



LEEDS  
BECKETT  
UNIVERSITY

# Course

# Specification

# BA (Hons) Human

# Geography

**Course Code: HGEOG**

**2026/27**

# BA (Hons) Human Geography (HGEOG)

## Applicant Facing Course Specification for 2026/27 Undergraduate Entrants

Confirmed at

### General Information

|   |   |
|---|---|
| <b>Award</b>                                  | Bachelor of Arts with Honours Human Geography   |
| <b>Contained Awards</b>                       | Bachelor of Arts Human Geography (Level 6)<br>Diploma of Higher Education Human Geography (Level 5)<br>Certificate of Higher Education Human Geography (Level 4)  |
| <b>Awarding Body</b>                          | Leeds Beckett University  |
| <b>Level of Qualification and Credits</b>     | Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).   |
| <b>Course Lengths and Standard Timescales</b> | Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none"><li>• 3 years (full time, campus based)</li></ul>  |
| <b>Location(s) of Delivery</b>                | The majority of teaching will be at City campus but on occasion may be at Headingley campus.<br><br>Students are responsible for obtaining their own placement, with assistance from the University. The locations will vary, dependant on the opportunity.   |
| <b>Entry Requirements</b>                     | Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/">https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</a><br><br>Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a> . |
| <b>Course Fees</b>                            | Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.<br><br>Fees enquiries may be directed to <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a> .   |

## **Policies, Standards and Regulations ([www.leedsbeckett.ac.uk/academicregulations](http://www.leedsbeckett.ac.uk/academicregulations))**

There are no additional or non-standard regulations which relate to your course.

## **Professional Accreditation or Recognition Associated with the Course**

### **Professional Body**

None at present, although accreditation is being sought from The Royal Geographical Society (RGS).

### **Accreditation/Recognition Summary**

The Royal Geographical Society (RGS) aims to:

- Share and promote the benefits of geography for the world beyond higher education
- Recognise good practice in geography learning and teaching
- Enhance competitiveness for students in a crowded graduate jobs market
- Provide a means to support the continuous quality improvement of UK geography degree programmes
- Support the international standing of the UK higher education geography as a rigorous and applied subject

*(Accreditation with RGS subject to approval)*

## **'In Year' Work Placement Information**

### **Summary**

Obtaining your University degree is no longer just about turning up to lectures and passing assignments. You will have an opportunity to develop a set of skills that sets you apart from a crowd in a very challenging and crowded labour market. Your work placement is an important part of your degree course. It forms an integral component of your year 2 'Placement' module and so is assessed and credit bearing. We have an excellent network of employers who we feel would be able to offer relevant experience to help you develop employability and personal skills whilst developing understanding of key academic content of your course. These are related to mapping, environment, planning, communities, issues of social inclusion and the dynamics of difference and diversity. We set you up with the work placement employer, but you are free to source your own with our assistance.

The aim of the placement module is to not only develop professional or employability skills through a placement programme but a series of supporting taught sessions/workshops relating to CV construction, interview skills, personal and professional reflection, skills analysis and LinkedIn account set up. As everyone is different in the way they possess, perform and reflect on skills in the workplace, the work placements will enable you to recognise the skills and competencies.

### **Placement Delivery**

The work placements take place in semester two of year two. They last for about 70 hours (notionally two weeks full time equivalent) but can be negotiated with the employer to be a longer duration. This is normally

about one full day per week but can change depending on the nature of the placement and your ongoing weekly lecture timetable which runs alongside.

## **Location**

The location of the work placement varies. Most are in or around the Leeds City-region, but some are sourced from other locations in the North of England. For some students this is helpful as they are close to home.

## **Approval**

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

## **Timetable Information**

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

## **Key Contacts**

**Your Course Director** Jennifer Seavers

**Your Course Administrator** Sue Szeleky - [S.P.Szekely@leedsbeckett.ac.uk](mailto:S.P.Szekely@leedsbeckett.ac.uk)

## **Course Overview**

### **Aims**

The aims of the programme are to:

- Provide a broad, contemporary and intellectually challenging geographical curriculum that enables you to critique the relationship between people and their environment.
- Combine the exploration of theory, practical fieldwork and project work to develop a critical understanding about the significance of global local processes in the production of particular geographies.
- Promote an awareness of the socially constructed ways of representing and interpreting the world.

- Foster appropriate analytical and methodological skills for the interpretation and analysis of geographical information.
- Develop a range of subject-specific and transferable skills appropriate to graduate employment and/or postgraduate study.
- Provide a supportive and engaging learning environment that acknowledges and responds to the diversity of student backgrounds, experiences and learning styles.
- Foster analytical and methodological skills to become individual, autonomous and reflective learners.

Our BA (Hons) Human Geography course is a contemporary and dynamic course which explores what is happening in the world around us. The broad remit of the discipline means that subject matters of increasing public concern such as global poverty, social justice and cultural diversity form an integral part of the curriculum. The course challenges your understanding and view of the world and enables you to interpret key events, movements and trends. Within the course there is an emphasis on the central themes of globalisation, sustainable development and urbanism, spatial policy outcomes and intervention, heritage, culture and identity. These themes provide an important conceptual framework to equip you to understanding the processes and factors which are affecting change in the world around us and to think about applied real world solutions. The course team have developed expertise in these areas as a result of engagement in contract consultancy work, community projects and academic research. The applied nature of these themes and activities provides the course with a strong and distinctive identity which we hope you will take into your chosen related career.

### Course Learning Outcomes

At the end of the course, students will be able to:

|   |  |
|---|--|
| 1 | Critically understand the nature and impact of human relations on the built and natural environment.   |
| 2 | Critique the significance of global local processes in the production of particular geographies and environments.  |
| 3 | Develop an understanding of the socially constructed ways of representing and interpreting the world across time and space.  |
| 4 | Apply appropriate analytical skills and methodological rigour in the interpretation of geographical information, graphical presentation of information, GIS and the analysis of primary sources. |
| 5 | Develop a range of employability skills and reflective understanding of creative and technical skills required for employment in a related discipline.   |

### Teaching and Learning Activities

## Summary

At the centre of our learning and teaching strategy is a belief in a participatory approach. This means you are at the centre of learning by way of discussion, participating in class and learning together. This approach is a result of the exploratory nature of geography as a discipline and the intrinsic requirement that you are able to learn from experience in the classroom and our urban and rural environments. As a teaching team we also think it vital we continually innovate in our teaching material, subject matter and delivery style. As a significant proportion of the teaching team have completed teaching qualifications there is widespread awareness of the variety of ways in which students learn and a general perception of the role of the lecturer as being one of a guide and facilitator. The dominant model of teaching is therefore best described as embodying the partnership approach whereby both lecturer and students are able to gain mutual benefit. This has resulted in a general movement away from teaching which is didactic or exclusively concerned with knowledge transfer. Instead your course team strives to encourage student participation at all levels and stages of learning.

Fieldtrips represent an important part of the teaching and learning approach. The term is used in the broadest sense and includes external visits where you will gain an understanding of real-world issues and examples in geography, using locations for conducting fieldwork to develop competence in practical research skills, etc. Fieldtrips are undertaken at all levels of the programme. Fieldtrips form an integral part of the degree programme and as such the cost of all-day trips are covered by the university. In the case of international field trips, the university will subsidise these trips and students will only be required to finance their travel to these destinations (plus a nominal non-refundable deposit). Alternative UK based fieldwork assignment is set if you do not attend. It is important that you are able to engage with the real world and as such fieldwork and experiential learning are regarded as essential components of the degree. There are a wide range of objectives and learning outcomes associated with fieldtrips as they are embedded within the assessment for numerous modules. However, on a general note they provide you:

- an opportunity for students to apply theoretical concepts to a specific place
- to evaluate the implementation of spatial, cultural, economic and environmental policies
- to develop an awareness of cultural differences, tolerance and developing a sense of place
- to identify problems, consider solutions, gather data and collect information
- to learn generic and transferable skills such as team working and observation

The course will feature in-person learning for any taught sessions. Lectures and seminars will be live and not pre-recorded.

## Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

## Level 4

### *Compulsory modules*

| <b>Module title</b>                           | <b>Credits</b> | <b>Semester/<br/>teaching period</b> |
|---|----------------|--------------------------------------|
| Sustainable Places and Residential Field Trip | 20             | 1                                    |
| Geography in the Contemporary World           | 20             | 1                                    |
| Contested Geographies                         | 20             | 1                                    |
| City and Society                              | 20             | 2                                    |
| Geographies of Diversity                      | 20             | 2                                    |
| Techniques in Geographical Research           | 20             | 2                                    |
| Number of credits of compulsory modules       | 120            |                                      |

## Level 5

### *Compulsory modules*

| <b>Module title</b>                            | <b>Credits</b> | <b>Semester/<br/>teaching period</b> |
|--|----------------|--------------------------------------|
| Rural Geographies                              | 20             | 1                                    |
| Development of Geographical Thought            | 20             | 1                                    |
| International Field Trip                       | 10             | 1                                    |
| Natural Hazard Management and Climate Adaption | 20             | 2                                    |
| Social Justice                                 | 20             | 2                                    |
| Work Placement and Employability Skills        | 10             | 1 & 2                                |
| Research Methods                               | 20             | 1 & 2                                |
| Number of credits of compulsory modules        | 120            |                                      |

## Level 6

### *Compulsory modules*

| <b>Module title</b>                     | <b>Credits</b> | <b>Semester/<br/>teaching period</b> |
|---|----------------|--------------------------------------|
| Dissertation                            | 40             | 1 & 2                                |
| Number of credits of compulsory modules | 40             |                                      |

### *Option modules*

| <b>Module title</b>   | <b>Credits</b> | <b>Semester/<br/>teaching period</b> |
|---|----------------|--------------------------------------|
| Geographical Imaginations                                   | 20             | 1                                    |
| Biodiversity & Conservation                                 | 20             | 1                                    |
| Geographies of Consumption                                  | 20             | 1                                    |
| Global Challenges   | 20             | 2                                    |
| Heritage and Conservation                                   | 20             | 2                                    |
| Women in the Built Environment                              | 20             | 2                                    |
| Number of credits of option modules a student should choose | 80             |                                      |

## Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

### **Assessment**

Level 4 is assessed by coursework.

Level 5 is assessed by coursework predominately, with one examination, and a presentation.

Level 6 is assessed by coursework predominately, with some examinations.

### **Workload**

| <b>Overall Workload</b>           | <b>Level 4</b> | <b>Level 5</b> | <b>Level 6</b> |
|-----------------------------------|----------------|----------------|----------------|
| Teaching, Learning and Assessment | 281 hours      | 288 hours      | 209 hours      |
| Independent Study                 | 919 hours      | 842 hours      | 991 hours      |
| Placement                         |                | 70 hours       |                |