

BA Human Geography

available with **International Year Abroad**



**Royal
Geographical
Society**
with IBG

**Accredited
Programme**

Why Study Human Geography at Worcester?

Well, we could start by telling you all about the exciting research projects that the Human Geography Team are involved in, including collaborations with academics as far afield as Australia, Ethiopia and Zambia, and then explain how this expertise and enthusiasm feeds into our degree programmes. Whilst this is undoubtedly true, the main reason for choosing Worcester to study Human Geography is because teaching is *the* most important thing we do. This is reflected in the following features of our course:

- Generous contact time (typically 12-16 hours per week)
- Fieldwork included in almost every module
- An emphasis on specialist and transferable skills, relevant for further study and employment
- Coursework emphasis (few exams)
- Study abroad option in your second year
- International Year Abroad option in your third year
- This programme has been accredited by the Royal Geographical Society (with IBG)

And, perhaps most importantly of all:

- A friendly and supportive learning environment, where you are not just another face in the crowd.

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Society**
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Contents

Welcome	3	Supporting your Learning	17
Studying Human Geography at Worcester	4	Admissions Policy, Criteria & Procedures	19
What our Graduates say	7	Recommended Reading	20
Fieldwork Opportunities	8	Equipment Required	20
International Year Abroad	10	Module Descriptions	21
Course structure	14	Assessment Maps	24



Welcome

Set in an attractive campus close to the heart of historic Worcester, the University of Worcester is a great place to study Human Geography. Our stimulating courses are taught by enthusiastic, experienced staff who have a real passion for their subject. Specialist laboratory and computing facilities are excellent and the course features a practical, hands-on emphasis. Not only does this help you to understand key concepts, it also provides you with the specialist skills demanded by employers. This approach is reinforced by a strong fieldwork programme, which features extensive local fieldwork opportunities combined with residential fieldwork in Scotland, France and Malawi.

Whatever course you follow, you will enjoy a friendly, supportive learning environment. At Worcester, you are not just another face in the crowd.

I do hope you will be able to join us at University of Worcester.

With best wishes,

Dr Cheryl Jones
Head of Geography
Tel: 01905 855425
Email: c.jones@worc.ac.uk
www.worcester.ac.uk



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Geography at
the University of
Worcester



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This institution is committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students and other disabled people are not disadvantaged. Every effort has been made to ensure the accuracy of the information contained in this document. However, the University reserves the right to change the information given at any time. For the latest version of this document, please contact Cheryl Jones (c.jones@worc.ac.uk). Last updated: October 2020.

Studying **Human Geography** at the University of Worcester





Worcester is ideally placed for studying geography. Those with urban interests have Britain's second largest city, several new towns, traditional market towns, and the historic cathedral city of Worcester itself on the doorstep. Yet the region is substantially rural in nature, characterized by attractive villages and hamlets. West of the Malvern Hills, the land rises to the Black Mountain foothills of Herefordshire. To the east, the terrain comprises the wide, open floodplain of the Severn, with the Cotswolds Area of Outstanding Natural Beauty beyond. Excellent fieldwork opportunities therefore exist for rural, urban and physical geographers.

Teaching and Assessment

A range of learning and teaching methods are employed within Geography at the University of Worcester. These include lectures, seminars, tutorials, group work, role play, laboratory and computer practicals and fieldwork. There is a strong emphasis on fieldwork, which is externally recognised as a strength of our course.

A particular feature of the course is the range of assessment methods employed. These ensure you are able to demonstrate ability in a wide range of skills. Methods of assessment within the subject include: essays of varying lengths; reports; seminar presentations (group and individual); role-play simulations; video podcasts; consultancy reports; poster displays; work-based assessments; teamwork of varying kinds; and exams (seen and unseen).

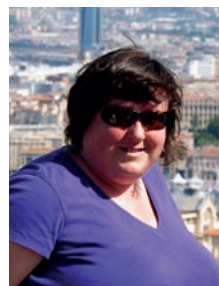
As a general guide you would be expected to attend sessions totalling approximately 12-16 hours per week in addition to your own independent study.

Research and Teaching

As a geography student at University of Worcester, you will benefit from a wide range of staff expertise that cover the key themes of human geography including geopolitics, rural and urban geography, planning, culture, sustainability, international development, and environment-society relations.

We have a passion for geography, and we would like to share this with you! We are large enough to provide a wide variety of specialisms, yet small enough for staff to get to know students personally. Our relatively small class sizes help us to maintain a friendly and supportive learning environment.

Meet the Human Geography Team



Dr Heather Barrett,
Urban Geography
and Planning



Dr Chris Corcoran
Cultural Geography



Dr Alan Dixon
Environment and
Development



Prof Nick Evans
Rural Geography



Dr Sian Evans
Sustainability,
Gender



Dr David Storey
Social and Political
Geography, Sport

Human Geography Programme Themes

THEME	MODULES CONTRIBUTING TO THEME INCLUDE
GIS, Mapping & Survey	Geographical Investigations; GIS and Research Methods
Rivers	Dynamic Earth
Hazards	Risk and Resilience; Dynamic Earth
Climate and Environmental Change	Risk and Resilience; Climate Change: People, Policy and Action; Dynamic Earth; Environment and Development in Sub-Saharan Africa
Sustainability	Risk and Resilience; Introduction to Sustainability; Climate Change: People, Policy and Action; Geographies of Development; Environment and Development in Sub-Saharan Africa; Countryside Conservation and Agricultural Change
Inequality and Development	People and Place; Risk and Resilience; Introduction to Sustainability; Geographies of Development; Political Geography; Environment and Development in Sub-Saharan Africa
Urban	People and Place; Rural-Urban Geographies; Changing Places Overseas Field Course; Heritage Tourism and Place Promotion; Town and Country Planning; Architecture and the Built Heritage.
Rural	People and Place; Changing Places Overseas Field Course; Rural-Urban Geographies; Heritage Tourism and Place Promotion; Countryside Conservation and Agricultural Change; Town and Country Planning;
People, Politics and Policy	People and Place; Risk and Resilience; Political Geography; Town and Country Planning; Built Heritage Management; Countryside Conservation and Agricultural Change; Changing Places Overseas Field Course



scales, the geological map and data collection from the British Geological Survey, the historic map collection from Landmark and agricultural census data from Government Departments.

GPS and Mapping

Our students have access to high-spec computers, industry-standard software and other mapping-related equipment. There is technician support for students and staff with queries about GIS and other map-related issues.

The Institute's latest acquisitions - a UAV (unmanned aerial vehicle) with camera and video attachments, and a class set of Juno Global Positioning System (GPS) units - further strengthens our provision in this area. Other equipment includes a survey-grade GPS mapping unit (Trimble R8, providing sub-cm accuracy), and mapping-grade equipment (Trimble GeoXTs, GeoBeacon's and a Nomad, providing sub-metre accuracy), allowing extremely accurate real time field mapping and data collection.

Equipment and Resources

The Geography Department benefits from excellent facilities to support teaching and research. These include:

Laboratories

Students and staff currently have access to 6 teaching laboratories within the School of Science and the Environment. There are also research laboratories where students can work on research projects.

24-hour access PC Laboratory (Elgar G023)

The PC lab provides access to a range of specialist software, including the ArcView GIS package. GIS software is used for the mapping and analysis of geographic data

Edina Digimap Collections

Digimap is a collection of EDINA services that deliver maps and map data of Great Britain to UK tertiary education. Data is available either to download to use with appropriate application software such as GIS, or as maps generated by Digimap online. ISE subscribes to the Ordnance Survey collection which gives access to digital OS maps at various

Career Opportunities

Geography equips students with a wide range of skills and knowledge relevant to the world of work. Careers for Geography Graduates include:

- Environmental Consultant
- Town Planner
- Distribution/Logistics Manager
- Teacher
- Cartographer
- Nature Conservation Officer
- Chartered Surveyor
- Tourism Officer
- Community Worker
- Local Government Officer

Careers advice is embedded in the curriculum at all three levels. In first year, you are introduced to the Careers Service in Geographical Investigations. This is followed up in the Research Methods module in second year, which includes sessions on career options and strategies. Finally, there are a number of careers-related activities in third year. You also have the opportunity to take a Work Placement module at Level 6.

What do our graduates say?



Name: Matt Bolshaw
Job Title: Graduate Transport Planner
Employer: Peter Brett Associates LLP

"My current role as a Transport Planner involves advising clients on the transport issues involved in their planning applications. Projects can range

from the redevelopment of a distribution warehouse to a new residential estate, and it is my job to predict what impact this will have on the existing transport network. This can include assessing the capacity of existing junctions, designing new access strategies or creating travel plans for employees or residents of the new site.

Studying Geography at the University of Worcester provided me with many of the skills I use in my job on a day-to-day basis, such as data analysis and report writing, as well as relevant knowledge from the planning-based modules. It also enabled me to get out in the field, including a residential field course in the south of France. Fieldwork helped me to understand and apply the theoretical concepts introduced in class."

Name: Charlotte Davis
Job Title: Secondary Geography Teacher
Employer: North Birmingham Academy

"I found the choice of modules at Worcester perfect for me. Even now, I am using the diversity of knowledge I gained when teaching A Level Geography courses.

I loved how every lecturer knew me by name, and from the very first day I knew that they were accessible and always happy for me to pop by their offices with questions on assignments, or just University life in general. The best part was how small the groups were, I was never a face in a crowd, but a valued member of the Geography cohort. The fieldtrip memories will always be a highlight of my time at Worcester, and I still use the techniques we were taught in my job today. The assignments we completed all replicated Geography jobs; from town planning to river restoration schemes and I know that should I ever leave teaching, I have the skills and qualifications needed to pursue an active career in Geography."



**95% of our graduates are in employment or further study
6 months after the course**



Name: Alicia Snook
Job Title: Just graduated!

"I am absolutely delighted to be graduating from the University of Worcester with a First Class Degree in Human Geography.

I thoroughly enjoyed studying at Worcester and am excited for the future where I can apply academic and personal skills that I developed during my time at university.

The University of Worcester provided me with some incredible opportunities during the three years including a variety of fieldtrips, work experience and the Worcester Award - all memories for life. The highlight of my three years was the Malawi fieldtrip, where I learnt about sustainability and livelihoods in a beautiful country.

Thank you to everyone who has helped me along the way, I cannot wait for the next chapter. Congratulations to the class of 2020!"

Name: Connor Sheffield
Job Title: Senior Strategic Planning Policy Officer
Employer: Buckinghamshire County Council

"My current role is focussed on identifying areas of flood risk and working with local communities and stakeholders to reduce the risk of flooding and limit the damage caused by flood waters. This involves a lot of working with GIS (Geographical Information Systems), something I had barely even heard of before beginning my course at Worcester! I am also involved in project work to design and implement flood defence schemes so must write reports that can be read by anyone from senior managers in the EA to members of the local community. Doing that in a clear and concise way is something I learned at Worcester, and I'm certain I'll continue to hone that skill throughout my career.

I am also regularly needed to present information to a variety of people. Sometimes it will be around the projects I am working on, sometimes around the data that I'm using and how it can be developed. The presentations I did as part of my degree helped to improve my comfort level while in this situation, and I am now a very confident presenter!

My course gave me all of the key skills I needed to secure the job I am in, and gave me some of the life skills that are ensuring my continued progression and development in a very competitive jobs market."





Fieldwork Opportunities

Here at Worcester we believe that you learn more by doing, and what really sets our Geography courses apart from others is the practical, hands-on emphasis throughout. As a student at Worcester, you will enjoy a generous fieldwork programme - in fact, **fieldwork is included in almost every module!**

Local Fieldwork

Worcestershire and the West Midlands is an ideal location for fieldwork and gives us almost instant access to a diverse range of rural and urban settings, as well as the region's many rivers - from the Leigh Brook where we have our own river monitoring station, to the River Severn where our students study flood management. Depending on your choice of modules, our local fieldwork activities may take you to the Brecon Beacons, the Malvern Hills, Bournville, the Cotswolds and the Shropshire Hills.



Residential Fieldwork

At Worcester you will have the opportunity to attend a residential fieldcourse in each of the three years of your course:

Year 1

The Lake District

An introduction to Geography fieldwork. Topics include nature conservation, glacial geomorphology, tourism and river restoration.

Year 2

The Cairngorms

Explore the human geography of the Scottish highlands - from urban change in Inverness, tourism and culture in highland villages, to the environmental impacts of development in a national park and land management on the Crown Estate.

Year 3

France: Provence

Explore issues of rural diversification, tourism and heritage, and urban change in a range of dynamic environments in the south of France.

Malawi

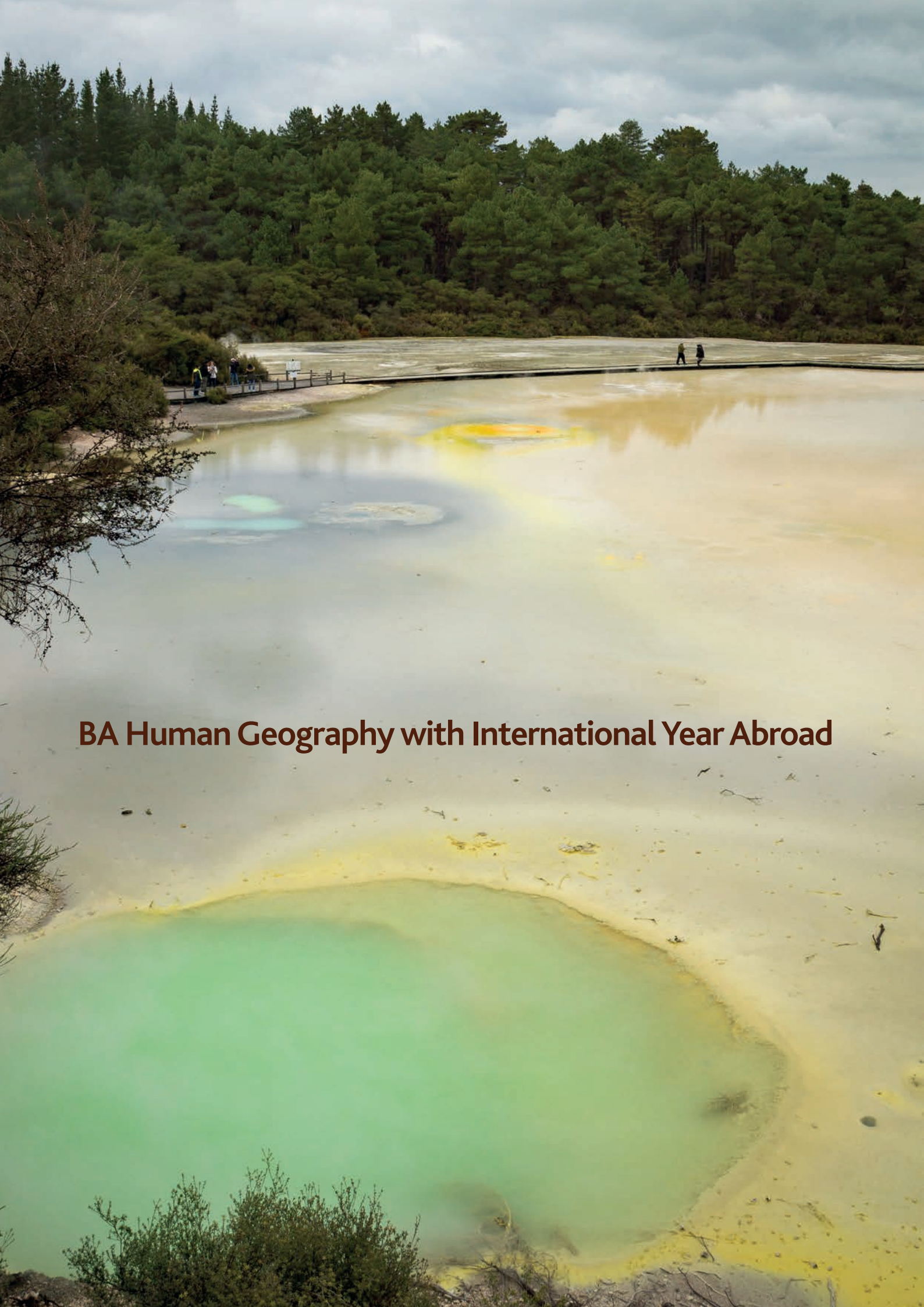
Examine the inter-relationships between people and their environment, and undertake fieldwork with NGOs and local farmers in one of Africa's least developed countries.

Note that all fieldcourse venues and durations are indicative and subject to change.

"Throughout my three years studying Geography I have had so many amazing fieldwork opportunities... It's difficult to summarise in one sentence how much I learned from my trips to the Cairngorms, Provence and Malawi."

Taya Pauc, final year student (2018/19)





BA Human Geography with International Year Abroad

International Year Abroad

Our Geography programmes provide you with the exciting opportunity study abroad with one of our International or European Partners. These four year programmes have the same structure as our existing courses, but you will spend your third year studying geography at an English speaking University and return to Worcester for your fourth and final year.

Study abroad locations include a range of European countries, Australia, New Zealand, Canada, Hong Kong, South Korea, Japan or the USA. You'll be hosted by a partner university, and will typically be able to choose freely from across their course offerings in Geography and beyond. During your year abroad, you will enjoy the diverse learning opportunities of your host institution and the cultural and travel opportunities of your year abroad destination.

What are the benefits?

Spending a year living and studying in another country is a fantastic opportunity that will:

- Give you valuable insights and practical experience in a different country
- Broaden your academic portfolio
- Develop your social skills, communication and confidence
- Improve your career prospects by gaining new skills and increasing your employability
- Prepare you for the global job market
- Improve your foreign language skills or provide you with the opportunity to learn a new language

How is this arranged?

Your third-year study abroad will be arranged on an individual basis. The Study abroad Academic co-ordinator will help you to develop a programme of study, and you will be in regular contact with your Personal Academic Tutors throughout the year.

Where can I study?

Our current International and European partners include:

Asia

- Education University of Hong Kong, Hong Kong
- Pusan National University, Busan, South Korea
- Ibaraki University, Japan
- Nagoya University of Foreign Studies, Japan
- Musashi University, Japan

Australia and New Zealand

- University of New England, Armidale, Australia
- Charles Darwin University, Australia
- UNITEC, Auckland, New Zealand

Europe

- Technical University of Valencia (UPV), Spain
- Karlstad University, Karlstad, Sweden
- Akdeniz University, Turkey

North America

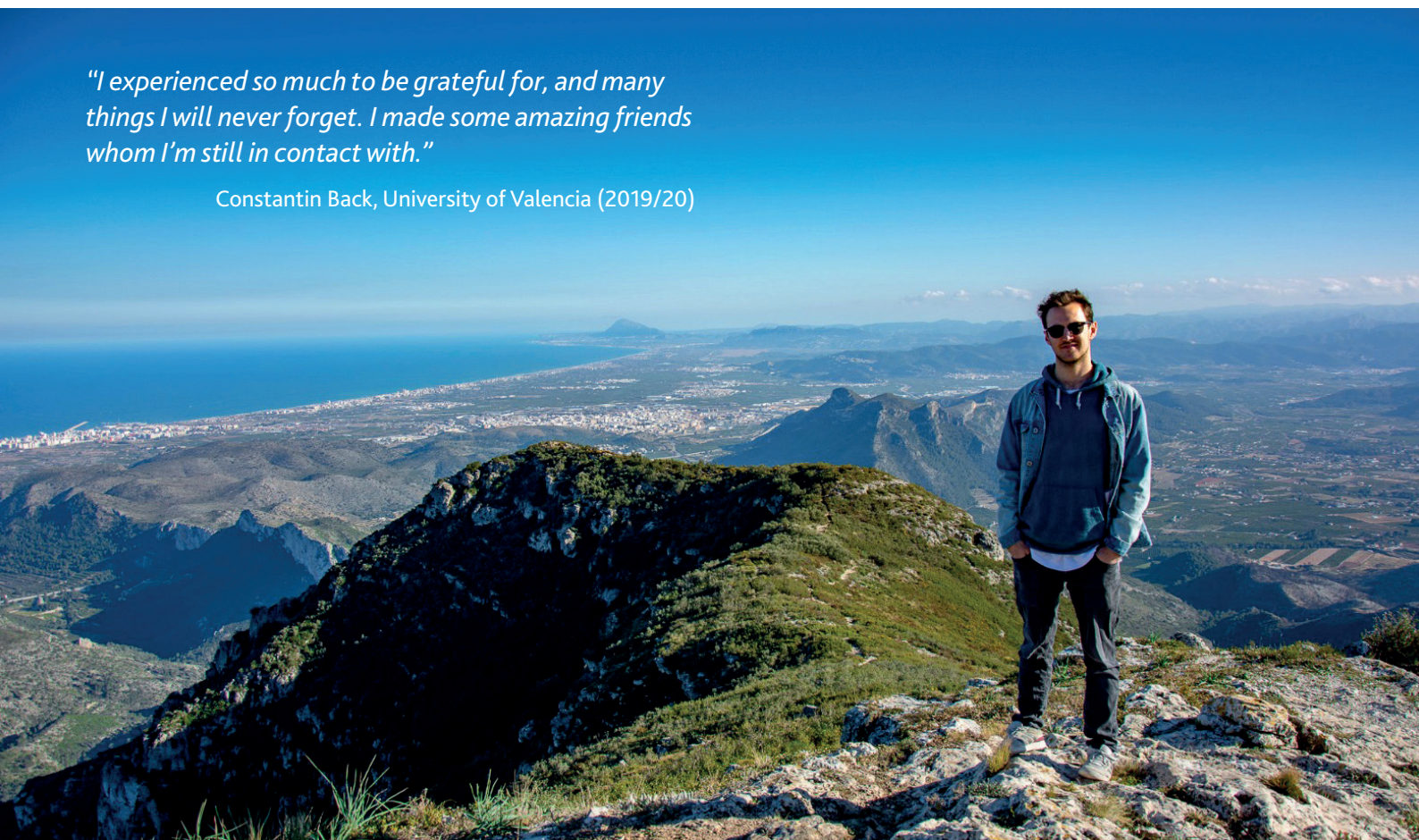
- Bishops University Quebec, Canada
- Brock University, Ontario, Canada
- Ball State University, Indiana, USA
- New Jersey City University, New Jersey/New York, USA
- Worcester State University, Massachusetts, USA
- University of Minnesota Duluth, Minnesota, USA
- Indiana University of Pennsylvania, Pennsylvania, USA
- Maryville College, Tennessee, USA

How much does it cost?

Your Third Year Abroad tuition fee will only cost you 15% of that year's tuition fee. For example, if the yearly tuition fee is £9000, you will only pay £1350 for the full year of tuition.

"I experienced so much to be grateful for, and many things I will never forget. I made some amazing friends whom I'm still in contact with."

Constantin Back, University of Valencia (2019/20)





Human Geography BA (Hons)

Human Geography is an exciting and diverse subject which examines the connections between people and their broader environment. In the dynamic world of the 21st century, exploring the impact of social, economic, cultural and political change on places and regions is vitally important.

With its range of modules, opportunities for specialization and a practical emphasis throughout, the Human Geography course at Worcester is a great way to learn about the world in which we live. It provides opportunities to examine aspects of change and development in urban and rural contexts, nationally and internationally. A distinctive feature of the programme is the numerous opportunities for fieldwork, both local and residential. Resource provision is excellent, and includes 24 hour access computer rooms and a digital mapping and survey suite.

The first year of the course offers an introduction to the breadth of the discipline, with fieldwork and practical activities featuring from the outset. The second and final years provide increasing opportunities for specialization, with the content of many modules benefiting from staff research and

consultancy activities. Field trips to regions like Provence are a key feature providing students with a varied cultural, as well as educational, experience. Throughout, you will find enthusiastic staff and a friendly and supportive learning environment. At the University of Worcester, you are not just another face in the crowd.

First Year Course Structure

First year modules are designed to introduce you to core geographical knowledge and skills, and provide the foundation for further studies in the discipline. Although the remainder of this section assumes a full-time mode of study, the course can also be followed on a part-time basis.

First Year Course Structure

Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	Pre-requisites
Single Hons				
GEOG1301	Geographical Investigations	30	M	-
GEOG1311	Risk and Resilience	30	M	-
GEOG1312	People and Place	30	M	-
SUST1001	Introduction to Sustainability	30	M	-



Second Year Course Structure

The second year programme allows you to develop a programme which suits your particular interests and career aspirations. Some modules must be taken, for example GEOG2300 Geography Residential Field Course, GEOG2310GIS and Research Methods and GEOG2330 Rural-Urban Geographies.

Second Year Course Structure

Module Code	Module Title	Credits	Status : Mandatory (M) or Optional (O)	Pre / Co-requisites
Single Hons				
GEOG2300	Geography Residential Field Course	15	M	-
GEOG2310	GIS and Research Methods	30	M	-
GEOG2330	Rural-Urban Geographies	30	M/O	
GEOG2331	Contemporary Issues in Human Geography	15	O	GEOG1312
GEOG2332	Geographies of Development	15	O	-
GEOG2333	Heritage Tourism and Place Promotion	15	O	-
GEOG2337	Climate Change: Science and Policy	15	O	-
LANG	Optional modules from the Language Centre	15/30	O	-

Single Honours students must take 120 credits in total, to include all mandatory modules, GEOG2300, GEOG2310, GEOG2330, and optional modules - which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.



International Year Abroad

Students taking BA (Hons) Human Geography with International Year Abroad will take the mandatory Third Year GEOG3000 International Year Abroad Module between their second and final year.

Final Year Course Structure

Optional modules in third year reflect staff interests in research, consultancy or professional practice. They are therefore more specialised than the broadly-based, systematic modules offered in second year, and represent a move towards the frontiers of geographical knowledge. Mandatory modules, on the other hand, tend to be more synoptic, enabling you to draw together the themes and skills of the course. Throughout

there is a greater emphasis on independent learning, and this is exemplified in the Dissertation in Human Geography.

Some modules are mandatory and must be taken. For example, all Single Honours Human Geography students must select the residential field course and the Dissertation in Human Geography. These requirements are shown below.

Third Year Course Structure

Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	Pre-requisites
			Single Hons	
GEOG3002	Dissertation	30	M	GEOG2310
GEOG3311	Changing Places Field Course	15	M	GEOG2330
GEOG3312	Professional Placement for Geographers	15	O	-
GEOG3331	Political Geography	15	O	-
GEOG3332	Countryside Conservation and Agricultural Change	15	O	-
GEOG3333	Town and Country Planning	15	O	-
GEOG3334	Built Heritage Management	15	O	-
GEOG3336	Environment & Development in sub-Saharan Africa	15	M	GEOG2332
GEOG3337	Geographies of Disability	15	O	-

Single Honours students must take 120 credits from the table above to include:
(i) HGEO3002; (ii) GEOG3311

BA (Hons) Human Geography: Course Diagram

Year 1		BA (Hons) Human Geography			
Semester 1	GEOG1301 Geographical Investigations	GEOG1311 Risk and Resilience	GEOG1312 People and Place	SUST1001 Introduction to Sustainability	
Semester 2					

Year 2		BA (Hons) Human Geography			
Semester 1	GEOG2310 GIS and Research Methods	GEOG2230 Rural-Urban Geographies	GEOG2201 Geography Residential Field Course	15 credit option	
Semester 2			15 credit option	15 credit option	

Optional Modules (15 credits)

GEOG2331 Contemporary Issues in Human Geography
 GEOG2232 Geographies of Development
 GEOG2233 Heritage Tourism and Place Promotion

GEOG2237 Climate Change: Science and Policy
 LANG Optional modules from the Language Centre

Year 3		BA (Hons) Human Geography with International Year Abroad			
	GEOG3000 International Year Abroad				

Final Year		BA (Hons) Human Geography			
Semester 1	GEOG3002 Dissertation	GEOG3311 Changing Places Field Course	15 credit option	15 credit option	
Semester 2		15 credit option	15 credit option	15 credit option	

Optional Modules (15 credits)

GEOG3312 Professional Placement for Geographers
 GEOG3331 Political Geography
 GEOG3332 Countryside Conservation and Agricultural Change
 GEOG3333 Town and Country Planning
 GEOG3334 Architecture and the Built Heritage
 GEOG3336 Environment & Development in sub-Saharan Africa
 GEOG3337 Geographies of Disability



Supporting your Learning

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability and Dyslexia Service within Student Services provides specialist support on a one to one basis.

The following activities and documents have been put in place to provide support for undergraduate students studying Geography within the School of Science and the Environment:

Induction Programme

Geography runs a week of induction events at the start of the academic year. In detail, the programme for this will vary from one year to the next, but will include the following elements: Introduction to the course; meeting(s) with academic tutors; introduction to key ICT resources [Student Online Environment (SOLE), Blackboard (a virtual learning environment)]; social event to meet staff and fellow students; some project/field activities (active learning/research-based teaching). Sessions on core study skills are reinforced within core mandatory modules and academic tutorials.

Personal Academic Tutors

All students have an academic tutor who guides the process of Personal Development Planning (PDP) and offers general support. Tutorials operate alongside the core curriculum. At Level 4, there is a full programme of meetings, with students undertaking a range of tasks linked to core modules. There is a particular emphasis on information literacy skills and Personal Development Planning. At Levels 5 and 6, the programme of meetings adheres to the generic guidance issued by the university, although there will remain an emphasis on personal development planning throughout the student's course. At all levels, a key objective will be the application of the idea of 'feed forward'; students gather feedback from the previous year/semester and review it with a tutor and/or in a peer group.

A particular focus of the personal tutor is to encourage personal development planning so that students receive structured support to develop:

- Awareness of their own strengths and weaknesses
- A clear vision of what they want to achieve through HE study
- Greater understanding of how study in Geography at the University of Worcester can help them towards their goals
- Responsibility for their choices in modules, work and social life
- A reflective approach to all the feedback they receive on their work
- A sense and a record of progression and achievement in their development of subject and generic skills and attributes
- An ability to use this greater awareness to articulate the benefits of their HE experience to others including employers

The academic tutor will also:-

- Respond to student requests for support and help with problems which affect academic work, either at subject level or by referral to other University of Worcester facilities
- Provide information for and assist in the drafting of University of Worcester references

The academic tutor is a student's regular point of contact within the university. Normally a personal tutor will remain with a student throughout their time at the University of Worcester.

How Often?

Students should normally meet their academic tutors four times a year, although occasionally students may also need to contact their tutors at other times, particularly if they are experiencing problems.

Group meetings

At induction, there will be group meetings between academic tutors and their tutees, other group meetings may also be organised from time to time.

Study Skills

The Geography programmes provide students with a range of opportunities to develop their study skills across all levels of the course. Support for developing study skills is built into the programme, especially the mandatory modules at Level 4, and is also provided in tutorials.

Additional support for developing study skills is provided in the following online resource:

Study Skills (<http://www.worc.ac.uk/studyskills/>)

This online resource includes Study Skills Advice Sheets, which have been developed in order to help students plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential. These advice sheets include guidance in the following areas:

- Essay Writing
- Learning at University
- Learning Journals
- Minimising Stress
- Oral Presentations
- Organising Yourself
- Plagiarism and Referencing
- Reading Efficiently
- Revision and exam skills
- Study at Distance
- Taking Notes
- Using feedback to improve your work
- What Does The Question Mean?
- Working in Groups
- Writing Reports



Admissions Policy, Criteria & Procedures

Admissions Policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment works closely with central student support services, including the Admissions Office, the Equal Opportunities Centre and the International Centre, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners.

Entry requirements

At least 4 GCSEs (or equivalent) at grade C or above plus **104-120 points** (subject to confirmation; please see website for definitive position)

The University will also consider applications from candidates holding qualifications outside the UCAS Tariff, including those awarded by professional bodies and overseas qualifications (including the European Baccalaureate). Please contact the Admissions Office for advice on all other qualifications.

Please note that the application process includes an informal interview, which is part of a more general activity day.

Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications are asked to contact the Admissions Office (01905 855111) with details of their age, any work they have undertaken, including caring or organised voluntary work, and any other relevant experience and/or qualifications gained since leaving school. An advisory interview will be arranged to discuss possible options. These options include an Access course or Foundation Year at a local Further Education College or an Exploratory Essay and interview, where appropriate.

Accreditation of Prior Learning

Students with relevant previous study at FdA, HND or degree level or extensive experience may be considered eligible for accreditation of prior learning. Entry may be possible to Level 4 or Level 5 of the course, depending upon the qualifications or experience gained. Credit can also be given for individual modules. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.



A narrow street in a European town, likely France, with yellow buildings and blue shutters. The street is paved with cobblestones and has a black street lamp on the right. The buildings have multiple stories and small windows with shutters. The sky is overcast.

Recommended Reading

If you would like to get a head start with course reading, here are some recommendations that will be relevant to the course:

Cloke, P., Crang, P. and Goodwin, M., (eds) (2014), *Introducing Human Geographies* (3rd edition), London: Routledge.

Couper, P.R. (2015) *A Student's Introduction to Geographical Thought: Theories, Philosophies, Methodologies*. London: Sage.

Daniels, P., Bradshaw, M., Shaw, D., Sidaway, J and Hall, T. (eds) (2016), *An Introduction to Human Geography* (5th edition), Harlow: Pearson.

Equipment Required

The following are likely to be required at some time, though not necessarily at the start. Tutors will give specific advice:

- Field clothing including sturdy footwear
- Small backpack and A4 clipboard for field work

Module Descriptions

GEOG1301 Geographical Investigations

This practical-based module introduces and consolidates key skills that are essential for all geographers. It does so in three inter-related parts. The first part covers cartography, moving from the interpretation of maps, through principles of map design, to construction of maps from primary data from surveying conducted in the field. The second part of the module then moves on to consider data and their analysis. Different ways of interrogating data sets are examined and their relevance to geographical research discussed. The third part of the module uses fieldwork at sites in the local area to put into practice mapping and data analysis skills.

GEOG1311 Risk and Resilience

The module introduces students to the increasingly important interdisciplinary concepts of risk, resilience and sustainability, that in many ways define the dynamic and evolving relationship between people and planet. It first examines the theories and ideas underpinning these terms, before going on to explore their relevance to some of the most pressing inter-related societal and environmental global challenges we face today (e.g. flooding, famine, inequality and poverty). Finally, the module considers the potential solutions to these problems and issues, which are increasingly being framed in the context of Sustainable Development.

GEOG1312 People and Place

Human Geography covers a diverse range of issues and interacts with a number of other disciplines. This module introduces students to the principal themes in human geography and provides a flavour of the main sub-disciplines within it. The relevance of geographical enquiry to an understanding of 'real world' issues is demonstrated while highlighting the diversity of approaches adopted in studying them. Topics explored will include spatial inequality, development, urban and rural change, ethnicity, gender, and migration.

SUST1001 An Introduction to Sustainability

This module introduces students to the concepts of sustainability and sustainable development, examining definitions of these terms and the theories underpinning them. Students are encouraged to consider what sustainability means to them and how it relates to their own values, beliefs and behaviours. Contemporary debates in sustainability are exemplified through encounters with 'expert witness' practitioners. Sessions also explore the ideas underpinning education for sustainability.

GEOG2300 Geography Residential Fieldcourse

Core contemporary themes and ideas in geography are explored in the context of the Scottish Highlands. This is a landscape markedly different from that of the West Midlands and the only location in Britain where certain geographical processes are acutely evident. Throughout, the emphasis is on the development of fieldwork skills.

GEOG2310 GIS and Research Methods

This module introduces the key principles and practice of research in Geography, and through engagement in project work, provides students with the skills and experience required to embark upon a major research project in their final year. It outlines the various stages in the research process including: choice of topic, identifying research questions, searching for and reviewing relevant academic literature, designing an appropriate methodology, qualitative and quantitative data collection, and data analysis and presentation. The module integrates Geographical information Systems (GIS) into this process, where we explore the basic principles and applications of GIS, how geographic reality is modelled using GIS, and its wider use in geography and environmental management, socio-economic analysis and archaeology.

GEOG2330 Urban-Rural Geographies

This module explores various geographical approaches to the study of rural and urban places with a focus on how political, social, economic and cultural processes influence rural-urban geographies of the UK and the rest of the world. Key topics include social change in rural areas, agricultural patterns, processes and policies, as well as the macro-geographies of the urban world, changing global urban networks and the micro-geographies of urban worlds.

GEOG2331 Contemporary Issues in Human Geography

This module provides a thorough overview of key debates and issues in human geography. It begins with charting the emergence and development of human geographic approaches including Marxism, feminist geography, and the 'cultural turn'. Drawing on examples from around the world, students will learn about a range of themes in social and cultural geography including memory, heritage and landscape; gender, the body and the city; national identity and territory; globalisation and representation; nature and animal geographies; post-colonialism and development.



GEOG2331 Geographies of Development

The module introduces students to the various debates concerning development in the developing world, from a geographical perspective. It discusses the practical application of different approaches to development with particular reference to rural and urban contexts, natural resource management, and sustainable development. Critically, the module seeks to engender a geographical understanding of the inter-relationships between various development issues, and the role of various stakeholders in the development process.

GEOG2333 Heritage Tourism and Place Promotion

The module examines the increasing importance of heritage, commodification and spectacle to the management, promotion and economic development strategies of places. It introduces students to contemporary approaches to understanding the construction of place and develops student's skills in critically 'reading' heritage landscapes and place promotion materials as 'texts'. In particular it critically examines the promotion of the countryside as a place of leisure and tourism and the selling of urban and industrial heritage in heritage centres and as part of urban regeneration strategies. The module critically considers whose heritage is being represented in these contexts and who benefits from this commodification of heritage.

GEOG2337 Climate Change: Science and Policy

The module introduces students to the human dimensions of the climate change debate. Drawing on a wide range of recently published research, it questions: What is being done and what more can be done to stop climate change or reduce its effects? Why is there still public debate on climate change? How influential are scientists, the media and politicians in shaping public understanding and acceptance of climate change science, impacts and responses? What are the barriers and challenges to an integrated response at local, national and international scales? Combining theoretical and practical components, the module encompasses a range of individual and group based activities employing varied teaching techniques and media.

GEOG3002 Dissertation

Under supervision, and subject to the approval of geography tutors, students will select a topic for investigation using primary and/or secondary sources. Students will gain experience working independently in both researching and presenting their topic, using geographical skills and techniques. These projects may involve original research, or the re-working of secondary materials from an original viewpoint, and in either case the students will develop an understanding of the nature and complexity of the specific topic selected and of the collection and analysis of information relevant to it.

GEOG3311 Changing Places Overseas Field Course

This field-based module explores selected aspects of the changing human geography of Provence in southern France. Human geographical knowledge and skills are enhanced through immersion in residential field study in a region that is culturally, socially, economically and politically different from the UK. Various quantitative and qualitative approaches are used in the course of the module and the connections between the various themes and issues explored in other human geography modules is emphasised. Different modes of information gathering are used and there is an emphasis on group work and independent learning. Fieldwork is central to human geography because it provides an opportunity to apply theories, concepts and methods. The focus here is on relatively small-scale field sites which allows for an exploration of the ways human geographical processes interact to shape specific localities.

GEOG3312 Professional Placement for Geographers

This module will provide students with the opportunity to undertake a work placement and to enable them to apply their geographical and personal skills within a working environment. Students will be expected to arrange their own 100 hour work placement which may entail a two week block (normally out of semester) or a more extended period of 15 weeks. Placements should be approved by the module leader in advance of module registration; examples of appropriate placements include public-sector bodies, environmental consultancies, schools, voluntary-sector organisations and private-sector companies. The taught element of this module will be delivered by a series of seminars and tutorial sessions

GEOG3331 Political Geography

Relationships between people and their wider environment cannot be separated from political considerations. The interconnections between people, place and political processes form the basis of political geography. We live in a highly volatile world characterised by political conflicts of varying degrees of intensity centred on issues of territorial control, resource claims, ethno-national and social identity. This module explores political relationships and their territorial expression at global, national and local levels. It examines the geographic underpinnings, impacts and consequences of political processes, strategies and ideologies in a variety of different places. The module moves from a global, through a national, down to a local focus while clearly highlighting the interconnectedness between events occurring at different spatial scales.

GEOG3332 Countryside Conservation and Agricultural Change

This module examines current efforts to conserve the UK countryside, identifying what is valued and the measures in place to protect and enhance it. Agricultural change provides the main focus for discussion because it has both created and then destroyed what is most loved in terms of landscape and wildlife. Different approaches are examined and evaluated, divided into statutory forms of protection (such as National Parks) and incentive-based measures to encourage landowners and occupiers to conserve (agri-environmental schemes).

GEOG3333 Town and Country Planning

This module builds on an understanding of key issues within urban and rural contexts and of the inter-relationships between town and country by considering approaches to managing these areas. The development of the formalised town and country planning system in Britain has had a considerable impact on the processes of change in urban and rural areas. Significantly, the operation of this system has created key tensions and conflicts within the planning and development process

GEOG3334 Built Heritage Management

Buildings, either as single structures or as townscapes, form a key component of the national heritage. Key structures are afforded official protection through legislation and buildings form a key resource within the 'heritage industry'. But which structures do we value and why? The module seeks to examine these issues. Focussing on Britain's built heritage, the module will examine the development of key building types, architectural styles and the formation of historic townscapes. It will draw upon a range of perspectives in order to analyse buildings, including architectural, urban morphological and archaeological. Finally, the module will explore the significance of particular buildings, styles and townscapes to Britain's national heritage, considering issues of protection and re-use.



GEOG3336 Environment and Development in Sub-Saharan Africa

Many of the development challenges facing sub-Saharan Africa are inextricably linked to peoples' interaction with, and management of, the natural environment. Most development practitioners and academics would argue that balancing development needs with environmental sustainability is critical for poverty reduction and the development of sustainable livelihood systems. Through engagement in either a series of virtual fieldwork activities focusing on the highlands of western Ethiopia, or a two week residential fieldcourse in Malawi this module invites students to consider the nature and practical challenges of facilitating sustainable people-environment inter-relationships in sub-Saharan Africa.

GEOG3337 Geographies of Disability

This module introduces students to disability and geography in contemporary society. Students will consider critically 'everyday' practices of disability and impairment, be they physical or mental health issues, looking at the contribution of geography to the understanding of the interrelationship between space, disability and society. There are two main strands of the module: first to explore the relationship between individual types of impairment and space; second, to examine inequality through a social and cultural lens of impairment. Students will explore the critical processes underpinning the social construction and production of disability as a state of marginalization and oppression in the society and the built environment.

Assessment Maps

Level 4							
	Essay	Critical Reading	Report	Group Presentation	Individual Portfolio	Seen exam	TV Show
GEOG1301	40%		60%				
SUST1001	30%		40%		100%		
GEOG1311			50%				50%
GEOG1312	40%	30%		30%			

Level 5									
	Essay	Report	Written Assignment	Research Paper	Field Notebook	Poster	Exam	Practical Report	Group Presentation
GEOG2300	100%								
GEOG2310		20%		60%					20%
GEOG2330		50%	50%						
GEOG2331			60%						40%
GEOG2332		60%					40%		
GEOG2333		50%							50%
GEOG2337	50%					50%			
GEOG2338					50%	50%			

Level 6															
	Student Led Seminar Discussion	Practical Portfolio	Practical Assessment	Report	Poster	Dissertation	Role Play Exercise	Planning Exercise	Fieldwork Journal	Critical Investigation	Group Presentation	Presentation	Project	Field Report	Other
GEOG3002						100%									
GEOG3311				70%							30%				
GEOG3312				80%								20%			
GEOG3331													100%		
GEOG3332													100%		
GEOG3333							35%			65%					
GEOG3334	50%			50%											
GEOG3336									60%	40%					
GEOG3337				40%					60%						60%



University of Worcester
Henwick Grove
Worcester WR2 6AJ

Tel: +44 (0) 1905 855 141
email: study@worc.ac.uk
Fax: +44 (0) 1905 855 144