Course Specification

BA (Hons) Human Geography and Planning

Course Code: HGPLN

2020/21
BA (Hons) Human Geography and Planning

Material Information Summary for 2020/21 Entrants

Confirmed at 19th July 2019

General Information

Award
Bachelor of Arts (with Honours) Human Geography and Planning

Contained Awards
Bachelor of Arts Human Geography and Planning
Diploma of Higher Education Human Geography and Planning
Certificate of Higher Education Human Geography and Planning

Awarding Body
Leeds Beckett University

Level of Qualification & Credits
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)

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2020. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

3 years (full time, campus based)

Starts 21st September 2020 / Ends June 2023

Location(s) of Delivery
City Campus, Leeds (plus location of work placement, if applicable)

Entry Requirements
Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/

Course Fees
Course fees and additional course costs are confirmed in your offer letter.
Timetable Information

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

i) The Student Outlook Calendar
ii) The Student Portal
iii) The Leeds Beckett app

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

Policies, Standards and Regulations

http://www.leedsbeckett.ac.uk/public-information/

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

Key Contacts

Your Course Director Dr Neil Evans
Your Academic Advisor You will be allocated an Academic Advisor on the first day of your course
Your Course Administrator Sana Waliyat

Placement Information

Summary Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our course placement team has developed strong links with employers, many of whom repeatedly recruit our students into excellent placement roles and the team is dedicated to supporting students through every stage of the placement process.

Length 70 hours, at year 2 (level 5)
Location Placement locations will vary. Arrangements for your placement will be discussed and agreed during the first semester of Year 2.

Professional Accreditation or Recognition Associated with the Course

Professional Body Royal Town Planning Institute (RTPI)

How is Accreditation/ Recognition Achieved? 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.

**Course Accreditation/ Recognition Period**
The most recent accreditation was 20/04/18 effective for 1 year

**Course Overview**

**Aims**

This is a vibrant interdisciplinary course that is attractive to applicants who enjoy the study of human geography and wish to integrate it with spatial planning to provide a focused and effective path of 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 Human Geography course, and those studied in related courses such as the BA Landscape Design and the four year integrated Planning Masters. The result is a course with a unique identity clearly distinguished from the Human Geography course but with many common elements.

From the discipline of human geography the course draws its central themes of globalisation, sustainable development and spatial policy interventions and applies those studies to impart a critical appreciation of contemporary planning practice, 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 to 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 in Year 1 currently in Lille, in France, and in Kaunas, Lithuania, or Hamburg in Germany in Year 2, 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 students benefit immeasurably by participation in such activities, particularly residential field trips. The overseas field trips on the course will receive some element of subsidy, and consequently represent an exceptionally good value opportunity for students to benefit from relevant experiential learning. The experience is enhanced by the partnership arrangements that have been developed with a local college in Lille and Lille City Council, and with students at the Kaunas University of Technology.

In addition, the course presents students 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 placement module at Level 5, called Placement and Professional Skills, enables students to gain practical insights from projects with planning agencies and housing organisations or from assisting neighbourhood planning groups 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. Consequently, while the course consistently attracts a high proportion of students from the Yorkshire and Humber region, many of whom commute from the parental home, a significant proportion come from a wider national catchment area. The vast majority of students come straight from school or following a gap year, and the vocational nature of planning combined with human geography means that school leavers will continue to represent the main target market. 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. Be able to apply a range of research methods and analytical skills, including qualitative and quantitative techniques, graphical presentation of information, and GIS.

5. 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.

6. Critically understand social, political, economic, institutional and environmental forces that cause spatial change and the rationale for planning intervention.

Teaching and Learning Activities

Summary

A variety of teaching approaches are employed including:

Lectures are used to introduce new topics and concepts and set the boundaries of the subject area. They are closely integrated with workshops, seminars and tutorials.

Seminars are an opportunity for students to present their own ideas for discussion by their peers and to reflect critically upon the issues exchanged and arising. They are often organised at the end of lecture sessions to reflect on or develop an aspect of the lecture theme.

Debates are an opportunity for students to research, reflect and present ideas critically in an engaging way. It encourages students to develop communication skills, research skills and allows students to think more deeply about their longstanding views.

Audio/visual sessions allow students time to think abstractly about lecture content and to link subject themes to wider academic or work-based debates/discussions. These often link with seminar sessions and debates particularly well.

Computer lab workshops are used for the teaching of GIS and other computer software packages, carried out in the University’s designated computer labs.

Tutorials provide an opportunity for continuing discussion and dialogue between staff and individuals or small groups. They are mainly used in conjunction with group presentations and particularly for the dissertation module.

Fieldtrips are used either in the sense of external visits where students can gain an understanding of how, for example, regeneration projects work on the ground, or as locations for conducting fieldwork to develop competence in practical research skills, etc.
Projects involve carrying out specific tasks often involving field investigation, analysis, conclusions and recommendations. Some may involve the simulation of professional practice, and might entail student groups working with practitioners as ‘clients’.

The placement in Level 5 will provide a stage for work-based learning, with clear opportunities for developing employability, inter-personal and reflective skills.

The course team expects students to continue their learning outside timetabled sessions, both individually and where appropriate in mixed groups. Students are expected to undertake background reading each week to inform class discussion and after class to enhance their knowledge and critical awareness. The move to increasing levels of student independence is progressive through the course with students expected to demonstrate a substantial degree of initiative and self-reliance in the Dissertation at Level 6.

**Your Modules**

(Correct for students progressing through the programme within standard timescales. 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 Core Modules (2020/21)**

- Sustainable Places & European Field Trip
- Placemaking
- Introduction to Planning
- City & Society
- Global Geographies
- Geographies of Diversity

**Level 5 Core Modules (2021/22)**

- Placement & Professional Skills
- Development of Planning Thought
- Research Methods
- Housing Markets
- Neighbourhood Planning & Design

**Level 5 Option Modules (delivery years as per Level 5 core modules above)**

- International Field Trip
- Society & Environment
- (Alternative) Economic Geographies

**Level 6 Core Modules (2022/23)**
Dissertation (double module)

Planning Policy & Practice

Inter-Professional Studies

**Level 6 Option Modules (delivery years as per Level 6 core modules above)**

The following option modules are indicative of a typical year. There may be some variance in the availability of option modules

Strategies for European Cities

Heritage & Conservation

Housing Policy

Women & the Built Environment

Geographies of Consumption

Cities & Spatial Justice

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

<table>
<thead>
<tr>
<th>Overall Workload</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching, Learning and Assessment</td>
<td>279 hours</td>
<td>305 hours</td>
<td>179 hours</td>
</tr>
<tr>
<td>Independent Study</td>
<td>921 hours</td>
<td>825 hours</td>
<td>1021 hours</td>
</tr>
<tr>
<td>Placement</td>
<td>-</td>
<td>70 hours</td>
<td>-</td>
</tr>
</tbody>
</table>

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Level 4 is assessed through coursework predominantly, with some examinations and practical assessments.

Level 5 is assessed through coursework predominantly, with some examinations and practical assessments.

Level 6 is assessed through coursework predominantly, with some practical assessments.

**Learning Support**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You
may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.