

# Geography

 BA (Hons)

## COURSE DETAILS

- A level requirements: [ABB](#)
- UCAS code: L700
- Study mode: Full-time
- Length: 3 years

## KEY DATES

- Apply by: [29 January 2025](#)
  - Starts: 22 September 2025
- 

## Course overview

Globalisation, geopolitics, population change, and sustainability are amongst the largest challenges confronting society in the 21st century. Our Geography BA (Hons) course helps you to understand these issues and the ways in which they shape the world.

## INTRODUCTION

Geography offers unique insights into many of the most pressing issues facing the world in the 21st century, such as globalisation, geopolitics, climate change, sustainability, health, economics, population, hazards, pollution, and natural resource management.

Our Geography BA (Hons) course helps you develop expert knowledge and skills to interrogate the range of different approaches to, and perspectives on, these issues, as well as the ability to understand how they interact.

The University of Liverpool is home to one of the longest established Geography departments in the world, with courses on offer since 1886. Our expertise in human geography spans population and migration, health, geodemographics, GIS, environmental economics, social and cultural change, urban and rural geographies, as well as political and environmental activism.

Students on this course often choose human geography-oriented modules, and the core modules for this degree are focused on this area. However, you also have the option to also take physical geography modules. Maintaining a balance between the two areas of geography is an option many of our students pursue. You can also take up to two 15-credit modules per year from other subjects so you can maintain an interest in another discipline as part of your geography degree. We will guide you in your module choice to ensure that

you choose modules that complement each other and follow a pathway that will help you to gain skills and knowledge relevant to your future career.

From your first week to your final year, field classes are an integral part of your learning. Destinations include Barcelona, Lorca (Spain), Portugal and, closer to home, cities such as Glasgow, Belfast, Cardiff, Edinburgh, as well as the Lake District and mid-Wales. There is also the opportunity to undertake final year dissertation fieldwork abroad.

A number of the School's degree programmes involve laboratory and field work. Fieldwork is carried out in various locations, ranging from inner city to coastal and mountainous environments. We consider applications from prospective disabled students on the same basis as all other students, and reasonable adjustments will be considered to address barriers to access.

## **WHAT YOU'LL LEARN**

- Shape your learning with options in physical geography and other disciplines
- High levels of field-based learning within the UK and abroad
- An emphasis on active, problem-based learning ('learning by doing')
- Hands-on experience of cutting-edge laboratory technologies in physical geography
- Innovative GIS, statistical and qualitative research methodologies, and community consultation in human geography
- A final year independent research-based dissertation supervised by a dedicated expert in the field.

---

## **ACCREDITATION**

The Geography BA (Hons) programme is accredited by the Royal Geographic Society with IBG.

---

# Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

## YEAR ONE

All students take core modules in year one, which introduce you to the breadth of the subject, and the key ideas which inform the rest of the course. You can also choose optional modules from within human and physical geography, or from other disciplines.

Students will take the following compulsory modules and choose two optional modules as detailed below.

---

## COMPULSORY MODULES

### **HUMAN GEOGRAPHY THROUGH MERSEYSIDE (ENVS162)**

**Credits: 15 / Semester: semester 2**

Liverpool has been described as 'the world in one city', and in this module we utilise this unique geographical location to introduce key concepts and practices of human geography. Through a combination of field excursions, lectures and practical exercises, we develop skills of data collection, interpretation and analysis through considering the history, politics and socio-demographic characteristics of the city. The module helps students understand the connection between geographical concepts and real-world examples and is assessed through data analysis practicals and a field-based portfolio exercise.

### **LIVING WITH ENVIRONMENTAL CHANGE (ENVS119)**

**Credits: 15 / Semester: semester 1**

This module examines a number of global 'grand challenges' facing humans on the planet earth related to climate and environmental change. It will introduce students to core concepts of sustainability and human impacts upon the environment, as well as exploring the range of proposed solutions and mitigation strategies which are available to understand climate and environmental change. The module thus provides a core knowledge base for social and natural scientists who wish to understand environmental change.

## **NEW HORIZONS IN HUMAN GEOGRAPHY (ENVS116)**

**Credits: 15 / Semester: semester 2**

This module introduces new aspects of geographical thought to the First-Year students which are unlikely to have been encountered via an A level geography syllabus. It also aims to enhance students' understanding and awareness of complex global issues, focusing on two sub-disciplinary themes in human geography. Exact content will vary each year to reflect changes in the discipline, but broadly, one area will focus on understanding human population changes and geographical data (e.g. health or population geographies), whilst another will explore social, cultural and political approaches to geography (e.g. geopolitics, borders and nation states).

## **RESEARCH FRONTIERS IN HUMAN GEOGRAPHY (ENVS161)**

**Credits: 15 / Semester: semester 1**

Contemporary Human Geography is a diverse discipline which offers unique insights into many of the most pressing challenges facing the world in the 21st Century. Many of the issues that reach the headlines on a daily basis are inherently geographical and research within human geography makes important contributions to knowledge of a broad range of social, cultural, political, economic, environmental and development challenges. This module provides an introduction to cutting edge debates within contemporary human geography, highlighting the ways in which the discipline contributes to interdisciplinary knowledge production across the humanities and social sciences. Each week, module lectures will provide an introduction to a different sub-disciplinary field, which will be explored with the aid of specific worked examples which encourage students to apply the theoretical issues discussed to 'real world' issues. Assessment is by coursework (mid-term essay) and a written exam (end-of-term).

## **STUDY SKILLS AND GIS (ENVS100)**

**Credits: 30 / Semester: whole session**

This 30-credit module will provide the bedrock for your degree, and comprises five main elements. Firstly, pastoral and study support, provided via a series of regular one-to-one and small-group tutorials with an allocated academic tutor/adviser; secondly, development of core study skills, including essay writing, lecture-note taking, critical thinking, presentation skills, and bibliographic searching and referencing; thirdly, a hands-on introduction to the fundamentals of Geographical Information Systems, helping you learn how to combine spatial data from different sources to create maps that address real-world problems; fourthly, a fieldwork experience designed to help you develop data collection and analysis skills, to enhance your academic understanding and to provide you with an opportunity to get to know the other members of your degree cohort better; fifthly, employability training designed to help you better understand what graduate employers are looking for, how to apply for summer work and/or volunteering opportunities, and how best to use your time at University to maximise your employability upon graduation.

## **OPTIONAL MODULES**

### **CONTEMPORARY TOWN PLANNING (ENVS152)**

**Credits: 15 / Semester: semester 2**

This project-based module focuses on real-world planning projects set within a local context. It asks students to map out their subjective experiences of the urban realm, and to couple these with the kinds of thematic maps used in normative planning practice. Students then focus their attention on a specific site within these maps. By critically engaging with existing development proposals they will produce new insights and proposals.

### **ECOLOGY AND CONSERVATION (ENVS157)**

**Credits: 15 / Semester: semester 2**

The zone of life on earth, or the 'biosphere', is a highly dynamic system responding to external pressures including changing human activities. The biosphere obeys a numbers of simple natural principles, but these often interact to create complex and sometimes unexpected responses. Using a wide range of examples we will explore these interactions between organisms and the environment. We will examine how species organise into communities, and how energy and other resources flow through ecosystems. We will explore how ecosystems respond to change, including gradual environmental shifts, sudden disturbance events and the effects of human activities. We will also learn how the key principles of ecology can be applied to conservation. We will assess the current state of the biosphere, and evaluate the major current threats. We will also look towards the future of ecosystems, including whether we can restore degraded habitats, and recreate "natural" landscapes.

### **EXPERIMENTS IN PHYSICAL GEOGRAPHY (ENVS120)**

**Credits: 15 / Semester: semester 1**

The module uses laboratory experiments to allow students to gain first-hand experience of some fundamental physical, biological and chemical processes underlying physical geography, aimed primarily at interactions between people and their physical environment. It is designed to provide a foundation for environmental modules in the second and third years. This module comprises multiple whole-day practical sessions, each designed to give students first-hand experience of a topic important in understanding our changing environment. Dedicated computer practicals are also run to provide training in use of EXCEL, MINITAB, and basic inferential statistics. Students get formal feedback in each assessed week (one poster per group). However, perhaps most valuable is the feedback obtained informally via discussions during the sessions.

## **THEORY AND LABORATORY EXPERIMENTS IN EARTH SURFACES PROCESSES (ENVS165)**

**Credits: 15 / Semester: semester 2**

The module uses a lecture and laboratory-based problem-solving approach to explore some of the fundamental physical and chemical processes underlying physical geography. It is designed to provide a foundation for environmental and physical geography modules in the second and third year. This module comprises multiple whole-day practical sessions, each designed to give students first-hand experience of a topic important in understanding our changing environment. Students get formal feedback in each assessed week (one poster per group). However, perhaps most valuable is the feedback obtained informally via discussions during the sessions.

## **TOWN AND COUNTRY PLANNING: AN INTRODUCTION (ENVS110)**

**Credits: 15 / Semester: semester 1**

Town and Country Planning: An Introduction is designed to provide a gentle introduction into the world of urban planning. To achieve this the module covers three distinct elements. The first covers the history of the town planning movement in Britain from the Victorians through to the modern day. The second provides an overview of the workings of the current planning system. The third explores the practical applications of planning thinking, and provides some early ideas about the kinds of jobs a planner might do. The module is assessed through coursework and exam.

## **URBAN AND ENVIRONMENTAL ECONOMICS (ENVS155)**

**Credits: 15 / Semester: semester 1**

Economics affects every part of our daily lives. Using contemporary planning issues as our guide, we explore how urban and environmental economics shapes our world, for positive and negative. To do so we will explore the basic economic functions which govern urban thinking, and how economics is used to focus on some of the world's grand challenges. The module is assessed by coursework and examination.

## **GLOBAL CHALLENGES: DEVELOPMENT, INEQUALITY, ALTERNATIVES (ENVS144)**

**Credits: 15 / Semester: semester 2**

This module is designed to appeal to students who would like to live in a better world and are interested in exploring and discussing critical approaches to inequality. Students on the module will gain understanding of the multiple and contested ways in which global challenges and international development are defined and studied. This will include critical attention to uneven processes of development over time and space, particularly related to global environmental change, inequality, and health. Similarly, the module provides a solid foundation and analysis of the historical, political, and economic forces related to globalisation. Students will therefore be critically informed about what globalisation produces for differing communities, cultures, and ecosystems. Students will also gain insight into how varying communities in different places are responding to development, globalisation, environmental injustices, and inequality through both resistance and building alternatives.

## **FOUNDATIONS IN INTERNATIONAL RELATIONS (POLI104)**

**Credits: 15 / Semester: semester 2**

This module provides an introduction to the main schools of thought and key issues in the field of International Relations (IR). It starts by offering an outline of these schools of thought and introduces students to important thinkers and theories within them. It then moves on to applying and comparing and contrasting different theories to a range of important contemporary issues, from the persistence of war to the environment. It concludes with a discussion of possible futures.

## **COMPARATIVE POLITICS (POLI107)**

**Credits: 15 / Semester: semester 2**

How does politics function in a globalised world? What explains cross-country and cross-time differences in political institutions, behaviour and outcomes?

This module provides an introduction to Comparative Politics by focusing on key concepts and contemporary issues affecting democracies, hybrid regimes and (to a lesser extent) authoritarian regimes across the world. It introduces students to basic debates around the democracy, its causes and consequences, the crisis of the nation state, institutional configurations and their effects, political parties, nationalism and regional integration. The module also introduces the idea of the comparative method and how to apply it to the study of different countries. Teaching is based on a combination of theoretical and empirical perspectives, using case-studies as illustration throughout the module.

*Programme details and modules listed are illustrative only and subject to change.*

---

## **YEAR TWO**

Skills development is a central part of the course in year two, with core modules in research skills, exploring the social world, principles and theory in geography, and a field class. You can then choose additional modules from a range of human geography specialisms. You also have the flexibility to choose physical geography modules along with options from outside the discipline.

Students will take the following compulsory modules and choose four optional modules as detailed below.

Students MUST choose ONE of either ENVS282 Field Class (Belfast), ENVS286 Field Class (Edinburgh), ENVS288 Field Class (Glasgow).

---

## **COMPULSORY MODULES**

### **PRINCIPLES AND THEORY IN GEOGRAPHY (ENVS249)**

**Credits: 15 / Semester: semester 1**

The course aims to introduce students to current and historical debates about the nature, purpose and practice of geography. It compliments Research Skills (ENVS203) and provides a background for all modules in Geography. Particular emphasis will be placed upon the philosophical and conceptual developments within Geography as a discipline and the role of 'spatial thinking' in the production of geographical knowledge.

### **RESEARCH SKILLS (GEOGRAPHY AND ENVIRONMENTAL SCIENCE) (ENVS203)**

**Credits: 15 / Semester: whole session**

The module will develop students' knowledge of careers and employability with a focus on enhancing employability through tutorial-based exercises. In addition, the module provides a range of research skills required for the planning, implementation, analysis and reporting (written and oral) of independent research projects. Practical training will be provided in a range of qualitative and quantitative techniques across a broad range of geographical and environmental science themes. From this, students should develop a critical awareness as to the advantages and disadvantages of research methodologies in particular contexts.

### **EXPLORING THE SOCIAL WORLD (ENVS225)**

**Credits: 15 / Semester: semester 1**

This module aims to introduce students to the key methodological debates, and the main qualitative and quantitative methodological techniques that are used in the Social Sciences. In doing so, the module aims to deliver the methods research skills training that will enable students to successfully complete their field classes and dissertations.



## **OPTIONAL MODULES**

### **AN INTRODUCTION TO ENVIRONMENTAL HISTORY (ENVS223)**

**Credits: 15 / Semester: semester 1**

This module explores the course of human history, examining the interaction of people with the environment, moving through the different stages of human development, from early agrarian based developments in the Neolithic 9000 years ago, through to modern agricultural practices and landscape management. The following topics and concepts are introduced and examined:

Landscape geography, cultural ecology and environmental history.

Philosophical insights into environmental history, how have societies viewed and understood the environment.

Agriculture and the environment, long term perspectives and present day issues i.e. the environmental impact of hunting and gathering societies.

The agricultural revolution of the Neolithic and its impact, the impact of pre-industrial agriculture and some environmental issues raised by contemporary agriculture.

An ecological history of industrialisation and population growth, i.e. population resources and environment in an industrialised world.

Perils of a restless planet: an introduction to hazard research.

The module uses wide ranging literature and case studies to explore a range of human-environment interactions (fuel, food, water, culture and space), exploring how human activities have modified, and been modified, by their environments, and how sudden changes whether natural or human induced have changed this relationship.

This module has proven popular over the years and is of relevance and interest to both social science and physical science based students.

### **CATCHMENT HYDROLOGY (ENVS217)**

**Credits: 15 / Semester: semester 1**

The study of catchment hydrology is concerned with water above and below the land surface, its various forms, and its circulation and distribution in time and space within drainage catchments; it is based on fundamental knowledge of the hydrological cycle and its governing factors. Understanding the hydrological cycle is fundamental to physical geography. All life is supported by water and all earth systems incorporate fluxes of water to some extent. The module covers the main hydrological processes operating in drainage catchments in terms of their measurement, operation and controlling factors. The module provide 'hands-on' experience of both observing hydrology and modelling hydrological systems, with an emphasis on applied learning, which might be useful in a vocational sense in the future. The module will aim to deliver excellent training in the knowledge required to work in a wide variety of environmentally-facing careers, including those with the EA, Natural England or DEFRA, as well as Environmental Consultancies.

## **CHANGING ENVIRONMENTS (ENVS214)**

**Credits: 15 / Semester: semester 1**

The Earth is subject to a myriad of threats and stresses, ranging from a changing global climate to unprecedented scales of human impacts on ecosystems, so that a new geological time period, the Anthropocene was created. Placing future change in freshwater and coastal wetlands and lakes into a long-term context is a critical science, and without it, society cannot constrain the 'natural' baseline against which future changes could be judged. This module will provide a critical insight into the global changes currently impacting the Earth over decades to millennial timescales. We will introduce a series of contemporary environmental concerns, and teach how we can reconstruct climatic and environmental conditions, the landscapes and vegetation of the past. We will explore a wide variety of archives (lakes, freshwater and coastal wetlands, oceans) and develop an understanding of the key techniques used to trace environmental conditions (physical properties, biogeochemistry, biological indicators). We will assess how the drivers behind these changes will affect future landscapes and ecosystems.

## **CITIES AND REGIONS (ENVS230)**

**Credits: 15 / Semester: semester 1**

Cities and regions have undergone tremendous changes over the past decades. In this module students will explore the process of urban restructuring from a social, economic and environmental perspective and its spatial manifestations, looking at the drivers, consequences and policy implications of urban and regional change. The module teaches students the concepts and methods to analyse change and current policy responses. This module will be delivered through lectures, each highlighting a specific theme of urban and regional change and through self-directed learning. The assessment is based on two seminar papers allowing students to explore specific aspects of cities and regions.

## **CLIMATOLOGY (ENVS231)**

**Credits: 15 / Semester: semester 2**

The module covers energy balance and transfer processes at the surface, clouds, rain formation, weather forecasting, monsoons, tropical cyclones, weather in the mid latitudes, and the regional climates. The module has a balance between theory, processes, impacts, and hands-on experimentation and data analysis.

## **ENVIRONMENTAL SUSTAINABILITY (ENVS218)**

**Credits: 15 / Semester: semester 1**

Environmental concerns have become increasingly pressing over the last few decades, especially the global challenge of climate change. Environmental sustainability directs our attention to finding new approaches and methods for many of our activities and is an increasingly accepted principle that many professions are seeking to work out in practice.

This module explores the notion of environmental sustainability particularly within the context of urban planning. In this context, it can help us to develop the places where we live in a way that makes them cleaner, more energy efficient and better adapted to climate change, and that provides more biodiversity and a better quality of life. Planners, geographers and environmental scientists can all contribute to achieving a more sustainable world around us.

## **GEOMORPHOLOGY: ICE, SEA AND AIR (ENVS252)**

**Credits: 15 / Semester: semester 2**

The module develops an understanding of these major geomorphic systems and how they create terrestrial landforms. It explores the basic processes that have helped shaping the geomorphology of Britain and investigates magnitude and frequency of events, as well as time and space scales over which the processes operate.

The module is divided into four components, each composed of 4 sessions: glacial systems, glacial geomorphology and environmental change, aeolian processes, and coastal geomorphology. Weekly face-to-face sessions are supported by access to online videos, power point presentations, lecture notes, reading lists and some selected web sites. Weekly timetabled sessions will be a combination of lectures, discussions around reading and Q&A. Two days of fieldwork form the basis of the summative assessment addressing set problems and questions. A formative GIS exercise is also delivered via timetabled support sessions.

## **GIS FOR HUMAN GEOGRAPHY (ENVS257)**

**Credits: 15 / Semester: semester 2**

The module introduces the principles of geographical information systems and science with a focus on human geography. Examples will be drawn from population geography with components linked to data sources, analysis and visualisation. Students will learn how to use GIS to map population data, to explore social deprivation, geographic inequalities, and commuting patterns, amongst other themes.

## **POLITICAL ECONOMIES OF GLOBALISATION (ENVS264)**

**Credits: 15 / Semester: semester 2**

This module introduces students to the study of globalisation in the early 21st century. In the 19th and 20th centuries there were big debates between those who think things work best when people are left to decide how they want to live and get what they need by trading with each other, and those who wanted a communist society where people get what they need and contribute what they can to the common good. Of course it did not work out that way, and now for many people free markets, or neoliberalism is the only serious game in town. The course examines those debates before moving on to examine case studies of how they have worked out in practice.

## **POPULATION AND SOCIETIES (ENVS221)**

**Credits: 15 / Semester: semester 1**

This module aims to provide a general introduction to the field of population geography, in which a basic demographic understanding of population change is placed within a spatial framework, allowing exploration of the nature and causes of national, societal and cultural differences in these changes. This module is also designed to serve as the foundation block for those interested in pursuing a population geography or GIS/Spatial Analysis 'pathway'.

## **RURAL GEOGRAPHIES (ENVS227)**

**Credits: 15 / Semester: semester 1**

The overall aims of this module are to help develop a critical awareness of the changes taking place in contemporary rural areas, to stimulate informed debate about the geographical difference and inequalities in rural areas both in the UK and the wider world and to draw attention to, and encourage critique of, the empirical studies and conceptual approaches taken by geographers and social scientists to the study of these issues.

## **SOCIAL AND CULTURAL GEOGRAPHIES (ENVS275)**

**Credits: 15 / Semester: semester 2**

Social and Cultural Geographies are two diverse, interlinked fields within contemporary human geography. Social geography is, broadly, interested in the relationships between social identities, power and space, and cultural geography examines the ways in which meaning is produced through 'culture' – social ideas, discourse, performances, objects, art, entertainment, images, music etc. This module will introduce you to these broad themes through a focus on the interrelations between identity, space and power and the ways in which these are produced through cultural forms. This includes exploring a range of social differences and identities such as gender, class, disability, sexuality, body size, race and ethnicity, and exploring representations and modes of engaging with the world including online/virtual space, mobilities, music, TV, and material culture.

### **FIELD CLASS (EDINBURGH) (ENVS286)**

**Credits: 15 / Semester: semester 2**

This module, focuses around a field class in Scotland, provides practical experience and training in designing, executing, analysing, writing-up and presenting a field research project. For much of the module you will work as part of a group, providing you in addition with the opportunity to develop team-working and communication skills. The field class will be in Edinburgh but adapted for virtual teaching if public health conditions do not allow for a physical trip.

### **FIELD CLASS (BELFAST) (ENVS282)**

**Credits: 15 / Semester: semester 2**

This module, focused around a virtual field class in Ireland, provides practical experience and training in designing, executing, analysing, writing-up and presenting a field research project. For much of the module you will work as part of a group, providing you in addition with the opportunity to develop team-working and communication skills.

### **FIELD CLASS (GLASGOW) (ENVS288)**

**Credits: 15 / Semester: semester 2**

This module, focused around a field class in Scotland's largest city, provides practical experience and training in designing, executing, analysing, writing-up and presenting a field research project. Glasgow provides an interesting urban area where students can study a variety of political, social and cultural geographical topics. Students choose a topic to research as a short project, and develop their hands-on research experience utilising various methods to explore it. For much of the module you will work as part of a group, providing you in addition with the opportunity to develop team-working and communication skills.

*Programme details and modules listed are illustrative only and subject to change.*

---

## **YEAR THREE**

In year three, you will complete an independent dissertation, which brings together the skills and techniques you have learned in the degree to produce your own piece of academic research. Amongst several specialist human geography modules in year three, there are opportunities for overseas field study in destinations.

Students will select one compulsory dissertation module and choose six (four if taking an optional field class) optional module as detailed below.

---

## **COMPULSORY MODULES**

### **DISSERTATION (GEOGRAPHY & ENVIRONMENTAL SCIENCE) (ENVS321)**

**Credits: 30 / Semester: semester 1**

This module provides students with the opportunity to undertake an independent research project into a topic of their choosing, under the supervision of an allocated member of staff.

## **OPTIONAL MODULES**

### **CLIMATE CHANGE - A CRITICAL REVIEW (ENVS389)**

**Credits: 15 / Semester: semester 2**

This module examines climate change impacts on humans and ecosystems. The module is designed to give the student a good overview of the strengths and weaknesses of climate modelling approaches. Elements of the global carbon cycle are discussed.

### **COASTAL ENVIRONMENTS: SPATIAL AND TEMPORAL CHANGE (ENVS376)**

**Credits: 15 / Semester: semester 1**

This module considers the evolution and response of coastal environments to marine and riverine processes and their variations in relation to past, present and future climate change. Attention is given to physical processes and inter-relationships acting along coastlines and coastal changes in response to sea level rise, variations in storms activity, wave climate and sediment supply. Consideration is also given to coastal management and climate change adaptation and mitigation measures. Topics will be investigated through a combination of lectures, field trips and development of a project aimed at identifying optimum coastal protection schemes for real case studies.

### **BODIES, SPACE AND POWER (ENVS344)**

**Credits: 15 / Semester: semester 1**

This module aims to give students a sustained and critical understanding of the relationship between bodies, space and power, with a particular focus on critical approaches to public health. Building on ENVS275 Social and Cultural Geographies, the module will provide students with an in-depth engagement with critical theory (particularly feminist and poststructural theory) as applied to contemporary and historical examples surrounding public health.

## **FLUVIAL ENVIRONMENTS (ENVS372)**

**Credits: 15 / Semester: semester 2**

Fluvial processes are found all over the world and are some of the most important in sculpting the Earth's surface and producing landforms. This module examines fundamental concepts and recent ideas relating to fluvial geomorphology, building on study throughout your educational career. A key point about studying fluvial environments is to understand how the system functions, its links and interactions. It is important to look at all the main components of the system, to understand the dynamics and controls on water and sediment flux and how these produce different types of landforms. The amounts of water and sediment can vary with the environmental conditions and thus study of the drivers of these systems such as climate and human activities and how they have changed over time is essential for being able to interpret the current landscape. Understanding of the present functioning of fluvial systems is essential for any environmental management since rain and runoff are ubiquitous and floods are a major natural hazard.

## **GEOGRAPHIC DATA SCIENCE (ENVS363)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to the nascent field of Geographic Data Science (GDS), a discipline established at the intersection between Geographic Information Science (GIS) and Data Science. The course covers how the modern GIS toolkit can be integrated with Data Science tools to solve practical real-world problems. Core to the set of employable skills to be taught in this course is an introduction to programming tools for GDS in R and Python. The programme of lectures, guided practical classes and independent study illustrate how and why GDS is useful for social science applications.

## **POLAND: POLITICAL, SOCIAL AND CULTURAL GEOGRAPHIES SINCE 1939 (ENVS313)**

**Credits: 15 / Semester: semester 2**

This module introduces students to specific geographical developments in Poland since 1939. The course will be structured around three key time periods: second world war, socialism, post-socialism. Within these, shifts in the control and use of space will be explored. The second world war theme will consider the impact of war on population and territory in Poland, and the subsequent contestations surrounding wartime memory within the country, focusing especially on museums and memorial sites as contested sites of memory. The second section of the course will consider the spatial dimensions of everyday life under socialism, including: political uses of public and private space, queuing and the shortage economy, imagined geographies of the west, and resistances. The final section will investigate changes in Poland since 1989: to what extent the country has 'returned to Europe', the impact of shock therapy on social geographies, and how Poland is still working through socialist legacies. Special attention will also be given to Polish migration, before and after EU accession. Ultimately this module enables students to develop an in-depth empirical knowledge of a key site of change in contemporary Europe, while encouraging deep engagement with a range of historical, political, social, cultural and post-socialist geographical readings.

## **BUILDING BETTER WORLDS (ENVS387)**

**Credits: 15 / Semester: semester 1**

Humans have constructed visions of a better world throughout history: in fact, social movement scholars argue that the history of humanity is the history of this struggle. Certain forms of protest have existed throughout time: taking up arms to fight for what you believe in, or to defend a way of life. Some forms of resistance date back centuries: the revolt, the uprising, the rebellion, the strike, the march, the petition, sabotage, etc. More recently, social movements have used social networks and media to create what some argue are new forms of protest. This course surveys how geographers and others have theorised protest, resistance and other strategies for change through a range of approaches and case studies.

## **HUMAN-ENVIRONMENTAL INTERACTIONS (ENVS315)**

**Credits: 15 / Semester: semester 2**

The module aims to demonstrate and explore how both human and physical geographers can combine expertise to work at the intersections of human-environment interactions and environmental humanities. Emphasising the importance of interdisciplinarity, students are introduced to a variety of research areas, such as health studies, data sciences, and climatology to examine the variety of cross-disciplinary and collective approaches to studying environmental science. Through group tutorials, students develop a group project based on their shared interests, culminating in a group presentation and individual essay as part of their assessment.

## **NATURAL HAZARDS AND SOCIETY (ENVS319)**

**Credits: 15 / Semester: semester 1**

This module aims to provide an integrated perspective on a range of natural hazards, the different levels of impact on human societies, and the mitigation and adaptation strategies adopted before, during and after extreme events. At the end of this module students will have an understanding of the physical processes and societal impacts associated with a range of geophysical and meteorological hazards. The course is delivered in a series of lectures supported by tutorial sessions and is assessed by an exam and coursework assignment.

## **POLITICS OF THE ENVIRONMENT (ENVS325)**

**Credits: 15 / Semester: semester 1**

Increasingly recognition of the environmental threats that we all face means that responding to this crisis affects the decisions we all make at a variety of different scales. This module explores the extent to which environmental concerns are taken into account in various decision-making processes involving the public (government), private and third sectors at a variety of different scales, global, European, national and local. The module is assessed by an essay and an open-book exam, which provides students with significant choice to explore those parts of the module they find most interesting.



## **POSTCOLONIAL GEOGRAPHIES (ENVS334)**

**Credits: 15 / Semester: semester 1**

Whilst for many people, colonialism has ended, we live in a world where the effects of colonialism are still visible. Many academics have taken a critical perspective on these continued legacies, and this field of thought is now broadly known as 'postcolonialism'. This module explores the social, political and cultural effects and legacies of colonialism as they occur in particular contexts.

The module is divided into two sections, one exploring the theoretical ideas of postcolonialism, the other looking at how thinking postcolonially helps us to understand the world.

You will be assessed through two pieces of coursework, one a theoretically driven essay on a student-chosen topic, and one, focused on authentic assessment, which analyses the postcolonial aspects of contemporary culture (e.g. a film, book or museum).

## **SOCIAL AND SPATIAL INEQUALITIES (ENVS357)**

**Credits: 15 / Semester: semester 2**

This module provides insight into social and spatial inequalities, and their inter-relations. The module will consider how and why inequalities might have persisted over time, how social inequalities have specific geographies, and the implications of this unevenness for those who are marginalised. The module is structured through four major themes: for example, inequalities and the labour market; ethnicity and inequalities; spatial understandings of poverty; and theories about inequality. The difficulties in defining and measuring social and spatial inequalities, and how such definitions may relate to broader theories, perspectives or frameworks of relevance are issues covered in the module, as well as how these terms are interpreted and (mis-)represented. The module draws on empirical evidence, theoretical approaches and policy responses. The module provides insight into government responses that aim to combat social and spatial inequalities and related issues in the UK, at the regional and sub-regional level.

## **TEACHING GEOGRAPHY (ENVS308)**

**Credits: 15 / Semester: whole session**

This module is designed to give students experience teaching geography to secondary school pupils, via the mentoring of A-level students Birkenhead Sixth Form College, St. Edward's College and St. Hilda's CE High School and via the delivery of a field and/or class-based learning activity. To support these activities training is provided on campus in Semester 1 in Geography at key stages 3-5, learning and teaching strategies, assessment for learning, fieldwork activities, lesson planning and delivery. Mentoring is undertaken in partner schools and colleges in Semester 2. Students taking this module will need to obtain a DBS Certificate – this will be done through the respective partner School/College.

## **CONTEMPORARY POPULATION DYNAMICS (ENVS311)**

**Credits: 15 / Semester: semester 2**

This course explores contemporary population dynamics across Europe. Students will explore fertility, mortality and migration dynamics across selected countries in Europe; review explanations for population change; and examine the policy challenges posed by such population change. Students will also explore these debates in a local context through a digital field walk in Liverpool, blending traditional approaches with expanded potentials via technology.

## **CARBON, NUTRIENTS AND CLIMATE CHANGE MITIGATION (ENVS381)**

**Credits: 15 / Semester: semester 1**

The module will involve both individual and group work, workshops, group presentations/debates, and engagement with the most current scientific literature and social media and science communication. This module is open to all students, but those taking this module must be willing to engage in quantitative analyses of carbon and nutrient cycling and its importance to climate mitigation strategies.

## **WORK-BASED DISSERTATION (GEOGRAPHY AND ENVIRONMENTAL SCIENCE) (ENVS323)**

**Credits: 30 / Semester: semester 1**

This module provides students with the opportunity to undertake an independent research project into a topic of their choosing, under the supervision of an allocated member of academic staff. Students utilise the research skills developed during Years 1 and 2 of the degree to conduct in-depth research, allowing the development of critical thinking, data collection and analysis skills. Students will also develop transferable skills such as time management, independent working and organisational proficiency. The work-based dissertation additionally involves students in working collaboratively with an external organisation on a mutually agreed research topic, thereby providing students with valuable work-related experience.

## **FIELD CLASS (BARCELONA) (ENVS350)**

**Credits: 30 / Semester: semester 2**

Barcelona is today seen as an important European tourist and business destination. However, before the 1992 Olympics it was seen as a declining industrial city. The changes in the city have had huge consequences, and the long-term sustainability of its tourist based economy is often questioned. As a result, Barcelona's experience is often seen as something for other cities to learn from, not least because of the much vaunted 'Barcelona-model' of cultural led urban development. This module is a fieldwork-based comparative study of Liverpool and Barcelona, based around a 5 day period of field work in Barcelona, alongside research activity in Liverpool throughout the semester. Students will be introduced to the ideas of urban comparative research and will undertake a group fieldwork project on a project that is feasible in both cities. They will explore what Liverpool can learn from Barcelona, and what Barcelona could potentially learn from Liverpool. Group-project work is supplemented by individual components including an extended essay and a piece of ethnographic writing.

## **BA HUMAN GEOGRAPHY FIELD CLASS (ENVS365)**

**Credits: 15 / Semester: semester 2**

This Field Class module gives students experience of designing, collecting and analysing field data based on the analysis of a current issue related to city in the UK, usually somewhere in the North West of England such as Liverpool or Manchester. The learning outcomes of the module provide students with further experience in the design and undertaking of research. The module has been designed to allow students who may not wish to travel or undertake residential fieldwork in Human Geography to continue to develop their fieldwork skills. Students will conduct a group-based short-duration fieldwork project, collecting data using a variety of methods (using both primary and secondary data). Assessment is via both group proposals and presentations, plus individual write-ups of aspects of the project's findings.

## **GLOBAL GEOGRAPHIES OF YOUTH (ENVS339)**

**Credits: 15 / Semester: semester 2**

We live in a youthful world: 41% of the world's population are under 25. Young people's experiences of growing up are deeply shaped by dynamics that span the globe and have particular local effects: economic restructuring, environmental change, political conflict, cultural currents. Yet young people are not just passive subjects, rather, their actions are on the frontline of how societies and places are remade for good or ill. This module explores young lives in a variety of global settings. It considers how geographers and others have theorised childhood and youth, and explores the real-world challenges young people face in particular contexts. In doing so, the module aims to enable students to engage with a range of conceptual debates in the social sciences, and to 'think from' youth in order to critically examine how power relations are being reproduced or contested around the world. The module will be taught primarily through lectures (broken up with in-class discussions), and one interactive workshop. Assessment will consist of two pieces of coursework: one academic essay, and one web article or podcast script written for a non-academic audience. The module builds on foundations from 'Social and Cultural Geography'.

*Programme details and modules listed are illustrative only and subject to change.*

---

### **HOW YOU'LL LEARN**

To help you meet the intellectual and practical challenges of studying geography, our programmes are taught using a student centred approach, involving a range of learning experiences. These include:

- Small tutor groups (typically eight students) through all years
- High levels of field-based learning within the UK and abroad
- An emphasis on active, problem-based learning ('learning by doing')
- Hands-on experience of cutting-edge laboratory technologies in physical geography
- Innovative GIS, statistical and qualitative research methodologies and community consultation in human geography
- Supervised independent and group project work, including (for Single Honours degrees) a final year independent research-based dissertation supervised by a dedicated expert in the field.

A number of the School's degree programmes involve laboratory and fieldwork. The fieldwork is carried out in various locations, ranging from inner city to coastal and mountainous environments. We consider applications from prospective students with disabilities on the same basis as all other students, and reasonable adjustments will be considered to address barriers to access.

### **HOW YOU'RE ASSESSED**

Assessments are designed around developing skills and styles of communication that will be relevant to future employers. So, in addition to exams and essays, you will also undertake assessments that include computer-based exercises, oral presentations, policy briefs, field projects, and research reports. Geography students complete a compulsory 10,000-word dissertation in their final year on a topic of their choice. This is your opportunity to develop

skills as an independent academic researcher, supported on a one-to-one basis by an expert in the field.

## **LIVERPOOL HALLMARKS**

We have a distinctive approach to education, the Liverpool Curriculum Framework, which focuses on research-connected teaching, active learning, and authentic assessment to ensure our students graduate as digitally fluent and confident global citizens.

---

# Careers and employability

Geography is a subject that bridges the social and physical sciences. Those studying geography develop transferable knowledge and skills which open up a wide range of career opportunities.

By the time you graduate you will have developed core research skills in human geography, including surveying, interviewing and innovative community liaison techniques stand students in good stead for a range of employment destinations.

You can explore the following work experience opportunities:

- Internships during the course of their degree
- Work-based dissertation – which combines the final year independent research project with a placement in industry.

Students can also continue their studies at postgraduate level and PhD study with opportunities to apply for funding from a range of organisations, including the ESRC (Economic and Social Research Council) and NERC (Natural Environment Research Council). Geography is a subject that bridges the social and physical sciences. Those studying geography develop transferable knowledge and skills which open up a wide range of career opportunities.

## WORK EXPERIENCE OPPORTUNITIES

We encourage students to undertake work experience and internships during the course of their degree. Our students can also select a work-based dissertation, which combines the final year independent research project with a placement in industry.

**90% OF GEOGRAPHY AND PLANNING STUDENTS ARE IN WORK AND/OR FURTHER STUDY 15 MONTHS AFTER GRADUATION.**

*Discover Uni, 2018-19*

---

# Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

## TUITION FEES

<b>UK fees (applies to Channel Islands, Isle of Man and Republic of Ireland)</b>	
Full-time place, per year	£9,250
Year in industry fee	£1,850
Year abroad fee	£1,385

<b>International fees</b>	
Full-time place, per year	£24,800
Year abroad fee	£12,400

*Fees shown are for the academic year 2024/25. Please note that the Year Abroad fee also applies to the Year in China.*

Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support. [Learn more about paying for your studies.](#)

---

## ADDITIONAL COSTS

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This includes the cost of your dissertation/project, and optional field classes in year three.

Find out more about the [additional study costs](#) that may apply to this course.

---

## SCHOLARSHIPS AND BURSARIES

We offer a range of scholarships and bursaries to provide tuition fee discounts and help with living expenses while at university.

Check out our [Liverpool Bursary](#), worth up to £2,000 per year for eligible UK students. Or for international students, our [Undergraduate Global Advancement Scholarship](#) offers a tuition fee discount of up to £5,000 for eligible international students starting an undergraduate degree from September 2024.

[Discover our full range of undergraduate scholarships and bursaries](#)

---



# Entry requirements

The qualifications and exam results you'll need to apply for this course.

Your qualification	Requirements <a href="#">About our typical entry requirements</a>
A levels	<p>ABB</p> <p>Applicants with the Extended Project Qualification (EPQ) are eligible for a reduction in grade requirements. For this course, the offer is <b>BBB</b> with <b>A</b> in the EPQ.</p> <p>You may automatically qualify for reduced entry requirements through our <a href="#">contextual offers scheme</a>.</p> <p>If you don't meet the entry requirements, you may be able to complete a foundation year which would allow you to progress to this course.</p> <p>Available foundation years:</p> <ul style="list-style-type: none"><li>• <a href="#">Geography BSc (Hons) (4 year route including a foundation year at Carmel College)</a>. BSc (Hons)</li></ul>
GCSE	4/C in English and 4/C in Mathematics
Subject requirements	For applicants from England: Where a science has been taken at A level (Chemistry, Biology, Geology or Physics), a pass in the Science practical of each subject will be required.
BTEC Level 3 National Extended Diploma	D*DD in relevant diploma
International Baccalaureate	33 points, with no score less than 4.
Irish Leaving Certificate	H1, H2, H2, H2, H3, H3

<b>Your qualification</b>	<b>Requirements</b> <a href="#">About our typical entry requirements</a>
Scottish Higher/Advanced Higher	Not accepted without Advanced Highers at grades ABB.
Welsh Baccalaureate Advanced	Accepted at grade B including 2 A levels at AB.
Access	45 Level 3 credits in graded units, including 30 at Distinction and a further 15 with at least Merit.
International qualifications	Many countries have a different education system to that of the UK, meaning your qualifications may not meet our entry requirements. Completing your Foundation Certificate, such as that offered by the <a href="#">University of Liverpool International College</a> , means you're guaranteed a place on your chosen course.

---

## ALTERNATIVE ENTRY REQUIREMENTS

- If your qualification isn't listed here, or you're taking a combination of qualifications, [contact us](#) for advice
- Aged 20+ and without formal qualifications? The one-year [Go Higher](#)

[diploma](#) qualifies you to apply for University of Liverpool arts, humanities and social sciences programmes

- [Applications from mature students](#) are welcome.
-

---

**THE ORIGINAL**

**REDBRICK**

© University of Liverpool – a member of the Russell Group

Generated: 28 Mar 2024, 12:15