Course Specification

Geography and Natural Hazards (BSc Hons)
EECU064

Faculty of Engineering, Environment and Computing
School of Energy, Construction and Environment
Academic Year: 2021/22

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
PART A Course Specification
BSc Geography & Natural Hazards

1. Introduction
A degree in Geography, and degrees in which the study of Geography is considered core, have been offered at Coventry University, and its predecessor institutions, since 1974. Geography occupies a distinctive place in the world of learning, offering an integrated study of the complex reciprocal relationships between human societies and the physical components of the Earth (Geography - QAA Subject Benchmark Statement. Each year sees an intake of around 120 students who choose one of the three degree courses: Human Geography (BA Geography), Physical Geography (BSc Geography) or Physical Geography with a Natural Hazards focus (BSc Geography and Natural Hazards, GNH). This document is the course specification for BSc Geography and Natural Hazards. The programmes for BA and BSc Geography are available in related course specification documents.

The aim of the BSc Geography and Natural Hazards course is to provide students with experiential learning, including fieldwork, to develop knowledge and understanding of physical environments and the natural hazards posed within them. Graduates will understand the evolution and significance of the distinctiveness of places and environments, and the inter-relationships between people and the environment. As part of their studies students will develop specialist science research skills. A BSc Geography and Natural Hazards graduate possesses a substantive depth of knowledge through specialisation within sub-fields of the subject such as Geology, Hydrology, Earth System Sciences, Climatology, Quaternary Science and natural hazard resilience, vulnerability and management.

The first year of the course encompasses the study of people and place, spatial patterns and fundamental social and physical processes, landscape, climate change and natural hazards. As each individual course progresses beyond Level 4, the subject focus becomes more specific and the programme bespoke for the individual student. The BSc Geography and Natural Hazards course explores the nature of the physical world; human interaction with the environment and the processes, natural and otherwise, that shape it over time and indeed, often make it hazardous. The cause of natural hazards, as being both natural and societal, is constantly reiterated. The themes of the impacts of climate change and sustainability run throughout the degree course. The modular path followed by the programme allows for an element of choice enabling personalisation of the degree.

Innovative / distinctive features:
- The BSc Geography and Natural Hazards (GNH) course, following the requirements of the QAA Subject Benchmark, has fieldwork embedded at every level, including international possibilities. Each year, our students will attend at least one mandatory residential fieldtrip to enhance their applied geographical skills. Field skills are fundamental to the teaching of Geography, which is why they have such a high profile in terms of assessments, allowing students to explore the environment and learn from it, while putting into action the theory they have gained in the class room.
- All our students will experience international mobility at least once in their programme, through a mandatory international fieldtrip. The fact that the UK has no natural hazards means that international case studies and visits form a fundamental part of the Geography and Natural Hazards course. Students are required to contribute to the costs of the mandatory international fieldtrip, the precise amount of which will vary year to year and be dependent on location and the availability of University subsidies.
- There is a strong career/employability focus throughout our Geography degree courses, which is truly manifest in the four year sandwich degree, where the third year offers the option of a year in industry or study abroad, based on our long experience of organising placements with a wide range of professional contacts.
- Every student will acquire basic capabilities in Geographical Information Systems (GIS), a key skill sought by many employers. All students receive certificates of GIS training from ESRI on successful completion of an appropriate exercise. These certificates are intended to improve the employability skills of students, as the Natural Environment Research Council (2012) has identified understanding of GIS as one of the top 15 skills gaps in the professional environmental sector.
- The Geography and Natural Hazards course makes use of the Simulation Centre, a facility that allows simulation of real life scenarios. This unique aspect of studying Geography at Coventry facilitates role play and experience of fieldwork, research methods and hazard simulation, all within a monitored and recorded environment that allows students to develop skills and receive immediate feedback on their development. Simulated exercises help to prepare our Geography students for the challenges of the professional world and ease the transition into the workplace after graduation.
A key strength of the Geography and Natural Hazards course is the positive interaction between students and staff, and the supportive environment that allows students to develop. Academic and Professional Skills modules at each level enable regular meetings between an allocated academic personal tutor and a small group of students that offers guidance and supports progress in academic and education as well as career and employment skills.

Students on the BSc Geography and Natural Hazards course benefit from being taught by research active staff not only from the Geography discipline but from Disaster Management and Humanitarian Engineering.

The Geography and Natural Hazards course offered at Coventry University reflects the research interests of the lecturing staff and as such are continually evolving. These areas of interest provide students with a conduit of knowledge and skills of immediate global significance. In part, these subject specialisations feed-back and support, through the modular system, the core subject area of Geography, thereby offering diversity and choice across all subjects and levels.

**Meeting external requirements:**

The BSc Geography and Natural Hazards course has been designed in accordance with the QAA Subject Benchmark Statement for Geography.

The quality of education provided in Geography by Coventry University is annually assessed by external examiners and has been found to be 'comparable with similar provision at other Higher Education Institutions'. The content of the programmes provides ample opportunity for students to develop their subject knowledge and understanding, and a range of intellectual, subject-specific and generic key skills which meet the expectations of the relevant QAA Subject Benchmark Statements for Geography, and the examiners state that students' competencies and skills demonstrated were impressive. These assessments cover all aspects of provision and focus in detail upon the aims and objectives of courses; syllabi and curricula; teaching, learning and assessment; staff support; and resources. Furthermore, they highlighted the 'high quality of teaching and learning', and, in particular, 'the strong emphasis on practical and fieldwork experience.' One external examiner writes 'Throughout my four year tenure as external examiner I have been very impressed with the Geography provision, and especially the professionalism, enthusiasm and dedication of the teaching staff'.

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### 2 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons) Geography and Natural Hazards</td>
<td>F/T 3 years</td>
<td>GNH: FH82</td>
<td>Level 6 – Degree with Honours or Ordinary (Bachelors) degree</td>
</tr>
<tr>
<td>BSc Geography and Natural Hazards</td>
<td>S/W 4 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P/T 6 years</td>
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</tbody>
</table>

### 3 Awarding Institution/Body

Coventry University

### 4 Collaboration

Not applicable

### 5 Teaching Institution and Location of delivery

School of Energy, Construction and Environment, Faculty of Engineering, Environment & Computing, Coventry University

### 6 Internal Approval/Review Dates

Date of approval: 2019

Date for next review: February 2026/27

### 7 Course Accredited by

Not applicable

### 8 Accreditation Date and Duration

Not applicable

### 9 QAA Subject Benchmark Statement(s) and/or other external factors

Geography

The Subject Benchmark statement for Geography
<table>
<thead>
<tr>
<th><strong>10 Date of Course Specification</strong></th>
<th>Jan 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11 Course Director</strong></td>
<td>Dr Charley Hill-Butler</td>
</tr>
</tbody>
</table>
12 Outline and Educational Aims of the Course

The Development of Aims and Objectives

The Geography and Natural Hazards BSc course seeks to provide an undergraduate education in Geography and in fields of study in which Geography is a principal component or important discipline. It aims to give students a detailed and thorough understanding of the nature, philosophies, methodologies and techniques of the subjects of study and an appreciation of their practical and applied value. Throughout this dedicated tuition in Geographical topics, a focus on natural hazards – both from a physical and social science perspective – remains fundamental.

Level 4 of the degree course focuses on the basic principles and issues of current concern in the discipline; students also are introduced to Geology, something fundamental in the study of natural hazards, and to disaster management themes. In Level 5 key concepts, theories and debates are explored, always framed from the perspective of natural hazard, while Level 6 develops application and critical thinking in detailed aspects of Geography and Natural Hazard science. As well as a substantive knowledge, each course aims to equip students with a range of appropriate technical, transferable and employability skills. The overall objective, in line with the Benchmarking Statements and QAA’s Framework for Higher Education Qualifications, is to produce graduates who have knowledge and understanding and who have acquired discipline-specific, intellectual and relevant transferable skills which will help them succeed in their career and in life.

Programme Aims

The aim of the Geography and Natural Hazards BSc course is to provide students with experiential learning, including fieldwork, to develop knowledge and understanding of physical environments. More details are given in section 1 of this document.

In line with the University Mission Statement the course aims to:

- ensure that Coventry University maintains its established position in offering high quality educational provision in geography and natural hazard studies;
- provide students with a substantive knowledge and understanding of the spatial organisation and evolution of the human and physical environment, and the complications posed by natural hazard events;
- provide students with a substantive knowledge and understanding of the philosophies, methodologies and techniques with which global geographical phenomena and relationships can be conceptualised, investigated, explained and understood;
- familiarise students with the broad field of geographical and geoscientific inquiry, with an intrinsic focus on international themes;
- allow and encourage students to pursue interests in the systematic, thematic, regional or international specialisms of their choice;
- provide up-to-date curricula to meet the specific aims of named awards and contemporary developments and international perspectives in natural hazard occurrence and management;
- provide an educational experience where students will develop professional competencies and a range of personal transferable skills which will enable them to pursue a range of employment opportunities and to succeed in their career;
- ensure students understand the moral and ethical dimensions inherent in their course of study and especially in conducting research and fieldwork, both domestically and internationally.
13 Course Learning Outcomes

A student who successfully completes the course will have achieved the following Course Learning Outcomes, which are linked to the three categories of benchmark standards in the QAA Geography Subject benchmark Statement: knowledge and understanding, subject specific skills, and generic skills.

BSc Geography and Natural Hazards:

1. Demonstrate understanding of the nature of change within the global physical environment and its interdependence with the human environment on varying spatial and temporal scales*
2. Demonstrate understanding of theories, concepts and approaches specific to the study of physical geography and natural hazards, with an international perspective*
3. Illustrate the practical value and application of physical geography and the study of natural hazards in a range of situations, contexts and international locations*
4. Understand the complex set of interactions between society and the environment, and the global scale, and the role of these in influencing concepts such as hazard, risk and vulnerability*
5. Evaluate and apply the diverse techniques and approaches involved in collecting, analysing and communicating physical geography information effectively and appropriately†
6. Evaluate the issues involved in applying research design and execution skills within field-based research in physical geography and natural hazards, both with a UK and an international focus†
7. Become an independent learner, demonstrating written, oral, visual, numerical and digital competence, time management and team working skills‡

*Knowledge and understanding; †Subject specific skills; ‡Generic skills

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

14.1 Course Structure

All of the Geography-related courses conform to the University’s regulations for first degree level courses. http://www.coventry.ac.uk/life-on-campus/the-university/key-information/registry/academic-regulations/. Within the parameters set by these regulations, the courses are designed to equip graduates with the core knowledge, skills and expertise within the broad field of Geography they need to help them to succeed in a range of careers. Students are also given the opportunity to tailor courses to best meet their own particular interests or career aspirations. The course meets the general aims and objectives listed in Sections 1, 12 and 13 of this document by developing the knowledge and expertise of course participants through an incremental programme of study.

Modules within the course, their status (whether mandatory or optional), the levels at which they are studied and their credit value are identified in Table 1 below.

Faculty management reserves the right to withdraw, at the commencement of the academic year, any option modules for which the demand has been too low to render them viable. Not all options may be offered in any one academic year.

Level 4 modules provide a thorough grounding in the basic content, principles, methods and techniques of the subject, using the exploration of issues of current concern in the discipline as a way of introducing students to the study of Geography and Natural Hazards at degree level.

At Level 5, emphasis moves to the study of concepts, themes and approaches. Level 5 modules therefore adopt a more systematic approach, examining competing explanations of change in the principal areas of the subject. Level 6 of the programme encourages the development of independent and critical thinking, and seeks to increase the students’ awareness of the wider and global relevance of their subject knowledge and expertise and the allied themes of Geography and Natural Hazards.

At Level 6, students pursuing the sandwich (SW) programme route undertake a period of professional training or study abroad. This twelve-month period of training enables students to contextualise knowledge, gain a wider understanding of the applied relevance of geography and natural hazards at an international scale, and to develop the personal skills necessary to become an effective member of the labour force in a relevant working environment. The work placement or study abroad is assessed by the modules 5012CEM or 5013CEM, and are listed on the final degree transcript, although they do not count towards the degree classification. Students are strongly encouraged
Students will take mandatory 30 credit research modules at Level 4 and 5, which will, in the final year of the Degree with Honours course, culminate in a 30-credit individual project module (6120EXQ), which seeks to develop the skills in personal organisation, motivation and critical thinking necessary to undertake a substantial and sustained piece of independent research.

At all levels of the course, the School’s commitment to fieldwork is reflected in a number of specialist fieldwork/practical modules. At Level 4, all students take part in a short assessed residential field course as well as local fieldwork which is module specific. At Level 5, students complete a research methods module (5070EXQ) that culminates in a longer residential field course based at an appropriate location which specialises in key subject areas and methodologies. These field courses are supported by bespoke modules which combine class-based preparatory work with the design, implementation and subsequent evaluation of research projects conducted in the field. At Level 6, students participate in a mandatory week-long overseas field course, which is strongly focused on student-led, self-reflective independent learning; students are required to make a contribution to the cost of this trip, which may vary depending on location and availability of University subsidies. In addition to these more substantive field courses, a number of the theory modules (e.g. 6064EXQ, 6065EXQ, 6067EXQ) incorporate local field visits that broaden the students’ experience of the subject in ‘real world’ environs. Charges to students for field courses are set in accordance with University guidelines. Residential field courses take place in dedicated activity weeks, one per semester. Students not taking part in a residential field course carry out alternative activities designed to enhance and complement their studies and future prospects, for example developing particular technical skills such as the use of Geographical Information Systems, or improving career skills in workshops.

Students taking the science-based BSc Geography and Natural Hazards degree learn to apply laboratory and experimental skills to real-world situations. Laboratory skills include analysis of water samples to determine pollution levels, identification of soil properties and behaviour in the context of hazardous environments, or recognise diatoms from samples in order to determine the environment in which they are found. In addition, students utilise the Simulation Centre, which enables geographical and environmental phenomena to be visualised in a safe setting that allows students to grasp issues and implications.

The course has been designed to operate within the University-wide modular scheme and to be delivered largely by staff from within the Faculty of Engineering, Environment & Computing, utilising the expertise of those staff who have an interest in and experience of geography, natural hazards, sustainability and climate change.

It is considered essential that graduates from these courses are equipped with the skills, analytical abilities and knowledge to find employment on graduation. The course is therefore clearly intended to equip graduates with the knowledge, skills and expertise within the broad field of Geography and cognate subjects. This process is supported through the Academic Personal Tutor (APT) scheme, which offers assistance and guidance in education, careers and employment skills in the Academic and Professional Skills for Geography modules at Levels 4, 5 and 6. Specific teaching has also been developed at all levels which aims to enhance employability and career planning skills and to create a ‘Geographer’, e.g. modules 4071EXQ, 5079EXQ and 6081EXQ.

### 14.2 Add+Vantage Modules

The University has introduced the Add+Vantage scheme to enhance students’ skills and competencies for employment. Modules offered within this scheme focus on skills and personal development and career planning (offered by the School) as well as via University-wide modules in enterprise, business, marketing, voluntary work and other areas that enhance employability. Under this scheme students can

(i) study, in more detail, subjects related to their choice of employment

(ii) and/or develop practical and enterprise skills, for example by studying a foreign language or undertaking voluntary work.

As required by University regulations, students will take one 10 credit Add+Vantage module in Semester 2 at each of the three levels. Further details of the Add+Vantage scheme are available at [http://www.coventry.ac.uk/study-at-coventry/student-support/enhance-your-employability/add-vantage/](http://www.coventry.ac.uk/study-at-coventry/student-support/enhance-your-employability/add-vantage/).

### 14.3 Professional Training/Study Abroad Scheme
In their third year, students can opt to undertake professional training for a calendar year or to study abroad (for instance under the Erasmus scheme).

The optional professional training provides students with further understanding of subject-based issues. The placement year, which meets the course learning requirements (Section 13), reflects the applied and practical elements of the various courses, and provides opportunities for students to experience the world of work and enables them to develop and acquire new skills. They are organised by a Professional Training Tutor in line with QAA guidelines related to placement learning. Students are usually visited twice by a tutor. During the first visit, soon after the start of the placement, a learning agreement is established by the student, employer and visiting tutor. This agreement is subsequently monitored (module 5012CEM). At the second visit, towards the end of the training period, a similar tripartite meeting takes places at which an appraisal of performance is conducted.

Erasmus is a European Union sponsored programme giving students the opportunity to study at higher education institutions across the EU. The programme is designed to improve students’ foreign language skills, widen their educational experience and broaden understanding of foreign cultures. The School has formal exchange agreements with universities across the EU, e.g. University of Iceland, Reykjavik, Iceland. Successful completion of the Erasmus year is determined by the completion of a report on their study programme and experiences (module 5013CEM).

14.4 Progression through the Degree

To progress from one level to the next, students must meet the requirements specified in the University regulations. The conditions for progression from one Level to the next and the classification of degrees awarded will be determined by the number and level of successful module passes achieved in accordance with the University Regulations.

14.5 Awards

The conditions for the classification of degrees awarded will be determined by the number and level of successful module passes achieved in accordance with the University Regulations. In addition to the minimum number of module passes required by the University Regulations, students must also meet the following requirements:

1. For an Honours degree in BSc Geography and Natural Hazards, students must have passed the Individual Project module (6120EXQ).

2. For an unclassified degree in BSc Geography and Natural Hazards, a student does not need to pass the Individual Project module (6120EXQ).

The BSc (Hons) Geography and Natural Hazards degree has a cascade of awards according to the level of achievement:

- BSc (Hons) Geography and Natural Hazards
  - BSc Geography and Natural Hazards
    - Diploma of Higher Education
      - Certificate of Higher Education
<table>
<thead>
<tr>
<th>Module credit level</th>
<th>Module Code</th>
<th>Title</th>
<th>Assessment Credit Value</th>
<th>Mandatory/Optional</th>
<th>Indicative Delivery Pattern (Semester)</th>
<th>Course Learning Outcomes (see section 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4055EXQ</td>
<td>Geosystems</td>
<td>20</td>
<td>M</td>
<td>1</td>
<td>1, 3, 5, 7</td>
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<tr>
<td>4</td>
<td>4058EXQ</td>
<td>Foundations of Geology</td>
<td>20</td>
<td>M</td>
<td>2</td>
<td>1, 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>4</td>
<td>4059EXQ</td>
<td>Earth Surface Environments</td>
<td>20</td>
<td>M</td>
<td>1</td>
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<tr>
<td>4</td>
<td>4060EXQ</td>
<td>Human Geography of Natural Hazards</td>
<td>20</td>
<td>M</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>4061EXQ</td>
<td>Fundamentals of Geographical Research</td>
<td>30</td>
<td>M</td>
<td>2</td>
<td>2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>4</td>
<td>Add+Vantage</td>
<td>Student choice</td>
<td>10</td>
<td>M</td>
<td>2</td>
<td></td>
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<tr>
<td>5</td>
<td>5013EXQ</td>
<td>Climate Change: The Science and the Symptoms</td>
<td>20</td>
<td>O²</td>
<td>1</td>
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<tr>
<td>5</td>
<td>5058EXQ</td>
<td>Preparedness</td>
<td>20</td>
<td>O²</td>
<td>1</td>
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<td>5</td>
<td>5061EXQ</td>
<td>Hydrometeorological hazards</td>
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<td>1</td>
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<tr>
<td>5</td>
<td>5062EXQ</td>
<td>Applied GIS &amp; Remote Sensing</td>
<td>20</td>
<td>O²</td>
<td>1</td>
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<td>5</td>
<td>5069EXQ</td>
<td>Geotechnics &amp; Construction for Natural Hazards</td>
<td>20</td>
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<tr>
<td>5</td>
<td>5070EXQ</td>
<td>Fieldwork and Research Applications</td>
<td>30</td>
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<td>2</td>
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<tr>
<td>5</td>
<td>Add+Vantage</td>
<td>Student choice</td>
<td>10</td>
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<tr>
<td>5</td>
<td>5012CEM</td>
<td>Professional Training</td>
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<td>5</td>
<td>5013CEM</td>
<td>Study Abroad</td>
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<td>6</td>
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<td>6</td>
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<td>International Fieldwork for Physical Geography and Natural Hazards</td>
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<td>6</td>
<td>6064EXQ</td>
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<tr>
<td>6</td>
<td>6065EXQ</td>
<td>Quaternary Climate &amp; Environmental Change</td>
<td>20</td>
<td>O³</td>
<td>1</td>
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<tr>
<td>6</td>
<td>6067EXQ</td>
<td>GeoInformatics</td>
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<td>6</td>
<td>6071EXQ</td>
<td>Savage Earth</td>
<td>20</td>
<td>O³</td>
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<td>6</td>
<td>6074EXQ</td>
<td>Building Resilient Communities</td>
<td>20</td>
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<td>1</td>
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</tr>
<tr>
<td>6</td>
<td>Add+Vantage</td>
<td>Student choice</td>
<td>10</td>
<td>M</td>
<td>2</td>
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</tbody>
</table>
Assessment credits are equal to assessment credits for all modules. More details can be seen in the module descriptors on enrolment.

1 The sandwich year modules 5012CEM and 5013CEM, are listed on the student's final degree transcript, but do not count towards the degree classification
2 Students select one option choice from three modules at credit level 5
3 Students select two option choices from four modules at credit level 6
15 Criteria for Admission and Selection Procedure

15.1 Normal Entry Requirements for Degree Courses
Entry requirements to the first year of the course are that applicants should normally meet the entry requirements of the course as detailed on our University website: http://www.coventry.ac.uk/study-at-coventry/course-search/. UCAS entry profiles may be found by searching for the relevant course on the UCAS website, then clicking on 'Entry requirements'. Non-native English speakers require an IELTS score of 6.0 or higher.

15.2 Mature Student Entry
Non-standard students will be considered for entry to the course irrespective of the normal entry requirements. Such a candidate will be assessed by interview (other appropriate means may be used to determine his/her suitability and ability to cope with the demands of the course). The acceptance of such a candidate will be at the discretion of the Course Director and the Admission Tutor.

15.3 Credit for Prior Learning
Recognition for Prior (Experiential) Learning (RPL) may be granted for modules at the discretion of the Course Director providing that adequate evidence of learning is submitted by the student in accordance with University guidelines. RPL will be limited to the maximum specified in University Regulations.

15.4 Compliance with the Special Educational Needs and Disability Act 2001 and the Equality Act of 2010
We have significant experience with students with a range of disabilities and special needs, including the participation of students with special needs on field courses. In most cases we can accommodate the specific requirements of disabled students and make reasonable adjustments to the course. Based on advice from the University these courses will comply with SENDA 2001 and Equality Act of 2010.

Students with any disability, illness or other circumstance which may affect their participation in field courses are actively encouraged to discuss any concerns with academic staff well in advance of the departure date. Provision can usually be made for students to be accompanied by carers or note-takers when appropriate. If students are unable to participate in fieldwork, specifically tailored learning experiences can usually be designed, or the course adapted for that student.

16 Academic Regulations and Regulations of Assessment
This Course conforms to the standard University Academic Regulations Undergraduate Mode E.
Indicators of Quality Enhancement

The Programme is managed by the Energy, Construction & Environment Board of Study of the Faculty of Engineering, Environment & Computing.

The Programme Assessment Board (PAB) for the Faculty of Engineering, Environment and Computing is responsible for considering the progress of all students and making awards in accordance with both the university and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the Course Quality Enhancement Monitoring report (CQEM). Information about the quality assurance processes can be found on the Registry's web site: http://www.coventry.ac.uk/life-on-campus/the-university/key-information/registry/.

Students are represented on the Student Forum, Boards of Study and Faculty Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

All courses are subject to a major review involving subject experts external to the University, normally on a nine year cycle, although reviews can take place more frequently when required. At these reviews the views of current and former students and external experts are sought where appropriate.

The following are key indicators of quality and standards:

- The programme has been designed in accordance with the QAA benchmark statement for Geography.
- Students on existing Geography courses have gained graduate employment in a wide variety of private, governmental and public agencies.
- The Geography provision has been consistently praised for its high standards and quality by external examiners.

The University’s quality procedures were confirmed by a QAA Higher Education Review in 2015.
- There is a diverse and active range of research activities influencing programmes in most areas of the Faculty.
- All of the existing programmes carry external professional recognition.
- Strong and regular industry input to the subject-base. This is achieved in many ways, for example through the long-standing advisory boards, industry-focused collaborative research initiatives and use of guest speakers from industry.

In the 2014 Research Excellence Framework, the Unit of Assessment allied with our Geography provision was shown to demonstrate 95% of research as recognised internationally in terms of originality, significance and rigour.
**18 Additional Information**

**Support for Students and their Learning**

**Induction**
Students will be given access to pre-enrolment reading and activities as well as activities on campus during their first six weeks of the course. The induction includes a number of academic and administrative events that include a welcome and introduction to the university, the facilities and the faculty. As part of the induction process, all students are directed to an online student handbook and a course handbook which provides key information. An important part of the induction process is when new students get to meet their Academic Personal Tutor, who also gives them a tour of the campus.

**Buildings and Equipment**
The faculty is mainly based within two buildings, the Engineering and Computing building and the Sir John Laing building, all of which are equipped with specialist equipment to support students. Geography students also have access to a specialist GIS computer laboratory based on campus. This includes various teaching/practical test and research equipment such as for hydraulics/water engineering, soil-mechanics/geo-techniques, and laboratory and field equipment for environmental sampling analysis as well as high performance computers and the simulation centre.

**Student Support**
Students are allocated an Academic Personal Tutor who will provide on-going academic support throughout the year. Students are expected to attend regular meetings with their tutor within a timetabled group meeting. Support is also available via Course Directors, who are available to advise students on academic and pastoral issues. Times and locations that Course Directors are available to meet with students will be shown on course Aula webs. Module Leaders and the associated module team are available to offer support at module level. Again module leaders advertise their contact times on module Aula webs and also their location. Outside of office hours, students can also email any member of academic staff.

The Faculty Registry team support students through their studies, providing information and guidance on the rules and procedures that affect academic progress. Faculty Registry can help students deal with problems they may be having with academic life and help them understand the University’s academic processes and regulations. They have a detailed understanding of the curriculum structures and other specialist support that is available within the University.

The Faculty Registry have offices located close to the main Receptions. Students can drop by the Registry support desk which is next to reception in the Engineering and Computing building; Monday – Friday from 1000 – 1600. Or they can contact Registry staff via the Reception desks in the main Engineering and Computing building or the John Laing building Monday – Friday from 0830 – 1700. This team can also be emailed FacultyRegistry.eec@coventry.ac.uk at any time and this will be passed to each student’s dedicated course support team to respond to.

The Faculty Learning Support Co-ordinators work closely with the Disabilities Office in the Hub and Course Teams within the Faculty. Reasonable adjustments will be made for students with disabilities who have registered with the University as requiring additional support with their studies.

The University has an excellent record on widening access and welcomes students from all backgrounds and neighbourhoods with low participation in higher education.

Students have access to a Maths Support Centre called SIGMA based in the Library. The Centre for Academic Writing (CAW) can also provide support on topics ranging from how to organise an academic argument to improving grammar and sentence structure. The university provides support for students’ health and wellbeing which includes a Medical Centre, Spirituality and Faith Centre, Counselling and Mental Health Service, Sports and Recreational Centre and a Nursery.

The Students’ Union also provides recreational facilities and support and advice for students. International Students may obtain further help from the student welfare team in the International Student Centre.

There is a careers service where qualified consultants are available to help students think about the issues they face as they move through University studies and prepare for employment.

Other key sources of information about the course and student support can be found in:
- Student Handbook
Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.