Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: 23/12/20 **Last amended:** 13/12/2024 **Version no.** 1

1. Programme title(s) and code(s):

BA (Hons) Geography L700
BA (Hons) Geography with a year abroad
BA Geography with a Year in Industry
Dip HE*
Cert HE*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) HECOS Code

HECOS Code	%
100478	100%

b) UCAS Code (where required)

L700

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BA (Hons) Geography (L700)

The normal period of registration is three years

The maximum period of registration five years

BA (Hons) Geography with a year abroad and BA (Hons) Geography with a Year in Industry

The normal period of registration is four years

The maximum period of registration six years

5. Typical entry requirements

ABB A level. Any three A levels usually required; Geography is not required. Two AS levels can be considered in place of one A level towards the total. General Studies accepted. BBB + EPQ at grade B, two AS-levels considered in place of one A-level. General Studies accepted. Key Skills also welcome.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see https://le.ac.uk/study/undergraduates/courses/abroad

6. Accreditation of Prior Learning

APL will not be accepted for exemptions from individual modules, however it may be considered for direct entry to year 2, on a case by case and subject to the general provisions of the University APL policy.

7. Programme aims

The programme aims to

- present a contemporary view of the world drawing on the breadth of the many geographical traditions with an emphasis on Human Geography;
- place geography at the core of modern discourses about the world and the events which are taking place in it;
- provide an intellectually challenging and stimulating curriculum that draws on the research expertise of staff in the department and enables students to develop in-depth knowledge and understanding of specialised areas of human geography;
- develop students' awareness of space and the world, and formulate geographical explanations for the phenomena they encounter;
- develop students' abilities to explore varied modes of geographical theories, techniques and concepts to analyse and explain the modern world;
- develop students' abilities to use and apply appropriate field, statistical and social survey methods to analyse issues from a geographical perspective; and
- provide a learning experience in which students can develop and demonstrate a range of transferable skills necessary for effective independent learning; career and personal development.
- provide opportunities to develop employability skills, and career and personal development planning.

For the Year in Industry variant only, these additional programme aims apply:

- Prepare students for career and training opportunities which relates to their degree – in both the private and public sectors, and voluntary organisations.
- Construct effective applications for placement opportunities
- Provide students the opportunity to recognise suitable plans for transitioning into the workplace

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [log in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate an appropriate body of geographical knowledge including patterns and processes of environmental systems and cycles, environmental change and human and environmental interactions.	Lectures, tutorials, seminars, computer-aided learning and computer-based practical, laboratory based practical, directed readings, independent research, student centered learning, presentations and discussion.	Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem-based exercises, field & lab notebooks, review papers, bibliographies

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate knowledge of the different approaches to geographical explanation and interpretation.	Lectures, tutorials, seminars, directed reading, independent research, computer practical, group learning.	Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises.
Demonstrate a competence in the varied methods of interpreting the physical environment	Tutorials, seminars, directed reading, independent research, computer practical; laboratory based practical, group learning.	Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises.
Recognise the ways in which physical, environmental, and cultural processes lead to the distinctiveness of places.	Lectures, tutorials, seminars, directed reading, independent research, computer practicals, group learning.	Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises.

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical evaluation of the theoretical, philosophical and methodological perspectives employed in physical geography; geography's role in inter-disciplinary studies within natural and social sciences; and the role of physical geography in contemporary society.	Lectures, tutorials, seminars, directed reading, independent research, computer practicals, group learning.	Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Awareness of advantages and problems of varied geographical methods of analysis.	Tutorials, seminars, directed reading, independent research, computer practicals, group learning	Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem-based exercises.
Critical reflection on research observations presented in the literature and own empirical research.	Tutorials, seminars, directed reading, independent research, computer practicals, group learning	Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem-based exercises.

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use a variety of geographical and general methods to present information to a range of different audiences.	Tutorials, seminars, independent research, computer practicals, group learning.	Writing tasks, design, mapping and visualization tasks (e.g. posters, magazines), contributions to discussion, dissertations (presentation of independent research), presentation skills.

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Formulate appropriate questions for geographical inquiry, and gather and utilise suitable evidence in answering them.	Tutorials, seminars, directed reading, independent research, computer practicals, group learning.	Writing tasks, design, mapping and visualization tasks, contributions to discussion, dissertations (presentation of independent research), presentation skills.
Read, analyse and reflect critically and contextually on geographical texts and other source materials.	Tutorials, seminars, directed reading, independent research, computer practicals, group learning.	Writing tasks, design, mapping and visualization tasks, contributions to discussion, dissertations (presentation of independent research), presentation skills.

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Conduct an independent piece of geographical research from problem formulation to evidence collection, result presentation and discussion.	Dissertations; group and independent research. Field courses, computer practicals, laboratory practicals, lectures.	Dissertations; group and independent research.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use specialised techniques and approaches for the collection, interpretation and explanation of geographical processes and information.	Dissertations; group and independent research. Field courses, computer practicals, laboratory practicals, lectures.	Field reports, group and independent research; dissertations; tutorials; objective testing; laboratory reports.
Use specialised techniques and approaches for the presentation of geographical information.	Dissertations; group and independent research. Field courses, computer practicals, laboratory practicals, lectures.	Field reports, group and independent research; dissertations; design, mapping and visualization tasks.

b) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate clear, fluent and coherent oral expressions of geographical issues.	Seminars, tutorials, field courses.	Seminar and tutorial presentations, contributions to discussions.
Participate effectively in group discussions of geographical issues.	Seminars, tutorials, field courses.	Seminar and tutorial presentations, contributions to discussions.

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Present coherent and fluent geographical arguments in a variety of written formats.	Seminars, tutorials, group working.	Essays, essay-based examinations, dissertations, practical reports.

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use information technology in general, and geographical information systems in particular to explore and analyse geographical concepts and information.	Induction programme, computer practical classes and independent research.	Computer-based exercises. Independent research, dissertation, problem solving exercises, essays, web pages, posters, group reports.
Use IT to effectively support geographical studies, including the use of IT for bibliographic research, and written and visual presentation of information.	Computer practical classes, group and independent research.	Computer-based exercises. Independent research, dissertation, problem solving exercises, essays, web pages, posters, group reports.

iv) Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use statistical and graphic techniques to explore, analyse and visualise geographical concepts.	Lectures; computer practical classes, independent research	Computer-based exercises. Independent research, dissertation.

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Work effectively and collaboratively in teams to collectively explore geographical concepts and tasks.	Tutorials, seminars, team problem solving, field courses.	Seminar and tutorial working, problem solving exercises.

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Explore geographical problem spaces with contemporary discourses and approaches	Tutorials, seminars, team problem solving, field courses.	Seminar and tutorial working, problem solving exercises.

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Gather, retrieve and manipulate geographical evidence and information in support of geographical arguments	Tutorials, seminars, directed reading, independent research, computer practicals, team problem solving, field courses.	Essays, essay-based examinations, dissertations, practical reports., seminar and tutorial working, problem solving exercises, team problem solving
Analyse information from a variety of sources to develop and construct geographical arguments and interpretations.	Tutorials, seminars, directed reading, independent research, computer practicals, team problem solving, field courses.	Essays, essay-based examinations, dissertations, practical reports., seminar and tutorial working, problem solving exercises, team problem solving

viii) Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate intellectual development and independence through the setting of research tasks and the solving of geographical problems.	All of the above particularly, independent research and seminar presentations	All of the above, particularly, dissertations, seminars, essays, independent research.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Reflect upon own learning and use personal development planning to plan personal, academic and career development.	All of the above, particularly tutorials, Personal and Development Planning	Discussions with personal and other tutors; Curriculum vitae writing. Employability & career development module.
Manage time effectively to meet targets and deadlines.	All of the above, particularly independent research and self-directed study.	All of the above, particularly, dissertations, seminars, essays, independent research.

For Year in Industry students (only)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated
On Placement		
1. Apply the theoretical and practical aspects of the material studied at the University and demonstrate the personal and professional skills necessary for your role within the organisation.	Project supervision, independent research	Completion of Monthly Reflective Journals to record skills development, major achievements, key areas of work, learning points and challenges overcome. Assessed by a Placement Portfolio, comprising of a Reflective Summary, Professional Development Plan, and Updated CV (excluded from word count) to formally assess on a pass or fail basis. Formative feedback during a Placement Visit (in person or via Skype) from Placement Provider and Placement Tutor regarding reflection on skills development, areas of strength and weakness and contribution to the workplace.
2. Compose a Professional Development Plan considering your strengths, development areas and motivations for your next step	Project supervision, independent research	Completion of Monthly Reflective Journals to record skills development, major achievements, key areas of work, learning points and challenges overcome. Assessed by a Placement Portfolio, comprising of a Reflective Summary,

		Professional Development Plan, and Updated CV (excluded from word count) to formally assess on a pass or fail basis. Formative feedback during a Placement Visit (in person or via Skype) from Placement Provider and Placement Tutor regarding reflection on skills development, areas of strength and weakness and contribution to the workplace.
3. Modify your CV to include the skills and experience you have gained through your significant experience gained in the past 12 months.	Project supervision, independent research	Completion of Monthly Reflective Journals to record skills development, major achievements, key areas of work, learning points and challenges overcome. Assessed by a Placement Portfolio, comprising of a Reflective Summary, Professional Development Plan, and Updated CV (excluded from word count) to formally assess on a pass or fail basis. Formative feedback during a Placement Visit (in person or via Skype) from Placement Provider and Placement Tutor regarding reflection on skills development, areas of strength and weakness and contribution to the workplace.

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

The following additional progression requirements for this programme have been approved:

- Students must pass the dissertation proposal component of GY2414 in order to be allowed to progress to Year 3. A resit will be offered in July. Failure after this attempt will result in termination. Proceed and resit will not be permitted for the dissertation proposal.

Progression onto a year in industry

The progression criteria for a 'year in industry' programme is to meet the requirements needed to progress to the next level of study as outlined in the University's Senate 5 Regulations.

Where a degree programme has a requirement from a Professional or Statutory Body (PSRB) for academic attainment for students undertake a year in industry are exempt from the proposed new progression criteria and will continue to uphold existing progression criteria.

A Placement Student will revert back to the degree without Year in Industry if:

1. They fail to secure a year in industry role.
2. They fail to pass the assessment related to the year in industry.
3. The year in industry ends early due to the behaviour of the Placement Student not being in accordance with the University's Regulations for Students, Student Responsibilities. The Placement Student will need to suspend for the remainder of the academic year. To prevent such an incident from happening, processes are in place to identify any possible issues or concerns early in the year in industry role. This includes a start check, regular communications, visits to the workplace (physical and/or virtual) and evaluation. Communication and contact between the Placement Student, Placement Provider and University provides support should issues arise.
4. They discontinue their Year in Industry. A student can return to their campus-based studies no later than the end of teaching week 2 at the start of the academic year should they decide to discontinue their Year in Industry they should complete a Course Transfer From. If a Placement Student decides to discontinue their Year in Industry after this point they will need to suspend their studies for the remainder of the academic year.

Nine months is the minimum time required for a year in industry to be formally recognised. If the year in industry is terminated earlier than 9 months as a result of event outside of the Placement Students control (for example redundancy, or company liquidation), the following process will be adopted:

1. If the Placement Student has completed 1 – 6 months, they will be supported to search for another placement to take them up to the 9 months required for the year in industry to be formally recognised. If the Placement Student does not find a placement to meet this criterion they will be required to suspend and transfer onto the degree without Year in Industry.
2. If the Placement Student has completed 7-8 months, they will be supported to search for another placement to take them up to the 9 months required for the year in industry to be formally recognised. If the Placement Student cannot source an additional placement to take them to 9 months, assessments related to the year in industry will be set for the student to make it possible for the individual learning objectives for the year in industry to be met. This will allow the Year in Industry to be recognised in the degree certificate.
3. A Placement Student will not be permitted to undertake a placement which runs across two academic years.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

a) Course transfers

Course transfer to other Geography programmes including the year in industry will be considered at the end of year 1. Transfer to the year abroad programme may be possible in year 2.

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

Study in the field remains an integral part of the geography curriculum and the department runs field courses to a number of destinations around the world. Staff are engaged in internationally recognised research in the three principal areas of geography: Human Geography, Physical Geography, and Earth Observation and Geographical Information Science, specialising in Environment and Social Justice, Everyday Geopolitical lives, Planetary Urban and Rural Transformations, forests and Peatlands and Environmental Processes and Change.

Placements

The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'year in industry' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete your programme.

To understand the special features for year in industry undergraduate programme variants, this programme specification should be read in conjunction with the programme specification content which can be found here. This outlines details including programme aims, support, progression and duration.

It is the student's responsibility to secure a year in industry role. Employer led activities provide a platform for students to engage with organisations who are recruiting students for year in industry roles.

When a Placement Student starts a year in industry, they will be required to complete health and safety documents and confirm they have completed a formal induction process no later than the 2nd week of placement. A Placement Student on the Year in Industry variant will also gain from being able to:

1. Apply the theoretical and practical aspects of the material studied at the University and demonstrate the personal and professional skills necessary for your role within the organisation.
2. Compose a Professional Development Plan considering your strengths, development areas and motivations for your next step
3. Modify your CV to include the skills and experience you have gained through your significant experience gained in the past 12 months

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
	Our programme provides a solid foundation in the methods and theories of Human Geography, together with core Physical Geography themes, while also fostering critical thinking and problem-solving skills through research-inspired led teaching exploring key challenges in the contemporary world, including migration, environmental challenges, and digital worlds. The programme's early breadth and subsequent depth ensures lifelong learning, creativity, independent learning, and the development of crucial transferable skills for employment that are applicable globally.
Research-briefed Bringing staff research content into the curriculum.	• **Research briefed** - At the core of our programme is a commitment to stimulating learning experiences, which are inspired and informed by experts in the Critical and Creative research groups in Human Geography, and the wider university. Our staff bring their research straight into the classroom, making learning exciting and relevant, whilst tackling important challenges together.
Research-based Framed enquiry for exploring existing knowledge.	• **Research based** - Throughout their degree, students will have opportunities to dive into mini enquiry-based projects, both in the field and practical classes, where they will actively use and analyse real research data. Students report results through numerous hands-on computer exercises, tackling real-world problems and mastering data management skills. For example, you'll visualise the latest UK election results, analyse big challenge questions using digital mapping technologies and conduct field based-research in subject areas such as migration.
Research-oriented Students critique published research content and process.	• **Research oriented** – The BA Geography programme will provide students with the skills to critically explore and analyse published research. Students engage deeply with literature in the seminars and tutorials, and have the opportunity voice their opinions and thoughts on cutting-edge research. This also feeds into the assessments, such as blogs, research reading logs and a popular science article on the topic of climate change. These assessments foster a thorough and reflective learning process underpinned by research.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	• **Research apprenticed** – Our programme provides the training to ensure the students become junior researchers by the end of their degrees. Across the programme students develop crucial transferable skills for both research and future employment, including report writing, group work, presentation skills, reading research papers, and library skills, including searching and using reference manager software. From the outset of their degrees, students will work both individually and in groups to develop, run and present findings from their own research projects. They will have opportunities to build new knowledge and critical appraisals through written reports, oral presentations, and group posters. Additionally, all students will push the boundaries of

	knowledge in their final dissertation project based on their independent research, supported by an expert supervisor. By integrating these research-inspired elements, our programme ensures that graduates are equipped with the skills and knowledge needed to excel in their future careers

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

The School of Geography, Geology and Environment has a full programme of weekly seminars by outside speakers, to which Undergraduate students are encouraged to attend through promotion in the SGGE newsletter and through lecture shout-outs. Staff also pen their latest research findings within the SGGE newsletter, and pin their latest journal papers to their relevant VLE module sites in a virtual noticeboard.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

Course materials from the Histories & Philosophies of Geography module and from the Environment/Nature/Society module have been included in the RGS-IBG RACE Working Group teaching resources. This approach, one of including suppressed counter-geographies rather than merely criticising hegemonic ideas and practices is again considered in the teaching of other human geography modules.

Teaching in geographical information science draws on the body of learning and teaching research carried out during the Leicester-led Spatial Literacy in Learning and Teaching project.

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

Academic staff meet twice per year to discuss the latest developments in teaching and learning, for example most recently in regard to generative artificial intelligence. Selected staff conduct horizon scanning of the latest journal papers in Journal of Geography in Higher Education and bring ideas at the forefront of innovation to their peers.

13. Indications of programme quality

External Examiner's reports have repeatedly praised the breadth of the education, the range of assessment types and the dedication of the staff.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: 23/12/20 **Last amended:** 13/12/2024 **Version no.** 1

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Updates to the programme

Academic year affected	Module	Change
2025/26	GY1422 Professional Skills for Geographers and Environmental Scientists	Previously *Skills for Professional Geographers*

BA Geography

Level 4/Year 1 2025/26

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	GY1411	Human Geography for a Globalised World	15 credits
Sem 1	GY1422	Professional Skills for Geographers and Environmental Scientists	15 credits

Delivery period	Code	Title	Credits
Sem 1	GY1424	The Digital World	15 credits
Sem 1	GY1431	Evolution of the Earth System	15 credits
Sem 2	GY1412	Environment/Nature/Society	15 credits
Sem 2	GY1413	Human Geography Field course: The dynamics of people and place	15 credits
Sem 2	GY1421	Working with Geographical Information	15 credits
Sem 2	GY1432	The Contemporary Earth System	15 credits

Notes
N/A

Level 5/Year 2 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	45 credits
Optional	n/a	30 credits	15 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	GY2410	Histories and Philosophies of Human Geography	15 credits
Sem 1	GY2420	Climate Change: Impacts, Vulnerability and Adaptation	15 credits
Sem 2	GY2414	Research Design and Methods (with Dissertation Planning)*	15 credits
Sem 2	GY2415	Geographical Research in the Field (overseas field course)	15 credits
Sem 2	GY2421	Geographical Information Science	15 credits

Notes
*Qualifying mark of 40% in dissertation proposal is required for progression into year 3

Option modules

Delivery period	Code	Title	Credits
Semester 1	GY2411	A Critical Geography of Environment and Development	15 credits
Semester 1	GY2412	Economy, Society and Space	15 credits
Semester 1	GY2413	Social and Cultural Geography	15 credits
Semester 1	GY2434	The Dynamic Biosphere	15 credits
Semester 2	GY2416	Political Geography: Space, Territory and Power	15 credits
Semester 2	GY2422	Geography in Education	15 credits

Notes
This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 6/Year 3 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	n/a
Optional	n/a	30 credits	60 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	GY3420	Geography Dissertation	30 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 1	GY3411	Contemporary Environmental Challenges	15 credits
Semester 1	GY3417	Critical, Symbolic and Emotional Rural Geographies	15 credits
Semester 1	GY3425	Critical Digital Geographies	15 credits
Semester 1	GY3431	Neotropical Rainforests	15 credits
Semester 1	NT3100	Sustainability Enterprise Partnership Project	15 credits
Semester 2	GY3412	Cities of the Global South	15 credits
Semester 2	GY3415	Migration, Place and Diversity	15 credits
Semester 2	GY3419	Geographies of Health and Wellbeing	15 credits
Semester 2	GY3418	Overseas Field Option	15 credits
Semester 2	GY3421	Information Visualisation	15 credits
Semester 2	GY3426	Research Communication	15 credits
Semester 2	GY3424	Remote Sensing of the Environment	15 credits

Notes
This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

BA Geography with a Year Abroad

Approved institutions for Geography include those listed at https://le.ac.uk/cite/study-abroad-unit/outgoing/destinations

FIRST, SECOND, AND FOURTH YEAR MODULES

Regulations for the first and second year are the same as for the BA degree in Geography. Regulations for the fourth year of the course are the same as for the third year of the BA degree in Geography.

THIRD YEAR MODULES

The third year will be spent abroad in the USA, Canada, Finland, Spain, Germany and the Netherlands taking approved courses in one of the institutions associated with the Department of Geography. Level 3 modules from the Geography and Environmental Sciences Departments of the host Institution, plus introductory language modules, to the same overall credit value per year as Leicester. A small proportion of modules in other subjects may be taken by prior agreement of the International Officer in the Department of Geography, University of Leicester. Students will be required to reach a prescribed level of attainment in the work done abroad (a pass in Leicester terms according to the mark translation). Any student failing the year abroad component will revert back to the standard Leicester variant of their degree."

BA Geography with a Year in Industry

Level 4/Year 1 2025/26

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	GY1411	Human Geography for a Globalised World	15 credits
Sem 1	GY1422	Skills for Professional Geographers	15 credits
Sem 1	GY1424	The Digital World	15 credits
Sem 1	GY1431	Evolution of the Earth System	15 credits
Sem 2	GY1412	Environment/Nature/Society	15 credits

Delivery period	Code	Title	Credits
Sem 2	GY1413	Human Geography Field course: The dynamics of people and place	15 credits
Sem 2	GY1421	Working with Geographical Information	15 credits
Sem 2	GY1432	The Contemporary Earth System	15 credits

Notes
N/A

Level 5/Year 2 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	45 credits
Optional	n/a	30 credits	15 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	GY2410	Histories and Philosophies of Human Geography	15 credits
Sem 1	GY2420	Climate Change: Impacts, Vulnerability and Adaptation	15 credits
Sem 2	GY2414	Research Design and Methods (with Dissertation Planning)*	15 credits
Sem 2	GY2415	Geographical Research in the Field (overseas field course)	15 credits
Sem 2	GY2421	Geographical Information Science	15 credits

Notes
*Qualifying mark of 40% in dissertation proposal is required for progression into year 3

Option modules

Delivery period	Code	Title	Credits
Semester 1	GY2411	A Critical Geography of Environment and Development	15 credits
Semester 1	GY2412	Economy, Society and Space	15 credits
Semester 1	GY2413	Social and Cultural Geography	15 credits
Semester 1	GY2434	The Dynamic Biosphere	15 credits
Semester 2	GY2416	Political Geography: Space, Territory and Power	15 credits
Semester 2	GY2422	Geography in Education	15 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 6/Year 3 2027/28

THIRD YEAR

Students who gain an industry placement will be assessed as per the standard model for undergraduate placements in the College of Science and Engineering. The marks from this year will not be included in the final degree assessment.

Year long	ADGY223	On Placement	0 credits

FINAL YEAR

Regulations for the fourth year of the course are the same as for the third year of the BA degree in Geography.

Appendix 2: Module specifications

See undergraduate module specification database (Note - modules are organized by year of delivery).