

Programme Specification

Programme Title and Name of Award	BSc (Hons) Geography with Integrated Foundation Year		
Academic Level	Level 6	Total Credits	480
Professional Body Accreditation / Qualification	N/A		
Date of Professional Body Accreditation	Not applicable	Accreditation Period	Not applicable
UCAS Code	F810		
HECoS Code	100408: Environmental Geography 40% 100410: Physical Geography 30% 100478: Human Geography 30%		
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/geography-with-integrated-foundation-year/</p> <p>Please note that APL will not be permitted at Level 3 on this programme. Students who have studied an alternative Level 3 programme but have a confirmed fail in a core module on that programme with a mark in the range 35-39%, may be considered for transfer onto Level 4 of this programme. In these circumstances, normal university procedures apply and, provided that you meet the entry requirements and any pre-requisites for the alternative programme, then a transfer may be considered subject to space being available on that programme. Please visit:- https://www.cumbria.ac.uk/study/courses/foundation-courses/</p>		
Teaching Institution	University of Cumbria		
Owning Institute	Science, Natural Resources and Outdoor Studies (SNROS)		

Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Blended
Pattern of Delivery	Full Time
Delivery Site(s)	Level 3 module delivery at Carlisle Fusehill Street Levels 4 – 6 module delivery at Lake District Campus, Ambleside
Programme Length	4 years Standard registration period (full-time) 8 years Maximum Registration period
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. BSc Geography (420 credits) Diploma of Higher Education in Geography (360 credits) Certificate of Higher Education in Geography (240 credits) FDCert Science (120 credits)
Period of Approval	1 st August 2020 to 31 st July 2026
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes and delivery patterns. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/geography-with-integrated-foundation-year</p>	

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The BSc (Hons) Geography degree at the University of Cumbria allows you to critically explore the complex inter-relationships between human cultures and societies with the physical, chemical and biological components of Earth. 'Geographers study place, space and time, recognising the great differences and dynamics between culture, political systems, economies and landscapes and environments across the world, and the links between them' (QAA Subject Benchmark statement for Geography, 2014, p.6). Whilst many Geographers and other Geography programmes distinguish between 'Human' and 'Physical' Geography, at the University of Cumbria we particularly value the interdisciplinarity of Geography and embrace the contributions of the natural and physical sciences, social sciences and humanities in generating the diversity and exuberance that we call Geography.

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme.

Students on the Geography foundation year will study six modules that will provide a good grounding for you to develop your academic and study skills to progress onto higher levels of study (Levels 4-6). This route offers a unique opportunity for developing your problem-solving skills, intellectual, key scientific, practical and investigative skills and techniques that underpin the study of Geography whilst providing you with a grounding in essential university skills and nurturing your career aspirations. You will develop your knowledge and understanding of the key scientific and social science principles of Biology, Climatology, Geology, Human Ecology to Toxicology, Public Health, Epidemiology and Parasitology. You will gain a solid foundation in laboratory and field skills in all four of your subject specific modules, Essential Biology, Dynamic Earth, Environmental Sciences and Scientific Investigation.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and gradueness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

Our programme explores many of the key grand challenges that face both humanity and the planet in the 21st Century: climate change, inequality and difference, valuing the ecosystem services we derive from the Earth system; but it also critically evaluates these as contested spaces and politicised issues that can be viewed through multiple lenses. As such, with environmental responsibility and sustainability becoming increasingly prominent in personal, cultural, economic and political arenas, the BSc Geography programme equips its graduates with the knowledge and skills that will prepare you for the dynamic challenges of the coming century.

The BSc Geography programme enables you to develop a progressively more sophisticated understanding of geographical thinking within four broad, interconnected thematic areas:

- **Global Challenges for Geographers:** Geography explores some of the biggest issues facing humans and the planet in the 21st Century, and addressing these challenges requires thinking

across the breadth of Geography as a discipline. This compulsory theme delivers knowledge and understanding relating to Programme Aims 1 and 2.

- **Understanding the Earth System:** Increasingly we recognize that the functioning of the planet is best understood within the integrated conceptual framework of the Earth System. The modules within this theme primarily focus on 'physical' geography, and particularly deliver knowledge and understanding relating to Programme Aim 3.
- **Dynamics of Society and Space:** The diversity and dynamics of people, cultures and societies and their places and spaces are critical for our understanding of our relationships with each other and the challenges we face personally, collectively and globally. The modules within this theme primarily focus on 'human' geography, and particularly deliver knowledge and understanding relating to Programme Aim 3.
- **The Geographer as Practitioner:** Geographers are highly skilled and versatile people with a formidable array of skills, competencies and abilities. This theme within the programme develops and celebrates these skills, developing you as something unique, a practitioner of Geography ready to make an impact on the wider world. These modules particularly develop you in relation to Programme Aims 4, 5 and 6 below.

These four themes are not strict 'pathways' through your degree programme, but provide a sense of the overall structure of BSc Geography allowing you to see the main lines of connection and progression from Level 4 through to Level 6 of your degree. To do this, we will ground you with a strong theoretical and conceptual framework that is common within many Geography degrees, but one that we then apply into multiple real-world contexts through extensive field-work and practical activities. Our unique location within both an iconic National Park and UNESCO World Heritage Site allows the BSc Geography programme to embed high-quality fieldwork throughout every module of the degree as well as extensive laboratory, archive and geospatial practice. Consequently, you will become an effective and experienced practitioner of Geography. In parallel with your degree, the unique opportunities offered at the University of Cumbria through schemes such as UpSkill enable you to extend your skills and experience particularly associated with working outside the formal university academic context.

The BSc Geography programme at the University of Cumbria is taught by a diverse, multidisciplinary group of academics, technicians and instructors who work collaboratively yet span a wide spectrum of subject specialisms from Outdoor Leadership, Education, through to Ecology, Conservation and Forestry. This offers a unique pool of expertise that offers you the chance to immerse yourself working and training in environments that very few other Geography undergraduates will experience during their degrees. Our teaching is led and informed by our research, but we also embed the co-production of knowledge in the research-led learning that you will do throughout your degree.

Aims of the Programme

The overall aims of the Programme are:

1. To provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study
2. To develop an inter-disciplinary knowledge and understanding of theoretical concepts in a range of contexts applicable to studying geography.
3. To develop the academic personal and professional skills required to work in the context of conservation.
4. To develop the knowledge and skills needed for success in your undergraduate studies.

5. Explore the diversity of Geography, recognising and valuing the unique interdisciplinary spaces that Geographers occupy at the interface between the natural sciences, social sciences and the humanities.
6. Engage you in understanding and evaluating contemporary issues and grand challenges that society faces from local/personal to global scales, and to examine how Geographers can contribute to addressing these challenges;
7. Develop your conceptual, theoretical and critical understanding of Geography through research-led teaching and learning within a range of geographical contexts;
8. Enable your development as a practitioner of Geography through a wide range of experiential learning opportunities, associated with extensive experience in the field, laboratory and archive and working with people;
9. Provide you with wider academic, intellectual and professional skills that together, with your disciplinary skills and competencies, provide the basis for employability and lifelong learning;
10. To develop your expertise at the forefront of Geography and provide you with the ability to plan, conduct and report upon research independently.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format
- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.

- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (FdCert) you will be able to demonstrate:

- K01** A knowledge and understanding of a range of data collection and handling techniques applied within the context of Geography.
- K02** The ability to apply and explain theories, models, concepts and principles that underpin the study of Geography

After 240 credits of study (CertHE) you will be able to demonstrate:

- K1.** Awareness of the nature of change within physical and human environments;
- K2.** The reciprocal relationships between physical and human environments;
- K3.** The significance of spatial scales and temporal relationships as influences upon physical and human environments;
- K4.** Competence in undertaking routine field, archive, laboratory and participatory geographical investigations and reporting upon them in an appropriate way.

After 360 credits of study (DipHE) you will be able to demonstrate:

- K5.** Comprehension of key concepts, debates and practices in substantive areas of Geography;
- K6.** Comprehension of the character and challenges of the diversity and interdependence of places at various spatial scales within geography;
- K7.** Appreciation of a diversity of geographical methodologies, techniques and approaches involved through the research process.

After 480 credits of study (BSc Hons) you will be able to demonstrate:

- K8.** Advanced knowledge and critical understanding of the key concepts, debates and practices at personal to global scales in selected areas of Geography;
- K9.** A strong knowledge of the dynamic, plural and contested nature of Geography, and that you can evaluate theories, concepts and philosophies that underpin the discipline;
- K10.** A strong understanding of a range of processes operating in physical and human environments, and their reciprocal impacts and resulting inequalities;
- K11.** A reflective appraisal of the determinants of temporal and spatial variation in Geography, and the implications of these for the future;
- K12.** Critical evaluation of the diversity of approaches to generation of knowledge deriving from experience of the epistemologies of the natural and social sciences and/or humanities.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (FdCert) you will be able to demonstrate:

- S01.** Academic, personal and professional skills needed to succeed in higher education.
- S02.** Competence and progressive development in basic and core experimental skills.
- S03.** Fieldwork and data skills, techniques and competencies needed to study and work in conservation.

After 240 credits of study (CertHE) you will be able to demonstrate:

- S1.** The ability to read and construct geographical knowledge from diverse sources (e.g. academic texts, journals, datasets, reports) and report this knowledge in written, verbal and visual formats;
- S2.** The capacity to undertake safe, ethical, appropriate and effective field and laboratory work and record this work in relevant formats;
- S3.** Competence in a range of key methods for the observation, collection, contextualisation and analysis of qualitative and quantitative data.

After 360 credits of study (DipHE) you will be able to demonstrate:

- S4.** The ability to synthesise and explain different forms of geographical evidence;
- S5.** Acquisition of a range of practical academic and transferable skills and abilities including literacy, essay/report writing, numeracy, computer literacy, presentation and spatial awareness;
- S6.** Development of skills in research design, methods and analysis including field research, geospatial analysis, data-handling and qualitative and quantitative analytical techniques

After 480 credits of study (BSc Hons) you will be able to demonstrate:

- S7.** An engaged intellectual curiosity and the ability to observe and critically reflect on the world around you;
- S8.** A reflexive approach to learning, in which you logically and critically evaluate ideas, concepts, methods and interpretations in a coherent, articulate manner;
- S9.** Skills in creativity, imagination, problem-posing and problem-solving;

- S10.** Advanced skills in written, visual and oral communication, interpersonal skills and the ability to work both independently and within a team to organise work, take initiative and meet deadlines, thus demonstrating the key skills for employment in most professional careers, or to embark upon further research and study;
- S11.** Experience of using and integrating a broad portfolio of specialised techniques and practical methodologies for collecting, analysing and interpreting Geographical information collected in the field, laboratory, archive and with people;
- S12.** The ability to design, undertake and report independent and original geographical research within an appropriate epistemological, methodological and ethical framework.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

External Reference Points for the Development of this Programme include: key extracts from these reports, with underlined text emphasizing key programme design principles for this BSc Geography specification are provided below:.

- *QAA Subject Benchmark Statement: Geography (2014):* A close link between teaching and research, in addition to geography's international standing as a rigorous and applied subject, enhances the attraction of geography programmes. The subject is characterised by a breadth of subject matter in which the traditional division has been between human and physical geography. A third category, environmental geography, embraces programmes that deal explicitly with the relationships between people and the natural environment. This also builds upon the role of geography taught in schools as the main discussion platform for environmental topics and issues"
- *Royal Geographical Society: Geography Programme Accreditation Handbook (2017):* The BSc Geography programme will apply for RGS-IBG accreditation in March 2021, so the design of the programme is intended to meet key accreditation assessment criteria. "The Society welcomes applications for accreditation of: Single honours geography programmes; Combined programmes where geography makes up at least 60 per cent of the qualification content. For a geography programme to be considered for accreditation, an application should unambiguously demonstrate that it offers "...an integrated study of the complex reciprocal relationships between human societies and the physical, chemical and biological components of the Earth..." and; "The accreditation scheme recognises that "a valued characteristic of the subject is its plurality of ways of knowing and understanding the world, and the depth to which individual specialisms are studied varies according to the nature of specific departments".
- *UN Millennium Ecosystem Assessment (2001):* "Protection of nature's services is unlikely to be a priority so long as they are perceived to be free and limitless by those using them— effective policies will be those that require natural costs to be taken into account for all economic decisions. Local communities are far more likely to act in ways that conserve natural resources if they have real influence in the decisions on how resources are used—and if they end up with a fairer share of the benefits".
- *UK National Ecosystem Assessment: Follow On report (2014):* The UK NEAFO confirms that the ecosystem services derived from natural capital contribute to the economic performance of the nation by supporting economic sectors, regional and national wealth creation and employment. But the relationship between our 'natural capital' and the wider economy is complex. By mapping the relationships between ecosystem services and major sectors of the economy, such as agriculture or food manufacture, we can begin to understand the economic impacts arising from any changes in our ecosystem services.

- *Cumbria Local Economic Plan 2014-2024 (2014)*: One of the four key economic strands is to develop the visitor and rural economy, and a key challenge is to retain and attract skilled workers within the region.
- *The Borderlands Inclusive Growth Initiative: A Framework for Unlocking our Potential (2016)*: The 20-year Borderlands Initiative seeks particularly to address the skills gap within the largely rural borderlands region, and seeks to unlock the potential of the region particularly through use of the 'high quality natural environment' and establishing a functional economic and cultural geography that transcends administrative boundaries.
- *'The Partnerships Plan – Management Plan for the English Lake District 2015- 2020'*: The key focus of the partnership plan is on Spectacular landscape, wildlife and cultural heritage; Prosperous economy; A World Class Visitor Experience, Vibrant Communities. These four themes are closely aligned with the structure and delivery of the BSc Geography programme.

Internal reference points include:

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- Institute of Science, Natural Resources and Outdoor Studies Business Plan

Graduate Prospects

Geographers operate at the interfaces between the sciences, social sciences and humanities, and thus make use of a formidable range of skills to generate and analyse data and to communicate the meaning of such data to relevant stakeholders. This range of skills and the ability to apply them in different contexts is what makes Geographers some of the most highly-valued graduates in the highly competitive employment marketplace. *"Geography graduates are currently less likely to be unemployed than graduates who have studied other degrees such as English, History, Mathematics, Finance & Accountancy or Computer Science. It is a myth that Geographers can only do certain types of jobs. In fact there are a wealth of jobs Geographers do spanning almost every sector"* (RGS-IBG: *Going Places with Geography*, 2016).

Irrespective of the direction your BSc Geography takes you in, you will gain a wide range of highly employable skills and attributes:

- Subject knowledge that is highly relevant to many of the challenges facing society and the environment today, and the ambition to effectively use this knowledge and offer leadership in addressing global geographical challenges;
- Specialist and transferable skills including statistical, digital spatial and environmental analysis alongside other quantitative and qualitative skills;
- Strong analytical and research skills, critical analysis, the confidence ability to judge evidence and work across disciplines within the humanities, social and natural sciences;
- An ability to collect, understand and interpret complex data and communicate it to a variety of audiences;
- Tackling problems and examining big issues at a variety of scales and from different perspectives;
- Self-awareness and an openness to your own personal and professional development;
- The experience of working in a team, including through field research developing your self-reliance, adaptability and flexibility;

- An interest in how the world works, contemporary issues and other cultures, as an enquiring, confident global citizen.

As a recently introduced programme at the University of Cumbria, there is currently no programme-specific data on graduate destinations for BSc Geography. However, the HESA (DLHE) survey consistently shows that over the past decade Geographers are consistently more likely to be in graduate employment than other subject areas.

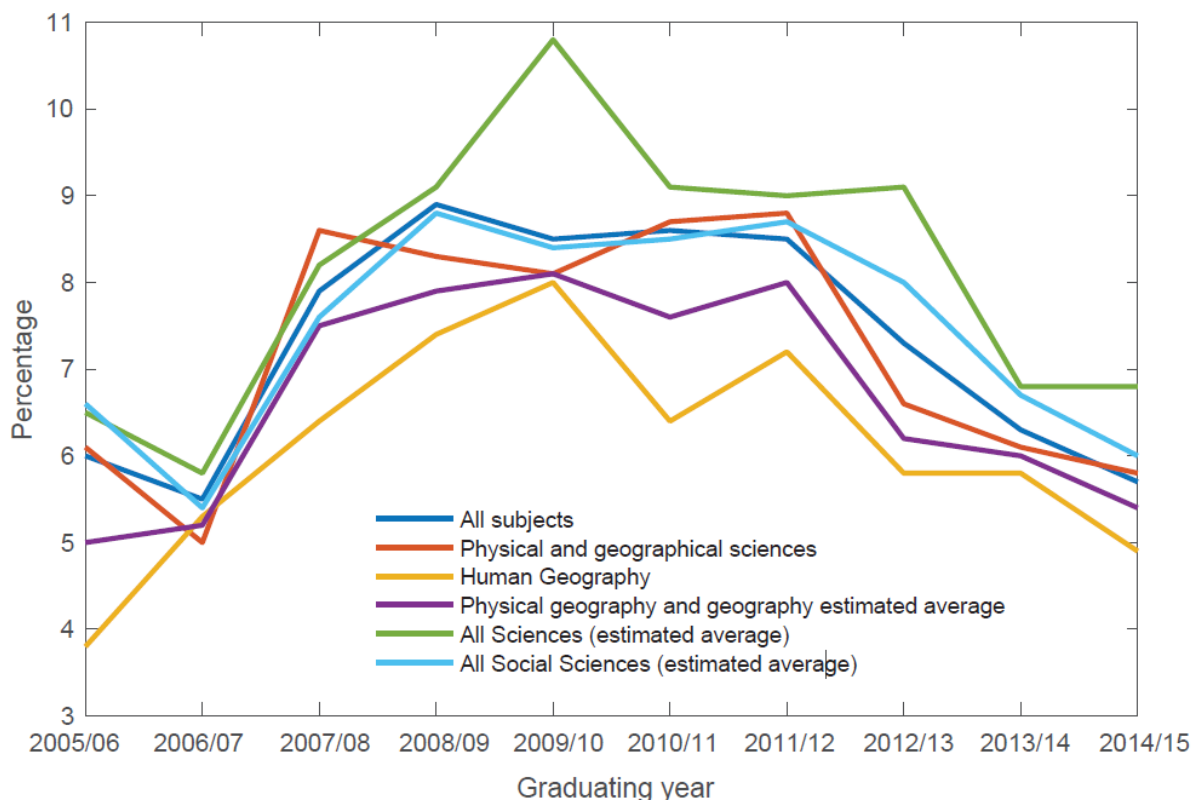


Figure 2: Six-month post-graduation unemployment rates: note that Geographers are consistently least likely to be unemployed. Source: Higher Education Careers Services Unit (HECSU) / Association of Graduate Careers Advisory Services (AGCAS) 'What Do Graduates Do' 2006–2015, using HESA Destinations of Leavers from Higher Education (DLHE) survey.

From the RGS-IBG *Going Places with Geography* report, it is seen that Geography graduates typically enter one of eight common graduate career pathways: the following gives a flavour of the wide range of career opportunities open to Geography graduates:

- **Policy and Government:** Local, Regional and National Government (Civil) Service, Research bodies and Policy Think-tanks, Planning Authorities;
- **The Physical Environment:** Environmental Consultancy, Local Government, Environment Agency, Flood Risk Management;
- **Geographical Information Systems:** Ordnance Survey, Ministry of Defence, Police, Local Authority, Utility Companies, Environment Agency;
- **The Built Environment:** Planning Authorities, Surveying, Engineering and Environmental Consultancies, Housing Groups;
- **Travel, Tourism and Leisure:** Travel Consultancy, Conservation Project Management, Field Studies Council, Broadcasting and Media;
- **The Business World:** Corporate Responsibility and Sustainability, Insurance and Risk Management; Resource Management, Strategic Relations Management;
- **Society:** Teaching, National Park Authority, Charitable Trusts (e.g. RSPB), Outreach and Community Engagement, Pressure Groups (e.g. Friends of the Earth, Greenpeace).

- **Development and Global Issues:** Risk Analysis and Disaster Recovery, Environment Agency, DfID, Development Charities and Pan-Governmental Organisations (Oxfam, UN etc..)

Many Geography graduates continue into further study at PGCE, Masters (L7) and PhD level, developing from the platform provided by their undergraduate degree. At the University of Cumbria, your BSc Geography degree opens up opportunities for a range of Masters programmes offered by the University:

- MSc Ecosystem Service Assessment;
- MA Outdoor and Experiential Learning;
- PGCE Secondary Education with QTS: Geography.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The teaching, learning and assessment strategy of the BSc Geography programme is designed to be student-centred and flexible whilst being challenging and stimulating, and has been designed in line with the University's Learning, Teaching and Assessment Strategy 2017-22. It supports different learners' needs at different stages of development so ensuring equality to access to learning. We use a wide range of teaching styles and contexts as well as assessment techniques to give you the opportunity to develop an expansive skill set of value to today's contemporary workplace.

Learning and Teaching

The Institute of Science, Natural Resources and Outdoor Studies want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. Assessment load has been set in line with comparative level 3 assessments such as at A-level. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as undertaking individual research. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of Science programmes at our Carlisle Fusehill Street Campus, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is

led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you may be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme. In Semester 2 one of our modules UNIF3018 Dynamic Earth will be delivered as a one week residential on our Ambleside Campus where you will be transferring to at the end of this year. The aim of this is for you to get to know better staff from your programme team and to become more familiar with the Ambleside Campus, accommodation, facilities and services. It will also provide the opportunity for you to meet other students on your programme from other year groups so helping with the transitional change from Carlisle to Ambleside the next year.

The focus of your learning will be achieved through the integration of academic study and practical activity and application. There is a strong tradition at Ambleside of employing experiential learning – learning through doing, drawing upon our iconic location and the unique skillset of the programme team. We are situated within one of the world's best-known National Parks, where people live and work next to and amongst some of the most diverse and rich geo- and biodiversity in England. Consequently, field work is one of the main pillars of your programme, allowing you to continually put theory and concept into context, enabling you to explore real world scenarios and develop your problem-solving abilities. As a result, we blend extensive field and laboratory work (including use of GIS) opportunities throughout your programme. For example, at Level 4 you will have the opportunity to participate in a range of half, day and short residential fieldwork experiences that explore the fundamentals of Geography by considering what is in front of you and recognising the fundamental processes that define our discipline. As you move into Level 5, we deepen your knowledge through more investigative exercises to appreciate the complexities of the real world, and recognising the diversity of approaches to 'doing' Geography, including a longer residential field trip outside the region. By Level 6, you will be undertaking independent field research for your dissertation as well as participating in an overseas research-focused field trip exploring what it means to be a Geographer within a global and international context.

In addition to working individually, you will typically be embedded in small team and group working to help you develop these critical skills ready for the workplace. You are encouraged to reflect upon your skills development in learning and personal contexts so they develop your ability to make appropriate choices and decisions through a structured supportive tutorial system. Above all, learning, teaching and assessment are designed to engage you in experiences that are enriching, enjoyable and intellectually stimulating.

The programme of teaching and learning is designed to enable you to demonstrate the attainment of the stated learning outcomes of the programme and assessment strategies are as such matched to these outcomes. You will be supported in a progressive acquisition of subject knowledge and skills, gradually advancing towards more independent learning at Level 6, whilst developing a reflective approach to personal progress. This means many of the skills you learn are transferable across modules and building up through the levels. For example, at Level 4 we explore the use of statistics in analysing field and laboratory investigations, which are then developed within Level 5 and 6 contextual modules. Your skill-set is expanded in this area at Level 5 to cover more sophisticated analytical and statistical methods designed to substantiate research findings, in both quantitative and qualitative data analysis contexts. These tools are then available to you in preparing you for your choice of Dissertation (an independent, tutor-supported research project) at Level 6.

All modules therefore include extensive opportunities for engagement and participation. To do this we blend a range of teaching approaches which will typically include:

- Lectures
- Field work and field trips

- Laboratory classes
- Individual and group tutorials
- Utilisation of case studies
- Seminars and workshops
- Guided independent study involving electronic resources (VLE), textbooks and other self-study materials
- Problem-based learning using real life scenarios
- Training and practice in the use of IT and software packages
- Project work, both individually and in teams
- Reading and interpreting research publications

A variety of learning and teaching methods are used to both reflect the variety of learning styles that inevitably exist within a group and ensure the acquisition and development of appropriate concepts, knowledge and skills. This will enable you to experience teaching methods best suited to your own preferred learning style.

Blended learning is the predominant experience with attendance at all scheduled sessions seen as imperative to your progression. This is further enhanced by the use of our 'virtual learning environment' (VLE) 'Blackboard' where each module studied has a designated blackboard site providing not only standard lecture and practical material, but supplementary reading, virtual exercises and online forums. This blended approach allows for flexibility in learning whereby materials may be accessed at your convenience on site or via remote access.

Our infill **part-time provision** occurs alongside that of the full-time provision to extend and enrich your learning experience. As such you will study a maximum of four modules per year, meaning in year 2 you will be studying a mixture of Level 4 and 5 modules, and in Year 3 a mixture of Level 5 and 6. These have been carefully selected to ensure all pre-requisite knowledge and skills are available to you and that you will be able to select from the full range of module options available. It is important that you work with your programme leader and personal tutor to plan your route through the degree to enable you to select the options you wish. You should also be aware that at times residential fieldwork may cut across your normal working week, but this will be made clear to at the start of each module to offer sufficient time for you to organise life outside University.

Summative and Formative Assessment

The BSc Geography assessment strategy has been developed in-line with the University of Cumbria Learning, Teaching and Assessment Strategy 2017-22. Consequently, we employ a wide range of different assessment methods appropriate to the needs of the module and its content, specifically to allow you to practice key skills and attributes that feed into your future employability.

Module assessments at level 3 introduce you to the type of assessments you will encounter as you progress through your degree and there is a strong emphasis on formative assessment in all modules to assist with the learning process. Assessment load has been set in line with comparative level 3 assessments such as at A-level.

The range of assessment methods employed within the programme includes:

- Fieldwork reports, particularly making use of primary field notebooks
- Laboratory reports
- Computer-based assessments
- Essays or reports
- Problem-solving exercises
- Critical analysis of 'real life' case studies
- Oral, audio-visual and poster presentations

- Role-play to simulate real-world situations in the field and classroom
- Dissertations
- Peer and self-assessment
- Group-work
- Seen and unseen examinations
- Short note class tests

At the start of each academic year, an assessment schedule is published on the Geography Programme Site within Blackboard to give you a clear indication of when the deadlines for submission occur for all modules within the programme. The programme team works very carefully to distribute assessment throughout the academic year to avoid bunching of assessment; however, it is also your responsibility to plan and manage your time within this assessment framework.

Wherever possible, we mark your work anonymously, although the high proportion of field and practical assessment within the programme means that this is not always possible. All submitted assessments are marked by the appropriate member of the programme team (usually the person that designed the assessment), and marking is internally moderated before provisional marks and feedback are released. A selection of work will be sampled by the external examiner to ensure quality and comparability of marking and assessment with national and sectoral norms.

Personal development and reflective practice will take place throughout the programme and will be implemented through the wide range of assessment and feedback activities (both formative and summative) as well as via our structured personal tutorial process. Throughout the BSc Geography programme, you will participate in the shared Forestry, Conservation and Geography sequence of group and individual tutorials (see below).

Within the BSc Geography programme, we believe that engaging with feedback is perhaps the most important stage of the learning process. In all modules we embed the opportunity for you to gain formative feedback, typically early in the module, to enable your development towards the summative assessments, and our focus in giving feedback is to highlight ways in which you can improve your future work.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction takes place during Welcome Week prior to the start of the programme. All level 3 students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programs who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst the student group, to familiarise you with the University and introduce you to a range of support services and staff who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. All students will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the university, but in addition integrated foundation year students will also be supported by the level 3 subject area lead. You will also meet your dedicated Student Transition Advisor who is part of our awarding winning Student Support. They will run sessions on expectations for studying in higher education and show you around the library and learning resources.

Progressing students will not be required to attend all induction activities at level 4, however will be invited to be involved in activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UOC student.

Student Transition Advisor Support (level 3)

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules, that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. In The Forestry, Conservation and Geography group we have adopted a structured approach to personal tutorials, focused on raising your academic achievement and employability and supporting your development throughout your degree.

Personal Development Planning

The BSc Geography programme at the University of Cumbria will furnish you with an impressive range of employment and professional skills. The wide range of personal and employment skills that are developed through the modules in your programme are described in the following tables. You will see that as you progress through the degree from Level 4 through to Level 6, you will revisit and develop some key skills, and increasingly develop new skills.

	Level 4	Level 5
	<i>Global Challenges</i>	<i>Habitats & Culture, Id & Place</i>
	<i>Geoa. Techniques</i>	<i>Rural Econ & Society</i>
	<i>Envnt. & Resources</i>	<i>Catchment Summit-</i>
	<i>People & Place</i>	<i>Environmental</i>
	<i>The Earth System</i>	<i>GIS</i>
	<i>Ecological Systems</i>	<i>Valuing the</i>
	<i>Research Design</i>	<i>Research Design</i>

Leadership	x					x		x		x					x
Ability to work under pressure					x				x					x	x
Analysing and investigating	x	x		x				x	x	x	x	x	x	x	x
Commercial Awareness			x					x	x				x		
Communication (verbal & written)	x	x		x	x			x	x	x	x	x	x	x	x
Confidence	x							x	x		x				
Drive		x						x			x				
Flexibility		x						x		x	x	x	x		
Global skills			x	x	x	x		x		x	x			x	
Initiative				x		x	x					x	x	x	
Integrity			x	x				x		x			x	x	
Negotiation and persuasion				x		x				x			x	x	
Numeracy	x	x				x	x			x		x			
Organisation					x			x		x	x				x
Perseverance and motivation	x	x								x				x	x
Problem solving	x	x			x	x	x				x				x
Professionalism	x			x		x			x	x	x			x	
Self-awareness				x				x						x	
Team work				x		x	x				x			x	x
Time management	x	x	x		x			x		x	x			x	

Table 1: Matrix of employability and personal skills development within Levels 4 and 5 of the BSc Geography programme.

	Level 6						
	Dissertation	Res. Envt Change	Sci. & Pol. Climate	Cold Environments	Upland Resource	Creative Cultural	Aquatic & Catch Mgmt
Leadership		x		x		x	x

Ability to work under pressure	x			x			x	x	x
Analysing and investigating	x	x	x	x			x	x	x
Commercial Awareness		x				x		x	x
Communication (verbal & written)	x	x	x	x	x	x	x	x	
Confidence	x	x		x	x	x	x	x	x
Drive	x			x	x	x			
Flexibility		x		x			x		x
Global skills	x	x	x	x	x	x		x	
Initiative	x	x				x	x	x	
Integrity		x	x			x	x		x
Negotiation and persuasion		x	x			x		x	x
Numeracy	x		x	x				x	
Organisation	x	x							x
Perseverance and motivation	x			x	x			x	
Problem solving	x	x	x			x		x	
Professionalism	x	x	x			x		x	
Self-awareness	x						x	x	x
Team work		x	x	x				x	x
Time management	x	x	x	x	x	x	x		

Table 2: Matrix of employability and personal skills development within Level 6 of the BSc Geography programme.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and

alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
3	UNIF3003	Essential University Skills 1	20	Compulsory	K01, S01
3	UNIF3005	Essential Biology	20	Compulsory	K02, S01
3	UNIF3015	Scientific Investigation	20	Compulsory	K01, K02, S03
3	UNIF3004	Essential University Skills 2	20	Compulsory	K02, S01
3	UNIF3017	Environmental Sciences	20	Compulsory	K01, K01, S01, S02
3	UNIF3018	Dynamic Earth	20	Compulsory	K01, K02, S02, S03
4	HSOR4006	Global Challenges	20	Compulsory	K1, K2, K3, K4, S1, S3
4	HSOR4007	Geographical Techniques	20	Compulsory	K3, K4, S1, S2, S3
4	HSOR4008	People and Place	20	Compulsory	K1, K2, K3, K4, S1, S2, S3
4	HSOR4009	Environment and Resources	20	Compulsory	K1, K2, K3, K4, S1, S2, S3
4	HSOR4010	The Earth System	20	Compulsory	K1, K2, K3, K4, S1, S2, S3
4	SNOL4100	Ecological Knowledge, Interactions and Change	20	Compulsory	K1, K2, K3, K4, S1, S2, S3
5	HSOR5009	Research Design	20	Compulsory	K5, K7, S4, S5, S6
5	HSOR5010	Valuing the Environment	20	Compulsory	K5, K6, K7, S4, S5
5	HSOR5011	Environmental Change: Past Present Future	20	Compulsory	K5, K6, K7, S4, S5, S6

5	HSOF5102	Geographical Information Systems	20	Compulsory	K5, K6, K7, S4, S5, S6
5	HSOR5012	The Catchment: Summit to Sea	20	Optional	K5, K6, K7, S4, S5, S6
5	HSOR5013	Culture, Identity and Place	20	Optional	K5, K6, K7, S4, S5, S6
5	HSOR5014	Rural Economy and Society	20	Optional	K5, K6, K7, S4, S5, S6
5	SNOL5100	Habitats and Ecosystems	20	Optional	K5, K6, K7, S4, S5, S6
6	SNOL6100	Dissertation	40	Compulsory	K8, K11, S7, S8, S9, S10, S11, S12
6	HSOR6008	Researching Environmental Change: Overseas Field-course	20	Compulsory	K8, K9, K11, K12, S7, S8, S9, S10, S12
6	HSOR6009	Science and Politics of Climate Change	20	Compulsory	K8, K9, K10, K11, K12, S7, S8, S9, S10
6	HSOR6010	Creative Cultural Geographies	20	Optional	K8, K9, K10, K11, K12, S7, S8, S9, S10
6	HSOR6011	Upland Resource Management	20	Optional	K8, K9, K10, K11, K12, S7, S8, S9, S10
6	HSOR6012	Cold Environments	20	Optional	K8, K9, K10, K11, K12, S7, S8, S9, S10
6	HSOF6112	Advanced GIS and Remote Sensing	20	Optional	K8, K11, S7, S10, S11
6	HSOC6110	Aquatic and Catchment Resource Management	20	Optional	K8, K9, K10, K11, K12, S7, S8, S9, S10
6	SNOL6101	Contemporary Global Conservation	20	Optional	K8, K9, K10, K11, K12, S7, S8, S9, S10

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

A failed student will not be permitted to re-register on the same programme.

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

At level 4 all modules are compulsory;

At level 5 there are four compulsory modules; you may choose **two** optional modules (subject to availability and viability). Each module is worth 20 credits;

At level 6 there are three compulsory modules (including a dissertation worth 40 credits); you may choose **two** optional modules (subject to availability and viability). Each module is worth 20 credits;

Pre requisites

Given the nature of the discipline area, there are pre-requisites for certain modules at Level 6. These are as follows:

SNOL6100: Dissertation requires you have taken and successfully passed HSOR5009: Research Design or equivalent.

HSOR6011: Upland Resource Management requires you to have taken and passed either HSOR5010: Valuing the Environment or HSOR5014: Rural Economy & Society.

HSOR6010: Creative Cultural Geographies requires you to have taken and passed either HSOR5013: Culture, Identity & Place or HSOR5014: Rural Economy & Society

HSOR6012: Cold Environments requires you to have taken and passed HSOR4010: The Earth System or HSOR5012: The Catchment: Summit to Sea.

HSOF6112: Advanced GIS & Remote Sensing requires you to have taken and passed HSOF5102 Geographical Information Systems.

*** Key to Module Statuses**

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)

Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	Mid Semester 2 End Semester 2
UNIF3005	Essential Biology	Autumn	Portfolio (50%) Set Exercise (50%)	Mid Semester 1 End Semester 1
UNIF3015	Scientific Investigation	Autumn	Set Exercise (50%) Report (50%)	Mid Semester 1 End Semester 1
UNIF3018	Dynamic Earth	Spring	Set Exercise (50%) Written Exam (50%)	Mid Semester 2 End Semester 2
UNIF3017	Environmental Sciences	Spring	Portfolio (100%)	End Semester 2
Students exiting at this point with 120 credits would receive a FDCert Science				
HSOR4006	Global Challenges	Autumn Semester	50% Written Assignment 50% Oral Presentation	Mid semester End semester
HSOR4007	Geographical Techniques	Spring Semester	50% Project Work	Early semester

			50% Project Work	Mid semester
HSOR4008	People and Place	Year-Long	40% Set Exercise 60% Set Exercise	End semester 1 End semester 2
HSOR4009	Environment and Resources	Year-Long	60% Project Work 40% Written Assignment	Mid semester 2 End semester 2
HSOR4010	The Earth System	Year-Long	70% Coursework Portfolio 30% Written Assignment	Mid semester 2 End semester 2
SNOL4100	Ecological Knowledge, Interactions and Change	Year-Long	50% Portfolio 50% Project Work	Early semester 2 End semester 2
Students exiting at this point with 240 credits would receive a CertHE Geography				
HSOR5009	Research Design	Year long	35% Report 65% Project Work	End semester
HSOR5010	Valuing the Environment	Autumn Semester	40% Written Assignment 60% Set Exercise	Mid semester End semester
HSOR5011	Environmental Change: Past Present Future	Spring Semester	50% Project Work 50% Set Exercise	Mid semester End semester
HSOF5102	Geographical Information Systems	Autumn Semester	70% Portfolio 30% Written Assignment	Mid semester End semester
HSOR5012	The Catchment: Summit to Sea	Spring Semester	25% Written Assignment 75% Project Work	Early semester End semester
HSOR5013	Culture, Identity and Place	Autumn Semester	50% Written Assignment	End semester

			50% Project Work	End semester
HSOR5014	Rural Economy and Society	Spring Semester	30% Poster Presentation 70% Project Work	Mid semester End semester
SNOL5100	Habitats and Ecosystems	Autumn Semester	50% Report 50% Set Exercise	End semester End semester
Students exiting at this point with 360 credits would receive a DipHE Geography				
SNOL6100	Dissertation	Year-Long	Oral Assessment / Poster Presentation	End semester 1 End semester 2
HSOR6008	Researching Environmental Change: Overseas Field-course	Autumn Semester	20% Presentation 80% Portfolio	Early semester Early semester
HSOR6009	Science and Politics of Climate Change	Spring Semester	50% Written Assignment 50% Written Assignment	Mid semester End semester
HSOR6010	Creative Cultural Geographies	Spring Semester	50% Presentation 50% Set Exercise	Mid semester End semester
HSOR6011	Upland Resource Management	Autumn Semester	45% Written Assignment 55% Report	End semester End semester
HSOR6012	Cold Environments	Year-Long	40% Written Exam 60% Portfolio	Mid semester 1 Early semester 2
HSOF6112	Advanced GIS and Remote Sensing	Spring Semester	70% Project Work 30% Written Assignment	End semester 1 End semester 1
HSOC6110	Management of Aquatic Resources	Spring Semester	50% Written Assignment	Mid semester

			50% Examination	End semester
SNOL6101	Contemporary Global Conservation	Autumn Semester	100% Portfolio	End semester
Students exiting at this point with 420 credits would receive an Ordinary BSc Geography				
Students exiting at this point with 480 credits would receive a BSc (Hons) Geography				

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Level 3 Management Group • Student Success and Quality Assurance Committee
<p>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</p>	<ul style="list-style-type: none"> • Student Representatives Meeting (Programme) • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

<p>Date of Programme Specification Production:</p>	<p>25.02.2020</p>
<p>Date Programme Specification was last updated:</p>	<p>March 2024</p>
<p>For further information about this programme, refer to the programme page on the University website:- https://www.cumbria.ac.uk/study/courses/undergraduate/geography-with-integrated-foundation-year</p>	

<p>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</p>	
<p>Is the placement requirement more than 50% of the programme?</p>	<p>No</p>
<p>If yes, what % of the programme is the placement requirement?</p>	<p>Not Applicable</p>

If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?

Not Applicable