

## Programme Specification: Undergraduate

### For students starting in Academic Year 2019/2020

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	<p>BA or BSc (Hons) Geography            BA or BSc (Hons) Geography with International Year (see Annex A for details)            BA or BSc (Hons) Geography with Work Placement Year (see Annex B for details)</p> <p><i>NB: the default award for the Single Honours Geography programme is a BA Honours degree. However, students who successfully complete 60 credits or more of ESC-badged modules in Year 3 receive a BSc Honours degree.</i></p>
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	<p>3 years            4 years with International Year or Work Placement Year between years 2 and 3</p>
<b>Location of study</b>	Keele University – main campus
<b>Accreditation (if applicable)</b>	This programme has been accredited by the Royal Geographical Society (with IBG). For further details see the section on accreditation.
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK/EU students:</b>            Fee for 2019/20 is £9,250*</p> <p><b>International students:</b>            Fee for 2019/20 is £14,320**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> <p>The fee for the work placement year is calculated at 20% of the standard year fee</p>
<b>Additional Costs</b>	Please refer to the Additional costs section

\* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

## 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Geography. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside Geography, in other disciplines and in modern foreign languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

## 3. Overview of the Programme

Geography is the integrated study of the people, places and landscapes of the Earth and is unique in bridging the social sciences (human geography) with its understanding of the dynamics of cultures, societies and economies, and the earth sciences (physical geography) with its understanding of physical landscape and environmental processes. The following excerpt from the Royal Geographical Society explains the important role of geography in modern society:

*"An understanding and enthusiasm for Geography, and the development of geographical knowledge, is essential for the 21st century in a world where population growth, rapid development, global environmental change, social and economic inequality, and resource depletion threaten the very planet on which we live. These problems place increasing burdens on cultural tolerance, the sustainable management of societies, natural resources including bio-diversity, and landscapes. Geographers have a key role to play in understanding and helping to solve these issues."*

The Single Honours Geography degree route provides students with the opportunity to explore the full breadth and depth of this dynamic discipline. The first year involves a broad-based introductory programme that provides a platform from which knowledge, understanding and skills can subsequently be developed. The second year involves more in-depth and critical exploration of key issues within Human and Physical Geography, practical "hands-on" experience of a range of geographical research techniques, and an opportunity to put these skills into practice during an overseas field course. The final year provides the opportunity to specialise in areas of most interest to the student, by selecting from a broad range of option modules that reflect staff members' cutting-edge research interests. Fieldwork is a crucial aspect of any Geography degree programme and field excursions are integral to the programme. Students also carry out an independent research project on a topic of their choice in the final year.

## 4. Aims of the Programme

The broad aims of the programme are to enable you to:

- achieve a sound knowledge and understanding of a range of different specialisms within and approaches to Geography, while recognising both the diversity of the discipline and its unifying themes
- acquire a range of cognitive, generic and transferable skills, including practical and technical skills and techniques appropriate to Geography, and to deploy these skills to tackle a range of geographical issues and problems
- make critical assessments of sources of information, to engage effectively in their own independent research, and to communicate ideas in a concise and effective way.
- explore the key elements of current knowledge and understanding of subjects of study within Geography, including the research foundations and plural and contested nature of that knowledge and understanding.
- become expert in specific areas of the discipline or particular interest and/or relevance to future career pathways.

The Geography programme aligns itself closely with key aspects of 'The Keele Approach to Education', including interdisciplinarity, sustainability, internationality and employability:

### Interdisciplinarity

Geography is an explicitly interdisciplinary subject synthesising material from a broad-range of subject areas such as geology, biology, history and sociology. Taught by a range of expert staff with specialisms ranging from glaciology and paleoecology to social policy and anthropology, and taking advantage of close collaboration with other courses such as Geology and Environmental Science, Geography at Keele adopts an interdisciplinary approach to teaching and encourages an interdisciplinary attitude in students and graduates. Even our most specialised Geography modules allow students to identify and explore connections with other disciplines both in research and in the application of Geography subject knowledge to specific real-world problems such as resource management and hazard mitigation.

### Sustainability

Interactions between people and their environment are at the heart of Geography, and the subject engages directly with challenges such as climate change, food security and energy choices. The subject matter and approach of Geography is clearly aligned with two of the core areas of sustainability identified by Bone and Agombar, HEA, 2011: living within environmental limits and using sound science responsibly. The HEFCE (2008) strategic review asserted that *"Teaching (or research) that is significant for sustainable development will include a significant element related to either or both of the natural environment and natural resources, PLUS a significant element related to either or both of economic or social issues."* Geography clearly addresses both the natural environment and natural resources, and also puts those issues clearly into the context of economic and social issues. For example, all students take module ESC-10041 (People and Environment) that specifically explores those connections in the first year of the course. Specialist modules such as Global Environmental Change (ESC-30018) and Economic Development and Environmental Transformation (GEG-30016) engage with the implications of economic developments on the natural environment.

### Internationality

Geography focuses explicitly on processes and phenomena that occur at a range of scales including the global scale. These can range from the examination of migration and the flows of people to the local and regional impacts of climate change. It is at its very core about achieving an insight into the way the world works that transcends physical and political boundaries and gives students a thorough appreciation of the international global context of local issues. Geography as a scientific and applied discipline is conducted as an international enterprise by scientists and practitioners from across the globe, and Geography students will engage with their work to encounter international case studies, people and issues. In some topics, such as attitudes to the exploitation of Arctic resources, conflicting opinions are based on national affiliations or local contexts, and students are required to understand how those different international perspectives influence attitudes to the environment in their field of study. Many topics in Geography are explicitly transnational (e.g. Global Environmental Change, module ESC-30018; Postcolonialism in South Asia, module GEG-30015), and our teaching explicitly requires students to take an international perspective to scientific and applied issues. All Geography students take part in an overseas field course, all are encouraged to consider opportunities for periods of international study, and all have the opportunity to engage in international work in their final-year dissertation project. Geography at Keele focuses on the global context of local issues, and all students encounter transnational topics and international practitioners on a global stage.

### Employability

Geography students acquire a wide range of skills that are directly relevant both in vocationally specific Geographical careers and in non-Geography employment. Career-relevance is embedded within our course, parts of which (e.g. 2<sup>nd</sup> year practical programme) were developed in consultation with industrial partners to ensure that employability skills were included. In evidence to the UK Parliament Commons Select Committee on Business Innovation and Skills in 2010, Richard Waite, Managing Director of ESRI

UK, said that *“Studying geography and learning how to utilise geographic information gives new employees many of the key skills that businesses are crying out for... But if business needs geographers now, this will be even more true in the future. Location is becoming increasingly recognised as an important factor in decision making.”* *“A survey of 200 business leaders across the public and private sectors showed that the skills they are looking for in future employees are critical thinking (nominated by 78 per cent of businesses leaders as key for graduates), advanced analytical skills (76 per cent), understanding and interpreting complex data (71 per cent), advanced technology skills (57 per cent) ... all of which can be gained through a geography degree... As a company we therefore place a high value on the teaching of geography in Higher Education. ...there is evidence that the generic skills acquired through the study of geography are in high demand right across the business sector.”* Richard Waite, Managing Director ESRI UK

## **5. What you will learn**

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Intellectual skills
- Employability skills

### **Subject knowledge and understanding**

Successful students will be able to demonstrate knowledge and understanding of:

- the interdependence of human and physical aspects of the geographical environment
- the contribution of research to the development of geographical knowledge
- the dynamic, plural and contested nature of the discipline
- patterns of spatial variation as dynamic characteristics of the human and physical environment
- characteristics, diversity and interdependence of places outside their own everyday experience
- the way that human and physical environments change through time
- the significance of spatial and temporal scale in human and physical processes
- diverse manners of representing human and physical environments
- the use of systems at a range of scales to conceptualise patterns, processes, interactions and change in the human and physical world
- different methodological strategies used in the observation, analysis, interpretation and representation of geographical information
- applications and limitations of Geography in problem solving, equitable and sustainable development, and improving quality of life

Teaching and learning employed to achieve these outcomes includes: formal classes (lectures, practicals, seminars, tutorials, workshops and field courses); directed reading and engagement with VLE resources; independent study and reflection. The development of subject-specific knowledge is a key element of the programme that is most explicitly addressed within the lecture-based modules. The final-year dissertation provides an explicit opportunity in the latter stages of the programme to apply knowledge and understanding to the resolution of a geographical research project.

Assessment of subject-specific knowledge and understanding is achieved by a broad range of assessment types including: formative assessment in individual meetings or small-group tutorials, coursework essays, posters, technical reports, literature reviews, reflective diaries, dissertations, field-course assessments, in-class and online tests, oral presentations and end-of-semester examinations.

### **Subject specific skills**

Successful students will be able to:

- plan, design and execute a piece of research in Geography, including production of a final report
- undertake effective fieldwork with due regard for safety and risk assessment
- work safely in a scientific laboratory, with awareness of standard procedures
- prepare effective maps and diagrams using a range of appropriate technologies
- employ a variety of technical, statistical, qualitative and laboratory-based methods for the collection and analysis of spatial, social, and environmental information
- assess and use different types of documentary data sources
- combine and interpret different types of geographical evidence
- recognise moral and ethical issues involved in geographical debates
- effectively employ a range of specialist software to address a variety of geographical problems (e.g. use of GIS software to visualise and analyse geographical data)

The subject-specific skills listed above are taught most explicitly through the practical and field courses that form key components of modules in years 1 (Geographical Skills) and 2 (Practical Physical Geography, Geographical Research Training, Space & Society). Students have the explicit opportunity to deploy a range of skills and techniques within the final-year ISP module (Double or Single Dissertation).

Assessment of students' subject-specific skills is achieved primarily through practical assignments and portfolios, formative and summative tutorial exercises, field course exercises and projects, a formal research proposal and risk assessment, and the final-year dissertation.

### **Intellectual skills**

Successful students will be able to:

- assess the merits of contrasting theories, explanations and policies
- analyse and solve problems
- make reasoned decisions
- evaluate evidence and make critical judgements
- make critical interpretations of data and text
- abstract and synthesise information
- develop a reasoned argument
- take responsibility for their own learning and develop a habit of reflection upon that learning
- make effective use of a broad range of literature sources (e.g. search for relevant books and journal articles and assess their quality and reliability).

Intellectual skills are developed throughout the programme but are addressed most explicitly within the tutorials, practicals and field courses in year 1 (Geographical Skills); the practicals, seminars and field courses in year 2 (Practical Physical Geography, Geographical Research Training, Space & Society); and the dissertation supervision meetings in the final year. Particular attention is paid to key transition skills in the year 1 practical and tutorial programme, covering for example essay writing skills and information literacy skills. Students also have the opportunity to learn additional intellectual skills within the Personal Development theme of the Keele Approach to Education and through engagement with away day sessions run in collaboration with Student Learning.

Assessment of intellectual skills is achieved through a range of means including tutorial assignments and group discussions, coursework and examination essays, literature reviews, reflective diaries, practical exercises, practical exercises, fieldwork exercises and the final-year dissertation.

### **Employability skills**

Employability Skills are embedded within the modules in all three years in order to equip students with core skills and knowledge, which are transferable into post-University experience. In addition, where relevant, modules seek to highlight relevant employment opportunities for geography graduates and in some cases involve activities and assignments that replicate those undertaken in related professions (e.g. Practical Physical

Geography, Water Resources). Students can also elect to take a work-placement module in year 2 that provides an explicit opportunity to gain direct experience of a professional working environment.

Successful students will develop proficiency in the following skill sets:

- **Written communication skills:** The development of written communication skills is a key element of the programme and students are required to complete various written assignments in all three years including essays, poster presentations, technical reports and a large dissertation. Specific training is provided within the year 1 tutorial programme in particular, which addresses relevant skills including referencing and academic writing skills
- **Oral presentation skills:** Students gain experience in oral presentation skills within various modules including the year 1 tutorial programme, the year 2 overseas field courses and various option modules
- **Communication skills:** Students are encouraged to discuss and debate ideas within small-group tutorial sessions within year 1. In addition, students are continually encouraged to discuss specific aspects of their work with their peers, with module tutors and with their module tutors. This is facilitated by the open-door policy operated by the geography staff
- **Problem solving skills:** The ability to resolve problems with complex solutions is an important part of the programme and is included within a range of module assessments and fieldwork activities
- **Fieldwork skills:** Students are introduced to a range of field skills such as surveying during the course of the degree programme. They are also trained in risk assessment techniques that are central to safe working in the field
- **Numeracy skills:** Numerous practical exercises include the analysis and manipulation of numerical datasets. The first year practical programme in particular involves the geographical application of a variety of statistical techniques
- **Independent research skills:** Successful completion of the degree programme requires students to work independently. This ranges from the wider reading required to expand on material covered within the lectures, to the final completion of a major independent research project in year 3
- **Information literacy skills:** Effective engagement with a range of advanced sources requires the development of sophisticated search skills and an ability to engage with material at the forefront of the discipline. These skills are introduced in the year 1 tutorials and further developed in years 2 and 3 of the programme
- **Team working:** Team work is an integral part of the field courses in years 1 and 2 and students therefore have numerous opportunities to work as part of a team. Some modules include assessments that require students to work as a group (e.g. Practical Physical Geography)
- **IT skills:** Key IT skills are taught to all undergraduates at the beginning of Year 1. Instruction is given in core software applications (e.g. spreadsheet software) so that all students have the same level of core knowledge of essential computing techniques. Particular emphasis is placed on the use of industry-standard GIS software (ArcGIS) to analyse, visualise and integrate spatial datasets
- **Personal and professional development:** The first-year tutorial programme recognises the challenge posed by the transition from Secondary to Higher Education and consequently focuses on introducing students to the key study skills required to work effectively in a university environment (e.g. time management, note taking, use of feedback and reflection, how to find relevant literature, referencing and plagiarism etc.). This is facilitated by the small-group learning and close support from a nominated member of staff from their arrival at Keele. Students are continuously encouraged to reflect on their skills and knowledge, to identify ways in which these can be improved, and to consider their aims and ambitions beyond the degree and how these are best realised

### **Keele Graduate attributes**

Geography at Keele University is proud of its distinctive educational environment, which is designed to enable students to develop into *distinctive graduates* able to balance *specialist and expert knowledge* with a *broad outlook* and an *independent approach*. Keele identifies a set of distinctive graduate attributes that characterise successful Keele students.

The content, structure and intended learning outcomes of our programme, which are described in this Programme Specification, are explicitly designed to facilitate the achievement of these capabilities.

Specifically, we provide:

- opportunities throughout Geography to develop the subject-specific skills and knowledge that are at the heart of the programme
- opportunities throughout Geography to develop personal and professional attributes, abilities and attitudes appropriate to lifelong learning, employability and citizenship
- opportunities within the wider Keele framework to develop a broad set of attributes that are not subject specific but define an intellectually well-rounded and confident graduate
- a supportive network of staff within Geography who aim to demonstrate these attributes by their own example and who are dedicated to working alongside students exploring and developing them as they progress through the programme.

Engagement with the Geography degree programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed. The preceding sections in the Programme Specification illustrate the ways in which these attributes can be achieved through what we include in the course, and a more detailed analysis of how specific Graduate Attributes relate to specific elements of the course can be found at: <https://www.keele.ac.uk/gge/students/geography/geographyhandbook/>

Further information about the Graduate Attributes in the context of Keele's Approach to Education can be found at: <http://www.keele.ac.uk/journey/>

## **6. How is the Programme taught?**

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- Lectures
- Field courses
- Practical classes
- Tutorials
- Project work
- Seminars, group presentations and workshops
- Lectures
- Individual progress interviews, including personal development planning
- Directed reading and independent study
- A research dissertation
- Interactive online e-learning via the Keele Learning Environment (KLE)

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

## **7. Teaching Staff**

Geography is a modular degree programme taught within the School of Geography, Geology and the Environment, which includes lecturers with expertise in Geography, Earth Sciences and Environmental Sciences. All the current Geography lecturers hold PhDs and most are internationally recognised experts in their fields.

Geographers have won the annual Keele University "Excellence in Teaching" award five times, including individual awards for excellence in teaching to four members of staff and a team award for excellence to the

whole programme. Two members of the Geography teaching team have been awarded National Teaching Fellowships (NTF) by the Higher Education Academy. Staff details are available at <http://www.keele.ac.uk/gge/people/>

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme’s content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

The Geography Single Honours programme is modular in structure. The programme provides a broad-based first year followed by more specialised second year and third-year studies.

We assume no prior expertise in Geography, and begin with introductory modules that provide a platform from which students can develop their knowledge, understanding and skills. First year is an introductory year in which students acquire essential academic skills and a foundation of knowledge of the underlying concepts and principles of the subject. Second year develops a critical understanding of more advanced topics and conceptual issues in the subject, and helps students to establish skills in independent research. Third year allows students to explore specialised topics of their choice at the level of the most recent scientific research, and to develop a range of advanced skills.

There are three types of module delivered as part of your programme. They are:

- Compulsory modules – a module that you are required to study on this course;
- Optional modules – these allow you some limited choice of what to study from a list of modules;
- Elective modules – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
1	75	15	45	0	30
2	75	45	45	0	0
3	0	90	120	0	30

### Module lists

#### Year 1 (Level 4)

Compulsory modules	Module Code	Credits	Semester
Fundamentals of Physical Geography	ESC-10039	15	1
Human Geographies	GEG-10013	15	1
Geography & Geographers	GEG-10011	15	1

Geographical Skills	ESC-10035	15	1-2
People and the Environment	ESC-10041	15	2
<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Semester</b>
Practising Human Geography	GEG-10012	15	2
Global Warming of a New Ice Age?	ESC-10032	15	2
The Practice of Physical Geography	ESC-10038	15	2
Greening Business	ESC-10043	15	2
Entrepreneurship Level 4	ESC-10056	15	2

## Year 2 (Level 5)

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Semester</b>
Practical Physical Geography	ESC-20029	15	1
Practical Human Geography	GEG-20010	15	1
Dynamic Geographies	ESC-20049	30	2
Geographical Research Training	GEG-20009	15	2
<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Semester</b>
Regional Landsystems	ESC-20030	15	1
Work Placement Module	ESC-20051	15	1-2
Space & Society	GEG-20015	15	1
Concepts & Debates in Geography	GEG-20018	15	2
<u>Module Rules:</u> Students must select three out of the four optional modules listed.			

Students choosing to do the international year take the 120 credit compulsory module 'GEG-20034: International Study Module'. This is a Level 5 module.

Students choosing to do the work placement year take the 120 credit compulsory module 'ESC-30042: Work Placement Year'. This is a Level 6 module.

## Year 3 (Level 6)

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Semester</b>
None			
<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Semester</b>
Geography Double Dissertation – ISP	GEG-30006	30	1-2
Geography Single Dissertation – ISP	GEG-30008	15	1-2
Glaciers and Glacial Geomorphology	ESC-30006	15	1
Natural Hazards	ESC-30009	15	1
Global Environmental Change	ESC-30018	15	1
Water Resources	ESC-30020	15	2
Coastal Environments	ESC-30027	15	2
Applied GIS	ESC-30044	15	1
Inspirational Landscapes	GEG-30014	15	2
Postcolonialism in South Asia	GEG-30015	15	1
Economic Development & Environmental Transformation	GEG-30016	15	2
Rural Geographies	GEG-30020	15	2
Animals & Society	GEG-30021	15	1

Trees in their Environment	LSC-30017	15	2
<b>Module Rules:</b> Students must select one of the ISP (Independent Study Project) modules (ESC-30006 or ESC-30008).			

For further information on the content of modules currently offered, including the list of elective modules, please visit: [www.keele.ac.uk/recordsandexams/az](http://www.keele.ac.uk/recordsandexams/az)

## Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

<u>YEAR 1 (LEVEL 4)</u>		
In the first year students acquire essential academic skills and a foundation of knowledge of the underlying concepts and principles of the subject.		
<b>First Year Material</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
Knowledge and understanding of core Geography topics and concepts.	ESC-10039 Fundamentals of Physical Geography GEG-10013 Human Geographies ESC-10041 People and the Environment GEG-10011 Geography & Geographers GEG-10012 Practising Human Geography ESC-10038 The Practice of Physical Geography,	Essays, short-answer tests and unseen exams.
Fundamental skills and techniques in practical Geography, including fieldwork.	ESC-10035 Geographical Skills	Practical assignments and fieldwork exercises.
Essential study and communications skills.	ESC-10035 Geographical Skills	Essays, oral presentations and written exercises.

<u>YEAR 2 (LEVEL 5)</u>		
In the second year students develop a critical understanding of more advanced topics and conceptual issues, and establish skills in independent research.		
<b>Second Year Material</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
Knowledge and understanding of advanced Geography topics and concepts.	ESC-20049 Dynamic Geographies ESC-20030 Regional Landscapes GEG-20015 Space & Society	A flexible mix of essays, posters, reports etc.; short-answer tests; unseen exams.

	GEG-20018 Concepts & Debates in Geography	
Advanced skills and techniques in practical Geography, including fieldwork.	ESC-20029 Practical Physical Geography GEG-20015 Space & Society GEG-20009 Geographical Research Training	Practical assignments, technical report, and fieldwork exercises.
Core skills in research design and project formulation.	GEG-20009 Geographical Research Training	Research proposal. Research Design practical exercises.
Advanced study skills and engagement with research-level literature.	All modules	Seminar exercises, lecture-module assignments.

<b>YEAR 3 (LEVEL 6)</b>		
In the third year students gain skills and knowledge specific to Geography, but also a range of skills and knowledge applicable to a wide range of employment opportunities that will also establish the basis for a future of lifelong learning.		
<b>Third Year Material</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
Specialist knowledge and understanding of Geography topics and concepts at the cutting edge of the discipline	All of the option modules listed in section-8 above	A flexible mix of essays, posters, projects, etc., depending on options taken; short-answer tests; unseen exams.
Advanced research skills and practical techniques in Geography, including fieldwork.	GEG-30006 Geography Double Dissertation  GEG-30008 Geography Single Dissertation	Dissertation: report on independent project work

## 9. Final and intermediate awards

Credits required for each level of academic award are as follows:

<b>Honours Degree</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6  You must accumulate at least 270 credits in Geography (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in Geography.
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher

**Geography with International Year:** in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Geography with international year. Students who do not complete, or fail the international year, will be transferred to the three-year Geography programme.

**Geography with Work Placement Year:** in addition to the above students must pass ESC-30042, the non-credit bearing module covering the work placement year, in order to graduate with a named degree in Geography with Work Placement Year. Students who do not complete or fail the work placement year will be transferred to the three-year Geography programme. Failure of the work placement year will be recorded on the student's final transcript.

## 10. How is the Programme assessed?

The wide variety of assessment methods used within Geography at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Geography:

- **End of semester examinations** test the ability of the student to describe, explain, and critically discuss the principles of the subject and to demonstrate competence in applying these principles to applications and to solve problems from appropriate areas of the discipline.
- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).
- **Technical reports** – structured proformas and reports are formal summaries of work that test students' understanding of the practical aspects of the programme and develop the skills necessary to enable students to present and analyse their results.
- **Reflective diaries** require students to keep a record of their critical or creative responses to the work of the module. They are assessed on the quality of this reflection and on their ability to respond constructively to the challenges and difficulties they encounter in the process of their own creative development and learning.
- **Poster presentations** demonstrate the ability of the student to present complex concepts and information in a clear and concise manner, to interact and communicate effectively to a wide range of professional environments, including to both scientific and non-scientific audiences.
- **In-class and online exercises** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way.
- **Individual or group oral presentations** assess individual student's subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Field course notebook and portfolios** – assess work that has been carried out in the field, and typically include field notebooks, research proposals, short quizzes and both oral and written presentations. The specific assessment portfolio will vary according to the field course destination and subject focus. Fieldwork is a distinctive core component of all the Geography courses.
- **Research proposals** require students to develop an independent research project and think through theoretical problems surrounding methodology and practical concerns relating to, for example, availability of sample, financial restrictions, and time limits. This form of assessment is key to the development of independent research skills and a portfolio of employability skills.
- **Independent Project work** tests student's knowledge of different research methodologies and the limits and provisional nature of knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using appropriate methods.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	23%	23%	14%
Guided independent Study	77%	77%	86%
Placements	0%	0%	0%

## 12. Accreditation

This programme has been accredited by the Royal Geographical Society (with IBG). Accredited degree programmes contain a solid academic foundation in geographical knowledge and skills, and prepare graduates to address the needs of the world beyond higher education. The accreditation criteria require evidence that graduates from accredited programmes meet defined sets of learning outcomes, including subject knowledge, technical ability and transferable skills.

## 13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

### Course Regulations

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

Students are expected to attend all practical classes, tutorials, seminars, fieldcourses and lectures. Attendance at all these sessions is monitored and checked by the academic support staff and course directors. Students who display a poor attendance record for no good reason may be subject to disciplinary action.

Students are required to follow the guidelines provided in the Safety and Fieldcourse Handbooks. Instructions contained in course, year and module handbooks constitute part of the regulations.

## 14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not	International Baccalaureate	BTEC	Access to Higher Education	GCSE requirements
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		included			Diploma	
Geography (Single Hons)	<p>ABC / BBB A level Geography or related subject at grade B or above.</p> <p>If the related subject includes A level Biology, Chemistry or Physics (England), a pass in Science practical will be required. **</p> <p>** Science practical only required from applicants taking reformed A level Biology, Chemistry or Physics in England.</p>	None	32 points to include Higher Level Geography at 6 or above.	DDM  You must have taken sufficient Geography units, please contact us for advice.	Obtain Access to Higher Education Diploma with 122 UCAS Tariff points including 15 Level 3 credits at Distinction. You must also have taken sufficient Geography units, please contact us for advice.	Maths or Science at C (or 4) English Language at C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

## 15. How are students supported on the programme?

**Personal Tutors:** All students are allocated a Personal Tutor for the duration of their studies as part of the University's Personal Tutor system.

**Subject Tutors:** Each student in Geography is supported by the Year Tutor for their year of study, and also by a Geography tutor with whom the student will normally meet on a weekly basis throughout the 1<sup>st</sup> year and fortnightly in 2<sup>nd</sup> year. Students have free access to these tutors at all times throughout their studies. They are also supported by the Geography Course Director who is always available to help, and by the Head of Geography Programmes.

**Use of e-learning/the Keele Learning Environment (KLE):** All modules are supported by learning materials that are accessible to students via the KLE.

**Health and Safety:** All students admitted to the programme are expected to read the Earth Sciences and Geography Safety Handbook. Students are required to sign an agreement that they have read this Handbook, and that they will abide by the rules and regulations governing the efficient working, safety and welfare of all members both within the University and in the field. They are also required to declare any medical conditions that may influence their ability to work in the field so that these can be discussed and suitable adjustments made if necessary.

**Students with disabilities:** Students with disabilities or medical problems will meet with a member of the University's Disability & Dyslexia Support service and the Geography Disability Officer at the start of the programme in order to discuss any special requirements. Procedures will then be implemented according to the nature of the student's disability or medical problem. These procedures can range, for example, from allowing

extra examination time for students diagnosed as dyslexic, to allocating additional staff or demonstrators to field classes to help students with mobility problems.

**Further information:** It is essential that students consult the course website at regular intervals for definitive versions of the Geography handbooks, on-line course materials, and programme and module specifications. These can be accessed at: <http://www.keele.ac.uk/gge/students/geography/>

On-line learning and teaching materials related to individual modules are available on the Keele Learning Environment.

## **16. Learning Resources**

Geography is based within the School of Geography, Geology and the Environment. The School has its own building (the William Smith Building) that contains well-equipped laboratories, computing suites and lecture theatres. This concentration of teaching into one building enables students to identify with a specific base within the University. The foyer provides pleasant surroundings for students to meet and socialise with their peers. The Office is open during the week from 9am to 5pm to answer student queries. Academic staff operate an open-door policy so that students can easily obtain support and advice. Students are also welcome to use the computing facilities between 9am to 7pm when they are not being used for teaching. Timetables highlighting when these facilities are not being used for teaching are posted outside each of the computer laboratories within the William Smith Building.

## **17. Other learning opportunities**

### **Study abroad (semester)**

Students on the Geography programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

### **Study Abroad (International Year)**

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

### **Work Placement Year**

A summary of the Work Placement Year, which is a potential option for students after completion of year 2 (Level 5), is provided in Annex B.

### Other opportunities

Fieldwork is an important part of geographer’s training, providing the opportunity to acquire and practice field-based skills, to develop skills of observation and recording and to work as effective members of a team.

## 18. Additional costs

### Geography Programme Costs

#### Field Course Costs

All students will do mandatory field courses as part of their degree programme. There is a range of field courses and costs are dependent on degree route, module choices and the nature of the independent project work taken by students.

The University provides significant financial support to subsidise the cost of the field course programme for students. Students will have the option to choose field course destinations that involve no additional cost, or to choose destinations that, although still subsidised, will involve some additional cost to the student. In order to help students manage their field course costs, the payments are spread over the course of the academic year in which you participate in the field course, normally October, February and May. The first instalment is non-refundable due to the need to pre-book accommodation, flights, etc. in advance. The costs of field courses are indicated at the start of the year, with details posted on student notice boards to enable students to make informed decisions on the choices available.

#### First Year Students

There are no charges to year 1 students taking field courses in the first year of their programme. The University pays for these costs.

#### Second Year Students

Indicative costs for field courses based on previous academic years:

One-week, compulsory residential field course to EITHER Almeria, southern Spain (no additional cost) OR Barcelona, Spain (no additional cost) OR Iceland (approximately £750-£850) OR Singapore (airfares organised/paid for by student – approx. £700-£800).

#### Third Year Students

Single Honours Geography students undertake a dissertation, which MAY include fieldwork that is normally carried out during the summer vacation between years 2 and 3. Students are responsible for organising their own transport and accommodation as well as paying any costs incurred whilst carrying out fieldwork. These costs are extremely variable as they are dependent on where the student carries out their project. Costs are minimal if the project work is undertaken in the students’ local area. There is also a charge of £10 of a field excursion included within module GEG-30020.

**IMPORTANT:** Students are expected to have adequate clothing for field trips. Costs are only for indicative purposes and correct at the time of printing. Costs are dependent on the options chosen by students and susceptible to changes in the number of students taking field courses and changes in external factors such as flight and accommodation costs outside the University’s control. In addition, we reserve the right to change the venues of field courses due to both cost and academic considerations.

Activity	Estimated cost
Geography - One-week, compulsory residential field course to EITHER Almeria, southern Spain (no additional cost) OR Barcelona, Spain (no additional cost) OR Iceland (approximately £600-£700) OR Singapore (airfares organised/paid for by student – approx. £650-£800)	£0-£850
Equipment: Waterproof clothing and footwear for field courses	£100
<b>Total estimated additional costs</b>	<b>£100-900</b>

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further costs for this undergraduate programme.

## **19. Quality management and enhancement**

The quality and standards of learning in Geography are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Geography, Geology and the Environment is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Geography Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Geography module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Geography Programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Geography Programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

## **20. The principles of programme design**

The Geography Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:  
<http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Geography (2014) [http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-geography-14.pdf?sfvrsn=cb9ff781\\_12](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-geography-14.pdf?sfvrsn=cb9ff781_12)

- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## 21. Document Version History

**Date of first approved version (v1.0):** 5<sup>th</sup> October 2018

### Revision history

<b>Version number<sup>1</sup></b>	<b>Author</b>	<b>Date</b>	<b>Summary of and rationale for changes</b>
2.0	Katie Szkornik	March 2019	Major change: addition of Work Placement Year option

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<sup>1</sup> 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)

## Annex A

### Geography with International Year

#### International Year Programme

Students registered for Single Honours Geography may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Geography with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the Single Honours Geography and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'Geography with International Year'.

#### International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

#### Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2<sup>nd</sup> semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1<sup>st</sup> and 2<sup>nd</sup> year tutors and programme director)

#### Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

#### Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- i) Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- ii) Discuss the benefits and challenges of global citizenship and internationalisation
- iii) Explain how their perspective on their academic discipline has been influenced by locating it

within an international setting.

In addition, students who complete 'Geography with International Year' will be able to:

- iv) Apply their experiences abroad to the specific graduate attributes associated with their Geography degree.
- v) Integrate, apply and develop fundamental geographical principles to describe and explain phenomena and solve problems in the context of selected topics within contemporary Geography.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

### **Course Regulations**

Students registered for the 'Geography with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Geography module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

### **Additional costs for the International Year**

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: [www.gov.uk](http://www.gov.uk)

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

## Annex B

### BA or BSc (Hons) Geography with Work Placement Year

#### Work Placement Year summary

Students registered for Single Honours Geography may either be admitted for or apply to transfer during their studies to the Single Honours 'Geography with Work Placement Year'. Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to complete satisfactorily the Work Placement Year will normally revert to the BA or BSc Geography programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'BA or BSc (Hons) Geography with Work Placement Year'.

#### Work Placement Year Programme Aims

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with:

1. Substantial experience of work with a relevant placement provider, including familiarisation with the professional working environment;
2. The opportunity to apply academic theory to real situations in the work place and to expand your employability skills.

#### Entry Requirements for the Work Placement Year

To proceed to the Placement Year, students must normally achieve an average of 55% across all Year-1 and Year-2 Semester 1 modules. If students do not meet these requirements, they will revert to the Single Honours Geography programme. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module (minimum 30 weeks full time (1,050 hours), or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Passed all Year-1 and Year-2 Semester 1 modules with an overall module average of > 55%
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

- Students may not register for both an International Year (see Annex A) and a Work Placement Year; students registered for 'BA or BSc (Hons) Geography with Work Placement Year' are exempt from studying an International Year.

### Student Support

Students will be supported whilst on the Work Placement Year via the following methods:

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organization, or facilitate a meeting via Skype or over the telephone, at around 5 weeks after placement has commenced, and then visit again (or conduct a telephone/skype meeting) at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

### Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete 'BA or BSc (Hons) Geography with Work Placement Year' will be able to:

- 1) evaluate their own employability skills (via a SWOT analysis);
- 2) create Intended Learning Outcomes for their placement in order to develop the skills areas which they have identified as needing further enhancement;
- 3) develop, through practice in the work place, the work-related skills identified through their SWOT analysis and Intended Learning Outcomes;
- 4) apply academic theory learned as part of their taught degree to real situations in the work place;
- 5) reflect on their work placement activities and evaluate the impact on their own employability skills;
- 6) explain how the sector of the placement operates and identify the skills required to pursue careers within the sector.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (ESC-30042) which involves:

- 1) the submission of a mid-placement portfolio comprising a SWOT analysis, action plan and an evaluation of the student's performance based on the placement supervisor's initial report;
- 2) the submission of a final placement report comprising a reflective diary and an evaluation of the student's performance based on the placement supervisor's final report.

### Course Regulations

Students registered for the 'BA or BSc (Hons) Geography with Work Placement Year' are subject to course specific regulations (if any) and the University regulations. In addition, during the Work Placement Year, the following regulations will apply:

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module (ESC-30042);
- Students must pass Assessment 1 (mid-placement portfolio) with a mark of 40% in order to continue to take their work placement and pass the Work Placement module;
- Students failing Assessment 1 at first attempt will be required to withdraw from the Work Placement

and be transferred onto the 3-year programme;

- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

- (i) conforming to the work practices of the organisation; and
- (ii) remembering that they are representatives of the University and their actions will reflect on the School of Geography, Geology and the Environment and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

#### **Additional costs for the Work Placement Year**

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; to find out more about your personal eligibility see: [www.gov.uk](http://www.gov.uk). Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider. It is the students' responsibility to inform relevant funding bodies, including the Student Loans Company and Student Finance (England, Wales, Scotland, Ireland, as appropriate) of a change in their status.

Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider, additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.