

Programme Title: BA Human Geography



Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	BA Human Geography
Name of Interim Award(s)	
Duration of Study / Period of Registration	Three years
QM Programme Code / UCAS Code(s)	L720
QAA Benchmark Group	Geography
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	26 Feb 2014
Responsible School / Institute	School of Geography

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

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

Our BA Human Geography 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 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 skills. Fieldwork forms 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

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 in creative and innovative ways on its research.

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

- 1) share its enthusiasm for geographical learning and scholarship with students;
- 2) introduce students to a range of geographical 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.

What Will You Be Expected to Achieve?

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes. 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.

Academic Content:	
A 1	knowledge and understanding of 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 key geographical processes that shape the social, cultural, political and economic world
A 6	knowledge and understanding of the significance of spatial and temporal scale
A 7	knowledge and understanding of the role and significance of change as central process in human worlds
A 8	knowledge and understanding of the geographies of difference and inequality in the human world and the processes underpinning them
A 9	knowledge and understanding of the contested, dynamic and plural nature of the geography discipline
A 10	knowledge and understanding of the diverse forms of representation of the human and physical worlds
A 11	knowledge and understanding of the main methodological strategies used in the analysis and interpretation of geographical information
A 12	knowledge and understanding of the relationships 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
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	ability to work autonomously and with others
C 2	self-awareness and self-management
C 3	empathy and insight
C 4	intellectual integrity
C 5	initiative and personal responsibility
C 6	interest in life-long learning
C 7	flexibility, adaptability and creativity

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 or through electronic resources
- individual feedback on written work
- appropriate assessment exercises within each module
- use of electronic teaching materials including Powerpoint, QMPlus (QM's on-line learning environment), and online reading lists
- encouraging active participation by students in small group discussions
- research methods training
- appropriate use of AV teaching technologies, including video

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:

- unseen examinations
- coursework essays
- research projects and dissertations
- project synopses
- student presentations and role play exercises
- group projects and presentations
- literature reviews

How is the Programme Structured?

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 must only select 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 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 3 additional 30 credits 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.

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Note that not all of the elective modules listed in the following table will be offered every year

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Ideas and Practice in Geography and Environmental Science	GEG4002	15	4	Compulsory	1	Semesters 1 & 2
Geography in the World	GEG4003	15	4	Compulsory	1	Semester 1
Research Methods for Geographers and Environmental Scientists	GEG4004	30	4	Compulsory	1	Semesters 1 & 2
People and the Environment	GEG4005	15	4	Compulsory	1	Semester 2
Reinventing Britain	GEG4106	15	4	Compulsory	1	Semester 2
Global Worlds	GEG4112	15	4	Compulsory	1	Semester 2
Geographies of Biomedicine and Global Health	GEG4401	15	4	Compulsory	1	Semester 1

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Geographical Information Systems	GEG5102	30	5	Elective	2	Semesters 1 & 2
Geographical Research in Practice	GEG5103	30	5	Compulsory	2	Semesters 1 & 2
Geography, Identity and Belonging	GEG5104	30	5	Elective	2	Semester 2
Society, Culture and Space	GEG5110	30	5	Elective	2	Semesters 1 & 2
Spaces of Uneven Development	GEG5111	30	5	Elective	2	Semesters 1 & 2
Urban Futures	GEG5112	30	5	Elective	2	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Health, Biomedicine and Society	GEG5113	30	5	Elective	2	Semesters 1 & 2
Boston Reworked: The Making of a North American City	GEG5125	30	5	Elective	2	Semester 2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Independent Geographical Study	GEG6000	30	6	Compulsory	3	Semesters 1 & 2
Gender and Development	GEG6101	15	6	Elective	3	Semester 1
Geographies of Home	GEG6102	15	6	Elective	3	Semester 2
Geography, Identity and Belonging	GEG6104	30	6	Elective	3	Semester 2
Global Historical Geographies	GEG6105	15	6	Elective	3	Semester 2
Regional Economics and Policy	GEG6108	15	6	Elective	3	Semester 1
Urban Futures	GEG6112	30	6	Elective	3	Semester 2
Urbanism, Culture and Modernity	GEG6113	15	6	Elective	3	Semester 1
Victorian London: Economy, Society and Culture	GEG6117	15	6	Elective	3	Semester 1
Development Futures: Mumbai Unbound	GEG6120	30	6	Elective	3	Semester 2
Globalisation and Regional Development	GEG6121	15	6	Elective	3	Semester 2
Geopolitics Post-9/11: War, Security, Economy	GEG6130	15	6	Elective	3	Semester 1
Geographies of Science	GEG6124	15	6	Elective	3	Semester 1
Boston Reworked: The Making of a North American City	GEG6125	30	6	Elective	3	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Geography, Architecture and the City	GEG6126	15	6	Elective	3	Semester 2
Politics and the Geographies of Global Health	GEG6127	15	6	Elective	3	Semester 2
Geographies of Nature	GEG6128	15	6	Elective	3	Semester 2
Contemporary India: Politics, Society and Economy	GEG6129	15	6	Elective	3	Semester 2
Science and the Politics of Climate Change	GEG6214	15	6	Elective	3	Semester 2
Readings in Geography: Victorian London	GEG6002	15	6	Elective	3	Semesters 1 & 2
Readings in Geography: Geographies of Science	GEG6003	15	6	Elective	3	Semester 2
Readings in Geography: Geography, Architecture and the City	GEG6004	15	6	Elective	3	Semester 2

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: 300–340 points from the best three A-levels. Though Geography at A-level is preferred, it is not required. If you do not perform well in one subject and do better in others, that is acceptable providing you gain the minimum number of points 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 Certificate (12 units)

Acceptability: Acceptable only when combined with other qualifications. Subjects and grades required: Overall Double Award DD.

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: 32 points overall. Additional information: 35 points overall and higher level at grade 5 in Geography preferred.

European Baccalaureate

Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: 75 per cent.

Access Qualifications

Subjects and grades required: Achieve Access to HE Diploma including at least 45 credits at Level 3, with 24 at Distinction and 12 at Merit.

All students must meet Queen Mary's English language requirements. Students from outside the United Kingdom must give

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evidence of their English language ability by producing an English language test score. Requirements are as follows:

IELTS 7.0
TOEFLiBT 100
PTE Academic 68

Further details on admissions criteria including those for applicants with non-standard, overseas or other qualifications appear on the UCAS website and College prospectus/admissions webpages.

How Do We Listen 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.

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; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the School's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations and through the comments of Staff-Student Liaison Committee student members who are invited to comment on the TPAP.

Academic Support

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 'Investigating London'. This provides an opportunity for extended induction and for staff and students to get to know one another.

All students are allocated a Personal Tutor with whom they will meet for an hour weekly or fortnightly during Semesters A and B in their first and second developmental years. In the final year, Personal Tutors also act as students' Independent Geographical Study supervisors and regular one-to-one meetings take place. The Personal Tutor also acts as the student's study adviser offering guidance on study choices and providing feedback on progress. All staff have weekly office hours when they are available to see students on a one-to-one basis.

Further academic support can be obtained from Year Tutors who are responsible for specific year cohorts of undergraduate students, dealing with problems and pastoral care issues as well as monitoring attendance and engagement. The Senior Tutor has overall responsibility for matters concerning student support and welfare within the School and can be consulted in relation to more serious issues and problems. Finally, the School of Geography participates in the College's PASS scheme -- a peer-mentoring system where new students can seek advice and support for students at later stages in their degree programme.

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)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

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

- good knowledge and understanding of key the processes that shape the social and economic world
- 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 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. Other activities such as working with local community organizations like London Citizens (part of the second year curriculum) or undertaking mentoring work with young people in schools provide opportunities to develop skills and experience.

Graduates from the BA Human Geography programme have gone on to a wide range of careers including: business, insurance 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 beyond, especially in social science and humanities disciplines.

Programme Specification Approval

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Person completing Programme Specification

Dr Alastair Owens and Dr Anna Dulic-Sills

Person responsible for management of programme

Professor Cathy McIlwaine

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

5 February 2014

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

26 Feb 2014