

		Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
B. Course Aims and Features		
Distinctive features of course	<ol style="list-style-type: none"> 1. A course that makes uses of its distinctive location in the heart of central London to investigate the societal challenges and processes facing global cities in the 21st Century. 2. One day and half-day site visits to exciting live projects in and across London. 3. Residential field study trips and site visits in the UK and Europe used to develop student skills and supplement classroom based teaching. No additional charge to the student. 4. The programme has a set of elective modules that run throughout the course, many of which have strong links to professional practice in planning and tourism. By selecting specified elective modules in the field of planning and 5. A course taught by staff with track records of academic research, professional practice and consultancy and strong links to public, private and voluntary sector employers. Guest and visiting lecturers from professional practice supplement teaching throughout the course. 6. Strong focus on developing student's employability and vocational skills. A 'Work Experience' elective module enables students to obtain or build upon existing work experience, thereby enhancing their future employability. 	
Course Aims	<p>The BA(Hons) Human Geography aims to:</p> <ol style="list-style-type: none"> 1. Develop students' understanding of the processes responsible for the evolution of places, landscapes and environments through the provision of modules that explore a range of Human Geography topics and sub-disciplinary areas. 2. Provide an up-to-date curriculum that is delivered to a high quality and is informed by academic scholarship and professional practice. 3. Provide students with an exciting and enjoyable learning environment that stimulates their intellectual curiosity and enhances their achievements. 4. Provide students with the knowledges, skills and techniques to identify and investigate contemporary issues and challenges from a human geographical perspective 5. To develop students core skills of critical thinking, literacy, numeracy, communication and autonomous learning in order to enhance employability and/or progression to further study. 6. Build academic and professional key skills and competencies through practical fieldwork in London, the wider UK and elsewhere in Europe 	

	<ol style="list-style-type: none"> 7. Provide opportunities for specialisation in either of the more vocationally orientated subject areas: spatial planning and tourism. 8. Support and meet the needs of students from varied educational and personal backgrounds so that they have the best opportunity to meet the demands of degree-level education 9. Facilitate a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education. 10. Encourage critical thinking and the recognition of the significance of concepts including justice and ethics
<p>Course Learning Outcomes</p>	<p><i>On completion of the programme the successful student will have knowledge and understanding of:</i></p> <p>A1: The concept of spatial variation and the spatial patterning of human and environmental phenomena, particularly the ways in which economic, political and social processes are uneven and unequal and how these geographies reflect, mediate and reproduce social relations</p> <p>A2: The practical contribution of human geography concepts, techniques and forms of understanding to problem solving and in forging more socially just and environmentally sustainable planetary futures</p> <p>A3: The construction and constitution of the distinctiveness of particular places and landscapes through human and physical processes and through their interdependencies with other places across a range of spatial scales</p> <p>A4: The diverse ways of representing the human world, from maps and texts to visual images and digital technologies, and the political and cultural consequences of contested forms of representation</p> <p>A5: The contested, dynamic and plural nature of the academic discipline of human geography</p> <p>A6: The relevance and application of human geographical knowledges to professional practice, policy and business development strategies in specialist subjects areas such as planning and tourism.</p> <p><i>Geography enhances a range of intellectual skills and research methods. Some of these are subject specific, but all are relevant and transferable to other intellectual contexts. Students will develop their intellectual and research skills such that they are able to:</i></p> <p>B1: Analyse, evaluate, describe and comment on the merits of geographical research and spatial data in an informed and critical manner, demonstrating the ability to assess the merits of contrasting theories, concepts and explanations</p> <p>B2: Undertake fieldwork observation and data collection in a responsible and safe manner, and sensitive to the impact of investigations on the environment and stakeholders</p> <p>B3: Use a range of quantitative and qualitative survey techniques and interpretive methods for the analysis and understanding of social, environmental and built environments</p> <p>B4: Prepare maps, diagrams and other forms of spatial representation using appropriate IT and GIS technologies</p>

	<p>B5: Demonstrate specialist professional practice, policy and business skills and techniques from specialist subject areas in planning or tourism</p> <p>B6: Articulate policy and development strategies toward more environmentally sustainable and socially just futures in the fields of tourism or planning</p> <p><i>Students will acquire and develop transferable skills and personal attributes such that they are able to:</i></p> <p>C1: Communicate effectively in written, graphic, oral and multi-media forms in ways which are appropriate to the relevant audience and which respect intellectual property and copyright</p> <p>C2: Access, select and synthesise data from library and internet sources to achieve a given purpose</p> <p>C3: Work effectively in group and team work situations, respecting the viewpoints of others</p> <p>C4: Work autonomously and manage one's own time, behaviour, motivation and initiative</p> <p>C5: Think and work creatively and flexibly and be able to adapt solutions to a range of problems and employment situations.</p> <p>C6: Demonstrate interpersonal and employability skills of listening, negotiating, persuasion and presentation</p>
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C. Teaching and Learning Strategy

The acquisition of subject knowledge and understanding will be delivered through a variety of strategies:

In-class

Lectures will deliver key topic areas across the academic Levels. Guest speakers from public, private sector and third sector organisations, as well as academia, will bring specialisms and real world contextualisation. Interactive seminars and workshops will support the lectures and encourage the active participation of students throughout the academic year, developing peer learning, the sharing of knowledge and support amongst the diverse student body.

Fieldwork

The Geography Subject Benchmark recognises the essential role of field work and other forms of experiential learning and this is central to the teaching and learning strategy of the course which will include local site visits across London and residential fieldtrips in the UK and Europe. Fieldwork is invaluable for putting into context what is learned in lectures, seminars and from the students own reading and self-directed research.

Self-managed learning

Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and seminar preparation where appropriate. Many of these activities are supported by the *Moodle* virtual learning environment (VLE). Although there is already an expectation the every module will have a set of core materials available to students via the VLE, the School of Law and Social Sciences aims to further develop student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository

The development of subject specific intellectual and research skills will be delivered via a structured and progressive strategy of support and delivered over the length of the programme.

In-class and Fieldwork

Seminars, workshops and field study visits encourage student development in this area with the application of knowledge to case study environments and real life problems. This helps develop critical evaluation of relevant information, and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate arguments.

As students move through the programme their ability to generate, evaluate and synthesise geographical information is developed through application to more complex case study and policy related problems. The aim is to progressively develop greater independence of thought and practice. Geographical research and fieldwork skills are developed through all levels of study. They are introduced at L4 in the modules Human Geographies of London, Making Sustainable Places and Geographical Investigations. At L5, practice is intensified, notably in the in the fieldtrip module Geographies of Regeneration and Economic Geographies. The Spatial Research Methods module involves students collecting and analysing primary data acting therefore as a step toward the final project in the L6 Dissertation and Research Techniques module.

The programme of elective modules from Planning and Tourism pathways enables students to further develop their career prospects by engaging with sector specific professional and employment skills and research techniques.

The development of transferrable skills and personal attributes are delivered through:

Self-managed learning

As with subject understanding and knowledge learning outcomes, self-managed learning activities supplement in-class and fieldwork learning and will include the reading and critique of academic journals, policy reports and data sets and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and on-line fora will be used to encourage debate and discussion of key issues.

In-Class

Transferable skills and personal attributes are developed throughout the programme through teaching techniques outlined above. At L4, in particular, support is given to basic cognitive skills development, so that skills such as academic writing and referencing, oral presentations and data collection and presentation are introduced to students in preparation for subsequent levels of study. These transferable skills and attributes are then continually developed throughout each level demonstrating progressive development.

Work experience

The Work Experience module is an opportunity for students to develop employability skills and to reflect upon these in a critical manner through direct employment with an appropriate organisation whose principal business activities relate to Human Geography. The programme of electives often involves students learning with visiting speakers from professional practice in the fields of planning and tourism.

Self-managed learning

Reflective practice and work planning are all skills expected to be developed out of class hours.

D. Assessment

The student learning experience is built upon the integration of formative and summative forms of assessment and feedback as central to a student's acquisition of knowledge and understanding.

Formative Assessment:

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course so as to ensure

students engage in a process of continuous learning. Formative assessment is delivered in part through informal assessment of work, for example staff members might provide informal feedback on a group project or presentation. Shared fieldwork experiences are another key venue for formative assessment and commentary. Peer marking and feedback is another formative assessment method used during the programme.

As students' progress through the course, in class debate and discussion will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward into future delivery. As the Moodle VLE environment is developed in-class testing might be supported by on-line with automatic feedback as to performance.

Summative Assessment:

The range of summative coursework assignments used to assess knowledge and understanding are diverse including: essays, reports, oral presentations, poster presentations, group work exercises, debates, data analysis (statistical, graphic and textual), laboratory work, field reports, GIS and mapping, research proposals, applied project work, reflective commentaries on work-based learning, and examinations. These incorporate a variety of question types and assess a broad range of the syllabi content.

The particular combination of assessment methods depends on the learning outcomes determined for each module. The increasing emphasis through each level of study on independent learning is reflected in the methods of assessments. Individual and group presentations, and debates are assessed, with students given the assessment criteria in advance. Literature reviews encourage students to read in a more critical and focused way and the assessment of their research proposal helps in the development of intellectual skills.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

- A Level BCC or:
- BTEC National Diploma MMM or:
- Access to HE qualifications with 9 Distinctions and 36 Merits or:
- Equivalent Level 3 qualifications worth 106 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English, or equivalent (reformed GCSEs grade 4 or above).

Accreditation of Prior Learning (APL)

All awards for APL will be in line with the University's policy and current academic regulations. Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their programme of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via the transfer credit scheme.

Transfer credit

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award. Credit may also be transferred from a previous experience of learning at LSBU. Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure(s)

Course overview:

The course is delivered on a semester pattern, each semester being of 15 weeks duration. Students study 120 credits (normally 6 modules) at each of Levels 4, 5 and 6. A University module is the equivalent of 200 student study hours. Each module is a self-contained part of the programme of study and normally carries a single credit value. The only exception to this is the Level 6 Dissertation, which is a double (40 credit) module.

Core and elective module specialisms with learning pathway:

The course involves a set of *compulsory modules* and a range of *elective modules*, as identified below. After the first semester of L4 students study two compulsory modules each semester and choose one elective module per semester.

The electives are arranged into three specialist topic areas with strong links to professional practice in the fields of town planning, tourism and social sciences..

Students on the BA (Hons) Human Geography programme may choose any combination of electives on offer.

		Module Title	Level	Credit value	Assessment	Weighting CW : EX
LEVEL 4: FOUNDATIONS (120 credits)	S1 : Core	Exploring Human Geographies	4	20	Coursework	100 : 0
		Society, Space and Place	4	20	Coursework	100 : 0
		Making Sustainable Places (FSV)	4	20	Coursework	100 : 0
	S2 : Core	Human Geographies of London	4	20	Coursework	100 : 0
		Geographical Investigations	4	20	Coursework	100 : 0
	S2 : Electives Choose one	<i>Plans, People and Processes</i>	4	20	Coursework	100 : 0
		<i>Geographies of Tourism</i>	4	20	Coursework	100 : 0

		<i>North and South: Issues of International Development</i>	4	20	Coursework	100 : 0
		<i>Politics, Decision Making and Democracy</i>	4	20	Coursework	100 : 0

		Module Title	Level	Credit value	Assessment	Weighting CW : EX
LEVEL 5: THEMES AND SKILLS (120 credits)	S1 : Core	Social and Cultural Geographies	5	20	Coursework	100 : 0
		Spatial Research Methods	5	20	Coursework	100 : 0
	S1: Electives Choose one	<i>Environmental Change: Issues and Impacts</i>	5	20	Coursework	50 : 50
		<i>Destination Management</i>	5	20	Coursework	100 : 0
		<i>Gender, Sexualities and Society</i>	5	20	Coursework	100 : 0
	S2 : Core	Geographies of Regeneration	5	20	Coursework	100 : 0
		Economic Geographies	5	20	Coursework	100 : 0
	S2 : Electives Choose one	<i>Planning for Housing</i>	5	20	Coursework	100 : 0
		<i>Tourism in the Global South</i>	5	20	Coursework	100 : 0
		<i>Globalisation and Development</i>	5	20	Coursework	100 : 0
		<i>London: Crime and Social Exclusion</i>	5	20	Coursework	100 : 0
		<i>Work Experience</i>	5	20	Coursework	100 : 0

		Module Title	Level	Credit value	Assessment	Weighting CW : EX
LEVEL 6: FUTURES (120 credits)	S1 & S2: Core	Dissertation	6	40	Coursework	100 : 0
	S1: Core	Geopolitics	6	20	Coursework	100 : 0
	S1 : Electives Choose one	<i>Planning Specialism Project (Evidence Based Planning, 21-22 onwards)</i>	6	20	Coursework	100 : 0
		<i>Destination Marketing</i>	6	20	Coursework	100 : 0
		<i>Race, Culture and Identity</i>	6	20	Coursework	100 : 0

		<i>Unfinished Business: The Fight for Social Justice</i>	6	20	Coursework	100 : 0
		<i>Black British History: Concepts and Debates</i>	6	20	Coursework	100 : 0
	S2 : Core	Cities and Representations	6	20	Coursework	100 : 0
	S2 : Electives Choose one	<i>Strategic Spatial Planning (International Planning Perspectives, 21-22 onwards)</i>	6	20	Coursework	100 : 0
		<i>Urban Tourism</i>	6	20	Coursework	100 : 0
		<i>Tourism and Social Justice</i>	6	20	Coursework	100 : 0
		<i>Mass Media, Music & Society</i>	6	20	Coursework	100 : 0

Placements information

H. Course Modules

Level/Semester	BA (Hons) Human Geography planning electives learning pathway
4/2	<ul style="list-style-type: none"> • <i>Plans, People and Processes</i>
5/1	<ul style="list-style-type: none"> • <i>Environmental Change: Issues and Impacts</i>
5/2	<ul style="list-style-type: none"> • <i>Planning for Housing</i>
	<i>or relevant Work Experience</i>
6/1	<ul style="list-style-type: none"> • <i>Planning Specialism Project (Evidence Based Planning, 21-22 onwards)</i>
6/2	<ul style="list-style-type: none"> • <i>Strategic Spatial Planning (International Planning Perspectives, 21-22 onwards)</i>

Level/Semester	BA (Hons) Human Geography tourism electives learning pathway
4/2	<ul style="list-style-type: none"> • <i>Geographies of Tourism</i>
5/1	<ul style="list-style-type: none"> • <i>Destination Management</i>
5/2	<ul style="list-style-type: none"> • <i>Tourism in the Global South</i>
	<i>or relevant Work Experience</i>
6/1	<ul style="list-style-type: none"> • <i>Destination Marketing</i>
6/2	<ul style="list-style-type: none"> • <i>Urban Tourism</i>
6/2	<ul style="list-style-type: none"> • <i>Tourism and Social Justice</i>

Level/Semester	BA (Hons) Human Geography social sciences electives learning pathway
4/2	<ul style="list-style-type: none"> • <i>North and South: Issues of International Development</i>
4/2	<ul style="list-style-type: none"> • <i>Politics, Decision Making and Democracy</i>
5/1	<ul style="list-style-type: none"> • <i>Gender, Sexualities and Society</i>
5/2	<ul style="list-style-type: none"> • <i>Globalisation and Development</i>
5/2	<ul style="list-style-type: none"> • <i>London: Crime and Social Exclusion</i>
5/2	<i>or relevant Work Experience</i>
6/1	<ul style="list-style-type: none"> • <i>Race, Culture and Identity</i>

6/1	<ul style="list-style-type: none"> • <i>Unfinished Business: The Fight for Social Justice</i>
6/1	<ul style="list-style-type: none"> • <i>Black British History: Concepts and Debates</i>
6/2	<ul style="list-style-type: none"> • <i>Mass Media, Music and Society</i>

I. Timetable information

- Students can expect their timetables at or before induction at level 4, and upon re-starting at levels 5 and 6.
- Students are kept informed of any changes to timetables via the Virtual Learning Environment.
- Prospective students should be kept informed of any changes by the Central Admissions Team.

J. Costs and financial support

Course related costs

- Course fees include transport and accommodation for two residential field trips. Students will be expected to pay for their own food.
- Students may have to pay for journeys to and from field visits in London.
- The cost of books or other learning materials are not included in tuition fees.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link-
- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

LEARNING OUTCOMES <i>Knowledge and Understanding</i>	Core Modules Level 4					Core Modules Level 5				Core Modules Level 6		
	Exploring Human Geographies	Society, Space & Place	Making Sustainable Places	Human Geographies of London	Geographical Investigations	Social and Cultural Geographies	Spatial Research Methods	Economic Geographies	Geographies of Regeneration	Dissertation	Geopolitics	Cities and Representations
Core modules <i>P = Where learning outcomes are Taught, Developed and Assessed</i> <i>T = Taught; TD = Taught and Developed</i> <i>Learning outcomes are Taught and Developed at points in other modules as indicated by module indicative content statements.</i>												
A1: The concept of spatial variation and the spatial patterning of human and environmental phenomena, particularly the ways in which economic, political and social processes are uneven and unequal and how these geographies reflect, mediate and reproduce social relations	P	T	T	P	T	P	P	P	TD	TD	P	TD
A2: The practical contribution of human geography concepts, techniques and forms of understanding to problem solving and in forging more socially just and environmentally sustainable planetary futures	T	T	P	T	P	TD	TD	TD	P	TD	TD	P
A3: The construction and constitution of the distinctiveness of particular places and landscapes through human and physical processes and through their interdependencies with other places across a range of spatial scales	T	P	T	P	T	P	T	P	TD	TD	TD	TD
A4: The diverse ways of representing the human world, from maps and texts to visual images and digital technologies, and the political and cultural consequences of contested forms of representation:	T	T	T	T	P	P	P	TD	TD	TD	TD	TD

A5: The contested, dynamic and plural nature of the academic discipline of human geography	P	T	T	T	TD	P	TD	P	P	P	P	P
A6: The relevance and application of human geographical knowledges to professional practice, policy and business development strategies in specialist subjects areas such as planning, tourism and Social science	T	P	P	T	T	TD	T	P	TD	TD	TD	P

LEARNING OUTCOMES <i>Intellectual and Research Skills</i> Core modules <i>P = key modules where learning outcomes are Taught, Developed and Assessed</i> <i>Learning outcomes are Taught and Developed at points in other modules as indicated by module indicative content statements.</i>	Core Modules Level 4					Core Modules Level 5				Core Modules Level 6		
	Exploring Human Geographies	Society, Space & Place	Making Sustainable Places	Human Geographies of London	Geographical Investigations	Social and Cultural Geography	Spatial Research Methods	Economic Geographies	Geographies of Regeneration	Dissertation	Geopolitics	Cities and Representations
B1: Describe and comment on the merits of geographical research and spatial data in an informed manner	P	P	T	T	T	P	P	TD	TD	P	P	P
B2: Undertake fieldwork observation and data collection in a responsible and safe manner, and sensitive to the impact of investigations on the environment and stakeholders		T	P	P	P	T	P	TD	P	P		
B3: Use a range of quantitative and qualitative survey techniques and interpretive methods for the analysis and understanding of social, environmental and built environments		P		T	TD	P	P	P	P	P		
B4: Prepare maps, diagrams and other forms of spatial representation using appropriate IT and GIS technologies		T	T	T	P		T	P	P	D	P	
B5: Demonstrate specialist professional practice, policy and business skills/techniques from specialist subject areas in planning or tourism									P			

B6: Articulate policy and development strategies toward more environmentally sustainable and socially just futures in the fields such as tourism, planning or social science	T	T	P			T			P	TD	P		TD		TD
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LEARNING OUTCOMES <i>Intellectual and Research Skills</i> Elective Modules <i>P = key modules where learning outcomes are Taught, Developed and Assessed</i> <i>Learning outcomes are Taught and Developed at points in other modules as indicated by module indicative content statements.</i>	Elective Modules Level 4				Elective Modules Level 5							Elective Modules Level 6									
	Plans, People & Processes	Geographies of Tourism	North and South: Issues in International Development	Politics, Decision Making and Democracy	Environmental Change: Issues and Impacts	Destination Management	Gender, Sexualities & Society	Planning for Housing	Tourism in the Global South	Globalisation & Development	London: crime & social exclusion	Work Experience	Planning Specialism Project	Destination Marketing	Black British History: Concepts and Debates	Unfinished Business: The Fight for Social Justice	Race, Culture & Society	Strategic Spatial Planning	Urban Tourism	Tourism and Social Justice	Mass Media, Music & Society
B1: Describe and comment on the merits of geographical research and spatial data in an informed manner	T	T	TD	TD	TD	T D	TD	P	P	T D	TD		TD	P	TD	P	T D	P	P	P	T
B2: Undertake fieldwork observation and data collection in a responsible and safe manner, and sensitive to the impact of investigations on the environment and stakeholders	T	T				T			T			P	T D		TD				TD		
B3: Use a range of quantitative and qualitative survey techniques and interpretive methods for the analysis and understanding of social, environmental and built environments	T	T				T		P	TD	P		P	T D		TD			P	T	p	TD
B4: Prepare maps, diagrams and other forms of spatial representation using appropriate IT and GIS technologies	P					T			T			P	T D		TD			TD	TD		

B5: Demonstrate specialist professional practice, policy and business skills and techniques from specialist subject areas such as planning, tourism or social science	P	P	P		P			P	P					P		P		P	P	TD	
B6: Articulate policy and development strategies toward more environmentally sustainable and socially just futures in the fields of tourism or planning or social science		T	TD		P	P		P	TD		P		P			P		P	TD	P	TD

LEARNING OUTCOMES <i>Transferable Skills and Personal Attributes</i>	Core Modules Level 4					Core Modules Level 5				Core Modules Level 6		
	Exploring Human Geographies	Society, Space & Place	Making Sustainable Places	Human Geographies of London	Geographical Investigations	Social and Cultural Geographies	Spatial Research Methods	Geographies of Regeneration	Economic Geographies	Dissertation	Geopolitics	Cities and Representations
<p>Core modules</p> <p><i>P = key modules where learning outcomes are Taught, Developed and Assessed</i></p> <p><i>Learning outcomes are Taught and Developed in at points in other modules as indicated by module indicative content statements.</i></p>												
C1: Communicate effectively in written, graphic, oral and multi-media forms in ways which are appropriate to the relevant audience and which respect intellectual property and copyright	P	P	P	P	TD	TD	TD	TD	TD		P	
C2: Access, select and synthesise data from library and internet sources to achieve a given purpose	T	P	P	T	P	TD	P	TD	TD	TD	TD	P
C3: Work effectively in group and team work situations, respecting the viewpoints of others		T	T	T	T			TD	TD			
C4: Work autonomously and manage one's own time, behaviour, motivation and initiative	P	T	T	P	T	D	D	D	D	P	D	D

C5: Think and work creatively and flexibly and be able to adapt solutions to a range of problems and employment situations.			P					TD		TD			
C6: Demonstrate interpersonal and employability skills of listening, negotiating, persuasion and presentation	D	D	D	D	D	D	D	D	D	D	D	P	D

LEARNING OUTCOMES <i>Transferable Skills and Personal Attributes</i> Elective Modules <i>P = key modules where learning outcomes are Taught, Developed and Assessed</i> <i>Learning outcomes are Taught and Developed at points in other modules as indicated by module indicative content statements.</i>	Elective Modules Level 4				Elective Modules Level 5								Elective Modules Level 6								
	Plans, People and Processes	Geographies of Tourism	North and South: Issues in International Development	Politics, Decision Making and Democracy	Environmental Change: Issues and Inputs	Destination Management	Gender, Sexualities & Society	Planning for Housing	Tourism and the Global South	Globalisation & Development	London: crime & social exclusion	Work Experience	PlanningSpecialismProject	Destination Marketing	Black British History: Concepts and Debates	Unfinished Business: The Fight for Social Justice	Race, Culture and Identity	Strategic Spatial Planning	Urban Tourism	Tourism and Social Justice	Mass Media, Music & Society
C1: Communicate effectively in written, graphic, oral and multi-media forms in ways which are appropriate to the relevant audience and which respect intellectual property and copyright	T	T	TD		D	D		P	D			D	P	D				D	P		
C2: Access, select and synthesise data from library and internet sources to achieve a given purpose	T	T	P	P	D	P		D	D	P	P	P	T	T	P	P	P	TD	P	P	P
C3: Work effectively in group and team work situations, respecting the viewpoints of others	P				P	T		P				P	D	D				D	D	TD	
C4: Work autonomously and manage one's own time, behaviour, motivation and initiative	T	T	T	T	D	D	T	P	D	T	T	P	D	P	T	T	T	D	D	T	T

C5: Think and work creatively and flexibly and be able to adapt solutions to a range of problems and employment situations.	T	T	T	T	T	P	T	T	T	T	T	P	T	P	T	T	T	P	TD	T	T
C6: Demonstrate interpersonal and employability skills of listening, negotiating, persuasion and presentation	P	P	D	D	P	D	D	D	P	D	D	P	D	D	D	D	D	D	D	D	D

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<ul style="list-style-type: none"> • Guest lectures throughout modules bring students into contact with leading industry figures and their work. • Students participate in two residential field trips. • Work placement module at Level 5
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<ul style="list-style-type: none"> • At level 4 key study skills are taught in Making Sustainable Places and Society Space and Place. • At Level 4 students also develop their research skills in Geographical Investigations.
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at</p>	<ul style="list-style-type: none"> • Students learn in groups during seminar and workshop sessions across Level 4 modules, and during the residential field trip.

	<p>level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	
<p>Inclusive teaching, learning and assessment</p>	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<ul style="list-style-type: none"> • All material is made available on the Virtual Learning Environment.
<p>Assessment for learning</p>	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<ul style="list-style-type: none"> • Feedback is given within 15 working days and identifies why the students have been given the mark and what they can do to improve in the future. • Where appropriate class feedback is given to students on formative and summative assessments.
<p>High impact pedagogies</p>	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in</p>	<ul style="list-style-type: none"> • In preparation for their dissertations, students develop their research skills across Levels 4 and 5 modules, including Making Sustainable Places, Geographical

	<p>enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>Investigations, and in particular Transport and Mobilities.</p> <ul style="list-style-type: none"> • Students receive specialist research methods training during dissertation module.
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> • Across the modules, students engage in a number of assessments that relate to workplace learning. Examples include: neighbourhood survey for L4 Society Space and Place, labour market analysis in L5 Economic Geographies and a development brief for L6 Planning Specialism Project. The L5 Work Placement module gives students the opportunity to reflect upon work experience <i>in situ</i>.
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and</p>	<ul style="list-style-type: none"> • The lecturing team draw upon their diverse experience, and emphasise a commitment to social justice and global responsibility across all modules taught.

	their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	
Curricula informed by employer and industry need	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> • Guest lecturers from industry are used in a number of our modules. • Where appropriate, students draw upon their own workplace experiences in modules.
Embedded learning development	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A 'writing in the disciplines' approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<ul style="list-style-type: none"> • Students are provided with a range of assessments across all levels of the programmes. These include essays, reports, surveys, presentations, design projects and field studies. • These range of assessments enable students to develop their skills.

<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	<ul style="list-style-type: none"> • The field trip experiences at both levels 4 and 5 promote the use of group-based learning experiences. These are intended to help students expand their network within the student cohort and develop their understanding of what group work and their role within a group will mean when in future employment.
<p>Assessment for learning</p>	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<ul style="list-style-type: none"> • Students are provided with a range of assessments to develop their written and communication skills. • Assessments used during the programme include: essays, reports, surveys, presentations, design projects and fieldwork surveys. • In doing so, students develop and enhance their analytical, critical thinking and problem- solving skills.
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be</p>	<ul style="list-style-type: none"> • Many of our students are currently working, some within related occupations such as planning and tourism, and as such draw upon their experience during the programme as part of their development. • Students are able to engage with and access a network of practitioners, for

	designed to inform the development of excellence and professionalism .	example, through guest lecturers.
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity .	<ul style="list-style-type: none"> All final year students are required to undertake a dissertation, which represents an extended independent piece of research in an area of human geographical practice and experience, and makes a contribution to the field, and demonstrates a range of skills, including – data collection, critical analysis, independent research.

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	

7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body

distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

