School of Life and Medical Sciences

Title of Programme: Geography and Environment
Programme Code: HHGE

Programme Specification

This programme specification is relevant to students entering:
25 September 2017

Associate Dean of School (Academic Quality Assurance):
Stefanie Schmeer

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme-specific assessment regulations</td>
<td>To add details of the credit catch-up modules Special Review at level 4 and Special Topic at level 5</td>
</tr>
<tr>
<td>Table 1a Outline Programme Structure</td>
<td>Change to the core/compulsory final year modules for the final year pathways in Environmental Management and Ecology and Environmental Management with Agriculture</td>
</tr>
<tr>
<td>Programme-specific assessment regulations</td>
<td>Introducing new regulations for attendance linked to awarding a referral after failing a module at levels 4 and 5</td>
</tr>
</tbody>
</table>
Table 1a Outline Programme Structure

To change a module choice at level 4 in Environmental Management with Agriculture because of error– remove 4LMS0011 and replace with 4LMS0041

Table 1b

Titles given to interim awards

Page 18

Duplication of row for module 5LMS0010 deleted

If you have any queries regarding the changes please email AQO@herts.ac.uk
Programme Specification **Geography and Environment**

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

*Awarding Institution/Body*  
University of Hertfordshire

*Teaching Institution*  
University of Hertfordshire

*University/partner campuses*  
College Lane

*Programme accredited by*  
Institution of Environmental Sciences (EM award only)  
Royal Geographical Society (All Geography pathways)

*Final Qualification*  
BSc (Hons)

*All Final Award titles*  
Environmental Management and Ecology  
Environmental Management and Ecology with a Year Abroad  
Environmental Management and Ecology (Sandwich)  
Environmental Management with Agriculture  
Environmental Management with Agriculture with a Year Abroad  
Environmental Management with Agriculture (Sandwich)  
Geography with a Year Abroad  
Geography (Sandwich)  
Human Geography  
Human Geography with a Year Abroad  
Human Geography (Sandwich)  
Physical Geography  
Physical Geography with a Year Abroad  
Physical Geography (Sandwich)  
Human Geography with Environmental Studies  
Human Geography with Environmental Studies with a Year Abroad  
Human Geography with Environmental Studies (Sandwich)

*FHEQ level of award*  
6

*UCAS code(s)*  
F750, F800, F803, F855, F890, L700, F804, L7F9, F7D4

*Language of Delivery*  
English

A. Programme Rationale

The **BSc Geography degree** reflects the diverse nature of the discipline, bridging the sciences and arts, providing a broadly-based understanding of the Earth, its physical and social characteristics. It addresses important issues, such as global environmental change, natural hazards, hydrology, socio-spatial inequalities, globalisation, urbanisation and planning. Thus the programme fosters in students a coherent view of the rapidly changing world and the ways in which society influences and is influenced by it.

The programme is designed to recruit students who wish to enhance their understanding of the world in which they live, with particular regard to gaining an understanding of geographical processes and patterns. In addition, students progressively develop independent learning skills during the degree programme.
The programme is designed to develop from a common learning base at Level 4 providing underpinning for all modules in subsequent levels, where there will be elements of choice, enabling students to develop their particular geographical interests. The programme includes an optional Sandwich Placement Year aimed particularly at helping students identify suitable career paths, enhancing employment prospects, supporting final year studies and increasing maturity.

The content of the programme will allow graduates the chance of employment in a wide range of geography related careers. The programme also recognises that a proportion of the successful graduates will not take up careers directly related to geography. It is designed to prepare graduates who have a sound knowledge of the wider world and an interest in economic, political, social and environmental issues; who are trained to deal with multivariate problems and to grasp their wider implications; who are used to writing essays and completing research projects on their own initiative; and who are skilled in information retrieval, data management and computing. Therefore the programme incorporates the necessary graduate skills, which will enable successful students to gain employment in a wider variety of careers.

Typical career pathways for a geographer include working for local government in transport, development, housing and planning, the Civil Service, Transport Companies and the Environment Agency.

**BSc Human Geography**

A student studying for a BSc Human Geography degree will explore how people interact with the world around them looking at cutting edge issues related to demography, migration and mobility, socio-spatial inequality, urbanization, changing rural life, recreation and access, tourism, development, planning, globalization and geopolitics. The Human Geography degree also fits well with the University’s commitment to the Centre for Sustainable Communities with its emphasis on urbanism, transport and energy, three areas vital to the study of socio-spatial systems. Studying Human Geography really allows a student to think about the kind of world they would like to live in, and provides them with the skills to have a say in how future society develops. The Human Geography degree is applied and vocationally based, reflecting the University’s strategy of increasing employability. A graduate with a BSc Human Geography degree would be well placed to continue their studies on our MSc Sustainable Planning programme.

**BSc Physical Geography**

A student studying for a BSc Physical Geography degree will acquire a detailed understanding of physical geography at a time when this knowledge has never been more important for decision making related to the future of the Planet. Physical Geography tackles the major environmental issues of our time, namely climate change and natural hazards, environmental degradation and dwindling/degrading natural resources, examining the vulnerability and resilience of the natural and built environment to these perturbations. Fieldwork is a major component of the degree programme allowing students to gain first-hand knowledge of earth surface processes and landforms. A graduate of our Physical Geography degree would demonstrate a commitment to a subject area that is increasingly in demand by employers, in particular in the field of environmental consultancy. A Physical Geography degree also offers a route towards our MSc in Environmental Management.

**BSc Environmental Management and Ecology**

The BSc Environmental Management and Ecology programme is an applied interdisciplinary degree, which seeks to give students a scientific understanding of the ecology of the environment and the skills to analyse how legislative, economic and political factors act as drivers for improvement in environmental performance in all types of organisations. The focus of the programme on
environmental management and ecology recognises the need to consider the complex ramifications that result from human exploitation of the environment, and to meet the requirements of sustainable development. Field based ecological techniques are taught throughout that are directly transferable into the workplace and currently in great demand by environmental and ecological organisations.

**BSc Environmental Management with Agriculture**

Agriculture is a crucially important area of study at a time when population increase and climate change threaten global food security. A student on the BSc Environmental Management with Agriculture degree will study such issues as the UK government’s relationship with Europe over agriculture, the CAP and subsequent CAP reforms and WTO rounds, crop protection, food security, agri-environmental schemes, agro-ecology, horticulture, biodiversity, conservation, ecological monitoring and sustainable farming practices. Our graduates armed with an understanding of these issues will be widely sought throughout the agricultural sector and food industry.

**BSc Human Geography and Environmental Studies**

The degree offers students the chance to combine two areas of mutual interest and will focus on both the social sciences aspects of the environmental interaction with space, as well as more detailed aspects of ecology and conservation with an emphasis on how humans interact with their environments.

The Environmental programme is designed to recruit students who wish to enhance their understanding of the world in which they live, with particular regard to environmental management, both in the business world and in management of natural habitats.

The programme is designed to develop from a common learning base at Level 4 providing underpinning for all modules in subsequent levels, where there will be some element of choice, complementing the core environmental management theme of their studies.

The content of the programme will allow graduates the chance of employment in environmental management where there are many opportunities for skilled graduates in a wide range of organisations from local authorities, environmental consultancies, businesses, industry and conservation organisations. Although focused on environmental management, the scope of the degree encompasses the necessary graduate skills which will enable successful students to gain employment in a wider variety of careers. It is designed to prepare graduates to have a sound knowledge of the wider world and an interest in environmental, economic, political, and social issues; who are trained to deal with multivariate problems and to grasp their wider implications; who are used to writing essays and reports, giving oral presentations and completing research projects on their own initiative, and who are skilled in information retrieval, data management and computing.

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**B. Educational Aims of the Programme**

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

**BSc (Hons) Environmental Management and Ecology**
enable students to apply knowledge and understanding of the Earth’s systems and their complex interactions in relation to the effects of human activities on environmental processes;

**BSc (Hons) Geography**

- enable students to apply knowledge and understanding of geographical processes in relation to spatial and temporal patterns in the human and physical environment;

**BSc (Hons) Physical Geography**

- enable students to apply knowledge and understanding of geographical processes in relation to spatial and temporal patterns in the physical environment;

**BSc (Hons) Human Geography**

- enable students to apply knowledge and understanding of geographical processes in relation to spatial and temporal patterns in the human environment;

**BSc (Hons) Environmental Management with agriculture**

- enable students to apply knowledge and understanding of the Earth’s systems and their complex interactions in relation to the effects of agricultural activities on environmental systems and processes.

**BSc (Hons) Human Geography with Environmental Studies**

- enable students to apply knowledge and understanding of the Earth’s systems and their complex interactions in relation to the effects of human activities on environmental processes, systems and landscapes;
- enable students to apply knowledge and understanding of geographical processes in relation to spatial and temporal patterns in the human environment;

**Common to all pathways:**

- provide students with techniques and methods to enable them to develop the practical applications of theoretical concepts in both a multi- and interdisciplinary manner, interpret complex situations and inform decision making;
- provide students with knowledge, understanding and graduate skills to prepare them for employment or further study.

### C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Geography, Earth Sciences, Environmental Sciences and Environmental Studies and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

### Geography Pathways

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: The significance of spatial relationships as influences upon physical and human environments;</td>
<td>Acquisition of knowledge and understanding is through a combination of lectures, workshops, seminars, tutorials, field classes; on-line learning</td>
<td>Knowledge and understanding are assessed through a combination of unseen examinations, in-course assessments in the</td>
</tr>
</tbody>
</table>
A2 - the diversity and interdependence of places and processes at various spatial and temporal scales;

A3 - the nature of change within, and inter-relationships between the physical and human environments;

A4 - contemporary and historical issues within human and physical geography;

A5 - the science and philosophy that underpin geography;

A6 - theories and concepts in different geographical situations;

A7 - the diversity of geographical approaches derived from the epistemologies of the humanities, social and natural sciences;

A8 - research methodologies and techniques in geographical data collection, analysis and presentation;

A9. approaches to problem-solving within a geographical context;

A10. the diversity of specialist techniques and approaches in geographical data analysis (e.g. GIS, laboratory work, qualitative analysis);

A11. the presentation of geographical data (e.g. GIS, cartography, webpages, etc.).

Additionally BSc Human Geography has the following Learning Outcome:

A12. the epistemology and ontology of human materials; laboratory work, practical experience, problem-based learning, directed reading and guidance and feedback from assessment. One day and residential field courses to give hands-on experience.

Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

form of essay and laboratory assignments, map work, laboratory and field reports, poster production and seminar presentations (some of which will include group work) and the final year research project which is on a topic relevant to the programme pathway.
geographic thought, practice and application.

Additionally BSc (Hons) Physical Geography has the following Learning Outcome

A13. the physical environment, systems and processes in a range of contexts and environments

Additionally BSc (Hons) Human Geography with Environmental Studies has the following Learning Outcome

A14. the interactions between human societies and their environment

<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 - identify the appropriate investigative techniques for a geographical problem;</td>
<td>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. The practicals, workshops and tutorials will have specific topics to meet many of the intellectual skill requirements. Throughout, the learner is encouraged to develop intellectual skills further by independent study</td>
<td>B1 to B8 are assessed through a combination of unseen examinations, in-course assessments in the form of essay and report assignments, laboratory, field reports and notebooks, poster production and seminar presentations (some of which will include group work) and the final year research project which is on a topic relevant to the programme pathway.</td>
</tr>
<tr>
<td>B2 - formulate and develop research to test hypotheses and paradigms;</td>
<td></td>
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<tr>
<td>B3 - critically evaluate evidence and using the appropriate concepts deduce a logical outcome;</td>
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<tr>
<td>B4 - analyse numerical data based on recognised statistical concepts;</td>
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<tr>
<td>B5 - undertake methods of information retrieval from a range of sources</td>
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<tr>
<td>B6 - assess the ethical implications and hazards of geographical investigations;</td>
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<tr>
<td>B7 - appraise and critically evaluate the quality of their own work and that of others;</td>
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<tr>
<td>B8 - make and map spatial observations</td>
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</tbody>
</table>
Additionally BSc (Hons) Human Geography has the following Learning Outcome

B9 – synthesise and apply a range of concepts and theories within human geography

Additionally BSc (Hons) Physical Geography has the following Learning Outcome

B10 – synthesise and apply a range of theories to physical geography practice and fieldwork

Additionally BSc (Hons) Human Geography with Environmental Studies has the following Learning Outcome

B11 – synthesise and apply social and spatial theory to environmental and sustainable management practice

<table>
<thead>
<tr>
<th>Practical skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1- work safely under laboratory and field conditions (in accordance with health, safety and ethics guidelines);</td>
<td>Practical skills are developed throughout the programme by series of laboratory and field practicals, workshops and by a residential field course programme which include the use of interpretative exercises (C3) and the presentation of written reports (C5).</td>
<td>C1, C2 and C3 are assessed through laboratory and field work. C4, C5 and C6 are assessed through field course reports, oral and poster presentations, interpretative exercises and project reports (some of which will include group work) and the final year research project which is on a topic relevant to the programme pathway.</td>
</tr>
<tr>
<td>C2- execute practical investigations to test an hypothesis;</td>
<td>They are also further developed by the provision of research methodology workshops for the Level 6 undergraduates.</td>
<td></td>
</tr>
<tr>
<td>C3- plan, record, analyse and interpret information derived from investigations;</td>
<td>Throughout, the learner is expected to consolidate their development of practical computing skills by use of the computers available in the Learning Resources Centre and in the School GIS laboratory.</td>
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<tr>
<td>C4- undertake statistical analysis of numerical data by using the appropriate computer based packages;</td>
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<tr>
<td>C5- present the findings of practical investigations in a fully referenced, logical and presentable form;</td>
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<tr>
<td>C6- use academic literature and computer networks for</td>
<td></td>
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</tbody>
</table>
information retrieval and communication.

<table>
<thead>
<tr>
<th>Transferable skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. communicate effectively orally, in writing and through electronic media;</td>
<td>Transferable skills are developed through, for example, coursework reports, oral presentations and project reports (D1), through group project work (D2).</td>
<td>D1 to D8 are assessed through the coursework assignments and examinations at each level of the degree programme.</td>
</tr>
<tr>
<td>D2. work effectively as a member of a team;</td>
<td>Additionally, Sandwich students during their placement year will develop their transferable skills and maintain a record of evidence by completing a skills portfolio, which is presented for assessment.</td>
<td></td>
</tr>
<tr>
<td>D3. work independently and produce a reliable outcome;</td>
<td></td>
<td>Additionally for the Sandwich undergraduate D1 to D8 are assessed by a placement year portfolio where students reflect on the development of transferable skills gained during that year and GPS2 students are also required to submit a reflective work experience portfolio which includes a consideration of transferrable skills acquisition.</td>
</tr>
<tr>
<td>D4. meet set deadlines;</td>
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<td></td>
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<tr>
<td>D5. effectively manage their time;</td>
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<tr>
<td>D6. reflect on the process of learning &amp; evaluate personal strengths and weaknesses;</td>
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<tr>
<td>D7. demonstrate self-direction in undertaking research and applying knowledge and skills effectively;</td>
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<tr>
<td>D8. Learn independently and effectively in preparation for lifelong learning.</td>
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</tbody>
</table>

Environmental Management and Ecology Pathways

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. the issues, science and philosophy that underpin environmental sustainability; social, environmental and economic factors of sustainable development.</td>
<td>Acquisition of knowledge and understanding is through a combination of lectures, workshops, seminars, tutorials, on-line learning materials, laboratory work, problem-based learning, directed reading and guidance, feedback from assessment and practical field courses and visits (one day and residential) for each Level.</td>
<td>A1. to A12 are assessed through a combination of unseen examinations, in-course assessments in the form of essay and laboratory assignments, map work, laboratory and field reports, poster production and seminar presentations (some of which will include group work) and the final year research project which is on a topic relevant to the programme pathway.</td>
</tr>
<tr>
<td>A2. the inter-relatedness and complexity of Earth’s systems;</td>
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<td></td>
</tr>
<tr>
<td>A3. the complexity of abiotic and biotic interactions which influence the environment;</td>
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</tr>
<tr>
<td>A4. the impact of human activities on Earth’s environment; natural resource management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A5. the process of environmental monitoring and environmental impact assessment;

A6. impacts of human waste products and pollution on the environment;

A7. the role of legislation and policy in management of the environment;

A8. environmental policies and management - the role of governments;

A9. the process of species evolution and the maintenance of biodiversity;

A10. underpinning theories of ecology; structure and functioning of habitats and ecosystems; concept of niche;

A11. the importance of conservation and management of natural habitats

A12. the environmental and business benefits to be gained from improved environmental performance;

Additionally BSc (Hons) Environmental Management with Agriculture has the following Learning Outcome

A13. agro-ecosystems, crop protection, farm management and practice

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<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. identify the appropriate investigative techniques for an environmental problem;</td>
<td>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. The practicals, workshops and tutorials will have specific topics to meet many of the intellectual skill requirements.</td>
<td>B1 to B7 are assessed through a combination of unseen examinations, in-course assessments in the form of essay and report assignments, laboratory, field reports and notebooks, poster production and seminar presentations (some</td>
</tr>
</tbody>
</table>
B3. critically evaluate evidence and deduce a logical outcome;

B4. analyse numerical data based on recognised statistical concepts;

B5. undertake methods of information retrieval from a range of sources;

B6. assess the ethical implications and hazards of certain environmental investigations;

B7. appraise and critically evaluate the quality of their own work and that of others.

Additionally BSc (Hons) Environmental Management with Agriculture has the following Learning Outcome

B8 – synthesise and apply theories and concepts of agro-ecosystems, farm management, and crop protection to practice

Throughout, the learner is encouraged to further develop intellectual skills by independent study.

### Practical skills

<table>
<thead>
<tr>
<th>Practical skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Work safely under laboratory and field conditions (in accordance with health, safety and ethics guidelines);</td>
<td>Practical skills are developed throughout the programme by a series of laboratory and field practicals, workshops and field courses, which include the use of interpretative exercises (C3) and the presentation of written laboratory reports (C5).</td>
<td>C1, C2 and C3 are assessed through laboratory and field work. C4, C5 and C6 are assessed through field course reports, oral and poster presentations, interpretative exercises and project reports (some of which will include group work) and the final year research project which is on a topic relevant to the programme pathway.</td>
</tr>
<tr>
<td>C2. execute a practical investigation to test an hypothesis;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3. gather, record and interpret information derived from a research-based investigation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4. undertake statistical analysis of numerical data by using the appropriate computer-based packages;</td>
<td>They are also further developed by the provision of research methodology workshops for the Level 6 undergraduates.</td>
<td></td>
</tr>
<tr>
<td>C5. present the findings of a practical investigation in a fully referenced, logical and presentable form;</td>
<td>Throughout, the learner is expected to consolidate their development of practical computing skills by use of the computers available in the Learning Resources Centre and in the School GIS laboratory.</td>
<td></td>
</tr>
</tbody>
</table>
D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3 years), Sandwich/Year Abroad (4 years) and part-time modes (normally 5 years), and leads to the award of BSc (Hons) Geography or BSc (Hons) Physical Geography, or BSc (Hons) Human Geography or BSc (Hons) Human Geography with Environmental Studies or BSc (Hons) Environmental Management and Ecology or BSc (Hons) in Environmental Management with Agriculture.

All named awards are differentiated by at least 45 credit points, 30 credit points of which are at level 6. In addition, the final year research project must be on a topic related to the named award (e.g. a student studying for the award of BSc (Hons) Human Geography would not be permitted to undertake a physical geography final year research project).

Entry is normally at Level 4 with 96 UCAS points being made up of at least two A-levels or equivalent, plus GCSEs in English Language and Maths at Grade C (or Grade 4 new system) or above (see section F for further details).
Professional and Statutory Regulatory Bodies

Institution of Environmental Sciences (EME award only) - This programme is accredited by the Committee of Heads of Environmental Sciences (CHES), the education committee of the Institution of Environmental Sciences (IES). CHES is the collective voice of the environmental sciences academic community and serves to enhance the quality of environmental education worldwide. A programme accredited by CHES is assured to meet high standards, contain a strong component of practical, field and theoretical activities, and has excellent opportunities for training, work experience and links to the professional environmental sector. Students enrolled on CHES accredited programmes can apply for free Student Membership of the IES and for a fast-track route to membership once they graduate, starting you on a route towards becoming a Chartered Environmentalist or Chartered Scientist.

Royal Geographical Society – All Geography pathways of this programme have been accredited by the Royal Geographical Society (with IBG). Accredited degree programmes contain a solid academic foundation in geographical knowledge and skills, and prepare graduates to address the needs of the world beyond higher education. The accreditation criteria require evidence that graduates from accredited programmes meet defined sets of learning outcomes, including subject knowledge, technical ability and transferable skills.

Work-Based Learning, including Sandwich Programmes

A programme of study approved as leading to an award in the sandwich mode must include at least 36 weeks of approved, supervised work experience in addition to the period required for the full time award; further details are given in Section 2: in 'Other information relevant to the programme'.

Erasmus Exchange programme

Incoming Erasmus students are permitted to study the course at levels 4, 5 and 6.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Full time</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB: Part time students study modules marked * in the first year at each level.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry point</th>
<th>Semester A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level 4 BSc (Hons) ENVIRONMENTAL MANAGEMENT AND ECOLOGY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Field Research</td>
<td>4LMS0010</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Exploring Planet Earth*</td>
<td>4LFS1023</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Sustainable Futures*</td>
<td>4LFS0045</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
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<tr>
<td>Investigative Skills and Techniques*</td>
<td>4LFS1006</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
</tbody>
</table>

Bachelor’s Programme Specification / December 2016 / AS Review Date October 2017
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<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
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**Optional Modules**

### Environmental Man. & Ecology

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Progression to level 5 requires a minimum of 90 credits.

### Level 5 BSc (Hons) ENVIRONMENTAL MANAGEMENT AND ECOLOGY

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Progression to level 6 requires a minimum of 210 credits of which 90 credits are at level 5.
### Level 6 BSc (Hons) ENVIRONMENTAL MANAGEMENT AND ECOLOGY

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### Level 4 BSc (Hons) ENVIRONMENTAL MANAGEMENT WITH AGRICULTURE

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Progression to level 5 requires a minimum of 90 credits.
# Level 5 BSc (Hons) ENVIRONMENTAL MANAGEMENT WITH AGRICULTURE

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# Level 6 BSc (Hons) ENVIRONMENTAL MANAGEMENT WITH AGRICULTURE

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## Level 6 BSc (Hons) GEOGRAPHY

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## Level 4 BSc (Hons) HUMAN GEOGRAPHY

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Progression to level 5 requires a minimum of 90 credits.
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Progression to level 6 requires a minimum of 210 credits, of which 90 are at level 5.

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Level 4 BSc (Hons) PHYSICAL GEOGRAPHY

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Progression to level 5 requires a minimum of 90 credits.

Level 5 BSc (Hons) PHYSICAL GEOGRAPHY

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## Level 6 BSc (Hons) PHYSICAL GEOGRAPHY

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Progression to level 5 requires a minimum of 90 credits.
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<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real World Research</td>
<td>5LMS0010</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
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</tr>
<tr>
<td>Ecology and Environmental Quality*</td>
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<td>30</td>
<td>English</td>
<td>50</td>
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</tr>
<tr>
<td>Living in a Changing and Contested World*</td>
<td>5LMS0013</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td>People, Place and Movement</td>
<td>5LMS0012</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>AB</td>
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<tr>
<td>Graduate and Professional Skills 2*</td>
<td>5LFS0050</td>
<td>0</td>
<td>English</td>
<td>0</td>
<td>0</td>
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<td>AB</td>
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</tbody>
</table>

Progression to level 6 requires a minimum of 210 credits, of which 90 are at level 5.

### Level 6 BSc (Hons) HUMAN GEOGRAPHY WITH ENVIRONMENTAL STUDIES

#### Compulsory Modules Human Geography with Environmental Studies

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>6LFS0031</td>
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<td>English</td>
<td>0</td>
<td>100</td>
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<tr>
<td>Solving Environmental Problems*</td>
<td>6LFS1005</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td>Habitat Management and Ecological Monitoring*</td>
<td>6LMS0016</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>AB</td>
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<tr>
<td>Urban Social Geography, Planning &amp; Development</td>
<td>6LMS0014</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>AB</td>
</tr>
</tbody>
</table>

In the event of a student having a shortfall of 15 credits at Level 4 he/she may be offered the opportunity to redeem this deficit by completing successfully the module ‘Special Review - GE’ 4LFS0041. In the event of a student having a shortfall of 15 credits at Level 5 he/she may be offered the opportunity to redeem this deficit by completing successfully the module ‘Special Topic -GE’ 5LFS0048. Bespoke assignments are set which are commensurate with module content associated with the student’s credit shortfall.

The award of an Honours Degree requires 360 credit points and must include the final year project.

**Honours classification**

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.
Table 1b Final and interim awards available
The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Interim Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Environmental Degrees ILOs achieved</th>
<th>Geography Degrees ILOs achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Certificate</td>
<td></td>
<td>45 credit points at level 4</td>
<td>4</td>
<td>See UPR AS11, section 13: [link]</td>
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</tr>
<tr>
<td>Certificate of Higher Education</td>
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<td>120 credit points at level 4</td>
<td>4</td>
<td>See UPR AS11, section 13: [link]</td>
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<tr>
<td>Diploma of Higher Education</td>
<td></td>
<td>240 credit points including at least 120 at level 5</td>
<td>5</td>
<td>See UPR AS11, section 13: [link]</td>
<td></td>
</tr>
<tr>
<td>BSc</td>
<td>Geography, Physical Geography, Human Geography, Human Geography with Environmental Studies, Environmental Management and Ecology</td>
<td>300 credit points including 180 at level 6/5 of which 60 must be at level 6</td>
<td>6</td>
<td>A1-A4, A8, A10-A11, B1-B9, C1-C6, D1-D6</td>
<td>A1-A11, B1-B9, C1-C6, D1-D6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Environmental Degrees ILOs achieved</th>
<th>Geography Degrees ILOs achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons)</td>
<td>Geography, Physical Geography, Human Geography, Human Geography with Environmental Studies, Environmental Management and Ecology</td>
<td>360 credit points including 240 at level 6/5 of which 120 must be at level 6</td>
<td>6</td>
<td>A1-A4, A8, A10-A11, B1-B9, C1-C6, D1-D8</td>
<td>A1-A12, B1-B9, C1-C6, D1-D8</td>
</tr>
</tbody>
</table>

Programme-specific assessment regulations
The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 (delete as applicable) and UPR AS14) with the exception of those listed below, which have been approved by the University:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Instance</th>
<th>Award Title</th>
<th>Modules (child instance codes &amp; title)</th>
<th>Must be included in classification algorithm?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHGE</td>
<td>GPH3F</td>
<td>BSc (Hons) Geography</td>
<td>6LFS0031</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>GPH4S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEESEP4E</td>
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</tr>
<tr>
<td></td>
<td>GEEFEB4E</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GPHP4P</td>
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<tr>
<td></td>
<td>GPHP5P</td>
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<td></td>
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<tr>
<td>HHGE</td>
<td>HGPH3F</td>
<td>BSc (Hons) Human Geography</td>
<td>6LFS0031</td>
<td>Yes</td>
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<tr>
<td></td>
<td>HGPH4S</td>
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<tr>
<td></td>
<td>HGEESEP4E</td>
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<td></td>
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<tr>
<td></td>
<td>HGEEFEB4E</td>
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<tr>
<td></td>
<td>GPHP4P</td>
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<tr>
<td></td>
<td>GPHP5P</td>
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<tr>
<td>HHGE</td>
<td>PGGPH3F</td>
<td>BSc (Hons) Physical Geography</td>
<td>6LFS0031</td>
<td>Yes</td>
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<tr>
<td></td>
<td>PGPH4S</td>
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<tr>
<td></td>
<td>PGEESEP4E</td>
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<td>PGPHP5P</td>
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<tr>
<td>HHGE</td>
<td>EME4S</td>
<td>BSc (Hons) Environmental Management and Ecology</td>
<td>6LFS0031</td>
<td>Yes</td>
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<tr>
<td></td>
<td>EME3F</td>
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<tr>
<td></td>
<td>EMESEP2E</td>
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<td>EMESEP4E</td>
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<td></td>
<td>EMP4P</td>
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<td></td>
<td>EMP5P</td>
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<tr>
<td>HHGE</td>
<td>HMGVES3F</td>
<td>BSc (Hons) Human Geography with Environmental Studies</td>
<td>6LFS0031</td>
<td>Yes</td>
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<tr>
<td></td>
<td>HMGVES4S</td>
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<tr>
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<td>HMGVES4P</td>
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<td>HMGVES5P</td>
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<td>HMGVES6P</td>
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<tr>
<td>HHGE</td>
<td>EMAG4S</td>
<td>BSc (Hons) Environmental Management with Agriculture</td>
<td>6LFS0031</td>
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</tr>
<tr>
<td></td>
<td>EMAG3F</td>
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<tr>
<td></td>
<td>EMAGESEP2E</td>
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<td>EMAGESEP4E</td>
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<tr>
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<td>EMAGP4P</td>
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<tr>
<td></td>
<td>EMAGP5P</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further programme-specific regulations (requiring School-level approval) are given below:

- A pass grade in the final year research project is required for an award of Honours.
- A pass grade for the Sandwich Placement Year is mandatory for the receipt of the named sandwich degree award.
- A pass grade for the Year Abroad is mandatory for that named award.
- Students can progress from level 4 to level 5 carrying 30 credit points of level 4 referral.
- Students can progress from level 5 to level 6 carrying a total of 30 credit points of referral from level 4 and/or level 5.
- Normally students must successfully complete Graduate and Professional Skills 1 in order to progress to Level 5.
• Normally students must successfully complete Graduate and Professional Skills 2 in order to progress to Level 6.
• Attendance at workshops, practicals and field visits is compulsory. A five percentage point mark is normally deducted from the relevant final coursework mark for every missed compulsory session.
• From 2017-18 enrolment onwards a student at levels 4 and 5 is normally only eligible for referred coursework and exams if attendance at lectures has been at or above 75% of the lecture sessions provided. If this attendance requirement has not been met a student may be required to re-enrol on the module without being granted a referral.
• Where a student’s timetable at levels 5 and 6 prevents a student from re-enrolling on a referred level 4 or 5 module there are two 15 credit catch-up modules available, one at Level 4 known as 4LFS0041 ‘Special Review’ and another at level 5 known as 5LFS0048 ‘Special Topic’. These modules can run in semesters A-C at the discretion of the programme leader.
• Students will normally elect a mode of study (full time, placement or sandwich) on initial enrolment at UH. However, it will be possible to change programme prior to commencement of the second year, with the exception of those students who have elected to study one of the geography programmes, where changing to Environmental Management with Agriculture is not permitted. Geography students may however change to Environmental Management and Ecology prior to the commencement of the second year.
• Satisfactory completion of the sandwich placement is mandatory for a Sandwich award; however the assessment has a credit point rating of zero and will not contribute to the honours classification.
• Sandwich students must normally satisfactorily complete all requirements for progression to the level 6 honours programme before commencing a placement training programme and the placement must be arranged and approved by the Placements Tutor before the student is permitted to progress to the sandwich year.
• Students deemed to have failed or withdrawn from the sandwich year will normally be required to complete satisfactorily a further 48 weeks of work experience (or a proportion of this period depending on circumstances, at the discretion of the Board of Examiners, e.g. if one 6 month placement was passed, but sickness became an issue, etc.) to be eligible for a sandwich award. Alternatively, providing appropriate Level 5 requirements have been met, the Programme Board of Examiners may allow the student to continue to Level 6 to study for a full-time award (i.e. a non-sandwich award).

Success in the final year abroad will be recognised in the title of award, but does not carry additional credit towards the Honours programme.
• All assessments must be completed by the end of the year abroad, and no subsequent referrals will be permitted.
• The student must confirm his or her intention to study abroad during the first term of study at Level 5. Only a limited number of places exist and they will be made available on a competitive basis, the best first and second year performances securing the places abroad.
• For a student to be eligible to proceed to a year abroad, he or she must, by the time of the Semester B Programme Board of Examiners, have achieved at least 210 credits overall including 90 at Level 5, and be eligible to progress to the final year of the Honours degree.
• Where a module is assessed by examination and coursework elements, a pass grade is required in both elements of assessment in order to pass overall. Intramodular compensation may however be applied by the Board of Examiners where a student attains a module average of at least 40%, where one element of assessment is below 40%, but attains a mark of no less than 35%.
• As specified by the Institution for Environmental Sciences a student must have studied exclusively on the BSc (Hons) Environmental Management and Ecology pathway for the degree to be accredited by the Institution for Environmental Sciences.
• As specified by the Royal Geographical Society a student must have studied exclusively on any one of the geography pathways for the degree to be accredited by the Royal Geographical Society.
E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:
- Dean of School
- Associate Dean of School (Academic Quality Assurance)
- Head of Department and Head of Subject Group to manage and allocate resources;
- Department Academic Quality Lead who has overall responsibility for undergraduate programmes in the Department of Life and Environmental Sciences;
- A Programme Leader who is responsible for managing and monitoring the Programme and progression of students on the programme;
- Three Level Tutors who are responsible for the day-to-day programme management;
- Placement and Year Abroad Tutors.
- An Admissions Tutor who is responsible for admissions;
- A Programme Administrator to deal with day-to-day administration associated with the programme;
- Module Co-ordinators who are responsible for the development, delivery and assessment of individual modules;
- A School Learning Information Services Consultant to provide advice on learning resources.

Membership of the Programme Committee comprises:
- Department Academic Quality Lead
- Programme Administrator;
- Programme Leader and Level Tutors
- Module Co-ordinators;
- School Learning Information Services Consultant;
- Lecturing staff who have a substantial input into the programme;
- Student representatives.

Support

Students are supported by:
- An extensive Learning Resources Centre, incorporating a library and computer centre and providing a wide range of on-line resources including full text electronic journals and dedicated study rooms;
- A School GIS computer laboratory providing comprehensive IT and technical support for computer work, especially remote sensing and GIS applications;
- A physical geography teaching laboratory equipped with microscopes and an extensive geological map collection;
- A geosciences laboratory for the analysis of sediment and ‘soft’ rock samples;
- The Bayfordbury field station, providing essential laboratory, analytical and field support for the teaching programme;
- A programme of residential field courses to provide practical experience;
- An induction week at the beginning of each new academic session;
- Extensive study skills support through StudyNet web pages;
- Further specialised guidebooks, for example, The Sandwich Placement/Sandwich Training Guide, Research Project Guide;
- A Student Handbook explaining the structure and regulations for the programmes, and assessment criteria;
- Comprehensive Module Guides providing module information, outline content, timetable, core reading list, assessment guidelines and deadlines;
- Feedback on assessed assignments;
- A Programme Leader to guide students through the programme and module structures;
- A Level Tutor for day-to-day programme management;
- Personal Tutors to provide academic and pastoral support;
- Student representatives on the Programme Committee;
- A Placements and Year Abroad Tutor
- On-line learning materials and support for the modules provided through the University’s managed learning environment - StudyNet - a university-wide set of systems and tools for educational delivery;
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters,
- A Counselling Service and Medical Centre;
- A Chaplaincy Centre
- An Accommodation Office;
- An Overseas Students Centre;
- A Mathematics Drop-in Centre;
- English language support;
- An Equal Opportunities Officer;
- The Student’s Union;
- Careers, Enterprise and Placement Service;
- UNO Bus Company.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:
- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.
- University of Hertfordshire Course website: http://www.herts.ac.uk/courses/
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
- Professional or Statutory Regulatory Body information: http://www.ies-uk.org.uk/
- UNISTATS website: http://www.unistats.com/
- Learning and Teaching Policy and Graduate Attributes, UPR TL03: http://sitem.herts.ac.uk/secreg/upr/TL03.htm
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: http://sitem.herts.ac.uk/secreg/upr/SA03.htm
- Information on Programme and Module External Examiners http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument

The A-Z of the University of Hertfordshire is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site at: http://www.herts.ac.uk/secreg/upr/
particular, UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA’s role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students’ learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE

G. Entry requirements

Entry is normally at level 4 (with ‘A’-level or equivalent qualifications). Intake is normally semester A (September).

The normal entry requirements for the programme are:

1. 96 UCAS points from a minimum of two A-levels (or equivalent). All other tariff points will be counted;

OR

2. IB – 96 points with a minimum of 2 HL subjects at grade 4 or above (with the remaining points to come from a combination of HL, SL and Core).

Plus GCSE - English Language and Mathematics at grade 4 or above (grade C under the old grading structure).

We also accept the Access to HE Diploma – Science. Our standard Access offer is an overall merit profile in 45 Credits at Level 3.

In addition, GCSE English language at grade 4 or above, or a minimum IELTS score of 6.0 overall and a minimum of 5.5 in each band is required for those for whom English is not their first language.

The programme is subject to the University’s Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: Jodie Berry, Student Administrator via e-mail: j.berry3@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner’s Report for the programme, please email a request to aqo@herts.ac.uk
### BSc (Hons) Geography

**Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

Programme Learning Outcomes (as identified in section 1 and the following page)

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
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<td>A1</td>
<td>A2</td>
<td>A3</td>
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</tr>
<tr>
<td>A5</td>
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<table>
<thead>
<tr>
<th>Module Title</th>
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<tr>
<td>Exploring Planet Earth*</td>
<td>4LFS 1023</td>
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<tr>
<td>Introduction to Field Research*</td>
<td>4LMS 0010</td>
</tr>
<tr>
<td>Graduate and Professional Skills 1*</td>
<td>4LFS 0046</td>
</tr>
<tr>
<td>Ecosystems and Environment al Change*</td>
<td>4LFS 0075</td>
</tr>
<tr>
<td>Geographies of Governance</td>
<td>4LMS 008</td>
</tr>
<tr>
<td>Investigative Skills and Techniques*</td>
<td>4LFS 1006</td>
</tr>
<tr>
<td>Dynamic Earth*</td>
<td>4LFS 1024</td>
</tr>
<tr>
<td>Mapping Human Geographies</td>
<td>4LMS 0009</td>
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<tr>
<td>Sustainable Futures*</td>
<td>4LFS 0045</td>
</tr>
<tr>
<td>People, Place and Movement</td>
<td>5LMS 0012</td>
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<tr>
<td>Fundamentals of Geospatial Information</td>
<td>5LFS 0103</td>
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<td>Course Title</td>
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<tr>
<td>--------</td>
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### BSc (Hons) Human Geography

#### Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

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#### Programme Learning Outcomes (as identified in section 1 and the following page)

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**BSc (Hons) Physical Geography**  
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### BSc (Hons) Human Geography with Environmental Studies

#### Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

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KEY TO PROGRAMME LEARNING OUTCOMES – Geography Pathways

Knowledge and Understanding
A1. The significance of spatial relationships as influences upon physical and human environments
A2. The diversity and interdependence of places and processes at various spatial and temporal scales
A3. The nature of change within, and inter-relationships between the physical and human environments
A4. Contemporary and historical issues within human and physical geography
A5. The science and philosophy that underpin geography
A6. Theories and concepts in different geographical situations
A7. The diversity of geographical approaches derived from the epistemologies of the humanities, social and natural sciences
A8. Research methodologies and techniques in geographical data collection, analysis and presentation
A9. Approaches to problem-solving within a geographical context
A10. The diversity of specialist techniques and approaches in geographical data analysis (e.g. GIS, laboratory work, qualitative analysis)
A11. The presentation of geographical data (e.g. GIS, cartography, webpages, etc.)
A12. The epistemology and ontology of human geographic thought, practice and application
A13. The physical environment, systems and processes in a range of contexts and environments
A14. Environmental policy and governance and sustainable environmental management within the context of planning

Practical Skills
C1. Work safely under laboratory and field conditions (in accordance with health, safety and ethics guidelines)
C2. Execute practical investigations to test an hypothesis
C3. Plan, record, analyse and interpret information derived from investigations
C4. Undertake statistical analysis of numerical data by using the appropriate computer based packages
C5. Present the findings of practical investigations in a fully referenced, logical and presentable form
C6. Use academic literature and computer networks for information retrieval and communication

Intellectual Skills
B1. Identify the appropriate investigative techniques for a geographical problem
B2. Formulate and develop research to test hypotheses and paradigms
B3. Critically evaluate evidence and using the appropriate concepts deduce a logical outcome
B4. Analyse numerical data based on recognised statistical concepts
B5. Undertake methods of information retrieval from a range of sources

Transferable Skills
D1. Communicate effectively orally, in writing and through electronic media
D2. Work effectively as a member of a team
D3. Work independently and produce a reliable outcome
D4. Meet set deadlines
D5. Effectively manage their time
# BSc (Hons) Environmental Management and Ecology

## Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

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| Module Title | Module Code | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | BB | CC | DD |
| Exploring Planet Earth* | 4LFS1 023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Field Research* | 4LMS 0010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduate and Professional Skills 1* | 4LFS0 046 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ecosystems and Environmental Change* | 4LFS0 075 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Geographies of Governance | 4LMS 008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Investigative Skills and Techniques* | 4LFS1 006 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dynamic Earth* | 4LFS1 024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mapping Human Geographies | 4LMS 0009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sustainable Futures* | 4LFS0 045 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agro-ecosystems Biology | 4LMS 0011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Functional Agro-ecology | 4LMS 0012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Fundamental s of Geospatial Information | 5LFS1 013 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Real World Research* | 5LMS 0010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Bachelor’s Programme Specification / December 2016 / AS Review Date October 2017
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BSc (Hons) Environmental Management with Agriculture

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# KEY TO PROGRAMME LEARNING OUTCOMES – Environmental Management Pathways

## Knowledge and Understanding

A1. The issues, science and philosophy that underpin sustainability; social, environmental and economic factors of sustainable development
A2. The inter-relatedness and complexity of Earth’s systems
A3. The complexity of abiotic and biotic interactions which influence the environment
A4. The impact of human activities on Earth’s environment; natural resource management
A5. The process of environmental monitoring and environmental impact assessment
A6. Impacts of human waste products and pollution on the environment
A7. The role of legislation and policy in management of the environment
A8. Environmental policies and management - the role of governments
A9. The process of species evolution and the maintenance of biodiversity
A10. Underpinning theories of ecology; structure and functioning of habitats and ecosystems, concept of niche
A11. The importance of conservation and management of natural habitats
A12. The environmental and business benefits to be gained from improved environmental performance
A13 Agro-ecosystems, crop protection, farm management and practice

## Intellectual Skills

B1. Identify the appropriate investigative techniques for an environmental problem
B2. Formulate and develop research to test hypotheses and paradigms
B3. Critically evaluate evidence and deduce a logical outcome
B4. Analyse numerical data based on recognised statistical concepts
B5. Undertake methods of information retrieval from a range of sources
B6. Assess the ethical implications and hazards of certain environmental investigations
B7. Appraise and critically evaluate the quality of their own work and that of others
B8 – synthesise and apply theories and concepts of agro-ecosystems, farm management, and crop protection to practice

## Practical Skills

C1. Work safely under laboratory and field conditions (in accordance with health, safety and ethics guidelines)
C2. Execute a practical investigation to test an hypothesis
C3. Gather, record and interpret information derived from a research-based investigation
C4. Undertake statistical analysis of numerical data by using the appropriate computer-based packages
C5. Present the findings of a practical investigation in a fully referenced, logical and presentable form
C6. Use computer networks for information retrieval and communication

## Transferable Skills

D1. Communicate effectively, both orally and in writing
D2. Work effectively as a member of a team
D3. Have confidence in themselves to work independently and produce a reliable outcome
D4. Recognise the need to meet set deadlines
D5. Effectively manage their time when working on simultaneous tasks
D6. Reflect on the process of learning and evaluate personal strengths and weaknesses
D7. Demonstrate self-direction and originality in undertaking research and applying knowledge and skills effectively
D8. Learn independently and effectively in preparation for lifelong learning
### Section 2

**Programme management**

**Relevant QAA subject benchmarking statements**

- Geography, Earth Sciences, Environmental Sciences and Environmental Studies

**Type of programme**

- Undergraduate

**Date of validation/last periodic review**

- February 13

**Date of production/last revision of PS**

- June 2016

**Relevant to level/cohort**

- Level 4 entering September 2017

**Administrative School**

- School of Life and Medical Sciences

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**Table 3 Course structure**

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