1	Level 4	1		In line with NAM	Cert HE
Stage 2	Level 5	2	40%	In line with NAM	Dip HE
Stage 3	Level 6	3	60%	In line with NAM	BA or BSc

BA or BSc Geography with a Year in Industry

Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 1	Level 4	1		In line with NAM	Cert HE
Stage 2	Level 5	2	40%	In line with NAM	Dip HE
Industry		3	0%	Pass placement module	Dip HE
Stage 3	Level 6	4	60%	In line with NAM	BA or BSc

BA or BSc Geography with a Year Abroad

Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 1	Level 4	1		40% in each module taken and a minimum aggregate of 55% across the stage.	Cert HE
Stage 2	Level 5	2	40%	40% in each module taken and a minimum aggregate of 55% across the stage.	Dip HE
Abroad		3	0%	Pass Year Abroad module	Dip HE
Stage 3	Level 6	4	60%	In line with NAM.	BA or BSc

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
AC3.2a	If YES, which existing board will be responsible for the course?	ENV UG Board			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
AC3.3b	If yes, how many?				

PS	PROGRAMME SPECIFICATION
<i>note PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
BA Geography	TBA	2016/17

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. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile				Level	This column will be deleted prior to publication
				4	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 4001A	Compulsory	20	Global Environmental Challenges	SEM1	Existing
ENV 4004Y	Compulsory	20	Research and Field Skills	YEAR	Existing
ENV 4006B	Compulsory	20	Sustainability, Society and Biodiversity	SEM 2	Existing
ENV 4010Y	Compulsory	20	Geographical Perspectives	YEAR	Existing
TBA	Compulsory	20	Geographical Methods and Techniques [GMT]	YEAR	New
TBA	Compulsory	20	Human Geographies of a Changing World [HGCW]	YEAR	New

PS1 COURSE PROFILE – <i>continued</i>					<i>note PS1</i>
YEAR 2 profile				Level	This column will be deleted prior to publication
				5	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 5031B	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists	SEM 2	Existing
ENV 5036K	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists with Field Course	SEM 2	Existing
TBA	Options Range B	20	Contemporary Economic Geographies [CEG]	SEM 1	New
TBA	Options Range B	20	Geographies of Nature/Culture [GNC]	SEM 2	New
TBA	Options Range B	20	Geographies of Health [GH]	SEM 1	New
ENV 5028B	Options Range B	20	GIS Skills for Project Work	SEM 2	Existing
ENV 5002B	Options Range C	20	Environmental Politics and Policy Making	SEM 2	Existing
ENV 5003A	Options Range C	20	Climate Change: Science and Policy	SEM 1	Existing
ENV 5022B	Options Range C	20	Low Carbon Energy	SEM 2	Existing
DEV 5010B	Options Range C	20	Geographies of Development	SEM 2	Existing

DEV 5011A	Options Range C	20	People and Place	SEM 1	Existing
HIS 5002A	Options Range C	20	The Origins of the English Landscape 4000BC to 1066AD	SEM 1	Existing

PS1 COURSE PROFILE – <i>continued</i>					<i>note PS1</i>
YEAR 3 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 6021A	Compulsory	40	Independent Project	SEM 1	Existing
ENV 6007B	Options Range A	20	Global Environmental Change	SEM 2	Existing
TBA	Options Range A	20	Geographies of Agriculture and Food [GAF]	SEM 1	New
ENV 6018B	Options Range A	20	Catchment Water Resources	SEM 2	Existing
ENV 6026B	Options Range A	20	Energy and People	SEM 2	Existing
TBA	Options Range B	20	Environmental Risks and Hazards [ERH] Planned for 2016/17	SEM 2	Existing
ENV 6006A	Options Range B	20	Biodiversity, Conservation and Society	SEM 1	Existing
ENV 6012B	Options Range B	20	Natural Resources and Environmental Economics	SEM 2	Existing
DEV 6010B	Options Range B	20	Urban Geographies	SEM 2	Existing
ENV 6015A	Options Range C	20	Field Course to East Africa	SEM 1	Existing

TBA	Options Range C	20	Geography Field Course [GFC] Planned for 2016/17	SEM 1	Existing
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PS2 MAPPING LEARNING OUTCOMES*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate comprehension of the nature of change within human and physical environments	ENV-4001A			ENV-4001A, 4006B, HGCW					
Appreciate the diversity of approaches to the generation of geographical knowledge and understanding	ENV-4010Y					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, HGCW							
Effectively interpret and use numerical statistical information			GMT						
Demonstrate comprehension of the issues involved in designing and implementing research projects in the specific context of field-based study		ENV-4004Y	GMT						
Appreciate how to undertake effective fieldwork (with due regard to team working, ethical standards and for safety and risk assessment)		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		ENV-4001A		ENV-4010Y			
Undertake independent/self-directed study/learning in an efficient manner to achieve consistent, proficient and sustained attainment	ENV-4001A	ENV-4004Y	ENV-4002Y, 4003Y	ENV 4001A					

Ability to identify, utilise and reference relevant sources of information, including academic literature and web-based materials	ENV-4001A	HGCW				ENV-4001A			
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PS2 MAPPING LEARNING OUTCOMES – continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate competence in the use of a variety of technical, social science and field-based methods for the collection and analysis of geographical data (e.g. GIS, questionnaires, interviews)					ENV-5028B			ENV-5031B, 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, GNC			ENV-5003A, CEG		ENV-5002B,			
Appreciate the challenges of how environmental processes and human societies interact to shape landscape change	ENV-5003A, GNC			DEV-5011A	ENV-5036K			ENV-5036K	
Appreciate how societal changes influence geographical distributions	GNC	GH		CEG					
Apply understanding of geographical concepts in different situations	DEV-5010B, HIS-5002A				ENV-5022B, 5028B				
Ability to construct coherent, well explained written arguments, demonstrating engagement with the academic literature	ENV-5002B, GNC				ENV-5028B,			ENV-5031B, 5036K	

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
Demonstrate comprehension of the diversity and interdependence of places at various spatial scales	DEV-6010B			ENV-6006A, 6018B					
Demonstrate an ability to apply geographical concepts, techniques and understanding in an integrated manner to address societal challenges	ENV 6026B		ENV 6007B	ENV 6001B	ENV 6015A, GFC	GFC			
Plan, design and execute a substantial piece of rigorous research or enquiry, including the production of a final report					ENV 6021A				
Identify and critically evaluate different approaches to problem solving				ENV 6012B					
Effectively interpret and use numerical statistical information					ENV-6021A				
Combine and interpret different types of geographical evidence (e.g. texts, archival data, maps, imagery, field and laboratory data)	ERH			GAF					
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-6007B	ENV-6007B			

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
BA Geography with a Year in Industry	TBA	TBA

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. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE*note PS1*

YEAR 1 profile				Level	This column will be deleted prior to publication
				4	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 4001A	Compulsory	20	Global Environmental Challenges	SEM1	Existing
ENV 4004Y	Compulsory	20	Research and Field Skills	YEAR	Existing
ENV 4006B	Compulsory	20	Sustainability, Society and Biodiversity	SEM 2	Existing
ENV 4010Y	Compulsory	20	Geographical Perspectives	YEAR	Existing
TBA	Compulsory	20	Geographical Methods and Techniques [GMT]	YEAR	New
TBA	Compulsory	20	Human Geographies of a Changing World [HGCW]	YEAR	New

PS1 COURSE PROFILE – <i>continued</i>	<i>note PS1</i>
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YEAR 2 profile				Level	This column will be deleted prior to publication
				5	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 5031B	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists	SEM 2	Existing
ENV 5036K	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists with Field Course	SEM 2	Existing
TBA	Options Range B	20	Contemporary Economic Geographies [CEG]	SEM 1	New
TBA	Options Range B	20	Geographies of Nature/Culture [GNC]	SEM 2	New
TBA	Options Range B	20	Geographies of Health [GH]	SEM 1	New
ENV 5028B	Options Range B	20	GIS Skills for Project Work	SEM 2	Existing
ENV 5002B	Options Range C	20	Environmental Politics and Policy Making	SEM 2	Existing
ENV 5003A	Options Range C	20	Climate Change: Science and Policy	SEM 1	Existing
ENV 5022B	Options Range C	20	Low Carbon Energy	SEM 2	Existing
DEV 5010B	Options Range C	20	Geographies of Development	SEM 2	Existing
DEV 5011A	Options Range C	20	People and Place	SEM 1	Existing

HIS 5002A	Options Range C	20	The Origins of the English Landscape 4000BC to 1066AD	SEM 1	Existing
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PS1 COURSE PROFILE – <i>continued</i>	<i>note PS1</i>
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YEAR 3 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	120	Year in Industry [YII]	Year	New

PS1 COURSE PROFILE – continued*note PS1*

YEAR 4 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 6021A	Compulsory	40	Independent Project	SEM 1	Existing
ENV 6007B	Options Range A	20	Global Environmental Change	SEM 2	Existing
TBA	Options Range A	20	Geographies of Agriculture and Food [GAF]	SEM 1	New
ENV 6018B	Options Range A	20	Catchment Water Resources	SEM 2	Existing
ENV 6026B	Options Range A	20	Energy and People	SEM 2	Existing
TBA	Options Range B	20	Environmental Risks and Hazards [ERH] Planned for 2016/17	SEM 2	Existing
ENV 6006A	Options Range B	20	Biodiversity, Conservation and Society	SEM 1	Existing
ENV 6012B	Options Range B	20	Natural Resources and Environmental Economics	SEM 2	Existing
DEV 6010B	Options Range B	20	Urban Geographies	SEM 2	Existing
ENV 6015A	Options Range C	20	Field Course to East Africa	SEM 1	Existing
TBA	Options Range C	20	Geography Field Course [GFC] Planned for 2016/17	SEM 1	Existing

PS2 MAPPING LEARNING OUTCOMES*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/Dissertation/Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate comprehension of the nature of change within human and physical environments	ENV-4001A			ENV-4001A, 4006B, HGCW					
Appreciate the diversity of approaches to the generation of geographical knowledge and understanding	ENV-4010Y					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, HGCW							
Effectively interpret and use numerical statistical information			GMT						
Demonstrate comprehension of the issues involved in designing and implementing research projects in the specific context of field-based study		ENV-4004Y	GMT						
Appreciate how to undertake effective fieldwork (with due regard to team working, ethical standards and for safety and risk assessment)		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		ENV-4001A		ENV-4010Y			
Undertake independent/self-directed study/learning in an efficient manner to achieve consistent, proficient and sustained attainment	ENV-4001A	ENV-4004Y	ENV-4002Y, 4003Y	ENV 4001A					
Ability to identify, utilise and reference relevant sources of information, including academic literature and web-based materials	ENV-4001A	HGCW				ENV-4001A			

PS2 MAPPING LEARNING OUTCOMES – continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate competence in the use of a variety of technical, social science and field-based methods for the collection and analysis of geographical data (e.g. GIS, questionnaires, interviews)					ENV-5028B			ENV-5031B, 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, GNC			ENV-5003A, CEG		ENV-5002B,			
Appreciate the challenges of how environmental processes and human societies interact to shape landscape change	ENV-5003A, GNC			DEV-5011A	ENV-5036K			ENV-5036K	
Appreciate how societal changes influence geographical distributions	GNC	GH		CEG					
Apply understanding of geographical concepts in different situations	DEV-5010B, HIS-5002A				ENV-5022B, 5028B				
Ability to construct coherent, well explained written arguments, demonstrating engagement with the academic literature	ENV-5002B, GNC				ENV-5028B,			ENV-5031B, 5036K	

PS2 MAPPING LEARNING OUTCOMES – <i>continued</i>	<i>note PS2</i>
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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				

PS2 MAPPING LEARNING OUTCOMES – continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 4 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate comprehension of the diversity and interdependence of places at various spatial scales	DEV-6010B			ENV-6006A, 6018B					
Demonstrate an ability to apply geographical concepts, techniques and understanding in an integrated manner to address societal challenges	ENV 6026B		ENV 6007B	ENV 6001B	ENV 6015A, GFC	GFC			
Plan, design and execute a substantial piece of rigorous research or enquiry, including the production of a final report					ENV 6021A				
Identify and critically evaluate different approaches to problem solving				ENV 6012B					
Effectively interpret and use numerical statistical information					ENV-6021A				
Combine and interpret different types of geographical evidence (e.g. texts, archival data, maps, imagery, field and laboratory data)	ERH			GAF					
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-6007B	ENV-6007B			



PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
BA Geography with a Year Abroad	TBA	TBA

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. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile				Level	This column will be deleted prior to publication
				4	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 4001A	Compulsory	20	Global Environmental Challenges	SEM1	Existing
ENV 4004Y	Compulsory	20	Research and Field Skills	YEAR	Existing
ENV 4006B	Compulsory	20	Sustainability, Society and Biodiversity	SEM 2	Existing
ENV 4010Y	Compulsory	20	Geographical Perspectives	YEAR	Existing
TBA	Compulsory	20	Geographical Methods and Techniques [GMT]	YEAR	New
TBA	Compulsory	20	Human Geographies of a Changing World [HGCW]	YEAR	New

PS1 COURSE PROFILE – <i>continued</i>					<i>note PS1</i>
YEAR 2 profile				Level	This column will be deleted prior to publication
				5	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 5031B	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists	SEM 2	Existing
ENV 5036K	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists with Field Course	SEM 2	Existing
TBA	Options Range B	20	Contemporary Economic Geographies [CEG]	SEM 1	New
TBA	Options Range B	20	Geographies of Nature/Culture [GNC]	SEM 2	New
TBA	Options Range B	20	Geographies of Health [GH]	SEM 1	New
ENV 5028B	Options Range B	20	GIS Skills for Project Work	SEM 2	Existing
ENV 5002B	Options Range C	20	Environmental Politics and Policy Making	SEM 2	Existing
ENV 5003A	Options Range C	20	Climate Change: Science and Policy	SEM 1	Existing
ENV 5022B	Options Range C	20	Low Carbon Energy	SEM 2	Existing
DEV 5010B	Options Range C	20	Geographies of Development	SEM 2	Existing

DEV 5011A	Options Range C	20	People and Place	SEM 1	Existing
HIS 5002A	Options Range C	20	The Origins of the English Landscape 4000BC to 1066AD	SEM 1	Existing

PS1 COURSE PROFILE – *continued**note PS1*

YEAR 3 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	120	Year Abroad [YA]	Year	New

PS1 COURSE PROFILE – continued*note PS1*

YEAR 4 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 6021A	Compulsory	40	Independent Project	SEM 1	Existing
ENV 6007B	Options Range A	20	Global Environmental Change	SEM 2	Existing
TBA	Options Range A	20	Geographies of Agriculture and Food [GAF]	SEM 1	New
ENV 6018B	Options Range A	20	Catchment Water Resources	SEM 2	Existing
ENV 6026B	Options Range A	20	Energy and People	SEM 2	Existing
TBA	Options Range B	20	Environmental Risks and Hazards [ERH] Planned for 2016/17	SEM 2	Existing
ENV 6006A	Options Range B	20	Biodiversity, Conservation and Society	SEM 1	Existing
ENV 6012B	Options Range B	20	Natural Resources and Environmental Economics	SEM 2	Existing
DEV 6010B	Options Range B	20	Urban Geographies	SEM 2	Existing
ENV 6015A	Options Range C	20	Field Course to East Africa	SEM 1	Existing

TBA	Options Range C	20	Geography Field Course [GFC] Planned for 2016/17	SEM 1	Existing
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PS2 MAPPING LEARNING OUTCOMES*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate comprehension of the nature of change within human and physical environments	ENV-4001A			ENV-4001A, 4006B, HGCW					
Appreciate the diversity of approaches to the generation of geographical knowledge and understanding	ENV-4010Y					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, HGCW							
Effectively interpret and use numerical statistical information			GMT						
Demonstrate comprehension of the issues involved in designing and implementing research projects in the specific context of field-based study		ENV-4004Y	GMT						
Appreciate how to undertake effective fieldwork (with due regard to team working, ethical standards and for safety and risk assessment)		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		ENV-4001A		ENV-4010Y			
Undertake independent/self-directed study/learning in an efficient manner to achieve consistent, proficient and sustained attainment	ENV-4001A	ENV-4004Y	ENV-4002Y, 4003Y	ENV 4001A					
Ability to identify, utilise and reference relevant sources of information, including academic literature and web-based materials	ENV-4001A	HGCW				ENV-4001A			

PS2 MAPPING LEARNING OUTCOMES – continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate competence in the use of a variety of technical, social science and field-based methods for the collection and analysis of geographical data (e.g. GIS, questionnaires, interviews)					ENV-5028B			ENV-5031B, 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, GNC			ENV-5003A, CEG		ENV-5002B,			
Appreciate the challenges of how environmental processes and human societies interact to shape landscape change	ENV-5003A, GNC			DEV-5011A	ENV-5036K			ENV-5036K	
Appreciate how societal changes influence geographical distributions	GNC	GH		CEG					
Apply understanding of geographical concepts in different situations	DEV-5010B, HIS-5002A				ENV-5022B, 5028B				
Ability to construct coherent, well explained written arguments, demonstrating engagement with the academic literature	ENV-5002B, GNC				ENV-5028B,			ENV-5031B, 5036K	

PS2 MAPPING LEARNING OUTCOMES – continued	<i>note PS2</i>
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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 are taught and applied in an academic setting outside the UK (assessment will depend on module choice at partner institution)	YA	YA	YA	YA					

PS2 MAPPING LEARNING OUTCOMES – continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 4 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Demonstrate comprehension of the diversity and interdependence of places at various spatial scales	DEV-6010B			ENV-6006A, 6018B					
Demonstrate an ability to apply geographical concepts, techniques and understanding in an integrated manner to address societal challenges	ENV 6026B		ENV 6007B	ENV 6001B	ENV 6015A, GFC	GFC			
Plan, design and execute a substantial piece of rigorous research or enquiry, including the production of a final report					ENV 6021A				
Identify and critically evaluate different approaches to problem solving				ENV 6012B					
Effectively interpret and use numerical statistical information					ENV-6021A				
Combine and interpret different types of geographical evidence (e.g. texts, archival data, maps, imagery, field and laboratory data)	ERH			GAF					
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-6007B	ENV-6007B			

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
BSc Geography with a Year in Industry	TBA	TBA

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. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile				Level	This column will be deleted prior to publication
				4	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 4001A	Compulsory	20	Global Environmental Challenges	SEM1	Existing
ENV 4004Y	Compulsory	20	Research and Field Skills	YEAR	Existing
ENV 4010Y	Compulsory	20	Geographical Perspectives	YEAR	Existing
ENV 4002Y	Options Range A	20	Mathematics for Scientists A	YEAR	Existing
ENV 4003Y	Options Range A	20	Numerical Skills for Scientists	YEAR	Existing
ENV 4005A	Options Range B	20	Understanding the Dynamic Planet	SEM 1	Existing
ENV 4006B	Options Range B	20	Sustainability, Society and Biodiversity	SEM 2	Existing
ENV 4007B	Options Range B	20	Physical and Chemical Processes in the Earth System 1	SEM 2	Existing
ENV 4008B	Options Range B	20	Physical and Chemical Processes in the Earth System 2	SEM 2	Existing

PS1 COURSE PROFILE – continued*note PS1*

YEAR 2 profile				Level	This column will be deleted prior to publication
				5	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 5034A	Compulsory	20	Geomorphology	SEM 1	Existing
ENV 5028B	Compulsory	20	GIS Skills for Project Work	SEM 2	Existing
ENV 5031B	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists	SEM 2	Existing
ENV 5036K	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists with Field Course	SEM 2	Existing
ENV 5022B	Options Range B	20	Low Carbon Energy	SEM 2	Existing
DEV 5010B	Options Range B	20	Geographies of Development	SEM 2	Existing
ENV-5021A	Options Range B	20	Hydrology and Hydrogeology	SEM 1	Existing
DEV 5011A	Options Range B	20	People and Place	SEM 1	Existing
BIO 5013A	Options Range C	20	Field Ecology	SEM 1	Existing
ENV 5003A	Options Range C	20	Climate Change: Science and Policy	SEM 1	Existing
ENV 5014A	Options Range C	20	Population Ecology and Management	SEM 1	Existing

ENV 5018A	Options Range C	20	Geodynamics: Earth's Engine	SEM 1	Existing
HIS 5002A	Options Range C	20	The Origins of the English Landscape 4000BC to 1066AD	SEM 1	Existing
ENV 5002B	Options Range D	20	Environmental Politics and Policy Making	SEM 2	Existing
ENV 5008A	Options Range D	20	Meteorology I	SEM 1	Existing
ENV 5009B	Options Range D	20	Meteorology II	SEM 2	Existing
ENV 5012A	Options Range D	20	Soil Processes and Environmental Issues	SEM 1	Existing
ENV 5010B	Options Range D	20	Meteorology II with Fieldcourse	SEM 2	Existing

PS1 COURSE PROFILE – <i>continued</i>	<i>note PS1</i>
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YEAR 3 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	120	Year in Industry [YII]	Year	New

PS1 COURSE PROFILE – continued*note PS1*

YEAR 4 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 6021A	Compulsory	40	Independent Project	SEM 1	Existing
ENV 6007B	Compulsory	20	Global Environmental Change	SEM 2	Existing
ENV 6009A	Options Range A	20	Fossil Fuels	SEM 1	Existing
ENV 6015A	Options Range A	20	Field Course to East Africa	SEM 1	Existing
ENV 6017B	Options Range A	20	Palaeoclimatology	SEM 2	Existing
ENV 6026B	Options Range A	20	Energy and People	SEM 2	Existing
ENV 6013A	Options Range B	20	Climate Change: Physical Science Basis	SEM 1	Existing
DEV 6010B	Options Range C	20	Urban Geographies	SEM 2	Existing
ENV 6001B	Options Range C	20	Earthquake and Volcanic Hazards	SEM 2	Existing
ENV 6012B	Options Range B	20	Natural Resources and Environmental Economics	SEM 2	Existing
ENV 6018B	Options Range A	20	Catchment Water Resources	SEM 2	Existing

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-4001A ENV-4005A ENV-4006B				
Demonstrate comprehension of the reciprocal relationships between human and physical environments	ENV-4001A			ENV-4001A				
Appreciate the diversity of approaches to the generation of geographical knowledge and understanding	ENV-4010Y					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-4002Y ENV-4003Y					
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		ENV-4001A		ENV-4010Y		

Undertake independent/self-directed study/learning in an efficient manner to achieve consistent, proficient and sustained attainment	ENV-4001A	ENV-4004Y	ENV-4002Y ENV-4003Y	ENV 4001A				
Ability to identify, utilise and reference relevant sources of information, including academic literature and web-based materials	ENV-4001A					ENV-4001A		

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-5028B			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	ENV-5031B, ENV-5036K	ENV-5003A	HIS-5002A		ENV-5002B		
Appreciate the challenges of how environmental processes and human societies interact to shape landscape change	ENV-5003A			DEV-5010B HIS-5002A				ENV-5036K
Ability to plan and implement small-scale geographical research projects, working both individually and in groups	ENV-5034A ENV-5008A, ENV-5009B, ENV-5018A			ENV-5012A	BIO-5013A ENVK-5010B ENV-5036K			
Apply understanding of geographical concepts in different situations	DEV-5011A,			ENV-5021A	ENV-5022B, ENV-5028B			
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 Level 3 - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
Appreciate how geographical concepts, techniques and understanding can be applied in a workplace setting					YII			

PS2 MAPPING LEARNING OUTCOMES – continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Level 4 - 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-6011B ENV-6013A			ENV-6006A ENV-6017B				
Demonstrate an ability to apply geographical concepts, techniques and understanding in an integrated manner to address societal challenges	ENV-6013A		ENV-6007B	ENV-6001B, ENV-6009A, ENV-6018B	ENV-6015A			
Plan, design and execute a substantial piece of rigorous research or enquiry, including the production of a final report					ENV-6021A	ENV-6015A		
Identify and critically evaluate different approaches to problem solving	ENV-6012B		ENV-6012B					
Effectively interpret and use numerical statistical information					ENV-6021A			
Combine and interpret different types of geographical evidence (e.g. texts, archival data, maps, imagery, field and laboratory data)					ENV-6021A			
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-6007B, ENV-6015A, ENV-6018B, ENV-6026B	ENV-6007B		

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
BSc Geography with a Year Abroad	TBA	TBA

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. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE	<i>note PS1</i>
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YEAR 1 profile				Level	This column will be deleted prior to publication
				4	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 4001A	Compulsory	20	Global Environmental Challenges	SEM1	Existing
ENV 4004Y	Compulsory	20	Research and Field Skills	YEAR	Existing
ENV 4010Y	Compulsory	20	Geographical Perspectives	YEAR	Existing
ENV 4002Y	Options Range A	20	Mathematics for Scientists A	YEAR	Existing
ENV 4003Y	Options Range A	20	Numerical Skills for Scientists	YEAR	Existing
ENV 4005A	Options Range B	20	Understanding the Dynamic Planet	SEM 1	Existing
ENV 4006B	Options Range B	20	Sustainability, Society and Biodiversity	SEM 2	Existing
ENV 4007B	Options Range B	20	Physical and Chemical Processes in the Earth System 1	SEM 2	Existing
ENV 4008B	Options Range B	20	Physical and Chemical Processes in the Earth System 2	SEM 2	Existing

PS1 COURSE PROFILE – continued*note PS1*

YEAR 2 profile				Level	This column will be deleted prior to publication
				5	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 5034A	Compulsory	20	Geomorphology	SEM 1	Existing
ENV 5028B	Compulsory	20	GIS Skills for Project Work	SEM 2	Existing
ENV 5031B	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists	SEM 2	Existing
ENV 5036K	Options Range A	20	Social Research Skills for Geographers and Environmental Scientists with Field Course	SEM 2	Existing
ENV 5022B	Options Range B	20	Low Carbon Energy	SEM 2	Existing
DEV 5010B	Options Range B	20	Geographies of Development	SEM 2	Existing
ENV-5021A	Options Range B	20	Hydrology and Hydrogeology	SEM 1	Existing
DEV 5011A	Options Range B	20	People and Place	SEM 1	Existing
BIO 5013A	Options Range C	20	Field Ecology	SEM 1	Existing
ENV 5003A	Options Range C	20	Climate Change: Science and Policy	SEM 1	Existing
ENV 5014A	Options Range C	20	Population Ecology and Management	SEM 1	Existing

ENV 5018A	Options Range C	20	Geodynamics: Earth's Engine	SEM 1	Existing
HIS 5002A	Options Range C	20	The Origins of the English Landscape 4000BC to 1066AD	SEM 1	Existing
ENV 5002B	Options Range D	20	Environmental Politics and Policy Making	SEM 2	Existing
ENV 5008A	Options Range D	20	Meteorology I	SEM 1	Existing
ENV 5009B	Options Range D	20	Meteorology II	SEM 2	Existing
ENV 5012A	Options Range D	20	Soil Processes and Environmental Issues	SEM 1	Existing
ENV 5010B	Options Range D	20	Meteorology II with Fieldcourse	SEM 2	Existing

PS1 COURSE PROFILE – *continued**note PS1*

YEAR 3 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	120	Year Abroad [YA]	Year	New

PS1 COURSE PROFILE – continued*note PS1*

YEAR 4 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
ENV 6021A	Compulsory	40	Independent Project	SEM 1	Existing
ENV 6007B	Compulsory	20	Global Environmental Change	SEM 2	Existing
ENV 6009A	Options Range A	20	Fossil Fuels	SEM 1	Existing
ENV 6015A	Options Range A	20	Field Course to East Africa	SEM 1	Existing
ENV 6017B	Options Range A	20	Palaeoclimatology	SEM 2	Existing
ENV 6026B	Options Range A	20	Energy and People	SEM 2	Existing
ENV 6013A	Options Range B	20	Climate Change: Physical Science Basis	SEM 1	Existing
DEV 6010B	Options Range C	20	Urban Geographies	SEM 2	Existing
ENV 6001B	Options Range C	20	Earthquake and Volcanic Hazards	SEM 2	Existing
ENV 6012B	Options Range B	20	Natural Resources and Environmental Economics	SEM 2	Existing
ENV 6018B	Options Range A	20	Catchment Water Resources	SEM 2	Existing

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-4001A ENV-4005A ENV-4006B				
Demonstrate comprehension of the reciprocal relationships between human and physical environments	ENV-4001A			ENV-4001A				
Appreciate the diversity of approaches to the generation of geographical knowledge and understanding	ENV-4010Y					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-4002Y ENV-4003Y					
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		ENV-4001A		ENV-4010Y		

Undertake independent/self-directed study/learning in an efficient manner to achieve consistent, proficient and sustained attainment	ENV-4001A	ENV-4004Y	ENV-4002Y ENV-4003Y	ENV 4001A				
Ability to identify, utilise and reference relevant sources of information, including academic literature and web-based materials	ENV-4001A					ENV-4001A		

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-5028B			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	ENV-5031B, ENV-5036K	ENV-5003A	HIS-5002A		ENV-5002B		
Appreciate the challenges of how environmental processes and human societies interact to shape landscape change	ENV-5003A			DEV-5010B HIS-5002A				ENV-5036K
Ability to plan and implement small-scale geographical research projects, working both individually and in groups	ENV-5034A ENV-5008A, ENV-5009B, ENV-5018A			ENV-5012A	BIO-5013A ENVK-5010B ENV-5036K			
Apply understanding of geographical concepts in different situations	DEV-5011A,			ENV-5021A	ENV-5022B, ENV-5028B			
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 Level 3 - learning outcomes	Assessment type							
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other
Appreciate how geographical concepts, techniques and understanding are taught and applied in an academic setting outside the UK (assessment will depend on module choice at partner institution)	YA	YA	YA	YA				

PS2 MAPPING LEARNING OUTCOMES – continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type Level 4 - 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-6011B ENV-6013A			ENV-6006A ENV-6017B				
Demonstrate an ability to apply geographical concepts, techniques and understanding in an integrated manner to address societal challenges	ENV-6013A		ENV-6007B	ENV-6001B, ENV-6009A, ENV-6018B	ENV-6015A			
Plan, design and execute a substantial piece of rigorous research or enquiry, including the production of a final report					ENV-6021A	ENV-6015A		
Identify and critically evaluate different approaches to problem solving	ENV-6012B		ENV-6012B					
Effectively interpret and use numerical statistical information					ENV-6021A			
Combine and interpret different types of geographical evidence (e.g. texts, archival data, maps, imagery, field and laboratory data)					ENV-6021A			
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-6007B, ENV-6015A, ENV-6018B, ENV-6026B	ENV-6007B		

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

The discussion below concentrates on the BA Geography programme because this is the main academic innovation proposed.

Year 1: The aim of the six compulsory modules in the first year is to provide students with an introductory level of knowledge and understanding of Human 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. The new Human Geographies of a Changing World module will provide a complementary introduction to issues such as population change, urbanisation, globalisation, geopolitics, inequalities and environment justice

The technical skills of students will be developed through modules such as ENV-4004Y and Geographical Methods and Techniques, with the latter including material on statistical methods. Aspects of academic practice will be covered in both ENV-4001A and 4004Y. Understanding of social science dimensions of environmental process and change will be underpinned and extended through modules such as ENV-4001A, 4006B and Human Geographies of a Changing World. 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: Students will be required to take the existing Social Research Skills for Geographers or Environmental Scientists (ENV-5031B) or the associated field course variant (ENV-5036K) because this will provide core understanding of methodologies central to human geography research and be necessary preparation for final year dissertations (ENV-6021A). Option Range B consists of four modules (Contemporary Economic Geographies, Geographies of Nature/Culture, Geographies of Health and GIS Skills for Project Work, ENV-5028B) of which students will be required to take at least two in order extend core knowledge of fundamental human geography concepts, issues and applications, building on the 1st year modules. For instance, ENV-5028B will introduce skills relevant to students undertaking their own projects with GIS, rather than simply relying on data provided (as in ENV-4004Y).

The choice of Option Range C modules available from ENV, DEV and HIS in this year will allow students to broaden their knowledge and understanding of geographical issues and continue their disciplinary development.

Year 3: The independent project (ENV-6021A) 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.

Four Option Range A modules are proposed, of which students will be required to take at least two. These modules (ENV-6007B, ENV-6018B, ENV-6026B and the new Geographies of Food and Agriculture) are highlighted so that students will gain an advanced appreciation of geographical dimensions of major societal challenges. . Other optional modules such as Natural Resources and Environmental Economics (ENV-6012B) and Urban Geographies (DEV-6010B) will support this emphasis, while the possibility of taking one of two field courses in Options Range C will provide experience in applying core concepts and techniques in particular geographical settings.

The Year in Industry and Year Abroad variants proposed for both BA and BSc Geography will extend the knowledge and experience of students either through application of geographical concepts and skills in a workplace setting (Year in Industry) or through exposure to different perspectives on human geography topics through study at partner institutions outside the UK (Year Abroad).

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 course 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 orientation in geography. 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 some 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 GIS analysis 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.

Geographical Perspectives is a module unique to the BSc and BA Geography programmes. There is a substantial seminar element to this module which includes both formative and summatively assessed short oral presentations related to pre-assigned reading. There is a short formative written assignment in the Autumn semester on which written feedback will be provided as well as an individual discussion with the marker. This will also provide assist with preparation of the summatively assessed essay in the Spring semester where again there will be both written and oral feedback.

The other modules identified or proposed all include both formative and summative assessment in line with general ENV principles.

Year 2

Social Research Skills for Geographers and Environmental Scientists is a key building block to the important dissertation module. 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.

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 is marked (including a peer assessment exercise) and returned to them while they are working on a substantial individual project task which will be submitted for summative assessment (the only summative assessment).

Year 3

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 a project proposal, the dissertation itself and a poster communicating the key aspects of the research. The dissertation is the key summative element the students receive written feedback. Feed-forward assessment includes verbal and/or written individual feedback from their project supervisor on their project proposal and a project presentation during the Autumn semester. This helps students 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.

Global Environmental Change is assessed summatively by means of a submitted group project (for which students are marked both individually for specific chapter contributions, and as a group for collectively written chapters) and by means of a presentation. Written feedback is provided on both and this is a key module for developing and assessing team working skills in a scientific context. Individual written feedback (feed-forward) will be given on a draft version of the summative coursework assessment, and also on student reviews of their peers' draft summative assessments. Project supervisors also provide feed-forward formative feedback on the presentation slides prepared by groups.

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 BA 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>
Note: The numbers in this table refer to the BA Geography degree, for the BSc Geography programme the totals are very similar.		Written	Practical (e.g. OSCES and OSPES)
How many modules will include an exam element?		3-9 (depending on option choice)	
How many hours of exams are there in Stage 1?		6	
How many hours of exams are there in Stage 2?		0-6 (depending on option choice)	
How many hours of exams are there in Stage 3?		0-6 (depending on option choice)	
How many hours does the programme (as a whole) include?		6-18 (depending on option choice)	

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 ranging from environmental consultancies to regional organisations specialising in sustainable use of energy, to local government and environmental bodies all place a high value on the broad range of skills gained by geography graduates.		

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 BA and evidenced in formative and summative assessment. Equally important are commercial and financial awareness as this underpins many decisions in applications of geographical principles and thinking; these skills are also embedded in Level 2 and 3 modules. The most important hard skill for many geography graduates is arguably familiarity with analysis and visualisation of spatial data using Geographical Information Systems and associated tools. These are skills employers emphasise are essential for the graduates of tomorrow and feature in modules across the three years (i.e. ENV-4004Y, ENV-5028B and ENV-6018B).

As many graduate positions are related to environmental and societal change, an awareness of the latest research, policy and legislation is seen as vital. These are also embedded in modules 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.

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES			
<i>note</i> AC4	Number of existing COMPULSORY modules	5		
	Module outlines attached? (as Appendix 1 to this form)	YES	<input checked="" type="checkbox"/>	NO

AC5	MINOR CHANGES TO EXISTING MODULES		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
Module Code	Module Title	Minor changes proposed	
Not Applicable	Not Applicable	Not Applicable	

AC6	NEW MODULES	
<i>note</i> AC6	How many new modules are being proposed?	6
Please complete a table AC6.x for each proposed new module		

AC6.1	NEW MODULE			
Module Title	Geographical Methods and Techniques			
Level	4			
Credit Value	20			
Teaching period, eg Semester 1, Year-long	Year			
Likely Module Organiser	Dr Amii Harwood			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	-	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	<input checked="" type="checkbox"/>
Proposed Module Code	TBA			
Module Delivery (eg distance-learning campus based, work placement)	Campus-Based			

Brief Description	This module will provide an introduction to quantitative and qualitative methods of geographical enquiry, including statistical techniques.
Aims / learning outcomes	<ul style="list-style-type: none"> • Appreciate the appropriateness of different types of techniques to address geographical questions • Ability to analyse and interpret different types of geographical data using qualitative and quantitative techniques
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>R. Harris & C. Jarvis (2011) <i>Statistics for Geography and Environmental Science</i>, Pearson.</p> <p>P. Rogerson (2014) <i>Statistical Methods for Geography: A Student's Guide</i>, Fourth Edition, Sage.</p>

AC6.1	NEW MODULE		
Module Title	Human Geographies of a Changing World		
Level	4		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	Year		
Likely Module Organiser	Professor Andrew Lovett		
Module Type (eg EX/CW/WW/PR etc)	WW		
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)	2
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus-Based		
Brief Description	This module will provide an introduction to contemporary issues in human geography. Topics to be discussed will include population change, urbanisation, globalisation, geopolitics, inequalities and environment justice.		
Aims / learning outcomes	<ul style="list-style-type: none"> • Demonstrate comprehension of the nature of change within human society in different parts of the globe • Appreciate key concepts and theories that inform the geographical analysis of society • Use and communicate key human geography concepts effectively 		

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>M. Boyle (2014) <i>Human Geography: A Concise Introduction</i>, Wiley-Blackwell</p> <p>P. Cloke <i>et al.</i> (2014) <i>Introducing Human Geographies</i>, Third Edition, Routledge</p> <p>S. Aitken & G. Valentine (2015) <i>Approaches to Human Geography</i>, Second Edition, Sage</p>
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AC6.1		NEW MODULE	
Module Title		Contemporary Economic Geographies	
Level		5	
Credit Value		20	
Teaching period, eg Semester 1, Year-long		SEM 1	
Likely Module Organiser	TBA		
Module Type (eg EX/CW/WW/PR etc)		WW	
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)	2
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus-Based		
Brief Description	<p>This module explores how geographies (location, territory, place and scale) shape both large-scale economic processes and our lived experiences. It discusses theories of change and major questions of economic life, from the activities of transnational corporations and states, to places of work and consumption.</p>		
Aims / learning outcomes	<ul style="list-style-type: none"> • 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. • Appreciate how societal changes influence geographical distributions 		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>N. Coe, P. Kelly & H. Yeung (2013) <i>Economic Geography: A Contemporary Introduction</i>, Second Edition, Wiley Blackwell</p> <p>P. Dicken (2015) <i>Global Shift</i>, Seventh Edition, Sage</p>		

AC6.1		NEW MODULE		
Module Title	Geographies of Nature/Culture			
Level	5			
Credit Value	20			
Teaching period, eg Semester 1, Year-long	SEM 2			
Likely Module Organiser	TBA			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		-
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	✓
Proposed Module Code	TBA			
Module Delivery (eg distance-learning campus based, work placement)	Campus-Based			
Brief Description	<p>This module provides an introduction to concepts and issues in cultural geography, focusing particularly on the notion of 'place' as a key means through which culture and identity is grounded. Changing relationships between society and nature are discussed, including different representations of landscapes and responses to environmental change.</p>			
Aims / learning outcomes	<ul style="list-style-type: none"> • 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. • Appreciate the challenges of how environmental processes and human societies interact to shape landscape change • Show the ability to construct coherent, well explained written arguments, demonstrating engagement with the academic literature 			
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>J. Anderson (2015) <i>Understanding Cultural Geography: Places and Traces</i>, Second Edition, Routledge T. Cresswell (2014) <i>Place: An Introduction</i>, Second Edition, Wiley Blackwell D. Matlass (2014) <i>In the Nature of Landscape: Cultural Geography on the Norfolk Broads</i>, Wiley Blackwell</p>			

AC6.1		NEW MODULE		
Module Title	Geographies of Health			

Level	5		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	SEM 1		
Likely Module Organiser	Dr Iain Lake		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	-
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	Campus-Based		
Brief Description	This module sets out the debates and reviews the evidence linking health outcomes with social and physical environments. It provides an overview of the theoretical perspectives, methodologies, and research in the field of health geography, with examples drawn from a broad range of countries.		
Aims / learning outcomes	<ul style="list-style-type: none"> • Demonstrate competence in the use of a variety of methods for the collection and analysis of geographical and environmental information. • Appreciate how environmental processes and societal changes interact to shape geographical distributions • Ability to plan and implement small-scale geographical research projects 		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	A. Gatrell and S. Elliott (2013) <i>Geographies of Health: An Introduction</i> , Third Edition, Wiley Blackwell		

AC6.1	NEW MODULE		
Module Title	Geographies of Agriculture and Food		
Level	6		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	SEM 1		
Likely Module Organiser	TBA		

Module Type (eg EX/CW/WW/PR etc)			WW	
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)		2
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	✓
Proposed Module Code	TBA			
Module Delivery (eg distance-learning campus based, work placement)	Campus-Based			
Brief Description	This module discusses changes in agricultural systems and in the supply of, and demand for, food at local, national and global scales. It particularly focuses on issues of food security and how future demands for food may interact with other resource needs and uses for land.			
Aims / learning outcomes	<ul style="list-style-type: none"> • Combine and interpret different types of evidence to address geographical questions • Appreciate how environmental processes and societal changes interact to shape geographical distributions • Show the ability to construct coherent, well explained written arguments, demonstrating engagement with the academic literature 			
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	B. McDonald (2010) <i>Food Security</i> , Polity Press E. Wollenberg (2012) <i>Climate Change Mitigation and Agriculture</i> , Earthscan			

****Please copy and paste the above table for additional new modules****

AC 7 <i>note</i> AC7	DEFINED CHOICE
<p>How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:</p> <ul style="list-style-type: none"> • Programme-specific choice • Enrichment and Employment modules (EEC) • Language choice 	
<p>There is no choice in Year 1 due to the need to bring all students up to a common standard across a range of subjects. In Years 2 and 3 we have identified sets of optional modules in each year that complement the core geography content. The proportion of modules where there is a choice from four or more modules is 83% in Year 2 and 66% in Year 3. The slightly lower proportion in Year 3 it is constrained by the 40% weighting given to the independent project.</p> <p>Language options have not been included in the defined choices in any year because there are other areas of skills and understanding which need to take priority. Employability modules are also not included because the SCI Faculty has decided to introduce an approach where these will be taught in workshop sessions outside the academic programme. However, generic skills related to employability will be emphasised in most of the core and optional modules included in the course profile.</p>	

AC 8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	✓
	If YES, how will the student experience be managed?		
	Not Applicable		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/BODIES
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2
	The proposal has not been circulated outside of UEA at this point in time.
<i>note</i> AC9	Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3
	Not Applicable

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 5 working days.	
	NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal	
Date of circulation:	19/05/2015	
AC10.1	Careers Manager (CCEN)	
No response received		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
Although there isn't room for language options in Years 2 and 3, could students taking the year abroad options (when approved) be encouraged to take extra-curricular languages if they are planning to go a non-English native speaking country?		
For the year in industry placements, it is not clear if the students find the placements themselves and how they secure them. Presumably if they fail to secure a placement,		

they transfer onto the 3-year programme; this should be noted on the proposal. Also, it would be useful to have details of the support students receive in finding industrial placements. What are the arrangements for supporting students out on placement, and how is attendance at the placement monitored? (this is particularly crucial for any Tier 4 students).

How the Year Abroad and Year in Industry will be assessed and, if students fail, how they will be reassessed will need to be made clear to students.

Caroline Sauverin and Michele Pavey, 26/05/2015

AC10.2	Equality & Diversity Manager (PPE)
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No response received

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
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note
AC11

It is most likely that any Year Abroad exchanges would be with universities in North America and Australasia as this is where the great majority of other ENV Year Abroad students go at present. If, in the fullness of time, a Year Abroad agreement was made with an institution in a non-English native speaking country then we would certainly encourage the students involved to take language modules or extra-curricular language courses in Year 2.

Several comments are made about Year in Industry placements. These will follow the arrangements that already exist in ENV where students can find placements themselves or apply to organisations that notify us of opportunities. If students fail to find a placement they transfer onto the 3-year programme. Arrangements for supporting students out on placement and monitoring attendance will follow those that already successfully exist for other ENV Year in Industry programmes. Procedures for assessment (and reassessment) will also follow those that already operate in ENV.

Part 4 KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1	Quantitative KIS data						<i>Note KIS1</i>
	The table has been completed for BA Geography but the results are not very meaningful for Years 2 and 3 because so much will depend on module choices.	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams	45	33	33			
1.2	Percentage of assessment by practical exams	0	0	0			
1.3	Percentage of assessment by coursework	55	66	66			
1.4	Percentage of time in scheduled learning and teaching activities	50	50	40			
1.5	Percentage of time in guided independent study	50	50	60			
1.6	Percentage of time on placements	0	0	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.						
	None						
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						

FULL COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Paul Dolman	Email	1/6/15
AP1.2	Head of School (on behalf of School Board)	Kevin Hiscock	Email	2/6/15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Philip Gilmartin	Email	28/5/15
AP1.4	LTC (if relevant)	Neil Ward		
AP1.5	Council (if relevant)	Ian Callaghan	Does not require Council approval	21/5/15
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	Kevin Hiscock	Email	2/6/15
	Approved with amendments:			
	Rejected:			
	Comments (if any):	See comments from Head of School in AP1		

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ben Milner	Email of 1June 2015	
	Approved with amendments:			
	Rejected:			
	Comments (if any):	I approve the BA Geography and variants but have the following comments on the proposal: S2d - this uses Level 1 to 3 - do these need to be changed to Level 4 to 6? BC4.1 - should minimum viable be set to 11 - to avoid any problems with minimum module. Ben.		
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:	Neil Ward	Chair's action By email	16/6/15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:	Ian Callaghan	Does not require Council approval	21/05/15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

FULL COURSE PROPOSAL

<i>Note</i> <i>N1</i>				NOTIFICATION OF APPROVAL			
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.							
FACULTY		SCI		SCHOOL		ENV	
NEW COURSE?		Y		If NO, please enter existing course code			
DEGREE AWARD (e.g. BSc/MA)							
TITLE OF PROGRAMME							
START DATE				LENGTH OF COURSE			
Course Approved by:			Name of Committee Chair			Date of approval	
Faculty Learning and Teaching Quality Committee (FLTQC)			Ben Milner				
Learning and Teaching Committee (LTC)			Neil Ward				
RELEVANT OFFICE INFORMED? *insert date							
Planning Office		Admissions and Marketing		Learning and Teaching Service		Union of UEA Students	
*		*		*		*	
sis.records@uea.ac.uk		arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk	

<i>Note</i> <i>N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			

Appendix 1

Compulsory Existing Module Outlines

Year 1:

ENV-4001A, GLOBAL ENVIRONMENTAL CHALLENGES

Academic Session 2015/6

Period SEM1

Slot CJL

Credit Value 20

Module Organiser Dr Annela Anger-Kraavi

Assessment Examination with Coursework or Project

Module Description

What are the most pressing environmental challenges facing the world today? How do we understand these problems through cutting-edge environmental science research? What are the possibilities for building sustainable solutions to address them in policy and society? In this module you will tackle these questions by taking an interdisciplinary approach to consider challenges relating to climate change, biodiversity, water resources, natural hazards, and technological risks. In doing so you will gain an insight into environmental science research 'in action' and develop essential academic study skills needed to explore these issues.

ENV-4004Y, RESEARCH AND FIELD SKILLS

Academic Session 2015/6

Period YEAR

Slot BB

Credit Value 20

Module Organiser Dr Katy Appleton

Assessment Coursework

Module Description

This year long module introduces a range of transferable skills, tools and data resources that are widely used in research across the Environmental Sciences. The aim is to provide a broad understanding of the research process by undertaking different activities that involve i) formulating research questions, ii) collecting data using appropriate sources and techniques, iii) collating and evaluating information and iv) presenting results. The module will include the use of digital mapping technologies (such as geographical information systems) and a 6 day residential field course held during the Easter break. This module is assessed by formative assessments and coursework.

ENV-4006B, SUSTAINABILITY, SOCIETY AND BIODIVERSITY

Academic Session 2015/6

Period SEM2

Slot CJL

Credit Value 20

Module Organiser Dr Irene Lorenzoni

Assessment Examination with Coursework or Project

Module Description

Striking a balance between societal development, economic growth and environmental protection has proven challenging and oftentimes contentious. The concepts of

'sustainability' and 'sustainable development' have been coined to denote processes aiming to achieve this balance. Yet this has been hampered by contestation and ambiguity surrounding these concepts. This module introduces sustainable development, and examines why sustainability is so difficult to achieve, bringing together social and ecological perspectives. This module considers sustainability in theory and practice by examining the relationships between environment and society, through the contributions of a variety of social science disciplines. It also explores sustainability from an ecological perspective, introducing a range of concepts relevant to the structure and functioning of the biosphere and topics ranging from landscape and population ecology, to behavioural, physiological, molecular, genetic and chemical ecology. This module is assessed by coursework and an examination.

ENV-4010Y, GEOGRAPHICAL PERSPECTIVES

Academic Session 2015/6

Period YEAR

Slot AGJ

Credit Value 20

Module Organiser Professor Andrew Lovett

Assessment Coursework

Module Description

This module will provide an introduction and orientation regarding geographical thought, methods and concepts. The module will begin with an overview of the history and development of the discipline. This will lead on to discussion of core concepts such as space, place, scale, systems, landscape, nature, globalization and risk. In addition, the methods and different types of evidence used by geographers (e.g. texts, archival data, maps and field observations) will be introduced. Students will be able to demonstrate an appreciation of the diversity of approaches to the generation of geographical knowledge and understanding and the capacity to communicate geographical ideas, principles, and theories effectively and fluently by written, oral and visual means. This module is assessed by a combination of both formative and summative oral presentations and written work.

ENV-6021A, INDEPENDENT PROJECT

Academic Session 2015/6

Period SEM1

Slot U

Credit Value 40

Module Organiser Dr Alex Baker

Assessment Coursework and Project

Module Description

The project is an independent piece of research. With guidance from a supervisor, each student chooses a topic, designs the research and collects, analyses and interprets data. The student is expected to report on progress at various stages: in the selection of a topic, the detailed plan, an interim report and an oral presentation. A final report in the form of a dissertation not exceeding 10,000 words is required, together with a research poster which summarises the main aspects of the work.

Comments on BA Geography course proposal

Dear Neil

I note that the ENV teaching director would prefer that a four-year MSci is offered rather than a BA/BSc with a year abroad:

- 1. Regarding year abroad variants:** all BA and BSc with a year abroad would have stronger recruitment if created as MSci not BSc, with the year abroad contributing to degree classification (i.e. not just pass/fail). An algorithm for mark conversion has been approved previously by ENV LTC. The move to 4-year MSci with a year abroad is supported by Directors of year abroad courses and can also be applied to other existing 4-year BSc courses with year abroad.

I am not sure where this leaves this proposal. I also don't think we have enough information about the year abroad – the partnerships have not yet been identified, so we are not able to review the arrangements to ensure they meet the expectations of the Code of Practice on placement learning etc. Paul is one of the signatories to the proposal, so is his view on the MSci going to stop him approving this, or where does he want to go with this consideration? There is a separate discussion going on at the moment about how year and semester abroad periods are assessed, with a move towards pass/fail for semester abroad. The group looking at this are concerned about the integrated masters programmes where the year abroad has a mark that contributes to the classification of the degree. If this were the case, we would need to see more detail about how the marks obtained abroad map on to our marking schemes.

From my point of view, I am happy with the BA degree, and the year in industry options, but **I would be concerned about approving the year abroad options at this stage**, until the Bachelors/integrated masters issue is resolved and there are more details about the partner institutions, and confirmation from the Study Abroad office that they have the capacity to support this.

Regards
Caroline

Response from School regarding comment 1

Although the School is keen to implement an MSci with a Year Abroad which could be done over 4 years, it is recognised that it would be prudent to begin with the BA Geography plus the option of Year in Industry, adding the potential to implement a Year Abroad option in principle pending Study Abroad office agreement.

Including a Year Abroad option was not initially part of our thinking but was included at the request of the SCI AD for Admissions (Sue Matthews). We accept that it will take some time to confirm appropriate partnerships and it was not feasible to do this in the timescale that the proposal was required. Nevertheless, there are universities in North America and Australia which host UEA Environmental Sciences students which also have Geography programmes and should provide a good starting point for such discussions. The school would support a broader review of the MSci strategy in the next 12 months – we are very aware that competitors offer this approach already.

Therefore the school seeks for LTC to approve for 2016 entry the:

1. BSc Geography with Year in Industry
2. BA Geography
3. BA Geography with Year in Industry

And get in principle approval (subject to further information being provided to LTC for consideration addressing the points raised), for 2017 entry, for the:

1. BSc Geography with Year Abroad
2. BA Geography with Year Abroad

Dear all,

I agree with Caroline about delaying the approval of the year abroad, but agree we should approve the three year courses.

I only have two comments:

2. I note the entry requirement of GCSE C's or above in English and Maths - how many other UEA UG degrees ask for this and would it exclude many applicants?
3. I note DEV's concerns about the potential size of the market, but obviously a strategic decision has been made to press ahead with the Geography courses.

Best wishes,
Helena

Response from School regarding points 2. and 3.

The requirement for a C in Mathematics and English is a standard minimum entry requirement for all ENV degrees. In our opinion it would not be sensible to lower this standard any further.

The issue of overlap with the existing DEV BA in Geography and International Development is recognised and consequently a deliberate attempt has been made to

distinctive academic content for the ENV BA Geography. From the overall perspective of UEA the new degree programme needs to attract applicants for whom the existing DEV BA and ENV BSc Geography do not particularly appeal.

Dear Neil

A few things strike me:

- John McDonough(I assume it is him) makes some very valid comments about wanting to judge from the recruitment in 15/6 to see how we are exploiting the current geography provision etc. and then develop a geography degree the year after. However, whilst a strong argument, it is best to make hay while the sun shines and therefore ENVs speed in this matter is prudent.
- The variants with year in industry and year abroad certainly makes it an exciting looking portfolio
- 4. The maximum number of 40 is too small and they ought to be told that they cannot turn away numbers – in case the courses are hugely successful (I remember the argument they made at an early geography working group as to the reason why they want to keep it small and it wasn't an acceptable argument)
- 5. Indeed like many other schools if not most they are asking for GCSE in Maths and English ...but Maths at grade C perhaps is too low and appears to have been picked up as a point by DOS as these students will perhaps require support with the more numerical modules
- 6. Another pertinent comment raised within the school of ENV (not sure by who) that they should have made more of the synergies of existing modules is a very important and serious one. Very simply – if there are synergies to be had – one needs to exploit these...a lot of saving ensues out of this plus it adds numbers to modules slimming down 'existing small modules'
- 7. ENV SSR appears to be rather low...I extract the following from the proposal "ENV is expected to have an SSR of **11.5:1 in 2016/17**, the year BA Geography is planned to have its first intake. If the proposed BA in Geography ultimately attracts 30-40 undergraduates a year then this ratio might increase towards 12.8:1"... To me it seems that ENV must not be supported with the request for two new FTE when their level of SSR is as low as that. I notice that indeed – they do not even mention their current SSR which I presume is lower than 11.5:1!

Having said that, if the issues above were looked at and modifications made to their proposal – I see no reason to delay allowing the proposal to go through. I have to admit that the issue of MSci that Caroline mentions is not something I picked up from the proposal and therefore I am not commenting on it.

I do hope the above helps. Have a good weekend all.

Best regards

Ratula

Response from School regarding comments 4.

4. **Student Numbers:** The School would certainly not wish to turn away appropriately qualified applicants for a degree programme. We are aspiring to

achieve an intake of 40 students on each of the BA Geography and BSc Geography programmes and anticipate that we should achieve the latter for 2015/16 entry. However our experience with the latter is that it can take two years to build up to that size of intake and the geography market is competitive with a large number of universities offering such degree programmes. If we can achieve an intake of 40 students on BA Geography for 2017/18 entry that will be quite an achievement and we do not think it is realistic to anticipate much higher intakes at this stage.

Additional comment from the Faculty

The Faculty aims for ENV to recruit 40 additional students into the BA Geography and BA Geography with YII in 2016, as well as 40 into the BSC variants, and planning assumptions will be based upon this At steady state both the BA and BSc should be aspiring to recruit 120 pa.

5. Maths at GCE Grade C: We certainly do not wish to lower the GCE Maths requirement but increasing it to, say, Grade B would create an issue of consistency because it would be higher than that specified for BSc Geography or BSc Environmental Sciences. We have structured our existing first year quantitative methods teaching to provide a suitable pathway for students with less background in mathematics and have included further modifications in our proposal to provide a suitable bridging transition for students on the BA Geography.
6. Synergies with Existing Modules: The proposal for BA Geography was designed to achieve synergies with relatively new existing modules introduced for the DEV BA Geography and International Development and ENV BSc Geography. In the light of comments received on the proposal we are investigating with ENV and DEV the scope for increasing these further, but some will involve making changes to the content of existing modules so will take more time to implement. More fundamentally, the university really requires a BA Geography to attract additional students who would not have considered applying for the existing ENV or DEV Geography programmes. To do this the BA Geography needs to have a distinctive core, which must involve some new modules, otherwise the outcome will simply be to take applicants from existing programmes with no overall benefit for UEA.
7. ENV SSR: Whatever the existing or projected ENV SSR it is important to note that the existing BSc Geography and proposed BA Geography depend heavily on the contributions and expertise of less than 10 ENV faculty. The great majority of these are also people who already make substantial contributions to the wider ENV teaching programme and undertake a high level of research activity. If the current growth in BSc Geography is maintained and the new BA Geography expands as hoped there will be a very substantial pressure on these individuals in terms of core teaching, advising, dissertation supervision and admissions-related activities. Consequently, if the expansion is to be achieved in a way that both prevents staff overload and maintains a high quality student experience then additional faculty appointments are essential. Without them the UEA initiatives in the Geography subject area will simply not achieve their potential student recruitment and both research activity and faculty retention are likely to suffer.

Additional comment from the Faculty

The Executive Dean of Faculty will manage the expectations of ENV in relation to academic appointments, as part of the Faculties management of SSR's across the board for the Faculty.