Programme Specification

Geography with Geology (2017-18)

This 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 s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	3
Accreditation details	None
Final award	Bachelor of Science with Honours (BSc (Hons))
Name of award	Geography with Geology
Interim Exit awards	Certificate of Higher Education (CertHE)
	Diploma of Higher Education (DipHE)
FHEQ level of final award	Level 6
UCAS code	FF68
Programme code	4517
QAA Subject Benchmark or other external reference	Geography 2007
Programme Lead	Joanna Nield (jn1x07)

Programme Overview

Brief outline of the programme

We offer joint honours programmes in Physical Geography with Oceanography and Physical Geography with Geology. In each case, Geography forms around 60 percent of the programme, with the remainder comprised of the second subject. Perhaps the principal attraction of joint honours programmes is that they allow you to study across conventional disciplinary boundaries, gaining an in-depth understanding of two related subjects.

This three part BSc degree programme in Geography with Geology provides opportunities for you to develop and demonstrate a range of attributes that are collectively known as the “learning outcomes” of the programme. In this section we list these learning outcomes so that you can match them against your expectations and gain a sense of how your degree programme can add value to you as an individual. The outcomes are structured into a series of sub-sections that reflect different categories of your learning (i.e. knowledge and understanding of the discipline, subject-specific intellectual skills, generic skills, and practical skills). In each case, the learning and teaching methods and assessment methods used to deliver these outcomes are also highlighted. Finally, it should

be noted that the programme provides opportunities for choice (see below), so that the information listed here represents the integrated outcomes of the programme, which are independent of the actual module choices you might make.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

Teaching Methods

We employ a wide range of teaching methods, including lectures, seminars and supervisions, practical and fieldwork.

Lectures are used as an effective method of passing on knowledge and enthusiasm for the subject and, through directed reading lists, act as a springboard for individual study. Class sizes range from around 200 for the largest part 1 modules to about 40 for some specialist part 3 options. In classes of all sizes, there are opportunities for interaction, debate and discussion.

Seminars and supervisions - two forms of small group teaching - provide a forum in which you can discuss and explore key geographical issues and debates. They run alongside lectures and are an important context for the development of confidence, written and verbal communication.

As befits ongoing developments in geography, the acquisition of statistical, laboratory and computational skills is an important component of our undergraduate programmes. Computer practicals enable you to develop skills in data analysis, quantitative modelling and Geographic Information Systems. Laboratory work introduces you to practical analytical skills.

Fieldwork then enables you to explore ideas covered in the classroom in a real-world context. There are opportunities in each part of the degree programmes. In part 1, students are required to attend a non-residential fieldcourse within the UK, examining geographical issues and gaining experience in a range of analytical techniques. Students are required to attend a residential fieldcourses, held overseas, in part 2of their degree programmes. These fieldcourses focus on providing training in research methods. Recent destinations for these fieldcourses include Tenerife and Southern Spain. In the part 3, students may select option modules of advanced fieldwork, again based in overseas locations such as Arolla in the Swiss Alps, or in Cambodia studying nexus issues related to water resources and sustainability. Optional half or one-day fieldtrips also feature in a number of our modules in part 2 and 3.

Learning Resources

There are seven libraries across the University and you will automatically be a member of all of them. The Hartley Library, located on the Highfield Campus, has recently had a £10 million refurbishment, significantly enhancing it as a quality space for learning and personal study. With more than 1.6 million volumes, including an extensive stock of geographical materials and academic journals (in both print and on-line formats), the support for geographical study is excellent.

Our laboratories are well equipped for research in environmental processes and modelling, Quaternary Palaeoecology, Geographical Information Systems (GIS) and remote sensing. Student work in human geography is supported by access to recording and transcribing technologies, plus use of quantitative and qualitative analysis software. There is also access to the latest information technology and online learning resources via 1,500 PCs around the University sites, campuses and halls of residence. Most programme materials are now available online.

Assessment

Geography modules are assessed in variety of ways, with the typical balance being 35% coursework and 65% examination. There is variation, however, with some fieldwork based modules assessed 100% on the basis of coursework for instance. The different types of work you may complete during your time at Southampton include:

- essays and reports
- oral presentations
- practical exercises

- fieldwork reports
- websites and research posters
- unseen and seen written examinations

All students receive feedback on assessed work, thus facilitating your development and learning. Individuals who have specific learning differences, such as dyslexia, are able to access additional support in completing their work.

As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our Disclaimer to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality handbook.

Special Features of the programme

The programme provides a number of opportunities for local and residential field trips. In part 1, fieldwork is carried out in the New Forest and in Southampton which introduces both physical and human geography fieldwork methods. In part 2 two fieldtrips take place; a one-day field excursion in the local area to a site of geological interest and an overseas residential field trip. Both fieldtrips are designed to enable to the development of specific field techniques for preparation for the final year research project. The fieldtrips are typically organised by the University.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our Disclaimer to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality handbook.

Educational Aims of the Programme

Geography and Environment has a vision of excellence and innovation in learning and teaching and we are committed to providing you with opportunities to enjoy an exciting, challenging and stimulating learning experience. Our teaching is embedded within a framework of a vibrant and active research environment, with curriculum content drawn from our five research themes, Earth Surface Dynamics; Economy Governance and Culture; Global Environmental Change and Earth Observation; Palaeoenvironmental Laboratory at the University of Southampton; and Population, Health and Wellbeing. The BSc programme is designed to provide you with a coherent programme of study that enables you to develop as an independent and reflective geographer, with emphasis given to fostering the development of an enquiring and creative approach.

The aims of the programme are:

- To enhance your enthusiasm for physical geography and its application to contemporary issues;
- To provide you with a thorough understanding of the functioning and management of the physical environment, based on firm scientific foundations;
- To give you the opportunity to develop specialist knowledge and understanding in your chosen areas of physical geography, while ensuring that you maintain a broader view of the role of both geological and physical and human geographical processes in shaping the environment;
- To give you an appreciation of the importance of physical geography in different contexts;

· To sustain an exciting and enjoyable learning environment that stimulates your intellectual curiosity and enhances your achievement;
· To develop your critical and analytical problem-solving powers, especially in relation to the areas of physical geography covered by the programme;
· To provide you with opportunities to broaden your knowledge through the study of a limited number of non-geography options;
· To provide you with opportunities to develop a range of generic skills including: the ability to think critically and reflectively; the ability to communicate articulately; the skills of literacy and numeracy, research skills; and locating and marshalling diverse sources of information;
· To enhance your employability in a variety of careers in geography and other areas;
· To provide you with the knowledge and skills for further study at a higher level;
· To develop practical field skills.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

A1. The nature of change in physical environments;

A2. The relationships between physical and human processes in shaping physical environments and landscapes;

A3. Past, present and future variability in atmospheric, fluvial, lacustrine, marine, glacial and terrestrial environments, with in-depth competence and detailed knowledge of specific local contexts;

A4. The application of geographical and geological knowledge (including the use of remote sensing and geographic information science) to contribute to the sustainable management of fluvial, lacustrine, marine, glacial and terrestrial environments;

A5. The terminology, nomenclature and classification system used in geography and geology;

A6. The influence of spatial and temporal scale upon physical processes;

A7. The distinctiveness of particular places and regions within the global mosaic;

A8. The various approaches available for representing the physical world;

A9. The use of concepts of space and spatial variation in geographic analysis;

A10. The nature of the discipline as dynamic, plural and contested;

A11. A substantial range of analytical and observational strategies;

A12. The value and need for multi-disciplinary approaches in advancing knowledge.

Teaching and Learning Methods

To assist the development of your knowledge and understanding of geography and geology, a wide range of teaching methods are employed. These include lectures (associated with both core and specialised optional modules), seminars (these are often student-led and frequently involve making individual or group presentations on selected geographical topics), supervisions (these are tutor-led activities involving small groups and focusing on general aspects of the curriculum), fieldwork (including day-trips and residential fieldcourses), laboratory and practical classes and independent research. You will be encouraged from an early stage to supplement and consolidate your understanding and knowledge by independent reading and you will be provided with learning support material and informal assistance to guide your private study. We also provide feedback on examinations and assignments.

Assessment Methods

Assessment of your knowledge and understanding is undertaken throughout the programme using a combination of formative assessments (designed to provide you with constructive feedback to help develop your knowledge and understanding) and summative assessments (designed to measure your achievements). Formative assessment is delivered in part through informal assessment of work, for example staff members might provide informal feedback on a group project or presentation. Summative assessment contributes to your marks and usually involves a combination of unseen written examinations (at the end of each semester) and coursework (which includes supervision assignments, essays, project reports, the research project, laboratory and computing practicals, etc.) Assessment of your knowledge and understanding is undertaken primarily via these summative assessment methods; in addition you will receive feedback on all formally assessed work.

Subject Specific Intellectual and Research Skills

On successful completion of this programme a student will be able to:

B1. Analyse reflectively and critically literature in physical geography and geology;

B2. Assess the merits of contrasting geographical theories, explanations and policies;

B3. Abstract and synthesise information from a range of different geographical sources;

B4. Use geographical principles, theories and methods to design and undertake primary research of field phenomena;

B5. Understand the importance of the spatial characteristics of geographical data;

B6. Analyse, reflect on and critically interpret primary and secondary geographical data;

B7. Structure conceptual and empirical geographical and geological material into a reasoned argument.

Teaching and Learning Methods

Subject specific intellectual skills are embedded within the curriculum and many of the teaching methods used to develop these skills are common to those discussed above under ‘Knowledge and Understanding’. Greater emphasis is placed on direct interaction with staff members during supervisions (i.e. tutorials), seminars, fieldwork and project work. Independent reading and study, as well as on-line search assignments and computational exercises, are other particularly important means by which you will develop these skills

Assessment Methods

Much of the assessment of subject specific intellectual skills is similarly common with the methods used to assess your geographical knowledge and understanding. However, greater emphasis is placed on formative assessment methods in parts 1 and 2 (especially during supervisions, practical classes, and fieldcourses) and through informal feedback during Research Project supervisions in part 3. Nonetheless, summative assessment remains a very important component of the way in which these skills are assessed.

Transferable and Generic Skills

On successful completion of this programme a student will be able to:

C1. Pursue knowledge in an in-depth, ordered and motivated way;

C2. Produce fluent and comprehensive written reports on complex topics;

C3. Give oral presentations that are clearly structured and sustain the interest of the audience;

C4. Use your computational skills and ability in the use of statistical software;

C5. Confidently use a range of relevant forms of it software;

C6. Marshal and retrieve data from library and internet resources;

C7. Use your interpersonal skills in group activities, including project work in the field and have a respect for differing views;

C8. Be aware of the role and importance of evidence-based research.

Teaching and Learning Methods

Generic skills are embedded throughout all stages of the programme. Communication skills are developed through written reports and the final year project, and through group laboratory and fieldwork exercises, supervisions and individual and group presentations. Numeracy and Information Technology skills are emphasised primarily in supervisions, projects and fieldcourses and some modules specifically focus on IT skills (e.g. Geographical Information Systems; GIS). Group projects and fieldwork are also effective ways of developing your interpersonal and teamwork skills.

Assessment Methods

Assessment of generic skills is formative and summative, through coursework, supervision assignments, and (in the case of written communication) written examinations and the final year project.

Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

D1. Plan and carry out an exacting piece of research in physical geography and produce a report to a high standard;

D2. Conduct field and laboratory research with appropriate techniques, in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, and sensitivity to the impact of investigations on the environment and stakeholders;

D3. Use appropriate techniques, including computer software, to produce clear diagrams and maps;

D4. Collect, analyse and understand data in physical geography and geology, using field, laboratory and computer techniques;

D5. Understand the ways in which geographical data of various types can be combined, interpreted and modelled;

D6. Understand the importance of data integrity, quality assurance and archiving in field and laboratory contexts.

Teaching and Learning Methods

Subject specific practical skills are developed mainly through fieldwork and computer practicals, with lectures and supervisions playing a supporting role.

Assessment Methods

Subject specific practical skills are assessed through a combination of summative and formative assessments.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Part I

Typical programme content

Geography is a subject that engages directly with important contemporary concerns – issues such as globalisation, climate change and environmental management – whilst allowing you to acquire a range of skills that are highly valued in the marketplace. The Geography and Geology programme enables you to develop your understanding in geology whilst focussing on areas of physical geography. Modules within the programme cover aspects of mineral, petroleum and environmental geology but also provide you with the opportunity to enhance your understanding in areas such as marine sediment transport and active plate tectonics.

In addition to this, the Curriculum Innovation Programme (CIP) offers our students the chance to take optional modules outside their core disciplines. This allows you to personalise your education and to develop new skills and knowledge for the future.

The structure of the programme and the modules currently offered are set out below. Of the modules shown against each part of your programme, some are compulsory (i.e. enrolment is automatic) and others are option modules. Against each part, you are directed to which modules are compulsory and which are option modules. The option modules shown below constitute an indicative list; there will always be choice but the options might vary between years. A full list of modules and rules will be available to you via the Student Record Self-Service system once you enrol at the University

The programme comprises three parts, each corresponding to one year of full-time study. You will normally have to take 4 modules (30 ECTS/60 CATS) each semester (i.e. 8 modules (60 ECTS/120 CATS) in each part of the programme. Each credit can be considered as the equivalent of approximately ten hours of study. All the modules offered in this programme (except the dissertation) are (7.5 ECTS/15 CATS) modules. This means that each module comprises around150 hours of study divided into contact time (e.g. lectures, seminars, workshops) and non-contact time when you will be engaged in directed study (preparation for classes) and independent study when you will be involved in producing assignments and preparing and taking examinations.

The research project is a 15 ECTS/30 CATS module comprising 300 hours of study divided into contact time (workshops and supervisory tutorials) and a significantly larger portion of hours allocated to non-contact, independent study time. This is because the research project is designed to foster independent inquiry and is the culmination of three parts of study, enabling you to apply theories and methods explored at all parts and to examine one area of the discipline in detail.

Part I Core

Code	Module Title	ECTS	Type
GEOG1010	Curiosity, Creativity and Communication; Studying Geography at University	15	Core
GEOG1011	Dangerous World	7.5	Core
SOES1002	Dynamic Earth	7.5	Core
GEOG1002	Dynamic Landscapes	7.5	Core
SOES1008	Earth and Ocean System	7.5	Core
GEOG1001	The Earth System	7.5	Core

Part I Optional

Code	Module Title	ECTS	Type
GEOG1004	A Global World	7.5	Optional
CRIM1004	Criminal Justice Studies	7.5	Optional
PHIL1005	Ethics	7.5	Optional
CHEM1012	Introduction to Chemistry	7.5	Optional
CRIM1003	Introduction to Criminology	7.5	Optional
UOSM2013	Pathological Mechanisms of Disease	7.5	Optional
UOSM2022	Social Enterprise	7.5	Optional
GEOG1003	Society, Culture & Space	7.5	Optional

Part II

Part II Compulsory

Code	Module Title	ECTS	Type
GEOG2010	Introductory Geographic Information Systems	7.5	Compulsory
SOES2013	Sedimentary Systems and Processes	7.5	Compulsory

Part II Core

Code	Module Title	ECTS	Type
GEOG2039	Concepts and Methods for Environmental Management	7.5	Core
GEOG2038	Environmental Modelling for Catchment Management	7.5	Core
GEOG2030	Exploring Physical Environments: Overseas Fieldcourse	7.5	Core
SOES2003	Geohazards and Earth Resources	7.5	Core

Part II Optional

Code	Module Title	ECTS	Type
UOSM2001	Business Skills for Employability	7.5	Optional
ENVS2003	Freshwater Ecosystems	7.5	Optional
UOSM2010	Global Challenges	7.5	Optional
GEOG2032	Global Climate Change: Science, Impacts and Policy	7.5	Optional
UOSM2004	Global Health	7.5	Optional
GEOG2037	Global Water Resources	7.5	Optional
PHYS2015	Introduction to Energy in The Environment	7.5	Optional
GEOG2006	Quaternary Environmental Change	7.5	Optional

GEOG2007	Remote Sensing for Earth Observation	7.5	Optional

Part III

Code	Module Title	ECTS	Type
GEOG3018	Geography Research Project	15	Core

Part III Optional

Code	Module Title	ECTS	Type
GEOG3004	Arctic and Alpine Geomorphology	7.5	Optional
UOSM2030	Body and Society	7.5	Optional
GEOG3066	Experimental Geomorphology for Real World Challenges	7.5	Optional
UOSM2004	Global Health	7.5	Optional
SOES3004	Microfossils, Environments and Time	7.5	Optional
SOES3002	Petroleum Geology and Mineral Resources	7.5	Optional
SOES3005	Sediments: Modern and Ancient	7.5	Optional
LAWS3098	Violence and Sex in Law, Literature and Culture	7.5	Optional

Progression Requirements

The programme will follow the University's regulations for ***Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes*** or the University's regulations for ***Progression, Determination and Classification of Results: Standalone Masters Programmes*** as set out in the General Academic Regulations in the University Calendar: http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides:

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

Senior Tutor. Geography has a dedicated Senior Tutor that is available to meet with students and discuss any general academic issues as well as offer advice and support on any personal issues which may affect your studies.

Module co-ordinators support. Module co-ordinators will be available at designated times during the week to discuss issues related to the particular modules you are studying at the time. This will be in addition to class contact time.

Personal academic tutor (PAT). As soon as you register on this programme, you will be allocated a PAT. S/he is a member of the academic team and will be available to discuss general academic issues related to the programme as well as offer advice and support on any personal issues which may affect your studies.

Module handbooks/outlines. These will be available at the start of each module (often in online format). The Handbook includes the aims and learning outcomes of the module, the methods of assessment, relevant background material to the module and a session-by-session breakdown of the module together with appropriate reading lists.

Within the Faculty, administrative support is provided by your Student Office which deals with student records and related issues and with queries related to your specific degree programme.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

You will have the opportunity to have your say on the quality of the programme in the following ways:

· Completing student surveys for each module of the programme.
· Acting as a student representative on various committees, e.g. Staff-Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feedback on your behalf.
· Serving as a student representative on Faculty Scrutiny Groups for programme validation.
· Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

· Regular module and programme reports which are monitored by the Faculty.
· Programme validation, normally every five years.
· External examiners, who produce an annual report.
· A national Research Excellence Framework (our research activity contributes directly to the quality of your learning experience).
· Institutional Review by the Quality Assurance Agency.

Further details on the University's quality assurance processes are given in the *Quality Handbook.*

Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

International applications
Candidates with non-UK qualifications will normally be expected to have qualifications of an equivalent standard to those outlined above. In addition to any of the above qualifications, candidates whose first language is not English are required either to reach a satisfactory standard in an approved test in English or to have come from a country which appears on the list of those exempt from testing and have been instructed and assessed in English

For Scottish Highers, our entry requirement is within the range AAAAB–AABBB and for European Baccalaureate, standard overall is 80%.

Qualification	Grades	Subjects required	Subjects not accepted	EPQ Alternative offer (if applicable)	Contextual Alternative offer (if applicable)
International Baccalaureate	36 points, with 18 at higher level				
GCSE	All applicants must have GCSE Mathematics and English at grade [C] (numerical scale [4] or above).				

BTEC	Applications considered on individual merit				
A Level	Normally our A-level entry requirement is within the range AAA-AAB, with one of these A-levels in Geography.	Any science A-level in addition to Geography	General studies	Our offer also will incorporate recognition of the EPQ.	

Recognition of Prior Learning (RPL)

The University has a **Recognition of Prior Learning Policy**

Students are accepted under the University's recognition of prior learning policy; however, each case will be reviewed on an individual basis.

English Language Proficiency

The table below sets out the English proficiency requirements for this programme in terms of the IELTS test. We accept a range of other English proficiency tests including TOEFL and Cambridge Advanced/Proficiency. For full details of the recognised tests and the equivalent requirements in those tests please see *www.southampton.ac.uk/admissions-language*.

Overall	Reading	Writing	Speaking	Listening
6.5	5.5	5.5	5.5	5.5

Career Opportunities

Employability is embedded into modules from part 1 onwards and right from the first lecture. We explain the analytical and communication skills which are taught throughout the modules and offer a number of employability option modules including GEOG3039 Ambassadors for Geography in part 3 that develops valuable skills related to education. Exchange programmes give you the chance to gain relevant work experience to help form your future plans. With many employers now expecting extracurricular or voluntary experience, this can prove vital. Geography is part of the Year in Employment scheme which is run at University level.

Our degrees are a passport to vocational and non-vocational careers alike, with recent graduates employed in fields ranging from environmental consultancy, financial services and market research through to local government, public policy and education.

External Examiner(s) for the programme

Name: Simon Lewis - Queen Mary University

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Software Licenses	Software licenses are available on campus computers, students may choose to purchase additional personal copies for use on their own computers.
Clothing	Lab Coats: Lab coats will be provided for compulsory laboratory work Protective Clothing: Hard hat; safety boots; hi-viz vest/jackets; Hard hats and hi-viz jackets will be provided when required. Students will need to purchase suitable footwear and suncream from any source. Fieldcourse clothing: You will need to wear suitable clothing when attending fieldcourses, e.g. waterproofs, walking boots, sunhats. You can purchase these from any source.
Hardware	Computer suites are available on campus and iPads and laptops will be available for field courses, but students may wish to purchase their own personal laptop to undertake work at home.
Stationery	You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Laboratory Equipment and Materials	Microscopes and associated laboratory equipment will be provided
Approved Calculators	Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved model is Casio FX-570 This may be purchased from any source and no longer needs to carry the University logo.
Fieldwork: logistical costs	Other: In addition to the compulsory overseas field courses that are held in part 2of your programme, and for which the department covers all costs, we also currently offer three optional residential field courses in overseas locations in part 3 year of your degree programmes. Since these are optional courses, students are asked to contribute the costs of subsistence, travel (including entry visas where relevant) and accommodation incurred during these trips (though the department covers your travel insurance), as well as any associated immunisation and vaccination costs. It is difficult to estimate the precise costs of these trips in advance of departure, for example because there may be substantial variations in exchange rates, fuel duties, and because the costs of accommodation and subsistence on some courses also depend on the numbers of students attending the course. Nevertheless, below we offer some guidance on the costs associated with each of the three optional field classes: 1) GEOG3011 – Arolla field course. The costs incurred on this 10 day trip,

	scheduled in August-September each year are associated with travel, accommodation and subsistence. Students make their own way to Arolla (and must cover the cost of flights, trains or car share/petrol) and stay as a group in a chalet to minimise accommodation/subsistence costs. These accommodation and subsistence costs vary with exchange rates and number of students attending but in the past have been between £400 and £600 per student. 2) GEOG3069- Water, Environment and Development (Cambodia field course). The costs incurred on this c. 10 day trip, which will be scheduled in January 2018, are associated with the costs of travel to and from Cambodia, visas, accommodation and subsistence in country. Flights are relatively expensive, but in-country expenses are very cheap. It is anticipated that the total cost of the trip will be less than £1400. 3) GEOG3003 – Advanced Human Geography (Field Course) - Costs vary each part in relation to student numbers, exchange rates, the teaching schedule for the week, and so on. But in 2014-15, students were charged £150 each for accommodation and related costs. On top of these costs, students are expected to arrange their own transport to Berlin (flight and transfers), their own travel in Berlin (public transport), and their own lunch and dinner in Berlin (for six days).
Field Equipment and Materials	A number of essential items will be provided to you e.g.: compass-clinometer; steel tape measure; safety helmet; hi-vis jacket. If items provided are lost replacements can be purchased However, you will need provide yourselves with a notebook, ruler; pencils (including coloured); eraser; calculator. These can be purchased from any source.
Optional Visits (e.g. museums, galleries)	Some modules may include optional field visits. You will normally be expected to cover the cost of travel and admission, unless otherwise specified in the module profile.
Printing and Photocopying Costs	In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: http://www.southampton.ac.uk/isolutions/students/printing-for-students.page

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.