

Programme Title: BA/BSc Geography with Integrated Foundation Year



## Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA/BSc Geography with Integrated Foundation Year
Name of interim award(s):	Foundation Certificate (FdCert) - exit award only
Duration of study / period of registration:	4 years
QMUL programme code / UCAS code(s):	TBC
QAA Benchmark Group:	Geography
FHEQ Level of Award :	Level 6
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Geography

Schools / Institutes which will also be involved in teaching part of the programme:

School of Languages, Linguistics & Film

School of Geography

Collaborative institution(s) / organisation(s) involved in delivering the programme:

### Programme outline

The BA/BSc Geography with Integrated Foundation Year combines a three-year degree in Geography with a bespoke foundation year, providing a pathway for students not currently eligible for entry to a three year degree programme. The subject content and teaching methodology employed in the foundation year (Year 0) builds a skills set and provides a platform for successful participation over the remainder of the programme. It will include modules in Study Skills as well as an independent study project; the Geography- specific foundation modules introduce the subject of Human Geography and use London as a resource for exploring contemporary issues in Human Geography.

The BA/BSc Geography programme follows on from the Foundation Year and is a three year, full-time degree course. It is a lively and stimulating programme, taught by some of the world's leading geographers. It encompasses a wide range of contemporary geographical scholarship, with an emphasis on human geographical themes and with a particular focus on the research specialisms of academic teaching staff. The study of cultural, economic, development, health, historical, political, social and urban geographies, together with engagement with some aspects of the scientific areas of the discipline of Geography will enable students to acquire a critical understanding of cutting edge geographical scholarship and debate in the 21st century. The programme will develop intellectual and practical skills through training in human geography research techniques, including

both qualitative and quantitative methodologies. The programme also develops key skills and attributes that will be valuable during the degree programme and in subsequent employment, such as data collection, analysis and interpretation, written and verbal communication, teamwork and ICT, and research design and management (via the IGS). Fieldwork is an important element of the degree, providing opportunities to engage first hand with geographical issues in East London, elsewhere in the United Kingdom and internationally in the Global North and South.

## Aims of the programme

The School of Geography, through its BA/BSc Geography programme aims to:

- 1) share its enthusiasm for geographical learning and scholarship with students;
- 2) introduce students to a range of geographical and environmental knowledge and understanding, shaped by staff research interests and by appropriate external frameworks such as the geography benchmarking document;
- 3) enable students to specialise within particular fields of geography (defined largely by staff research interests) ;
- 4) develop intellectual, discipline-specific and key skills, including field work skills and qualitative and quantitative research skills;
- 5) encourage self-reflective awareness of the acquisition of these skills;
- 6) foster critical thinking skills about the world and a continuing sense of enquiry;
- 7) develop students' understanding of the value and relevance of a geographical education to their future careers and wider life experiences;
- 8) facilitate a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education.

As a leading international centre of geographical research, the School of Geography's mission is to teach its students to the very highest academic standards, drawing on its research in creative and innovative ways.

## What will you be expected to achieve?

Please refer to Learning Outcomes

## **Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19**

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	knowledge and understanding of the relationships between physical and human aspects of environment and landscapes
A 2	knowledge and understanding of the concept of spatial variation
A 3	knowledge and understanding of the nature of spatial influences
A 4	knowledge and understanding of the construction and constitution of the distinctiveness of particular places and their interdependence with other places at various spatial scales
A 5	knowledge and understanding of the operation of physical systems
A 6	knowledge and understanding of the key geographical processes that shape social and economic world
A 7	Knowledge and understanding of the significance of spatial and temporal scale
A 8	knowledge and understanding of the role and significance of change as central process in human and physical worlds
A 9	knowledge and understanding of the geographies of difference and inequality in the human world and the processes underpinning them
A 10	the contested, dynamic and plural nature of the geography discipline
A 11	knowledge and understanding of the diverse forms of representation of the human and physical worlds
A 12	knowledge and understanding of the main methodological strategies used in the analysis and interpretation of geographical information
A 13	knowledge and understanding of the relationships between earth and its people from an informed, concerned and critical perspective

Disciplinary Skills - able to:	
B 1	plan, design and execute a piece of rigorous research or enquiry, including the production of a piece of original research
B 2	describe and comment critically upon particular aspects of current geographical research
B 3	undertake effective field work (with due regard to safety and risk assessment)
B 4	prepare effective maps and diagrams using appropriate technologies
B 5	employ a variety of social survey and interpretative methods for the collection, analysis and understanding of information from the human world
B 6	employ a variety of technical methods for the collection and analysis of spatial and environmental information

Programme Title: BA/BSc Geography with Integrated Foundation Year

B 7	combine and interpret different types of geographical evidence
B 8	recognise the moral and ethical issues involved in geographical debate and enquiry and research practice

Attributes:	
C 1	Engage critically with knowledge (acquire and apply knowledge in a rigorous way; connect information and ideas within their field of study; use writing for learning and reflection; adapt their understanding to new and unfamiliar settings)
C 2	Have a global perspective (engage with the professional world)
C 3	Learn continuously in a changing world (acquire new learning in a range of ways, both individually and collaboratively; use quantitative data confidently and competently)
C 4	Rounded Intellectual Development (good judgement; curiosity and openness to change; initiative and resilience in meeting challenges; respect for the opinions of others and a readiness to act inclusively; the ability to reflect upon and assess their own progress; transferable key skills to help them with their career goals and their continuing education)
C 5	Clarity of Communication (develop effective spoken and written English; explain and argue clearly and concisely; apply different forms of communication in various social, professional and cultural settings; use communication technologies competently)
C 6	Research Capacity (grasp the principles and practices of their field of study; produce analyses which are grounded in evidence; apply their analytical skills to investigate unfamiliar problems; work individually and in collaboration with others; develop a strong sense of intellectual integrity; acquire substantial bodies of new knowledge)
C 7	Information Expertise (identify information needs appropriate to different situations; use technologies to access and interpret information effectively; critically evaluate the reliability of different sources of information; use information for evidence-based decision-making and creative thinking)

### How will you learn?

The programme will be taught in accordance with the School of Geography's Teaching and Learning Strategy. The School of Geography is committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent learning and critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

The delivery of teaching will take a number of forms:

- lectures

- small group tutorials
- seminars
- workshops
- computing practical classes
- guest speakers
- individual supervision of projects, dissertations and internships
- fieldwork

Learning will be supported by:

- coherently designed and effectively delivered modules
- detailed module handbooks for each module
- the provision of key materials in libraries and through electronic resources such as online reading lists
- individual feedback on written work
- appropriate formative and /or summative assessments
- provision of supporting materials (e.g. Powerpoint slides, recorded lectures, handouts, reading lists) via QMplus (QM's dedicated and interactive on-line learning environment)
- encouraging active participation by students in problem solving and small group discussions
- research methods training
- guided independent study resources

## How will you be assessed?

Assessment is varied and will take a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- seen and unseen examinations
- . in-class tests
- coursework essays
- research projects and dissertations
- project synopses
- oral presentations and role play exercises
- group projects and presentations
- . writing exercises/written assessments that adopt different formats and styles and are aimed at a range of audiences, for example writing journals and newspaper articles
- literature reviews
- . writing policy briefs, field work journals, reading exercises . Audio-visual productions (podcasting on fieldtrips)

## How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

BA/BSc Geography with Integrated Foundation Year is a four year degree in total, taught within the University's modular system. Each academic year consists of eight 15 credit modules per year, each of which is normally assessed by a combination of coursework and/or an examination in May/June. Level 3 students must take 60 credits of compulsory modules and 60 credits of elective modules as detailed below.

Progression requirements from level 3 to 4: pass the foundation year, with an average of 55 across semester two modules, a mark of at least 60 % in IFP3006 The Human Geography of London and at least 60 % in IFP3020 Independent Study Project. Students must pass 105/120 credits. Resits cannot be carried forward to level 4.

The BA/BSc programme for Years 1-3 is structured around a set of compulsory modules and a range of elective modules, as identified in the table below. Students take modules up to the value of 120 credits in each of their 3 Developmental Years. Students in Developmental Year 1 are required to take level 4 modules. Students in Developmental Year 2 will select level 5 modules. Students in Developmental Year 3 will normally select level 6 modules. Further information on rules governing progression and award of degrees can be found at [www.arcs.qmul.ac.uk](http://www.arcs.qmul.ac.uk)

During Developmental Year 1, students take 120 credits of compulsory modules. The modules are designed to provide a firm grounding in key issues and debates in human and physical geography and in appropriate research methodologies, approaches to study (including field work) and generic skills training.

During Developmental Year 2, students take a 30 credit compulsory module and 90 credits of elective modules. The compulsory module is designed to provide students with an introduction to research design and research proposal writing, to further develop generic skills (including, inter alia, presentation and group-working skills) and to begin research activity connecting to the compulsory Independent Geographical Study module in Developmental Year 3. Students select additional 15 credit elective modules which focus on subdisciplinary areas of geography (and may include opportunities to undertake overseas fieldwork) or on more specialist techniques. These provide a platform for further specialisation in Developmental Year 3.

During Developmental Year 3, students take a 30 credits compulsory module and 90 credits of elective modules. The compulsory module is the Independent Geographical Study which is based on undertaking original research. This module is seen as the culmination of students' training in research design, methods, analysis and presentation and demonstrates their ability to deploy accurately techniques of analysis and enquiry using primary or secondary sources. The remaining 90 credits are selected from a range of specialist modules, which reflect the distinctive research expertise of staff teaching on the programme and may include opportunities to undertake overseas fieldwork.

Note that not all of the elective modules listed in the following table will be offered every year. Some level 5 and level 6 modules can only be taken if certain pre-requisite level 4 or level 5 modules have already been completed; these requirements are detailed in handbooks and module descriptions on-line.

Programme Title: BA/BSc Geography with Integrated Foundation Year

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
English Language and Study Skills	IFP3000	15	3	Compulsory	1	Semester 1
The History of the UK from 1900 to 1955	IFP3023	15	3	Elective	1	Semester 1
Independent Study Project	IFP3020	15	3	Compulsory	1	Semester 2
The History of the UK since 1956	IFP3024	15	3	Elective	1	Semester 2
Introduction to Politics	IFP3003	15	3	Elective	1	Semester 1
Introduction to International Politics	IFP3004	15	3	Elective	1	Semester 2
Introduction to Human Geography	IFP3005	15	3	Compulsory	1	Semester 1
The Human Geography of London	IFP3006	15	3	Compulsory	1	Semester 2
Introduction to English Literature	IFP3007	15	3	Elective	1	Semester 1
Introduction to American Literature	IFP3008	15	3	Elective	1	Semester 2
Introduction to Film Studies	IFP3009	15	3	Elective	1	Semester 1
European and American Art Cinema	IFP3010	15	3	Elective	1	Semester 2
Mathematics for Economics	IFP3011	15	3	Elective	1	Semester 1
Statistics for Economics	IFP3012	15	3	Elective	1	Semester 2
Microeconomics	IFP3013	15	3	Elective	1	Semester 1
Macroeconomics	IFP3014	15	3	Elective	1	Semester 2
Introduction to Business and Management	IFP3015	15	3	Elective	1	Semester 1

Programme Title: BA/BSc Geography with Integrated Foundation Year

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Management	IFP3020	15	3	Elective	1	Semester 2
Spanish Language and Culture I(a)	IFP4021	15	3	Elective	1	Semester 1
Spanish Language and Culture I(b)	LAN4022	15	3	Elective	1	Semester 2
French Language and Culture I(a)	IFP4011	15	3	Elective	1	Semester 1
French Language and Culture I(b)	LAN4012	15	3	Elective	1	Semester 2
Japanese Language and Culture I(a)	IFP4041	15	3	Elective	1	Semester 1
Japanese Language and Culture I(b)	LAN4042	15	3	Elective	1	Semester 2
Liberal Arts I: Understanding the Modern World	IFP3021	15	3	Elective	1	Semester 1
Liberal Arts II: Understanding Modern Britain	IFP3022	15	3	Elective	1	Semester 2
German Language and Culture 1 (a)	IFP4001	15	4	Elective	1	Semester 1
German Language and Culture 1 (b)	LAN4002	15	4	Elective	1	Semester 2
Modern Arabic Language and Culture 1 (a)	IFP4051	15	4	Elective	1	Semester 1
Modern Arabic Language and Culture 1 (b)	LAN4052	15	4	Elective	1	Semester 2
Italian Language and Culture 1 (a)	IFP4071	15	4	Elective	1	Semester 1
Italian Language and Culture 1 (b)	LAN4072	15	4	Elective	1	Semester 2

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Programme Title: BA/BSc Geography with Integrated Foundation Year

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

**What are the entry requirements?**

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>



## How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Overall administrative responsibility and QMUL accountability for the programme rests with the School of Geography. Administrative responsibility and QMUL accountability for the foundation year of the programme rests with the School of Languages, Linguistics and Film.

The Programme Convenors will be responsible for the academic content and quality of the programme and any changes to the curriculum, ensuring consistent quality of teaching across the programme.

The Geography undergraduate office is responsible for the overall administrative delivery of the programme, including any issues relating to registration, complaints, pastoral care, appeals, and award for the programme.

The overall management and enhancement of the programme lies with the School of Geography's undergraduate Teaching and Learning Committee chaired by the Director of Taught Programmes.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year. The school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

The School operates an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the School's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

## What academic support is available?

All students beginning to study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers. Each student's academic progress and personal welfare is monitored by an Advisor in each School with whom regular meetings are scheduled. Advisors are the designated members of staff with whom students can raise issues and problems and from whom they can seek advice and guidance. During the year abroad, QM Advisors will communicate with students on regular basis (typically via email/skype/phone). Furthermore, the host university will allocate each student an academic Advisor / research contact.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress. There is a dedicated Senior Tutor in the School who works with academic staff to assist students in need of support. Both the Senior Tutor and all advisers are able to refer students, where appropriate to the relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

## How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites. Students can access advice, guidance and support in the following areas:

Programme Title: BA/BSc Geography with Integrated Foundation Year

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### Programme-specific rules and facts

None

### Links with employers, placement opportunities and transferable skills

We would expect a successful graduate from the BABSc Geography programme to have:

- good knowledge and understanding of key the processes that shape the social and economic world and the physical environment
- the ability to employ a variety of social survey and interpretative methods for the collection, analysis and understanding of information from the human world
- the ability to employ a variety of technical methods for the collection and analysis of spatial and environmental information
- good written and verbal communication skills
- good numeracy and analytical skills
- confidence in using Information Technology
- competence in information handling and retrieval
- good interpersonal working skills
- the ability to work autonomously, showing initiative and demonstrating self-awareness and self-management
- flexibility, adaptability and creativity

Throughout their period of study, students are encouraged to reflect upon the acquisition of skills and their future employability. Tutorials in all three years deal with issues such as CV planning, skills development and applying for internships and graduate positions. Working with Queen Mary's Careers Service, the School also hosts employability forums (or similar) with recent graduates who offer insights and advice and encourage students to apply for internships and other activities that provide relevant work experience. Some modules include visiting speakers from industry and/or visits to commercial companies and environmental research organisations.

Graduates from the BA Geography programme have gone on to a wide range of careers including: conservation and environmental analysis, quantity surveying; business and finance; marketing and promotion; human resources; media and communication; planning and regeneration; housing and welfare; community development; teaching and lecturing; research.

## Programme Specification Approval

Person completing Programme Specification:

Elizabeth Gillow, Deputy Dean (Education) HSS

Person responsible for management of programme:

Mark Holloway

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

15th July 2020

Programme Title: BA/BSc Geography with Integrated Foundation Year

**Date Programme Specification approved by Taught  
Programmes Board:**