

Programme Title: BA Human Geography with Year Abroad



Programme Specification (UG)

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| Awarding body / institution: | Queen Mary University of London |
| Teaching institution: | Queen Mary University of London |
| Name of final award and programme title: | BA (Hons) Human Geography with Year Abroad |
| Name of interim award(s): | |
| Duration of study / period of registration: | 4 Years Full time |
| QMUL programme code / UCAS code(s): | L72Y |
| QAA Benchmark Group: | |
| FHEQ Level of Award : | Level 6 |
| Programme accredited by: | |
| Date Programme Specification approved: | |
| Responsible School / Institute: | School of Geography |

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

Institution(s) other than QMUL that will provide some teaching for the programme:

N/A

Programme outline

Our BA Human Geography with Year Abroad programme 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, Research Design and Management (through 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 Human 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 fieldwork 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?

The programme provides opportunities for students to achieve and demonstrate the learning outcomes listed below. These use the Benchmark Statement in Geography as a framework interpreted in ways which reflect the distinctive nature of our research and teaching in geography.

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

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

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

| 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 |

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| A 9 | knowledge and understanding of the geographies of difference and inequality in the human world and the processes underpinning them |
| A 10 | knowledge and understanding of 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 |

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| 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 |
| 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 |

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| 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) |

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| 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) |

QMUL Model Learning Outcomes - Level 4:

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| D 1 | (Networking) Identify and discuss their own career aspirations or relevant skills and knowledge and how they i |
| D 2 | (Networking) Identify and discuss what their own role in their programme and/or subject discipline might mea |
| D 3 | (Multi/Inter-Disciplinarity) Identify and demonstrate the perspectives or problem solving techniques of differe |
| D 4 | (Multi/Inter-Disciplinarity) Demonstrate connections between different theoretical perspectives within your di |
| D 5 | (International Perspectives) Discuss socio-cultural values and practices with others |
| D 6 | (International Perspectives) Consider the role of their discipline in diverse cultural and global contexts |

QMUL Model Learning Outcomes - Level 5:

| | |
|-----|---|
| E 1 | (Networking) Evaluate and demonstrate their own attitudes, values and skills in the workplace and/or in the wider wo |
| E 2 | (Multi/Inter-Disciplinarity) Demonstrate how discipline specific problem solving techniques or approaches may be gei |

QMUL Model Learning Outcomes - Level 6:

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|-----|---|
| F 1 | (Networking) Apply a critically reflective approach to how they have developed their subject, work-based and |
| F 2 | (Networking) Apply a critically analytical approach to how they can help to shape and influence their future ca |
| F 3 | (Multi-/inter-disciplinarity) Apply a critically analytical approach to an appropriate range of multi-disciplinary |
| F 4 | (Multi-/inter-disciplinarity) Model a holistic approach to knowledge which draws on a range of appropriate dis |
| F 5 | (International perspectives) Apply subject, work-based and general life skills in multi-cultural and global envir |
| F 6 | (International perspectives) Demonstrate evidence of a personal ethic which is informed by a critical awarenes |

QMUL Model Learning Outcomes - Level 7:

G1

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, providing learning outcomes and guided reading 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 assessment exercises within each module
 - 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 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
- coursework essays
- research projects and dissertations
- project synopses
- oral presentations and role play exercises
- group projects and presentations
- literature reviews
- . 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
- . writing policy briefs, fieldwork journals, reading exercises
- . audio-visual productions (podcasting on fieldtrips)

How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

The programme 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 College rules governing progression and award of degrees can be found at 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 4. Students must achieve an overall average of 60% or higher during their first two years of study in order to progress to the Study Abroad year. If they fail to do so, they will be transferred onto the three-year version of the programme.

In Developmental Year 3, students will choose Year Abroad modules equating to 120 credits from their overseas institution in dialogue with their academic advisor, to best suit their degree and ensure they maximize their academic trajectory. They will study the majority of modules in their core subject, developing their skills while witnessing how the discipline is taught in another context, but they may take modules outside their discipline, expanding their horizons and providing for future development. Students must pass the assessments set by the partner institution in order to progress to year 4 of the programme. If they fail to do so, they will be transferred onto the three-year version of the programme.

During Developmental Year 4, students take a 30 credit 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.

*** At Level 6 - students can take 1 Readings module only, subject to availability***

Academic Year of Study FT - Year 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|--------------|-------------|---------|-------|-------------------------|------------------------|----------|------------|
|--------------|-------------|---------|-------|-------------------------|------------------------|----------|------------|

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|---|-------------|---------|-------|-------------------------|------------------------|-----------------|------------------------------|
| Ideas and Practice in Geography and Environmental Science | GEG4002 | 15 | 4 | Compulsory | 1 | Semesters 1 & 2 | <input type="checkbox"/> Yes |
| Geography in the World | GEG4003 | 15 | 4 | Compulsory | 1 | Semester 1 | <input type="checkbox"/> Yes |
| Research Methods for Geographers and Environmental Scientists | GEG4004 | 30 | 4 | Compulsory | 1 | Semesters 1 & 2 | <input type="checkbox"/> No |
| Global Worlds | GEG4112 | 15 | 4 | Compulsory | 1 | Semester 2 | <input type="checkbox"/> No |
| Reinventing Britain | GEG4106 | 15 | 4 | Compulsory | 1 | Semester 2 | <input type="checkbox"/> Yes |
| Cities and Regions in Transition | GEG4006 | 15 | 4 | Compulsory | 1 | Semester 2 | <input type="checkbox"/> Yes |
| People and the Environment | GEG4005 | 15 | 4 | Compulsory | 1 | Semester 2 | <input type="checkbox"/> Yes |

Academic Year of Study FT - Year 2

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|--|-------------|---------|-------|-------------------------|------------------------|-----------------|------------------------------|
| Geographical Information Systems | GEG5102 | 30 | 5 | Elective | 2 | Semesters 1 & 2 | <input type="checkbox"/> No |
| Geography Research in Practice | GEG5103 | 30 | 5 | Compulsory | 2 | Semesters 1 & 2 | <input type="checkbox"/> Yes |
| Geography, Identity, Belonging | GEG5104 | 30 | 5 | Elective | 2 | Semester 2 | <input type="checkbox"/> No |
| Urban Futures | GEG5112 | 30 | 5 | Elective | 2 | Semester 2 | <input type="checkbox"/> No |
| Boston Reworked: The Making of a North American City | GEG5125 | 30 | 5 | Elective | 2 | Semester 2 | <input type="checkbox"/> No |
| Cultural Geographies | GEG5126 | 15 | 5 | Elective | 2 | Semester 1 | <input type="checkbox"/> Yes |
| Society and Space | GEG5127 | 15 | 5 | Elective | 2 | Semester 2 | <input type="checkbox"/> Yes |
| Spaces of Uneven Development | GEG5128 | 15 | 5 | Elective | 2 | Semester 1 | <input type="checkbox"/> Yes |

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|--|-------------|---------|-------|-------------------------|------------------------|------------|------------------------------|
| Economic Geographies | GEG5129 | 15 | 5 | Elective | 2 | Semester 2 | <input type="checkbox"/> Yes |
| Health, Space and Justice | GEG5135 | 15 | 5 | Elective | 2 | Semester 2 | <input type="checkbox"/> Yes |
| Contemporary London: Life in the Global Metropolis | GEG5131 | 15 | 5 | Elective | 2 | Semester 1 | <input type="checkbox"/> Yes |
| Geographies of Biomedicine | GEG5134 | 15 | 5 | Elective | 2 | Semester 1 | <input type="checkbox"/> Yes |
| New York: Nature and the City | GEG5141 | 30 | 5 | Elective | 2 | Semester 2 | <input type="checkbox"/> No |

Academic Year of Study FT - Year 3

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|--|-------------|---------|-------|-------------------------|------------------------|-----------------|-----------------------------|
| Year overseas at a partner university, taking modules of at least 60 ECTS (120 QM credits) | GEG5300 | 120 | 5 | Elective | 3 | Semesters 1 & 2 | <input type="checkbox"/> No |

Academic Year of Study FT - Year 4

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|--|-------------|---------|-------|-------------------------|------------------------|------------|-----------------------------|
| Geography, Identity, Belonging | GEG6104 | 30 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Global Historical Geography | GEG6105 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Urban Futures | GEG6112 | 30 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Victorian London: Economy, Society and Culture | GEG6117 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Development Futures: Mumbai Unbound | GEG6120 | 30 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Globalisation and Regional Development | GEG6121 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|--|-------------|---------|-------|-------------------------|------------------------|-----------------|------------------------------|
| Boston Reworked: The Making of a North American City | GEG6125 | 30 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Geographies of Nature | GEG6128 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Contemporary India: Politics, Society and Economy | GEG6129 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Geopolitics Post 9/11: War, Security, Economy | GEG6130 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Advanced GIS | GEG6132 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Geography, Technology and Society | GEG6134 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Health, Disease and the City | GEG6137 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Urbanisation and Development in sub-Saharan Africa | GEG6138 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Economic Futures: Malaysia Emerging | GEG6140 | 30 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| New York: Nature and the City | GEG6141 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Independent Geographical Study | GEG6000 | 30 | 6 | Compulsory | 4 | Semesters 1 & 2 | <input type="checkbox"/> Yes |
| Readings in Geography: Victorian London | GEG6002 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Readings in Geography: Geographies of Nature | GEG6003 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Readings in Geography: Geography, Technology and Society | GEG6006 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Readings in Geography: Contemporary India | GEG6007 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Readings in Geography: Global Historical Geographies | GEG6009 | 15 | 6 | Elective | 4 | Semester 1 | <input type="checkbox"/> No |
| Readings in Geography: Geographies of Home | GEG6010 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |
| Urban Geography | GEG6142 | 15 | 6 | Elective | 4 | Semester 2 | <input type="checkbox"/> No |

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|---|-------------|---------|-------|-------------------------|------------------------|------------|------------|
| Historical Geographies of Childhood and Youth | GEG6143 | | 6 | Elective | 4 | Semester 2 | No |
| Latin American Debates | GEG6144 | | 6 | Elective | 4 | Semester 1 | No |

What are the entry requirements?

The School considers each candidate individually and conducts admissions interviews. Entry requirements are as follows:

A-levels

Tariff/Grades requirement: ABB to BBB. Typical offer: ABB. Though Geography at A-level is preferred, it is not required. We usually ask for a grade B in Geography or another appropriate subject. If you do not perform well in one subject and do better in others, that is acceptable providing you gain the minimum grades required for the degree programme. Excluded subjects: General Studies.

Vocational or applied A-levels

The following Applied A-levels and Double Awards only are acceptable: Art and Design; Business; Information and Communication Technology; Leisure and Recreation; Media; Performing Arts; Science; Travel and Tourism.

BTEC National Diploma (18 units)

Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: Overall DDM.

International Baccalaureate

Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: 30-32 points overall with 6,5,5 to 5,5,5 in HL subjects, one of which must be Geography.

All students must meet Queen Mary's English language requirements. Students from outside the United Kingdom must give evidence of their English language ability by producing an English language test score. Requirements are as follows: IELTS 7.0 (writing 6.5).

How will the quality of the programme be managed and enhanced?

The School of Geography operates a Teaching and Learning Committee which advises the 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 the committee's work through the reporting of minutes from the Staff-Student Liaison Committee and via the consideration of module evaluations and student surveys.

Like all schools/institutes at Queen Mary, the School of Geography operates an Annual Programme Review (APR) of its taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the NSS and module evaluations and through the comments of Staff-Student Liaison Committee.

How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the School of Geography and its students. The committee consists of student representatives from each year group together with appropriate representation from staff within the School. 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. All modules provide end-of-module evaluation questionnaires to be completed by students, the results of which are considered annually by module convenors and teaching teams and may lead to modifications of module content and/or delivery in future years.

What academic support is available?

The School of Geography is a welcoming and friendly department and all academic and professional support staff play a role in ensuring that students are supported through their studies.

Programme Induction is provided for all incoming students during Welcome Week. This is used as an opportunity to acquaint new students with the format of the programme and expectations of them. Students also receive a library induction. All students meet with a designated Personal Tutor during this week to talk about module selection and how to manage the registration process. Students with special educational needs have the opportunity to talk to their adviser about how the College can best support them, and to agree with the students how to communicate those needs to appropriate members of staff. In week 1 of the first year we also run a week of intensive fieldwork and other activities called 'Green London'. This provides an opportunity for extended induction and for staff and students to get to know one another.

All first year students are allocated a Teaching Associate Tutor with whom they will meet for an hour weekly or fortnightly during Semesters A and B and an Advisor with whom they will meet at appropriate intervals. Second year students will meet with their Personal Tutors (also their Advisors) on a fortnightly basis. The Study Abroad Director will advise and liaise with students prior to going abroad to ensure that their chosen modules satisfy requirements. During the time abroad, the Director will ensure that students are checked on monthly, and will be available to via email to discuss any academic concerns. In the final year, Personal Tutors/Advisors also act as students' Independent Geographical Study supervisors and regular one-to-one meetings take place. All staff have weekly "advice and feedback" office hours when they are available to see students on a one-to-one basis.

Programme-specific rules and facts

N/A

Specific support for disabled students

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:

- 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)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links with employers, placement opportunities and transferable skills

We would expect a successful graduate from the BA Human Geography with Year Abroad 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 Human Geography with Year Abroad programme may go 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. The degree provides a strong platform for further study at masters level and beyond, especially in physical geography and environmental sciences.

Programme Specification Approval

Person completing Programme Specification:

Emma Shapcott

Person responsible for management of programme:

Kerry Holden

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

7 Feb 2019

Date Programme Specification approved by Taught Programmes Board: