

## 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>	SE089H01UV	University of Wolverhampton	Full-time 3 Years
<b>UCAS Code:</b>			
<b>Hierarchy of Awards:</b>	<p>Bachelor of Science with Honours Geography, Urban Environments and Climate Change with Secondary Education (QTS)</p> <p>Bachelor of Science with Honours Geography, Urban Environments and Climate Change with Secondary Education (QTS)</p> <p>Bachelor of Science with Honours Geography, Urban Environments and Climate Change with Secondary Education (QTS)</p> <p>Bachelor of Science Geography, Urban Environments and Climate Change with Secondary Education (QTS)</p> <p>Bachelor of Science Geography, Urban Environments &amp; Climate Change with Geography, Urban Environments &amp; Climate Change with Secondary Education</p> <p>Diploma of Higher Education Geography, Urban Environments &amp; Climate Change with Geography, Urban Environments &amp; Climate Change with Secondary Education</p> <p>Certificate of Higher Education Geography, Urban Environments &amp; Climate Change with Geography, Urban Environments &amp; Climate Change with Secondary Education</p> <p>University Statement of Credit University Statement of Credit</p>		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	25/Sep/2017		
<b>Last Review:</b>	2016/7		
<b>Course Specification valid from:</b>	2016/7		
<b>Course Specification valid to:</b>	2022/3		

## Academic Staff

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

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	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)

- A Level minimum of 80 UCAS tariff points – specifically to include Geography.
- 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 must have GCSE English language and Maths at grade C+/4 or equivalent

## Other requirements

An offer of a place will not be made until you have attended a formal interview and undertaken written subject-knowledge audits (Mathematics and English). All applicants must meet the DfE requirements for Initial Teacher Training. All applicants will be required to undergo a Disclosure Barring Service (DBS) check.

## 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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The BSc (Hons) Geography, Urban Environments & Climate Change with Secondary Education (QTS) course will provide a high standard of both geography subject content and pedagogical knowledge in order to prepare students to take up a geography teaching post in the secondary sector. The course reflects the specific and precise quality frameworks established by the relevant national government agency, and complies fully with the relevant teaching standards framework.

The BSc (Hons) Geography, Urban Environments & Climate Change with Secondary Education (QTS) course is specifically designed to ensure that those who are successful can be recommended to the relevant professional body for the award of Qualified Teacher Status (QTS) which is the recognised professional award required by all those who wish to teach in a maintained school.

The geography content of the course reflects topical concerns of the five main GCE and GCSE awarding bodies, i.e. urban environments (especially brownfield regeneration), climate change, geographical information systems and environmental issues in the developing world. Of particular relevance is the inclusion of a geo-spatial theme running through the three years of the course, to provide students with a thorough appreciation of the teaching and learning potential of geographical information systems, remote sensing & Building Information Modelling, which are currently in demand in the teaching of geography at secondary level.

With reference to the teaching element of the degree, the programme will be supported by strong foundation teaching in study skills and all students will be given the opportunity to undertake their own education based research project in in the final year of study.

More broadly, the course will also be designed to develop secondary school teachers who will be:

- empathetic and committed to pupils' learning;
- reflective and reflexive;
- enthusiastic and innovative;
- open-minded and research-aware
- capable of engaging in practitioner research
- flexible and creative
- knowledgeable – both geographically and pedagogically

The course will also help students to develop as a teacher who understands the link between subject knowledge and the curriculum knowledge needed to teach geography. Equally we seek to develop teachers who understand the needs of the individual pupil and the school community in which they will work.

Intakes:

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September

Major Source of Funding:

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Department for Education

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
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00

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
4EA004	Geography Theory & Practice	20	YEAR	Core
4EH001	The Natural Environment	20	SEM1	Core
4EH002	Human Health and the Environment	20	SEM1	Core
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	20	SEM2	Core
4EA002	Geography of the Urban Landscape	20	SEM2	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
5SE002	Professional Development: The Beginning Teacher	20	YEAR	Core
5EA002	Research Skills & Field Trip	20	YEAR	Core
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

5EA001	The Digital Environment	20	SEM2
5EA003	Climate Change, Sustainability & Smart Cities	20	SEM2

**Linked Option Group Rule:** Select a minimum of 40 credits and a maximum of 40 credits from the linked (\*) groups.

**\*For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

5SE003 is a prescribed core option module for those students who did not study 4SE001 in Level 4. All other Level 5 students are excluded from this module.

5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	20	SEM1
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**\*For this option group you must choose a minimum of 20 credits and a maximum of 40 credits**

5CV003	Transportation Engineering	20	SEM1
5CN018	Conservation and Preservation of Buildings	20	SEM1

## 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
6EA002	Geography Dissertation	40	YEAR	Core
6SE007	Professional Development: The Developing Teacher	40	YEAR	Core
6SE008	Subject-specific Pedagogy: Investigating Practice	20	YEAR	Core

**Linked Option Group Rule:** Select a minimum of 20 credits and a maximum of 20 credits from the linked (\*) groups.

**\*For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

Select ONE module from Option Group A for Semester 1 or Semester 2.

6EA001	Geo-BIM	20	SEM1
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**\*For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

6EA004	Environmental issues of the Developing World	20	SEM2
6CN012	Sustainability	20	SEM2

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:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar in order to enable students to complete the required hours for two placement modules;

5SE002 Professional Development: The Beginning Teacher

6SE007 Professional Development: The Developing Teacher.

Section 1.2.3 - Exemption for the Year Long delivery of three core Geography modules, outside the standard University Academic Framework, in order to align theory with practice;

4EA003 Energy use and Climate Change

4EA004 Geography Theory and Practice

5EA002 Research Skills and Field Trip.

Section 1.3.3 - Exemption to exclude the use of non-subject option modules at Level 5 and Level 6 in order to meet QTS requirements;

5EA001 The Digital Environment

5EA003 Climate Change, Sustainability & Smart Cities.

6CN012 Sustainability

6EA001 Geo-BIM

6EA004 Environmental issues of the Developing World.

Section 4.3.3 - Exemption in accordance with Professional Body requirements for Qualified Teacher Status (QTS). There will be no automatic right to a second attempt for any failed practice components at the discretion of the Assessment Board (second attempts are permitted for theory components);

5SE002 Professional Development: The Beginning Teacher

6SE007 Professional Development: The Developing Teacher.

Section 4.4.3 - Exemption in accordance with Professional Body requirements Qualified Teacher Status (QTS). Compensation will not be permitted for any core modules which are required in order to meet these standards;

4SE001 Subject-specific Pedagogy: Justifying the Specialist Subject

5SE001 Subject Specific Pedagogy: Teaching the Specialist Subject

5SE002 Professional Development: The Beginning Teacher

6SE007 Professional Development: The Developing Teacher

6SE008 Subject-specific Pedagogy: Investigating Practice.

Students are normally required to gain a minimum of 120 credits before commencing the next level of study.

APPROVED by AFRSC.

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](#)

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

[University Policies and Regulations](#)

Equality Act (2010).

Initial Teacher Training Criteria and Supporting Advice (DfE, June 2020) [Initial Teacher Training Criteria and Supporting Advice](#)

The recommendation of Qualified Teacher Status (QTS) is subject to meeting the Teachers' Standards. These standards set the minimum requirements for teachers' practice and conduct.

Teachers' Standards (DfE, 2011) [Teachers' Standards](#)

Initial Teacher Training Courses are subject to inspection by the Office for Standards in Education (OFSTED).

Ofsted Handbook (Ofsted, June 2020) [Ofsted Initial Teacher Education Inspection Handbook](#)

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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CertHE Course Learning Outcome 6 (CHECLO6)

Demonstrate an awareness of educational policies and their subsequent impact on the role of teaching and show your understanding of the professional, ethical and legal responsibilities embodied in the role of the secondary school teacher.

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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, including within the teaching profession.

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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 promote both understanding of problems and strategies for their resolution, such as 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, including the development of teaching and learning.

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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, especially those related to the teaching profession.

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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 promote both understanding of problems and strategies for their resolution, such as 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, including the development of teaching and learning.

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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, especially those related to the teaching profession.

#### Overview of Assessment:

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Module	Title	Course Learning Outcomes
4EA002	Geography of the Urban Landscape	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4EA003	Energy use & Climate Change	CHECLO1, CHECLO3
4EA004	Geography Theory & Practice	CHECLO1, CHECLO2, CHECLO5
4EH001	The Natural Environment	CHECLO1, CHECLO2, CHECLO5
4EH002	Human Health and the Environment	CHECLO2, CHECLO4
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	CHECLO3, CHECLO4, CHECLO6
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
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	DHECLO1, DHECLO4, DHECLO6
5SE002	Professional Development: The Beginning Teacher	DHECLO1, DHECLO2, DHECLO6
5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6CN012	Sustainability	DEGCLO2, DEGCLO3, DEGCLO5, DEGCLO6
6EA001	Geo-BIM	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6
6EA002	Geography Dissertation	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6
6EA004	Environmental issues of the Developing World	DEGCLO1, DEGCLO2, DEGCLO4
6SE007	Professional Development: The Developing Teacher	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6
6SE008	Subject-specific Pedagogy: Investigating Practice	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO6

#### Teaching, Learning and Assessment:

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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 the use of analytical and computer laboratories.

Specific learning activities to support the learning outcomes will include:

- Reflective Journal Entries
- University Professional Studies Sessions
- University Specialist Subject Sessions
- Audit and action planning
- Construction of personal timeline of education
- Review of progress towards standards to Qualified Teacher Status
- Experience in school, including:
- Professional studies placement
- Primary School placement
- Two major teaching placements
- School-based activities and tasks
- Personalised opportunities for enhanced professional development
- Compiling teaching files
- Record of Professional Development
- Subject Specific Research Project
- Career Entry and Development Portfolio.

### Assessment Methods:

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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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Each student will be 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). The personal tutor will also be responsible for advising on progress of the Physics Skills e-portfolio each semester.

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 will 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 including the Maths Support Centre.

## Employability in the Curriculum:

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Practical skills will be embedded within modules to develop competency, alongside an appreciation of the link between theory and practice, and as an incentive to use such practical illustrations of theoretical concepts in their future teaching. The opportunity to develop additional practical skills, such as engineering workshop skills, exists during University Career Development Week activities. These additional skills can be evidenced in the student's Geography, Urban Environments and Climate Change Skills e-portfolio and will contribute towards their future employability. In addition to the development of Learning Outcomes pertaining to Geography, Urban Environments and Climate Change, students will develop competency in teaching skills.

Trainee teachers undertake a minimum of 120 days training in school as part of this course. Successful completion of the school placement modules leads to recommendation for Qualified Teacher Status (QTS). Trainee teachers recommended for the award of QTS will be well-placed to obtain employment in schools as qualified teachers. During the first two years of the course you will be required to gain non-credit bearing experiential learning in a secondary school. During your final year of study you are required to complete two placements consisting of 4 days per week over 6 weeks and 10 weeks respectively which contribute towards credit bearing education modules. All students in their final year of study will be required to complete a Geography, Urban Environments and Climate Change-education based project. This provides the student with the opportunity to undertake their own research into an education based problem whilst developing an in depth understanding of research methodology and data analysis. Learning activities to support the learning outcomes of the course will include: Reflective Journal Entries University Professional Studies Sessions University Specialist Subject Sessions Audit and action planning Construction of personal timeline of education Review of progress towards standards to Qualified Teacher Status Experience in school, including: Professional studies placement Primary School placement Two major teaching placements School-based activities and tasks Personalised opportunities for enhanced professional development Compiling teaching files Record of Professional Development Subject Specific Research Project Career Entry and Development Portfolio.

The University Enterprise and Employability Award is embedded within the course and the tasks associated with the award will be completed and uploaded to the Geography, Urban Environments and Climate Change Skills e-portfolio.



THE UNIVERSITY OF OPPORTUNITY