



**Swansea University
Prifysgol Abertawe**

**FACULTY OF SCIENCE AND
ENGINEERING**

**UNDERGRADUATE STUDENT
HANDBOOK**

YEAR 2 (FHEQ LEVEL 5)

**BSC GEOGRAPHY
UNDERGRADUATE PROGRAMMES**

**SUBJECT SPECIFIC
PART TWO OF TWO
MODULE AND COURSE STRUCTURE
2022-23**

DISCLAIMER

The Faculty of Science and Engineering has made all reasonable efforts to ensure that the information contained within this publication is accurate and up-to-date when published but can accept no responsibility for any errors or omissions.

The Faculty of Science and Engineering reserves the right to revise, alter or discontinue degree programmes or modules and to amend regulations and procedures at any time, but every effort will be made to notify interested parties.

It should be noted that not every module listed in this handbook may be available every year, and changes may be made to the details of the modules. You are advised to contact the Faculty of Science and Engineering directly if you require further information.

The 22-23 academic year begins on 19 September 2022

Full term dates can be found [here](#)

DATES OF 22-23 TERMS

19 September 2022 – 16 December 2022

9 January 2023 – 31 March 2023

24 April 2023 – 09 June 2023

SEMESTER 1

19 September 2022 – 27 January 2023

SEMESTER 2

30 January 2023 – 09 June 2023

SUMMER

12 June 2023 – 22 September 2023

IMPORTANT

Swansea University and the Faculty of Science of Engineering takes any form of **academic misconduct** very seriously. In order to maintain academic integrity and ensure that the quality of an Award from Swansea University is not diminished, it is important to ensure that all students are judged on their ability. No student should have an unfair advantage over another as a result of academic misconduct - whether this is in the form of **Plagiarism, Collusion** or **Commissioning**.

It is important that you are aware of the **guidelines** governing Academic Misconduct within the University/Faculty of Science and Engineering and the possible implications. The Faculty of Science and Engineering will not take intent into consideration and in relation to an allegation of academic misconduct - there can be no defence that the offence was committed unintentionally or accidentally.

Please ensure that you read the University webpages covering the topic – procedural guidance [here](#) and further information [here](#). You should also read the Faculty Part One handbook fully, in particular the pages that concern Academic Misconduct/Academic Integrity. You should also refer to the Faculty of Science and Engineering proof-reading policy and this can be found on the Community HUB on Canvas, under Course Documents.

Welcome to the Faculty of Science and Engineering!

Whether you are a new or a returning student, we could not be happier to be on this journey with you.

This has been a challenging period for everyone. The COVID-19 pandemic has prompted a huge change in society as well as how we deliver our programmes at Swansea University and the way in which you study, research, learn and collaborate. We have been working hard to make sure you will have or continue to having an excellent experience with us.

We have further developed some exciting new approaches that I know you will enjoy, both on campus and online, and we cannot wait to share these with you.

At Swansea University and in the Faculty of Science & Engineering, we believe in working in partnership with students. We work hard to break down barriers and value the contribution of everyone. Our goal is an inclusive community where everyone is respected, and everyone's contributions are valued. Always feel free to talk to academic staff, administrators, and your fellow students - I'm sure you will find many friendly helping hands ready to assist you.

We all know this period of change will continue and we will need to adapt and innovate to continue to be supportive and successful. At Swansea we are committed to making sure our students are fully involved in and informed about our response to challenges.

In the meantime, learn, create, collaborate, and most of all – enjoy yourself!

Professor Johann (Hans) Sienz
Interim Pro-Vice Chancellor/Interim Executive Dean
Faculty of Science and Engineering



Faculty of Science and Engineering	
Interim Pro-Vice Chancellor/Interim Executive Dean	Professor Johann Sienz
Head of Operations	Mrs Ruth Bunting
Associate Dean – Student Learning and Experience (SLE)	Professor Paul Holland
School of Biosciences, Geography and Physics	
Head of School: Siwan Davies	
School Education Lead	Laura Roberts
Head of Geography	Kevin Rees
Geography Programme Director	Joanne Maddern
Year Coordinators	Year 0 – Dr Kath Ficken Year 1 – Dr Kath Ficken Year 2 – Dr Nick Felstead Year 3 – Professor Neil Loader PGT – Dr Iain Robertson

STUDENT SUPPORT

The Faculty of Science and Engineering has two **Reception** areas - Engineering Central (Bay Campus) and Wallace 223c (Singleton Park Campus).

Standard Reception opening hours are Monday-Friday 9am-5pm.

The **Student Support Team** provides dedicated and professional support to all students in the Faculty of Science and Engineering. Should you require assistance, have any questions, be unsure what to do or are experiencing difficulties with your studies or in your personal life, our team can offer direct help and advice, plus signpost you to further sources of support within the University. There are lots of ways to get information and contact the team:

Email: studentsupport-scienceengineering@swansea.ac.uk (Monday–Friday, 9am–5pm)

Call: +44 (0) 1792 295514 and 01792 6062522 (Monday-Friday, 10am–12pm, 2–4pm).

Zoom: By appointment. Students can email, and if appropriate we will share a link to our Zoom calendar for students to select a date/time to meet.

The current student **webpages** also contain useful information and links to other resources:

<https://myuni.swansea.ac.uk/fse/coe-student-info/>

READING LISTS

Reading lists for each module are available on the course Canvas page and are also accessible via <http://ifindreading.swan.ac.uk/>. We've removed reading lists from the 22-23 handbooks to ensure that you have access to the most up-to-date versions. Access to print material in the library may be limited due to CV-19; your reading lists will link to on-line material whenever possible. We do not expect you to purchase textbooks, unless it is a specified key text for the course.

THE DIFFERENCE BETWEEN COMPULSORY AND CORE MODULES

Compulsory modules must be **pursued** by a student.

Core modules must not only be **pursued**, but also **passed** before a student can proceed to the next level of study or qualify for an award. Failures in core modules must be redeemed.

Further information can be found under “Modular Terminology” on the following link -

<https://myuni.swansea.ac.uk/academic-life/academic-regulations/taught-guidance/essential-info-taught-students/your-programme-explained/>

Year 2 (FHEQ Level 5) 2022/23

Geography (BSc)

BSc Geography[F800,FL87]

Total 120 Credits

Optional Modules

Choose exactly 20 credits

Cannot select GEC276 with GEG276, GEC277 with GEG277 and GEC278 with GEG278 as they are the Welsh and English equivalent of the same module.

GEC276	Systemau Gwybodaeth Ddaearyddol	Dr RH Meara	TB2	20
GEG276	Introduction to Geographic Information Systems	Prof AJ Luckman	TB2	20

And

Choose exactly 20 credits

GEC277	Dulliau ac Ymagweddau Daearyddol	Dr RH Meara/Dr A Closs Stephens	TB1	20
GEG277	Geographical Methods and Approaches	Dr KJ Ficken/Prof SH Doerr/Dr KH Halfacree/..	TB1	20

And

Choose exactly 20 credits

GEC278	Sgiliau Dadansoddi Data a Pharatoi Traethawd Hir	Dr A Closs Stephens/Dr RH Meara	TB2	20
GEG278	Data Analysis and Dissertation Preparation Skills	Dr NJ Felstead/Dr A Closs Stephens/Dr KJ Ficken/..	TB2	20

And

Choose exactly 20 credits

This module has been pre-allocated to your module selections after our application process in April. Therefore any selection made here will be overwritten by the Geography Department

GEG252L	Geographical Fieldwork Skills: Exploring Geographical Themes in Swansea and south Wales	Dr H Hallang/Dr A Closs Stephens/Dr SL Cornford/..	TB1+2	20
----------------	---	--	-------	----

And

Choose exactly 40 credits

GEC269 is taught through the medium of Welsh

GE-200	Professional Development and Career Planning	Miss VV Wislocka/Mr N Clarke	TB1+2	0
GEC269	Cyfathrebu Gwyddoniaeth	Dr RH Meara/Prof SM Davies/Mr SC Owen/..	TB1	10
GEG211	Glacial Environments	Dr J Hiemstra	TB1	10
GEG220	Tourism, Heritage and Leisure	Dr JF Maddern/Professor DT Herbert	TB2	10
GEG221	Regional Economic Development	Dr KG Rees	TB1	10
GEG229	Marginal Cultural Geographies	Dr KH Halfacree	TB1	10
GEG230	Social Geographies	Prof SV Shubin	TB1	10
GEG236	Earth from Space: Monitoring Global Environmental Change	Prof PRJ North	TB1	10
GEG273	Geographies of Climate Action and Activism	Dr AL Pigott	TB1	10
GEG283	Sustainable Land Management	Dr E Urbanek/Prof SH Doerr	TB1	10
GEL203	Earth history	Dr NJ Felstead	TB1	10
GEL204	Geological Record of Past Environments	Dr KJ Preece/Dr KJ Ficken	TB2	10

Year 2 (FHEQ Level 5) 2022/23

Geography (BSc)

BSc Geography with a Year Abroad[F8R9]
BSc Geography with a Year in Industry[F273]

Total 120 Credits

Optional Modules

Choose exactly 20 credits

Cannot select GEC276 with GEG276, GEC277 with GEG277 and GEC278 with GEG278 as they are the Welsh and English equivalent of the same module.

GEC276	Systemau Gwybodaeth Ddaearyddol	Dr RH Meara	TB2	20
GEG276	Introduction to Geographic Information Systems	Prof AJ Luckman	TB2	20

And

Choose exactly 20 credits

GEC277	Dulliau ac Ymagweddau Daearyddol	Dr RH Meara/Dr A Closs Stephens	TB1	20
GEG277	Geographical Methods and Approaches	Dr KJ Ficken/Prof SH Doerr/Dr KH Halfacree/..	TB1	20

And

Choose exactly 20 credits

GEC278	Sgiliau Dadansoddi Data a Pharatoi Traethawd Hir	Dr A Closs Stephens/Dr RH Meara	TB2	20
GEG278	Data Analysis and Dissertation Preparation Skills	Dr NJ Felstead/Dr A Closs Stephens/Dr KJ Ficken/..	TB2	20

And

Choose exactly 20 credits

This module has been pre-allocated to your module selections after our application process in April. Therefore any selection made here will be overwritten by the Geography Department

GEG252L	Geographical Fieldwork Skills: Exploring Geographical Themes in Swansea and south Wales	Dr H Hallang/Dr A Closs Stephens/Dr SL Cornford/..	TB1+2	20
----------------	---	--	-------	----

And

Choose exactly 40 credits

GEC269 is taught through the medium of Welsh

GE-200	Professional Development and Career Planning	Miss VV Wislocka/Mr N Clarke	TB1+2	0
GEC269	Cyfathrebu Gwyddoniaeth	Dr RH Meara/Prof SM Davies/Mr SC Owen/..	TB1	10
GEG211	Glacial Environments	Dr J Hiemstra	TB1	10
GEG221	Regional Economic Development	Dr KG Rees	TB1	10
GEG229	Marginal Cultural Geographies	Dr KH Halfacree	TB1	10
GEG230	Social Geographies	Prof SV Shubin	TB1	10
GEG236	Earth from Space: Monitoring Global Environmental Change	Prof PRJ North	TB1	10
GEG273	Geographies of Climate Action and Activism	Dr AL Pigott	TB1	10
GEG283	Sustainable Land Management	Dr E Urbanek/Prof SH Doerr	TB1	10
GEL203	Earth history	Dr NJ Felstead	TB1	10
GEL204	Geological Record of Past Environments	Dr KJ Preece/Dr KJ Ficken	TB2	10

GE-200 Professional Development and Career Planning

Credits: 0 Session: 2022/23 September-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Miss VV Wislocka, Mr N Clarke

Format: 6 hours consisting of a mix of podcasts, recorded lectures and Zoom sessions and optional 1-2-1 meetings and weekly drop-in sessions. Prior to the change it was 6 hours of face to face delivery via PC labs, and a 1-2-1 meeting where applicable / requested.

Delivery Method: These modules are delivered through online resources, scheduled Zoom sessions and 1-2-1 meetings. There is self-directed learning required using online resources provided.

Module Aims: This module is a mandatory module for all students who have enrolled (or transferred) onto the Science Industrial Placement Year but is also available to all other Geography students. The module focuses on the underpinning and fundamental requisites required to gain, enter and progress through a successful career. Learners will be introduced to (a) sourcing placements, CV writing, and application techniques; (b) Interview techniques, how to pitch yourself and be successful; (c) workplace fundamentals and IP awareness, behaviors and expectations; and, (d) Key employability skills; getting the most from your job or placement.

Module Content: The module will focus on the key requirements to gain and be successful whilst on a placement. Directed and self-directed activity will address the following topics:

- 1) Science Industrial Placements - What they are, how to search and how to apply.
- 2) CV writing, cover letters and application processes.
- 3) Assessment centres, interview techniques and a mock interview.
- 4) Recognizing and developing employability skills.
- 5) reflecting and maximising your placement experience.
- 6) one to one meeting with careers and employability officers.

Intended Learning Outcomes: By the end of this module, students will be able to:

- 1) Be aware of and possess the essential skills needed to secure placement opportunities; alongside having the skills to apply for relevant jobs and placements.
- 2) Have a general understanding of an interview process and what tools and attributes make a good interview.
- 3) Discuss and share what is expected within the workplace including behavioral and professional conduct.
- 4) Identify personal employability skills and how these will be used in a workplace setting.
- 5) Understand the need to reflect and maximise the placement experience in future career decisions.

Assessment: Assignment 1 (100%)

Assessment Description: Students are required to attend all taught sessions and the one to one meeting (if required). This module has no credit attached. However to ensure engagement with the content a compulsory quiz will be added in session 5. Students who do not attend and have no valid reason will not be permitted to continue on a Science Industrial Placement Year programme of study.

Moderation approach to main assessment: Not applicable

Assessment Feedback: N/A

However feedback on progress and the progression through the module will be provided in the one to one mandatory meeting and MCQ quiz.

Failure Redemption: Successful completion of this module depends upon satisfactory attendance at, and engagement with, all sessions. Therefore there will normally be no opportunity to redeem failure. However, special provision will be made for students with extenuating or special circumstances.

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

The module will focus on the key requirements to gain and be successful whilst on a placement or in work. Directed and self-directed activity will address the following topics:

- 1) Science Industrial Placements - What they are, how to search and how to apply.
- 2) CV writing, cover letters and application processes.
- 3) Assessment centres, interview techniques and a mock interview.
- 4) Recognizing and developing employability skills.
- 5) reflecting and maximising your placement experience.
- 6) one to one meeting with careers and employability officers.

GEC269 Cyfathrebu Gwyddoniaeth

Credits: 10 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr RH Meara, Prof SM Davies, Mr SC Owen, Dr SG Roberts, Dr GR Thomas

Format: Module is taught via 6 x 2h sessions (including practicals and lectures) and 3 x 1h seminars and tutorials. Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

The module will include 6 x 2 h sessions including practical work and theoretical lectures. There will be an additional 3 x 1 h seminar and tutorial sessions.

Practical sessions will be run in conjunction with staff members across the university and external guest lecturers.

Module Aims: This module introduces students to the subject of Science Communication.

Students will learn how to communicate complex science and social science concepts to different audiences using a variety of techniques. Each session of the course will focus onto different modes of communication and will include theoretical and practical components.

Examples of sessions include:

- Personal communication styles and performance training.
- Press releases and print media
- Critical thinking and agendas
- Audible media
- Visual media
- Science communication and outreach
- Social Media and Blogs

Module Content: This module introduces students to the subject of Science Communication.

Students will learn how to communicate complex science and social science concepts to different audiences using a variety of techniques. Each session of the course will focus onto different modes of communication and will include theoretical and practical components.

Lectures and Practicals

1. Science Communication theory and history
2. Personal communication styles and performance training.
3. Press releases and print media
4. Audible media
5. Visual media
6. Science communication and outreach

Seminars and Tutorials

1. Seminar: Esboniadur y CCC
3. Seminar: Social Media and blogs
5. Seminar: Geraint George Workshop

Intended Learning Outcomes: By the end of this module you should be able to:

- define and understand science communication theory.
- communicate complex concepts to a wide range of audiences.
- explain how to write a press release.
- communicate complex ideas via printed media.
- communicate complex ideas via audible media.
- communicate complex ideas via visual media.
- communicate complex ideas and perform to a young audience.

Assessment: Coursework 1 (10%)
Coursework 2 (45%)
Coursework 3 (45%)

Assessment Description: Coursework 1: students will write a newspaper article based on a press release written by the Swansea University Press Office (500 words).

Coursework 2: Students will work in a group to develop and record an hour long science magazine radio show with a focus on geographical, biosciences, and nature themes.

Coursework 3: Students will write an individual essay focussing on mis-communication of science to the public, using a case study of their choice (1,500 words).

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Students will receive individual written summative feedback on all coursework components and will receive regular formative feedback on work completed during practical classes and seminars.

Failure Redemption: Coursework 1: students will write a newspaper article based on a press release written by the Swansea University Press Office (500 words).

Coursework 2: Students will work in a group to develop and record an hour long science magazine radio show with a focus on geographical, biosciences, and nature themes.

Coursework 3: Students will write an individual essay focussing on mis-communication of science to the public, using a case study of their choice (1,500 words).

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Module is available to all Welsh-medium students within the College of Science.

GEC276 Systemau Gwybodaeth Ddaearyddol

Credits: 20 Session: 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr RH Meara

Format: 11 hours lectures
22 hours computer lab exercises

Delivery Method: Lecture and computer practical

Module Aims: A Geographic Information System (GIS) is a computer-based technology for solving problems of a geographical nature – i.e. involving spatial relationships between people, places and objects. It can be applied to a wide range of disciplines within geography and has developed to provide a means to quickly and professionally produce maps from geospatial data. This module provides a basic grounding in GIS from the nature of spatial information, through the use of GIS in social and physical geography contexts, to the application of computers to solving complex geographical problems. Most importantly, it allows hands-on experience in using Quantum GIS (QGIS), the leading open-source GIS software package, and therefore provides a valuable skill for research and the for workplace.

Module Content: 1. Module introduction
2. A digital model of the real world
3. Comparing raster and vectors data models
4. Coordinates and geographic reference systems
5. Geographic presentation and map design
6. GIS data sources and formats
7. Digital land surface topography
8. The Global Positioning System (GPS)
9. Route-finding in a network
10. The future of GIS

Intended Learning Outcomes: • A broad understanding of the purpose and scope of Geographical Information Systems

- An appreciation of the way in which geographical entities can be represented in a computer
- A critical awareness of the increasing role of GIS in government, commerce and science
- The ability to use QGIS software to explore and analyse a range of geospatial data
- The ability to present geospatial data as a well constructed and complete map
- A basic understanding of GIS-related technologies such as route-finding and GPS
- An appreciation of the future direction of GIS in geography and beyond

All marking will be carried out on-line

Assessment: Coursework 1 (20%)
Coursework 2 (30%)
Coursework 3 (20%)
Coursework 4 (30%)

Assessment Description: Coursework 1: Map figure with caption using given datasets.

Project: Series of maps and captions to present and justify the best location for a windfarm in a region of Wales.

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Students will receive feedback on each piece of coursework within 3 weeks of the submission deadline.

Each student will receive individual comments on their work.

All feedback will be provided online

Failure Redemption: Resubmit failed components

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Nid yw ar gael i fyfyrwyr ymweld a chyfnewid.

Available to visiting and exchange students.

GEC277 Dulliau ac Ymagweddau Daearyddol

Credits: 20 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr RH Meara, Dr A Closs Stephens

Format: Lectures: 11 hours
Practical Classes: 21 hours (desk and field based)

Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

Cyflwynir y modiwl craidd hwn drwy gyfuniad o ddarlithoedd a sesiynau ymarferol (gan gynnwys rhywfaint o waith grp) ar Gampws Singleton ac mewn safleoedd maes lleol amrywiol. Caiff myfyrwyr ddewis o'r amrywiaeth o brosiectau sydd o ddiddordeb iddynt.

This core module will be delivered through a combination of lectures and practical sessions (including some group work) on Singleton campus and at various local field sites. Students will be able to select from the range of projects that interest them.

Module Aims:

Mae'r modiwl 20 credyd craidd hwn yn cyflwyno'r amrywiaeth o ymagweddau at Ddaearyddiaeth Ddynol a Ffisegol a geir, gan ddarparu trosolwg o'r prif ddulliau a ddefnyddir yn y ddisgyblaeth. Cyflwynir y paradeimau hyn a rhoddir cyfle i chi bwysu a mesur pa fathau o ddulliau sy'n cyd-fynd â'r ymagweddau daearyddol hyn. Mae'r modiwl yn cyflwyno dulliau data allweddol a'u gwreiddiau damcaniaethol a bydd cyfle i 'ymarfer' y dulliau allweddol hyn mewn gweithdai estynedig – yn yr ystafell ddosbarth ac yn y maes.

This core 20 credit module introduces the variety of approaches to Human and Physical Geography that exist, providing an overview of the key methods used in the discipline. These paradigms will be introduced and then you are given the opportunity to 'think through' what kinds of methods chime with these geographical approaches. The module introduces key data methods and their theoretical roots, with an opportunity to 'practice' these key methods extended workshops - both desk based and in the field.

Module Content:

Mae'r modiwl hwn yn cyflwyno rhai o'r prif ddulliau ymchwil a ddefnyddir ar hyn o bryd gan ddaearyddwyr dynol a ffisegol, ynghyd ag ystyriaethau cynllunio ymchwil, damcaniaethol a moesegol. Mae'r modiwl yn cynnwys darlithoedd a hyfforddiant ymarferol a gofynnir i'r myfyrwyr gynnal prosiect ymchwil mewn grwpiau bach ar y diwedd.

Bydd y maes llafur yn cynnwys:

Darlithoedd ar gynllun ymchwil; darlithoedd ar ddata meintiol ac ansoddol; darlithoedd ar foeseg ymchwil; sesiynau ymarferol ar holiaduron ac arolygon; data'r Cyfrifiad a ffynonellau eilaidd; y dull gwyddonol; prosiectau maes daearyddiaeth ffisegol; sgiliau adolygu llenyddiaeth.

This module introduces students to some of the main research methods in currently employed by human and physical geographers, along with research design, philosophical and ethical considerations. The module includes lectures and practical training, and culminates in a research project conducted in small-groups. The syllabus will include:

Research Design lectures;
Quantitative and Qualitative data lectures;
Research Ethics lectures;
Questionnaire surveys practicals;
Census data and secondary sources;
The scientific method;
Physical Geography Field Projects;
Literature Review Skills.

Intended Learning Outcomes:

Dangos ymwybyddiaeth o ymchwil effeithiol, gan gynnwys nodi cwestiwn, nodau ac amcanion ymchwil, cynllun ymchwil a dewis dull ymchwil priodol.

Arddangos gwerthfawrogiad o'r cyd-destunau cymdeithasol amrywiol lle defnyddir dulliau ymchwil mewn Daearyddiaeth Ddynol a'r cyd-destunau amgylcheddol lle defnyddir dulliau ymchwil mewn Daearyddiaeth Ffisegol. Dangos y gallu i werthuso priodoldeb pob dull mewn cyd-destunau ymchwil gwahanol, boed yn yr ystafell ddogarth neu yn y maes.

Dangos y gallu i adolygu'r llenyddiaeth mewn maes penodol er mwyn lleoli dull mewn cefndir gwyddonol neu wyddor gymdeithasol benodol.

By the end of this module you should be able to:

Demonstrate an awareness of effective research, including identification of a research question, aims and objectives, a research design and selection of an appropriate research methods.

Exhibit an appreciation of the varying social contexts within which research methods are used in Human Geography and the environmental contexts within which research methods are used in Physical Geography.

Illustrate the ability to evaluate the appropriateness of each method in different research contexts, whether desk or field based.

Evidence the ability to review the literature in a chosen field in order to situate a method within a particular scientific or social science background.

Assessment: Coursework 1 (50%)
Coursework 2 (50%)

Assessment Description:

50% Adolygiad llenyddiaeth ar sail maes astudio a ddewiswyd

50% Portffolio ar sail pynciau prosiect a ddewiswyd

50% Literature review

50% Portfolio based on chosen project topic

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback:

Rhoddir adborth ysgrifenedig parhaus ar asesiadau yn electronig, gan ddefnyddio templed safonol a blwch sylwadau. Darperir adborth yn y dosbarth hefyd, drwy werthuso gan gymheiriaid a'r addysgwyr, ar sail cryfderau a gwendidau cyffredin.

Continual assessment feedback is given in writing electronically using a standard rubric and comments box.

Feedback also to be provided in class through peer evaluation and from the instructor on common strengths and weaknesses.

Failure Redemption: Ailsefyll arholiad neu ailgyflwyno gwaith asesiad parhaus, pŷun bynnag sy'n berthnasol.

Resit examination or resubmit continual assessment whichever is applicable

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Nid yw ar gael i fyfyrwyr ymweld a chyfnewid.

Not available to visiting and exchange students.

GEC278 Sgiliau Dadansoddi Data a Pharatoi Traethawd Hir

Credits: 20 Session: 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr A Closs Stephens, Dr RH Meara

Format: Darlithoedd/gweithdai: 24 hours
Gwaith maes: 8 awr
Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

Addysgir y modiwl hwn drwy gyfuniad o ddarlithoedd, sesiynau ymarferol a gweithdai cynllunio traethawd estynedig.

This module is to be delivered through a mixture of lectures, practical sessions and dissertation planning workshops.

Module Aims: Mae'r modiwl hwn yn adeiladu ar wybodaeth y myfyrwyr am dulliau ymchwil gymdeithasol a dulliau amgylcheddol (a addysgir yn GEG277) i lunio cynnig am draethawd estynedig. Mae'r modiwl yn canolbwyntio ar sgiliau allweddol i gynllunio a pharatoi am draethawd estynedig a gyflwynir ar y cyd â'r Ganolfan Llwyddiant Academaidd, megis rheoli amser, meddwl yn greadigol ac yn feirniadol a datblygu ffocws, ysgrifennu cynnig etc. Mae'r modiwl yn canolbwyntio hefyd ar ddadansoddi data ansoddol a meintiol a sut i ddefnyddio data'n effeithiol wrth baratoi am brosiect traethawd estynedig yn y flwyddyn olaf.

This module builds upon student knowledge of social research methods and environmental methods (delivered in GEG277) through to the formulation of a dissertation proposal. The module focuses on key dissertation planning and preparation skills delivered in association with the Centre for Academic Success (CAS) such as time management, creative and critical thinking and developing a focus, writing a proposal etc. The module also focuses on qualitative and quantitative data analysis and how to use data effectively in preparedness for a final year dissertation project.

Module Content: Darlith cyflwyno/paratoi: y pwnc ymchwil, y broses a disgwyliadau

Llunio cwestiwn ymchwil, nodau, amcanion a chynllun ymchwil

Dewis a datblygu eich dulliau casglu data / arolwg / rhannu tasgau mewn grp

Casglu data sylfaenol (gwaith maes mewn grp / sesiwn cymorth a chyngor

Codeiddio a rhannu data sylfaenol /sesiwn cymorth a chyngor

Dadansoddi data meintiol

Dadansoddi data ansoddol

Sesiwn cymorth a chyngor

Llunio a chyflwyno adroddiad ymchwil

Introductory / preparatory lecture: the research topic, process and expectations

Formulation of research question, aims, objectives and research design

Selecting and developing your data collection methods / survey / group division of labour

Primary data collection (group fieldwork) / help and advice session

Codifying and sharing of primary data / help and advice session

Quantitative data analysis

Qualitative data analysis

Help and advice session

Production and submission of research report

Intended Learning Outcomes: Erbyn diwedd y modiwl hwn, dylech allu:

- Dangos ymwybyddiaeth o natur fwriadus a strwythuredig ymchwil effeithiol, gan gynnwys nodi cwestiwn, nodau ac amcanion ymchwil, cynllun ymchwil a dewis dull ymchwil priodol;
- Datblygu cynnig ar gyfer darn o ymchwil ddaearyddol sy'n seiliedig ar gysyniad ar ffurf cynnig traethawd ymchwil;
- Dangos meistrolaeth o amrywiaeth o dechnegau addas ar gyfer dadansoddi data meintiol ac ansoddol;

By the end of this module you should be able to:

- Demonstrate an awareness of the considered and structure nature of effective research, including identification of a research question, aims and objectives, a research design and selection of an appropriate research method;
- Develop a proposal for a conceptually grounded piece of geographical research in the form of a dissertation proposal;
- Show mastery of a range of suitable techniques for the analysis of quantitative and qualitative data;

Assessment: Coursework 1 (40%)
Coursework 2 (40%)
Coursework 3 (20%)

Assessment Description: Gwaith cwrs 1: Prosiect a phoster (ffocws dadansoddi data). 1,500 o eiriau a phoster.

Gwaith cwrs 2: Cynnig am draethawd estynedig (gyda'r opsiwn i gael adborth ffurfiannol ar y drafft cyntaf). 1,500 o eiriau.

Gwaith Cwrs (Dadansoddi data) – 20%

Coursework 1: 1 project+1 poster (data analysis focus). 1,500 words plus poster.

Coursework 2: dissertation proposal (with option of formative feedback on first draft). 1,500 words.

Coursework 3 (Data Analysis)

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Adborth unigol a ddarperir yn electronig, o natur ffurfiannol a chrynodol

Individual typed electronic feedback which is formative and summative.

Failure Redemption: Ailgyflwyno cydrannau yn ôl yr angen.

Resubmit components as required.

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Nid yw'r modiwl yma ar gael i fyfyrwyr cyfnewid na'r rheini sy'n ymweld dros dro.

GEG211 Glacial Environments	
Credits: 10 Session: 2022/23 September-January	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Dr J Hiemstra	
Format:	15 hours lectures and 6 hours of seminars Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.
Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus	
Lectures and seminars on campus.	
Module Aims: This module provides a comprehensive examination of processes, sediments and landforms associated with glacial, glacialfluvial and glaciallacustrine activity. It considers aspects of both past (Quaternary) and present-day glacial environments. The module also introduces basic glaciological concepts such as glacier mass balance, transformation of snow to ice, glacier hydrology and glacier thermal regime, and thus provides a foundation for Level 3 module GEG344 (Glaciology). The basic glaciological concepts are used to illustrate their implications for ice movement, glacial erosion and glacial deposition, and hence, their role in creating 'glacial' landscapes. Teaching and Learning will be conducted via a combination of lectures, student-led seminars (not assessed) and fieldwork. The fieldwork elaborates on skills and experience acquired in the GEG108P module. The module is assessed through an May/June examination (1 from 3 essay questions, 50%), a poster (40%) and an individual oral 3-minute presentation (10%), based on data collected as a group in a guided fieldwork or laboratory exercise.	
Module Content: Growth, development and behaviour of glacier ice are discussed (1 lectures).	
Key components of water storage in glacial systems are described followed by an introduction to glacial hydrology (3 lectures).	
Adoption of the landsystem-approach for studying ice-marginal, subglacial, glacialfluvial and glaciallacustrine environments, together with the most important processes, landforms and sediments are considered (6 lectures).	
Processes of glacial erosion are described followed by the resulting landforms, which are considered with respect to scale (2 lectures).	
Glacial depositional landforms are considered according to their orientation with respect to ice flow movement (2 lectures).	
Intended Learning Outcomes:	
At the end of this module the student should be able to:	
1 Identify differences between temperate and cold ice masses in terms of movement characteristics.	
2 Identify the different mechanisms of glacial erosion and present a reasoned account as regards their operation.	
3 Discuss the form and typical dimensions of features and landforms formed by glacial erosion.	
4 Evaluate critically different published views concerning the origins of various glacial erosional forms.	
5 Discuss the typical locations, forms and dimensions of glacial depositional landforms.	
6 Evaluate critically different published views concerning the origins of various glacial depositional features.	
7 Describe the processes involved in the transformation from snow to glacier ice.	
8 Identify and discuss the physical processes and factors that control glacier mass balance.	
9 Describe in detail the basic principles of glacial hydrology.	
10 Identify the role of water in the dynamics of glacier systems.	
11 Discuss the range of glacialfluvial processes and identify the products.	
12 Discuss the range of glaciallacustrine processes and identify the products.	
Assessment:	Examination 1 (50%) Coursework 1 (40%) Oral Examination (10%)
Resit Assessment:	Examination (Resit instrument) (100%)

Assessment Description: One-hour, end-of-term examination. One from three essay-type answers. Weighting 50%

Coursework 1: poster. Weighting 40%.

Coursework 2: conference-style pitch (3-minute), Weighting 10%

Re-sit examination: two-hour exam, two essay-type answers from six. Weighting 100%.

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Students will receive examination feedback after exams (tutorial session). Continual assessment feedback is given in writing on standard departmental feedback forms. Additional oral feedback available on request.

Failure Redemption: Re-sit examination (2 hours instead of 1).

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Available to visiting and exchange students, who are expected to be in Swansea for the exam.

GEG220 Tourism, Heritage and Leisure

Credits: 10 Session: 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr JF Maddern, Professor DT Herbert

Format: This module is comprised of the following 3 teaching modalities:

- 12 x hour lectures - covering main themes and core concepts.
- 12 x hours of field trips to a local Swansea site and world heritage site / popular heritage site in the UK from a choice of options (student will get to vote for which trip they prefer)

Lectures will have interactive discussion-based elements in small groups - looking at key debates and problematics.

Delivery Method: This module is comprised of the following teaching modalities:

Lectures - covering main themes and core concepts.

Field trips to a local Swansea site and world heritage site / popular heritage site in the UK from a choice of options (student will get to vote for which trip they prefer)

Lectures will have interactive discussion-based elements in small groups - looking at key debates and problematics.

Module Aims: The tourism and leisure industries are one of the world's most successful industries. In the UK alone, the tourism industry contributes an estimated £127 billion annually to the British economy. In developing countries, tourism can be a force for growth, a key source of employment and income generation. But the tourism industry is not without its impacts. In this module, we will examine how tourism, leisure and heritage spaces are produced, maintained, and consumed. Within this circuit of cultural production and consumption, we will examine a range of case studies to understand key theories around authenticity, nostalgia, tourism mobilities, and the "tourist gaze". We will also examine the heritage industry and the ways in which the "past" are used in the "present". Here a key focus is on collective memory making, what is remembered and what is forgotten, by whom and for what purpose.

Module Content: • Facts and figures – the value of tourism globally

- Types of tourism, from mass consumption and package holidays to eco-and environmental tourism
- Dark tourism and urban exploration
- "The past is a foreign country". Heritage and the uses of the past in the present
- Debates in heritage and tourism - from authenticity to nostalgia
- Disentangling collective and individual memory
- Street names, architecture and the iconography of place from Wales to New Orleans
- Heritage, nature and environment: World Heritage Sites
- Heritage, performance and "living memory"
- Trouble down the pit: working class heritage in the South Wales and beyond
- "Huddled masses yearning to breathe free": The politics of migrant heritage in Angel and Ellis Island
- Covid heritage
- Ruins, ghosts spectropolitics - revenants of the past (and present).
- #blacklives matter, and decolonizing the heritage and tourism industr(ies).

Intended Learning Outcomes: On completion of the module, students will be able to:

- Understand the scale and importance of the tourism industry to the global economy
- Identify the ways in which tourism industries can impact both negatively and positively on local places
- Show an awareness of key theories in the tourism literature such as authenticity and the "tourist gaze"
- Judge and discriminate between the various debates in the heritage industry around issues of nostalgia and authenticity.
- Question and problematise "common sense" notions of history.
- Distinguish between collective and individual versions of the "past".
- Propose and present an alternative vision for a popular tourism and heritage site based on a site visit and personal evaluation.
- Diagnose circuits of production and consumption as part of a broader circuit of "national" cultural representations and performances.

Assessment: Other (100%)

Assessment Description: Coursework 1 will consist of a "field site visit report". The module group will visit a site together to a heritage site of national importance. Students will be asked to complete a 2,500 word report after visiting the site, articulating their impressions of the site, and making recommendations of how the site could develop, based on theories discussed in part 1 of the course.

The open book, in person exam will consist of a choice of six questions (answer 2). Questions will be based on theoretical concepts and case studies encountered during the entire course. Students will be encouraged to keep a diary of lecture notes throughout the module and will be allowed to take those notes into the exam. This will help facilitate active learning throughout the course of the module and embed the practice of keeping legible notes for reuse later. Students will be encouraged to refine and alphabetise their course notes prior to the exam as a revision strategy. Students will not be allowed to take textbooks into the exam, just personal revision notes. The emphasis is therefore on synthesis of information rather than rote learning.

Moderation approach to main assessment: Not applicable

Assessment Feedback: Students will receive formative feedback via class based discussions based on "controversies" from the heritage industry and associated literature.

Students will receive written feedback via a rubric and personalised comments on their individual site visit report. This will be provided via Canvas.

Students will be permitted to see comments and written feedback on exam scripts should they require it.

Failure Redemption: NA

Additional Notes: Available to visiting and exchange students.

GEG221 Regional Economic Development	
Credits: 10 Session: 2022/23 September-January	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Dr KG Rees	
Format:	18 hours lectures Contact Hours will be delivered through a blend of on-campus teaching (as permitted) and online learning materials.
Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus	
On Campus	
Module Aims: This module is concerned with issues of regional economic development and government policy. The module explores the enduring spatial economic inequalities evident across the regions of the United Kingdom and how successive governments have intervened to alleviate these disparities. The ideological debate around whether, and on what basis, governments should intervene in the economy is examined. This debate is exemplified by contrasting the interventionist regional economic policies of post-war Britain which emphasized the mobility of labour and capital (firms), with more contemporary policies which have emphasized endogenous growth within regions through the promotion of entrepreneurship and innovation rather than equality between regions. The module concludes with an exploration and evaluation of policy approaches for the economic development of Wales.	
Module Content: Regional economic growth, disparity and intervention	
<ul style="list-style-type: none"> • Introduction: what is Regional Economic Development? • The North – South Divide: UK regional disparities in historical context • Contemporary indicators of regional economic disparities in the UK • How reliable is unemployment as an indicator of regional disparities? • Causes of spatial economic disparities: theoretical perspectives. • The case for and against government intervention • Measuring regional disparities using ONS data 	
Factor mobility approaches to tackling regional economic disparities:	
<ul style="list-style-type: none"> • Labour mobility policies: “Get on your bike!” • Capital mobility policies: the Assisted Areas strategy and inward investment 	
Endogenous approaches to tackling regional economic disparities:	
<ul style="list-style-type: none"> • Entrepreneurship: the key to regional prosperity? • Innovation: Science park policy • Industrial Clusters and the role of proximity • Case study: economic development in Wales 	
Intended Learning Outcomes: At the end of this module students should be able to:	
<ul style="list-style-type: none"> • discuss alternative explanations of the causes and endurance of spatial inequalities both theoretically and within the context of the UK economy. • engage in ideological debates concerning government intervention in the economy. • compare and assess the effectiveness of a selection of policy approaches implemented within the UK aimed at addressing spatial inequalities; • discuss the strengths and weaknesses of factor (labour and capital) mobility approaches to regional economic development and inequalities; • illustrate and discuss the merits of economic policies emphasizing endogenous growth by promoting entrepreneurship and innovation. • demonstrate competence in collecting relevant socio-economic data from the Office of National Statistics website • utilise relevant data to discuss indicators and influences of regional economic disparities. 	
Assessment:	Examination 1 (50%) Coursework 1 (50%)
Assessment Description: One hour examination One piece of continual assessment (student choice of poster or seminar)	
Moderation approach to main assessment: Second marking as sampling or moderation	

Assessment Feedback: Feedback on the continual assessment submission is provided to each student electronically on Canvas using a rubric and comments on the submission.

Each student receives written feedback on their exam submission after the examination results are released.

Failure Redemption: resit examination or resubmit continual assessment, whichever is applicable

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Available to visiting and exchange students.

GEG229 Marginal Cultural Geographies

Credits: 10 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr KH Halfacree

Format: 18 hours, lectures

Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

Lectures and DVD/video presentation and discussion, all on-campus.

Module Aims: What is 'human geography' about if it is not concerned with difference? And what is cultural geography if it does not involve understanding and appreciating the diverse social and cultural forms that both include and exist around today, even in Swansea?

This module introduces students to some of the huge range of contemporary cultural human geography scholarship that explores this diversity, with a particular focus on what is termed 'marginal geographies'. Specifically, attention focuses on the relevance, expression and importance of alternative, radical, and countercultural lives and spaces that are more chosen by those involved than forced on them by circumstances such as discrimination.

These geographies 'on the margins' are presented under the four headings of leisure, production, environmentalism and living. They are contrasted to those of the 'mainstream', although a key theme in the module is how this distinction is always provisional, problematic and inherently dynamic.

Module Content: (Provisional - potential coursework elements 5, 9, 13 and 17 liable to change.)

1. Introduction: marginal geographies and contemporary cultural geography

Leisure on the margins

2. Mainstream vs. Carnavalesque
3. Carnavalesque at the seaside
4. A geography of rave culture
5. Underground London in the 1960s / 1970s

Production on the margins

6. Mainstream vs. dis-alienation
7. Back-to-the-land
8. Quality rural production
9. Allotments, community gardens & guerrilla gardening

Environmentalism on the margins

10. Mainstream vs. radical environmentalism
11. Spaces of protest
12. Low Impact Development
13. Transition Town Britain

Living on the margins

14. Mainstream vs. dissident utopianism
15. A travelling life
16. Bohemian Paris
17. Squatting the city

18. Conclusion and revision

Intended Learning Outcomes: Students will be able to:

- Appreciate the theoretical and empirical importance of marginal geographies in the modern period
- Assess the relevance of contemporary cultural geography in the context 'alternative' lifestyles and worldviews
- Explain various theoretical approaches used to understand marginality
- Evaluate the importance of representation and imagery to our understanding of society
- Discuss the construction, regulation and negotiation of identities in and through place and space
- Consider their own position(s) and role(s) within key aspects of contemporary society
- Understand the ways in which power operates, and its links to identity, representation and space

Assessment: Examination 1 (50%)
Coursework 1 (50%)

Assessment Description: Coursework

Choice of one from four options, the four deriving from the four main sections of the module respectively.

The assignment is 1500 words long.

It should critically assess, utilizing critically a wide range of sources, many of which may not be 'standard' academic material, just how 'marginal' or alternative some named aspect of leisure, production, environmentalism or lifestyle is ultimately seen to be. Each of the four options will be introduced within a dedicated class, using largely audio-visual material.

Examination

A 1 hour unseen examination, answering one question from a choice of three that seek to embrace as much of the module as possible.

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Detailed written feedback on the coursework assignment will be returned to the student within two working weeks of submission. Students will be able to arrange a personal meeting to discuss their feedback further if so desired.

Students will be able to see the comments on their examination answers when they go through all their Level 2 examination comments with their Level 3 tutors at the start of their Year 3.

Failure Redemption: Redeem failed component(s) (submit coursework and/or resit exam)

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Available to non-Geography students as well as the visiting and exchange students; students must be able to attend the examination.

GEG230 Social Geographies	
Credits: 10 Session: 2022/23 September-January	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Prof SV Shubin	
Format: Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.	
Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus	
Primarily on Campus	
Module Aims: This module is an overview of the processes co-constructing space and social relations, providing different ways of understanding our contemporary world and how people live within it. The module explores the field of social geography across different geographical scales, and relationships and interdependencies existing between these scales, creating boundaries and connections. These scales and spaces include the body, the home, community, the street, city and nation. The module emphasizes the multiplicity of approaches, theories and arguments about human life in Social Geography, and the connections and interrelations which exist between different fields of geographical enquiry. This approach focuses on multiple economic, political and cultural interactions in varying contexts, defined via places, power relations and systems of organization and control. It encourages students to be open to this diversity of interpretations and living patterns, and to think critically about different issues related to the co-construction of space and society.	
Module Content: Introduction to social geographies <ul style="list-style-type: none"> • The body: body as a space • The body: body in space and time • The home: space and meanings • The home: homelessness • FILM: Thelma and Louise • Community: lived space • Community: imagined space • Institutions: schools and workplace • The street: experiences and visions • The street: morality and exclusions • The city: heterogeneous space • The rural: meanings, visions, norms • The rural: space of conflict? The nation: identities and nationalism • The nation: globalization • Summary and review 	
Intended Learning Outcomes: By the end of this module students will be able to: <p>Demonstrate an awareness of and be able to evaluate the different theories and approaches human geographers have employed to make sense of space, place and society</p> <ul style="list-style-type: none"> • Explain the ways in which social identities and relations are constituted in and through different spaces at different geographical scales • Assess the key economic, political and social activities shaping contemporary social geographies • Demonstrate an awareness of the different ways space and society are represented through texts, discourses, visual images and moving visual texts • Recognize and discuss the contested and provisional nature of knowledge and understanding • Understand the diversity of specialized techniques involved in constructing different social geographies 	
Assessment:	Examination 1 (50%) Coursework 1 (50%)

<p>Assessment Description: Exam 50% of your mark (choice of 1 question out of 3) The final examination (1 hour) is a comprehensive final test: it assesses your knowledge of the subject and ability to convey your ideas. It consists of one essay question from a choice of three. Samples of the essay titles will be made available before the exam.</p>
<p>Essay 50 % of your mark (choice of 1 question out of 3) Not more than 1,500 words</p>
<p>Moderation approach to main assessment: Second marking as sampling or moderation</p>
<p>Assessment Feedback: Students will receive examination feedback after exams. Continual assessment feedback is given in writing on standard departmental feedback forms.</p>
<p>Failure Redemption: resit examination or resubmit continual assessment whichever if applicable</p>
<p>Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.</p>
<p>This module is available to visiting and exchange students, who must be present for the exam.</p>

GEG236 Earth from Space: Monitoring Global Environmental Change

Credits: 10 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Prof PRJ North

Format: 20 (10 lecture + 10 small-group computer project)

Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

Half lecture based and half computer based classes. On campus.

Module Aims: This module introduces the growing role of Earth Observation in Geography, in the context of monitoring global environmental change. Emphasis will be given to practical use of airborne and satellite imagery in a range of geographical applications. In addition to a grounding in the principles of remote sensing, the course will offer in-depth understanding of the use of satellite observations in the study of global change in particular of deforestation and desertification. Practical exercises will teach image processing skills and familiarity with the range of information sources available for remotely sensed imagery.

Module Content: Outline of lecture topics:

Overview and history of Earth Observation in geography.

Principles of airborne remote sensing, focusing on optical imagery and lidar.

Satellite remote sensing, focussing on Landsat imagery.

Methods for interpreting imagery and production of classified maps.

Study of deforestation using remote sensing.

Application to management and monitoring desertification.

Applications to climate change science and environmental modelling.

Example practical sessions:

Analysis of airborne and lidar aircraft imagery.

Familiarisation with different sources of satellite and aircraft imagery.

Image processing using Landsat imagery.

Interpretation and classification of imagery.

Monitoring global vegetation change.

Intended Learning Outcomes: By the end of this module students should be capable of demonstrating:

A broad understanding of the purpose and scope of Earth Observation in Geography.

A critical awareness of the range of modern geographical applications to which remote sensing contributes.

An ability to analyse remotely sensed data using image processing software.

An understanding of the technology behind satellite and aircraft imagery.

Assessment: Coursework 1 (50%)

Coursework 2 (50%)

Assessment Description:

Two items of coursework:

(i) Classification of imagery for land cover mapping

(ii) Global time series analysis

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Students will receive feedback after exams. Continual assessment feedback is given in writing on standard departmental feedback forms.

Failure Redemption: Resit examination or resubmit continual assessment whichever if applicable.

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

There are no pre- or co-requisites for this module. Available to visiting or exchange students

Module code reserved by l.hackling on 28/05/2013 11:33:09

GEG252L Geographical Fieldwork Skills: Exploring Geographical Themes in Swansea and south Wales

Credits: 20 **Session:** 2022/23 September-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr H Hallang, Dr A Closs Stephens, Dr SL Cornford, Prof SH Doerr, Prof MH Gagen, Dr J Hiemstra, Dr CM Muellerleile, Dr KJ Preece, Dr KG Rees, Dr E Urbanek

Format: 40+ hours contact on field course, plus 5 hours preparatory lectures.

Delivery Method: 5 preparatory lectures.

40 plus hours of contact on the field days.

Module Aims: The module is concerned with gaining experience of the geographical skills needed to explore the physical and human geography environments around us. We use our considerable local and regional geographical assets to explore multiple themes in human and physical geography. The general aims are to observe, analyse and achieve an understanding of the varied geographical landscape and inherent features in Swansea and South Wales. The module is run via up to 10 'pick and mix' field days, with a human, physical or human and physical geography theme. Students will be required to choose 4 of the field days to attend. Students taking this module will gain experience in research design, methodologies, data analysis and presentation methods. Students taking this field course can choose to focus on either the physical or human geography elements or the mixed human/physical days, or a mix of all three. Maximum flexibility is afforded by the range of topics we can explore in the local and regional area. Each day will be accompanied by online and lecture materials. The days will be run at various times in the Semester and students will book on to their chosen field days independently. The theme of the trip is "South Wales: Environments, Landscapes, Heritage and Community".

Module Content: Teaching and learning will be centered on the field days and supplemented by lectures and further study before and after the field-course. Any group work will take place in the field. Assessment will be your individual work. Assessment is via a portfolio of coursework (100%). There is no examination for this module.

Intended Learning Outcomes: On completion of the module, students should be able to do most of the following:

ALL

- Explain the geographical landscapes explored and the aspects of human and physical geography they encompass.
- Evaluate, where appropriate, the relevance of established models and theories (including those of other modules in Geography) to the local case studies explored.
- Use varied geographical methods for studying our field areas and their landscapes.

HUMAN GEOGRAPHY STRAND

- Identify and evaluate the nature and impacts of socio-economic forces in the human geography landscapes explored. (Human geographers)

PHYSICAL GEOGRAPHY STRAND

- Identify and evaluate the nature and impacts of the landscape-shaping forces at work in the physical geographical features explored. (Physical geographers)

MIXED HUMAN AND PHYSICAL GEOGRAPHY STRAND

- Identify key issues facing the environments and case studies and explore the key policy issues relevant to the appropriate environment.

Assessment: Assignment 1 (100%)

Assessment Description: Students attend 4 out of up to 10 field days from a selection. Students may select which days they wish to attend but must attend 4 days in total. Each field day is a full day trip and accompanied by a 5 credit assignment. Students must participate in 4 of the days offered and submit 4 accompanying assignments. Assignments will include field notebook write-ups, reports, data analysis, visual/graphic assignments (for example a photo essay). Should a student attend more than 4 days they may select which 4 field days to submit for assessment.

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Continual assessment feedback is given in writing on standard departmental feedback forms and electronically via Canvas or email.

Failure Redemption: Resubmit continual assessment.
Additional Notes: Available to visiting and exchange students on a discretionary basis.

GEG273 Geographies of Climate Action and Activism

Credits: 10 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr AL Pigott

Format: Lectures 10 hrs
Seminars 10 hrs

Delivery Method: Predominantly lectures (including classroom discussions and group work)

Module Aims: This course will explore the kinds of knowledge, politics, and imaginations that underpin current responses to the climate crisis. It will engage critical and cutting-edge debates in Geography and related fields to help us grapple with the multiple ways we might understand and respond to a warming world. The module will begin by introducing climate change as a 'hyperobject' - that is, a phenomenon that is so vast in its temporality and scale that it is hard to grasp as a traditional 'object', but nonetheless requires urgent and widespread action. We will explore the particular politics and imaginaries associated with past and recent prominent climate movements (Extinction Rebellion, Greta Thunberg, and the School Strikes, for example) whilst examining the various attempts at thinking environment and politics differently that some of these movements embody. The final part of the module will engage with the concepts of ecological anxiety and ecological citizenship. This is a crucial and exciting time to be studying the emerging responses to the climate crisis, as there are so many examples from the world around us, and geographers are especially well placed to explore their tensions and possibilities. This course will help students to develop their 'climate change literacy' and to learn how to navigate and contribute to the complex political worlds of climate science, activism, and agency.

Module Content: 1. Introduction to the climate crisis
2. Geographies of climate action: Key approaches
3. Geographies of climate action: Emergency politics
4. Geographies of climate action: Anthropocene imaginaries
5. Activism and agency: Climate Justice and Governance
6. Activism and agency: The New Climate Movements
7. Activism and agency: Activism and Agency
8. Ecological distress
9. Ecological citizenship
10. Citizens' assembly

Intended Learning Outcomes:

- Explain key conceptual and theoretical debates in contemporary academic environmental politics and be able to apply those to the world around us;
- Critically evaluate key concepts including climate change, nature, activism, imaginaries, narrative, identity, agency, Anthropocene, as well as the relationship between them;
- Demonstrate a good awareness of cutting edge debates in the academic fields of cultural and critical geography as well as related debates in fields such as political ecology.
- Be able to critically reflect on our own positions in relation to political issues and environmental crises taking place in the world;
- Explain how approaches to environmental politics enable and disable different political possibilities in terms of policy and practice.

Assessment: Coursework 2 (40%)
Coursework 1 (60%)

Assessment Description: Coursework 1 (due in December 2022) 60%: Option 1 - this will require students to undertake a climate action of their choice and to write a reflective report. Option 2 - to imagine a carbon-free 2040 (1500 words) on it.

Online multiple choice questions (December 2022) 40%.

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Feedback on the Online MCQ will be provided via a recorded video published on Canvas

Failure Redemption: Projects continual assessments to be redeemed on an essay based on the topic covered by the project.

Additional Notes: Open to visiting and exchange students.

GEG276 Introduction to Geographic Information Systems

Credits: 20 Session: 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Prof AJ Luckman

Format: 11 hours lectures
22 hours computer lab practicals
Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

Lecture and computer practical

Module Aims: A Geographic Information System (GIS) is a computer-based technology for solving problems of a geographical nature – i.e. involving spatial relationships between people, places and objects. It can be applied to a wide range of disciplines within geography and has developed to provide a means to quickly and professionally produce maps from geospatial data. This module provides a basic grounding in GIS from the nature of spatial information, through the use of GIS in social and physical geography contexts, to the application of computers to solving complex geographical problems. Most importantly, it allows hands-on experience in using Quantum GIS (QGIS), the leading open-source GIS software package, and therefore provides a valuable skill for research and the for workplace.

Module Content: 1. Module introduction
2. A digital model of the real world
3. Comparing raster and vectors data models
4. Coordinates and geographic reference systems
5. Geographic presentation and map design
6. GIS data sources and formats
7. Digital land surface topography
8. The Global Positioning System (GPS)
9. Route-finding in a network
10. The future of GIS

Intended Learning Outcomes: • A broad understanding of the purpose and scope of Geographical Information Systems

- An appreciation of the way in which geographical entities can be represented in a computer
- A critical awareness of the increasing role of GIS in government, commerce and science
- The ability to use QGIS software to explore and analyse a range of geospatial data
- The ability to present geospatial data as a well constructed and functionally complete map
- A basic understanding of GIS-related technologies such as route-finding and GPS
- An appreciation of the future direction of GIS in geography and beyond

Assessment: Coursework 1 (20%)
Coursework 2 (30%)
Coursework 3 (20%)
Coursework 4 (30%)

Assessment Description: Coursework 1 - Project Figure 1

Coursework 2 - Project Figure 2

Coursework 3 - Multiple choice questions

Coursework 4 - Project Figure 3

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Students will receive feedback on each piece of coursework within 3 weeks of the submission deadline.

Each student will receive individual comments on their work.

The cohort will also receive general feedback in lectures, including an ideal example.

All feedback will be provided online.

Failure Redemption: Resubmit failed components.

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Available to visiting and exchange students.

GEG277 Geographical Methods and Approaches

Credits: 20 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr KJ Ficken, Prof SH Doerr, Dr KH Halfacree, Dr H Hallang, Prof NJ Loader, Dr JF Maddern, Dr KG Rees, Dr I Robertson, Dr E Urbanek

Format: 11 hours of lectures
21 hours of workshops (desk based and field based).

Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

This core module will be delivered through a combination of lectures and practical sessions (including some group work) on Singleton campus and at various local field sites. Students will be able to select from the range of projects that interest them.

Module Aims:

This core 20 credit module introduces the variety of approaches to Human and Physical Geography that exist, providing an overview of the key methods used in the discipline. These paradigms will be introduced and then you are given the opportunity to 'think through' what kinds of methods chime with these geographical approaches. The module introduces key data methods and their theoretical roots, with an opportunity to 'practice' these key methods extended workshops - both desk based and in the field.

Module Content:

This module introduces students to some of the main research methods in currently employed by human and physical geographers, along with research design, philosophical and ethical considerations. The module includes lectures and practical training, and culminates in a research project conducted in small-groups. The syllabus will include:

Research Design lectures;
Quantitative and Qualitative data lectures;
Research Ethics lectures;
Questionnaire surveys practicals;
Census data and secondary sources;
The scientific method;
Physical Geography Field Projects;
Literature Review Skills.

Intended Learning Outcomes:

By the end of this module you should be able to:

Demonstrate an awareness of effective research, including identification of a research question, aims and objectives, a research design and selection of an appropriate research methods.

Exhibit an appreciation of the varying social contexts within which research methods are used in Human Geography and the environmental contexts within which research methods are used in Physical Geography.

Illustrate the ability to evaluate the appropriateness of each method in different research contexts, whether desk or field based.

Evidence the ability to review the literature in a chosen field in order to situate a method within a particular scientific or social science background.

Assessment: Coursework 1 (50%)
Coursework 2 (50%)

Assessment Description:

Coursework 1 Literature review based on a chosen field of study.

Coursework 2 Either Human Geography or Physical Geography projects

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Continual assessment feedback is given in writing electronically using a standard rubric and comments box.

Feedback also to be provided in class through peer evaluation and from the instructor on common strengths and weaknesses.

Failure Redemption: Resit examination or resubmit continual assessment whichever is applicable

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Not available to visiting and exchange students.

GEG278 Data Analysis and Dissertation Preparation Skills	
Credits: 20 Session: 2022/23 January-June	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Dr NJ Felstead, Dr A Closs Stephens, Dr KJ Ficken, Dr J Hiemstra	
Format:	Lectures/practicals: 17 hours Dissertation preparation lectures and workshops: 15 Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.
Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus	
This module is to be delivered through a mixture of lectures, practical sessions and dissertation planning workshops.	
Module Aims: This module builds upon student knowledge of social research methods and environmental methods (delivered in GEG277) through to the formulation of a dissertation proposal. The module focuses on key dissertation planning and preparation skills delivered in association with the Centre for Academic Success (CAS) such as time management, creative and critical thinking and developing a focus, writing a proposal etc. The module also focuses on qualitative and quantitative data analysis and how to use data effectively in preparedness for a final year dissertation project.	
Module Content: Introductory / preparatory lecture: the research topic, process and expectations Formulation of research question, aims, objectives and research design Selecting and developing your data collection methods / survey / group division of labour Primary data collection (group fieldwork) / help and advice session Codifying and sharing of primary data / help and advice session Quantitative data analysis Qualitative data analysis Help and advice session Production and submission of research report	
Intended Learning Outcomes: By the end of this module you should be able to:	
<ul style="list-style-type: none"> • Demonstrate an awareness of the considered and structure nature of effective research, including identification of a research question, aims and objectives, a research design and selection of an appropriate research method; • develop a proposal for a conceptually grounded piece of geographical research in the form of a dissertation proposal; • Show mastery of a range of suitable techniques for the analysis of quantitative and qualitative data; 	
Assessment:	Coursework 1 (40%) Coursework 2 (40%) Coursework 3 (20%)
Assessment Description: Coursework 1: 1 project+1 poster (data analysis focus). 1,500 words plus poster. Coursework 2: dissertation proposal (with option of formative feedback on first draft). 1,500 words. Coursework 3 (Data Analysis)	
Moderation approach to main assessment: Second marking as sampling or moderation	
Assessment Feedback: Individual typed electronic feedback which is formative and summative.	

Failure Redemption: Resubmit components as required.

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

This module is not available to visiting or exchange students.

GEG283 Sustainable Land Management

Credits: 10 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules: GEG264

Lecturer(s): Dr E Urbanek, Prof SH Doerr

Format: lectures, workshops, field visits

Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

The module will be taught, but will include some practical aspects and field visit.

Module Aims: Sustainable Land Management course focuses on the understanding and maintaining of the environmental values of LAND and SOIL for food production, water quality, flood defence and climate regulation. To understand the Sustainable Land Management the basic understanding of SOIL properties, functions will be introduced followed by the main threads and challenges to soil health connected with climate change and incorrect land management. Case studies of Sustainable Land Management in agriculture, fire prevention and mitigation, peatland restoration and land remediation will be showcased and discussed.

The module will contain a series of lectures, workshops and field visit.

Students are recommended to sign up to the GEG277 Environmental Research Methods - Soil, but the knowledge from the GEG277 sessions are not essential to complete the module.

Module Content: 1 (2hrs) Sustainable land management, soil functions

2 (2hrs) Soil components, soil formation, soil classification

3 (2hrs) Soil hydrology;

4 (2hrs) Greenhouse gas emissions from land, Carbon and Nitrogen cycle;

5 (2hrs) Climate change adaptation and mitigation

6 (2hrs) Land degradation and global challenges

7 (2+4hrs) Sustainable land management - agriculture + Field visit to sustainable farm

8 (2hrs) Fire prevention and mitigation

9 (2hrs) Land reclamation, peatland restoration

Intended Learning Outcomes: On successfully completing this module, students will be able to:

- Understand main soil properties and processes occurring in healthy and degraded soils;
- Understand and describe key soil functions and ecosystem services;
- Describe the main land-related challenges and suggest mitigation strategies to improve soil health and functioning of land;
- Recommend sustainable solutions for prevention and mitigation of soil problems related to land mismanagement and climate change.

Assessment: Online Multiple Choice Questions (30%)

Examination (70%)

Assessment Description: 3 MCQ tests (30%) following each learning block

Essay exam (70%)

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Written feedback on exam.

Failure Redemption: Exam resit

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Available to visiting and exchange students.

GEL203 Earth history

Credits: 10 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr NJ Felstead

Format: 18 hours: lectures

Delivery Method: Lectures

Module Aims: This module will investigate the history of planet Earth with particular emphasis on the fossil evidence. Life appeared very early on Earth, and changes in the oceans, atmosphere and in climate are intimately linked to the evolution of life. Large changes in the fossil record represent major events in Earth's history, including the catastrophic collapse of ecosystems and major radiations of diversity. We will take a journey through the history of the planet, tracking major changes in ecosystems and focussing on the major events, as well as considering the way that the fossil evidence has been used in debates about the way that evolution works.

Module Content: The nature of the fossil record
Formation of Earth and Moon and conditions on the early Earth
The origin of life and implications for the chemistry of the atmosphere and oceans
Proterozoic life and the Cambrian explosion of diversity
Ecosystems in the Palaeozoic, Mesozoic and Cenozoic
Major extinction events and the recovery of ecosystems
Vertebrate evolution and the origin of humans
How the fossil record has been used in debates about evolution

Intended Learning Outcomes: Overview of the major changes in environments and ecosystems that have occurred on Earth

Understanding of the way that the fossil evidence can be used to interpret ancient environments and ecosystems

Understanding of the contested ways that the fossil evidence has been used in debates about evolution

Assessment: Examination 1 (80%)
In class test (Invigilated on campus) (20%)

Assessment Description: Weekly quiz - 20 questions each

Two hour examination comprising short answers and/or multiple choice questions and an essay

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: individual feedback through the tutorial system

Failure Redemption: Re-sit the examination

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Module code reserved by g.owen on 08/05/2013 15:55:11

Available to visiting and exchange students - must be available to sit examination.

GEL204 Geological Record of Past Environments

Credits: 10 Session: 2022/23 January-June

Pre-requisite Modules: GEL121

Co-requisite Modules:

Lecturer(s): Dr KJ Preece, Dr KJ Ficken

Format: Online lecture content
10 x 1 hour synchronous sessions
20 hours enquiry-based field course
Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

Lectures: on campus.

Coursework: field course.

Module Aims: The geological record gives a long-term perspective on environmental and climatic change, including changes that occurred over hundreds of thousands to millions of years. This record, derived from the interpretation of rocks, provides a long-term perspective on the magnitude and extent of environmental changes and their causes.

This module focuses on the reconstruction of environmental parameters from the geological record. Principles and techniques for palaeoenvironmental reconstruction are outlined, with an emphasis on facies analysis and palaeoecology. Sedimentary structures are interpreted in terms of processes of sediment transport, deposition and disturbance. The facies characteristics of major depositional systems are outlined, including deserts, rivers, deltas, the deep sea and volcanoclastic environments.

This module builds on aspects of geology introduced at Year One and provides a long-term perspective on environmental and climatic conditions that complements Earth history and physical geography modules. The module is compulsory for students taking BSc Physical Earth Science.

Module Content: Topics include

1. Introduction and overview of sedimentology
2. Physical processes and sedimentary structures
3. Facies analysis and characteristics of deposits from different depositional environments

Intended Learning Outcomes: By the end of this module you should be able to:

- explain the concept of sedimentary facies and how this is used to reconstruct depositional palaeoenvironments;
- interpret a range of sedimentary structures in terms of processes of sediment transport, deposition and disturbance;
- recognise the evidence for and roles of different types of events in the sedimentary record;
- describe and interpret the facies characteristics of several depositional environments, including deserts, rivers, deltas, the deep sea and volcanoclastic environments;
- relate facies changes in the rock record to environmental and climatic changes;

Assessment: Coursework 1 (50%)
Examination 1 (50%)

Assessment Description: Coursework (50%)

Examination 1 - June examination (50%)

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Students will receive examination feedback after exams. Coursework feedback is given in writing on standard departmental feedback forms.

Failure Redemption: Resit examination or resubmit coursework reports, whichever is applicable.

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

This module is compulsory for students enrolled for the BSc Physical Earth Science degree scheme.

This module is not available to visiting or exchange students.