

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Geography

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	F800
JACS Code	F800
Programme Duration	Full-Time: 3 Years, Sandwich Thick: 4 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Geography (2014), Earth Sciences, Environmental Science and Environmental Studies (2014)
Programme accredited by	Royal Geographical Society (with IBG) www.rgs.org/accreditation
Description of accreditation	Accredited by the Royal Geographical Society (with IBG) for the purpose of recognising the delivery of geographical knowledge, understanding, skills, approaches and attributes expected of high quality geography graduates.
Validated target and alternative exit awards	Bachelor of Science with Honours in Geography Bachelor of Science with Honours (SW) in Geography Diploma of Higher Education in Geography Diploma in Higher Education (SW) in Geography Certificate of Higher Education in Geography
Programme Leader	Kostas Kiriakoulakis

Educational aims of the programme

The aims of the Geography programme are to:

develop graduates with a critically informed understanding of the processes that shape our environment, and develop an integrated approach to the understanding, analysis and management of the interaction between the natural and human world.

demonstrably link fieldwork and experiential learning to the wider development of both subject specific and vocational practical skills and to apply such skills to managing the environment

enhance employment prospects by developing graduates with a wide range of transferable technical (including ICT & GIS), analytical and critical skills

develop powers of critical and analytical thinking, problem solving and logical argument through the progressive development of understanding, critical awareness and research skills over the course of the degree programme

promote the concept of continuous improvement, lifelong learning, and contribution to the wider community through personal development and scholarly activity whilst developing awareness of the social context of Geography.

encourage students to engage with the development of employability skills by completing a self-awareness statement.

In addition to the aims for the main target award, the sandwich programme aims to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Apply a broad knowledge base and a range of appropriate analytical techniques to geographical problem solving

Communicate a structured and coherent evaluation of the interaction between the physical and human environment

Operate in a range of natural environments, and take responsibility for their contributions and outputs

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Employ a wide range of field and practical techniques including primary observations of environmental factors and relevant statistical analyses, to develop solution based answers to problem solving

Critically analyse and evaluate information pertaining to environmental contexts and drivers of environmental change

Accept responsibility for group and personal work in a range of environmental contexts

A student who successfully completes a placement year will be eligible for the Sandwich award and will, in addition to the above, be able to demonstrate the professional and personal skills necessary for effective employment within a professional environment.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate knowledge and understanding of, and be able to evaluate a range of processes which shape the natural world at a range of spatial and temporal scales
2. Evaluate past and present interactions between the processes operating in the atmosphere, hydrosphere, lithosphere and biosphere and their interdependence
3. Articulate appropriate techniques which may be employed in order to provide a holistic and interdisciplinary approach to managing the environment
4. Demonstrate a critical awareness of the interaction between people and the environment and how human alteration impacts upon natural process at a range of temporal and spatial scales
5. Demonstrate critical awareness of the main methodologies (including GIS) used in the analysis and interpretation of geographical data
6. Critically employ a systems framework to the understanding and conceptualising of processes, interactions and changes in the environment; and be able to evaluate the interactions between human activity and these systems
7. Utilise and assess models of geomorphological, environmental, climatic change and evaluate the potential impacts on people across various scales in time and space
8. Apply appropriate techniques to problem solving and hypothesis testing
9. Observe, collect, analyse, synthesize and summarise environmental information from a range of diverse sources
10. Identify suitable methods of spatial data collection and how to represent these data via the preparation of effective maps and diagrams utilising spatial modelling and numerical modelling approaches (including the use of GIS and Remote Sensing technologies)
11. Evaluate the significance of data (both quantitative and qualitative), draw appropriate interpretations and conclusions and contextualise their findings
12. Critically evaluate the strengths and weaknesses of contrasting theories and interpretations and consequently develop logical argument
13. Evaluate and take responsibility for their own learning and reflect upon that learning
14. Communicate (including all written, verbal and visual forms of communication) complex results and synthesise outputs via the use of analytical techniques
15. Design, plan and implement relevant methodologies to collect data (including secondary data sources) relevant for addressing a particular problem or question
16. Plan, design and execute a piece of research and produce a concise and precise report both autonomously and as part of a team
17. Recognise the implications of professional ethics and standards and apply them

18. Undertake the management of large datasets
19. Undertake field and laboratory investigations with due regard for health and safety
20. Utilise appropriate ICT and GIS programs as part of the collection, analysis and synthesis of geographical data
21. Work independently or as part of a team, in order to determine the controlling process operating in a range of environmental contexts and use a problem solving based approach to produce potential sustainable and manageable solutions
22. Make effective decisions to manage time and prioritise tasks efficiently in a range of environments
23. Apply appropriate statistical and other analyses of datasets
24. Communicate using a variety of methods including written, verbal and visual techniques and in formats appropriate to the audience
25. Operate responsibly and effectively as a member of team
26. Demonstrate self-awareness and self-management skills

Alternative target awards

A student who is eligible for the following awards will be able to:

Bachelor of Science with Honours (SW) in Geography -

In addition to the learning outcomes for the main target award, demonstrate the professional and personal skills necessary for effective employment within a professional environment.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

The acquisition of knowledge is promoted via a variety of formal taught sessions including lectures, practical sessions (laboratory and PC based) and fieldwork sessions. Understanding is facilitated through seminars, workshops, tutorials, field projects, interactive classroom activities, group work and independent study.

Knowledge at level 4 is assessed via online VLE tests, examination (mainly Multiple choice and/or short answer questions) and coursework including reports, logs and presentations. Higher levels of understanding in subsequent years of study are assessed by examination (multiple format including essay type seen and unseen questions) and coursework elements such as field, laboratory, stakeholder and consultancy reports, seminar presentations with question & answer sessions and the application of relevant ICT (GIS) to deliver practical solutions to problems. Reflective practice and exercises developed to facilitate the wider dissemination of complex scientific issues demonstrate deeper levels of understanding.

Cognitive skills are developed in many environments, with an increasing emphasis as students progress from level 4 to level 6. Such skills are especially developed on residential fieldwork modules, applied modules (including GIS based modules) and during the Dissertation module. The application of thinking skills in a work environment can be developed in the Work Based Learning (WBL) module.

Essays and exam questions (including seen exam questions) are used to assess students' ability for critical thinking. Coursework elements such as reflective practice, field/laboratory reports, scientific communication and in particular the Dissertation/WBL module allows students to demonstrate the full range of their cognitive skills.

Practical skills are taught during practical classes and fieldwork (a component of all modules). Core principles and minimum standards required for field and laboratory work are introduced at level 4, and further developed at level 5 where more technical methods of data analysis are introduced (GIS and remote sensing). Students apply these skills independently at level 6 when completing the Dissertation module. If the WBL module is chosen these skills will be developed in an applied work place setting

Practical and professional skills are assessed by submission of field based presentations, field/laboratory reports, application of GIS and scientific communication. The Dissertation/WBL portfolio and other level 6 reports allow students to demonstrate the full range of skills they have acquired.

As well as having the opportunity to develop transferable skills in all academic modules, key skills are specifically taught in two specially designed modules at level 4 (Methods Skills and Careers 1 and 2), level 5 (GIS and Employability and Project Design and Management) and level 6 (Dissertation). Teaching in these modules is in small tutorial groups and via seminars, computer sessions, role play and workshops.

Key skills are assessed through coursework at all levels in all modules and specifically in the modules mentioned above.

Programme structure - programme rules and modules

The programme rules and modules listed here are for students who joined this programme from September 2020 onwards. The previously validated programme rules and modules apply to students who joined before that date. Level 5 students must choose in Semester 1, one of the following three options: 5308NATSCI Urban Geography, 5311NATSCI World Archaeology and 5403NATSCI The Cryosphere in a changing Climate. In Semester 2 students must choose two of the following three options: 5304NATSCI Terrestrial and Marine Systems, 5309NATSCI Volcanoes, Earthquakes and Society and 5404NATSCI Responding to Climate Change.

Students who began study in September 2019 or before are not able to select 5403NATSCI The Cryosphere in a Changing Climate or 5404NATSCI Responding to Climate Change, but are able to take 5305NATSCI Globalisation and Development and 5307NATSCI Climate Change instead.

At Level 6 students must choose in Semester 1, two of the following five options: 6300NATSCI Work Based Learning, 6315NATSCI Cold Environments: Processes and Change, 6303NATSCI Sustainable Natural Heritage, 6304NATSCI Coastal and Marine Management, 6307NATSCI Environmental Change. In Semester 2 students must choose two of the following three options: 6402NATSCI Renewables and Low Carbon Futures, 6306NATSCI Environmental Modelling and GIS, 6308NATSCI River Monitoring and Management.

Study Abroad

Students will be offered the opportunity of study abroad at Level 5. Students can choose either Option A or Option B unless they undertake the Sandwich Year, in which case Option B is not available:

Option A: replacement of 60 credits of Level 5 with appropriate study abroad

The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module [5351NATSCI Study Semester Abroad Geography] will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

Option B: additional study year abroad following Level 5

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module [5350NATSCI Study Year abroad]. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Sandwich Year

The aim is to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment.

The placement year [5301NATSCI] will follow Level 5 and students will be enrolled on a 480 credit honours sandwich programme. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6301NATSCI Dissertation (40 credits)	6300NATSCI WORK-BASED LEARNING (20 credits) 6303NATSCI SUSTAINABLE NATURAL HERITAGE (20 credits) 6304NATSCI COASTAL AND MARINE MANAGEMENT (20 credits) 6306NATSCI ENVIRONMENTAL MODELLING AND GIS (20 credits) 6307NATSCI ENVIRONMENTAL CHANGE (20 credits) 6308NATSCI RIVER MONITORING AND MANAGEMENT (20 credits) 6315NATSCI COLD ENVIRONMENTS: PROCESSES AND CHANGE (20 credits) 6402NATSCI RENEWABLES AND LOW CARBON FUTURES (20 credits)	40 core credits at level 6 80 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements

5302NATSCI GIS AND EMPLOYABILITY (20 credits) 5303NATSCI INTERNATIONAL GEOGRAPHY (20 credits) 5306NATSCI PROJECT DESIGN AND MANAGEMENT (20 credits)	5304NATSCI TERRESTRIAL AND MARINE SYSTEMS (20 credits) 5308NATSCI URBAN GEOGRAPHY (20 credits) 5309NATSCI VOLCANOES EARTHQUAKES AND SOCIETY (20 credits) 5311NATSCI WORLD ARCHAEOLOGY (20 credits) 5403NATSCI THE CRYOSPHERE IN A CHANGING CLIMATE (20 credits) 5404NATSCI RESPONDING TO CLIMATE CHANGE (20 credits)	60 core credits at level 5 60 option credits at level 5
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Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4301NATSCI METHODS SKILLS AND CAREERS 1 (20 credits) 4302NATSCI EARTH SYSTEMS (20 credits) 4303NATSCI LANDFORMS AND LANDSCAPES (20 credits) 4304NATSCI NATURAL RESOURCES AND HAZARDS (20 credits) 4305NATSCI ENVIRONMENT SOCIETY AND SUSTAINABILITY (20 credits) 4306NATSCI METHODS SKILLS AND CAREERS 2 (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Graduate Skills are taught and practised within a wide range of modules and assessed within the core modules at Level 4 Methods Skills and Careers 1, Level 5 GIS and Employability and Project Design and Management, Level 6 Dissertation, Environmental Modelling and GIS, River Pollution and Management and/or Work-based Learning. At Level 4 as part of Methods Skills and Careers 1 students will complete a Self Awareness Statement as part of the module assessment. This is designed to foster student awareness and engagement with their personal and professional development. Work-related learning opportunities are available through the routes of employer seminars, alumni networking events, guest lectures/workshops, employer-driven assignments and modules, bespoke sessions on job applications (specifically related to module curricula) and contact during fieldwork. There are several options for residential fieldwork at level 5 and 6. The Work-based Learning placement (135 hrs) and the Sandwich placement (12 months) offer the opportunity for students to gain work experience with a relevant professional organisation. Students are supported by the Professional Training Tutor who is responsible for advertising placements and promoting vocational training to students. Appropriate Work-based Learning or Sandwich placements (home or abroad) include working with e.g. Environmental Agency, municipal government, Natural England or environmental management or consultancy.

Criteria for admission

A/AS Level

Applicants should have (or expect to obtain) at least 2 A2 Levels or equivalent, at least one of which should be in an appropriate science or social science subject. Our minimum points tariff is 112 points; this will depend on subjects being studied. Our offers may be grade specific e.g. we usually expect at least 80 points in an appropriate science or social science subject.

BTEC National Diploma

Applicants should be studying an appropriate Diploma and have (or expect to obtain) a pass with DMM grades in an appropriate science or social science subject.

AVCE

AVCE applicants should normally have (or expect to obtain) 112 points in an appropriate discipline (normally science).

Irish Leaving Certificate

Applicants must have passed (or expect to pass) their Irish Higher exams with at least grade BBC in 3 subjects, 2 of which must be sciences (Psychology may be considered a science).

Scottish Higher

Applicants must have passed (or expect to pass) their exams with at least grade BBC in 3 subjects, 2 of which must be sciences (Psychology may be considered a science).

International Baccalaureate

Applicants must have (or expect to obtain) the full award including grade 5 in one appropriate science.

Access

Access applicants should have (or expect to obtain) a pass in an appropriate QAA-approved Access course.

Higher national diploma

Second year entry can potentially be arranged for candidates who have a HND or HNC with merits in the key relevant units or for those who have passed the first year of a degree programme in a closely related subject elsewhere.

Other

In common with standard University policy, applicants should have GCSE passes in Mathematics and English Language at grade C or above, or 4 and above. School/College leavers should be at least 17.5 years on admission.

Mature entry

We welcome applications from highly motivated mature applicants with relevant experience but without the necessary formal qualifications. To qualify as a mature student you have to be at least 21 years of age by the 31st December of the year of entry.

Overseas qualifications

Applicants should have acquired passes in appropriate examinations in their country of origin and provide evidence of English language ability equivalent to 6.0 IELTS.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

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

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.