<table>
<thead>
<tr>
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<th>Programme Specification</th>
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<tr>
<td>1</td>
<td><strong>Awarding body</strong></td>
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<tr>
<td>2</td>
<td><strong>Teaching Institution</strong></td>
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<tr>
<td>3</td>
<td><strong>Programme Title(s)</strong></td>
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<tr>
<td>4</td>
<td><strong>Programme Code(s)</strong></td>
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<tr>
<td>5</td>
<td><strong>UCAS code (if applicable)</strong></td>
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<td>6</td>
<td><strong>Home Department</strong></td>
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<td>7</td>
<td><strong>Exit Award(s)</strong></td>
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<tr>
<td>8</td>
<td><strong>Duration of Study (number of years)</strong></td>
</tr>
<tr>
<td>9</td>
<td><strong>Mode of Study</strong></td>
</tr>
<tr>
<td>10</td>
<td><strong>Level of Award (FHEQ)</strong></td>
</tr>
</tbody>
</table>

| 11 | **Other teaching depts or institution (or not applicable)** | |
| 12 | **Professional, Statutory Regulatory Body(PSRB) details (or not applicable)** | N/A |
| 13 | **QAA Benchmark Group (or not applicable)** | N/A |

<table>
<thead>
<tr>
<th>14</th>
<th><strong>Programme Rationale &amp; Aims</strong></th>
</tr>
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<tbody>
<tr>
<td>Rationale:</td>
<td>To provide an award-bearing programme designed to develop students’ knowledge and approaches to learning in order to progress to further study in higher education in Geography or Social Sciences.</td>
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<tr>
<td></td>
<td>To enable students to gain an understanding of some contemporary concepts, debates and perspectives relevant to the study of Geography.</td>
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<tr>
<td></td>
<td>To integrate into curriculum, pedagogy and assessment the interdisciplinary exploration of social and cultural diversity and of equalities issues.</td>
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<td></td>
<td>To offer students an opportunity to study a range of subjects in order that they can make an informed choice when deciding on a future course of study.</td>
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<td>To develop students’ skills as active and reflexive learners in academic, work-related and broader lifelong learning contexts.</td>
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<tr>
<td></td>
<td>To provide opportunities for students to plan their ongoing academic and career development and to provide students with advice and practical skills to support their applications for full or part time degree study.</td>
</tr>
<tr>
<td>Programme aims:</td>
<td>To develop skills and knowledge for successful undergraduate study in the discipline of Geography.</td>
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<tr>
<td></td>
<td>To enable students to gain an understanding of contemporary concepts, debates and perspectives relevant to the study of Geography.</td>
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<tr>
<td></td>
<td>To enable students to gain confidence in undertaking research and independent study.</td>
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</tbody>
</table>
To develop students’ critical thinking skills and encourage their active participation in an academic context. 

To introduce students to various assessment methods used in higher education.

### Entry Criteria

No specific formal qualifications are required. However, if English is not your first language or you have not previously studied in English, our usual requirement is the equivalent of an International English Language Testing System (IELTS Academic Test) score of 6.5, with not less than 6.0 in each of the sub-tests.

Visit the International section of our website to find out more about our English language entry requirements and relevant requirements by country.

This programme is not suitable for students who already have an undergraduate degree.

### Learning Outcomes

1) Understanding of the Discipline

Students will be able to:

- Describe and apply basic concepts, debates and perspectives relevant to Geography.
- Engage with a range of terminologies needed to facilitate the study of Geography.
- Understand and debate differing perspectives on environment, equality, social justice and diversity.

2) Formulating Arguments

Students will be able to:

- Tackle written assignments with confidence using a critical and analytical approach.
- Construct coherent and well-structured arguments in oral and written forms

3) Undertaking Research

Students will be able to:

- Identify research topics/themes
- Identify and access relevant information sources
- Contribute research data to team activities
- Analyse data and represent findings in oral and written form

4) Ability to manage information

Students will be able to:

- Employ time management strategies to enable them to balance the demands of study with other aspects of their lives
- Recognise and employ the skills necessary to work in depth on specific topics, either independently or as part of a team
- Recognise and employ the skills necessary to complete written assignments
Recognise and employ the skills necessary to undertake oral presentations
Effectively prepare for and undertake written tasks in examination conditions

5) The ability to work in groups
Students will be able to:
- Recognise the benefits of working in groups
- Recognise and employ strategies for increasing the effectiveness of group functioning

6) Ability to be an active learner
Students will be able to:
- Critically reflect on their own learning experiences, including their work and life experiences and their relevance to the HE learning context
- Recognise and employ a range of strategies to plan their learning, including the ability to evaluate the success of strategies and to effectively solve problems
- Recognise and use a range of sources to further their own learning
- Understand the impact of factors such as class, ‘race’, and ethnicity, gender, sexuality, disability and age on their own and others’ experience of learning

7) The ability to communicate effectively
Students will be able to:
- Participate in small group discussion and debate by both listening and communicating their own ideas effectively
- Present their ideas to their peer group in the form of a short presentation
- Communicate their ideas effectively in written formats

The programme provides students with the opportunity to experience a wide range of teaching styles as a preparation for further study. These include lecturer-led discussion, collaborative work on small group tasks, the gathering and interpretation of data, seminars, chaired debates, structured home study, use of a virtual learning environment, problem solving exercises, individual presentations to peers, constructive review of peers’ work and one-to-one tutorial provision.

Teaching is participatory with group sizes between 10 and 20 and students are encouraged to develop their skills in independent learning in preparation for the demands of further HE study.

Study skills and active learning are integrated into each module. Study skills developed throughout the programme include: time management, note-taking, reading skills, critical thinking, essay writing, finding and using information and resources from libraries, internet and other sources, using bibliographies and referencing sources.

The value of learning outside the classroom is reinforced by the inclusion in the curriculum of visits to museums, films, seminars, meetings etc. The exploration of learning experiences gained from these visits is integrated into teaching and learning on the modules.

Assessment Methods:
Students are usually required to complete 3 or 4 pieces of assessed work for each module. The work submitted will amount to approx. 5,000 words or equivalent. Coursework tasks include: critical analysis of specific sources; essays; reports; case studies; oral presentations; reflective
commentaries; written tasks aimed at specific audiences; learning reviews. Students will complete a timed assessment in class in at least one module on the programme.

Assessment Strategy
The variety and combination of assessment methods on the programme are designed to provide students with experience in undertaking the various modes of assessment they will encounter in undergraduate degree study. Furthermore, the assessment strategy employs assessment for learning principles whereby each assessment on the module feeds into the following assessment. This enables students to engage with feedback during the module and use feedback to develop their subject understanding throughout the module.

Whilst all assignment tasks have been designed to map against a wide range of programme learning outcomes, the following assessment tasks specifically relate to the learning outcomes stated:

Critical analyses of specific sources are used to develop subject specific understanding; the intellectual skills of close textual analysis and comparative evaluation of argument as well as practical writing and communication skills. Usually set as the first assignment in a module, this assessment task is an important introduction to the skills of close reading and critical thinking.

Academic essay assignments provide an opportunity for students to develop their subject specific knowledge and their intellectual skills of formulating arguments, undertaking research and applying the programme’s thematic interest in equality and diversity issues to their exploration of a particular topic. This mode of assessment also contributes to the development of information management and written communication skills.

The use of timed assessments provides the opportunity for students to demonstrate their subject specific understanding; skills of critical analysis and evaluation and their management of information in exam conditions. This assessment also provides the opportunity for students who are returning to formal learning with the opportunity to develop their confidence and ability to achieve in a situation that has frequently been daunting during previous educational experiences.

The inclusion of an oral presentation in many modules is aimed at developing students’ confidence in contributing to and leading discussion based activity. Peer review, which is informally built into the assessment of this element, provides an assessment context where students are able to learn from each other.

Assessment guidelines are produced for each assignment and students are also referred to the generic Common Awards Scheme marking and grading criteria.
Programme Description

Students begin the programme with an Approaches to Study module: either Approaches to Study or Approaches to Study with English Language Support (if they have English as an additional language). Students then progress to subject specific modules which also incorporate embedded study skills. First module: EITHER Approaches to Study OR Approaches to Study with English Language Support. This is followed by Sociology in Term 2 and then Geography and Maths and Statistics in Term 3. A non-credit bearing Contemporary Social and Cultural Issues module is also available for students as part of the programme.

Programme Structure

Full Time programme

Year 1 Term 1 (Autumn)

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>FFHE001S4</td>
<td>Approaches to Study OR Approaches to Study with English Language Support (Intensive)</td>
<td>30</td>
<td>Core</td>
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</table>

Term 2 (Spring)

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>FFHE002S4</td>
<td>Sociology</td>
<td>30</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

Term 3 (Summer)

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>FFHE019S4</td>
<td>Geography</td>
<td>30</td>
<td>Compulsory</td>
</tr>
<tr>
<td>4</td>
<td>FFHE004S4</td>
<td>Maths and Statistics</td>
<td>30</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

Regulations

- **Admissions**
  This programme adheres to the College Admissions Policy:  

- **Credit Transfer**
  Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning [http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf](http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf)

- **Programme Regulations**
  This programme adheres to the College Common Awards Scheme [http://www.bbk.ac.uk/registry/policies/regulations](http://www.bbk.ac.uk/registry/policies/regulations)

- **Programme Specific Regulations (or not applicable)**
  N/A

Student Attendance Framework – in brief


**Principle**
Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.
**Attendance expectation**

Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.

**E-Registers**

All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.

**Student Support and Guidance**

This programme has been developed to provide additional support and guidance to students than is available in degree level study. This includes embedded study skills support within modules, participation in the ‘Contemporary Social and Cultural issues’ module, and additional one to one tutorials.

Furthermore, all Birkbeck students have access to a range of student support services. Details can be found on our website: [http://www.bbk.ac.uk/mybirkbeck/services/facilities](http://www.bbk.ac.uk/mybirkbeck/services/facilities)

**Methods of Enhancing Quality and Standards**

The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.

For more information please see the Academic Standards and Quality website [http://www.bbk.ac.uk/registry/about-us/operations-and-quality](http://www.bbk.ac.uk/registry/about-us/operations-and-quality).

- Annual review of the programme by the subject team and bi-annual departmental report from the home department (Applied Linguistics and Communication)
- Periodic College Internal Review
- Scrutiny of standards by School of Social Sciences, History and Philosophy Teaching Quality Enhancement Committee.
- Consideration of relevant external examiners' written reports and their comments at the programme Sub-board.
- Internal and external moderation of sampled work across the programme
- Feedback from tutors to subject team via class reports
- Student feedback formally and informally via different methods including: module evaluations, class representatives and staff-student exchange committee meetings.
- Peer observation of Teaching and Scholarship staff via Class Visit Reports (each tutor being visited when they commence on the programme and then once every three years).
- Induction and ongoing training and support for Teaching and Scholarship staff.
- Regular subject team meetings.

**Programme Director**

Dr Kerry Harman

**Start Date (term/year)**

Autumn 2017

**Date approved by TQEC**

Spring 2017

**Date approved by Academic Board**

Summer 2017

**Date(s) updated/amended**

June 2019