



This specification provides a 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 they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	Geography		
2. Award type	Bachelor of Arts		
3. Programme details	FHEQ Level: 6	Mode of Study: Full time Full time	Duration: 3 years 4 years (Foundation)
4. Faculty	Faculty of Social Sciences		
5. School	Owning: School of Geography and Planning		
6. Accrediting Professional or Statutory Body	Royal Geographical Society (RGS)		
7. HECoS code <i>Select between one and three codes from the HECoS vocabulary.</i>	Code: 100478 Percentage: 100	Code: Percentage:	Code: Percentage:
<i>Programme code (internal use)</i>	GPLU001 (Full time) GPLU010 (Foundation)		

9. Programme aims

The programme aims to:	
A1	Provide high quality teaching at undergraduate level that is informed and invigorated by the research and scholarship of its staff and alert to the benefits of student-centred learning that fosters the development of transferable analytical and communicative skills.
A2	Sustain a culture of research and teaching that is able to foster the pursuit of knowledge, the impartial analysis of values and the acquisition of discipline awareness.
A3	Provide a broad understanding of the study of human geography and of the work of human geographers.
A4	Demonstrate the utility of a geographical understanding of issues and problems at a variety of scales, from global to local.
A5	Demonstrate the utility of human geography in suggesting possible solutions for such problems, and in evaluating solutions and policies proposed elsewhere.
A6	Enable students to maximise their potential in all aspects of their course.
A7	Enhance the ability of students to present themselves in the labour market or for further training with a broad range of skills and abilities.
A8	Provide students with feedback concerning the achievement of the aforementioned aims through monitoring, self-reflection and assessment.
A9	Assess students over a range of knowledge, understanding and skills, and to identify and support academic excellence.

10. Programme learning outcomes

Knowledge and understanding (K)	
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	The relationships between human aspects of place, space, environments, and materialities.
K2	The historical, institutional, legal, and political contexts informing spatial development, and their influence on social and environmental change.
K3	An awareness of how scales and spatialities are dynamic, interdependent, and shape the social, economic, political and environmental worlds.
K4	The ways in which diverse knowledge, representations, and difference, shape, and are reshaped, in the process of place-making.
K5	A critical approach to geography that highlights the political processes necessary to achieve social change and environmental justice through the analysis of power, race, gender, marginalisation, equity and all forms of exclusion.
Skills and other attributes (S)	
<i>When considering the skills and attributes developed in this programme, please refer to the Sheffield</i>	

Graduate attributes (SGAs). [SGAs can be found here](#)

On successful completion of the programme, students will be able to:

S1	Identify, synthesise, and critically review disciplinary knowledge.
S2	Apply disciplinary concepts and methods in evaluating and interpreting geographic phenomena including articulating their ethical and social justice implications.
S3	Use logical argument, critical thinking, and creativity to frame geographic challenges and to generate well substantiated and ethically appropriate responses to a variety of problems in different contexts and at different geographical scales.
S4	Represent geographic information and arguments to a range of audiences using appropriate written, oral, visual, graphical and GIS media, methods, and technologies.
S5	Design and undertake rigorous investigation of geographic phenomena, demonstrating the application of knowledge up to the discipline's leading edge.
S6	Utilise intellectual curiosity, critical thinking, and independent judgement.
S7	Work independently and as part of a team deploying effective organisation, personal responsibility, and planning skills.
S8	Describe skills, attributes, and experience, and critically reflect on professional development to foster lifelong learning skills.
S9	Relate to, work with, and learn from different people, recognising and being respectful to diverse perspectives and needs, taking account of social dynamics, power relations and research ethics.

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

A variety of teaching and learning methods are employed to support your development through the programme, enabling you to learn from the academic discipline of geography. The programme has been designed to provide a structured approach across the three years of study, building your knowledge, skills and competencies to prepare you for a range of possible future careers.

In the first year (FHEQ Level 4) there is a focus on building core knowledge and skills through lectures, supplemented by smaller group seminars and tutorials. Field visits, workshops and project activities will allow you to apply your learning to real world places and challenges.

At Levels 2 (FHEQ Level 5) and 3 (FHEQ Level 6) seminars, workshops, field classes and project work will deepen your understanding of issues, enhance your research skills and give you experience of collaborative working practices. Core skills and knowledge, such as the challenges of undertaking geographic research, are developed within compulsory modules. You will also have the opportunity to choose from a range of option modules as your programme progresses, allowing you to specialise in areas you find particularly interesting or important. The final year includes a Dissertation in which you will be supported to undertake an independent research project on a topic of your choosing.

The following teaching and learning methods are used throughout the programme:

1. Lectures are used to develop your fundamental knowledge. They provide the foundation on which more reflective teaching and learning is built up through seminars and self-directed study.

- 2. Seminars and tutorials** provide a smaller group format in which the ideas, concepts and knowledge can be discussed and examined, deepening your understanding of a topic and allowing you to develop your communication and collaboration skills.
- 3. Projects** allow you to examine an issue in depth, often incorporating fieldwork and collaborative learning, you will come into contact with real world challenges, people and places. Projects involve the synthesis of knowledge from different parts of the curriculum. In addition, they encourage you to develop problem solving and research skills, to improve your team working by practicing respectful interaction with diverse people and to develop your skills in presenting evidence in different formats.
- 4. Field work** provides opportunities to learn key skills for understanding geographical evidence, the qualities of places and how various forms of intervention might affect them.
- 5. Workshops** are an important part of some modules, especially those where you learn key professional and technical skills, presenting your ideas and problem solving. These sessions are tutor-guided but allow you to do focused work on a specific topic or task, like learning new software or techniques.
- 6. Group Work** forms an important part of the teaching and learning experience because group working skills are highly valued by employers. Some group work is formative, providing opportunities for you to learn together with other students in order to improve your individual understanding. In other cases group assessments are undertaken and are accompanied by peer review.
- 7. Individual research** will deepen your knowledge of a particular area of geographical theory and practice, improving your research and self-management skills.

12. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

A wide range of assessment methods are used across the programme to help you demonstrate the development of your knowledge and skills. Throughout, you will be given feedback to help you improve your performance within individual modules and also across each semester. At every level there will be assessments based on real-world projects, helping you bring your knowledge and skills together to formulate responses to real-world challenges and giving you valuable experience to enhance your future employability.

At Level 1 there is an emphasis on developing your fundamental academic and professional writing skills through a mixture of coursework and formal examinations. This emphasis draws on your learning from formal classes, field visits and project activities to develop your core knowledge, assess your understanding and build core employability skills for real world challenges.

At Levels 2 and 3 there is increased emphasis on coursework and project work to assist in the learning of new skills and techniques and to give you an experience of collaborative working practices. Assessed coursework takes a variety of forms, including essays but also presentations, reports, maps and spatial data analyses, plans and policy proposals for real world challenges.

Option modules will offer you the opportunity to deepen your understanding of more specialist subjects. The assessment for these will vary according to your choices. At Level 3, you will also complete a dissertation which will enable you to conduct a significant piece of independent research on a topic of your choosing.

Version Number:	Purpose / Change:	Cohort affected: (academic year)	Date change approved:
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1			November 2019
2			February 2022
3			September 2023
4	Programme Simplification	25/26 - Foundation 26/27 - All years	June 2025

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