

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	Geography (component)
5	UCAS/Programme Code	GF18 Geography and Mathematics GF38 Geography and Statistics HF28 Geography and Surveying and Mapping Science (withdrawn to new students - Stage 3 only)
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Geography
8	FHEQ Level	Honours
9	Date written/revised	September 2007

10 Programme Aims

The aims of this programme are a subset of those for the Single Honours Degree in Geography.

The programme aims:

- 1 to enable students to develop their knowledge and understanding of the theoretical and empirical basis of the discipline of geography;
- 2 to enable students to appreciate the relevance of geographical perspectives in the analysis of real world problems;
- 3 to facilitate the students' development of the intellectual, practical and transferable skills necessary for the acquisition, analysis, interpretation and understanding of geographical information;
- 4 to facilitate the students' development of the intellectual, practical and transferable skills necessary for the acquisition, analysis, interpretation and understanding of geographical information;
- 5 to prepare students for a career in a wide range of geographical and non-geographical contexts or for further study;
- 6 to promote the development of personal attributes that foster life-long learning, study and enquiry, and an appreciation of the value of education to the wider community.
- 7 to provide a programme which meets the FHEQ at Honours level and which takes appropriate account of the subject benchmark statements in Geography.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Geography.

Knowledge and Understanding

On completing the programme students should have an informed and critical awareness of:

- A1 the dynamic and contested nature of geographical thought and practice and the inter-relationships between the discipline and the physical and natural sciences, the social sciences and humanities;
- A2 the diversity of global environments and the operation of, and inter-relationships between physical and biological systems over a wide range of spatial and temporal scales;

<p>A3 patterns and processes of environmental change and their inter-relationships with human activities;</p> <p>A4 spatial patterns and relationships in human phenomena at a variety of scales;</p> <p>A5 the geography of places and their constitution by environmental, economic, social and political processes, and the influence of places on these processes;</p> <p>A6 the geographies of difference and inequality with particular reference to historical development, ethnicity, class, gender and the changing nature of Basic framework of financial reporting, management accounting and finance urban and regional economy and policy;</p> <p>A7 contemporary debates about time-space relationships, globalization and global Interconnections;</p> <p>A8 the role of changes in technology, the nature of work and labour markets in influencing spatial patterns of economic activity;</p> <p>A9 the theory and application of quantitative, visualization and other spatial techniques across a wide range of geographical contexts;</p> <p>A10 the contribution of geography to development of environmental, political, economic and cultural agendas, policies and practices.</p>
<p>Teaching and Learning Methods</p> <p>Geographical knowledge and understanding (A1-10) is acquired throughout the curriculum via combinations of lectures, tutorials, staff and student-led seminars, workshops, practicals, fieldwork, guided independent study and teamwork.</p> <p>The Stage 1 programme develops the main themes of the degree (A1-10). During Stages 2 and 3 students can follow particular pathways through the degree programme, specialising in physical geography (A2-3, 10), human geography (A4-10) or a combination of both.</p>
<p>Assessment Strategy</p> <p>Knowledge and understanding (A1-10) are assessed by combinations of examinations (seen and unseen, including computer-aided assessments) and coursework (including essays, individual and group projects, practical reports, oral and poster presentations and portfolios).</p> <p>Examinations are primarily intended to assess knowledge of core information while written and oral coursework place more emphasis on the development of critical analysis and understanding of the concepts within a wider geographical context. Poster presentations emphasise the collection and presentation of knowledge.</p>
<p>Intellectual Skills</p> <p>On completing the programme students should be able to:</p> <p>B1 Abstract and synthesise information from a variety of sources;</p> <p>B2 Assess and evaluate the merits of contrasting theories, explanations and policies;</p> <p>B3 Analyse and interpret data and text;</p> <p>B4 Develop reasoned arguments;</p> <p>B5 Solve problems and make reasoned decisions.</p>
<p>Teaching and Learning Methods</p> <p>Intellectual skills are introduced in Stage 1 modules and developed to advanced levels through Stage 2 and 3 modules. Seminars, projects and group work allow students to discuss and learn to evaluate arguments and evidence while fieldwork promotes development of problem solving skills.</p>
<p>Assessment Strategy</p> <p>Intellectual skills are assessed by coursework essays and projects, case studies, reports, and, to a lesser extent, via unseen written examinations.</p>
<p>Practical Skills</p> <p>Students should be able to:</p> <p>C1 plan, design, execute and report geographical research both individually and as part of a</p>

<p>team;</p> <p>C2 undertake effective laboratory and field work (with due regard for safety and risk assessment);</p> <p>C3 employ a variety of technical and laboratory-based methods for the analysis and presentation of spatial and environmental information (e.g. GIS, water chemistry, etc);</p> <p>C4 collect, interpret and synthesise different types of quantitative and qualitative geographical data;</p> <p>C5 recognise the ethical issues involved in geographical debates and enquiries.</p>
Teaching and Learning Methods
Practical skills are developed in Stage 1 and 2 modules, and are developed to an advanced level in optional modules. Teaching and learning methods include lectures, seminars, IT and laboratory practicals, and fieldwork.
Assessment Strategy
Practical skills are assessed by means of essays, oral and poster presentations, fieldwork and laboratory reports and written and computer-aided examinations.
Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>D1 learn in familiar and unfamiliar situations, both independently and in groups;</p> <p>D2 communicate effectively (in writing, verbally and through graphical presentations);</p> <p>D3 apply numerical and computational skills to geographical information;</p> <p>D4 use information technology effectively (including use of spreadsheet, database and word processing programmes; Internet and e-mail);</p> <p>D5 identify, retrieve, sort and exchange geographical information using a wide range of sources (including on-line computer searches);</p> <p>D6 work as part of a team and to recognise and respect the viewpoints of others;</p> <p>D7 manage their time and organise their work effectively.</p>
Teaching and Learning Methods
An introduction to all (D1-7) key skills is taught formally in Stage 1 and developed further throughout the programme in a range of class, practical and fieldwork-based sessions. Communication skills (D2) are developed in written coursework and exams, projects, oral and poster presentations. Specific modules support numerate skill development (D3) and the retrieval and use of information sources (D4-5). Self-management (D7) is promoted through a strict coursework and assessment timetable.
Assessment Strategy
Key skills are assessed by a combination of examination and coursework assignments, including essays, project and practical reports, portfolios, oral and poster presentations and computer-aided assessments.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over three years full-time and is undertaken in three stages (one for each year of study). Each stage is arranged in two 12-week semesters. The programme is divided into study units called modules with credit values of usually 10, 20 credits. Each 10 credits of module weight represents approximately 100 hours of student learning, activity and assessment including up to a maximum of 36 hours teaching. During each stage, students study an equivalent of 60 credits.

Stage 1 of the programme aims to provide a foundation in skills and methods appropriate to the study of Geography, as well an introduction to the themes of study developed in Stages 2 and 3. During stages 2 and 3 students are free to construct their degree from a wide range of optional modules in order to provide a focused programme of study that is both coherent as a Joint Honours degree and tailored to individual interests, abilities, and future employment. Students are progressively engaged with cutting edge theory and research and optional

modules at Stage 3 directly reflect staff research activity. Further development of work-based skills is encouraged by optional modules in student tutoring and learning from work.

Key features of the programme (including what makes the programme distinctive)

Programme regulations (link to on-line version)

GF18: <http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/gf18.php>

GF38: <http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/gf38.php>

HF28: <http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/hf28.php>

13 Criteria for admission

Dealt with in overarching Joint Honours admissions criteria.

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

Review Mechanisms:

Student Questionnaires
Degree Programme Review
Internal Subject Review
QAA Academic Review

Committees For Monitoring Quality

Faculty Board for Co- and Multi-disciplinary Degree Programmes
Co- and Multi-disciplinary Staff-Student Committee
Awards Board for Co- and Multi-Disciplinary Degree programmes
Subject Area Boards of Studies

Subject Area Boards of Examiners
Subject Area Staff-Student Committees
Faculty Teaching and Learning Committee
University Teaching and Learning Committee

16 Regulation of assessment

Pass mark

The pass mark is 40 (Undergraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Weighting of stages

The marks from Stages 2 and 3 will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages 2 and 3 is 1:1.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Honours	Non-honours
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

		Intended Learning Outcomes			
Module	Type	A	B	C	D
GEO1005	Compulsory	1, 2, 3, 4, 5, 10	1, 2, 3, 4, 5	5	1, 2, 4, 5, 7
GEO1007	Optional	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5	5	1, 2, 4, 5, 6, 7
GEO1010	Optional	1, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5	4, 5	1, 2, 4, 5, 7
GEO1011	Optional		1, 2, 3, 4, 5	1, 3, 4	1, 2, 3, 4, 5, 6, 7
GEO2098	Optional	1, 4-7, 10	1, 2, 3, 4, 5	1, 2, 4, 5	1, 2, 4, 5, 6, 7
GEO2036	Optional	1, 4-8, 10	1, 2, 3, 4, 5	1, 4, 5	1, 2, 4, 5, 6, 7
GEO2046	Optional	1, 4-8, 10	1, 2, 3, 4, 5	1, 2, 4, 5	1, 2, 4, 5, 6, 7
GEO2047	Optional	1, 4-7, 10	1, 2, 3, 4, 5	1, 2, 4	1, 2, 4, 5, 6, 7
GEO2094	Optional	1, 4-8, 10	1, 2, 3, 4, 5	1, 2, 4, 5	1, 2, 4, 5, 6, 7
GEO2048	Optional	1-3, 9	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7
GEO2051	Optional	1-3, 9	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7
GEO3103	Optional	1, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5	4, 5	1, 2, 4, 5, 6, 7
GEO3041	Optional	1, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5	4, 5	1, 2, 4, 5, 6, 7
GEO3044	Optional	1, 4, 5, 6, 7, 9, 10	1, 2, 3, 4, 5	4, 5	1, 2, 4, 5, 6, 7
GEO3102	Optional	1, 4, 5, 6, 7, 10	1, 2, 3, 4, 5	4, 5	1, 2, 4, 5, 7
GEO3066	Optional	1, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5	4, 5	1, 2, 4, 5, 6, 7
GEO3063	Optional	1, 4, 5, 6, 7, 10	1, 2, 3, 4, 5	1, 2, 4, 5	1, 2, 4, 5, 6, 7
GEO3065	Optional	1, 4, 5, 6, 7, 10	1, 2, 3, 4, 5	4, 5	1, 2, 4, 5, 7
GEO3061	Optional	1, 4, 5, 6, 7, 10	1, 2, 3, 4, 5	4, 5	1, 2, 4, 5, 6, 7
GEO3067	Optional	1, 2, 3, 4, 5, 9, 10	1, 2, 3, 4, 5	4	1, 2, 3, 4, 5, 6, 7
GEO3069	Optional	1, 2, 3, 10	1, 2, 3, 4, 5	2, 3, 4	1, 2, 3, 4, 5, 6, 7
GEO3073	Optional	1, 2, 3	1, 2, 3, 4, 5	4	1, 2, 3, 4, 5, 6, 7
GEO3070	Optional	1, 2, 3	1, 2, 3, 4, 5	4	1, 2, 3, 4, 5, 6, 7
GEO3071	Optional	1, 2, 3, 10	1, 2, 3, 4, 5	4	1, 2, 3, 4, 5, 6, 7
GEO3072	Optional	1, 2, 3, 10	1, 2, 3, 4, 5	4	1, 2, 3, 4, 5, 6, 7
GEO3064	Optional	1, 2, 3, 10	1, 2, 3, 4, 5	2, 3, 4	1, 2, 3, 4, 5, 6, 7
GEO3104	Optional	1, 2, 3	1, 2, 3, 4, 5	2, 3, 4	1, 2, 3, 4, 5, 6, 7
GEO3100	Optional	1, 2, 3, 4, 5, 6, 9, 10	1, 2, 3, 4, 5	3, 4	1, 2, 3, 4, 5, 7