



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## BA (Hons) Human Geography and Planning

Course Code: HGPLN

2026/27

# BA (Hons) Human Geography and Planning (HGPLN)

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

Confirmed at

### General Information

<b>Award</b>	Bachelor of Arts with Honours Human Geography and Planning
<b>Contained Awards</b>	Bachelor of Arts Human Geography and Planning (Level 6)  Diploma of Higher Education Human Geography and Planning (Level 5)  Certificate of Higher Education Human Geography and Planning (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>Part Time Study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
<b>Location(s) of Delivery</b>	The majority of teaching will be at City campus but on occasion may be at Headingley campus.  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: <https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/>

Admissions enquiries may be directed to: [AdmissionsEnquiries@leedsbeckett.ac.uk](mailto:AdmissionsEnquiries@leedsbeckett.ac.uk).

### **Course Fees**

Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.

Fees enquiries may be directed to [Fees@leedsbeckett.ac.uk](mailto:Fees@leedsbeckett.ac.uk).

### **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**

Royal Town Planning Institute (RTPI)

#### **Accreditation/ Recognition Summary**

Students automatically become RTPI Student Members for the duration of the course. Successful completion of this programme provides eligibility to become a Chartered Planner (on completion of Assessment of Professional Competence). Being Chartered enables advancement in the profession and carries significant status and recognition.

### **'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 the key academic content of your course. This related to mapping, ecology, 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 the placement programme but also through 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 that are required to develop a related geographical, planning or housing related career.

### **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 Szekely - [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 geography and planning 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 of geographical and planning related 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.

The BA (Hons) Human Geography and Planning is a vibrant interdisciplinary course that is attractive to students who enjoy the study of human geography and wish to integrate it with spatial planning to provide a focused and effective path to personal and professional development at university level.

The course provides a distinctive and contemporary blend of human geography and planning teaching, drawing on modules shared with students on the BA (hons) Human Geography course, and the BSc (hons) Geography. The result is a course with a unique identity which will give you a solid grounding in themes such as globalisation, sustainable development and spatial policy interventions and applies those studies to impart a critical appreciation of contemporary planning practice. The course aims to help you understand and critique the ideas that have inspired and driven the development of planning and an understanding of how planning intervenes and responds to the forces that cause change in the built and natural environment. A resonant theme throughout the course is the development of a coordinated set of the vocational and professional skills essential for evaluation, implementation and creative problem solving. Lecturing staff are engaged in topical research in the combined fields of human geography and planning and their findings feed into the course and contribute to the contemporary relevance of its content. Built environment practitioners serve as additional guest lecturers to also ensure the currency of the course.

The course incorporates international fieldtrips together with a range of domestic field study visits and 'live' projects. The course team believe that field trips are an essential part of any human geography and planning course, and that you will benefit immeasurably by participation in such activities, particularly residential field trips. In addition, the course presents you with the opportunity to engage with planning practitioners, institutions and agencies, on accompanied site visits, studying 'live' projects, and engaging with plans of practical benefit to the community. The level 5 Placement and Employability Skills, enables students to gain practical insights from projects with planning agencies and housing organisations or from assisting neighbourhood planning groups to prepare a development plan.

Compared to the number of human geography courses offered by universities the number of integrated degrees that combine human geography and planning are relatively few; you will be joining a unique course that aims to blend specialities from a theoretical and applied perspective. Human Geography & Planning is

a recognised Spatial Planning route accredited with the RTPI and Leeds Beckett University has been teaching accredited planning courses since 1934 with its origins in Leeds School of Art. The interdisciplinary nature of our teaching and research environment is exemplified in this BA Human Geography & Planning programme.

### Course Learning Outcomes

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

1	Demonstrate critical understanding of the nature and impact of human relations on the built and natural environment, and the making of place and the mediation of space.
2	Appreciate the significance of global-local processes in the production of particular geographies, the challenges of climate change and the principles and processes of sustainable development.
3	Develop an awareness of the socially constructed ways of representing and interpreting the world.
4	Apply a range of research methods and analytical skills, including both qualitative and quantitative techniques, to the collection, graphical presentation and analysis of data and information, including with the use of GIS. Develop a reflective understanding of and competence in the critical, creative and technical skills required for the practice of planning in relation to sector requirements.
5	Critically understand social, political, economic, institutional and environmental forces that cause spatial change and the rationale for planning intervention.

### 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.

This course will feature in-person learning for any taught sessions. Lectures and seminars will be live.

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 how, for example, planning committees work and debate planning applications or as 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. Any international trips, which are compulsory, 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

## 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*

Module title	Credits	Semester/ teaching period
Sustainable Places and Residential Field Trip	20	1
Geography in the Contemporary World	20	1
Introduction to Planning	20	1
City and Society	20	2
Placemaking	20	2
Techniques in Geographical Research	20	2
Number of credits of compulsory modules	120	

### Level 5

#### *Compulsory modules*

Module title	Credits	Semester/ teaching period
Energy and Environmental Policy	20	1

Development of Planning Thought	20	1
International Field Trip	10	1
Urban Design	20	2
Housing Markets	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*

Module title	Credits	Semester/ teaching period
Planning and Policy Practice	20	1
Inter-Professional Studies	20	2
Dissertation	40	1 & 2
Number of credits of compulsory modules	80	

### *Option modules*

Module title	Credits	Semester/ teaching period
Geographies of Consumption	20	1
Biodiversity and Conservation	20	1
Geographical Imaginations	20	1
Heritage and Conservation	20	2
Women and the Built Environment	20	2
Number of credits of option modules a student should choose	40	

## 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 predominantly, with some examinations.

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

### Workload

<b>Overall Workload</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
Teaching, Learning and Assessment	261 hours	261 hours	201 hours
Independent Study	939 hours	869 hours	999 hours
Placement		70 hours	