Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 18/02/21 **Last amended:** 25/06/2026 **Version no.** 3

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

BSc (Hons) Geography F800 BSc
BSc (Hons) Geography (with Foundation Year) F899
BSc (Hons) Geography with a year abroad *
BSc (Hons) Geography with a Year in Industry*

* Selected when on course

a) HECOS Code

HECOS Code	%
100410	100%

b) UCAS Code (where required)

F800, F899

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BSc (Hons) Geography
The normal period of registration is three years
The maximum period of registration is five years

BSc (Hons) Geography with a year abroad and BSc (Hons) Geography with a Year in Industry
The normal period of registration is four years
The maximum period of registration is six years

For Foundation Year Variant:
The normal period of registration is four years (one year for the Foundation Year, with three years for the BSc)
The maximum period of registration is six years (one year for the Foundation Year, and five years for the BSc)

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. International Baccalaureate: Pass Diploma with 32 points

For Foundation Year Variant: See the STEM Foundation Year programme specification from the year of entry.

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 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.

For Foundation Year Variant:

N/A

7. Programme aims

For Foundation Year variant, see Foundation Year Programme Specification from year of entry.

The BSc in Geography aims to:

- develop students' knowledge and understanding of environmental systems and cycles, patterns and processes of environmental change and human-environment interactions at local to global scales;
- present a contemporary view of the world drawing on the breadth of the many geographical traditions with an emphasis on Physical Geography;
- 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 physical 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 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;
- 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 practicals, laboratory based practicals, 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. Demonstrate a competence in the varied methods of interpreting the physical environment. 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. Tutorials, seminars, directed reading, independent research, computer practicals, laboratory based practicals, group learning. 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.
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.
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.	Computer-based exercises. Independent research, dissertation, 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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.
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

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

- Students must pass the dissertation proposal component of **GY2437** 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. In other regards, progression on this course follows Senate Regulation 5.

For Foundation Year Variant:

- See the STEM Foundation Year programme specification for the year of entry.

Progression onto a year in industry

For the progression requirements for the year in industry please see the Year in Industry programme specification

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 two principal areas of geography: Physical Geography, and Earth Observation.

Placements

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 offers a solid foundation in both Physical Geography and core Human Geography themes, enhancing your critical thinking and problem-solving skills. You'll explore real-world issues such as climate change, flooding, biogeochemical cycles, landscape processes, and environmental monitoring with satellite data. By discussing recent climate changes within the context of long-term variations, we provide a deep understanding of the climate system and global carbon cycle. 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** – Students experience challenging and inspiring learning in classes informed by cutting-edge research. Our programme leverages the expertise of the Contemporary Environments and Evolution and Past Environments research groups in the School, along with other experts at the University of Leicester. Our staff bring their research straight into the classroom, making learning exciting and relevant.
Research-based Framed enquiry for exploring existing knowledge.	• **Research-based** – Students engage in classroom practicals, and assessments rooted in real-world problems and data. For example, you'll visualise the latest UK election results, analyse big challenge questions using mapping technologies and investigate the transfer of plastic debris in rivers through problem-based learning. You'll develop skills in data management, statistical methods, and modelling.
Research-oriented Students critique published research content and process.	• **Research-oriented** – You will hone your ability to critically appraise your own data management, analyses, and findings through seminars, laboratory work, computer classes, and assessments. Students receive guidance on evaluating published research and engaging critically with literature through seminars and tutorials. Additionally, you will appraise your own analyses and findings through assessments such as blogs, and research reading logs and popular science outputs relating to climate change. You'll also learn to write in the style of scientific research papers, formal reports and popular science articles, enhancing your ability to communicate complex ideas effectively.

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. Work individually and in groups to present your findings from data management and critical appraisals, especially in field-based research projects. Field courses and a research design module provide essential environments for research training. Additionally, all students will push the boundaries of knowledge in their final dissertation project based on their independent research, supported by an expert supervisor.

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

The Centre for Palaeobiology offers research bursaries, which are open to all students in the school. These normally support multiple students to join a school research project.

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:

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 Journal of Geoscience Education, and bring ideas at the forefront of innovation to their peers.

12b. Work-related learning

The workload of all students on this programme includes the opportunity to engage with *at least* 100 hours of employer informed, work-related learning activity. Further information regarding work-related learning is available online.

13. Indications of programme quality

External Examiner's reports have repeatedly praised the breadth of the education 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: 2026/27

Date created: 18/02/21 **Last amended:** 25/06/2026 **Version no.** 3

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
2026/27	GY1411 Geography for a Globalized World	Previously *Human Geography for a Globalized World*
2026/27	GY1433 Investigating the Environment: Field and Laboratory Skills	Previously *Field and Laboratory Techniques for Physical Geographers*
2027/28	GY2433 Catchment Systems	Was optional, now core
2027/28	GY2434 The Dynamic Biosphere	Was optional, now core

BSc GEOGRAPHY

Level 4/Year 1 2026/27

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
Semester 1	GY1411	GEOGRAPHY FOR A GLOBALIZED WORLD	15 credits
Semester 1	GY1422	PROFESSIONAL SKILLS FOR GEOGRAPHERS AND ENVIRONMENTAL SCIENTISTS	15 credits
Semester 1	GY1424	THE DIGITAL WORLD	15 credits
Semester 1	GY1431	EVOLUTION OF THE EARTH SYSTEM	15 credits
Semester 2	GY1412	ENVIRONMENT, NATURE and SOCIETY	15 credits
Semester 2	GY1421	WORKING WITH GEOGRAPHICAL INFORMATION	15 credits
Semester 2	GY1432	THE CONTEMPORARY EARTH SYSTEM	15 credits
Semester 2	GY1433	INVESTIGATING THE ENVIRONMENT: FIELD AND LABORATORY SKILLS	15 credits

Notes
n/a

Level 5/Year 2 2027/28

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
Semester 1	GY2420	CLIMATE CHANGE: IMPACTS, VULNERABILITY AND ADAPTATION	15 credits
Semester 1	GY2431	DATA ANALYSIS	15 credits
Semester 1	GY2433	CATCHMENT SYSTEMS	15 credits
Semester 1	GY2434	THE DYNAMIC BIOSPHERE	15 credits=
Semester 2	GY2421	GEOGRAPHICAL INFORMATION SCIENCE	15 credits
Semester 2	GY2437	RESEARCH DESIGN*	15 credits
Semester 2	GY2438	OVERSEAS FIELD COURSE	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 2	GL2105	DEPOSITIONAL PROCESSES AND ENVIRONMENTS	15 credits
Semester 2	GY2436	AN INTRODUCTION TO PAST GLOBAL CLIMATE CHANGES	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 2028/29

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
Semester 1	GY3420	GEOGRAPHY DISSERTATION	30 credits

Option modules

Delivery period	Code	Title	Credits
Semester 1	GY3411	CONTEMPORARY ENVIRONMENTAL CHALLENGES	15 credits
Semester 1	GY3425	CRITICAL DIGITAL GEOGRAPHIES	15 credits
Semester 1	GY3431	NEOTROPICAL RAINFORESTS	15 credits
Semester 1	GY3433	UNDERSTANDING ECOSYSTEMS AND ENVIRONMENTS OF THE DISTANT PAST	15 credits
Semester 1	NT3100	SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT	15 credits
Semester 2	GL3116	VOLCANOLOGY (Tenerife)	15 credits
Semester 2	GL3121	NATURAL HAZARDS	15 credits
Semester 2	GY3419	GEOGRAPHIES OF HEALTH AND WELLBEING	15 credits
Semester 2	GY3424	REMOTE SENSING OF THE ENVIRONMENT	15 credits

Delivery period	Code	Title	Credits
Semester 2	GY3426	RESEARCH COMMUNICATION	15 credits
Semester 2	GY3434	STABLE ISOTOPES IN THE ENVIRONMENT	15 credits
Semester 2	GY3436	DRYLANDS: LANDSCAPES, ECOSYSTEMS AND PEOPLE	15 credits
Semester 2	NT3200	SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT	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.

BSc 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 B.Sc. degree in Geography. Regulations for the fourth year of the course are the same as for the third year of the B.Sc. 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.

BSc GEOGRAPHY WITH A YEAR IN INDUSTRY

Level 4/Year 1 2026/27

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
Semester 1	GY1411	GEOGRAPHY FOR A GLOBALIZED WORLD	15 credits
Semester 1	GY1422	PROFESSIONAL SKILLS FOR GEOGRAPHERS AND ENVIRONMENTAL SCIENTISTS	15 credits
Semester 1	GY1424	THE DIGITAL WORLD	15 credits
Semester 1	GY1431	EVOLUTION OF THE EARTH SYSTEM	15 credits
Semester 2	GY1412	ENVIRONMENT, NATURE and SOCIETY	15 credits
Semester 2	GY1421	WORKING WITH GEOGRAPHICAL INFORMATION	15 credits
Semester 2	GY1432	THE CONTEMPORARY EARTH SYSTEM	15 credits
Semester 2	GY1433	INVESTIGATING THE ENVIRONMENT: FIELD AND LABORATORY SKILLS	15 credits

Notes

n/a

Level 5/Year 2 2027/28

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
Semester 1	GY2420	CLIMATE CHANGE: IMPACTS, VULNERABILITY AND ADAPTATION	15 credits
Semester 1	GY2431	DATA ANALYSIS	15 credits
Semester 1	GY2433	CATCHMENT SYSTEMS	15 credits
Semester 1	GY2434	THE DYNAMIC BIOSPHERE	15 credits
Semester 2	GY2421	GEOGRAPHICAL INFORMATION SCIENCE	15 credits
Semester 2	GY2437	RESEARCH DESIGN*	15 credits
Semester 2	GY2438	OVERSEAS FIELD COURSE	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 2	GL2105	DEPOSITIONAL PROCESSES AND ENVIRONMENTS	15 credits
Semester 2	GY2436	AN INTRODUCTION TO PAST GLOBAL CLIMATE CHANGES	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.

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

Level 6/Year Final 2029/30

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
Semester 1	GY3420	GEOGRAPHY DISSERTATION	30 credits

Option modules

Delivery period	Code	Title	Credits
Semester 1	GY3411	CONTEMPORARY ENVIRONMENTAL CHALLENGES	15 credits
Semester 1	GY3425	CRITICAL DIGITAL GEOGRAPHIES	15 credits
Semester 1	GY3431	NEOTROPICAL RAINFORESTS	15 credits

Delivery period	Code	Title	Credits
Semester 1	GY3433	UNDERSTANDING ECOSYSTEMS AND ENVIRONMENTS OF THE DISTANT PAST	15 credits
Semester 1	NT3100	SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT	15 credits
Semester 2	GL3116	VOLCANOLOGY (Tenerife)	15 credits
Semester 2	GL3121	NATURAL HAZARDS	15 credits
Semester 2	GY3419	GEOGRAPHIES OF HEALTH AND WELLBEING	15 credits
Semester 2	GY3424	REMOTE SENSING OF THE ENVIRONMENT	15 credits
Semester 2	GY3426	RESEARCH COMMUNICATION	15 credits
Semester 2	GY3434	STABLE ISOTOPES IN THE ENVIRONMENT	15 credits
Semester 2	GY3436	DRYLANDS: LANDSCAPES, ECOSYSTEMS AND PEOPLE	15 credits
Semester 2	NT3200	SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT	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.

Appendix 2: Module specifications

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