



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Geography

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Science with Honours (BSc (Hons))

To be delivered from: 18 Sep 2017

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2021-22

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Geography
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Physical Geography Human Geography
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	Yes
UCAS code	F800
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Geography
Programme Leader	Edward Hanna (EHanna)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2019-20

3. Programme Description

3.1 Overview

The teaching and research focus for the School of Geography at the University of Lincoln is the safety and health of the inhabited earth. It aims to provide students with interdisciplinary training in both human (BA) and physical geography (BSc) to meet the local, regional and global challenges of the 21st century. As an entirely new School of Geography, it provides a unique opportunity to develop new and forwarding looking undergraduate degree programmes.

We expect that the 'Lincoln Geographer' will develop a deep understanding of earth surface processes and systems and be able to link their functioning to economic, social, cultural and political challenges across the whole range of geographical scales.

The School sits within the University's College of Science and represents a major investment in expanding research and scholarship at the University of Lincoln across the domain of earth, environmental and geographical sciences. By 2020/21 the School will have 18 academic (10 physical geography and 8 human geography), 3 administrative and 2 technical members of staff. To maximise the opportunities for students to learn about all aspects of geography, the School is building a strong relationship with both the Royal Geographical Society and the Lincoln Geographical Association, which holds monthly lectures throughout the academic year.

The BA and BSc programmes are designed as an integrated whole revolving around:

- a common thread of 'concept' lectures
- practical teaching of analytical skills through field and laboratory work
- individual project work under close personal supervision

3.2 Aims and Objectives

Our aim is to produce students who:

- understand the environmental challenges of the world and of communities
- are technically competent
- can undertake investigative projects, reporting on their findings in an articulate and literate manner so that their findings are publically understandable
- will be highly eligible for employment in a variety of business, management and other graduate job roles where environmental knowledge, investigative skills and articulacy are valued

To achieve these aims, our objectives are to educate students in concepts and skills relevant to managing human and environmental challenges, including:

- physical hazards such as floods, droughts, soil loss, earthquakes and volcanic eruptions, and extreme weather events such as heatwaves, cold snaps and windstorms.
- biological hazards arising from zoonotic disease vectors
- social hazards arising from deprivation, inequalities, warfare and crime

The School's undergraduate teaching programmes are underpinned by research-led teaching, facilitated by the newly established Lincoln Centre for Water and Planetary Health and the Rural Research Group (a broadly social science and humanities research group), both of which are led by members of the School of Geography.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 the nature of change within, and the relationships between, human and physical environments
- 2 the accuracy, precision and uncertainty of research data
- 3 the factors that affect the safety and health of the inhabited earth
- 4 a range of views about geographical issues and their critical evaluation

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 5 show understanding of the diversity and interdependence of places at various spatial and temporal scales
- 6 apply geographical reasoning to theoretical and applied environmental and social situations and challenges
- 7 assess the diversity of approaches to the generation of knowledge and understanding deriving from experience of the epistemologies of the natural and social sciences and humanities
- 8 apply a reflective understanding of multi- and interdisciplinary geographical concepts in different situations

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 9 effectively design and execute geographical research projects and fieldwork
- 10 assess the effective application of diverse techniques and approaches involved in collecting qualitative and quantitative geographical information (including instrumentation, remote sensing, cartographic surveying, social survey, observation and the use of textual and archival sources)
- 11 use appropriate tools to analyse and present geographical information

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 12 communicate geographical ideas, principles and theories effectively and fluently by written, oral and visual means
- 13 use ICT effectively and appropriately to select, analyse, present and communicate geographical information
- 14 interpret and use numerical and statistical information effectively and appropriately, including their application to geographical information
- 15 work independently to achieve their learning goals with a supportive framework
- 16 apply continuous reflection and evaluation of their strengths and weaknesses to support their personal development
- 17 work as a participant or leader of a group and contribute effectively to the achievement of objectives
- 18 frame problems relating to the safety and health of the inhabited Earth and identify the important parameters to apply

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

We have identified four core principles for teaching and learning in the School of Geography and these have guided curriculum development. These are:

1) To intellectually engage students

(i) Our courses are designed using evidence-based and active learning strategies. (ii) In the creation and integration of knowledge our students will encounter authentic research at all levels – either through their own activities or through the teaching staff sharing experiences from their own research.

2) To personally engage students

(i) Our courses recognise and value diversity, and relate geographical learning to local, regional and global human problems. (ii) Connections between the School of Geography, industry and business, and regulatory agencies will be promoted through internships and work experience opportunities. (iii) Mentoring and support programmes are embedded across the programme.

3) To engage and support teaching staff

(i) All teaching staff will use evidence-based geographical teaching practices in their teaching. (ii) We will support the development of reflective teachers and learning communities.

4) To evaluate the outcomes of our teaching

(i) Our assessment is viewed as multifunctional. It provides students and staff with information about student learning as well as information about the success of our teaching. (ii) Evaluation of learning and teaching will include a systematic evaluation of the student learning experience.

The teaching and learning strategy has been designed with reference to the QAA subject benchmark statement for geography. At present, there is not a “distance learning” route for the Geography degrees but all other components are incorporated throughout the modules. These include:

- lectures
- seminars, tutorials, supervisions or other small-group formats
- directed self-study, reading and library use
- laboratory practical classes, including the use of scientific laboratories and advanced computer facilities
- fieldwork, both taught and self-organised
- a range of student-centred learning opportunities, including self-directed study, problem-based learning, teamwork and work-based learning
- e-learning

Further details of the teaching and learning strategy are included in the module specification documents. Learning outcomes have been carefully considered to ensure that progression allows students to build from core knowledge and understanding in the early years through to more sophisticated applications of knowledge in higher level modules. Following Bloom’s taxonomy of learning domains, skills development is embedded into the first 2 years of the programme (both in practically-oriented modules and with tutorial led classes and seminars addressing a range of study skills) to help students build their confidence and capabilities for independent study. Therefore, by Year 3, students will be expected to conduct independent analysis linked to their own research as well as to synthesise and evaluate wider bodies of research and theory as part of their learning and assessments. This will be supported by a personal tutoring programme where students also have short individual meetings to assess progress as well as tutorial group classes to develop a range of careers-based and academic learning skills.

E-learning will be developed as the course expands but lecture and seminar materials will be provided online and group-work discussion forums will be available through the University’s

blackboard platform. Where possible, video lecture capture will be introduced to allow students to re-watch lectures and the University's blog system will provide a platform for students to be assessed in creating on-line resources. Both formative and summative assessment will be developed through the University's blackboard platform too.

5.2. Assessment Strategy

The assessments have been planned to incorporate the full range of methods set out in the QAA subject benchmark statement for geography.

Throughout the programme, the intention is to have approximately half of the assessment based on examination, although this will vary depending on the options selected in later years. Hand-in dates are also spread throughout the semesters (with the exception of examinations) to avoid pressure points for both students and assessment administration.

In Year 1, students will be assessed on practical and laboratory-based work, fieldwork, seen and unseen examinations, in-class/on-line tests, literature-based essays, a blog and group presentations. A significant proportion of assessment for the module "learning from engagement" occurs during an intensive field-week which is scheduled in the first part of the term. This helps to spread out the assessment load and ensures that students recognise the importance of developing practical, group-working and presentation skills from the outset. It should also be noted that where module assessment combines laboratory based projects and reports, as in Environmental Data Monitoring and Analysis, students will be set intermediate deadlines for completion of elements of their work to help their time-management. A single hand-in date is provided for ease of administration and to provide a degree of flexibility.

Throughout the first year, skills sessions will be incorporated into the "Think Tank" seminar series and personal tutoring classes to ensure that students are supported in developing skills for tackling different forms of assessment. Formative assessments will also be provided within modules to help students to prepare for their assessments. The essay component in "Learning from Engagement" is designed to help students develop essay writing skills that can allow them to succeed in the 2nd and 3rd years. Examinations during and at the end of the first semester include both; a seen short-essay based paper (The Earth System: Processes and Hazards - 100% exam), and two unseen multiple choice papers (Building the Earth: River Civilizations and the Making of the Inhabited World - 2 x 50% exams). In each of these modules, formative assessment will be used to prepare the students for their examinations. With assessed practicals and fieldclasses during the term, this provides both a spread of assessment through the semester as well as a balance of styles.

In Year 2, core modules cover research and technical skills, so incorporate a large share of practical-based assessments with accompanying reports. The 30 credit module also incorporates assessments that will take place in the field as well as components that allow students to develop a research proposal, so that they start thinking ahead to their Year 3 dissertations. The optional modules offer a selection of coursework and examinations with a share of groupwork.

In the 3rd Year, with the exception of the dissertation, project essay and field-based modules, the majority of modules include a proportion of examined assessment and a proportion of coursework. By Year 3, students should expect 2 components of assessed work for a 15 credit module and, with at least 2 styles of assessment used, they will have the best opportunities to demonstrate their level of learning.

Work-placements in Year 2 use reflective learning whilst the Year 3 placement will set students a consultancy or data analysis project, or a specific teaching or public engagement activity for their employer (under academic supervision) to be presented in a professional format, both written and orally.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Earth Observation & GIS 2019-20	15	Core
Sustainable Environments & Ecosystems 2019-20	15	Core
Learning from Engagement 2019-20	30	Core
Building the Earth: River Civilizations & the Making of the Inhabited World 2019-20	15	Core
Challenges of Rural & Urban Living 2019-20	15	Core
Environmental Data Monitoring & Analysis 2019-20	15	Core
The Earth System: Processes & Hazards 2019-20	15	Core

Level 2

Title	Credit Rating	Core / Optional
Quantitative & Qualitative Geographical Analysis Methods 2020-21	15	Core
Geographical Research: Theory & Practice 2020-21	30	Core
Cultural & Historical Geography 2020-21	15	Optional
Development Studies & the Global South 2020-21	15	Optional
Political & Social Geography 2020-21	15	Optional
Urban & Regional Economic Geography 2020-21	15	Optional
Climatology & Hydrology 2020-21	15	Optional
River & Coastal Systems: Science & Management 2020-21	15	Optional
Biogeography & Planetary Health 2020-21	15	Optional
Quaternary Science 2020-21	15	Optional
Earth Observation, Modelling & Visualisation: Representing Reality & Understanding Change 2020-21	15	Core
Placement (Level 2) 2020-21	15	Optional

Level 3

Title	Credit Rating	Core / Optional
Geographies of Power, Conflict & Discrimination 2021-22	15	Optional
Environmental Histories of the New & Old World 2021-22	15	Optional
Geographies of Innovation 2021-22	15	Optional
Global Systems & Societies: Ageing, Migration & Mobility 2021-22	15	Optional
Geographies of Health & Wellbeing 2021-22	15	Optional
Rural Geography 2021-22	15	Optional
Contemporary Climate Change & Processes 2021-22	15	Optional
River Systems & Global Environmental Change 2021-22	15	Optional
Environmental Impacts on Ecosystem, Human & Planetary Health	15	Optional

2021-22

Natural Hazards 2021-22	15	Optional
Planetary Geoscience 2021-22	15	Optional
Dissertation Research Project (Physical) 2021-22	30	Core
Overseas Fieldwork 2021-22	15	Optional
Placement (Level 3) 2021-22	15	Optional
Project Essay 2021-22	15	Optional
Advanced Earth Observation GIS 2021-22	15	Optional

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Building the Earth: River Civilizations & the Making of the Inhabited World 2019-20	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Challenges of Rural & Urban Living 2019-20	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
Earth Observation & GIS 2019-20		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Environmental Data Monitoring & Analysis 2019-20		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning from Engagement 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainable Environments & Ecosystems 2019-20	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
The Earth System: Processes & Hazards 2019-20	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>

	PO13	PO14	PO15	PO16	PO17	PO18
Building the Earth: River Civilizations & the Making of the Inhabited World 2019-20			<input checked="" type="checkbox"/>			
Challenges of Rural & Urban Living 2019-20			<input checked="" type="checkbox"/>			
Earth Observation & GIS 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Environmental Data Monitoring & Analysis 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Learning from Engagement 2019-20			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Sustainable Environments & Ecosystems 2019-20			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Earth System: Processes & Hazards 2019-20			<input checked="" type="checkbox"/>			

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Biogeography & Planetary Health 2020-21	✓		✓	✓	✓	✓						✓
Climatology & Hydrology 2020-21	✓		✓	✓	✓	✓						✓
Cultural & Historical Geography 2020-21			✓	✓		✓	✓					✓
Development Studies & the Global South 2020-21	✓		✓	✓	✓	✓						✓
Earth Observation, Modelling & Visualisation: Representing Reality & Understanding Change 2020-21	✓	✓		✓				✓		✓	✓	✓
Geographical Research: Theory & Practice 2020-21		✓		✓		✓	✓	✓	✓	✓	✓	✓
Placement (Level 2) 2020-21								✓				✓
Political & Social Geography 2020-21	✓		✓	✓	✓	✓						✓
Quantitative & Qualitative Geographical Analysis Methods 2020-21		✓					✓			✓	✓	✓
Quaternary Science 2020-21	✓		✓	✓		✓						✓
River & Coastal Systems: Science & Management 2020-21	✓		✓	✓	✓	✓						✓
Urban & Regional Economic Geography 2020-21	✓			✓	✓	✓						✓

	PO13	PO14	PO15	PO16	PO17	PO18
Biogeography & Planetary Health 2020-21			✓			
Climatology & Hydrology 2020-21	✓		✓			
Cultural & Historical Geography 2020-21			✓		✓	
Development Studies & the Global South 2020-21			✓			
Earth Observation, Modelling & Visualisation: Representing Reality & Understanding Change 2020-21	✓	✓	✓			
Geographical Research: Theory & Practice 2020-21		✓	✓		✓	✓
Placement (Level 2) 2020-21			✓	✓		
Political & Social Geography 2020-21			✓		✓	✓
Quantitative & Qualitative Geographical Analysis Methods 2020-21	✓	✓	✓			
Quaternary Science 2020-21			✓			

River & Coastal Systems: Science & Management 2020-21

Urban & Regional Economic Geography 2020-21

✓ ✓

✓ ✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Advanced Earth Observation GIS 2021-22		✓		✓						✓	✓	✓
Contemporary Climate Change & Processes 2021-22	✓	✓	✓	✓	✓							✓
Dissertation Research Project (Physical) 2021-22	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓
Environmental Histories of the New & Old World 2021-22	✓		✓	✓	✓	✓						✓
Environmental Impacts on Ecosystem, Human & Planetary Health 2021-22	✓		✓	✓	✓	✓						✓
Geographies of Health & Wellbeing 2021-22	✓		✓	✓		✓						✓
Geographies of Innovation 2021-22	✓			✓	✓	✓					✓	✓
Geographies of Power, Conflict & Discrimination 2021-22	✓		✓	✓	✓	✓						✓
Global Systems & Societies: Ageing, Migration & Mobility 2021-22	✓	✓		✓	✓	✓						✓
Natural Hazards 2021-22	✓		✓	✓	✓	✓						✓
Overseas Fieldwork 2021-22	✓	✓		✓		✓			✓	✓	✓	✓
Placement (Level 3) 2021-22				✓		✓		✓			✓	✓
Planetary Geoscience 2021-22	✓		✓	✓		✓						✓
Project Essay 2021-22		✓		✓		✓	✓	✓		✓	✓	✓
River Systems & Global Environmental Change 2021-22	✓		✓	✓	✓	✓						✓
Rural Geography 2021-22	✓		✓	✓	✓	✓						✓

PO13 PO14 PO15 PO16 PO17 PO18

Advanced Earth Observation GIS 2021-22	✓		✓		✓
Contemporary Climate Change & Processes 2021-22		✓	✓		
Dissertation Research Project (Physical) 2021-22	✓		✓		✓
Environmental Histories of the New & Old World 2021-22			✓	✓	
Environmental Impacts on Ecosystem, Human & Planetary Health 2021-22			✓	✓	✓
Geographies of Health & Wellbeing 2021-22			✓	✓	✓
Geographies of Innovation 2021-22			✓	✓	
Geographies of Power, Conflict & Discrimination 2021-22			✓	✓	✓
Global Systems & Societies: Ageing, Migration & Mobility 2021-22		✓	✓		✓
Natural Hazards 2021-22			✓	✓	✓
Overseas Fieldwork 2021-22			✓	✓	✓
Placement (Level 3) 2021-22	✓		✓	✓	
Planetary Geoscience 2021-22			✓		
Project Essay 2021-22			✓		✓
River Systems & Global Environmental Change 2021-22			✓		✓
Rural Geography 2021-22			✓		

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Building the Earth: River Civilizations & the Making of the Inhabited World 2019-20												
Challenges of Rural & Urban Living 2019-20												
Earth Observation & GIS 2019-20												
Environmental Data Monitoring & Analysis 2019-20												100
Learning from Engagement 2019-20		40										
Sustainable Environments & Ecosystems 2019-20												
The Earth System: Processes & Hazards 2019-20												

	13	14	15	16	17	18	19	20	21	22	23	24
Building the Earth: River Civilizations & the Making of the Inhabited World 2019-20												
Challenges of Rural & Urban Living 2019-20									25			
Earth Observation & GIS 2019-20										50		
Environmental Data Monitoring & Analysis 2019-20												
Learning from Engagement 2019-20												
Sustainable Environments & Ecosystems 2019-20											20	
The Earth System: Processes & Hazards 2019-20				100								

	25	26	27	28	29	30	31	32	33	34	35	36
Building the Earth: River Civilizations & the Making of the Inhabited World 2019-20												
Challenges of Rural & Urban Living 2019-20									75			
Earth Observation & GIS 2019-20							50					
Environmental Data Monitoring & Analysis 2019-20												
Learning from Engagement 2019-20		20				40						
Sustainable Environments & Ecosystems 2019-20									80			
The Earth System: Processes & Hazards 2019-20												

	37	38	39	40	41	42	43	44	45	46	47	48
Building the Earth: River Civilizations & the Making of the Inhabited World 2019-20												
Challenges of Rural & Urban Living 2019-20												
Earth Observation & GIS 2019-20												
Environmental Data Monitoring & Analysis 2019-20												
Learning from Engagement 2019-20												
Sustainable Environments & Ecosystems 2019-20												
The Earth System: Processes & Hazards 2019-20												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Building the Earth: River Civilizations & the Making of the Inhabited World 2019-20					100	
Challenges of Rural & Urban Living 2019-20						

Earth Observation & GIS 2019-20												
Environmental Data Monitoring & Analysis 2019-20												
Learning from Engagement 2019-20												
Sustainable Environments & Ecosystems 2019-20												
The Earth System: Processes & Hazards 2019-20												

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Biogeography & Planetary Health 2020-21												
Climatology & Hydrology 2020-21								40				
Cultural & Historical Geography 2020-21						25						75
Development Studies & the Global South 2020-21												
Earth Observation, Modelling & Visualisation: Representing Reality & Understanding Change 2020-21												
Geographical Research: Theory & Practice 2020-21						20						30
Placement (Level 2) 2020-21												
Political & Social Geography 2020-21												
Quantitative & Qualitative Geographical Analysis Methods 2020-21												100
Quaternary Science 2020-21												
River & Coastal Systems: Science & Management 2020-21								40				
Urban & Regional Economic Geography 2020-21												

	13	14	15	16	17	18	19	20	21	22	23	24
Biogeography & Planetary Health 2020-21												

Climatology & Hydrology 2020-21				60								
Cultural & Historical Geography 2020-21												
Development Studies & the Global South 2020-21				100								
Earth Observation, Modelling & Visualisation: Representing Reality & Understanding Change 2020-21										40		
Geographical Research: Theory & Practice 2020-21												
Placement (Level 2) 2020-21												
Political & Social Geography 2020-21												
Quantitative & Qualitative Geographical Analysis Methods 2020-21												
Quaternary Science 2020-21												40
River & Coastal Systems: Science & Management 2020-21				60								
Urban & Regional Economic Geography 2020-21												
	25	26	27	28	29	30	31	32	33	34	35	36
Biogeography & Planetary Health 2020-21	40								60			
Climatology & Hydrology 2020-21												
Cultural & Historical Geography 2020-21												
Development Studies & the Global South 2020-21												
Earth Observation, Modelling & Visualisation: Representing Reality & Understanding Change 2020-21									60			
Geographical Research: Theory & Practice 2020-21					40		10					
Placement (Level 2) 2020-21							100					
Political & Social Geography 2020-21		40					60					
Quantitative & Qualitative Geographical												

Analysis Methods 2020-21													
Quaternary Science 2020-21										60			
River & Coastal Systems: Science & Management 2020-21													
Urban & Regional Economic Geography 2020-21										100			
	37	38	39	40	41	42	43	44	45	46	47	48	
Biogeography & Planetary Health 2020-21													
Climatology & Hydrology 2020-21													
Cultural & Historical Geography 2020-21													
Development Studies & the Global South 2020-21													
Earth Observation, Modelling & Visualisation: Representing Reality & Understanding Change 2020-21													
Geographical Research: Theory & Practice 2020-21													
Placement (Level 2) 2020-21													
Political & Social Geography 2020-21													
Quantitative & Qualitative Geographical Analysis Methods 2020-21													
Quaternary Science 2020-21													
River & Coastal Systems: Science & Management 2020-21													
Urban & Regional Economic Geography 2020-21													
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)

Biogeography & Planetary Health 2020-21												
Climatology & Hydrology 2020-21												
Cultural & Historical Geography 2020-21												
Development Studies & the Global South 2020-21												
Earth Observation, Modelling & Visualisation: Representing Reality & Understanding Change 2020-21												
Geographical Research: Theory & Practice 2020-21												
Placement (Level 2) 2020-21												
Political & Social Geography 2020-21												
Quantitative & Qualitative Geographical Analysis Methods 2020-21												
Quaternary Science 2020-21												
River & Coastal Systems: Science & Management 2020-21												
Urban & Regional Economic Geography 2020-21												

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Advanced Earth Observation GIS 2021-22												
Contemporary Climate Change & Processes 2021-22								50				
Dissertation Research Project (Physical) 2021-22												
Environmental Histories of the New & Old World 2021-22									25			
Environmental Impacts on Ecosystem, Human & Planetary Health 2021-22										20		
Geographies of Health & Wellbeing 2021-22												
Geographies of Innovation 2021-22								40				
Geographies of Power, Conflict & Discrimination 2021-22										20		
Global Systems & Societies: Ageing,												

Migration & Mobility 2021-22												
Natural Hazards 2021-22												
Overseas Fieldwork 2021-22												
Placement (Level 3) 2021-22												
Planetary Geoscience 2021-22												
Project Essay 2021-22												
River Systems & Global Environmental Change 2021-22												
Rural Geography 2021-22												
	13	14	15	16	17	18	19	20	21	22	23	24
Advanced Earth Observation GIS 2021-22											50	
Contemporary Climate Change & Processes 2021-22				50								
Dissertation Research Project (Physical) 2021-22												
Environmental Histories of the New & Old World 2021-22				75								
Environmental Impacts on Ecosystem, Human & Planetary Health 2021-22				80								
Geographies of Health & Wellbeing 2021-22											60	
Geographies of Innovation 2021-22				60								
Geographies of Power, Conflict & Discrimination 2021-22			80									
Global Systems & Societies: Ageing, Migration & Mobility 2021-22											50	
Natural Hazards 2021-22												25
Overseas Fieldwork 2021-22												
Placement (Level 3) 2021-22												
Planetary Geoscience 2021-22											50	
Project Essay 2021-22												
River Systems & Global Environmental Change 2021-22				100								

Rural Geography 2021-22													
	25	26	27	28	29	30	31	32	33	34	35	36	
Advanced Earth Observation GIS 2021-22									50				
Contemporary Climate Change & Processes 2021-22													
Dissertation Research Project (Physical) 2021-22		100											
Environmental Histories of the New & Old World 2021-22													
Environmental Impacts on Ecosystem, Human & Planetary Health 2021-22													
Geographies of Health & Wellbeing 2021-22						40							
Geographies of Innovation 2021-22													
Geographies of Power, Conflict & Discrimination 2021-22													
Global Systems & Societies: Ageing, Migration & Mobility 2021-22									50				
Natural Hazards 2021-22									75				
Overseas Fieldwork 2021-22							100						
Placement (Level 3) 2021-22							100						
Planetary Geoscience 2021-22									50				
Project Essay 2021-22							100						
River Systems & Global Environmental Change 2021-22													
Rural Geography 2021-22		30							70				
	37	38	39	40	41	42	43	44	45	46	47	48	
Advanced Earth Observation GIS 2021-22													
Contemporary Climate Change & Processes 2021-22													
Dissertation Research Project (Physical) 2021-22													

Environmental Histories of the New & Old World 2021-22												
Environmental Impacts on Ecosystem, Human & Planetary Health 2021-22												
Geographies of Health & Wellbeing 2021-22												
Geographies of Innovation 2021-22												
Geographies of Power, Conflict & Discrimination 2021-22												
Global Systems & Societies: Ageing, Migration & Mobility 2021-22												
Natural Hazards 2021-22												
Overseas Fieldwork 2021-22												
Placement (Level 3) 2021-22												
Planetary Geoscience 2021-22												
Project Essay 2021-22												
River Systems & Global Environmental Change 2021-22												
Rural Geography 2021-22												
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Advanced Earth Observation GIS 2021-22												
Contemporary Climate Change & Processes 2021-22												
Dissertation Research Project (Physical) 2021-22												
Environmental Histories of the New & Old World 2021-22												
Environmental Impacts on Ecosystem, Human & Planetary Health 2021-22												
Geographies of Health & Wellbeing 2021-22												
Geographies of Innovation 2021-22												
Geographies of Power, Conflict & Discrimination 2021-22												
Global Systems & Societies: Ageing, Migration & Mobility 2021-22												

Natural Hazards 2021-22						
Overseas Fieldwork 2021-22						
Placement (Level 3) 2021-22						
Planetary Geoscience 2021-22						
Project Essay 2021-22						
River Systems & Global Environmental Change 2021-22						
Rural Geography 2021-22						

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	GEOGS01	GEOGS02	GEOGS03	GEOGS04	GEOGS05	GEOGS06	GEOGS07	GEOGS08	GEOGS09
PO1									
PO2									
PO3									
PO4									

	GEOGS10	GEOGS11	GEOGS12	GEOGS13	GEOGS14	GEOGS15	GEOGS16	GEOGS17	GEOGS18
PO1									
PO2									
PO3									
PO4									

	GEOGS19	GEOGS20	GEOGS21	GEOGS22	GEOGS23	GEOKU01	GEOKU02	GEOKU03	GEOKU04
PO1						✓	✓	✓	✓
PO2									
PO3									
PO4									

	GEOKU05	GEOKU06	GEOKU07	GEOKU08	GEOKU09	GEOKU10	GEOKU11	GEOKU12	GEOKU13
PO1	✓				✓	✓	✓	✓	✓
PO2				✓					
PO3							✓		
PO4									

	GEOKU14	GEOKU15	GEOKU16	GEOKU17	GEOKU18	GEOKU19	GEOKU20	GEOKU21	GEOKU22
PO1		✓		✓	✓	✓	✓	✓	

PO2			✓						
PO3									
PO4				✓	✓	✓			

	GEOKU23	GEOKU24	GEOSS01	GEOSS02	GEOSS03	GEOSS04	GEOSS05	GEOSS06	GEOSS07
PO1									
PO2		✓							
PO3	✓								
PO4	✓								

	GEOSS08	GEOSS09	GEOSS10	GEOSS11	GEOSS12	GEOSS13	GEOSS14	GEOSS15	GEOSS16
PO1									
PO2									
PO3									
PO4					✓				

								GEOSS17	GEOSS18
PO1									
PO2									
PO3									
PO4									✓

Subject Specific Intellectual Skills

	GEOGS01	GEOGS02	GEOGS03	GEOGS04	GEOGS05	GEOGS06	GEOGS07	GEOGS08	GEOGS09
PO5									
PO6							✓		
PO7									
PO8									

	GEOGS10	GEOGS11	GEOGS12	GEOGS13	GEOGS14	GEOGS15	GEOGS16	GEOGS17	GEOGS18

PO5									
PO6									
PO7									
PO8									

	GEOGS19	GEOGS20	GEOGS21	GEOGS22	GEOGS23	GEOKU01	GEOKU02	GEOKU03	GEOKU04
PO5									✓
PO6									
PO7									
PO8									

	GEOKU05	GEOKU06	GEOKU07	GEOKU08	GEOKU09	GEOKU10	GEOKU11	GEOKU12	GEOKU13
PO5	✓								✓
PO6									
PO7		✓							
PO8									

	GEOKU14	GEOKU15	GEOKU16	GEOKU17	GEOKU18	GEOKU19	GEOKU20	GEOKU21	GEOKU22
PO5							✓	✓	
PO6		✓							
PO7	✓								✓
PO8									

	GEOKU23	GEOKU24	GEOSS01	GEOSS02	GEOSS03	GEOSS04	GEOSS05	GEOSS06	GEOSS07
PO5									
PO6	✓								
PO7									
PO8									

	GEOSS08	GEOSS09	GEOSS10	GEOSS11	GEOSS12	GEOSS13	GEOSS14	GEOSS15	GEOSS16
PO5									
PO6									
PO7									

PO8										
										GEOSS17
PO5										GEOSS18
PO6										
PO7										
PO8										✓

Subject Specific Practical Skills

	GEOGS01	GEOGS02	GEOGS03	GEOGS04	GEOGS05	GEOGS06	GEOGS07	GEOGS08	GEOGS09
PO9									
PO10									
PO11									

	GEOGS10	GEOGS11	GEOGS12	GEOGS13	GEOGS14	GEOGS15	GEOGS16	GEOGS17	GEOGS18
PO9									
PO10									
PO11									

	GEOGS19	GEOGS20	GEOGS21	GEOGS22	GEOGS23	GEOKU01	GEOKU02	GEOKU03	GEOKU04
PO9									
PO10									
PO11									

	GEOKU05	GEOKU06	GEOKU07	GEOKU08	GEOKU09	GEOKU10	GEOKU11	GEOKU12	GEOKU13
PO9			✓						
PO10									
PO11									

	GEOKU14	GEOKU15	GEOKU16	GEOKU17	GEOKU18	GEOKU19	GEOKU20	GEOKU21	GEOKU22

PO9									
PO10	✓								
PO11									
	GEOKU23	GEOKU24	GEOSS01	GEOSS02	GEOSS03	GEOSS04	GEOSS05	GEOSS06	GEOSS07
PO9			✓						✓
PO10				✓	✓				
PO11						✓	✓		
	GEOSS08	GEOSS09	GEOSS10	GEOSS11	GEOSS12	GEOSS13	GEOSS14	GEOSS15	GEOSS16
PO9						✓			
PO10	✓	✓					✓	✓	
PO11			✓	✓					✓
								GEOSS17	GEOSS18
PO9									
PO10								✓	
PO11								✓	

Transferable Skills and Attributes

	GEOGS01	GEOGS02	GEOGS03	GEOGS04	GEOGS05	GEOGS06	GEOGS07	GEOGS08	GEOGS09
PO12	✓	✓						✓	✓
PO13			✓						
PO14				✓	✓				
PO15						✓			
PO16									
PO17							✓		
PO18									
	GEOGS10	GEOGS11	GEOGS12	GEOGS13	GEOGS14	GEOGS15	GEOGS16	GEOGS17	GEOGS18

PO12							✓	✓	
PO13	✓								✓
PO14		✓	✓						
PO15				✓					
PO16						✓			
PO17					✓				
PO18							✓		

	GEOGS19	GEOGS20	GEOGS21	GEOGS22	GEOGS23	GEOKU01	GEOKU02	GEOKU03	GEOKU04
PO12									
PO13									
PO14	✓	✓							
PO15			✓						
PO16					✓				
PO17				✓					
PO18			✓						

	GEOKU05	GEOKU06	GEOKU07	GEOKU08	GEOKU09	GEOKU10	GEOKU11	GEOKU12	GEOKU13
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									
PO18									

	GEOKU14	GEOKU15	GEOKU16	GEOKU17	GEOKU18	GEOKU19	GEOKU20	GEOKU21	GEOKU22
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									

PO18		✓							
	GEOKU23	GEOKU24	GEOSS01	GEOSS02	GEOSS03	GEOSS04	GEOSS05	GEOSS06	GEOSS07
PO12								✓	
PO13									
PO14									
PO15									
PO16									
PO17									
PO18									

	GEOSS08	GEOSS09	GEOSS10	GEOSS11	GEOSS12	GEOSS13	GEOSS14	GEOSS15	GEOSS16
PO12					✓				
PO13									
PO14									
PO15									
PO16									
PO17									
PO18						✓			

								GEOSS17	GEOSS18
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									
PO18									

Appendix IV: Benchmark Benchmark Statement(s)

GEOGS01 - *Communicate geographical ideas, principles and theories by written, oral and visual means*

GEOGS02 - *Present material to support a reasoned argument*

GEOGS03 - *Use communications and ICT to select, analyse, present and communicate geographical information*

GEOGS04 - *Interpret and use numerical and statistical information*

GEOGS05 - *Apply basic numerical skills to geographical information*

GEOGS06 - *Undertake independent/self-directed study/learning (including time management) within a supportive framework*

GEOGS07 - *Perform assigned tasks within a group setting and take part in group discussions*

GEOGS08 - *Communicate geographical ideas, principles and theories effectively and fluently by written, oral and visual means*

GEOGS09 - *Relate material appropriately to the intended audience*

GEOGS10 - *Use communications and ICT effectively and appropriately to select, analyse, present and communicate geographical information*

GEOGS11 - *Interpret and use numerical and statistical information effectively and appropriately*

GEOGS12 - *Apply more advanced numerical and statistical skills effectively and appropriately to geographical information*

GEOGS13 - *Undertake independent/self-directed study/learning (including time management) to achieve consistent, proficient and sustained attainment*

GEOGS14 - *Work as a participant or leader of a group and contribute effectively to the achievement of objectives*

GEOGS15 - *Analyse the process of learning and evaluate personal strengths and weaknesses*

GEOGS16 - *Communicate geographical ideas, principles and theories with flair, accuracy and sophistication by written, oral and visual means*

GEOGS17 - *Ability to excellently communicate complex arguments to a variety of audiences*

GEOGS18 - *Use communications and ICT with a high level of competence to select, analyse, present and communicate geographical information*

GEOGS19 - *Interpret and use numerical and statistical information in a sophisticated manner*

GEOGS20 - *Apply sophisticated numerical and statistical skills and techniques effectively and*

appropriately to geographical information

GEOGS21 - *Undertake highly autonomous and well organised study/learning and time management to achieve consistent, proficient and sustained attainment*

GEOGS22 - *Demonstrate group leadership and supportive participation of others within a group setting to achieve objectives*

GEOGS23 - *Critically reflect on the process of learning, evaluating personal strengths and weaknesses and alternative strategies*

GEOKU01 - *Describe and exemplify the nature of change within human environments*

GEOKU02 - *Describe and exemplify the nature of change within physical environments*

GEOKU03 - *Describe and exemplify the reciprocal relationships between physical and human environments*

GEOKU04 - *Describe and exemplify the significance of spatial and temporal relationships as influences upon physical and human environments*

GEOKU05 - *Describe and exemplify the diversity and interdependence of places*

GEOKU06 - *Describe and exemplify the diversity of approaches to generation of knowledge and understanding deriving from experience of the epistemologies of the natural and social sciences and humanities*

GEOKU07 - *Carry out routine investigations as instructed*

GEOKU08 - *Know the difference between accuracy and precision*

GEOKU09 - *Demonstrate comprehension of the nature of change within human environments*

GEOKU10 - *Demonstrate comprehension of the nature of change within physical environments*

GEOKU11 - *Demonstrate comprehensive of the reciprocal relationships between physical and human environments*

GEOKU12 - *Demonstrate comprehension of the significance of spatial and temporal relationships as influences upon physical and human environments*

GEOKU13 - *Demonstrate comprehension of the diversity and interdependence of places at various spatial scales*

GEOKU14 - *Evaluate the diversity of approaches to the generation of knowledge and understanding deriving from experience of the epistemologies of the natural and social sciences and humanities*

GEOKU15 - *Apply understanding of geographical concepts in different situations*

GEOKU16 - *Apply a systematic approach to accuracy, precision and uncertainty*

GEOKU17 - *Demonstrate critical insight into the nature and causes of change within human environments*

GEOKU18 - *Demonstrate critical insight into the nature and causes of change within physical environments*

GEOKU19 - *Demonstrate critical insight of the complexity of the reciprocal relationships between physical and human environments*

GEOKU20 - *Demonstrate critical insight of the significance of spatial and temporal relationships as influences on physical and human environments*

GEOKU21 - *Reflect on and appraise the reasons for the diversity and interdependence of places at various spatial scales*

GEOKU22 - *Critically appraise the diversity of approaches to the generation of knowledge and understanding deriving from experience of the epistemologies of the natural and social sciences and humanities*

GEOKU23 - *Apply a reflective understanding of geographical concepts in different situations*

GEOKU24 - *Critically reflect on the accuracy, precision and uncertainty of research data*

GEOSS01 - *Illustrate the issues involved in applying research design and execution skills within the specific context of field-based research*

GEOSS02 - *Illustrate diversity of techniques and approaches involved in collecting geographical information (for example instrumentation, remote sensing, cartographic surveying, social survey, observation and the use of textual and archival sources)*

GEOSS03 - *Illustrate both quantitative and qualitative approaches for analysis of geographical information and data and perform basic applications*

GEOSS04 - *Illustrate diversity of specialised techniques and approaches involved in analysing geographical information (for example special techniques for the analysis of spatial information, GIS, laboratory techniques, qualitative and quantitative techniques)*

GEOSS05 - *Illustrate diversity of specialised techniques and approaches involved in presenting geographical knowledge and information (for example GIS, cartography and different textual strategies)*

GEOSS06 - *Communicate personal views about geographical issues*

GEOSS07 - *Evaluate the issues involved in applying research design and execution skills within the specific context of field-based research*

GEOSS08 - *Evaluate the diversity of techniques and approaches involved in collecting geographical*

information (for example instrumentation, remote sensing, cartographic surveying, social survey, observation and the use of textual and archival sources)

GEOSS09 - *Evaluate both quantitative and qualitative approaches for analysis of geographical information and data, including competence in the application of a range of these approaches*

GEOSS10 - *Evaluate the diversity of specialised techniques and approaches involved in analysing geographical information (for example special techniques for the analysis of spatial information, GIS, laboratory techniques, qualitative and quantitative...)*

GEOSS11 - *Evaluate the diversity of specialised techniques and approaches involved in presenting geographical information (for example GIS, cartography and different textual strategies)*

GEOSS12 - *Communicate and compare different views about geographical issues*

GEOSS13 - *Formulate a sophisticated and comprehensive analysis of the issues involved in applying research design and execution skills within the specific context of field-based research, including alternative options*

GEOSS14 - *Critically appraise and reflect on use of the diversity of techniques and approaches involved in collecting geographical information (for example instrumentation, remote sensing, cartographic surveying, social survey, observation and the use of...)*

GEOSS15 - *Critically appraise and reflect on the application of quantitative and qualitative approaches for analysis of geographical data, including excellent and sophisticated application of a range of these approaches*

GEOSS16 - *Demonstrate a mastery of techniques and approaches involved in analysing geographical information (for example special techniques for the analysis of spatial information, GIS, laboratory techniques, qualitative and quantitative techniques) and very...*

GEOSS17 - *Critically evaluate and reflect on the appropriate application of the diversity of specialised geographical techniques and approaches*

GEOSS18 - *Critically reflect on a range of views about geographical issues and come to a reasoned evaluation*