Queen Mary
University of London

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BSc (Hons) Geography with Business Management
Name of interim award(s):	
Duration of study / period of registration:	3 Years Full time
QMUL programme code / UCAS code(s):	FVN1
QAA Benchmark Group:	
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Geography

Schools / Institutes which will also be involved in teaching part of the programme:

School of Business & Management

Institution(s) other than QMUL that will provide some teaching for the programme:

N/A

Programme outline

Our BSc Geography with Business Management programme is a three year, full-time degree course, combining geographical scholarship with a more vocationally orientated programme in business management. The study of cultural, economic, development,health, historical, political, social and urban geographies will enable students to develop a critical understanding of human geographical debates in the 21st century. Choosing physical geography modules will enable students to understand and appreciate the nature and functioning of Earth systems over a range of spatial and temporal scale, and the role of humans within these systems; topics could include environmental change, environmental hazards and pollution. The study of accounting, marketing, strategy and management techniques will provide critical insights into key aspects of the theory and practice of business and management. The programme will develop intellectual and practical skills through training in either human or physical geography research techniques, including both quantitative and qualitative methodologies. The programme also develops key skills and attributes that will be valuable during the degree programme and in subsequent employment, for example in data collection, analysis and interpretation, in written and verbal communication, in teamwork and in ICT. Fieldwork forms an important element of the degree, providing opportunities to engage first-hand with geographical issues in East London, elsewhere in the UK and internationally in the Global North and South.

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Aims of the programme

The Schools of Geography and Business Management, through their BSc Geography with Business Management programme, aim to:

1) share their enthusiasm for geographical and business-related learning and scholarship with students;
2) introduce students to a range of geographical, environmental and business knowledge and understanding, shaped by staff research interests and by appropriate external frameworks such as the geography benchmarking document;
3) enable students to specialise within particular fields of geography (defined largely by staff research interests);
4) provide understanding of academic perspectives on business and management;
5) develop intellectual, discipline-specific and key skills, including field work skills and qualitative and quantitative research skills;
6) encourage self-reflective awareness of the acquisition of these skills;
7) foster critical thinking skills about the world and a continuing sense of enquiry;
8) develop students' understanding of the value and relevance of a geographical and business-orientated education to their future careers and wider life experiences;
9) facilitate a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education.
As a leading international centre of geographical research, the School of Geography's mission is to teach its students to the very highest academic standards, drawing on its research in creative and innovative ways.

What will you be expected to achieve?

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes. These use the Benchmark Statement in Geography as a framework interpreted in ways which reflect the distinctive nature of our research and teaching in geography.

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking

- multi- and inter-disciplinarity

- international perspectives

- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

Academic Content:	
A1	knowledge and understanding of the relationships between physical and human aspects of environment and landscapes
A2	knowledge and understanding of the concept of spatial variation
A3	knowledge and understanding of the nature of spatial influences
A4	knowledge and understanding of the construction and constitution of the distinctiveness of particular places and their interdependence with other places at various spatial scales
A5	knowledge and understanding of the operation of physical systems
A6	knowledge and understanding of the key geographical processes that shape social and economic world
A7	Knowledge and understanding of the significance of spatial and temporal scale
A8	knowledge and understanding of the role and significance of change as central process in human and physical worlds

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A 9	knowledge and understanding of the geographies of difference and inequality in the human world and the processes underpinning them
A 10	knowledge and understanding of the contested, dynamic and plural nature of the geography discipline
A 11	knowledge and understanding of the diverse forms of representation of the human and physical worlds
A 12	knowledge and understanding of the main methodological strategies used in the analysis and interpretation of geographical information
A 13	knowledge and understanding of the relationships between earth and its people from an informed, concerned and critical perspective
A 14	the connections between economic, social, political and cultural life and modern business and management forms
A 15	modern business issues and theories and management techniques

Disciplinary Skills - able to:	
B 1	plan, design and execute a piece of rigorous research or enquiry, including the production of a piece of original research
B 2	describe and comment critically upon particular aspects of current geographical research
B 3	undertake effective field work (with due regard to safety and risk assessment)
B 4	prepare effective maps and diagrams using appropriate technologies
B 5	employ a variety of social survey and interpretative methods for the collection, analysis and understanding of information from the human world
B 6	employ a variety of technical methods for the collection and analysis of spatial and environmental information
B 7	combine and interpret different types of geographical evidence
B 8	recognise the moral and ethical issues involved in geographical debate and enquiry and research practice

Attributes:	
C 1	Engage critically with knowledge (acquire and apply knowledge in a rigorous way; connect information and ideas within their field of study; use writing for learning and reflection; adapt their understanding to new and unfamiliar settings)
C 2	Have a global perspective (engage with the professional world)
C 3	Learn continuously in a changing world (acquire new learning in a range of ways, both individually and collaboratively; use quantitative data confidently and competently)
C 4	Rounded Intellectual Development (good judgement; curiosity and openness to change; initiative and resilience in meeting challenges; respect for the opinions of others and a readiness to act inclusively; the ability to reflect upon and assess their own progress; transferable key skills to help them with their career goals and their continuing education)

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C 5	Clarity of Communication (develop effective spoken and written English; explain and argue clearly and concisely; apply different forms of communication in various social, professional and cultural settings; use communication technologies competently)
C 6	Research Capacity (grasp the principles and practices of their field of study; produce analyses which are grounded in evidence; apply their analytical skills to investigate unfamiliar problems; work individually and in collaboration with others; develop a strong sense of intellectual integrity; acquire substantial bodies of new knowledge)
C 7	Information Expertise (identify information needs appropriate to different situations; use technologies to access and interpret information effectively; critically evaluate the reliability of different sources of information; use information for evidence-based decision-making and creative thinking)

QMUL Model Learning Outcomes - Level 4:

D 1	**(Networking) Identify and discuss their own career aspirations or relevant skills and knowledge and how they i**
D 2	**(Networking) Identify and discuss what their own role in their programme and/or subject discipline might mea**
D 3	**(Multi/Inter-Disciplinarity) Identify and demonstrate the perspectives or problem solving techniques of differe**
D 4	**(Multi/Inter-Disciplinarity) Demonstrate connections between different theoretical perspectives within your di**
D 5	**(International Perspectives) Discuss socio-cultural values and practices with others**
D 6	**(International Perspectives) Consider the role of their discipline in diverse cultural and global contexts**

QMUL Model Learning Outcomes - Level 5:

E 1	(Multi/Inter-Disciplinarity) Demonstrate how discipline specific problem solving techniques or approaches may be ger
E 2	(Multi/Inter-Disciplinarity) Evaluate perspectives from different disciplines
E 3	(Networking) Evaluate and demonstrate their own attitudes, values and skills in the workplace and/or in the wider wo

QMUL Model Learning Outcomes - Level 6:

F 1	

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QMUL Model Learning Outcomes - Level 7:
G 1	

How will you learn?

The programme will be taught in accordance with the School of Geography's Teaching and Learning Strategy. The School of Geography is committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent learning and critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

The delivery of teaching will take a number of forms:
• lectures
• small group tutorials
• seminars
• workshops
• computing practical classes
• guest speakers
• individual supervision of projects, dissertations and internships
• fieldwork

Learning will be supported by:
• coherently designed and effectively delivered modules
• detailed module handbooks, providing learning outcomes and guided reading for each module
• the provision of key materials in libraries or through electronic resources
• individual feedback on written work
• appropriate assessment exercises within each module
• use of electronic teaching materials including Powerpoint, QMPlus (QM's on-line learning environment), and online reading lists
• encouraging active participation by students in small group discussions
• research methods training

How will you be assessed?

Assessment is varied and will take a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:
• unseen examinations
• coursework essays
• research projects and dissertations
• project synopses
• student presentations and role play exercises
• group projects and presentations
• literature reviews

How is the programme structured?
Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

The programme is structured around a set of compulsory modules and a range of elective modules, as identified in the table

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below.

Students take modules up to the value of 120 credits in each of their 3 Developmental Years. Students in Developmental Year 1 must only select level 4 modules. Students in Developmental Year 2 will normally select level 5 modules (in exceptional circumstances they might be permitted to take some level 4 modules up to the value of 30 credits). Students in Developmental Year 3 will normally select level 6 modules; in certain circumstances they might be permitted to take some level 5 modules up to the value of 30 credits. Students in Developmental Year 3 are not permitted to take level 4 modules. No students are permitted to take level 3 modules. Further information on College rules governing progression and award of degrees can be found at www. arcs.qmul.ac.uk

During Developmental Year 1, students take 75 credits of compulsory modules and the remaining credits from elective modules. The compulsory modules are designed to provide a grounding in key issues and debates in geography; the fundamentals of management and economics for business; and in appropriate research methodologies, approaches to study (including field work) and generic skills training. The elective modules provide students with the potential to extend their knowledge and understanding in relation to human and/or physical geography by drawing upon existing modules offered in the School of Geography.

During Developmental Year 2, students take a possible total of 75 credits of compulsory module and the remaining credits from elective modules. The compulsory modules are designed to provide students with an introduction to research design and research proposal writing, to further develop generic skills (including, inter alia, presentation and group-working skills) and to begin research activity connecting to the compulsory Independent Geographical Study module in Developmental Year 3. On the Business side compulsory modules develop understanding of marketing and financial accounting. Students select additional elective modules which focus on subdisciplinary areas of geography (and may include opportunities to undertake overseas fieldwork) or on more specialist techniques. These provide a platform for further specialisation in Developmental Year 3.

During Developmental Year 3, students take a 60 credits compulsory modules and 60 credits of elective modules. The compulsory modules include the Independent Geographical Study which is based on undertaking original research and two further modules in Business covering human resources and strategy. The Independent Geographical Study is seen as the culmination of students' training in research design, methods, analysis and presentation and demonstrates their ability to deploy accurately techniques of analysis and enquiry using primary or secondary sources. The remaining 60 credits are selected from a range of specialist 15 or 30 credit modules, which reflect the distinctive research expertise of staff teaching on the programme and may include opportunities to undertake overseas fieldwork.

Note that not all of the elective modules listed in the following table will be offered every year.

*** At Level 6 - students CAN take EITHER/OR but not both GEG6006 and GEG6009***
At Level 5 - students CAN take EITHER/OR but not both GEG5102 or GEG5223
At Level 5 - students MUST take EITHER/OR GEG5102 or GEG5212/GEG5213/GEG5214

At level 5, students may select 15 further credits from modules outside the School of Geography.

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Ideas and Practice in Geography and Environmental Science	GEG4002	15	4	Compulsory	1	Semesters 1 & 2	Yes
Geography in the World	GEG4003	15	4	Elective	1	Semester 1	Yes

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Research Methods for Geographers and Environmental Scientists	GEG4004	30	4	Compulsory	1	Semesters 1 & 2	No
Global Worlds	GEG4112	15	4	Elective	1	Semester 2	No
Reinventing Britain	GEG4106	15	4	Elective	1	Semester 2	Yes
Earth Surface Science	GEG4209	15	4	Elective	1	Semester 2	No
People and the Environment	GEG4005	15	4	Elective	1	Semester 1	Yes
Fieldwork in Physical Geography and Environmental Science	GEG4204	15	4	Elective	1	Semester 2	No
Fundamentals of Management	BUS001	15	4	Compulsory	1	Semester 1	No
Economics for Business	BUS017	15	4	Compulsory	1	Semester 2	No

Academic Year of Study   FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Geographical Information Systems	GEG5102	30	5	Elective	2	Semesters 1 & 2	No
Geography Research in Practice	GEG5103	30	5	Elective	2	Semesters 1 & 2	No
Geography, Identity, Belonging	GEG5104	30	5	Elective	2	Semester 2	No
Urban Futures	GEG5112	30	5	Elective	2	Semester 2	No
Boston Reworked: The Making of a North American City	GEG5125	30	5	Elective	2	Semester 2	No
Cultural Geographies	GEG5126	15	5	Elective	2	Semester 1	Yes
Society and Space	GEG5127	15	5	Elective	2	Semester 2	Yes

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Spaces of Uneven Development	GEG5128	15	5	Elective	2	Semester 1	Yes
Economic Geographies	GEG5129	15	5	Elective	2	Semester 2	Yes
Health, Space and Justice	GEG5130	15	5	Elective	2	Semester 2	Yes
Contemporary London: Life in the Global Metropolis	GEG5131	15	5	Elective	2	Semester 1	Yes
Geographies of Biomedicine	GEG5134	15	5	Elective	2	Semester 1	Yes
Ecosystem Science	GEG5224	15	5	Elective	2	Semester 2	Yes
Geomorphology	GEG5225	15	5	Elective	2	Semester 1	Yes
Ice Age Britain	GEG5226	15	5	Elective	2	Semester 1	Yes
The Anthropocene	GEG5227	15	5	Elective	2	Semester 1	Yes
Geospatial Science	GEG5223	15	5	Elective	2	Semester 2	Yes
Marketing	BUS011	15	5	Compulsory	2	Semester 2	No
Principles of Financial Accounting	BUS138	15	4	Compulsory	2	Semester 1	No
Environmental Research Methods	GEG5212	15	5	Elective	2	Semester 1	No
Advanced Environmental Research Skills	GEG5213	15	5	Elective	2	Semester 2	No
Research Design	GEG5214	15	5	Elective	2	Semesters 1 & 2	No

Academic Year of Study   FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Geography, Identity, Belonging	GEG6104	30	6	Elective	3	Semester 2	No
Global Historical Geography	GEG6105	15	6	Elective	3	Semester 1	No
Urban Futures	GEG6112	30	6	Elective	3	Semester 2	No
Victorian London: Economy, Society and Culture	GEG6117	15	6	Elective	3	Semester 1	No
Development Futures: Mumbai Unbound	GEG6120	30	6	Elective	3	Semester 2	No
Globalisation and Regional Development	GEG6121	15	6	Elective	3	Semester 2	No
Boston Reworked: The Making of a North American City	GEG6125	30	6	Elective	3	Semester 2	No
Geographies of Nature	GEG6128	15	6	Elective	3	Semester 1	No
Contemporary India: Politics, Society and Economy	GEG6129	15	6	Elective	3	Semester 1	No
Geopolitics Post 9/11: War, Security, Economy	GEG6130	15	6	Elective	3	Semester 2	No
Advanced GIS	GEG6132	15	6	Elective	3	Semester 2	No
Geography, Technology and Society	GEG6134	15	6	Elective	3	Semester 2	No
Health, Disease and the City	GEG6137	15	6	Elective	3	Semester 2	No
Urbanisation and Development in sub-Saharan Africa	GEG6138	15	6	Elective	3	Semester 1	No
Economic Futures: Malaysia Emerging	GEG6140	30	6	Elective	3	Semester 2	No
Cold Environments	GEG6202	15	6	Elective	3	Semester 2	No
Environmental Hazards	GEG6203	15	6	Elective	3	Semester 1	No
Science and Politics of Climate Change	GEG6214	15	6	Elective	3	Semester 1	No

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Integrated Catchment Management	GEG6218	15	6	Elective	3	Semester 2	No
Independent Geographical Study	GEG6000	30	6	Compulsory	3	Semesters 1 & 2	No
Readings in Geography: Victorian London	GEG6002	15	6	Elective	3	Semester 1	No
Readings in Geography: Geographies of Nature	GEG6003	15	6	Elective	3	Semester 1	No
Readings in Geography: Geography, Technology and Society	GEG6006	15	6	Elective	3	Semester 2	No
Readings in Geography: Contemporary India	GEG6007	15	6	Elective	3	Semester 1	No
Readings in Geography: Global Historical Geographies	GEG6009	15	6	Elective	3	Semester 1	No
Progress in Physical Geography and Environmental Science	GEG6221	15	6	Elective	3	Semester 2	No
Geo-ecology and Geo-ecosystems	GEG6222	15	6	Elective	3	Semester 2	No
Terrestrial Vegetation Modelling	GEG6223	15	6	Elective	3	Semester 1	No
Strategy	BUS204	15	5	Compulsory	3	Semester 1	No
The Management of Human Resources	BUS324	15	6	Compulsory	3	Semester 2	No

What are the entry requirements?

The School considers each candidate individually and conducts admissions interviews. Entry requirements are as follows:

A-levels
Tariff/Grades requirement: ABB to BBB. Typical offer: ABB. Though Geography at A-level is preferred, it is not required. We usually ask for a grade B in Geography or another appropriate subject. If you do not perform well in one subject and do better in others, that is acceptable providing you gain the minimum grades required for the degree programme. Excluded subjects: General Studies.

Vocational or applied A-levels
The following Applied A-levels and Double Awards only are acceptable: Art and Design; Business; Information and Communication Technology; Leisure and Recreation; Media; Performing Arts; Science; Travel and Tourism.

BTEC National Diploma (18 units)
Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: Overall DDM.

International Baccalaureate
Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: 30-32 points overall

with 6,5,5 to 5,5,5 in HL subjects of which one must be Geography.

All students must meet Queen Mary's English language requirements. Students from outside the United Kingdom must give evidence of their English language ability by producing an English language test score. Requirements are as follows:
IELTS 7.0 (writing 6.5)

How will the quality of the programme be managed and enhanced?

The School of Geography operates a Teaching and Learning Committee which advises the Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work through the reporting of minutes from the Staff-Student Liaison Committee and via the consideration of module evaluations and student surveys.

Like all schools/institutes at Queen Mary, the School of Geography operates an Annual Programme Review (APR) of its taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the NSS and module evaluations and through the comments of Staff-Student Liaison Committee.

How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the School of Geography and its students. The committee consists of student representatives from each year group together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

All modules provide end-of-module evaluation questionnaires to be completed by students, the results of which are considered annually by module convenors and teaching teams and may lead to modifications of module content and/or delivery in future years.

What academic support is available?

The School of Geography is a welcoming and friendly department and all academic and professional support staff play a role in ensuring that students are supported through their studies.

Programme Induction is provided for all incoming students during Welcome Week. This is used as an opportunity to acquaint new students with the format of the programme and expectations of them. Students also receive a library induction. All students meet with a designated Personal Tutor during this week to talk about module selection and how to manage the registration process. Students with special educational needs have the opportunity to talk to their adviser about how the College can best support them, and to agree with the students how to communicate those needs to appropriate members of staff. In week 1 of the first year we also run a week of intensive fieldwork and other activities called 'Investigating London'. This provides and opportunity for extended induction and for staff and students to get to know one another.

All first year students are allocated a Teaching Associate Tutor with whom they will meet for an hour weekly or fortnightly during Semesters A and B and an Advisor with whom they will meet at appropriate intervals. Second year students will meet with their personal tutors (also their Advisors) on a fortnightly basis. In the final year, Personal Tutors/Advisors also act as students' Independent Geographical Study supervisors and regular one-to-one meetings take place. All staff have weekly office hours when they are available to see students on a one-to-one basis.

Programme-specific rules and facts

N/A

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Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one study skills tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links with employers, placement opportunities and transferable skills

We would expect a successful graduate from the BSc Geography with Business Management programme to have:
• good knowledge and understanding of key the processes that shape the social and economic world and the physical environment
• the ability to employ a variety of social survey and interpretative methods for the collection, analysis and understanding of information from the human world
• the ability to employ a variety of technical methods for the collection and analysis of spatial and environmental information
• good written and verbal communication skills
• good numeracy and analytical skills
• confidence in using Information Technology
• competence in information handling and retrieval
• good interpersonal working skills
• the ability to work autonomously, showing initiative and demonstrating self-awareness and self-management
• flexibility, adaptability and creativity

Throughout their period of study, students are encouraged to reflect upon the acquisition of skills and their future employability. Tutorials in all three years deal with issues such as CV planning, skills development and applying for internships and graduate positions. Working with Queen Mary's Careers Service, the School also hosts employability forums (or similar) with recent graduates who offer insights and advice and encourage students to apply for internships and other activities that provide relevant work experience. Some modules include visiting speakers from industry and/or visits to commercial companies and environmental research organisations.

Graduates from the BSc Geography with Business Management programme have gone on to a wide range of careers including: conservation and environmental analysis, quantity surveying; business and finance; marketing and promotion; human resources; media and communication; planning and regeneration; housing and welfare; community development; teaching and lecturing; research. The degree provides a strong platform for further study at masters level and beyond.

Programme Specification Approval

Person completing Programme Specification:

Emma Shapcott

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Programme Title: BSc Geography with Business Management

Person responsible for management of programme:

Prof Dave Horne

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

29 Jan 2018

Date Programme Specification approved by Taught Programmes Board:

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