

**BSc Geography (Human)**  
**For students entering Part 1 in 2013/4**

**UCAS code: L722**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Geography
Faculty:	Science Faculty
Programme length:	3 years
Date of specification:	05/Jun/2015
Programme Director:	Dr Steve Musson
Programme Advisor:	Dr Geoffrey Griffiths
Board of Studies:	Geography and Environmental Science
Accreditation:	None

**Summary of programme aims**

The programme aims to provide undergraduate students with both subject-specific knowledge and general skills. It aims:

- to provide students with an insight into the importance of a geographic perspective on human activity, including a scales from the local to the global.
- to impart knowledge of the theory and practice of human geography.
- to encourage students to make appropriate use of theories and research findings from the social sciences in understanding spatial phenomena.
- to develop students' skills in applying theoretical concepts, knowledge and philosophies to the understanding of particular environments, spatial differences and to decision-making.
- to develop understanding of the interaction between various types of social and economic processes in urban, regional and international systems.
- to develop an understanding through fieldwork and other forms of experiential learning.
- to develop skills in how to interpret, analyse and tackle geographical issues.
- to develop interdisciplinary aspects of knowledge.
- to promote students' ability to engage in lifelong learning.

The programme aims to produce graduates with both subject-specific skills and knowledge in Geography and a range of cognitive, generic and transferable skills.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem solving, and encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

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**Programme content**

The profile which follows states which modules are compulsory, together with lists of optional modules from which the student must make a selection in consultation with their programme adviser. Students must take a combination of compulsory and optional modules making a total of 120 credits in each Part of the programme. The number of credits for each module is shown after its title. At Part 1 students may take all their modules in Geography or opt to take modules in other departments. In Part 2 students take a combination of core compulsory and optional modules. Part 3 students write a dissertation (40 credits) and select from a list of Geography modules that are approved each year. The actual list of modules available may vary from year to year according to staffing.

**Part 1 (three terms)**

*Compulsory modules*

*Compulsory modules (you must take all 60 credits)*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
GV1GT	Geographical Techniques	20	4
GV1SN	Society and Nature	10	4
GV1BOO	Geographies of Boom and Bust	10	4
GV1ENV	Environment and Development	10	4
GV1HUM	Human Geography Practice and Principles	10	4

*Optional modules (must total 60 credits):*

GV1C	Climatology	10	4
GV1D	Hydrology	10	4
GV1F2	Biogeography and Soils	10	4
GV1GS	Geomorphology	10	4
GV1EI	Environmental Issues	10	4
RE1SPGW	Sustainability and Prosperity in a Globalising World	10	4

*Alternatively, you may take up to 60 credits of other modules in the University, subject to availability and following consultation with your Personal Tutor or Programme Advisor. This includes the Institution-Wide Language Programme.*

## **Part 2 (three terms)**

*Compulsory modules*

*Compulsory modules (you must take all 50 credits)*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
GV2RTG	Research Training for Geographers	20	5
GV2CDS	Career Development Skills	10	5

*And either*

GV2FH	Human Geography Field Class	20	5
<i>Or</i>			
GV2FC	Crete June Field Class	20	5
<i>Or</i>			
GV2FC2	Crete September Field Class	20	5

*Optional modules (must total 70 credits):*

GV2WP	Web Page Development	10	5
GV2SDA	Spatial Data in the Digital Age	10	5
GV2MES	Monitoring the Earth from Space	20	5
GV2H1	Geographies of Development	10	5
GV2CIP	Culture, Identity and Place	10	5
GV2ER	Energy Resources	10	5
GV2GRO	Growth, Degrowth and Sustainability	10	5
GV2P1	Geomorphological Hazards	10	5
GV2BC	Biogeography and Conservation	10	5
GV2P3	Human Activity and Environmental Change	10	5
GV2HY	Hydrological Processes	10	5
GV2P5	Excel Data Management	10	5

Alternatively, you may take up to 20 credits of other modules in the University, subject to availability and following consultation with your Personal Tutor or Programme Advisor. This includes the Institution-Wide Language Programme.

### Part 3 (three terms)

#### Compulsory modules

#### Compulsory modules

*Either*

GV3GED	Geography and Environmental Science Dissertation	40	6
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*Or*

GV3DSA	Dissertation (Study Abroad Students)	40	6
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#### Optional modules (must total 80 credits):

GV3RSD	Resilience and Sustainable Development	20	6
GV3NRR	Neighbourhood Renewal and Regeneration	20	6
GV321	Work, Employment and Development	20	6
GV362	Water Resources	20	6
GV3CC	Climate Change	20	6
GV342	Environmental Modelling	20	6
GV3AP	Air, Pollution, Effects and Control	20	6
GV3ER1	ERASMUS Exchange Programme	20	6
GV3ER2	ERASMUS Exchange Programme	20	6
GV3ER3	ERASMUS Exchange Programme	20	6
GV3ER4	ERASMUS Exchange Programme	20	6
GV334	Glacial and Periglacial Geomorphology	20	6
GV3CGS	Consumption, Globalisation and Sustainability	20	6
GV3CPJ	International Climate Politics and Justice	20	6
GV3SET	Socio-Ecological Transformations: Theories and Case Studies	20	6
GV3MME	Modelling of Marine Ecosystems	20	6
GV3GCY	Geographies of	20	6

## Children & Youth

*Alternatively, you may take up to 20 credits of other modules in the University, subject to availability and following consultation with your Personal Tutor or Programme Advisor. This includes the Institution-Wide Language Programme.*

### **Progression requirements**

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- a weighted average of 40% over 120 credits taken at Part 2; and
- marks of at least 40% in individual modules amounting to not less than 80 credits; and
- marks of at least 30% in individual modules amounting to not less than 120 credits.

### **Assessment and classification**

The University's honours classification scheme is:

<i>Mark</i>	<i>Interpretation</i>
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: [www.reading.ac.uk/internal/exams/Policies/exa-class.aspx](http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx)

The weighting of the Parts/Years in the calculation of the degree classification is

### **Three-year programmes**

Part 2 one-third

Part 3 two-thirds

There are a whole variety of teaching and assessment methods used in the degree programme modules. A typical module would involve lectures and either seminars or practicals. Many of the modules are assessed with some continuous assessment and a written exam. However, a number of modules are totally continuously assessed or totally written exam.

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

Grade C or better in English Language and Mathematics in GCSE/O Level

ABB from three A levels including Geography

32 points overall including 5 in Geography at higher level

Irish Highers: BBBB

We welcome deferred-entry applications from those wanting to take a gap year between school and university, and from mature students and students with special needs, for whom we may take a broader view of entry requirements. For those with special needs we are happy, when necessary, to take a flexible approach to field-work and practical work requirements, and to make appropriate arrangements for note taking and examinations.

**Admissions Tutor:** Dr G. Griffiths

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and

Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

## **Career learning**

### **Career prospects**

A Reading geography degree is designed to assist graduate employment in three ways:

Firstly, it provides a basis for employment in fields directly or indirectly related to the content of the degree course, though this often involves a post-graduate qualification. Examples are jobs in teaching (in universities, colleges, schools and field centres), regional and economic planning, computing, transport management, conservation, land evaluation, civil engineering.

Secondly, a Reading geography degree enhances employment prospects because of the rigorous academic training regardless of the subject matter. Again, most other jobs usually involve further (in-service) training. Examples of such careers include insurance, banking, accountancy, civil service, armed forces and commercial management.

Thirdly, employers are attracted by the impressive quantitative/numeracy skills acquired in the degree programme, together with their experiences in computer usage, field projects (at home and abroad) and the planning/execution of the major dissertation research programme. Employers are seeking the flexible, skilled and adaptable geography graduates produced at Reading.

### **Opportunities for study abroad**

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

#### *Study Abroad:*

As part of the Part 3 programme, students can spend one term, either term 7 or term 8, studying at a European University under the ERASMUS exchange scheme. Study undertaken abroad substitutes for study in Reading. There is a well-established and active programme in Human Geography with the University of Groningen, The Netherlands. Links have also been established with the University of Trier, Germany. The Erasmus programmes are co-ordinated by Dr S. Lloyd-Evans.

#### *Placements:*

This degree offers placement opportunities for students. Additionally, we support those who wish to arrange placements of their own. Established opportunities include the University of Reading UROP scheme, where students work alongside research staff during the summer vacation. Students also act as Community Service Volunteers, as Royal Geographical Society Geography Ambassadors, have visited schools as part of the AIM Higher scheme. In collaboration with the Student Employment, Experience and Careers Centre, we support students who wish to arrange their own placements at all points in their degree programme. This includes prospective graduate employers, such as industry, schools, local authorities and voluntary sector organisations. It is also possible to use the ERASMUS European exchange scheme to undertake a work placement in another European country. Students may draw directly on staff contacts, or call upon knowledge of possible opportunities, gained by working with similar organisations. Students are encouraged to incorporate their placements into their undergraduate dissertations where appropriate.

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### **Programme Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. Processes, concepts and techniques in human geography.
2. The nature of change and the significance of spatial relationships within human and physical environments.
3. Fundamental concepts of human geography such as environment, place, spatial variation, and representation of landscape and environment
4. Geographic perspectives on social and physical processes and their interaction at global, regional and local scales.
5. The main methodological strategies used in the analysis of geographical information.
6. The application of geographical concepts, techniques and expertise to problem solving.

##### **Teaching/learning methods and strategies**

Most of the knowledge required for the basic topics is discussed in formal lectures supported by smaller group discussions and practicals.

At Part 2 knowledge is also gained through a 1-week fieldclass and practical work.

In Part 3 the specialised option modules include writing detailed assessments of set topics, making oral presentations and joining in group discussion.

##### *Assessment*

Most knowledge is tested through a combination of coursework and unseen formal examinations. Oral presentations also contribute.

#### **Skills and other attributes**

##### **B. Intellectual skills - *able to*:**

1. Think logically
2. Develop a reasoned argument
3. Organise tasks into a structured form
4. Abstract and synthesise information
5. Critically judge and evaluate evidence
6. Assess the merits of contrasting theories, explanations and policies
7. Transfer appropriate techniques and knowledge from one subject area to another
8. Organise and reflect upon their own learning
9. Recognise the moral and ethical issues involved in academic and policy debates.

##### **Teaching/learning methods and strategies**

The need to think logically and analytically permeates the compulsory modules in the course. Skills 2-7 are developed in essay writing, and continuously assessed project work and the dissertation. 8 is developed throughout the entire programme. 9 is developed both in discussion groups, readings and written work.

The more specialist topics provide many opportunities to apply and develop these skills through the analysis of a range of problems in a wide variety of contexts.

##### *Assessment*

1-6 are covered extensively in the core modules; 7-9 are given wide scope in the optional modules.

##### **C. Practical skills - *able to*:**

1. Present a chain of reasoning

##### **Teaching/learning methods and strategies**

Modules concentrate on formal geographic

2. Apply theoretical concepts and knowledge to the understanding of particular environments and spatial differences and to decision-making
3. Analyse geographic problems using a variety of techniques and principles.
4. Evaluate policies from a geographic standpoint
5. Communicate both orally and in writing critical analysis of geographic and environmental issues
6. Plan, organise and write a report on an independent project
7. Plan and undertake field surveys
8. Analyse data gathered from the field and be aware of its limitations

#### **D. Transferable skills - able to:**

1. Use IT (word-processing, spreadsheets databases, email and www))
2. Apply skills of numeracy, graphicity and computation to data analysis
3. Communicate ideas in a logical way in both writing and speech
4. Give oral presentations
5. Contribute to group discussions of a geographic problem
6. Use library resources both on- and off-line
7. Manage time
8. Plan career strategy.

reasoning. Problem solving forms an important part of class work.

In geography the ability to use all these skills is developed through essay writing, practicals, field work and small group discussions.

The assessed work in the specialised options involves writing detailed assessments of set topics.

#### *Assessment*

All skills are tested through a combination of coursework, including both problem solving and essays, and through unseen examinations. 6 is assessed directly by means of the large number of essays prepared in Parts 1, 2 and 3. It is also assessed in Part 2 projects and the Dissertation.

#### **Teaching/learning methods and strategies**

The use of IT is initiated in the Part 1 IT and Statistics module and further developed in the Part 2 Geographical Techniques module. Word processing is required throughout the degree programme. Seminars in Parts 2 and 3 involve group discussions and oral presentations. Part 2 work includes preparation of group projects. Library and internet resources have to be used continuously in the preparation of essays and project work.

The highly structured system of deadlines for assessed work requires good time management. Career planning is taught through a Part 2 Career Management Skills course with lectures and self-paced computer-based assignments. Also, one-to-one meetings with career staff can be arranged.

#### *Assessment*

IT skills are assessed directly at Part I. Most skills are tested indirectly through the preparation of course and project work.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**