

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BSc (Hons)
4	<b>Programme Title</b>	Geographic Information Science
5	<b>UCAS/Programme Code</b>	F862
6	<b>Programme Accreditation</b>	Royal Institution of Chartered Surveyors Chartered Institution of Civil Engineering Surveyors
7	<b>QAA Subject Benchmark(s)</b>	Engineering, Computing, Geography
8	<b>FHEQ Level</b>	Honours (Level 6)
9	<b>Date written/revised</b>	May 2011

### 10 Programme Aims

1. to address aspects of measuring, mapping, recording and managing information about an area which may be urban or rural, mountainous, coastal or on the open sea, and may range in size from a land parcel to a continent
2. to produce graduates with a sound knowledge and understanding of the management of map and map-related data and the presentation of this to map users
3. to equip graduates with the ability to undertake, manage and develop projects involving engineering surveying, geodesy, photogrammetry, cartography, GIS/LIS, hydrographic survey and computing
4. to provide a balance of rigorous vocational, scientific, technical and professional education and training in data handling and manipulation
5. to provide an in-depth research training and the opportunity to undertake an individual research project, along with an appreciation, within a research-active university School, of the nature and impact of research activity in geomatics

### 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 Engineering, for Computing and for Geography. The mapping of intended learning outcomes onto modules is detailed in the Annex.

#### Knowledge and Understanding

On completing the programme students should have acquired knowledge of, and demonstrated understanding of:

- A1 Fundamentals of managing, maintaining and presenting spatial data
- A2 An appreciation of the concepts of accuracy and precision in spatial data handling
- A3 Knowledge of the application of geographic information in addressing environmental and socio-economic issues
- A4 The role of geomatics in the broad fields of environmental science, information technology and earth systems
- A5 An understanding of the impact of information technology on geomatics
- A6 A good grounding in the basic sciences of geography, technology and computing
- A7 Management and business practices within geomatics
- A8 Professional and ethical responsibilities
- A9 The academic requirements of the partner professional institutions (The Royal Institution of Chartered Surveyors and the Chartered Institution of Civil Engineering)

Surveyors)
<b>Teaching and Learning Methods</b>
<p>The School recognises that a variety of teaching and learning methods is necessary to achieve the intended learning outcomes. The primary mechanism for teaching knowledge and understanding is by lectures, but these are strongly supported, for most modules, by an extensive and integrated practical programme. Lectures give the students basic knowledge and understanding of all aspects from above (A1 – A9), whilst practicals strengthen understanding and application in A1 – A3, A5 and A6 in particular. Other teaching methods such as fieldwork, outside visits and lectures from visiting speakers ensure that practical applications and contemporary practice in geomatics (A4, A7 – A9) are fully covered. Students are required to be active in their learning and not merely passive recipients of information. They are also encouraged to manage their own learning through research and project-based work. An increasing emphasis is placed on team working, both in the classroom and in fieldwork and practical work. Some modules explicitly concentrate on professional and practical aspects of applied geomatics, involving discussion and seminars. Student-centred learning forms a major component of several modules. Independent reading is encouraged by the provision of reading lists for all modules. Independent research work (dependent on choice of topic) can address many of the aspects listed above.</p>
<b>Assessment Strategy</b>
<p>The larger proportion of assessment is undertaken by traditional closed-book, written examinations, although some modules are assessed by multiple-choice testing. A significant proportion of assessment is, however, continuous coursework assessment and this allows for formative development of knowledge and understanding.</p>
<b>Intellectual Skills</b>
<p>On completing the programme students should possess the following generic intellectual skills:</p> <p>B1 Data analysis: statistical analysis; image processing and interpretation</p> <p>B2 Synthesis: appropriate data modelling and integration (including data from other disciplines)</p> <p>B3 Critical analysis: appraisal of data and development of argument</p> <p>B4 Research skills and independent student learning</p> <p>B5 Problem solving</p>
<b>Teaching and Learning Methods</b>
<p>The emphasis in this course on accurate data handling and rigorous data manipulation ensure that students quickly acquire general cognitive skills enabling them to correctly and effectively manage spatial data. Hands-on exercises promote effective data analysis and develop critical skills (B1, B3). The integration of data from numerous sources, and the implications of such integration, are also covered in detail (B2). Courses on research methods and practical research exercises ensure generic skills in research and problem solving are also taught (B4, B5). There is an emphasis on teaching skills for independent learning. Students are constantly exposed to practical work and spatial data handling. They learn through supervision, experience, discussion and consideration of case studies that data handling skills are essential for a professional geomatician. The major research project also presents an environment within which students learn a great deal about generic cognitive skills.</p>
<b>Assessment Strategy</b>
<p>The cognitive skills listed above are assessed particularly in the final year research project, but other coursework submissions which detail practical work undertaken also need to show evidence of cognitive skills.</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to demonstrate the following subject-specific skills:</p> <p>C1 Field skills: planning; observation; recording and processing ...</p>

C2    Programming skills: office based problem solving using IT C3    Experimental design: hypothesis testing; use of equipment, hardware and software; assessment of results C4    Project management for geomatics
<b>Teaching and Learning Methods</b> Field skills (C1) are developed through extensive outdoor practical sessions and residential fieldcourses. These also ensure that experimental and project management skills (C3, C4) are also introduced and taught. Other practical skills, including programming (C2), are taught in lectures and indoor and laboratory practical sessions. All the skills listed above are introduced progressively throughout the three year degree programme such that considerable independence in the application of these skills is achieved by the end of the degree programme.
<b>Assessment Strategy</b> Examinations assess many of the skills listed above, but it is the hands-on practical experience and the subsequent coursework which yields the major summative assessment of these skills. Major residential fieldcourses form two discrete modules, in Stage 1 and at the beginning of Stage 3, whose results (both individual and team) are assessed (C1). Programming skills (C2) are similarly assessed through examination and coursework submission in specific modules. Project management (C4) is assessed in the Professional Practice module.
<b>Transferable/Key Skills</b> On completing the programme students should have attained the following core skills: D1    Communication: written, oral and interpersonal at a level appropriate for the target audience D2    Teamwork: coordination, leadership and resolving conflicts both in the field and in the laboratory D3    Planning and organisation: setting objectives; allocating resources; time management D4    Initiative and adaptability: responding to change; working independently D5    Numeracy: understanding and using numbers and mathematics correctly D6    Literacy: ability to read critically and with purpose D7    IT: effective use of a wide range of computing technology
<b>Teaching and Learning Methods</b> Many of these skills are taught, practised and assessed in a large number of modules. The 'key skills' matrix published in the student handbook demonstrates that, at every Stage in the degree programme, a significant range of core skills are taught, in formal modules and during induction week. Written and oral presentation skills (D1) are taught explicitly in the Stage 2 Research Methods module, as well as in tutorial elements of Stage 1 modules. Teamwork (D2) is a particular strength of this degree programme and is taught both on residential fieldcourses and in other modules where students undertake practical exercises (indoor and outdoor) in teams. Planning and organisation skills (D3) are regarded as generic and are taught specifically in research methods and professional practice modules. Techniques of initiative and adaptability (D4) are similarly addressed in the professional practice and management modules. Numeracy (D5) is specifically addressed in a range of basic and additional maths modules; Literacy (D6) is encouraged with the incorporation of reading lists into every module outline form; and IT use (D7) is taught in the vast majority of modules which rely upon digital equipment, software packages and student-written programs. Students learn about these key skills in a number of ways: they are practised in specific modules as detailed on the 'key skills' matrix published in the student handbook, and we would particularly highlight the role of communication, problem solving, teamwork and IT skills which the students are exposed to. Good study habits are engendered from the beginning of Stage 1, as induction week programmes (including a compulsory management skills residential weekend taken during Week 1 of Stage 1) address all these elements.
<b>Assessment Strategy</b> Key skills are assessed through the summative marking of a range of pieces of work,

including fieldcourse reports, oral presentations, major research project submission, abstracting exercises, library and information search coursework, presentations on professional issues. The 'key skills' matrix published in the student handbook indicates the modules where these skills are explicitly assessed, but it should be noted that all coursework submission, and a significant amount of formal examination assessment, will take competence in key skills into account.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

This is a three year full-time modular programme consisting of 120 credits per year for three years. Using university conventions, 10 credits are equivalent to 100 hours of study time (all contact hours plus private study). Students are expected to take 60 credits in each semester (half teaching year), although imbalances are permitted. Modules offered by the School can be worth 10, 20 or 30 credits, although it is possible for students on this degree programme to take some modules from outside the School: these may have credit weights which vary from this.

The compulsory and optional modules at Stage 1 give a firm foundation across the subject matter of geomatics: the study programme is shared 100% with the degree course in Surveying and Mapping Science (H244). Students receive a full appreciation of the broad nature of the discipline and receive supporting material in areas of mathematics, computing science, with some possibilities of taking modules in geography instead. A full understanding of the integration of mathematics and computing science with the tasks of precise spatial data recording and presentation, map and image handling and accurate measurement is achieved. Practical work, seminars, a residential fieldcourse, a residential management skills course and the introduction of IT into most modules give students an in-depth appreciation of the nature of the subject and the methods by which it is taught.

Progress from Stage 1 to Stage 2 is dependent on passing all modules: modules can be re-sat and can be passed by compensation up to a maximum of 40 credits (although 'core' modules cannot be compensated). University regulations govern issues such as number of attempts at re-sit assessment and the time period within which degree courses can be taken. It is possible, although not encouraged, for students to 'carry' failed modules (maximum of 20 credits) from Stage 1 to Stage 2.

Stages 2 and 3 offer a range of compulsory and some optional modules which allow for specialisation in the areas of digital data use and spatial data analysis. There are opportunities to follow modules which deal with other aspects of geomatics in an integrated manner: modules in areas such as survey data processing, GPS and navigation, engineering aspects and geophysics can be taken thus ensuring a wide view of the whole discipline

Many Stage 3 modules have Stage 2 pre-requisites, but it is possible to take some optional modules from the Stage 2 programme during Stage 3. Both Stages are equally weighted in the determination of the final degree classification. Progress from Stage 2 to Stage 3 requires all modules taken in the second year to be passed. However, at the end of Stage 2, re-sits for failed modules are possible and further failure of any module can be 'compensated' up to a maximum of 30 credits. As with progression from Stage 1 to Stage 2, it is possible for students to 'carry' failed modules (maximum of 20 credits) from Stage 2 to Stage 3.

Stage 3 also includes a substantial 30 credit compulsory research project, to which students have been introduced through the compulsory research methods module in Stage 2 and in Stage 3 induction week teaching. The project requires advanced knowledge and understanding and promotes the acquisition, use and assessment of many cognitive and key skills. In addition, further residential field trips are organised for Stage 3 students, firstly during and immediately after Induction Week, and secondly during the Easter vacation.

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

Particular features of the degree programme include:

- Choice of some modules at Stage 1 (dependent on mathematics ability)
- Common Stage 1 programme with the degree course in Surveying and Mapping Science (allowing for transfer to this degree course at the end of Stage 1)
- A balance of vocational, scientific and professional education and training
- Significant fieldwork opportunities
- Considerable exposure to advanced contemporary digital technology
- An in-depth research training and the opportunity to undertake an individual research project
- An appreciation, within a research-active university School, of the nature and impact of research activity in geomatics
- A full range of professional and management modules
- The fostering of an *esprit de corps* through team-building exercises, group work in practicals, the small and friendly nature of the geomatics part of the School and the existence of social (student CEG Society) and formal (Staff Student Committee) avenues of interaction.
- The opportunity, through visiting speakers and strong links with the surveying and mapping industry, to gain an understanding of the nature, scope and impact of contemporary British and international commerce and enterprise within the discipline.

**Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/2010-2011/documents/F862BScHonsGeographicInformationScience1011GW080410.pdf>

**13 Criteria for admission**

Students are admitted through the UCAS scheme on an individual basis but typical entrance requirements are listed below. The intention is to admit students who are highly likely to achieve an Honours degree.

*Entry qualifications*

All candidates should have at least GCSE Grade B in Mathematics if not offered to a higher level.

In addition, various combinations of higher level qualifications are appropriate:

- A level, Advanced Vocational Certificate of Education, AS level  
BBB/BBC from 18 units with at least 12 units from 6- or 12- unit qualifications.
- Scottish Qualifications  
AAAB/ABBB at Higher grade. Mathematics required to Higher grade. Combinations of Higher and Advanced Highers accepted.
- Other Qualifications  
BTEC National Diploma in any subject with 3 Level III passes at DDM/DMM grades including Mathematics at Level III at Distinction Grade.

Access qualifications – a module in Mathematical Studies or Quantitative Methods is essential (at Credit Level for courses which are graded); modules in geographical, computer science and engineering subjects desirable (at Credit Level for courses which are graded).

- International Qualifications  
These are accepted subject to a minimum science requirement with each candidate considered on their merits, e.g.  
International Baccalaureate, 32/30 points with Mathematics at grade 5.

#### *Admissions policy/selection tools*

The programme is designed for students with an interest in the measurement and use of spatial data and/or an interest in the science, engineering and technology of earth data collection and management. Students should therefore be committed to the application of rigorous scientific procedures in handling precise and accurate data; they should exhibit the flexibility of thought to apply their knowledge to a range of tasks; they should be aware of the integrated nature of contemporary science, engineering and technology. As students from a wide range of backgrounds are capable of meeting these requirements, admissions criteria are very broad. There are minimum science-based entry requirements, but we equally weight experience, interest and potential, as indicated on both the Personal Statement and the Referee's Report on the UCAS form.

#### *Non-standard Entry Requirements*

For mature students, it is expected that some indication of success at recent further education level is evident, along with some relevant experience in a field of science, engineering or technology.

#### *Level of English Language capability*

It is expected that non-native English speaking applicants will have achieved a level of 6.5 in IELTS assessments (or equivalent).

Almost all applicants will be offered a place on the basis of their UCAS application form alone (the exceptions are some mature students with non-conventional qualifications or background). All are invited to an Open Day at which they receive a full programme of informative talks and tours, an informal personal interview and the chance to meet current students.

### **14 Support for Student Learning**

#### *Induction*

During the first week of the first semester new students attend an induction programme. New students will be given a general introduction to University life and the University's principal support services, and general information about the School and their programme, as described in the Degree Programme Handbook. A comprehensive Degree Programme Handbook is produced with a) general information about the degree programme and its delivery b) details of modules and c) regulations. This Handbook is also available on the web, alongside a wide range of programme specific information, including some module material in HTML or posted on Blackboard. In addition a School Handbook is produced with a) generic information about the School and its administration b) details of working practices and c) sources of support. This is also available on the School web site.

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.

There is also the opportunity to be assessed on mathematical ability and thus be guided into the most appropriate choice of mathematics (or other) modules in Stage 1.

As indicated above, induction activities include a compulsory management skills residential weekend.

#### *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, and are given guidance on coursework submission and associated study skills requirements during informal small group Stage 1 Tutorials.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre, as well as the internal ELMO (English Language Materials Online) website which disseminates materials to assist both

non-native and native English speakers in their skills in language use.

#### *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 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. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues (e.g. stress and anxiety), student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

A 'student-buddy' system operates, whereby 'families' of students are organised to assist in mutual support, notably of incoming Stage 1 students. Each 'family' consists of two Stage 2 volunteer students ('parents'), with up to eight Stage 1 students for whom they are responsible ('children'). Each Stage 1 student is placed into a family. This support mechanism is of significant value at a student-to-student level.

#### *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.

#### *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.

Further University Support Services, detailed in the Student Handbook, include the Student Counselling Service and the Careers Service.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

### **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 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. It should also be noted that regular (at least annual) internal teaching strategy meetings address the content, delivery, quality and

relevance of the degree programme, with subsequent changes being implemented through Board of Studies. Such regular monitoring and dynamic programme update ensure continuing effectiveness and efficiency throughout our teaching provision.

#### *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 at 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. 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. Every five years, degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist, in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period. An ISR was conducted in November 2010 and approval granted.

#### *Accreditation reports*

Accreditation is important for this degree programme and visits by the accrediting institutions are regular (every three years). In addition, annual returns are made to one of the accrediting bodies (RICS) in respect of entry qualifications, student body composition and final employment destinations, for each year's cohort. Further, an external examiner is appointed by RICS, who has an active and equal role to the academic external examiner in the assessment process.

The aim of all evaluation and accreditation is to continually ensure that the programme achieves its stated aims, meets the national Benchmarking Statements for the discipline and produces graduates in line with developments in the subject and the changing needs of employers.

## **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 and Undergraduate Examination Conventions. 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.

#### *Weighting of stages*

The marks from Stages 2 and 3 will contribute to the final classification of the degree. The percentages of marks contributing to the degree for Stages 2 and 3 is 50:50.



### *Common Marking Scheme*

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

	<b>Modules used for degree classification (DC)</b>	<b>Modules not used for degree classification</b>
<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

As indicated above, a second external examiner is also appointed to represent the interests of one of the accrediting bodies: they have similar duties.

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

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

The subject Brochure (see [http://www.ceg.ncl.ac.uk/info/pdf/ug\\_geomatics.pdf](http://www.ceg.ncl.ac.uk/info/pdf/ug_geomatics.pdf)).

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

The Degree Programme Handbook (available on the web internally).

The School Handbook (available on the web internally).

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.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

**Bold modules, compulsory;** light modules, optional

<b>A Knowledge and understanding</b>	<b>Modules within which Knowledge and understanding are taught, practised and/or assessed</b>
<b>A1 Fundamentals of managing, maintaining and presenting spatial data</b>	<b>CEG1701, CEG1702, CEG1706</b> <b>CSC2513, CEG2704, CEG2708, CEG2709, CEG2711, CEG2714</b> <b>CEG3704, CEG3708</b>
<b>A2 An appreciation of the concepts of accuracy and precision in spatial data handling</b>	<b>CEG1701, CEG1702, CEG1703, CEG1705, CEG1706</b> <b>CEG2701, CEG2703, CEG2704, CEG2708, CEG2709, CEG2710, CEG2711, CEG2714</b> <b>CEG3703, CEG3704, CEG3706, CEG3707, CEG3708, CEG3709</b>
<b>A3 Knowledge of the application of geographic information in addressing environmental and socio-economic issues</b>	<b>CEG1701, CEG1702, CEG1706</b> <b>CEG2704, CEG2709, CEG2711, CEG2714, LAW2053</b> <b>CEG3703, CEG3704, CEG3705, CEG3707, CEG3708, CEG3709</b>
<b>A4 The role of geomatics in the broad fields of environmental science, information technology and earth systems</b>	<b>CEG1702, CEG1703, CEG1705, CEG1706</b> <b>CEG2701, CEG2703, CEG2704, CEG2706, CEG2708, CEG2709, CEG2710, CEG2711, CEG2714</b> <b>CEG3703, CEG3704, CEG3705, CEG3706, CEG3707, CEG3708, CEG3709</b>
<b>A5 An understanding of the impact of information technology on geomatics</b>	<b>CEG1702, CEG1703, CEG1704</b> <b>CSC2513, CEG2704, CEG2706</b> <b>CEG3703, CEG3704, CEG3705</b>
<b>A6 A good grounding in the basic sciences of geography, technology and computing</b>	<b>CEG1704, CEG1707</b> <b>CEG2703, CEG2705, CEG2706, CEG2708</b> <b>CEG3704</b>
<b>A7 Management and business practices within geomatics</b>	<b>LAW2053</b> <b>CEG3705, CEG3703,</b>
<b>A8 Professional and ethical responsibilities</b>	<b>CEG2713</b> <b>CEG3703, CEG3799,</b>

**A9 The academic requirements of the partner professional institutions (The Royal Institution of Chartered Surveyors and the Chartered Institution of Civil Engineering Surveyors)**

These areas of knowledge and understanding encompass the vast majority of the syllabus and are therefore introduced, practised and assessed in all the modules within the degree programmes: they are therefore not detailed here.

<b>B Intellectual skills</b>	<b>Modules within which Intellectual skills are taught, practised and/or assessed</b>
<b>B1 Data analysis</b> <ul style="list-style-type: none"> <li>• statistical analysis</li> <li>• image processing and interpretation</li> </ul>	<b>CEG1701, CEG1702, CEG1703, CEG1704, CEG1705, CEG1706, CEG1707</b> <b>CSC2513, CEG2701, CEG2703, CEG2705, CEG2708, CEG2709, CEG2710, CEG2711, CEG2713</b> <b>CEG3704, CEG3706, CEG3707, CEG3708</b>
<b>B2 Synthesis</b> <ul style="list-style-type: none"> <li>• appropriate data modelling</li> <li>• appropriate data integration</li> </ul>	<b>CEG1701, CEG1702, CEG1703, CEG1705, CEG1706</b> <b>CSC2513, CEG2703, CEG2704, CEG2708, CEG2709, CEG2710, CEG2711, CEG2714</b> <b>CEG3704, CEG3705, CEG3706, CEG3707, CEG3709, CEG3799</b>
<b>B3 Critical analysis</b> <ul style="list-style-type: none"> <li>• appraisal of data</li> <li>• development of argument</li> </ul>	<b>CEG1701, CEG1702, CEG1703, CEG1705, CEG1706, CEG1707</b> <b>CEG2714, CEG2701, CEG2703, CEG2704, CEG2708, CEG2709, CEG2710, CEG2711, CEG2713, LAW2053</b> <b>CEG3703, CEG3704, CEG3705, CEG3707, CEG3799</b>
<b>B4 Research skills and independent student learning</b>	<b>CEG2713</b> <b>CEG3704, CEG3705, CEG3799</b>
<b>B5 Problem Solving</b>	<b>CEG1701, CEG1702, CEG1703, CEG1704, CEG1705, CEG1706, CEG1707</b> <b>CEG2705, CEG2706, CEG2714, LAW2053</b> <b>CEG3705, CEG3707, CEG3708, CEG3709, CEG3799</b>

<b>C Practical skills</b>	<b>Modules within which Practical skills are taught, practised and/or assessed</b>
<b>C1 Field skills</b> <ul style="list-style-type: none"> <li>• planning</li> <li>• observation</li> <li>• recording and processing</li> </ul>	<b>CEG1701, CEG1703</b> <b>CEG2701, CEG2710, CEG2711</b> <b>CEG3701</b>
<b>C2 Programming skills</b> <ul style="list-style-type: none"> <li>• office based problem solving using IT</li> </ul>	<b>CEG1708</b> <b>CEG2706</b> <b>CEG3704</b>
<b>C3 Experimental design</b> <ul style="list-style-type: none"> <li>• hypothesis testing</li> <li>• use of equipment, hardware and software</li> <li>• assessment of results</li> </ul>	<b>CEG1701, CEG1702, CEG1703, CEG1705, CEG1707, CEG1708</b> <b>CSC2513, CEG2701, CEG2703, CEG2704, CEG2705, CEG2706, CEG2708, CEG2709, CEG2710, CEG2711, CEG2713, CEG2714</b> <b>CEG3704, CEG3706, CEG3707, CEG3708, CEG3709, CEG3799</b>
<b>C4 Project management for geomatics</b>	<b>CEG2713</b> <b>CEG3703, CEG3799</b>

<b>D Transferable/Key skills</b>	<b>Modules within which Transferable/Key skills are taught, practised and/or assessed</b>
<b>D1 Communication</b> <ul style="list-style-type: none"> <li>• written (w)</li> <li>• oral (o)</li> <li>• interpersonal</li> </ul>	<p>(w)CEG1701, (w)CEG1702, (w)CEG1703, (w)CEG1705, (w)CEG1706  (w)CEG2701, (w)CEG2703, (w)CEG2704, (w)CEG2706, (w)CEG2708, (w)CEG2709, (w)CEG2710, (w)CEG2713, (w)CEG2714  (w)CEG3703, (w)CEG3704, (w)CEG3707, (w)CEG3708, (w)CEG3709, (w)CEG3799</p> <p>(o)CEG1701, (o)CEG1702, (o)CEG1703, (o)CEG1705, (o)CEG1706  (o)CEG2701, (o)CEG2704, (o)CEG2709, (o)CEG2713, (o)LAW2053  (o)CEG3703, (o)CEG3704, (o)CEG3705, (o)CEG3706, (o)CEG3707, (o)CEG3799</p> <p><b>Interpersonal</b> communication skills are introduced, practised and assessed in the vast majority of modules within the degree programmes.</p>
<b>D2 Teamwork</b> <ul style="list-style-type: none"> <li>• coordination</li> <li>• resolving conflicts</li> <li>• leadership</li> </ul>	<b>CEG1701, CEG1702, CEG1703</b> <b>CEG2701, CEG2704, CEG2710, CEG2711</b> <b>CEG3701, CEG3703, CEG3704, CEG3707</b>
<b>D3 Planning and Organising</b> <ul style="list-style-type: none"> <li>• setting objectives</li> <li>• allocating resources</li> <li>• time management</li> </ul>	<b>CEG1701, CEG1703, CEG1704</b> <b>CEG2701, CEG2703, CEG2704, CEG2711, CEG2713, CEG2714</b> <b>CEG3703, CEG3704, CEG3799</b>
<b>D4 Initiative and adaptability</b> <ul style="list-style-type: none"> <li>• responding to change</li> <li>• working independently</li> </ul>	<b>CEG1701, CEG1705</b> <b>CEG2711, CEG2713</b> <b>CEG3703, CEG3799</b>
<b>D5 Numeracy</b> <ul style="list-style-type: none"> <li>• understanding numbers and mathematics</li> <li>• using numbers and mathematics correctly</li> </ul>	These skills are introduced, practised and assessed in the vast majority of modules within the degree programmes, and are therefore not detailed here.
<b>D6 Literacy</b> <ul style="list-style-type: none"> <li>• reading critically and with purpose</li> </ul>	These skills are introduced, practised and assessed in the vast majority of modules within the degree programmes, and are therefore not detailed here.
<b>D7 IT</b>	These skills are introduced, practised and assessed in the vast majority of modules within the degree programmes, and are

<ul style="list-style-type: none"><li>• effective use of a wide range of computing technology</li></ul>	therefore not detailed here.
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