Please read this Geography Course Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
I. Welcome
A warm welcome to the Geography programmes at UCLan.

The information you’ll find in this handbook will introduce you to the people who will teach you, the modules available to you, what you will learn and how we teach and assess. It is therefore the main reference source for your degree. It should however be read in conjunction with the UCLan Student Guide to Regulations (the Regulations are ‘the rules’ that govern marks, extensions, degree classes and so on). Finally, you also need to read module information. That is given out at the beginning of each semester and are available on Blackboard.

What else do you need to read?
Being a geography student requires that you should regularly consult the module notice boards on Blackboard and the hard copies in the Kirkham Building display cabinets. You also should regularly read your UCLan email (we don’t usually use your personal email to get in touch with you).

Who to ask if you have questions?
You should never hesitate to ask if you have any questions. Dr Mark Toogood, the director of the geography programmes, as well as other lecturers teaching on the programmes, can answer most questions about the courses. All of your lecturers have a great deal of experience and they have made a personal and professional commitment to help you benefit from your study – so please do use them. If you have questions about your records (called your profile at UCLan) then please talk to the Hub (see 1.5 below). Finance and other such questions are dealt with by the University directly. If you need a one-stop-shop to get an answer to any query (apart from course content, etc.), then the 'I' in the Library is a good place to start.

1.1 Rationale and Aims of Geography at Uclan
“Geography occupies a distinctive place in the world of learning, offering an integrated study of the complex reciprocal relationships between human societies and the physical components of the Earth. The geographer’s canvas is coloured by place, space and time: recognising the great differences and dynamics in cultures, political systems, economies, landscapes and environments across the world, and the links between them.”

The Geography part of the School has three general academic principles:

- To provide up-to-date teaching that meets the highest standards that is informed and energised by the research and scholarship of academic staff.
- To give you access to the widest possible range of sources of knowledge, and the resources you require to pursue your learning and scholarship.

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1 The Quality Assurance Agency for Higher Education (2014) Geography - Subject Benchmark Statement, 5
Geography is primarily concerned with human-environment relations. It is an important link between the natural and social sciences and covers a range of academic approaches ranging from (and the following are simply examples), hydrology and soils to environmental management, social, historical and cultural analysis. This diversity is reflected in a number of sub-fields which make up the geography subject area. At Uclan, our approach is that you begin your degree with the chance to investigate broad topic areas in geography and, as you progress, you have the chance to follow more specific interests.

A Uclan geography degree will not only give you a good grounding in the major current themes in the subject, it will also develop practical skills and personal attributes relevant to a range of careers. We think geography here will be fun too: geographers always have a healthy camaraderie; the enthusiasm of staff on this course is second to none, and they the programmes’ are enjoyable and involving as well as educational.

1.2 Specific Educational Objectives of the Geography Courses
The BA and BSc Geography programmes offer the student an opportunity to develop a broad and multidisciplinary knowledge of geography. In addition, BA Geography offers specialisation within the social sciences and humanities in geography and BSc Geography offers specialisation within the natural sciences in geography.

We all learn in different ways and you will find that we use a range of learning and teaching methods. As well as class based lecture and seminar sessions, we place a great deal of emphasis on fieldwork, observation and other hands-on learning. We also have a strong commitment to providing you with support, through constructive feedback, and through a personal tutor system.

Geographical understanding is developed through research, class work, observation, team work, laboratory work, ICT, fieldwork and other forms of experiential learning. The programme promotes a critical approach to the geographical discipline and develops the skills of acquisition, synthesis and interpretation of geographic knowledge.

Aims of BA (Hons) Geography:

The aims of the BA Geography programme are to enable students to

- Identify and evaluate the traditions, development, concepts and methodologies of geography, in particular of the social sciences and humanities in human geography
- Communicate geographical ideas, principles and theories by written, oral and visual means
- Describe and analyse the relationships in place, space and human environments and landscapes
- Identify and critically examine the importance of spatial variation, scale and change in human geography
- Critically appraise the contribution made by a variety of geographical research in the sub-disciplines of human geography
Recognize critical and reflexive approaches to geography as a dynamic, plural and contested discipline.

Evaluate techniques and approaches to research design and methodology

Assess techniques and approaches in analysis, interpretation and presentation of geographical information

Apply skills in field techniques, research execution and laboratory and technical skills.

Recognise and critically assess the qualities of different theories, explanations and policies relevant to human geography

Utilise problem solving, analytic and interpretative skills to a range of issues, problems and scales

Apply knowledge and understanding to address familiar and unfamiliar problems

Recognise the moral and ethical issues raised by the process of investigation

Appreciate the need for codes of conduct

Use other skills relevant to employability and personal development

Present material to support a reasoned argument;

Use ICT to select, analyse, present and communicate geographical information.

Interpret and use numerical and statistical information;

undertake independent study and learning, including time management.

Take part in group discussions about geographical issues.

Aims of BSc (Hons) Geography:

The aims of the BSc (Hons) Geography are to enable students to:

This programme offers the student an opportunity to develop a broad and multidisciplinary knowledge of geography, with specialisation within the natural sciences in physical geography. Geographical understanding is developed through fieldwork and other forms of experiential learning. It promotes an analytical approach to the understanding of physical geography and develops the skills of acquisition, synthesis and interpretation of geographic knowledge. It will enable learners to communicate findings in an appropriate way, to develop technical skills and to develop professional competencies within geography, enabling them to pursue the following career paths:

• as geographers in education and in professions using geographical information;
• in non-specific employment utilising skills of acquisition, research, analysis and communication of geographical and other information, explanation and ideas;
• plus life-long learning and recognition of the value of education to the individual and society.

The programme has been designed to meet the requirements of the Geography Benchmark Document in relation to Graduate Key Skills, and develops the following:

• communication of geographical ideas, principles and theories by written, oral and visual means;
• presentation of material to support a reasoned argument;
• use of C&IT to select, analyse, present and communicate geographical information;
• interpretation and use numerical and statistical information;
• application of basic numerical skills to geographical information;
• the undertaking of independent / self-directed study / learning (including time management) within a supportive framework;
• performing assigned tasks within a group setting and take part in group discussions.

For more detailed information on learning outcomes, please see the Programme Specifications at the end of this handbook.
## 1.3 Course Team expertise and Independent External Examiner

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Room</th>
<th>Email</th>
<th>Phone no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Mark Toogood</td>
<td>Senior Lecturer</td>
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<td><a href="mailto:mtoogood@uclan.ac.uk">mtoogood@uclan.ac.uk</a></td>
<td>893528</td>
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<tr>
<td>Dr Kevin Butt</td>
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<tr>
<td>Dr Emily Cooper</td>
<td>Lecturer</td>
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<td>Senior Lecturer</td>
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<td>Associate Lecturer</td>
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<tr>
<td>Dr Yingkui Zhao</td>
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<td>KM103</td>
<td><a href="mailto:yzhao1@uclan.ac.uk">yzhao1@uclan.ac.uk</a></td>
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</tr>
<tr>
<td>Dr Heather Winlow</td>
<td>External Examiner (from the Bath Spa University)</td>
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</table>

Dr Winlow ensures that the standards of your course are comparable to those provided at other higher education institutions in the UK. If you wish to make contact with her you should do this through your Course Leader and not directly. External Examiner reports will be made available to students electronically.

**Areas of Expertise:**

Emily Cooper: Emily is a human geographer and is research active in the areas of sex work, and deviance in the city. She is a member of the Sex Work Research Hub and the UCLan Policing Research Team.
Mark Toogood: Historical geographies of science, the environment, the state and society; the history and effects of science in East Africa; the relationships between expertise, lay knowledge and non-humans.

Jo Dawson: Fluvial geomorphology, particularly sediment & contaminant fluxes in river systems; Environmental geochemistry & heavy metal pollution; Soil degradation & contamination; Acid mine drainage & impacts on river systems.

Kevin Butt: Production of earthworms for use in soil remediation; earthworms as ecosystem service providers in a range of soil types.

Chris Lowe: Ecotoxicology, ecosystem services and organic waste management.

Yingkui Zhao: Hydrology; fluvial processes and fluvial geomorphology; water resources; water quality.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

**Foster Building**
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

1.6 Communication

The University expects you to use your **UCLan email address** and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Use your UCLan email to make an appointment to see an individual tutor/lecturer.
1.7 External Examiner
Dr Heather Winlow (from the Bath Spa University)

Dr Winlow ensures that the standards of your course are comparable to those provided at other higher education institutions in the UK. If you wish to make contact with her you should do this through your Course Leader and not directly. External Examiner reports will be made available to students electronically.

2. Structure of the Course
All degrees at the University of Central Lancashire are made up of 18 modules – six studied in each of the three years (ideally three modules taken in each semester).

2.1 Overall structure of Geography as a Honours Subject
You have already registered for either the BA or the BSc (Hons) Geography programme. Whichever programme you’ve registered for, you will take the same core modules in year one. Towards the end of your first year we will review your degree designation and, if necessary, change it.

Generally speaking, students register for a BA in Geography if they are most interested in human geography and social scientific and humanities approaches to geography. If a student registers for a BSc they are generally more interested in physical geography and the natural sciences in geography.

However, there are two further factors that ought to be taken into consideration at the outset of your degree.

First, the uniqueness of geography as an academic discipline is that it is integrative; it builds an understanding of the world by looking at a range of subjects drawn from a wide range of academic subjects. Consequently, in Year one of our programmes, all students take the same modules. There will be the opportunity to continue in this integrative cross-disciplinary mould throughout the degree, for those students who wish it.

Secondly, it has been our experience that some students change their preferences between ‘physical’ and ‘human’ geography based on their first year experiences and our programme is specifically designed to accommodate this.

There is also a Foundation Entry route for both BA and BSc geography courses, the programme specification can be found in the appendices of this handbook.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year.
2.2.1 Modules of the Foundation Year (Level Three)
During this year you need to take six modules (adding up to a total of 120 credits to complete the requirement of the Foundation year). These are made up of five **compulsory** modules (worth 20 credits each to add up to a total value of 100 credits) which you have to take. You make up the remaining 20 credits you take **ONE option** from the list below.

**Compulsory Modules**
*(All must be taken - total 100 credits)*

- NTC001 Introduction to Geography and Environmental Management (20 credits)
- NTC003 Extended Study in Geography (20)
- HUC110 Essential Study Skills for Higher Education (20)
- HUC111 Developing Academic Knowledge (20)
- HUC115 Learning by Experience (20)

**Optional Modules**
*choose ONE only (worth 20 credits)*

- FZC004 Key Themes in Archaeology (20)
- PIC101 Introduction to Philosophy (20)
- SOC101 Introduction to Sociology (20)
- HUC113 Applied Numeracy for Higher Education (20)

2.2.2 Year One (Level Four) - Single Honours BA and BSc Geography
During this year you need to take 6 modules (each worth 20 credits). For single honours geographers these are made up of five **compulsory** modules which you have to take. You need to also **choose** one **elective** module, either from within the School or from the University’s Electives Catalogue. The elective we recommend is shown below.

**First Year Modules for Both BSc and BA Geography**
Compulsory
NT1005
Human Geography

Compulsory
NT1010
Introduction to Physical Geography

Compulsory
NT1017
Introduction to Academic Principles, Study and Methods

Compulsory
NT1003
Ecology

Compulsory
NT1006
Field Investigations

Plus
Elective
• (NT1028 issues in Sustainability is recommended)
2.2.3 Year Two (Level Five) - Single Honours BA and BSc Structure

Your second and third years of the full time degree course are called Stage Two. You will study a total of 12 modules in Stage Two, of which at least 5 must be at Year 3, including your Dissertation (which is worth the equivalent of 2 modules). Stage two is important mainly because it is the part of your course that allows you to specialise in those aspects of the subject that really interest you, and also because 11 of your Stage Two modules (your lowest module mark is automatically discounted) count towards the quality of degree that you will obtain when you graduate.

The structure of your Stage two programme is explained below, showing the compulsory and optional modules available at both Year two and Year 3.

In the second year all students must take the module NT2031 Research Theory and Practice (see the table on the following page). You also must take two other compulsory modules specific to the BA or BSc programme route. Then you have to choose two optional modules to bring your total to five. Your sixth module is an elective, again selected from courses listed in the table or from the University’s Electives Catalogue.

Depending on the exact degree you are following there are some restrictions that we have placed on your choice of optional modules in Stage two. These are based on whether you have the prerequisite modules to be able to take a module (see table).
Year Two Compulsory and Optional Modules for BA, BSc

Year 2 Compulsory for BA and BSc

- NT2031 Research Theory and Practice

Year 2 Compulsory BA Modules

- NT2034 Society and Space
- NT2038 Cities

Year 2 Compulsory BSc Modules

- NT2010 Earth Surface Processes and Landforms
- NT2015 Soils and the Environment

Optional modules for both BA and BSc (choose at least two of the following)

- NT2005 Conservation Biogeography
- NT2010 Earth Surface Processes & Landforms
- NT2013 Environmental Change
- NT2015 Soils and the Environment
- NT2020 Geographical Information Systems
- NT2033 Student Initiated Module
- NT2034 Society and Space
- NT2038 Cities
- NT2040 Workplace Module
- NT2046 Geology

Plus, choose one elective from the above list or the university electives catalogue

Requirements for each year two module

<table>
<thead>
<tr>
<th>Module</th>
<th>Required module (or equivalent)</th>
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</thead>
<tbody>
<tr>
<td>NT2031 Research Theory and Practice</td>
<td>at least two NT modules at year one</td>
</tr>
<tr>
<td>NT2005 Conservation Biogeography</td>
<td>NT1003 Ecology</td>
</tr>
<tr>
<td>NT2010 Earth Surface Processes &amp; Landforms</td>
<td>NT1010 Intro to Physical Geography</td>
</tr>
<tr>
<td>NT2013 Environmental Change</td>
<td>NT1010 Intro to Physical Geography</td>
</tr>
<tr>
<td>NT2015 Soils and the Environment</td>
<td>NT1010 Intro to Physical Geography</td>
</tr>
<tr>
<td>NT2020 GIS</td>
<td>NT1010 Intro to Physical Geography</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>NT2034 Society &amp; Space</td>
<td>NT1005 Human Geography</td>
</tr>
<tr>
<td>NT2038 Cities</td>
<td>NT1005 Human Geography</td>
</tr>
<tr>
<td>NT2033 Student Initiated Module</td>
<td>at least two Year one NT modules</td>
</tr>
<tr>
<td>NT2040 Workplace Module</td>
<td>at least two Year one NT modules</td>
</tr>
<tr>
<td>NT2046 Geology</td>
<td>NT1010 Intro to Physical Geography</td>
</tr>
</tbody>
</table>

You will be making choices about year two modules in March or April of your first year. You will go to Progression meetings where you will be updated on any programme changes that the School has made and you will be given a timetable for the following year.

After that you will take your progression forms and discuss your programme with your Personal Tutor who will advise you on appropriate combinations of modules and on making the right choices to give you your desired Year 3 programme, which you need to be thinking about even at this early stage because all Year 3 modules have prerequisites at year two.
2.2.4 Year Three (Level Six) - BA and BSc Geography Course Structure

In Year 3 all students take the **compulsory** modules of NT3008 **Dissertation** (worth two modules) and NT3011 **Fieldwork** (one module). Thereafter you take one further compulsory module specific to your programme and make up the total to six modules with option modules as shown below.

**Year Three Compulsory and Optional Modules for BA and BSc**

- **Compulsory Year Three Modules for BA, BSc & Major Geography**
  - NT3008 Dissertation
  - NT3011 Fieldwork

- **Compulsory Year Three Modules for BA Geography**
  - NT3014 Historical and Cultural Geography

- **Compulsory Year Three Module for BSc Geography**
  - NT3022 River and Water Management

- **Options**
  - NT3010 Environmental Impact Assessment
  - NT3014 Historical and Cultural Geography
  - NT3018 Nature, Science and Society
  - NT3021 Applied Ecology
  - NT3022 River and Water Management
  - NT3023 Soil Degradation and Management
  - NT3033 Student Initiated Module
  - NT3050 Carbon Management
### Requirements for Each Year Three Module

<table>
<thead>
<tr>
<th>Module</th>
<th>Required module (or equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT3008 Dissertation</td>
<td>NT2031 Research Theory and Practice</td>
</tr>
<tr>
<td>NT3010 EIA</td>
<td>At least two Year two NT modules</td>
</tr>
<tr>
<td>NT3011 Fieldwork</td>
<td>NT2031 Research Theory and Practice</td>
</tr>
<tr>
<td>NT3014 Historical and Cultural Geography</td>
<td>NT2034 Society and Space or NT2038 Cities</td>
</tr>
<tr>
<td>NT3018 Nature, Science and Society</td>
<td>At least two Year two NT modules</td>
</tr>
<tr>
<td>NT3021 Applied Ecology</td>
<td>NT2005 Conservation Biogeography</td>
</tr>
<tr>
<td>NT3022 River and Water Management</td>
<td>NT2010 Earth Surface Processes and Landforms</td>
</tr>
<tr>
<td>NT3023 Soil Degradation and Management</td>
<td>NT2010 Earth Surface Processes and Landforms or NT2046 Geology</td>
</tr>
<tr>
<td>NT3033 Student Initiated Module</td>
<td>At least two Year two NT modules</td>
</tr>
<tr>
<td>NT3050 Carbon Management</td>
<td>At least two Year two NT modules</td>
</tr>
</tbody>
</table>

#### 2.3 Course Requirement
Students must take up compulsory modules and choose their optional modules to make up the six modules required for each year of their study.

#### 2.4 Progression Information
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. We will hold a progression talk to advise you of your options. It is possible to switch programmes at this stage. If you are thinking about changing programmes please initially discuss your plans with your personal tutor.
2.5 Studying Geography

2.5.1 Weekly timetable

Your electronic timetable is available on UCLan system via “myUCLan”
https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx

2.5.2 Expected Hours of Study
20 credits is a standard module size and equals 200 notional learning hours.
The normal amount of work involved in achieving a successful outcome to your studies is to
study for 12 hours per week for each full module you are studying per semester– this
includes attendance at UCLan and time spent in private study.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of
illness or exceptional requests for leave of absence should be made via email to
fosterhub@uclan.ac.uk

If you have not gained the required authorisation for leave of absence, or you do not
respond to communications from the University, or if you are absent regularly, you may be
deemed to have withdrawn from the course. If this is the case, then the date of withdrawal
will be recorded as the last day of attendance.

Your attendance is monitored though a system known as SAM and you can check the
records of attendance we have record through myUCLan.

Each time you are asked to enter your details on SAM you must remember that the
University has a responsibility to keep information up to date and that you must only enter
your own details on the system.

3. Approaches to Teaching and Learning

3.1 Learning and Teaching Methods
We place an emphasis on a diversity of methods of learning and teaching (as we do
assessment). In particular in geography and related subjects we place an emphasis on field
work alongside lectures, presentations, seminars and tutorials.
3.2 Fieldwork
The School is strongly committed to the use of fieldwork in its teaching, and you will find a fieldwork component in a number of your modules. For example, NT3011 is based entirely around a residential field visit. Other optional modules may also contain a fieldwork component.

The provision of such a major programme of fieldwork is obviously very costly for the School. In line with Geography Departments throughout the country, we might ask students to make a financial contribution to fieldwork. The School makes every effort to secure comfortable but inexpensive accommodation that represents good value for money. We are also anxious to spread our fieldwork programme so as to avoid ‘bunching’ and the possibility that students might be asked for several contributions in a short space of time.

The School acknowledges that the fieldwork element including the financial contributions may sometimes present problems for individual students. They may arise because of ill health or some short or long-term special needs, child care or other unavoidable domestic commitments, or financial hardship. We recognise that students experiencing such problems have the right to voice their needs and to have these treated with respect and sympathy. If you are encountering difficulty, please do not hesitate to contact your Personal Tutor, Course Leader, Head of School or other members of the teaching staff. Whilst it is the normal expectation that all students will attend fieldwork, it may be possible to arrange for some substitute work of a similar type in order to avoid loss of credits.

Health and Safety on fieldwork are prime considerations, and the School is committed to maintaining very high standards in the conduct of all its fieldwork activities.

3.3 Study Skills
We teach study skills through the module NT1017 and through tutorials. Research skills are delivered through NT2031 in the second year. Don’t forget our Recourses Room in Kirkham Building is available for specialist literature, maps, books and equipment.

3.4 Learning Resources

3.4.1 Learning Information Services
Extensive resources are available to support your studies provided by LIS – (Learning and Information Services) who are library and IT staff. Take advantage of the free training sessions they offer designed to enable you to gain all the skills you need for your research and study.

There are extensive amount of online resources for geographers and, in particular, you should go out of your way to familiarise yourself and use the range of journals relevant to geography. Your personal and module tutors will give you information about resources relevant to different aspects of geography.
3.4.2 Electronic Resources
Most of your modules will be supported electronically via Blackboard – the online learning platform the University uses (similar to Moodle). You will also have access to an extensive collection of ebooks, an immense range of online geography journals (and related areas) and, online encyclopaedias. In fact, the list of electronic resources is wide-ranging and covers other geography resources.

3.5 Personal Development and Career Planning
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

To book a face-to-face appointment, please call 01772 895858 or email careers@uclan.ac.uk. The Careers Service also offer telephone appointments.

4. Student Support

4.1 Academic Advisors
Your Academic Advisor will be there throughout your time on the Geography course. The will support you in learning at university level, particularly in getting the most success out of studying through, for example, reading, planning and time management. They will facilitate structured opportunities to meet other geographers, particularly through fieldtrip. Academic Advisors can also assist if you have any problems. Lastly, Academic Advisors, will be able to help you with career and further study options, including finance and awards.

4.2 Students with Disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.
4.3 Student One-Stop Shop
The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following: – as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check [http://www.uclansu.co.uk/](http://www.uclansu.co.uk/) for full details on what we may be running in your partner institution.

5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy
Our assessment is predominantly summative (that is, we assess you to see if you have met the learning objectives of the modules you have taken). These assessments are predominantly coursework based, normally in the form of essays, presentations, posters, lab and fieldwork and a variety of other assessments. We also assess through close-book examinations, open-book examinations and seen examinations.

5.2 Notification of Assignments and Examination Arrangements
All assignments will be notified in the module information given at the beginning of each module. We also post these details on the Kirkham Building information boards and on individual eLearn sites.

5.3 Referencing
All geographers are expected to follow Harvard referencing guidelines. You will be taught how these work win NT1017 and in tutorial meetings.

5.4 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to

**Authorisation of the late submission** of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances.
5.5 Cheating, Plagiarism, Collusion or Re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Academic Regulations: Appendix nine. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- The penalty will be 0% for the element of assessment, and an overall fail for the module.
- The plagiarised element of assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark (i.e. 40% for levels 4, 5 and 6 work).
- When it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- The appropriate penalty will be a mark of 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.
6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. In simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years two and three of a full time course) weighted 30:70.
   Or
2. Your Average Percentage Mark in year 3 only (i.e. your level 6 modules)

If the APM is near a borderline, ‘at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band and
2. The APM is no lower than 2 percentage points below that required for the higher classification.’
3. The three modules in the upper band must also include the dissertation.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Student-Staff Liaison Committee Meetings (SSLC)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester and are chaired by the Student Union representative.
### BA (Hons) Geography Programme Specification

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>University of Central Lancashire</td>
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<td>3. University Department/Centre</td>
<td>School of Forensic and Applied Sciences</td>
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<td>8. Relevant Subject Benchmarking Group(s)</td>
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<td>9. Other external influences</td>
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<tr>
<td>10. Date of production/revision of this form</td>
<td>PCR Jan 2015 (amended March 2015)</td>
</tr>
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<td>11. Aims of the Programme</td>
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</table>

This programme offers the student an opportunity to develop a broad and multidisciplinary knowledge of geography, plus specialisation within the social sciences in **human geography**. Geographical understanding is developed through fieldwork and other forms of experiential learning. It promotes a critical approach to the understanding of human geography and develops the skills of acquisition, synthesis and interpretation of geographic knowledge. It will enable learners to communicate findings in an appropriate way, to develop technical skills and to develop professional competencies within geography, enabling them to pursue the following career paths:

- as geographers in education and in professions using geographical information;
- in non-specific employment utilising skills of acquisition, research, analysis and communication of geographical and other information, explanation and ideas;
plus life-long learning and recognition of the value of education to the individual and society.

The programme has been designed to meet the requirements of the Geography Benchmark Document in relation to Graduate Key Skills, and develops the following:

- communication of geographical ideas, principles and theories by written, oral and visual means;
- presentation of material to support a reasoned argument;
- use of C&IT to select, analyse, present and communicate geographical information;
- interpretation and use numerical and statistical information;
- application of basic numerical skills to geographical information;
- the undertaking of independent / self-directed study / learning (including time management) within a supportive framework;
- performing assigned tasks within a group setting and take part in group discussions.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Demonstrate knowledge of themes and issues in human geography;

A2. Explain and compare the interaction of environments, economies and societies;

A3. Distinguish and evaluate the epistemological and methodological characteristics of human geography, and;

A4. identify and critically examine geographical issues and themes related to scale, spaces and places, social systems, spatial variation, landscapes, difference and change in human geography.

Teaching and Learning Methods

Acquisition of core knowledge mainly through lectures supplemented by seminars, directed reading and independent study, but augmented by a wide variety of field experiences and where appropriate, laboratory work.

Assessment methods

Assessment will be through coursework (essays, practical field and laboratory reports, oral presentations, the dissertation) and examinations

B. Subject-specific skills

Students will be able to:
<table>
<thead>
<tr>
<th>B1</th>
<th>conceptualize geographical ideas and analysis through literature, research, laboratory work and fieldwork;</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>apply and assess ideas, approaches and techniques in research design, methodology, analysis, interpretation and presentation across a range of human geography literature, research and practice;</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

The principal basis of learning and teaching is as follows: lectures and seminars, other in-class discussion, presentations and analysis. Field study (and laboratory work), directed reading and assigned projects.

**C. Thinking Skills**

Students will be able to:

- **C1.** apply geographical and environmental theories, concepts and principles;
- **C2.** analyse, synthesise and summarise information critically and apply logical thought to analyse the nature of a range of problems,
- **C3.** collect and integrate evidence to develop coherent arguments and express them clearly and concisely.

**Teaching and Learning Methods**

Lectures and seminars, field visits, talks by external professionals, field study and laboratory work form the major methods of teaching and learning for C1-C3, plus in-class discussion and individual meetings with dissertation tutors.

**Assessment methods**

Assessment will be through coursework (essays, laboratory or computer-based reports, individual and group projects, field reports, in-class tests, student initiated reports, oral presentations) and examinations.

**D. Other skills relevant to employability and personal development**

Students will be able to:

- **D1.** demonstrate self-awareness, recognize personal strengths and weaknesses, and those of others;
- **D2.** demonstrate competence in numeracy and use of C and IT skills;
- **D3.** communicate effectively to different kinds of audience.
Teaching and Learning Methods

Development of transferable skills will take place in all levels of the programme and through the wide range of activities on the degree. All learners will use information technology throughout the course and will be involved in communicating findings of individual and group work. The development of a critical approach to interpretation and learning is progressive and culminates in the production of a dissertation.

Assessment methods

Assessment is primarily through coursework exercises, group assignments, posters, oral presentations on project work and on dissertations, and in the assessment of the dissertation.

13. Programme Structures*

<table>
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<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<td>Historical and Cultural Geography</td>
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<td>Environmental Impact Assessment</td>
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<td>NT3018</td>
<td>Nature, Science and Society</td>
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<td>NT3021</td>
<td>Applied Ecology</td>
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<td>NT3022</td>
<td>River and Water Management</td>
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<td>Soil Degradation and Management</td>
<td>20</td>
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<td>Student Initiated Module</td>
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<td>Conservation Biogeography</td>
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<tr>
<td></td>
<td>NT2010</td>
<td>Earth Surface Processes and Landforms</td>
<td>20</td>
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</table>

14. Awards and Credits*

Bachelor Honours Degree
Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6

Bachelor Degree
Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6

Diploma of Higher Education
Requires 240 credits including a minimum of 100 at Level 5 or above
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<tr>
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<tr>
<td>NT2015</td>
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<td>NT2033</td>
<td>Workplace Module</td>
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</tr>
<tr>
<td>NT2040</td>
<td>Overseas Fieldtrip♦</td>
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<td>NT2043</td>
<td>Changing China♦</td>
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<td>NT2044</td>
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</tr>
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<td>NT2046</td>
<td>Electives. Only available to students without NT3011 on their profile.</td>
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<table>
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<td>Certificate of Higher Education</td>
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<td>Requires 120 credits at Level 4 or above.</td>
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<td></td>
<td>Elective module</td>
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</table>

15. Personal Development Planning

There are three main elements to PDP in Geography.

1) The structured learning environment: the lecture; seminar; workshop: fieldwork and other practical engagement.

2) Feedback: supported through one to one direct contact during fieldwork; assessment and reflection and discussion in class on formally submitted work; meetings with personal tutor.

3) Reflection: supported through assessed reflective diaries fieldwork; module evaluation questionnaires; and by personal tutor meetings.
16. Admissions criteria

| Normally 240 points at A2 or equivalent |

17. Key sources of information about the programme

- Further information for applicants is available in the University Prospectus via the University’s Course Enquiries (01772 892400) or [www.uclan.ac.uk](http://www.uclan.ac.uk)
- Programme factsheets and indicative content/syllabus, teaching learning and assessment methods of each module can be found via the Course Leader in the School (01772 893528)
- On the School’s web pages [http://www.uclan.ac.uk/courses/ba_hons_geography.php](http://www.uclan.ac.uk/courses/ba_hons_geography.php)
- More detailed information can be found in the individual Module Booklets
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<th>Module Title</th>
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<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
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</tr>
</tbody>
</table>
**BSc (Hons) Geography Programme Specification**

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>School of Forensic and Applied Sciences</td>
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<td>4. External Accreditation</td>
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<td>5. Title of Final Award</td>
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<tr>
<td>6. Modes of Attendance offered</td>
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<tr>
<td>8. Relevant Subject</td>
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<td>Benchmarking Group(s)</td>
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</tr>
<tr>
<td>9. Other external influences</td>
<td>Royal Geographical Society with the Institute of British Geographers</td>
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<tr>
<td>10. Date of production/revision of this form</td>
<td>PCR Jan 2015 (amended March 2015)</td>
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</table>

**11. Aims of the Programme**

This programme offers the student an opportunity to develop a broad and multidisciplinary knowledge of geography, with specialisation within the natural sciences in **physical geography**. Geographical understanding is developed through fieldwork and other forms of experiential learning. It promotes an analytical approach to the understanding of physical geography and develops the skills of acquisition, synthesis and interpretation of geographic knowledge. It will enable learners to communicate findings in an appropriate way, to develop technical skills and to develop professional competencies within geography, enabling them to pursue the following career paths:

- as geographers in education and in professions using geographical information;
- in non-specific employment utilising skills of acquisition, research, analysis and communication of geographical and other information, explanation and ideas;
- plus life-long learning and recognition of the value of education to the individual and society.

The programme has been designed to meet the requirements of the Geography Benchmark Document in relation to Graduate Key Skills, and develops the following:

- communication of geographical ideas, principles and theories by written, oral and visual means;
- presentation of material to support a reasoned argument;
- use of C&IT to select, analyse, present and communicate geographical information;
- interpretation and use numerical and statistical information;
- application of basic numerical skills to geographical information;
- the undertaking of independent / self-directed study / learning (including time management) within a supportive framework;
- performing assigned tasks within a group setting and take part in group discussions.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

A1. Demonstrate knowledge of environmental processes and systems and they effect, and are affected by, human activity;
A2. Demonstrate analysis of the interaction of environments, economies and societies;
A3. Distinguish and evaluate the epistemological and methodological characteristics of geography, and;
A4. Identify and critically examine geographical issues and themes related to scale, spaces and places, social systems, spatial variation, landscapes, difference and change in physical geography.

**Teaching and Learning Methods**

Acquisition of core knowledge mainly through lectures supplemented by seminars, directed reading and independent study, but augmented by a wide variety of field experiences and where appropriate, laboratory work.

**Assessment methods**

Assessment will be through coursework (essays, practical field and laboratory reports, oral presentations, the dissertation) and examinations

#### B. Subject-specific skills

Students will be able to:
- B1 Conceptualize the nature of human-environment interactions through literature, research, laboratory work and fieldwork;
- B2 Apply and assess ideas, approaches and techniques in research design, methodology, analysis, interpretation and presentation across a range of physical geography literature, research and practice;

**Teaching and Learning Methods**

The main basis of learning and teaching is as follows: lectures and seminars, other in-class discussion, presentations and analysis. Field study (and laboratory work), directed reading and assigned projects.

**Assessment methods**

Assessment will be through coursework (essays, project reports, field reports, short reports, computer practicals, in-class tests) and examinations

#### C. Thinking Skills

Students will be able to:
- C1. apply geographical and environmental theories, concepts and principles;
- C2. analyse, synthesise and summarise information critically and apply logical thought to analyse the nature of a range of problems,
- C3. collect and integrate evidence to develop coherent arguments and express them clearly and concisely.

**Teaching and Learning Methods**

Lectures and seminars, field visits, talks by external professionals, field study and laboratory work form the major methods of teaching and learning for e-i, plus in-class discussion and individual meetings with dissertation tutors.

**Assessment methods**

Assessment will be through coursework (essays, laboratory or computer-based reports, individual and group projects, field reports, in-class tests, student initiated reports, oral presentations) and examinations.
D. Other skills relevant to employability and personal development

Students will be able to:
D1. demonstrate self-awareness, recognize personal strengths and weaknesses, and those of others;
D2. demonstrate competence in numeracy and use of IT skills;
D3. communicate effectively to different kinds of audience

Teaching and Learning Methods

Development of transferable skills will take place in all levels of the programme and through the wide range of activities on the degree. All learners will use information technology throughout the course and will be involved in communicating findings of individual and group work. The development of a critical approach to interpretation and learning is progressive and culminates in the production of a dissertation.

Assessment methods

Assessment is primarily through coursework exercises, group assignments, posters, oral presentations on project work and on dissertations, and in the assessment of the dissertation.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>NT3008</td>
<td>Dissertation</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>NT3011</td>
<td>Fieldwork</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NT3022</td>
<td>River and Water Management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NT3023</td>
<td>Soil Degradation and Management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NT3010</td>
<td>Environmental Impact Assessment</td>
<td>20</td>
</tr>
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<td>NT3014</td>
<td>Historical and Cultural Geography</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NT3018</td>
<td>Nature, Science and Society</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NT3021</td>
<td>Applied Ecology</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NT3050</td>
<td>Carbon Management</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level 6</th>
<th>Bachelor Honours Degree</th>
<th>Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor Degree</td>
<td>Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6</td>
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</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Diploma of Higher Education</th>
<th>Requires 240 credits including a minimum of 100 at Level 5 or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT2031</td>
<td>Research Theory and Practice</td>
<td>20</td>
</tr>
<tr>
<td>NT2010</td>
<td>Earth Surface Processes and Landforms</td>
<td>20</td>
</tr>
<tr>
<td>NT2015</td>
<td>Soils and the Environment</td>
<td>20</td>
</tr>
<tr>
<td>NT2005</td>
<td>Conservation Biogeography</td>
<td>20</td>
</tr>
<tr>
<td>NT2013</td>
<td>Environmental Change</td>
<td>20</td>
</tr>
<tr>
<td>NT2020</td>
<td>Geographical Information Systems</td>
<td>20</td>
</tr>
<tr>
<td>NT2033</td>
<td>Student Initiated Module</td>
<td>20</td>
</tr>
<tr>
<td>NT2034</td>
<td>Society and Space</td>
<td>20</td>
</tr>
<tr>
<td>NT2038</td>
<td>Cities</td>
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<tr>
<td>NT2040</td>
<td>Workplace Module</td>
<td>20</td>
</tr>
<tr>
<td>NT2043</td>
<td>Overseas Fieldwork*</td>
<td>20</td>
</tr>
<tr>
<td>NT2044</td>
<td>Changing China*</td>
<td>20</td>
</tr>
<tr>
<td>NT2046</td>
<td>Geology</td>
<td>20</td>
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* only available to students without NT3011 on their profile

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Certificate of Higher Education</th>
<th>Requires 120 credits at Level 4 or above</th>
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<tr>
<td>NT1003</td>
<td>Ecology</td>
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<tr>
<td>NT1005</td>
<td>Human Geography</td>
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<tr>
<td>NT1006</td>
<td>Field Investigations</td>
<td>20</td>
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<tr>
<td>NT1010</td>
<td>Introduction to Physical Geography</td>
<td>20</td>
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<tr>
<td>NT1017</td>
<td>Introduction to Academic Principles, Study and Methods, Issues in Sustainability</td>
<td>20</td>
</tr>
<tr>
<td>NT1028</td>
<td>Elective module</td>
<td>20</td>
</tr>
</tbody>
</table>
### 15. Personal Development Planning

There are three main elements to PDP in Geography.
1) The structured learning environment: the lecture; seminar; workshop; fieldwork and other practical engagement.
2) Feedback: supported through one to one direct contact during fieldwork; assessment and reflection and discussion in class on formally submitted work; meetings with personal tutor.
3) Reflection: supported through assessed reflective diaries fieldwork; module evaluation questionnaires; and by personal tutor meetings.

### 16. Admissions criteria

Normally 240 points at A2

### 17. Key sources of information about the programme

- Further information for applicants is available in the University Prospectus via the University’s Course Enquiries (01772 892400) or [http://www.uclan.ac.uk/courses/bsc_hons_geography.php](http://www.uclan.ac.uk/courses/bsc_hons_geography.php)
- Programme Factsheets and indicative content/syllabus, teaching learning and assessment methods of each module can be obtained from the course leader (01772 893528)
- More detailed information can be found in Module information and Student Handbook.
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
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<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
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<tr>
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<td>Knowledge and understanding</td>
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<td>A2</td>
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<td>NT3010</td>
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<td></td>
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<td>NT2043</td>
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<td>NT1028</td>
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<td>NT1017</td>
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<td>NT1010</td>
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<td>Comp</td>
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<td>✓</td>
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</tbody>
</table>

**Level 4**
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Main Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>Grenfell-Baines School of Architecture, Construction and Environment</td>
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<td>4. External Accreditation</td>
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<td>5. Title of Final Award</td>
<td>BSc (Hons) Geography and Environmental Management (Foundation Year Entry) Non-award bearing programme: first stage of four-year degree course</td>
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<td>7. UCAS Code</td>
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<td>8. Relevant Subject Benchmarking Group(s)</td>
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<td>9. Other external influences</td>
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<td>10. Date of production/revision of this form</td>
<td>April 2014</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td></td>
</tr>
<tr>
<td>• To provide the opportunity to enter Higher Education to learners who are motivated to do so, but have not so far achieved a level of qualification sufficient for confident progression to level 4 study.</td>
<td></td>
</tr>
<tr>
<td>• To provide the opportunity to enter Higher Education to groups traditionally under-represented in UK higher education.</td>
<td></td>
</tr>
<tr>
<td>• To provide the opportunity to enter Higher Education for those adults who have not had the opportunity to progress through formal education.</td>
<td></td>
</tr>
<tr>
<td>• To introduce learners to a range of generic study skills related to learning formally and independently in higher education</td>
<td></td>
</tr>
<tr>
<td>• To enable students to develop general knowledge, skills and experience to support their contribution to society, employability and life-long learning</td>
<td></td>
</tr>
</tbody>
</table>
To provide a structured and supported process for students to reflect upon their own learning, performance and achievement to plan for their personal educational and career development.

To introduce learners to subject and career pathways, and subject-specific skills, in order to enable them to make informed decisions about their programme of study at level 4 and beyond.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the first year of study, students will be able to demonstrate knowledge and understanding of the following.

A1. The nature of Higher Education and its opportunities and challenges for the student

A2. The attributes and knowledge required to embark on degree study and beyond.

A3. Strategies for effective learning

A4. Their personal strengths and weaknesses as learners

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures and seminars</td>
</tr>
<tr>
<td>Directed study of textbooks and online resources</td>
</tr>
<tr>
<td>Tutorial groups</td>
</tr>
<tr>
<td>Self-directed study</td>
</tr>
<tr>
<td>Class discussion</td>
</tr>
<tr>
<td>Workshops</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project/portfolio work</td>
</tr>
<tr>
<td>Essay planning and essay writing</td>
</tr>
<tr>
<td>Presentations</td>
</tr>
<tr>
<td>On-line tests</td>
</tr>
<tr>
<td>Group-work</td>
</tr>
</tbody>
</table>

B. Subject-specific skills

At the end of the first year of study the students will be able to do the following.

B1. Demonstrate a basic understanding and knowledge of the nature and scope of one or more subjects in the area of Geography, Environmental Management (and relevant cognate areas of the Humanities and Social Sciences).

B2. Demonstrate an ability to engage with the challenges of one or more subjects, sufficient to progress to study at level 4 of an honours degree.

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures and seminars</td>
</tr>
<tr>
<td>Workshops</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
</tr>
<tr>
<td>Projects</td>
</tr>
</tbody>
</table>

C. Thinking Skills

At the end of the first year of the programme the students will be able to do the following.

C1. Demonstrate an understanding of, and critical engagement with, a variety of primary and secondary sources.

C2. Evaluate the appropriateness of different approaches to solving problems related to their work as students.

C3. Communicate the results of their study/work accurately and reliably in writing, with structured and coherent arguments

C4. Demonstrate basic skills of independent learning and research, including the ability to identify, marshal and evaluate relevant primary and secondary source materials

C5. Demonstrate reflective decision making in planning for the next stage of their degree course.
### Teaching and Learning Methods

- Seminars and tutorials
- Direct and hands-on approach to source material, including e-sources
- In class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

### Assessment methods

- Presentations
- Reflective journal
- PDP portfolio & tasks
- Essay and essay plan
- Personal statement
- Research project
- On-line testing

### D. Other skills relevant to employability and personal development

At the end of the first year of study the students will be able to do the following.

D1. Work independently, or with limited guidance, where appropriate

D2. Make personal, educational and career action plans to support future development

D3. Demonstrate basic transferable skills necessary for employability and personal development

### Teaching and Learning Methods

- Seminars and tutorials
- In-class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

### Assessment methods

- Presentations
- Reflective journal
- PDP portfolio & tasks
- Essay and essay plan
- Personal statement
- Research project
### Programme Structures*

<table>
<thead>
<tr>
<th>Level Code</th>
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<th>Module Title</th>
<th>Credit rating</th>
<th>Level</th>
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<td>3 (F)</td>
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<td>NTC001</td>
<td>INTRODUCTION TO GEOGRAPHY AND ENVIRONMENTAL MANAGEMENT</td>
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#### ONE OF THE FOLLOWING MODULES MUST BE TAKEN

- NTC003: GEOGRAPHY EXTENDED STUDY 20
- NTC004: ENVIRONMENTAL MANAGEMENT EXTENDED STUDY 20

#### OPTIONAL MODULES

- HUC113: APPLIED NUMERACY FOR HIGHER EDUCATION 10
- PIC101: INTRODUCTION TO PHILOSOPHY 10
- SOC101: INTRODUCTION TO SOCIOLOGY 10
- FCZ004: KEY THEMES IN ARCHAEOLOGY 20

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### Awards and Credits*

**BSc Geography and Environmental Management (Foundation Entry)**

Requires completion of 120 credits at Level 3.

Successful completion of the year permits progression on to Year 1 of one or more of the following honours degree programmes:

- BA (Hons) Geography
- BSc (Hons) Geography
- BSc (Hons) Environmental Management

Students who exit after the Foundation year will receive a transcript of their modules and grades.

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# students will take either NTC003 or NTC004 as a compulsory module depending on chosen specialism
15. Personal Development Planning

Personal Development Planning is supported through the core module HUC112, Informed Decision Making. The aim of this module is to provide a structured and supported process for students to reflect upon their own learning and achievement to plan for their own personal education and career development. However the students will be encouraged to:

- develop skills of reflection on their academic, personal and professional development
- increase self awareness of their own skills, qualities, attitudes and capabilities
- improve their own learning and performance
- identify strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring and reviewing their own progress
- compile their own records of learning experiences and achievement
- plan realistically for their career progression and manage their own career development and lifelong learning

and will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

Students are divided into Personal Tutor groups and will meet on a weekly basis. This enables a structured tutorial programme to be coupled with ample opportunities for pastoral support as students make the transition to higher education.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

160 UCAS points or equivalent. Students must be able to demonstrate competence in English Language and Mathematics to GCSE grade C level or its equivalent. The English entry requirement for International or non UK students is an IELTs score of 6.0. Applicants who do not have this qualification will need to pass a UCLAN test in the UK and have a spoken interview before an offer is made.

Motivation, commitment and enthusiasm are also expected for entry on to the programme.

17. Key sources of information about the programme

- UCLan website: http://www.uclan.ac.uk/study_here/undergraduate_study.php
- The Course Handbook
- The UCAS website: http://www.ucas.ac.uk/
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<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
**UCLan Mission statement**
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

**UCLan Values**
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

**Student Charter**
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

**Supporting Diversity at UCLan**
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.
1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources

2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here: [http://www.uclan.ac.uk/students/study/library/opening_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

2.2 Electronic Resources
LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building
near the main entrance) or access our careers and employability resources via the Student Portal

It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

http://www.uclan.ac.uk/students/study/library/the_i.php

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

5. Students’ Union
You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course
6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is
not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan.