

## Course Specification

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<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Architecture and Built Environment		
<b>Course Code(s):</b>	EA027H01UV	Full-time	3 Years
	EA027H31UV	Part-time	6 Years
<b>Course Title:</b>	BSc (Hons) Geography, Urban Environments and Climate Change		
<b>Hierarchy of Awards:</b>	Bachelor of Science with Honours Geography, Urban Environments and Climate Change Bachelor of Science Geography, Urban Environments and Climate Change Diploma of Higher Education Geography, Urban Environments and Climate Change Certificate of Higher Education Geography, Urban Environments and Climate Change University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	17/May/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2015/6		
<b>Course Specification valid to:</b>	2021/2		

## Academic Staff

<b>Course Leader:</b>	Dr Ian Hooper
<b>Head of Department:</b>	Louis Gyoh

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

### 2017 Entry

- A Level minimum of BB or CCE.
- BTEC National Diploma grade MMP, BTEC National Certificate grade DM
- BTEC QCF Extended Diploma grade MMP, BTEC QCF Diploma grade DM
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- Applicants will normally be expected to hold GCSE English and Maths at grade C+/4 or equivalent
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
  
- International entry requirements and application guidance can be found [here](#)
  
- Successful completion of the [International Foundation Year in Science and Engineering](#) guarantees entry on to this course

### Other Requirements

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Those who do not meet the entry requirements may be offered an alternative course

### Distinctive Features of the Course:

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Distinctive features of this course include a core geo-spatial theme running throughout the three years, culminating in the final-year state of the art Geo-BIM (Building Information Modelling) module. In addition, there is a new module in Brownfield Regeneration, linked to the Brownfield Regeneration Innovation Centre, which acts as a central portal for research, teaching & industrial engagement.

Furthermore through the involvement of the Centre for International Development and Training, who have vast experience in sustainability issues around the world, especially in the Developing World (<http://cidt.org.uk/>), we are to offer a module entitled Environmental issues of the Developing World, since many of the most extreme examples of urban-industrial challenges, such as growth of mega-regions, occur primarily/principally in the developing world.

As a result this degree perfectly fulfils the necessary knowledge and skills to create "Geographers [who] are adept at bringing together perspectives from multiple subjects, thinking laterally across debates . . . [and] synthesising materials" (QAA Geography Subject Benchmark Statement, 2014).

### Educational Aims of the Course:

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This course is designed to develop the skills and knowledge required for the future green economy – enabling increased efficiency of resource use whilst creating more equitable communities. You will study how sustainable solutions can be incorporated into the infrastructure of our built environments, especially in brownfield development, energy efficient buildings, smart cities and green infrastructure, including green roofs and sustainable urban drainage systems and integrated transport systems.

In addition to core applied-geography modules, such as Geographical Information Systems, Remote Sensing, as well as state-of-the-art GeoBIM (building information modelling), a range of relevant select modules have been utilized from across the disciplines within the Faculty of Science and Engineering (i.e. Architecture, Built Environment, Civil Engineering, Construction and Environmental Health) and the University (i.e. Centre for International Development and Training). The course draws upon a diverse array of learning activities and assessment methods. Your teaching and learning will comprise of course work and portfolios, including posters, essays, presentations, reports, case-studies, computer modelling, as well as examinations and practicals (in analytical and computer laboratories). As your degree progresses you will undertake research projects (including your dissertation) and field trips.

Graduates possessing knowledge of green skills, plus awareness of the challenges and opportunities presented by climate change, are in demand in a variety of sectors. Examples include: the construction, planning and energy (especially renewable) sectors, water and waste management companies, the Environment Agency, the Department of Energy & Climate Change, the Department for Environment, Food and Rural Affairs, local authorities, and private sector industries, including environmental consultancies.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

#### PSRB:

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None

#### Course Structure:

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## September (Full-time)

### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60

credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4EA003	Energy use & Climate Change	20	YEAR	Core
4EH001	The Natural Environment	20	SEM1	Core
4EH002	Human Health and the Environment	20	SEM1	Core
4EA001	Urban Pollution: Impacts & Control	20	SEM2	Core
4EA002	Geography of the Urban Landscape	20	SEM2	Core
4EA004	Geography Theory & Practice	20	YEAR	Core

## September (Full-time)

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5CV003	Transportation Engineering	20	SEM1	Core
5CN018	Conservation and Preservation of Buildings	20	SEM1	Core
5EA001	The Digital Environment	20	SEM2	Core
5EA003	Climate Change, Sustainability & Smart Cities	20	SEM2	Core
5AT024	City and Urbanism	20	YEAR	Core
5EA002	Research Skills & Field Trip	20	YEAR	Core

## September (Full-time)

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6CN010	Built Environment Dissertation	20	YEAR	Core
6EA003	Brownfield Regeneration	20	SEM2	Core
6EA004	Environmental issues of the Developing World	20	SEM2	Core
6CN012	Sustainability	20	SEM2	Core
6EA001	Geo-BIM	20	SEM1	Core
6CV005	Transport Technologies and Planning	20	SEM1	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

# Learning, Teaching and Assessment

Academic Regulations Exemption:

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None

Reference Points:

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Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#)

- QAA subject benchmark - Geography
- QAA subject benchmark – Architectural Technology
- QAA subject benchmark - Construction, Property & Surveying

QAA Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

BS 8848: A Specification for adventurous activities, expeditions, visits and fieldwork outside the UK

Construction Industry Council - Higher Education Graduate common learning outcomes (2008)

UK BIM Task Group BIM - Learning outcomes framework (2013).

Learning Outcomes:

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.

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CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.

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CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

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DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

Develop strategies to undertake self-motivated study and research (including independent and/or project work).

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Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

Recognise the interaction of different systems (either natural and/or built environments) and the need for multidisciplinary approaches in order to understand problems and promote sustainability.

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Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

Identify attributes (both challenges and opportunities) associated with the development and current management of the multifaceted infrastructure of the built environment.

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Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

Understand the collection, use and analysis of appropriate data from a variety of technologies (especially geospatial) in order to solve problems.

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Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

Demonstrate critical insights into concepts, theories and principles which enable evaluation and promotion of different management strategies and policy-making.

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Ordinary Degree Course Learning Outcome 6 (ORDCLO6)

Apply key employability skills by fulfilling compliance with the professional codes of practice is relevant to the built environment.

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Honours Degree Course Learning Outcome 1 (DEGCLO1)

Develop strategies to undertake self-motivated study and research (including independent and/or project work).

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Honours Degree Course Learning Outcome 2 (DEGCLO2)

Recognise the interaction of different systems (either natural and/or built environments) and the need for multidisciplinary approaches in order to understand problems and promote sustainability.

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Honours Degree Course Learning Outcome 3 (DEGCLO3)

Identify attributes (both challenges and opportunities) associated with the development and current management of the multifaceted infrastructure of the built environment.

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Honours Degree Course Learning Outcome 4 (DEGCLO4)

Understand the collection, use and analysis of appropriate data from a variety of technologies (especially geospatial) in order to solve problems.

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Honours Degree Course Learning Outcome 5 (DEGCLO5)

Demonstrate critical insights into concepts, theories and principles which enable evaluation and promotion of different management strategies and policy-making.

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Honours Degree Course Learning Outcome 6 (DEGCLO6)

Apply key employability skills by fulfilling compliance with the professional codes of practice is relevant to the built environment.

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Overview of Assessment:

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Module	Title	Course Learning Outcomes
4EA001	Urban Pollution: Impacts & Control	CHECLO3, CHECLO4, CHECLO5
4EA002	Geography of the Urban Landscape	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4EA003	Energy use & Climate Change	CHECLO1, CHECLO3
4EA004	Geography Theory & Practice	CHECLO3
4EH001	The Natural Environment	CHECLO1, CHECLO2, CHECLO5
4EH002	Human Health and the Environment	CHECLO2, CHECLO4
5AT024	City and Urbanism	DHECLO1, DHECLO2, DHECLO3, DHECLO5, DHECLO6
5CN018	Conservation and Preservation of Buildings	DHECLO3, DHECLO4
5CV003	Transportation Engineering	DHECLO2, DHECLO3, DHECLO4, DHECLO5
5EA001	The Digital Environment	DHECLO4
5EA002	Research Skills & Field Trip	DHECLO1, DHECLO2, DHECLO4
5EA003	Climate Change, Sustainability & Smart Cities	DHECLO2, DHECLO3, DHECLO5
6CN010	Built Environment Dissertation	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6CN012	Sustainability	DEGCLO2, DEGCLO3, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO5, ORDCLO6
6CV005	Transport Technologies and Planning	DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6
6EA001	Geo-BIM	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6
6EA003	Brownfield Regeneration	DEGCLO2, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO4, ORDCLO5
6EA004	Environmental issues of the Developing World	DEGCLO1, DEGCLO2, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO4

## Teaching, Learning and Assessment:

The course draws upon a diverse array of learning activities and assessment methods. Your teaching and learning will comprise of lectures, site visits, field trips (both UK and international), guest lectures from practicing key professionals, as well as use of analytical and computer laboratories.

## Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
 Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
 Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be



expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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Students are directly supported in many ways:

Each student is allocated a personal tutor who can provide general help, advice, guidance and, if required, direct them to services such as the Student Office, Counselling Services, Student Enabling Centre, Student's Union, Chaplaincy (all Faiths), Study Skills (Learning centre, see below).

Module-specific support is provided through the module team via face-to-face and electronic tutorials, scheduled drop-in sessions or SAMS (Student Appointment Management System) appointments. Feedback from formative and some summative assessments support learning by assisting the student in identifying and improving areas of weakness, and further developing areas of strength.

The team of Teaching Associates in the Faculty of Science and Engineering provides drop-in sessions for general study skills advice. Students will be also supported with study skills and mentoring support by the team of Graduate Teaching Assistants and student Peer Support 'Study Buddies' in the faculty.

The Faculty of Science and Engineering also offers a Student Support Team (located in the Faculty Administration Office) and this is a key additional source of support, particularly for non-academic related matters. This tends to be a student's first port of call and the team can advise students and, if required direct them to further University services as mentioned above.

There are also a range of support facilities (relating to assessment tasks) that are available in the Learning Resource Centre for students to access.

The support mechanisms outlined above contributed to the University of Wolverhampton being awarded the Outstanding Support for Students award at the Times Higher Education Awards 2016.

## Employability in the Curriculum:

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The Careers, Enterprise and the Workplace unit within the university provides each faculty with a liaison Careers Development Consultant who is available to work with students to undertake an Enterprise and Employability Award, which develops students' employability skills and showcases their enterprising nature.

There are a variety of mechanisms by which students can access the Enterprise and Employability Award. The geography course has chosen to embed the award into the course via specific modules, with all first year students introduced to the purpose and advantages of the scheme, leading to the Bronze award. In the second year, the scheme is integrated into a year-long core module (5EA002 Research Skills & Field Trip), whereby students produce a portfolio comprising tasks which will act as a showcase of their skills for future employers, leading to the Silver award.

Students will subsequently have the opportunity and support to complete the Gold award during their final year as a specific and targeted means of developing their career skills and aspirations.