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

Date created: 25/02/21 **Last amended:** 16/12/2024 **Version no.** 1

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

BSc (Hons) Physical Geography & Geology F8F6
BSc (Hons) Physical Geography & Geology with a year Abroad *
BSc (Hons) Physical Geography & Geology with a Year in Industry*

* Selected when on course

a) HECOS Code

HECOS Code	%
100410 Physical Geography	50%
100395 Geology	50%

b) UCAS Code (where required)

F8F6

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) Physical Geography & Geology
The normal period of registration is three years

The maximum period of registration is five years

BSc(Hons) Physical Geography & Geology with a year abroad and BSc (Hons) Physical Geography & Geology with a Year in Industry

The normal period of registration is four years

The maximum period of registration is six years

5. Typical entry requirements

A-level: ABB including at least two from: Biology, Chemistry, Computer Science, Environmental Science, Geography, Geology, Maths or Physics
BTEC Diploma: DDD in appropriate subject area.
Access to HE courses in Science and Engineering: 45 L3 credits, including 30 at Distinction and remaining
L3 credits at least at Merit.
International Baccalaureate: Pass diploma with 30 points including some science based subjects at higher level.

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.

7. Programme aims

The BSc in Physical Geography & Geology aims to:

- develop students' knowledge of geological processes, environmental systems and cycles, patterns and processes of environmental change and the subsequent societal issues;
- present a view of planet Earth that provides complementary crossover from the deep-time perspective associated with geology and a contemporary view drawing on a breadth of the many geographical traditions in Physical Geography;
- develop students' abilities to explore varied modes of geographical and geological theories, techniques and concepts to analyse and explain the modern, and past, world;
- ensure that students benefit from an extensive programme of work in the field, developing fundamental geological and geographical knowledge through observation and critical analysis as well as developing personal and character skills;
- equip students with transferable and subject-specific skills necessary for a career in the geographical and geological sciences, other science based industries, education, and for training at management levels in other professions;
- stimulate students to develop a wide range of independent and team skills;
- provide students, via the curriculum and research expertise of staff, with the intellectual development and stimulus for research and further study at a post-graduate level;
- enthuse and motivate all students to achieve their full potential in their degree course.

For the with 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?
Discuss and explain an appropriate body of geographical & geological knowledge including patterns and processes of environmental systems and cycles; environmental change; structure, composition and evolution of the Earth.	Lectures, tutorials, seminars, laboratory based practicals, directed readings, independent research, student centred learning, presentations and discussion.	Essays, essay-based examinations, dissertations, presentations, practical reports, Multiple choice tests, problem-based exercises, field & lab notebooks

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate a competence in the varied methods of interpreting the physical environment.	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.
Recognise and describe the ways in which physical & environmental processes lead to the distinctiveness of places.	Tutorials, seminars, directed reading, independent research, computer practicals, laboratory based practicals, group learning.	Essays, essay-based examinations, dissertations, presentations, contributions to discussion, practical reports, objective testing, problem based exercises.
Describe, identify and interpret a range of geological materials in the laboratory and the field	Practicals, fieldwork	Reports, Practical exam questions, coursework, field notebooks and maps
Select and apply geological and/or geographical knowledge and data for modelling purposes	Practicals, fieldwork, independent research	Reports, Presentations Dissertations

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical evaluation of the theoretical, philosophical and methodological perspectives and tools employed in physical geography and geology.	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.
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.
Evaluate how geographical and geological knowledge can be used to assess current day challenges (e.g. climate change; water resources)	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, geological, and general methods to synthesise and interpret results to effectively communicate 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/geological 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, dissertation design, dissertations (presentation of independent research), presentation skills.
Read, analyse and reflect critically and contextually on geographical & geological 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, dissertation design, 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 /geological research from problem formulation to evidence collection, result presentation and discussion.	Independent research	Dissertation (including 2nd year research design)
Use specialised techniques and approaches for the collection, interpretation and explanation of geographical/geological processes and information.	Dissertations; group and independent research. Field courses, computer practicals, laboratory practicals, lectures	Field reports, group and independent research; dissertations; tutorials; laboratory reports.
Develop responsibility for the immediate working environment (e.g. laboratory or field) and identify safe working practice.	Field courses, laboratory practicals,	Field and lab reports, group and independent research; dissertations;

b) Transferable skills

i) Oral communication

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

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communicate effectively and appropriately in a variety of written formats, including essays, reports, projects and posters.	Seminars, tutorials, group working.	Essays, essay-based examinations, dissertations, practical reports.

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Select and use appropriate information technology tools to explore and analyse geographical/geological concepts, information and data.	Induction programme, computer practical classes and independent research.	Computer-based exercises. Independent research, dissertation, problem solving exercises, essays, posters, group reports.
Use IT to effectively support geographical / geological 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, 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 /geological concepts.	Lectures; computer practical classes, independent research	Computer-based exercises. Reports, dissertation,

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Organize and work effectively within a team and reflect and evaluate performance of self and of team.	Tutorials, seminars, team problem solving, field courses.	Seminar and tutorial working, problem solving exercises, group assessment.

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Solve numerical, spatial, temporal and geometrical problems.	Tutorials, seminars, team problem solving, field courses.	Computer-based exercises. Independent research, dissertation, problem solving exercises, practical reports.
Solve problems with incomplete or contradictory information	Tutorials, seminars, team problem solving, field courses.	Computer-based exercises. Independent research, dissertation, problem solving exercises, practical reports.

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Gather, retrieve and manipulate geographical/geological evidence and information relevant to solving specific problems.	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, group assessment
Analyse information from a variety of sources to develop and construct 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, group assessment

viii) Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate intellectual development and independence.	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.
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 **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 all other respects, progression follows Senate Regulation 5.

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 Regulation 5
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 without Year in Industry variant of the programme 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 may 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 Form. 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 an 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 criteria they will be required to suspend and transferred onto the without Year in Industry variant of the programme.
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

Transfer onto the BSc Geology programme will be possible at the end of year 1: semester 1, and will also be considered on a case by case basis at the end of year 1: semester 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

Residential Field Courses
Group problem solving
Student centred learning – small group tutorials
Accessible and extensive rock and fossil teaching collections

For Year in Industry Variant:

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
	The programme provides a thorough grounding in the methods and concepts underpinning both Physical Geography and Geology, and also develops critical thinking and problem-solving skills through exposure to current research themes and associated data streams.
Research-briefed Bringing staff research content into the curriculum.	• **Research briefed** - The students are exposed to challenging learning, inspired and informed by cutting-edge research, by drawing on strong research themes within the School, spanning the Contemporary Processes, Evolution and Past Environments and Solid Earth research groups in the School as well as 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** - Lectures, classroom practicals and assessments are based on real world problems and data, putting the outcomes of students' data management, statistical methods, field mapping and modelling into a wider context. For example, students explore the idea of early Earth formation through an enquiry-based practical.
Research-oriented Students critique published research content and process.	• **Research oriented** – Students are required to critically appraise their own data management, analyses and findings in seminars, laboratory and computer classes, field classes and in a varied suite of assessments. They are given guidance and training in how to critically appraise published research, and how to write in the style of research papers and formal scientific reports.

Research-apprenticed Experiencing the research process and methods; building new knowledge.	• **Research apprenticed** Gain comprehensive training in report writing, group work, presentation skills, and research techniques, including library skills and reference management software. Students work individually and in groups to present their findings from their data management, analyses and critical appraisals, via individual written reports, oral presentations and a group poster. Field-based work, together with a research design module, provide important 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. The Leicester Literary and Philosophical Society (Geology Chapter) meets regularly in the environment of the School. 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 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 and the dedication of the staff in both Geography and Geology.

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: 25/02/21 **Last amended:** 16/12/2024 **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	GL1101 The Rock Cycle	Core module removed
2025/26	GL1007 From Core to Crust	New core module
2025/26	GL1108 Our Dynamic Planet	New core module
2025/26	GY1422 Professional Skills for Geographers and Environmental Scientists	Previously *Skills for Professional Geographers*
2026/27	GY2435 Research Design (Overseas Field Course)	Core module removed
2026/27	GY2437 Research Design	New core module
2026/27	GY2438 Overseas Field Course	New core module

BSc Physical Geography and Geology

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	GL1103	PALEOBIOLOGY & THE STRATIGRAPHIC RECORD	15
Sem 1	GL1107	FROM CORE TO CRUST	15
Sem 1	GY1422	PROFESSIONAL SKILLS FOR GEOGRAPHERS AND ENVIRONMENTAL SCIENTISTS	15
Sem 1	GY1424	THE DIGITAL WORLD	15
Sem 2	GY1432	THE CONTEMPORARY EARTH SYSTEM	15
Sem 2	GL1105	GEOLOGICAL MAPS AND STRUCTURES	15
Sem 2	GL1106	INTRODUCTORY FIELD COURSE	15
Sem 2	GL1108	OUR DYNAMIC PLANET	15

Level 5/Year 2 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	45 credits

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	GY2420	CLIMATE CHANGE: IMPACTS, VULNERABILITY AND ADAPTATION	15
Sem 1	GY2433	CATCHMENT SYSTEMS	15
Sem 1	GL2103	MAGMATIC AND METAMORPHIC PROCESSES	15
Sem 1	GL2107	MAJOR EVENTS IN THE HISTORY OF LIFE	15
Sem 2	GL2101	INTRODUCTION TO GEOCHEMISTRY	15
Sem 2	GY2437	RESEARCH DESIGN*	15
Sem 2	GY2438	OVERSEAS FIELD COURSE	15

Notes

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

Option modules

Delivery period	Code	Title	Credits
Sem 2	GL2105	DEPOSITIONAL PROCESSES AND ENVIRONMENTS	15
Sem 2	GY2421	GEOGRAPHICAL INFORMATION SCIENCE	15
Sem 2	GY2436	AN INTRODUCTION TO PAST GLOBAL CLIMATE CHANGES	15

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	GY3450	DISSERTATION (JOINT DEGREE)	30

Option modules

Delivery period	Code	Title	Credits
Sem 1	GL3102	ENVIRONMENTAL GEOSCIENCE	15
Sem 1	GL3118	CRUSTAL DYNAMICS	15
Sem 1	GY3431	NEOTROPICAL RAINFORESTS	15
Sem 1	GY3433	UNDERSTANDING ECOSYSTEMS AND ENVIRONMENTS OF THE DISTANT PAST	15
Sem 1	NT3100	SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT	15
Sem 2	GL3108	THE FORENSIC, ARCHAEOLOGICAL AND GEOLOGICAL APPLICATION OF MICROFOSSILS	15
Sem 2	GL3116	VOLCANOLOGY (Tenerife)	15
Sem 2	GL3121	NATURAL HAZARDS	15
Sem 2	GY3424	REMOTE SENSING OF THE ENVIRONMENT	15
Sem 2	GY3426	RESEARCH COMMUNICATION	15
Sem 2	GY3434	STABLE ISOTOPES IN THE ENVIRONMENT	15

Delivery period	Code	Title	Credits
Sem 2	GY3436	DRYLANDS: LANDSCAPES, ECOSYSTEMS AND PEOPLE	15
Sem 2	NT3200	SUSTAINABILITY ENTERPRISE PARTNERSHIP PROJECT	15

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 PHYSICAL GEOGRAPHY AND GEOLOGY 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 FINAL YEAR MODULES

Regulations for the first and second year are the same as for the B.Sc. Physical Geography and Geology. Regulations for the fourth year of the course are the same as for the third year of the B.Sc. Physical Geography and Geology.

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 PHYSICAL GEOGRAPHY AND GEOLOGY WITH A YEAR IN INDUSTRY

FIRST YEAR MODULES

As for the first year of degree programme

SECOND YEAR MODULES

Level 5/Year 2 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	45 credits
Optional	n/a	n/a	15 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	GY2420	CLIMATE CHANGE: IMPACTS, VULNERABILITY AND ADAPTATION	15
Sem 1	GY2433	CATCHMENT SYSTEMS	15
Sem 1	GL2103	MAGMATIC AND METAMORPHIC PROCESSES	15
Sem 1	GL2107	MAJOR EVENTS IN THE HISTORY OF LIFE	15
Sem2	GL2101	INTRODUCTION TO GEOCHEMISTRY	15
Sem 2	GY2437	RESEARCH DESIGN*	15
Sem 2	GY2438	OVERSEAS FIELD COURSE	15

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

Option modules

Delivery period	Code	Title	Credits
Sem 2	GL2105	DEPOSITIONAL PROCESSES AND ENVIRONMENTS	15
Sem 2	GY2421	GEOGRAPHICAL INFORMATION SCIENCE	15

Delivery period	Code	Title	Credits
Sem 2	GY2436	AN INTRODUCTION TO PAST GLOBAL CLIMATE CHANGES	15

THIRD YEAR

Year Long	ADGY223	On Placement	0

FINAL YEAR MODULES

As the third year of degree programme.

Appendix 2: Module specifications

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