

Nottingham Trent University  
*College of Arts, Humanities and Education*  
*School of Arts and Humanities*

# HUMAN GEOGRAPHY SUBJECT BOOK 2008-09





# Contents

<b>1.</b>	<b>General Points</b>	
	Introduction	4
	Geography staff	4
	Communication	6
<b>2</b>	<b>Geography</b>	
	Subject Aims	8
	Structure and Progression	8
	Strands and Pathways	9
	Skills Development	9
	Module Information	10
<b>3</b>	<b>Learning and Teaching</b>	
	Attendance Policy	11
	Workloads	12
	Teaching methods	13
	Learning Methods	14
	Learning Outcomes	16
<b>4</b>	<b>Assessment</b>	
	Assessment Strategy	17
	Assessment Load	18
	Modes of Assessment	19
	Academic misconduct	20
	General Points concerning coursework	20
<b>5</b>	<b>Assessment criteria</b>	
	Assessment Criteria	23
	Award of Marks	26
<b>6</b>	<b>Academic Advice</b>	
	What do questions want you to do?	27
	Producing good course work	27
	Essay and Report Writing	27
	Quotes, Referencing and Bibliographies	30
<b>7</b>	<b>Learning Resource for Geography</b>	
	NTU on-line	35
	IT resources	35
	The Library	36
<b>8</b>	<b>Geography Modules</b>	
	Validated modules	37

# Human Geography in the School of Arts and Humanities at Nottingham Trent University.

## 1 General Points

### 1.1 Introduction

This handbook is provided as a guide throughout your undergraduate career and will be kept up to date online on the subject pages of N-O-W. You should already be aware of the information contained in this book from your Programme Handbook, but it this puts it into a Geography subject context.

Geography is part of the Academic Team '**History, Heritage and Geography**' within the **School of Arts and Humanities**, which is within the **College of Arts, Humanities and Education**. The Dean of School is Professor Marianne Howarth; the Dean of College is Professor Nigel Hastings. The Geography staff rooms are located on the second floor of the block at the rear of the George Elliot Building. The Geography Subject Leader is Dr Angela Phelps (room GEE236 [angela.phelps@ntu.ac.uk](mailto:angela.phelps@ntu.ac.uk)).

Geography is an integral discipline on several programmes based in the School of Arts and Humanities. You will therefore be taught in classes with students studying for the Single Honours programme in Human Geography, students taking the School's Joint Honours Programmes majoring in Geography and students choosing Geography as an elective for other programmes in the School. You may also meet international students from other Universities who have chosen to come to NTU as part of 'study abroad' exchange arrangements.

### 1.2 Geography staff, their responsibilities and academic interests

Modules in Geography are taught by career geographers, trained in the discipline and researching to further their subject expertise. Not all are based in the HHG team; you may meet Geography tutors teaching modules for other subjects.

Academics are not just teachers, we are also researchers and this has a very positive impact on your courses in Geography, as developments and expertise on the 'cutting edge' can feed back into your modules. Staff work on their individual research interests, and may work collaboratively with researchers in other Schools or indeed other Universities.



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### 1.3 Communication

Communications between academic staff and students (and between students) is important. Messages can be transmitted in several ways but all depend on the intended recipient(s) reading or accessing the message. The most obvious method for a tutor to communicate with a module group is in class; regular attendance is important to keep in touch. Messages will also be sent by NTU e-mail so it is important to read this regularly, even if you use another account for personal communication. Information for module groups will also be posted on

the module pages on NOW. Subject and programme notices may also be posted on the **Geography Subject** and **Programme Notice Boards** in the corridor by Room GEE241.

As **Email** is used extensively you must check your inbox regularly. Those of you who live off campus can access via N-O-W (link from University home page [www.ntu.ac.uk](http://www.ntu.ac.uk)) and check their e-mail. Notices may also be posted via web boards. This could also allow interactive discussion – an electronic seminar. So evaluations may also be conducted online, so it is important that you use the system regularly.

It is also possible for students to communicate with their tutors via email; alternatively you could use the internal telephone system or leave messages with **Janet Elkington**, the School Secretary. E-mail is the preferred route – not all tutors use voicemail.

All staff offer **Office Hours** when they will be available to talk to students; notices on office doors will publish suitable times. Staff have many calls on their time so you should use opportunities in class, seminars, time-tabled tutorials, office hours or book one-to-one meetings rather than just dropping in – even if staff are in their office they may not have time to see you without prior arrangement. In case of emergency you should contact your programme co-ordinator who will be able to pass on a message or arrange a meeting if necessary.

You must check notice boards, email and the news items on module NOW pages regularly – **read your email every day!**

## 2 GEOGRAPHY

Geography is the integrated study of the earth, its peoples, societies and environments. It is concerned with global differences and how they are produced through the interrelationship between cultures, political systems, economies, landscapes and environments. Our intention is to foster an understanding of these differences and to promote curiosity and enthusiasm about the world around us. We examine the relationships between places that produce inequality and difference, and the contrasting meanings communities attach to different places.

### 2.1 Subject Aims

These aims relate to your work within Geography modules; you should set these within the context of your Programme Aims

- To provide high-quality teaching and develop an appreciation of the breadth and depth of Human Geography.
- To examine what is understood by the conceptual themes of space, place, landscape and environment, and to explore the complex and interactive relationship between these and with people
- To debate and contextualise what 'Human' Geography is, and to encourage an approach to the subject which is inclusive and considers a range of complementary and contradictory approaches to the key conceptual themes identified above
- To develop and assess geographical competencies, methodological tools and appropriate practical skills
- To integrate research and wider academic activity with teaching, to promote an active and vibrant approach to the subject
- To provide a range of discipline orientated skills and interpersonal skills to both train students as professional geographers and to prepare them for the world of work.

### 2.2 Structure and progression in the subject

Single Honours Geography students must follow prescribed core modules at *each* Level in their programme (details are given in the Programme Booklet). There are no compulsory modules for joint honours students at Levels 2 and 3, nevertheless students taking Geography as a main subject are expected to take either GEOG236 *Research Methods and Dissertation Planning*, or GEOG240 *Geographical Debates* – you may take both if you are taking a major pathway of 60 credits or more. Joint Honours students are not *required* to take a dissertation in Level 3, but note that GEOG236 *Research Methods and Dissertation Planning* is a **pre-requisite** for GEOG336 *Dissertation*. Students taking a minor pathway in Geography should consider pre- and co-requisites carefully, but may take any module except GEOG235 *Field work*.

If you are intending to complete a Dissertation at Level 3 then level 2 **GEOG236 Geographical Research Methods and Dissertation Preparation** is *compulsory*.

Modules become more specialised and demanding as the programme progress. Final year modules reflect staff specific interests and expertise, and will include reference to current research.

## 2.3 Strands and Pathways

The **Level 1** module provision is concerned with developing a wide range of geographical and transferable skills. Five modules have been designed to introduce students to a wide range of the geography sub-disciplines but also to maximise choice at subsequent levels (four 20-credit and one 40-credit). All students have some choice: Single Honours Geography students may take all five geography modules, or select four and take a complementary study from another subject. Joint Honours students select two or three modules in Geography.

Some module choice is provided at Levels 2 and 3, but you should pay attention to **pre-** or **co-**requisites which are used to guide progression. Pre-requisites identify modules that create *underpinning* for subsequent modules and indicate pathways: co-requisites identify modules that are complementary and should be studied *together* in one level. In some cases co-requisites are defined in the amount of credit rather than specific modules; for example, only students taking a major pathway in Geography (60 credits) may take the residential fieldwork option in level 2.

In **Level 3** Single Honours Human Geography students take a 40-credit dissertation; Joint Honours students *may* take the dissertation but are not required to do so. Section 8 of this booklet 'Geography Modules' outlines the curriculum and indicates the *pre-* or *co-*requisites set for individual modules – you will find more detail in your programme Option Choice Booklet. This information is revised each year to reflect changes in staff availability.

## 2.4 Skills Development

Skills can be categorised into three types: core **discipline** skills, **study** skills and **transferable** skills. Within a Geography curriculum many skills that have wide application outside of academic study (transferable skills) can be developed and enhanced. We have provided two Level 1 modules (GEOG116 and GEOG119) to develop all three types of skills but the principle of using such skills is inherent in all modules. You will be encouraged in all modules to acquire information, develop analytical and problem solving capabilities, to use your initiative and gain time management skills. You will be encouraged to work in groups, develop negotiating abilities and good communication skills. Module and programme learning outcomes will indicate where particular skills are emphasised; you may find it useful to study these sections to inform your personal cv presentation.

### i) Subject skills development

Research skills are progressively developed through the three levels of the subject. Basic data manipulation and map making are inherent at Level 1, at Level 2 these skills are developed independently and more sophisticated skills are fostered, with more advanced tasks to be completed. Level 3 modules make great demands of your independent research, data handling abilities and application of concepts. A dissertation at Level 3 represents the ultimate test of subject skill acquisition.

### ii) Study skills development

Seminar time in GEOG116 is devoted to practicing and developing study skills that are important for all your academic work at degree level. A particular emphasis is placed on extending your ability to find suitable sources, read effectively and use information and ideas from a range of published materials, including the professional research literature published in academic journals.

Additional support for study skills is provided by the school academic advisor Lisa Clughan. We recommend highly the group sessions she organises; Lisa may also provide one-to-one support where there is an identified need. [lisa.clughan@ntu.ac.uk](mailto:lisa.clughan@ntu.ac.uk).

Students who feel they may be in need of more **specialised support** should consult the appropriate staff in the Student Centre as soon as possible; additional support – ranging from extra time in examinations to professional note-takers and voice activated computers – are available to those with officially recognised special needs. Any such support should be sought *before* coursework is attempted; no allowance for special learning needs will be made in the assessment process.

### iii) Transferable skills development

The use of information technology and information retrieval from a wide range of sources is integral to many Geography modules, as is the development of communication skills, but all modules provoke you to ask questions, identify problems, encourage independent thinking and enhance communication and presentation skills. The latter two and teamwork have a particular emphasis as the course progresses. You should continue to work on your PDP to encourage you to see how such skills are integral to your personal development and can be represented in an effective cv for your future career.

## 2.5 Module Information

Your module **option choice book** includes module descriptors, which describe the content of each module, outlines assessment, including types, weighting, word limits, deadlines etc.. This information is also available on the relevant N-O-W pages.

At the first session of each module, the module leader will provide a module guide. This can take several forms: it may be brief with an enhanced version available on-line or the full version may be supplied as hardcopy. In the latter case use made still be made of the N-O-W to provide further information and messages. Each guide is produced to a template and will outline the module's aims and learning objectives, the assessment schedule with details on what is expected, the lecture/ seminar/ workshop programme and a list of learning resources. You can expect the module leader to explain the guide's content.

Once you have registered for a module you will be able to access its site on the N-O-W. Learning materials, lecture notes, news, appropriate web sites, information and any messages will all be posted on the modules site so it is important you check it regularly. Although there may be many resources available on-line, be aware that modules in Geography are *taught* and are not designed for distance learning; the online resources provide underpinning and backup but are not a substitute for attendance.

## 3. Learning and Teaching

### 3.1 Attendance Policy

As with all subjects in the School of Arts & Humanities we are convinced that regular attendance at all classes is essential to your progress, for you to take full advantage of the learning opportunities available. *Attendance is monitored* and we will take action if individuals are persistently absent. It is important that you fully understand the importance of your presence and contribution in class.

#### Student Responsibilities

All timetabled classes are compulsory. Module learning outcomes and assessments are designed on the assumption of attendance at all classes. You will be able to consult your personal timetable on-line; check seminar arrangements with tutors as these may not follow a regular pattern.

The **on-line timetable** showing class times, room bookings and seminar groups, is generated centrally at the beginning of the academic year: tutors cannot view or change the information you see. You should **read email** and consult notices on the subject board and module NOW pages regularly for subsequent room changes or alterations to the weekly timetable for seminars.

You must take responsibility for your own regular attendance and participation in classes; in some modules seminar contribution is assessed. PDP classes and personal tutorial meetings are designed to help you with this.

Your responsibilities are as follows:

- You are expected to attend all timetabled classes
- In the case of illness or absence for other good reason, you should notify the class tutor by phone, message or email, *before the class* if at all possible. This is especially important if you have undertaken a specific role in a seminar, such as presenting a paper.
- If absence is likely to be lengthy, you should contact your programme leader to discuss options for maintaining your studies.
- You must not change seminar groups without the permission of the module leader.

Missing classes can seriously affect degree performance, so it is in your best interest to attend regularly. Be aware that many **employment references** specifically ask for a report on record of attendance and commitment.

If absences are due to long-term illness or on-going personal circumstances, you should obtain a **Special Situations Form** from your *programme* co-ordinator. This should be completed with supporting written evidence to substantiate your claim and returned to the programme co-ordinator in time for consideration by the Special Situations Panel which meets a few weeks before each Examination Board. A claim that is supported permits Examination Boards to take your problems into account (see your programme handbook for greater detail). Your problems will be kept confidential, but your tutors will be informed that you have a valid reason for your absences. You will find that your tutors will be prepared to

offer help in such circumstances, and in some cases this may include re-scheduling coursework.

Missing classes regularly can damage your degree performance. You are expected to attend all scheduled classes: you should **inform your tutor why you were absent** or why you might miss a class.

### 3.2 Workloads

You are expected to come to classes having completed any preparatory work, which will be indicated in each module's guide. Failure to do so will mean that you are unable to participate fully, disadvantaging both yourself and others in the class. Some seminars are assessed, in which case you may fail if you do not have evidence of appropriate preparation.

You will need to set a personal programme of **independent study** to supplement the formal programme of work, and in preparation for your assessments. Details of additional learning resources for this purpose are given in module booklets and on the module N-O-W pages. The total expected workload (class contact plus directed learning and independent study time) for a 20-credit module is in the region of **200 hours**. Most 20 credit modules offer approximately 35 hours of 'class contact' time; the remaining time is for you to use in 'directed learning' tasks (e.g. specified preparation for a seminar), 'independent study' (e.g. reading a relevant text book) and preparation of assessed coursework.

It is in your interest to try, as far as possible, to spread your study effort throughout the duration of the course: approximately **5 hours a week for each year-long 20 credit module**.

Tutors are reluctant to offer additional assistance to individual students who make little attempt to engage in their modules. Do not expect to use Office Hour meetings to substitute for missed sessions, *unless* you have had prolonged absence due to illness or other misfortune.

### 3.3 Teaching methods

#### i) Lectures:

A lecture imparts information to a body of students; the class size may range from 10-100 students, even more in some cases! Lectures are an efficient way of dealing with a large group but can be a poor *learning* medium for an individual student. They provide a broad overview of a subject and form the basis for further study by students. Lectures will be structured; many lecturers make their PowerPoint presentations available on the N-O-W before the class. It is in your interest to download them in handout form, but do remember these slides are no more than an *outline* and you should use them as a basis for taking notes at the lecture rather than as a substitute for attending the lecture.

## ii) Seminars:

Seminars may be relatively informal, with groups of no more than 20 students. There will be some input from the tutor involved, but this is your chance to discuss, explore and question topics under discussion. It is essential that you prepare for seminars - they are pointless if you do not. They can take many forms, the discussion of pre-set reading, reaction to material provided at the beginning of the class, buzz groups, pyramid discussions, and so on. What is expected of you will be made clear to you by the tutors involved. Be aware that some modules assess seminar contribution: details of assessment criteria will be given in module handbooks where appropriate.

## iii) Workshops and Practical Classes:

These are used to integrate practical activities, inside and outside the classroom. They can include a wide range of activities involving the entire class or small groups. Workshops might involve the review of a video, library based exercises, computer assisted learning activities, use of the internet, exercises involving the teaching of statistical and graphical skills, preparing questionnaires, map work etc. In Geography there are a number of essential skills that have to be acquired. These skills are invaluable for projects, research exercises, dissertations. It is hoped that these skills can be gained in a meaningful way through a number of exercises linked directly to relevant modules. You may be assessed on the outcomes of workshop activities.

## iv) Tutorial classes and Office Hours:

Tutorials are infrequent but are invaluable in the process of clarifying understanding; staff may offer small 'group tutorials' for students working together on projects. However, all tutors provide the opportunity for one to one discussion through Office Hours (10 or 15 minute slots). It is essential that you prepare for these sessions - they are a time consuming method of teaching and should be used properly. In Level 3 students undertaking a dissertation are entitled to individual support; they are encouraged to book meetings with their supervisor in accordance with the learning contract published in the module guide.

## v) Fieldwork:

Geography has a long tradition of fieldwork, through teaching in the field, student self-directed tasks and individual research. All geography students are expected to engage with fieldwork: we have a programme of local visits tied to individual modules and one module includes a residential trip overseas. These trips are used in a variety of ways and are integrated into assessment strategies in individual modules. Dates will be published as far in advance as possible and currently there are no charges for local visits. Additional visits may be offered as part of the 'Events Week' programmes. Events week trips will be run by geography staff with a focus on issues relevant to your studies, but are not integrated into assessed tasks. A charge will be made to reserve a place where transport or accommodation is booked for a trip in events week.

Even day trips can pose a safety problem. A code of conduct for **fieldwork safety and behaviour** will be provided and must be observed. Students attending a residential trip are *required* to fill in a questionnaire concerning essential personal contact details and information necessary for medical emergency before commencing the visit. Students carrying out residential fieldwork are asked to make a contribution to the cost. It is the responsibility of the student to inform the module leader well in advance of the date of a required field trip if they cannot take part for any reason, or if they anticipate difficulty meeting necessary charges. Once a place is booked the student is liable for the

full cost of cancellation, although in the case of accident or injury this may be covered by travel insurance. NB the University operates a strict credit control system – failure to pay agreed charges promptly may result in an interruption of studies.

#### vi) Presentations:

An important skill for you to develop is the ability to make short oral presentations utilising appropriate audio and visual aids: many job interviews now include an element of individual presentation. Some module assessment may be based on an individual or group presentation. Directed learning may involve preparation for a presentation. Often topics involved may be tested in another setting (e.g. in a later examination). Never underrate the material produced by your fellow students; where possible you should take opportunities to hear the presentations of your peer group both to learn about their topics and help develop your own presentation skills. If presentations are spread over several sessions, do not absent yourself when you've done yours, show some courtesy and remember all presentations may prove useful in the long term.

#### viii) Working in Groups:

Many teaching and learning strategies involve group work. This can take place in a number of contexts and can be a very satisfactory method of working. Team working is encouraged in Geography, and group assessment can also take place. The ability to work in groups is highly prized by employers. You may encounter difficulties; a lazy group member, finding time to meet, fairly distributing tasks etc. How you overcome these problems is *part of the challenge*, and important for your future development as a team member or leader. Try to resolve any problems as a group, but if this fails please seek advice from a tutor – do not delay submission of assessments or resort to individual pieces of work as this may not meet the assessment criteria. Always remember to give full credit to all group members and clearly acknowledge contributions in written or oral presentation.

NB Be careful to distinguish **collaboration** (where you are openly working together for the benefit of all) and **collusion** (where *unacknowledged* assistance is sought, or even taken without permission). Collaboration is an integral part of our joint learning endeavour; collusion is treated as academic misconduct and may incur severe penalties.

### 3.4 Learning Methods

#### i) Directed Learning

All modules have built into their teaching and learning strategies the concept of directed learning, where specific tasks are set to be completed within a specified time period. Obviously what is demanded from participants in individual modules will vary but the work involved is essential for the successful completion of the module. The type of work involved could include some practical exercises, set reading, researching a topic and making a presentation. It must be stressed that tasks involved with directed learning are compulsory even if not directly

assessed, though some are formally assessed. Failure to complete them could lead to referral in the module.

## ii) Independent Learning

**Most of your study time** at university is *self-directed*. Well over half the time you should spend studying for each module will take the form of independent learning. You should plan to spend at least 20 hours a week reading around topics introduced in lectures and seminars. The learning resources you can use include textbooks and academic journals, newspapers, CD-ROMs, videos, maps, the Internet, databases, and computer assisted learning packages. The Internet provides a diverse resource but should be used with discrimination: coursework that relies entirely on web pages, particularly unattributable articles such as those on Wikipedia, will not demonstrate the thorough research and understanding of academic texts expected. To obtain high classification in course work, tests and examinations you must be able to demonstrate that you have read around the *academic* literature of the topics you are studying.

You are **READING for a degree** and assessment criteria reward clear evidence that you have done so.

## iii) E-Learning

Information and communications technology: IT skills are embedded in the Geography curriculum. Your coursework should be word-processed, you will process data in spreadsheets and produce charts, you will download and adapt maps and create original maps using drawing packages. You will probably use PowerPoint with your presentations. You will communicate with module leaders by e-mail, some modules have developed web boards for on-line discussion and feedback. There are three facets to this new and increasingly important *learning resource*:

- **Document delivery:** Staff increasingly put course material on-line: module guides, handouts, extended reading lists, lecture notes, overheads, course material. All Geography modules have pages on the N-O-W that you can access if you are registered for that module. Appropriate web sites will also be indicated and you should also 'surf', though you are warned to treat material so accessed with caution. The library maintains an electronic resource linking to Geography journals.

NB PowerPoint slides for lectures should be downloaded as handouts *before* the class to assist your note taking – these outlines do not provide a substitute for attendance.

- **On-line learning:** Learning resources are increasingly available through software packages, networked or as stand alone CD-ROMs. For instances there are packages for drawing (Paintshop Pro) and analysis of statistics (SPSS and Minitab), Geographical Information Systems, and questionnaire, design and analysis (SNAP). Some Geography software is networked to just a small number of computers. One such package is Microsoft MapPoint, with which you can produce various kinds of maps to illustrate your coursework. You should become familiar with DIGIMAP which gives you on-line access to the Ordnance Survey. The variety of resources available is constantly being updated. The library also has back issues of the quality press available in the same format as well as relevant CD-ROMs for individual machines. Through

the library there is access to a wide range of electronic journals that you should browse and familiarise yourself with.

- **The WEB:** The World Wide Web/internet has become a major source of highly relevant geographical information for your studies. However, we advise you to remember that many sites are not necessarily reliable as they provide unchecked material or opinion disguised as fact. Some sites can be extremely biased, even deliberately misleading, and therefore all sites must be treated with some caution. You should be particularly careful about using the unedited articles on **Wikipedia** as factual sources – although extensive, this resource is known to be unreliable. There are many official sites and although perhaps not so open to bias, one again must be aware of potential limitations of the information provided. You will find that tutors direct you to certain sites - for many issues you need to consider that what matters is not necessarily factual but what people *believe* to be the truth – and such 'truth' may vary! You should be wary from another point of view and that is **plagiarism**. It is so easy to copy/download material and add it to your essay without thought. Such sections can be obvious to your tutors, and it's easy to check with JISC: it is academic misconduct and the consequences can be very severe.

### 3.5 Learning Outcomes

Learning outcomes are very varied according to just how much Geography and which modules you study, but overall it is intended that:

- You will have developed a range of skills that will enable you to engage in geographical research, involving the collection and analysis of appropriate data.
- You will have a theoretical understanding of appropriate concepts and techniques of Human Geography and an ability to apply them to solving problems.
- You will have acquired a detailed knowledge of your chosen specialist options in Human Geography
- You will develop a sense of place, an awareness of difference, and tolerance of and empathy with others
- You will have acquired a wide range of generic and transferable skills

## 4. Assessment

Why do we assess in Higher Education? With it society can judge achievement and without it students have no evidence of their learning! Assessment may be *formative*, where it contributes to the learning process, or *summative* where it occurs at the end of a period of study to test what has been achieved. Thus assessment acts to both test understanding and knowledge and to reinforce learning by providing feedback allowing students and tutors to monitor progress. It is important that **you collect your work from tutors and study their comments**; PDP sessions will encourage you to draw together the comment sheets from all your coursework so you can focus on strengths and weaknesses identified to help you develop your skills. Staff also use assessment to judge how effective our teaching is! Assessment, therefore, cannot be avoided, and in levels 2 and 3 *all your marks* will contribute to the final degree award. Like other academic disciplines, Geography has an assessment strategy that offers a range of styles; it is in your interest to study this carefully. The purpose of assessment is to identify individual strengths and weaknesses, evaluate how effective learning processes have been and grade achievement.

Joint Honours students should be aware that each subject defines its own assessment criteria; check details in module booklets to ensure you conform to the right standard for each piece of coursework.

### 4.1 Assessment Strategy

Assessment in Geography supports student learning and enables students to demonstrate their level of attainment. The assessment methods employed reflect the abilities and skills developed within the curriculum and the various types of teaching and learning methods employed as well as the aims and objectives of individual modules. Assessments allow students to demonstrate all their abilities and skills and will encourage engaged and *active learning*. All assessments are based on clear, easily understood criteria (general criteria can be found below but where necessary additional module specific criteria are published in module guides).

All assessed work is moderated, internally at Levels 1 and 2, and both internally and externally at Level 3. Moderation means that sample of 'mid band' scripts and any scripts that fail are marked by a second tutor; the two tutors then compare the range and distribution of marks to ensure fairness in comparison with other modules. Moderators are also encouraged to examine a random selection of other scripts and coursework and are directed to some marginal scripts by the first marker. Our current policy is for assessed work (other than the dissertation) to be read with first markers' comments in view. All dissertations are marked independently by two tutors, who then discuss and agree a mark.

All examinations are marked anonymously: this means your name is covered, and can be seen by neither the first marker nor the moderator, until *after* the marks are recorded. A sample of all third level work will be seen by the External Examiner, who will advise the staff on marking strategies and parity with other universities.

All course work is returned to students and will include a standardised feedback 'comments' sheet and mark, but you will also find that Geography staff will write

marginal comments on your work. It is not current policy to return examination scripts but students are welcome to view their scripts and to initiate discussion with tutors.

**All** coursework, test and examination marks are *provisional* until confirmed by an appropriate programme Examination Board at the end of the academic year.

If you **fail** an assessment you will normally be allowed **one further attempt** as a re-sit. Normally you are only allowed *two* attempts at a module; in exceptional cases you may be allowed to carry forward a referred module into the following year, but you must make good any failed assessments by the end of that session. If you were unable to take an assessment at the correct time due to acceptable 'special situation' e.g. illness, you may be allowed a 'first sitting' at the next assessment period. If you take an assessment as a 'first sitting' the full mark you achieve will be recorded; if you re-take a failed assessment as a re-sit the *maximum* mark that may be recorded is 40% (the minimum pass mark). You should take each assessment seriously; you may not re-take assessments you have passed in an attempt to improve your marks! For further information on assessment regulations, see the Registry section of the University web pages.

If you *fail* a module more than once your course may be terminated!

## 4.2 Assessment Load

There are a number of 'conventions' used in the School concerning assessment load. 20 credit modules should normally have *two elements* of assessment, normally but not always weighted 50:50. There may be a number of items of work (**points** of assessment) contributing to each assessed element at all levels.

- Level 1: The combined 'wordage' of all assessments for each 20 credit module should be in the order of 3000 words.
- Level 2: The combined 'wordage' of all assessments for each 20 credit module should be in the order of 4000 words.
- Level 3: The combined 'wordage' of all assessments for each 20 credit module should be in the order of 5000 words. The dissertation carries 40 credits, with an indicative 'wordage' of 8,000 words.

Details in module booklets will include indicative word limits for each task: you should take notice of these limits as they indicate the relative amount of work expected. You will not get additional credit for exceeding the word limit, indeed you may be penalised as writing succinctly is an important skill.

You are expected to pass all items of assessment, but marks will be aggregated in line with the relative weighting of points and elements of assessments. You should study the assessment scheme for each module carefully to ensure you understand the relative importance of each task.

## **4.3 Modes of Assessment**

At all Levels, many modules do use formal anonymously marked examinations for 50% of assessment. The insistence on the use of examinations is justified by the desire to ensure students engage with the entire module and a confidence in the integrity of formal examinations in comparisons with so many other forms of assessment. However a variety of other means are used to assess the remaining 50% of marks. Methodological and practical skills are assessed by coursework only. The total experience is one of a very diverse range of assessments!

There are four main assessment methods employed, although individual modules are unlikely to use all of them:

### **i) Assessed essays & reports**

Students are given a period of time to research a topic (either set or negotiated). The essay/report will explore the topic in a balanced fashion, showing an appropriately documented appreciation of various approaches and positions taken by scholars in the discipline. Length will vary with Level but normally should be 40%, 50% or 60% of the total module wordage. Module guides will provide specific instructions.

### **ii) Seen and unseen anonymous examinations and class tests**

These are used to ensure the student has fully engaged with the course and has appreciated the breadth as well as the depth of the topic area. They assess the ability of the student to marshal clear and concise arguments swiftly, showing a cogent appreciation of the issues raised and the current state of debate in the discipline. Seen (or partly seen) examinations occur when the student is able to prepare for the examination having collected all or part of the paper some time before the formal examination. Examinations are normally of two hours duration; the examination time-table is arranged by Registry and takes place in the last four weeks of the academic year. A class test is very similar to an examination, but is usually shorter, takes place in class time and is invigilated by the staff that teach the module. Some class tests are based on short answers and multiple-choice questions. These are often delivered using computer software and are automatically marked as you do them.

### **iii) Presentations**

These assess students' ability, whether individually or collectively, to deliver arguments orally. They test the ability to engage an audience, where appropriate using visual aids (PowerPoint, handouts, tapes, video clips, etc) and to handle an appropriate range of primary and/or secondary source material, while presenting their conclusions on a series of themes and debates within the discipline.

### **iv) Projects and dissertations**

These may be small or large, group or individual. Projects enable students to take up and explore a particular problem or issue, the in-depth study of which will feed into an understanding of central course or module issues. Many projects require primary research and in Geography are usually written up as a report or dissertation.

In addition to these main methods of assessment, students may also be assessed using a range of other means appropriate to the module. These may include:

- Exercises involving statistical analysis
- Exercises involving graphical and cartographic exercises

- Other exercises based on the use of relevant information technologies
- Annotated bibliographies
- Commentaries on documents
- Essay or project plans or proposals
- Simulated Press releases

It is quite possible that you will be required to carry out some of these tasks and *not* be assessed. This is termed 'Directed Learning' and is an essential element in such modules and must be completed.

#### 4.4 Academic Misconduct

At enrolment you will have signed a declaration on academic misconduct, and you are now reminded that the School takes very seriously any cases of plagiarism, cheating, collusion, or any other form of academic misconduct. In extreme cases any of these could result in the termination of studies. If you are unsure about what might constitute academic misconduct, you should consult the relevant section of the University Handbook.

The incidence of such irregularities, particularly plagiarism, is on the increase, with the majority of cases involving the use of material copied from the world wide web, (cut & paste) and used without clear reference. If a tutor suspects that a piece of work has plagiarised, the case will be pursued and it is surprisingly easy to track sources down to support the resulting investigations.

It would appear that sometimes individuals unthinkingly plagiarise; as a means to prompt you to be careful and think about your work we have introduced a proven deterrent. All course work continues to be submitted in the normal way as hard copy but you are also required to submit it online to a *national* electronic detection service. All essays/reports must be submitted through the **JISC software** that identifies plagiarism by scanning 4 billion pages of internet material, including work submitted by other students.

NB Coursework will not be fully assessed until a JISC report is available, limiting the mark to the minimum pass mark of 40%.

**Do not copy or excessively rely on un-cited sources; the penalties are severe and will certainly affect your degree.**

#### 4.5 General Points concerning Coursework

As you will have to do coursework in a number of modules, the Geography staff are very aware that bunching of deadlines can occur. We will endeavour to co-ordinate these dates in each term to try and spread the load but the constraints of Christmas or Easter holidays do make this difficult.

**We do expect all coursework to be word-processed.**

All modules will stipulate a **word limit** for individual pieces of coursework. You should adhere to this limit as module leaders are at liberty either to deduct marks

or stop marking if you exceed the limit by over 10%. You should include a **word count** at the end of each coursework assessment.

Coursework should be submitted in the following **format**:

- A4 page, preferably 1.5 line spaced, margins of at least 3cms, font size no lower than point size 11.
- Each page numbered, stapled in top left hand corner with Tracking Office Submission form attached to the front.
- DO NOT submit coursework in any form of folder (plastic or card) unless your module tutor specifies otherwise.

Any requests for extensions to the published deadline must be made **in advance** of the original date, using an **extension form**, which can be obtained from the Tracking Office (Room 103). In accordance with School policy, all requests for an extension must be accompanied by a letter of explanation and/or corroborating documentary **evidence**, such as a medical certificate. Examples of unacceptable reasons for requesting an extension include:

- 'work overload': this is usually due to bad time management and is not a valid reason;
- 'lack of resources/materials': it is your responsibility to prepare for this eventuality in advance;
- 'corrupted disk': it is always advisable to make an extra backup of your work (but not on the same disk!). If using computers within the university, you can save back-up documents to the server /your H Drive.

Please note that 'personal reasons' cannot be accepted as a valid reason for an extension without corroborating evidence from a third party, although this might be your Programme Leader or the Programme Co-ordinator. All such requests will be treated in confidence and it is not necessary that your module tutor need know the details if you follow the procedures.

### Handing in and collecting course work

All work should be handed in, with a completed School assessment proforma attached, to the Tracking Office. Please ensure you obtain a receipt and keep it safely. If you cannot meet a deadline contact the module leader *before* the due date. In certain circumstances you might qualify for an extension. These are only granted in extreme circumstances for one week only.

**Late work** (up to one week) can only receive a maximum of 40%; even if handed in later it will be recorded as zero.

If you are ill or other difficult personal circumstance prevent you from completing a piece of coursework or sitting an examination you are advised to seek from your programme-co-ordinator a special situations form and submit it with evidence.

**You should plan your work so that last minute, minor emergencies do not disrupt your schedule.**

Getting course work back: work will be returned in class or from your seminar leader's office. Any that is not collected by the end of July will be destroyed. Level 3 students will have to return their course work in case it is needed by the External Examiner for moderation purposes. Collection can be arranged later.

What happens if you fail a module? You are referred! Normally you are only allowed **one** further attempt at the module; this will usually mean working through the summer to deadlines at the end of August (be aware that summer work or holiday arrangements *will not* be taken into account when deadlines are set). Full information on the Common Assessment Regulations may be found on the Registry website. If you are at risk of failing in more than one module see your Programme Leader for advice *before the end of term*. NB When work is marked for a second attempt the mark is capped at the minimum to pass, i.e. 40%.

Feedback: there are two aspects to this. In addition to the feedback provided on the proforma handed in with your coursework and the possibility of talking with you about your examination performance if you request it, we also value *your* feedback.

An invaluable part of Higher Education is getting such feedback from students on the modules which they have taken, we ask you to fill in an evaluation questionnaire towards the end of the module (a written form or on the web) so we know what you think. We do value your comments but trust that you will approach this request constructively, so that we can improve on deficiencies and build on successful parts of our modules. Every effort will be made to inform you what the results of these evaluations are. Student feedback is important and quite significant changes, even to the curriculum, have been made in the recent past arising from student's comments.

## 5. Assessment criteria and the award of marks

The Geography subject uses specified assessment criteria for:

- Coursework and examination essay
- Oral presentation or conference presentation
- Website, poster
- Dissertation

You should use these guidelines to interpret marks received and for insight into ways to improve and advance your work. The criteria for final level essays and examination answers are included here; criteria for other types of work can be found on the subject VLP pages. Specific assessment criteria for dissertations will be included in the dissertation module booklet.

These are generic guidelines and should be read in conjunction with specific advice provided by module tutors in individual module booklets. It is also expected that you will show **progression** as you pass from year 1 through to years 2 and 3 of your degree programme. Progression is demonstrated through an increased breadth of geographical knowledge and an ability to work with more complex and subtle concepts and arguments. It is also indicated by, for example:

- Less description, more analysis and evaluation
- Greater ability to present argument and take positions supported by evidence and literature
- More extensive use of academic literature
- Greater proficiency in use of key concepts and ability to independently apply concepts to cases outside those discussed in class
- More evidence of independent research indicated for example by reading beyond module reading lists.
- Fluency and confidence in expression whether in written or oral forms.

The Geography subject marking scheme is defined within the University Common Assessment Regulations:

<b>Mark</b>	<b>Degree Classification (Honours)</b>
70-100%	First
60-69%	Upper second
50-59%	Lower second
40-49%	Third
<40%	Fail
0	No attempt

We will use the full range of marks between 0 and 100.

## Assessment criteria for Coursework and Examination Essays

Coursework and examination essays are marked against similar criteria, the only difference being expectations regarding presentation.

Overall, the criteria used to arrive at marks reflect the ability of students to:

1. respond to the specific question
2. structure an argument
3. think independently
4. support an argument with reference to different literature and examples
5. evaluate different kinds of evidence
6. undertake independent study of the topic in question
7. communicate effectively in writing
8. produce a well presented piece of work (grammar, spelling, punctuation, organisation and structure)

Criteria No. 8 is only applicable for coursework. However, students should make every effort to make their examination scripts *legible* and *coherent*, as incomprehensible sections cannot be regarded by the examiners and may result in loss of marks.

90-100	97	An exemplary piece of work scoring maximum marks for each of the 8 criteria above. Clear evidence of substantial scholarship and originality.
	93	Outstanding, offering significant insight into the question and evidence of wide reading beyond the module references. Sharp incisive argument, polished and fluent writing. Not perfect but nearly as good as can be expected at this academic level.
80-89	87	Excellent work scoring highly on each of the 8 criteria. Wholly relevant and well-argued, abundant evidence of independent reading and thinking. Polished and fluent writing.
	83	Excellent piece of work. Well-written, providing high quality reasoning, organisation, factual content and presentation. Evidence of wide reading.
70-79	78	Very good work scoring highly on most of the 8 criteria. Well-structured and clearly written demonstrating confident use of evidence from a wide range of sources. Arrives at sound and coherently argued conclusions.
	75	Very good work scoring highly on most of the above criteria. Confident and well-organised coverage of both major and minor points. Good use of examples and demonstrated reading beyond course reading lists.
	72	Very good work. Well organised and lucid cover of both the major and minor points. Confident use of evidence, examples and appropriate references. Comes to sound conclusions. May lack some of the polish or fluency of the higher scoring answers.
60-69	68	A good answer that is generally well-organised and shows evidence of reading. Essay hangs together well and contains sound reasoning and relevant examples although some subtle points may be missed. Demonstrates ability to manipulate evidence.
	65	A relevant answer covering most of the points expected but a range of more subtle points may be missed. Generally well written but may score less well on one of two criteria. Some evidence of reading but a tendency to rely on a limited number of sources.

	62	Answers the question and employs a narrow range of evidence appropriately. Scores well on the majority of the 8 criteria. Some major points may have been less well addressed or the essay is slightly unbalanced.
<b>Any essay that fails to include reference material beyond the module text (or essential reading list) and/or a coursework essay that fails to provide a properly formatted reference list can only attain a maximum mark of 59, regardless of content.</b>		
	58	Grasps main issues and shows knowledge of appropriate course material. Reasonably structured and can generally distinguish between relevant and irrelevant information. Little evidence of reading beyond lectures and seminars and/or inappropriate use of literature.
50-59	55	Grasps main issues and shows knowledge of some appropriate course material. No evidence of reading beyond lectures and seminars and/or inappropriate use of literature. Answer may be weakened by inappropriate structure and quality of writing.
	52	Clear signs that most of the basic issues are understood but use of relevant information is thin and there is no enrichment of course material with additional reading. Quality of writing often inconsistent and irrelevant material may be included.
	48	Issue is partially addressed but there are still significant gaps in knowledge. Little critical thought, lines of argument and conclusions are superficial, issues are seen in isolation with no attempt to relate them to a broader framework.
40-49	45	Issue is only partially addressed and there are significant gaps in knowledge. Superficial analyses, largely descriptive. There will be few signs of reading and/or a tendency to wander or on tangents.
	42	Issue is partially addressed but there are substantial gaps in knowledge and understanding. Regurgitation of basic course material and may include irrelevant material. Writing is descriptive rather than analytical.
	40	Work that meets the assessment criteria to pass but <b>either</b> is submitted up to one week <i>after</i> the deadline without previous agreement for an extension <b>or</b> is submitted as referred work to make good a previous failure.
<b>Fail</b>		
	37	Work narrowly, but clearly, fails to be acceptable. A limited awareness of the requirements with major gaps in knowledge and partial or limited understanding. Often poorly structured and/or poorly written. Little or no appropriate use of literature.
30-39	33	Work is unacceptable and fails on several of the 8 criteria. Very limited understanding, factually incorrect or faulty reasoning. This mark may occasionally be given if a student has answered a different question to the one set or drifted substantially from the objectives of the assignment, but nevertheless demonstrates some knowledge of relevance.
<b>An essay that does not explicitly address the assignment set can only attain a maximum mark of 29, regardless of its content and structure.</b>		
	25	Little evidence of understanding, most/all factual material is very thin and/or incorrect. Achieves few of the learning outcomes and fails on the majority of the 8 criteria.
	15	Unacceptable work with no or extremely limited evidence of relevant knowledge or understanding. May be incomplete. Does

	not answer the question, structure barely discernable. No appropriate use of literature
5	No evidence of any relevant knowledge or understanding, achieves few, if any of the learning outcomes and fails on criteria 1-8.
0	No attempt or work that has been submitted after the advertised deadline without required notification.

## 5.2 Award of Marks

### i) Levels 2 and 3 aggregates and awards

At Levels 2 and 3 marks are used to **classify final awards** and mark bands have great significance. The marks for each module will be added together to produce an aggregate for the year. The final award is achieved by a weighting between Level 2 and Level 3 of 30:70.

#### Marginal Fail (35-39%)

All 20 credit modules have two elements of assessment, and each element may have more than one point of assessment. If an individual item of work fails, it may be **compensated** by better marks gained within the element. If an element mark falls in the 'marginal fail' category it may be compensated if the module mark is over 40%.

#### Fail 0 -34%

Fail work is unacceptable and you should expect to be required to resubmit, to demonstrate that you have achieved the learning outcomes for that part of the module.

NB You may only submit work for assessment **once**. Re-sits will only be allowed in the case of failure or if you do not attempt an assessment; in both cases the mark for referred work will be capped at the minimum pass mark of 40%. You are *not allowed to resubmit work in an attempt to improve a mark*, so you should ensure you make your best effort at the first attempt. See the University Common Assessment Regulations on the Registry web page for more information.

### ii) Appeals

Results are determined by the programme Examination Board and published on-line. If you feel the results shown are incorrect, or for some reason unfair, you may appeal the decision of the Examination Board. There is a strictly limited time period in which you may appeal, and you must produce evidence to support your appeal to the Examination Board. Your Programme co-ordinator will be able to advise you on which form to use, what evidence to provide and when it must be submitted. Full details are on the Registry web pages. The essential point is *do not delay* - seek advice as soon as you receive the results.

## 6. Academic Advice

**Remember if in doubt about any aspect of your assessments make an appointment to see the appropriate tutor; generous office hours are advertised on their doors**

### 6.1 What do questions want you to do?

Some words are commonly used in exam questions and essays. It is useful to know what they mean. The following are taken from: Lashley,C. (1995) *Improving Study Skills*. London, Casell. pp. 99-100.

<i>account for</i>	Give reasons for, explain, clarify
<i>analyse</i>	Examine critically or in detail. Break down into component parts
<i>assess</i>	Consider the value of, weigh up
<i>compare</i>	Explore similarities and differences between the items mentioned in the question
<i>Contrast</i>	Look for the differences between the items mentioned
<i>compare and contrast</i>	Explore the similarities and differences between items. Usually the best approach is to examine a common framework of analysis so as to be able to show where they are similar and where different
<i>criticise</i>	Through a discussion of the evidence or arguments supporting a theory or opinion, make a judgement about its merit
<i>define</i>	State the meaning of a word or phrase
<i>describe</i>	Give a detailed account of something
<i>discuss</i>	Explain and give different views about or implications of the item
<i>distinguish between</i>	Look for differences between (also covers differentiating between)
<i>evaluate</i>	Determine the worth, value or validity of something through an examination of the supporting arguments or theories
<i>examine the argument</i>	Critically explore this line of thinking, argument, opinion etc.
<i>explain</i>	Give details about how and why
<i>illustrate</i>	Make clear and explicit; often requires the use of examples

### 6.2. Producing good course work

#### i) Presentation:

Untidy, poorly presented and careless work reduces the impact of an assignment and the case that is being made. It is expected that normally all coursework will be **word processed** as there are so many advantages in doing so, in addition to 'looks'. Most significantly you will retain a copy of your work in case of accident. Use A4 paper, preferably 1.5 line spaced, one side only, and leave a margin of at least 3cm either side for comments. Number pages, and mark approximate

number of words. Use black ink. Integrate appropriate tables, charts and diagrams into your text. Use maps when ever appropriate. Refer to all tables, maps, graphs etc as Table X, Fig. Z. Always give these illustrations a title, it is possible to use photo-copied or downloaded illustrative material but also indicate the source and try an 'add value' to these secondary materials. NB additional presentational advice is given for dissertations in the dissertation booklet.

## ii) Good English:

Good grammar, construction and spelling, are another advantage of word processing but only if you use the spell check facility correctly! Do remember the word processor is dumb and will not correct the wrong word, for example 'their' and 'there'. The assessment criteria for course work includes the correct use of English, and one of the most important skills of any graduate is the ability to express your arguments and support them clearly and effectively. Punctuation matters, even in an examination answer, as it is essential to convey meaning effectively.

## iii) Learning Resources:

These are not confined to textbooks and academic journals or to what you can find in the Clifton Library or on the web. Relevant materials are also held in the Boots Learning Centre, and the City of Nottingham Public Library. Final year students will need to search far and wide when researching topics for dissertations, and may use the inter-library loan service. Complaints that you have been unable to obtain a book to meet a deadline do not constitute a valid excuse for late work. Although reading lists include journal articles, they are not exhaustive, and new additions are being made to the library stock continually. Hence effective searching can only be done via abstracts or indices. The library issues a guide to Geography periodicals. Many journals are now available on-line and you are expected to use the reserve and short loan arrangements in the library.

## 6.3 Essay & Report Writing

The major differences between essays and reports are related to the purpose, presentation, format and structure, and style of the two types of assignment. There are elements in common; both have to be planned, flow, be organised, use quotations and be referenced. Essays are familiar to you from the many academic requirements you have had to meet, whilst reports are more likely to feature in the future, in the world of work. Both perform summative and formative functions.

Both require you to:

- Understand what is required
- Collect material
- Allocate adequate time
- Use books, periodicals, journals, newspapers, www, etc.
- Keep adequate records of your research
- Write your notes in your own words
- Plan: write an outline, make a detailed plan, sub-divide and allocate word limits
- Sequence the material: essays tend to be argumentative, reports analytical

## General hints

Keep it straightforward- short sentences, avoid slang and jargon. Do not make unjustified assumptions- be objective and cite evidence (official statistics or a report, an academic opinion, etc.)

Reflect all views on a topic but do not be afraid to take sides

All written work should be well presented and word processed (this will allow you to *keep a copy of your work* in case of mishap): margins 3cm each side, font no less than 11 point, 1.5 line spacing, each page numbered; use the footer or header to mark each page with your registration number.

All facts, ideas and opinions, should be **referenced**, except where you are clearly expressing *your own* view.

The Harvard method is preferred (see below). Always ensure your bibliography contains all information on your sources. Quotations are encouraged, but if they are longer than a few words consider indenting them. Your bibliography should always be alphabetical.

Do not hesitate to use **maps, diagrams and tables**, but make sure any illustrations are referred to and used in your argument. You may use photocopies provided they are appropriately referenced, or produce your by drawing or computer graphics. Always provide a title and label sequentially: Fig.1, Table 1 etc. Avoid the use of appendices with essay-style course work – any evidence or illustration should be integrated into the text. Only use appendices for lengthy asides, evidence or major tables in *reports*.

Do not throw the odd map or picture into a piece of work, and then not refer to it in the text! Any illustrations should be used as a means to summarise information; if you use them one must assume they are vital to your case, so you will be expected to add information to them. If you are using previously published material give a commentary or caption pointing to its relevance.

Always **run a spell check and proof read your work**: a spell check will not pick up *incorrect use* of a word e.g. its/it's. **Reading the text out loud** will help you identify poor punctuation.

**Keep to the word limit**: there could be penalties if you are 10%+ over the specified limit

## The good essay

If the title is deliberately open and the parameters are for you to define, it is imperative that you identify the breadth of the topic and the particular aspect you wish to address. These points must be made clear from the start. You cannot write an essay based on the theme 'all I know about this topic'. You must seek as wide a range of opinion about your essay theme as is possible. You must write objectively and support with cited evidence all assertions. Spell correctly and use good grammar. Ensure that the reader is fully aware of the breadth of your reading and research (of course it is vital that you acknowledge all your sources), but ensure that you use your own words. Do not go over the top with quotations.

Your essay should be questioning and analytical. Ensure that your introduction indicates just where the essay is going and raises the questions to be answered.

Ensure that the main body of the text has a logical flow and is balanced between the aspects you wish to address. Finish with a strong conclusion, which highlights the points raised.

## The good report

The report is an effective format for the speedy communication of significant issues. It should have a clear, formal structure, normally involving the use of numbered sub-sections. There should always be:

- A contents page
- Executive summary- brief and clear
- An introduction
- Sources/resources used
- The issues/problems- analysis-results
- Conclusions
- Appendices
- Bibliography

After the identification of the topic to be investigated, the production of a typical report could start with an examination of official statistical sources, and therefore consist of a considerable amount of data. This might then be followed up with an examination of newspaper reports, material taken from specialist journals, national newspaper CD ROMs, academic articles etc. The next stage could involve the collection and analysis of primary data of your own. Finally all this material will be presented as a formal report on the topic in question.

Reports may include abbreviations (listed in the appendices), bullet point lists, tables etc. Paragraphs should be numbered to aid cross-referencing.

Finishing off an assignment can be a lengthy process, so make sure you leave enough time. This is a particular problem with projects and dissertations.

## 6.4 Quotation, references and bibliographies

This is a part of academic life that many students find difficult to grasp. However, it is very important and you must develop good practices as quickly as possible. Not citing your sources or providing a properly referenced list of your sources can lead to accusations of academic irregularities. You must indicate all secondary sources you use, books, journals, newspapers, magazines, reports, and web sites. The library publishes an excellent guide to citation and referencing. It differs only in detail from the one below, and you are at liberty to adopt which you are more comfortable with **BUT BE CONSISTENT. All** work should contain a **bibliography or reference** list.

### i) Quotation:

All quotes should be distinguished from the main body of your text by using quotation marks, italics or indentation. Your methods should always be applied consistently. A common approach is to use the following format for long quotations:

*We all know if the room has been occupied by the English- the towels are dry.* (Bloggs 1987, p. 45)

Note the indented text, left and right, (the use of italics is optional in this case). Always cite the author's name, the date of the publication and the page number. Very short quotes can be embedded in the text, in which case inverted commas are essential.

## ii) Referencing:

Where appropriate, your argument must be supported by accurate and full referencing. You must indicate where you have acquired information or ideas (not just direct quotes or illustrations). You are entitled to use any source: academic books and articles, official and unofficial reports, newspapers, CD ROMs, the Internet. However, whatever the source you employ you must acknowledge your use of it. Failure to do so can lead to accusations of plagiarism.

The library publishes a guide:

Fisher, D., Hanstock, T. and Haxwell, G. (1995). *Citing References; a guide for users* (3<sup>rd</sup> edition), Nottingham: Library & Information Services, The Nottingham Trent University.

Acknowledging your sources consists of two interrelated parts:

- a) **CITATION**: this is the way a writer refers from the text to the sources used (i.e. the reference). There are several ways of doing this; the Geography team require that you use the **Harvard system** (author's name and date of the publication e.g. Fisher, Hanstock and Haxwell, 1995). This system allows the reader to identify the source of a point being made in the text *and* quickly find the full reference in an **alphabetical bibliography** of references at the end of the assignment.
- b) **REFERENCING**: a bibliographic description of each source. The key is consistency. There are several ways of doing it, all involving the inclusion of the author's name(s), title, publisher, date etc. Some examples are given below but as you read academic literature, you will quickly realise that journals have 'house styles' on how to reference. To some extent it is not important which style you adopt, as long as you include all the information and are consistent. Again, however, the preference is the **Harvard system** and you may find some members of staff insist on its use. The library supplies a booklet on this topic and suggests variations on the details particularly the use of upper case for the authors' names(s). As long as you are consistent it doesn't matter which approach you adopt exactly.
- c)

The standard adopted by the Geography team is the **Harvard system**: *do not use footnotes* for citation in any course work or dissertation.

### Referencing a book:

The examples below is typical use of the **Harvard System**: all the information is there, including where the book was published, with the title emphasised in italics (underline or bold may be used as alternatives).

Fisher, D. Hanstock, T. and Haxwell, G. (1995). *Citing References; a guide for users* (3<sup>rd</sup> edition), Nottingham: Library & Information Services, The Nottingham Trent University.

### Referencing a chapter in a book:

Fisher, D. (1995) 'Quotes' in Fisher, D., Hanstock, T. and Haxwell, G. (eds). *Citing References; a guide for users* (3<sup>rd</sup> edition) Nottingham: Library & Information Services, The Nottingham Trent University, 14-15.

### Referencing an article in a journal:

You must give the author's name, date, title, journal, volume number, part number and pages. The library's publication suggests emphasis on the title of the article (bold, underline or italics) but most journals tend to emphasise the name of the journal in italics, bold or underlined.

Bloggs, F. (1995). 'English cricket dies again.' *The Australian Gloater*, 6 (2), 23-27

## Citing and Referencing Electronic Publications

We all use a variety of electronic sources in our work and it is very important that we reference these correctly. Not to do so could warrant claims of plagiarism (taking someone else's work and passing it off as your own), which can be classed as a serious academic misconduct. The advice we provide here is to help you to reference a range of electronic publications.

### Citing Electronic Publications in your Text

Provide the author of the website/electronic publication and the date (if known). If the author is unknown use the first few words of the title of the website/electronic publication. Here are a few examples,

- It has been suggested that the United Nation's Millennium Development Goals are not likely to be met by 2015 as key deadlines have already been missed (Oxfam, 2005).
- Tsunamis are rarer in the Indian than the Pacific Ocean (Indian Ocean Earthquake, no date)
- Research into certain aspects of human geography can be notoriously difficult, for instance, access to research participants for a study on drug use amongst parents could be particularly complicated by issues such as fear of authority, social stigma, fear of losing their children, and concern over community reactions to themselves and their children (Taylor and Kearney, 2005).

### Referencing Electronic Publications in your Bibliography

The following advice is based on the NTU Library Website:

<http://www2.ntu.ac.uk/llr/library/citingrefs.htm#ele>

Please refer to the above website for further information.

- **Individual Works - websites and other online resources**

The order of the elements of the reference is:

AUTHOR or EDITOR, year. Title [online]. Place of publication: Publisher. Available at: <URL> [Accessed Date].

*Examples:*

Oxfam (2005) *Make Poverty History- UN Summit*. Oxfam. Available at: [http://www.oxfam.org.uk/what\\_you\\_can\\_do/campaign/mph/unsummit.htm](http://www.oxfam.org.uk/what_you_can_do/campaign/mph/unsummit.htm) [Accessed 13th September 2005]

Indian Ocean Earthquake and Tsumani (no date) Indian Ocean Earthquake and Tsumani. Available at <http://iri.columbia.edu/~lareef/tsunami/> [Accessed 10th September 2005]

- **Individual Works - on CD-ROM**

AUTHOR or EDITOR, year. Title [CD-ROM]. Place of Publication: Publisher.

*Examples:*

ALBERS, J., 1994. *Interaction of color* [CD-ROM]. New Haven: Yale University Press.

ANDERSON, L., 1995. *Puppet motel* [CD-ROM]. New York: Canal Street Communications, Inc.

- **Electronic Databases**

Databases cover a range of resources from bibliographic information to full-text material.

DATABASE [format, eg, online or CD-ROM]. Place: Publisher.

*Examples:*

*Business Source Premier* [online]. Ipswich, MA: EBSCO Publishing.

*LexisNexis Executive* [online]. London: LexisNexis Butterworths Tolley.

- **Electronic Journal Articles**

AUTHOR, year. Title. Journal title [format], volume(issue), pages if given. Available via: database title [Accessed Date].

*Example:*

Taylor, N.J. & Kearney, J (2005) Researching Hard-to Reach Populations: Privileged Access Interviewers and Drug Using Parents. *Sociological Research Online*, Volume 10, Issue 2, Available at <http://www.socresonline.org.uk/10/2/taylor.html> [Accessed 11th September 2005]

- **Electronic Mail**

**Discussion lists**

AUTHOR, year. Title of message. Discussion list [online], day and month. Available at: email address or web address [Accessed Date].

SMITH, D., 1997. UK unemployment definitions/figures. *European-*

*Sociologist* [online], 13 June. Available at:  
<http://www.jiscmail.ac.uk/lists/European-sociologist.html> [Accessed 18 November 2002].

THOMAS, R. 2002. Employment policy. *European-Sociologist* [online], 27 October. Available at [jiscmail@jiscmail.ac.uk](mailto:jiscmail@jiscmail.ac.uk) [Accessed 18 November 2002]

Both of the above approaches are acceptable ways of referencing emails from discussion lists.

### **Personal email**

AUTHOR, (email address) year. Title of email, day and month. Email to: recipient's name (email address).

HIGGINS, J., ([Jeff.Higgins@univ.ac.uk](mailto:Jeff.Higgins@univ.ac.uk)) 1996. *Email is fun*. 20 June. Email to: Peter Smith ([Pete.Smith@amb.ac.uk](mailto:Pete.Smith@amb.ac.uk)).

You must never claim the work of other people as your own; all sources should be both cited *and* referenced in the bibliography.

## 7. Learning Resources for Geography

### N-O-W

You may access the Nottingham Trent On-line workspace at [elearn.ntu.ac.uk](http://elearn.ntu.ac.uk), (or via a shortcut on resource room machines) and has the following facilities, among others:

- Customisable profile, themes, news, favourites.
- Email.
- Module learning materials and links.
- Personal development planner.
- Programme, module and School news.
- Server space.
- Software tutorials.

All Geography modules provide supportive learning materials via N-O-W. Students registered for the individual modules can access these at any time.

### IT resource rooms and drop-in support

In addition to any specialist IT support and equipment to which you have access in your programme, drop-in technical support is available from the User Support Teams. These are at the reception desks in Clifton library, Boots library and Arkwright IT Resource Room. (There are also phones in the resource rooms themselves if you're in another building.)

You can ask these User Support Teams for spot help with Office software or report any problems on the resource room computers (like the printer running out of toner). You can also go to them to top up your printing account, or to make a query about your server space, VLP access or email.

Please consult the LLR site for further details of location and opening hours ([www.ntu.ac.uk/llr](http://www.ntu.ac.uk/llr)).

### Clifton

During term-time, computer rooms GE009, 012, 023, 024 and 025 are open 24 hours. Room GE021 opens from 7:30am to 9:00pm.

Please note that on Bank holidays and during vacations open may be different. You can find out in advance by phoning the enquiry line (0115 848 3570).

### Developing and proving your IT skills

You may wish to build on your IT skills while you study at NTU. You may also find it very useful to have a **recognised IT qualification** on your CV. Or you may just need to learn some specific software at some point—like *PowerPoint*, for an assessed presentation.

In any case, you'll be pleased to know that we offer training for the *European Computer Driving Licence* (ECDL). This qualification is recognised throughout the European Union and in many countries world-wide, where it is referred to as the International Computer Driving Licence)

The syllabus covers seven topics, one theoretical and six practical (on the different Office software). You need to pass an assessment in each module to obtain the certificate.

Further information, including a list of countries where the ECDL/ICDL is recognised, is available from the EDCL Foundation ([www.ecdl.com](http://www.ecdl.com)).

## **Support for your IT development**

- To support the ECDL and your general IT development, we have:
- Online materials available through the VLP. These include:
- Computer-marked quizzes to check your skills in *Office* software, based on the ECDL syllabus
- 'Read-and-do' style materials for basic to intermediate *Office* skills.
- VTC training library. Watch-and-listen style onscreen training videos for basic to advanced *Office* skills.
- Don't forget there's also MS *Office* help. Under-used and very useful, the Help function in MS *Office* software can be used as a spot reference, or as a tutorial. It has the advantage that you can work in the software while following the instructions.
- Drop-in, optional classroom sessions, with experienced IT tutors. You can use these whether you're studying for the ECDL, or just developing your IT skills. They run twice a week over 24 weeks. Please check the VLP for details of ECDL workshops.

## **Specialist software support**

In addition to the general and professional IT support described above, you may find you need support for *specialist* software during your programme. Some Geography software is networked to just a small number of computers. One such package is Microsoft MapPoint, with which you can produce various kinds of maps to illustrate your coursework. In this case, support is provided in-module, during timetable or additional sessions. Please ask your module leader or academic adviser for further information.

Occasionally open access workshops will be provided for training in commonly used and advanced skills; these will be advertised through the normal routes, such as N-O-W and posters.

## **The Library**

Despite the so-called electronic age, books and journals are still vital to any undergraduate. Through several modules, Geography students will be given the opportunity for an extended introduction to the resources provided by Library and Information Services in the Clifton Library. The library has enormous resources in terms of books and journals, which you should get used to as quickly as possible. It has a complex system of rationing books through its short-loan service and of course some books are on permanent reference. However, do not think of the library as a source of analogue material only it also has enormous resources of digital material with appropriate hardware to access them. Although the vast majority of the learning resources you will need are located at Clifton, the Boots Learning Centre on the city campus is available to you to use and borrow from

## 8. Geography Modules

Information on module descriptions, full specifications, and the detail of individual programmes route ways through the subject is made available in *module choice booklets* issued to each Level every year, or are to be found in programme books or on web pages. All that is intended here is to list Human Geography modules *validated* and indicate which modules have others as their *pre-* or *co-requisites* so as to help you plan ahead.

- **Pre-requisite** – the credit you must have achieved *before* you can take the module; occasionally a specific module is cited
- **Co-requisite** – the credit you must study *at the same time* as the module; occasionally a specific module is cited.

NB **Not all Level 2 and 3 modules will run in each year** and the list is subject to change as you progress through your course. Optional modules may be withdrawn for a year if staff leave or are on research leave; new modules may be added to the scheme to reflect developing interests of the arrival of new staff.

### Geography modules validated

All modules are 20 credits, except GEOG119 Studying Greater Nottingham and GEOG336 Dissertation which are 40 credits. Level 2 and 3 modules that make up the compulsory **core** for BA Human Geography are shown in bold.

Mod. Code	Module Title	Pre-requisite <i>and co-requisite</i>
<b>Level 1</b>		
GEOG11605	An Introduction to Human Geography	None
GEOG11705	Global Environmental Issues and Sustainable Development	None
GEOG11805	Living with Globalisation	None
GEOG11905	Studying Greater Nottingham	20 credits of Geography at L 1
Geog12006	Approaching Travel and Tourism	None

NB these modules are not running in 2008-09.

<b>Level 2</b>	<b><i>Normal pre-requisite for all</i></b>	<b>40 credits of Geography at Level 1</b>
GEOG22105	Social and Economic Urban Change in the UK	
GEOG22305	Cultural Geography: identities, consumption and representation	
GEOG22605	Global Inequalities and the Project of Development	
GEOG23005	Tourism Geographies	
<b>GEOG23505</b>	<b>Area Study and Fieldwork: theory into practice</b> (Mediterranean: Malta fieldtrip)	Pre-requisite GEOG116 or GEOG119; co-requisite 40 other credits of Geography at L2
<b>GEOG23605</b>	<b>Geographical Research Methods and Dissertation Preparation</b>	Pre-requisite GEOG116 or GEOG119; co-requisite 40 other credits of Geography at L2
<b>GEOG24005</b>	<b>Critical Debates in Contemporary Human Geography</b>	60 credits of Geography at L1; co-requisite 40 other credits of Geography at L2

<b>Level 3</b>	<b><i>Normal pre-requisite for all</i></b>	<b>40 Credits of Geography at Level 2</b>
GEOG32405	Medical Geography	
GEOG33005	Geography and Landscape	
<b>GEOG33605</b>	<b>Dissertation</b> NB 40 credits	Pre-requisite 60 credits of geography at L2 including GEOG236; co-requisite at least 20 other credits of Geography at L3
GEOG39305	Routes, reggae and rum: investigating Caribbean transnationalism	
GEOG39405	Sports Geographies	
GEOG39505	Sustainable Cities: theory, form and process	
*HIST31807	Cultural Heritage Tourism in the UK	
*HIST31207	Reading the City	

\* Modules that may be taken as Geography credits

**Study Abroad: 10 credit half year modules**

To facilitate the study abroad programme, **10 credit versions** of some year-long modules are available for students wishing to spend half the year studying overseas. These make up the *first half* of a module with an 'exit' point in January, but may ONLY be taken by students registered at NTU when an arrangement has been made to complete the year with appropriate credit from a partner university abroad. Such arrangement must be made well before the final choice of modules is recorded in the summer term of the pre-ceeding year.

Visiting students may take either the 10 or 20 credit version of these modules.