

**BSc Geography (Physical)**  
**For students entering Part 1 in 2015/6**

**UCAS code: F840**

|   |                                     |
|---|-------------------------------------|
| 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:                      | 23/Nov/2015                         |
| Programme Director:                         | Dr Hazel McGoff                     |
| 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 give students a thorough insight into the importance of a geographic perspective on physical processes, including the manner in which these processes operate at global, regional and local scales
- to impart knowledge of the theory and practice of physical geography, together with an ability to integrate different perspectives
- to encourage students to make appropriate use of theories and research findings from the physical 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 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.

**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 career management, communication, information handling, numeracy, problem-solving, team working and the use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. 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 the curriculum.

**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 and other approved modules. The actual list of modules available may vary from year to year according to staffing.

**Part 1 (three terms)**

*Compulsory modules*

| Code   | Module Title                                    | Credits | Level |
|--------|---|---------|-------|
| GV1TGE | Techniques in Geography & Environmental Science | 20      | 4     |

*Optional modules (100 credits):*

Optional module choice is subject to timetable constraints and students having appropriate pre-requisites.

Geography

GV1HPP Human Geography: Principles & Practice 20 4

GV1FHG Foundation in Human Geography 20 4

Environmental Science

GV1B1 Introduction to Environmental Science 10 4

GV1DE Our Dynamic Earth 10 4

GV1E1 Soils in the Environment 10 4

GV1GS Geomorphology 10 4

Agriculture

AP1AE20 Humans & the Environment 10 4

AP1A02 Introduction to Agriculture & Food Systems 10 4

AP1ID2 International Development: Global & Local Issues 10 4

Real Estate & Planning

RE1SPGW Sustainability and Prosperity in a Globalising World 20 4

Languages

LA1XX1 IWLP - Various Languages 20 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.*

**Part 2 (three terms)**

*Compulsory module*

*Either*

GV2FCA Geography & Environmental Science Field Class 1 20 5

*Or*

GV2FCC Geography & Environmental Science Field Class 2 20 5

*Or*

GG2FCN Geography & Environmental Science Field Class 3 20 5

Take a 20 credits from the following:

GV2RTS Research Techniques on Geography & Environmental Science 20 5

GV2LCC Loddon Catchment Consultancy 20 5

Take a minimum of 20 credits and a maximum of 40 credits from:

GV2WP Web Page Development 10 5

GV2DSA Spatial Data in the Digital Age 10 5

GV2P5 Excel Data Management and Analysis 10 5

GV2MES Monitoring the Earth from Space 20 5

Take a minimum of 20 credits and a maximum of 50 credits from:

GV2P1 Geomorphological Hazards 10 5

GV2HY Hydrological Processes 10 5

GV2ER Energy Resources 10 5

GV2BC Biogeography and Conservation 10 5

GV2QPE Quaternary Palaeoecology 10 5

Take a minimum of 0 credits and a maximum of 40 credits from:

GV2CIP Culture, Identity and Place 10 5

GV2EGS Environment Governance for Sustainable Development 10 5

GV2H1 Geographies of Development 10 5

GV2GRO Growth, Degrowth and Sustainability 10 5

GV2F4 Soil Ecology and Functions 10 5

GV2M5 Quaternary Global Climate Change 10 5

AR2S1 Archaeological Science 20 5

AP2A26 Forestry and Woodlands 10 5

AP2A56 Grassland Management and Ecology 10 5

|         |  |    |   |
|---------|--|----|---|
| AP2AE54 | Methods in Ecology and Environmental Management  | 20 | 5 |
| AP2A99  | Nature Conservation                              | 10 | 5 |
| BI2BN4  | Vertebrate Zoology: Structure, Form and Function | 10 | 5 |
| BI2EE4  | Evolutionary Biology                             | 10 | 5 |
| BI2E14  | Invertebrate Zoology                             | 10 | 5 |
| BI2EN5  | Animal Behaviour                                 | 10 | 5 |
| BI2EX5  | Introduction to Entomology                       | 10 | 5 |
| BI2EY5  | Birds: Diversity, Behaviour and Conservation     | 10 | 5 |
| LA1XX1  | IWLP Language Programme                          | 20 | 5 |

*Alternatively, 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 module*

|           |  |    |   |
|-----------|--|----|---|
| GV3GED    | Geography and Environmental Science Dissertation | 40 | 6 |
| <i>Or</i> |  |    |   |
| GV3DSA    | Dissertation (Study Abroad Students)             | 40 | 6 |

If GV3GED is chosen students must select as follows:

Take a minimum of 40 credits and a maximum of 80 credits from:

|         |  |    |   |
|---------|--|----|---|
|         | Glacial and Periglacial Geomorphology                | 20 | 6 |
| GV362   | Water Resources                                      | 20 | 6 |
| GV3AP   | Air Pollution: Effects and Control                   | 20 | 6 |
| GV3CC   | Climate Change                                       | 20 | 6 |
| GV3DLE  | Dryland Environments                                 | 20 | 6 |
| GV3ESM  | Ecosystems Modelling                                 | 20 | 6 |
| GV3MBFC | Mediterranean Biogeography Field Class               | 20 | 6 |
| GV3PFF  | Preparing for Floods                                 | 20 | 6 |
| GV3TRC  | Tropical Rainforests: Climate and Lost Civilisations | 20 | 6 |

If GV3DSA is chosen students must select as follows:

Take a minimum of 40 credits from:

|        |                            |    |   |
|--------|----------------------------|----|---|
| GV3ER1 | ERASMUS Exchange Programme | 20 | 6 |
| GV3ER2 | ERASMUS Exchange Programme | 20 | 6 |
| GV3ER3 | ERASMUS Exchange Programme | 20 | 6 |
| GV3ER4 | ERASMUS Exchange Programme | 20 | 6 |

Take a minimum of 20 credits and a maximum of 40 credits from:

|         |  |    |   |
|---------|--|----|---|
| GV344   | Glacial and Periglacial Geomorphology                | 20 | 6 |
| GV362   | Water Resources                                      | 20 | 6 |
| GV3AP   | Air Pollution: Effects and Control                   | 20 | 6 |
| GV3CC   | Climate Change                                       | 20 | 6 |
| GV3DLE  | Dryland Environments                                 | 20 | 6 |
| GV3ESM  | Ecosystems Modelling                                 | 20 | 6 |
| GV3MBFC | Mediterranean Biogeography Field Class               | 20 | 6 |
| GV3PFF  | Preparing for Floods                                 | 20 | 6 |
| GV3TRC  | Tropical Rainforests: Climate and Lost Civilisations | 20 | 6 |

If either GV3GED or GV3DSA are selected - take a minimum of 20 credits and a maximum of 40 credits from:

|        |   |    |   |
|--------|---|----|---|
| GV3RSD | Resilience for Sustainable Development        | 20 | 6 |
| GV3NRR | Neighbourhood Renewal and Regeneration        | 20 | 6 |
| GV3CPJ | International Climate Politics and Justice    | 20 | 6 |
| GV3CGS | Consumption, Globalisation and Sustainability | 20 | 6 |

|         |  |    |   |
|---------|--|----|---|
| GV344   | Culture and Development in Africa                      | 20 | 6 |
| GV321   | Work, Employment and Development                       | 20 | 6 |
| GV3EDL  | Environment and Development in Latin America           | 20 | 6 |
| GV317   | Carbon and Global Change                               | 10 | 6 |
| GV3F8   | Applied and Environmental Soil Microbiology            | 10 | 6 |
| GV3GEP  | Geography and Environmental Science Literature Project | 10 | 6 |
| AR3S16  | Holocene Climate Change and Human Society              | 20 | 6 |
| AP3A89  | Water, Agriculture and Irrigation                      | 10 | 6 |
| AP3A90  | Climate Change and Food Systems                        | 10 | 6 |
| AP3A99  | Plants, Greenspace and Urban Sustainability            | 10 | 6 |
| AP3AE70 | Environmental Management in Practice                   | 10 | 6 |
| AP3AE75 | Wildlife and Farming                                   | 10 | 6 |
| BI3EA7  | Insect Ecology and Its Application                     | 10 | 6 |
| BI3EB7  | Forensic Zoology                                       | 10 | 6 |
| BI3EF7  | Urban Ecology  | 10 | 6 |
| BI3EJ8  | Conservation Biology                                   | 10 | 6 |
| BI3EM7  | Plants, Animals and Climate Change                     | 10 | 6 |

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 be considered to have achieved 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, where all the credits are at C level or above; and
- achieve a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To be considered to have achieved a threshold performance at Part 2 a student shall normally be required to:

- achieve an overall average of 40% over 120 credits taken in Part 2; and
- achieve a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

### Summary of Teaching and Assessment

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/eva-class.aspx](http://www.reading.ac.uk/internal/exams/Policies/eva-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

Total points must include at least 2 A2 passes.

Total points exclude Key Skills and General Studies.

International Baccalaureate: 32 points including 5 in Geography

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-session 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.

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. There are Physical Geography links with the University of Aarhus (Denmark). The Erasmus programmes are co-ordinated by Dr S Lloyd-Evans.

## **Employability**

This degree programme 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 local schools as part of the AIM Higher scheme. In collaboration with CAS, 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.

## **Placement opportunities**

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. There are Physical Geography links with the University of Aarhus (Denmark). The Erasmus programmes are co-ordinated by Dr S Lloyd-Evans.

## **Employability**

This degree programme 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 local schools as part of the AIM Higher scheme. In collaboration with CAS, 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.

## **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 physical geography
2. The nature of change and the significance of spatial relationships within human and physical environments
3. Fundamental concepts of physical geography, such as processes operating in the atmosphere, hydrosphere, lithosphere, pedosphere and biosphere
4. Geographic perspectives on physical processes and their interaction at global, regional and local scales.
5. 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,

#### **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.

techniques and expertise to problem solving.

### **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.

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

1. Present a chain of reasoning
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.

#### **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.

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

Modules concentrate on formal geographic reasoning. Problem solving forms an important part of class work especially in Parts 2 and 3.

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 Statistic 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 1. 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.**