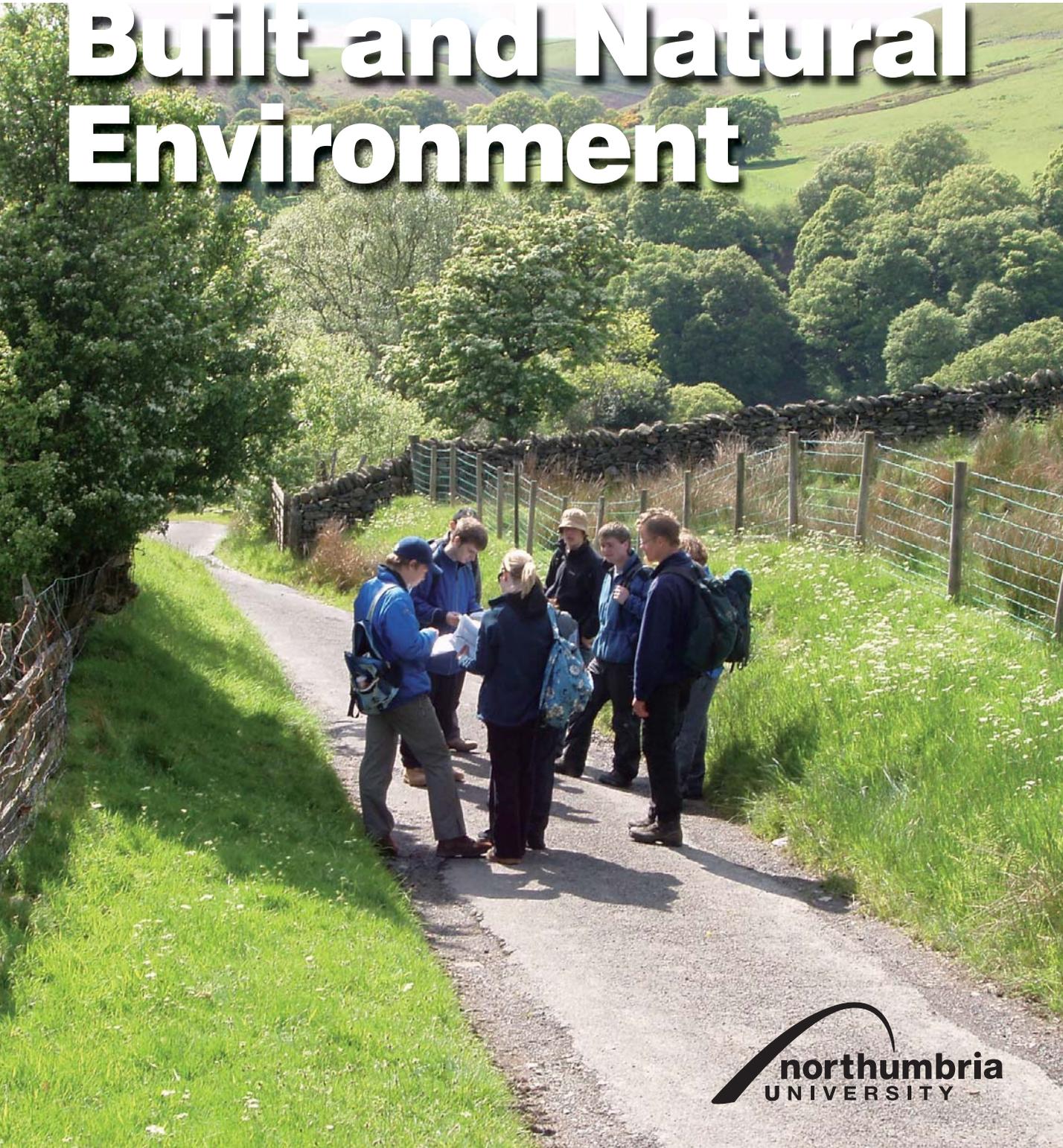


School of the

BSc (Hons) Environmental Management

Built and Natural Environment



What is ‘the environment’?



It is your responsibility

The environment is where we live. The School title refers to the built and natural environment but this is just a convenient academic distinction. By joining the School you are signing up to a great responsibility: your professional life will be spent exploring, preserving, shaping and developing the environment we all share. Be it a metropolis, city, town, village or rural landscape it comprises an environment for people, animals and plants; an ecosystem which is constantly evolving. The idea is to make it better than it is now – do your best!

History

Landscapes and townscapes have evolved over time; in only the most remote regions has the landscape not been affected by human habitation. The most recognisable buildings will provide a signature for cities: the Sydney Opera House, the Eiffel Tower; whilst in some instances the topography defines a country and its communities: Norwegian Fjords, the Swiss Alps. In the School you will learn how the built and natural environments have evolved to help you respect and preserve our heritage.



Teamwork

Working as a team is an essential skill for professional people. In the School you will be given ample opportunity to recognise the diverse skill sets which make a good team and you will work with fellow students on projects and assignments to achieve outcomes which would be impossible working as an individual.

Sustainability

Climate change and its effect on the environment in which we live is one of the most important issues in the world today.

The process of constructing and operating buildings produce significant green house gases. The natural environment has the potential to capture and remediate some of the pollution created. The School is acting as a living laboratory. We are measuring out carbon footprints, working to reduce our use of precious energy resources and minimise our environmental impact. Your contribution as a student will be important to our success and it will give you the skills to make a bigger impact in your professional life.



The Future

The future is in your hands: your choice of career means you will have an impact on the environment we live in. Take this responsibility seriously; study the interplay of landscape and townscape, society, culture and the economy. Learn how to create tangible objects, homes and offices, forests and lakes, objects that will serve the community and be a source of pride in years to come. If you do a good job, which we will help you achieve, future generations will reap the benefit.

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About this handbook

Welcome to the Department of Geography and Environment, within the School of the Built and Natural Environment, Northumbria University.

This handbook is designed to provide a guide to your chosen programme of study, BSc (Hons) Environmental Management, at Northumbria. It does not provide all of the information that you will need – there is simply too much to include! It accompanies the School-wide Student Handbook and the University Handbook. These three handbooks attempt to tell you where most of that information is to be found.

Much of the information that you will need is to be found in comprehensive and definitive form on the Northumbria website. A key page is titled 'MyNorthumbria'. You reach it by clicking on 'Student' on the University home page (<http://northumbria.ac.uk>). The 'MyNorthumbria' page contains a full menu of further information. Some of the most important other information is provided on your memory stick.

When summary accounts of regulations and procedures are provided in this handbook, students must be aware that these are not the regulations, and definitive versions are to be found elsewhere.



Programme staff

The Department of Geography and Environment are part of the School of the Built and Natural Environment. Students reading Environmental Management as well as Geography and Environmental Management, Environmental Health, Geography or Geography and Sport will find that a great deal of teaching is shared between staff in the Department of Geography and Environment.

Your programme leader

The programme leader is the *operational manager* of the programme. Your programme leader will provide you with details about the programme and will answer any programme-related questions you have. Your programme leader is responsible for telling you about the University's assessment policies and procedures (covered in this handbook) so that you know what the ground rules are. Your programme leader is committed to helping you get the most out of your programme and, where appropriate, will liaise with your other tutors to make sure that they are aware of your needs and of how you are progressing generally.

Your guidance tutor

You will be allocated a guidance tutor, a member of academic staff, who has the duty of providing you with advice on academic, procedural, and (where desired and appropriate) personal matters. Where possible, you will retain the same guidance tutor throughout your time at Northumbria.

You will be expected to consult with your guidance tutor during induction week, and regularly thereafter, including whenever module or progression results are available, and whenever option choices have to be made. You may in addition ask for a meeting with your guidance tutor at any time. Further information about you and your guidance tutor is given in Appendix A.



Staff contact details

Here is an outline (in alphabetical order) of who's who, their main roles and backgrounds. Most of the staff below will be in charge of modules that you are taking or will be taking.

Department of Geography and Environment	Room	Tel	@northumbria.ac.uk
Dr Kye Askins BSc, PhD (Dunelm) <i>Human Geography, Race and Ethnicity, Geographies of Inclusion and Exclusion, Post-colonialism</i>	EBD213	227 3743	kye.askins
Dr Mike Barke, BA, PhD (Glasgow) <i>Human Geography, Social Geography, Spain, Third World Development, Housing</i>	EBD219	227 3744	mike.barke
Dr Ben Brock, BSc, MSc, PhD (Cambridge) <i>Glaciology, Meteorology, Climate Change, Remote Sensing and GIS</i>	D202	227 3225	benjamin.brock
Alistair Bulloch Programme Leader Environmental Health <i>Environmental Health, Health and Safety, Risk Management</i>	EBD209	243 7571	alistair.bulloch
Dr Bruce Carlisle <i>Remote Sensing, GIS, Environmental Change</i>	EBD206	227 3888	bruce.carlisle
Dr Andrew Collins, BSc, PhD (London) <i>Geography of Health, Third World Sustainable Development and Disaster Management</i>	EBD218	227 3754	andrew.collins
Dr David Cooke Programme Leader MSc Disaster Management and Sustainable Development <i>Environmental Organic Chemistry</i>	EBD206	227 3879	david.cooke
Dr Mike Deary <i>Environmental Health</i>	EBA510a	227 3593	michael.deary
Lesley Dunlop <i>Physical Geography, Hydrology and River Channel Change</i>	EBD208	n/a	lesley.dunlop
Dr Stuart Dunning, PhD (Luton) <i>Disaster Management: Hazard and Risk – Landslides and GIS</i>	EBD214	227 3819	stuart.dunning
Dr Jane Entwistle, BSc, PhD (Aberystwyth) Head of Geography and Environment <i>Physical Geography, Soil Scientist: Land Contamination, Geoarchaeology and Environmental Change</i>	EBD204	227 3017	jane.entwistle
Melanie Fisher <i>Crime Science, Information and Intelligence Analysis</i>	EBD208	243 7861	melanie.fisher
Dr Maureen Fordham <i>Disaster Management, Gender and Development, Heritage</i>	EBD220	227 3757	maureen.fordham

Dr Peter Glaves Director of Enterprise <i>Landscape, Policy and Planning and Conflict Management</i>	EBD109	227 3733	peter.glaves
Dr Janaka Jayawickrama <i>Environment Sustainability</i>	EBD207	227 4549	j.jayawickrama
Dr Mike Jeffries, BSc, PhD (York) <i>Geophotography, Research Design, Ecology and Conservation</i>	EBD206	227 3755	michael.jeffries
Derek Johnson <i>Crime Science, Geospatial Analysis</i>	EBD203	243 7812	derek.johnson
Dr Samantha Jones Programme Leader for Geography and Environmental Management <i>Environmental Management, Sustainable Development, Human Geography</i>	EBD210	243 7217	samantha.jones
Dr Justine Kemp BSc, PhD (ANU Canberra) <i>Physical Geography, Hydrology, Water Resources</i>	EBD212	227 3748	justine.kemp
Dr Helen King, PhD (Dunelm) Programme Leader BSc Geography <i>GIS, Landscape and Environment</i>	EBD210	243 7155	helen.m.king
Dr Richard Kotter <i>Human Geography, Economic and Political Geography</i>	EBD212	227 3262	richard.kotter
Michael Lim, PhD (Durham)	A202	243 7094	michael.lim
Dr Bernard Manyena, BEd, MSc, PhD (Northumbria) <i>Disaster Resilience and Sustainable Development</i>	A206	243 7394	bernard.manyena
Ms Helen Manns BSc, MSc (Bangor) Associate Dean (Enterprise and External Engagement) <i>Environmental Management and Policy</i>	D110	227 4551	helen.manns
Dr Tony Mellor, BSc, PhD (Hull) Director of Learning and Teaching <i>Physical Geography, Geology and Soil Science</i>	EBD205	227 3758	antony.mellor
Graham Mowl, BA (Dunelm) Director of Programme Development Programme Leader BA Geography <i>Human Geography, Social Geography, Leisure and Tourism</i>	EBD201	227 3746	graham.mowl

Academic staff on the list above can be contacted in a number of ways. First, you can find their office, knock and ask to make an appointment to see them in person (most staff should have a note on their doors indicating their availability). Second, you can contact them by telephone by using their number listed above. Perhaps the best way of contacting staff though is by sending them an email. You can find their addresses above or by going to the University directory/Staff/School of the Built and Natural Environment within the University's email system address book or look at individual staff web pages which can be found at www.northumbria.ac.uk/sd/academic/sobe/academic_staff/?view=standard

Bernadette Oldfield <i>Environmental Health, Epidemiology</i>	EBD209	243 7872	bernadette.oldfield
Dr Geoff O'Brien, BA MBA (Dunelm) <i>Environmental Economics and Planning, Business and Sustainable Development</i>	EBD207	227 3747	geoff.obrien
Prof. Phil O'Keefe, BA, PhD (London) <i>Energy and Environment, Development and Sustainability</i>	EBD207	227 3747	phil.okeefe
Chris Ovens <i>Landscape: Modelling Environmental Change</i>	EBD108	243 7303	christopher.ovens
Dr Nick Rutter, BA PhD (Oxon) <i>Physical Geography, Snow and Ice Hydrology, Hydrometeorology, Modelling</i>	EBD109	243 4735	nick.rutter
Dr Ulrich Salzmann <i>Paleoecology and Biogeography</i>	EBD214	243 3874	ulrich.salzmann
Dr Jon Swords BA, PhD (Newc) <i>Economic Geography, Heritage Industries</i>	EBD213	243 7942	jon.swords
Catherine White BA, M Litt. (Newcastle) Programme Leader Geography and Sport <i>Human Geography, Geography of Retailing, Geography of Europe</i>	EBD208	227 3811	catherine.white
Dr John Woodward, BSc, MSc, PhD (Leeds) Director of Research <i>Physical Geography, Glaciology and Geophysical Investigation of Glacial and Fluvial Geomorphology</i>	EB217	227 3048	john.woodward

Programme administration	Room	Tel	@northumbria.ac.uk
Susan Davies <i>(Senior Administrator)</i>	EB201A	227 3408	susan.davies
Emma Brett <i>(Programme Administrator)</i>	EBB201	243 7696	emma.brett
Linda Scott <i>(Assistant Administrator)</i>	EBB201	227 3428	linda.scott

Your programme of study – BSc (Hons) Environmental Management

There is a national requirement that all programmes of study have a publicly available 'Programme Specification'. The Programme Specification provides an account of the 'Learning Outcomes' of a programme of study (broadly – your capabilities on completion of the programme) and how these are to be achieved in a structured way by progression through the programme. This section of the handbook is based on the BSc Environmental Management Programme Specification. The full and definitive version can be found at: <http://northumbria.ac.uk/programmespecs/>

Programme aims

The Environmental Management programme at Northumbria University takes a critical, interdisciplinary approach to the academic and professional components that together create the discipline. Our programme combines core knowledge and understanding from relevant sciences, (e.g. pattern and process in the natural world), with the policy, practice and the systems which human societies use to mediate the interaction between humanity and the environment. These foundations are given a distinctive flavour through our focus on the vulnerability and resilience of the environment and on environmental justice, all underpinned by the theme of sustainability. These issues, drawing on staff expertise, are used to unite the multidisciplinary themes (e.g. ecosystem resilience, resilience of social systems during emergencies) and provide a strong professional, vocational focus throughout the programme, but especially in the third year.

The inter-relation and interdependence of the human and natural world are key themes throughout the programme. We emphasise specific problems and challenges using local and global examples of these issues that remain at the core of the programme. The programme design and philosophy recognise the diversity of our students, with many mature and unconventionally qualified entrants to Year 1. The first year brings all our students into a common understanding of the academic process, whatever their original background, with support from staff and key events such as field trips designed to foster a collegiate, supportive peer group. By the third year the challenge of research and practitioner-based assignments is designed to allow students to explore their discipline as active learners, building confidence as well as an engagement with environmental problems.

Drawing on the subject specialist benchmarking and Northumbria's distinctive expertise, the aims of our Environmental Management programme are:

1. To develop a critical understanding and appreciation of the multidisciplinary approach to environmental management, founded on a knowledge and understanding of natural and human systems.
2. To develop knowledge and understanding of the fundamental pattern and processes of earth systems, (physical, chemical and biological) and the impact of human activities on the environment.
3. To foster an awareness of key debates and contested paradigms within the environmental disciplines, with a critical awareness of the moral and ethical issues that inform these debates.
4. To learn, understand and practise the policies, techniques and strategies of the profession of environmental management.
5. To develop a knowledge and understanding of the role of institutions, organisations and stakeholders in managing and regulating the environment.
6. Acquire a wide range of practical and intellectual skills necessary for environmental research and management.
7. Promote career development through the acquisition of transferable skills, both subject specific expertise and employability-enhancing generic skills.

Programme learning outcomes

On completion of the programme you will have achieved a number of learning outcomes, specified in terms of 'performance capabilities' identified under four key headings: Knowledge and understanding; Intellectual skills; Practical skills; Transferable/Key skills.

Knowledge and understanding

Students will be able to:

- Review the value of a multidisciplinary approach to a critical understanding of human and natural environmental systems.
- Recognise and explain fundamental patterns, processes, functions and values of a wide range of natural systems.
- Critically evaluate the impact of human activity and interventions on natural and anthropogenic environments at local, national and global scales and the resulting challenges to environmental sustainability and security.
- Review contested paradigms of environmental knowledge, founded on an extensive experience of research-led case studies combined around the unifying theme of sustainability.
- Assess the policy and practise of the profession of environmental management and approaches to environmental security operated by government, non governmental organisations, business and industry.
- Demonstrate methodological strategies and techniques from the academic and professional disciplines that combine to form environmental management.

Intellectual skills

Students will be able to:

- Engage critically with contested paradigms, attitudes and politics relating to the environment.
- Undertake the acquisition, compilation, summary and analysis of qualitative and quantitative data.
- Undertake the design and management of research founded on appropriate theory and research questions.
- Show an awareness of aspects of morality, ethics and justice implicit within the environmental debate and the ability to engage with these challenges within the academic discipline.
- Identify environmental threats and problems and combine practical skills with theoretical background and understanding to investigate new challenges.

Practical skills

Students will be able to:

- Choose and apply a wide range of laboratory techniques for data collection and analysis, drawn from across the physical, chemical and biological sciences, with detailed experience and knowledge of chosen specialist fields.
- Select from a wide range of techniques for the collection of data in the field; sampling and survey design, data analysis and interpretation.
- Assess health and safety, moral and ethical aspects of laboratory and field investigation and plan actions accordingly.
- Effectively use ICT for data collection, sourcing, recording, analysis, summary and presentation.
- Evaluate and make appropriate use of different literature and data sources, including correct citation and referencing.
- Use a wide range of specialist techniques and strategies from the profession of environmental management.

Transferable/Key skills

Students will be able to:

- Identify and research novel problems, showing initiative, self-direction and creativity.
- Prepare, process, interpret and communicate ideas, data and judgements effectively to a variety of audiences in written, verbal and graphical forms, using appropriate qualitative and quantitative techniques and packages.
- Identify and work confidently and independently towards self-managed goals.
- Present as an active and engaged learner, able to reflect critically on experience, strengths, weaknesses and progress.
- Work positively within a team, showing an awareness of ethics, morality and social justice in their relationships with colleagues and peers.
- Demonstrate personal attributes of autonomy, flexibility, creativity and adaptability in applying knowledge and executing practical skills.

Programme structure and progression

Each year or level of the programme is made up of modules of study spread across two 15-week semesters. Modules are usually worth 10 or 20 credits and at the end of each year, students need to have passed 120 credits worth of modules to progress to the next year. The programme is designed to provide a sound foundation of environmental management knowledge at Levels 4 and 5 and a range of choice and specialisms at Level 6.

The programme therefore consists of a mixture of compulsory core modules and option modules. It should be noted that the Division reserves the right to withdraw **option** modules from the programme, but only in exceptional circumstances. Such circumstances may include, for example, staff resignation or retirement and low student numbers (usually less than 10). Students will be advised of this situation as far in advance as possible to enable them to consider alternative option choices. Option choices for the following year are made in the period around Easter when module summary booklets are provided to enable students to make an informed choice. Students are also encouraged to discuss their option choices with their personal tutor, programme leader and appropriate module tutors if they require further information.

Level 4 (Year 1) provides students with a broad foundation across core areas. Emphasis is placed on the development of practical experience and application, and students will develop a range of transferable skills including literacy, numeracy, IT, teamwork and the ability to communicate effectively, all of which are of value to society and prospective employers. These skills are fostered in part through fieldwork programmes. More generic study skills are taught and developed throughout the year on the Personal Tutorial module.

Level 5 (Year 2) builds upon the foundations laid down in Year 1 and allows students to follow more detailed and specialist option pathways (see option grids). Students also begin to develop experience in research methods and research design, which will lead into the final year project. Students are able to develop project topics entirely of their own choosing, allowing them to explore environmental problems in great depth. As in Year 1, students undertake a fieldwork programme.

Level 6 (Year 3) builds on material covered in Year 2 and is focused on a mixture of core and option modules for Environmental Management students. The programme increases depth of knowledge and understanding, but with an increased emphasis on the practical application of expertise. In addition, students select a project topic (30 credits). This consists of an independent research project chosen by the student and supervised by a member of staff. Year 3 has a more applied and case study emphasis and provides an opportunity for students to tailor their final degree to fit their future career aspirations and ambitions.

The following two pages illustrate the core and option modules for the BSc (Hons) Environmental Management programme.

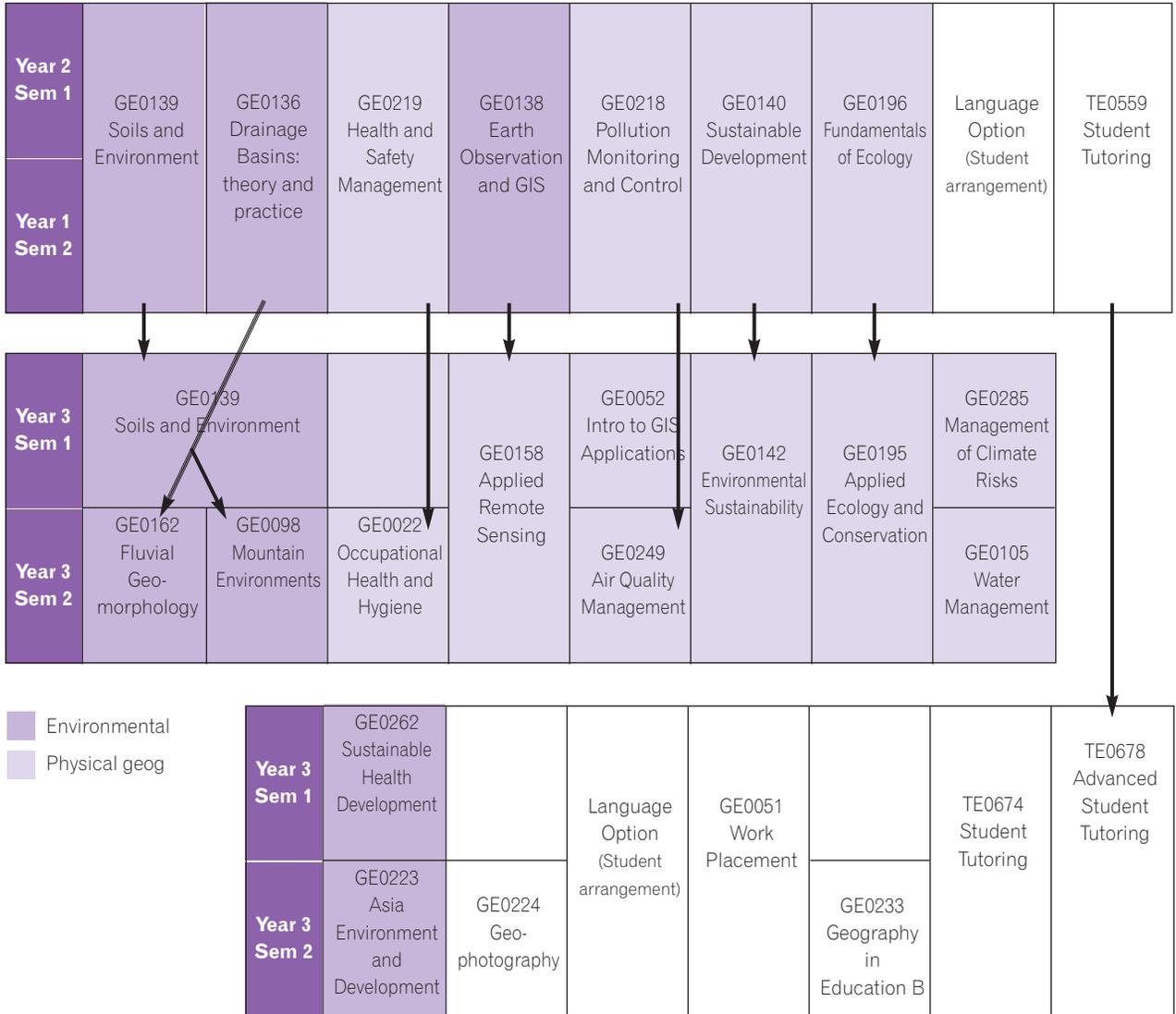
Detailed module descriptors for all the modules are available on the University website (<http://nuweb.northumbria.ac.uk/live/webserv/mod.php>). Also module tutors will provide an introduction to each module in the first week of teaching.

Environmental
 Physical geog

Environmental Management Core

Year 1 Sem 1	GE0240 Skills 1	GE0187 Background to Environmental Management		GE0135 Introduction to the Physical Environment	GE0216 Environmental Science	GE0152 Tutorial
Year 1 Sem 2	GE0239 Skills 2	GE0106 Environmental Biology	GE0107 Environmental Fieldwork		GE0177 Intro to Urban Environment	
Year 2 Sem 1	GE0066 Global Environmental Issues	GE0028 Land Use and Rural Environments	GE0281 Energy and Climate Change	Option	Option	Option
Year 2 Sem 2	GE0097 Research Design	GE0032 Environmental Management Fieldwork	GE0154 Environmental Policy and Regulation			
Year 3 Sem 1	GE0188 Dissertation	GE0070 Waste Management	GE0038 Environmental Assessment Strategies	Option	Option	Option
Year 3 Sem 2				GE0108 Environmental Essay Paper	Option	Option

Environmental Management Core Options



Programme delivery: learning and teaching strategy

The programme is delivered over two 15-week semesters per level (or academic year) during which formal class contact takes place during the first 12 weeks of each semester only; the remaining weeks (13–15) are reserved for examinations. Programme delivery involves a variety of formats depending on the nature of the subject material covered by the various modules of study and your learning outcomes. The department prides itself in the diversity of modes of course delivery, the main examples of which include:

Lectures – these usually involve large student groups in a lecture theatre or large classroom. Although this is a largely passive learning activity, in which you will probably listen and take notes, some lectures are interactive with questions and group activities. Handouts are usually provided to direct student learning via follow-up questions or reading. Most lectures are about one hour in length. If they are longer than this, a break will usually be provided.

Seminars – these involve smaller, more informal student groups where emphasis is placed on the presentation and sharing of ideas, often through student-led discussion. Seminars are sometimes used to follow up ideas raised in lectures in more detail. In most cases, seminars require you to undertake preparatory work beforehand. Most seminars are about one hour in length.

Tutorials – these involve either very small group or individual meetings with your guidance tutor. They are used as a support framework for learning and, if necessary, to help you deal with any personal difficulties they may have. Group tutorials are about one hour in length, although individual tutorials are usually considerably shorter than this.

Laboratory practicals – these involve working in a science laboratory environment and cover a range of activities including, for example, analysis of soil, water and sediments. Working in a laboratory environment requires you to be fully aware of appropriate health and safety regulations. Laboratory practicals are usually two to three hours in length, although a break is usually provided.

IT workshops – these usually involve working in a computer laboratory and cover a range of activities, including word processing and use of spreadsheets, and more specialist tasks such as statistical analysis, processing of remotely sensed data and spatial analysis using Geographical Information Systems (GIS). Workshops can be from one to three hours in length, although a break is usually provided in the longer sessions.

Fieldwork – this is perhaps one of the most enjoyable of student learning experiences and involves participation in both local and residential trips. Local trips usually last for a half or full day, whilst residential trips may last up to one week. Most of the work on field trips revolves around student-centred research projects. Field trips are not optional extras. They form a substantial part of several core modules. If you do not attend a field trip you will probably not be able to pass that module. If you have valid extenuating circumstances for not attending a field trip (such as medical reasons), you **MUST** contact your programme leader and/or the field trip leader as soon as possible.

Residential Fieldwork (Provisional dates):

Level 4:

Berwick weekend	Friday 14th Oct – Sunday 16th Oct 2011 (residential)
Lab week	Monday 26th March – Friday 30th March 2012 (non-residential, provisional dates)

Lake District Monday 21st May –
Friday 25th May 2012
(residential, provisional
dates)

Level 5: Kindrogen, Scotland
Monday 23rd April –
29th April 2012

Directed learning – this usually takes the form of follow-up questions from classes, together with a diet of prescribed reading. It may also include preparatory work for seminars, tutorials and assignments.

Independent learning – this takes the form of undirected study, usually through reading. Most class handouts contain reference lists that should be followed up at the earliest possible opportunity after the class, while the material is fresh in the mind. As a guide, you should spend about four–five hours per week of independent study for each module on top of the timetabled class contact time, in order to reach your full potential.

Blackboard (eLearning Portal or eLP) – all modules and programmes have their own web-based Blackboard sites which can be accessed by all enrolled students through the internet either on campus or elsewhere. All modules should have a full set of documentation available through Blackboard including, module guides, assessment details, module reviews from previous years, reading lists, and lecture outlines or PowerPoint slides if available. It is advisable to log on to your module Blackboard sites regularly as staff will often be adding new information throughout the duration of the course.

In addition to academic scholarship and learning, the department places great emphasis on **transferable or key skills** that are of value to prospective employers and to society in general. These skills include the ability to communicate, both orally and in writing; the ability to work as part of a team; the ability to solve complex problems and take appropriate decisions;

the ability to work effectively using a variety of IT packages; the ability to undertake independent research and to think critically; and the ability to process and interpret numeric information. Rather than developing these skills in isolation from academic subject content, the department fosters your development by integrating them into its modules of study, thus providing a strong academic context to their delivery. Awareness of key skills development is promoted largely through the department's guidance tutorial system.

Learning, teaching and assessment

Approaches to study and work ethos

The department's main wish is that by the end of the programme, you will be able to achieve your full potential by taking a professional attitude to scholarship and learning. We hope that you will aim high and take pride when you achieve good marks in your assessments. By the same token we hope that you will learn from your mistakes and take a constructive approach to your improvement and progress. It is particularly important to get into this mode of thought early in Level 4 where there is sometimes a tendency for students to underachieve. One of the main reasons for underachievement is that Level 4 does not 'count' towards the degree classification. Consequently, some students become complacent and only aim for a basic 40% pass, often relying heavily on their experience from previous school or college courses. There are three main concerns here: first, if you aim for 40%, you may well get less than 40% and thus fail, and second, a 40% pass is not a very strong foundation from which to progress to second year. Therefore, underachievement at first year often leads to underachievement at Levels 5 and 6 that determine degree classification. Third, a mark of 60% is required in order to obtain your bursary in Level 5.

For each single semester module studied, the notional student workload is 100 hours. Consequently, the full semester quota of six modules equates to a total workload of 600 hours, or 40 hours per week (600 divided by 15 weeks). On average, you will have approximately 15 hours of timetabled class contact per week. The department therefore anticipates that, in order to reach your full potential, you will spend the remaining 25 hours per week on directed and independent learning which equates to approximately four hours per week for each module. It is recognised that you will need to spend more time than this on your studies, particularly when assignments are due for submission and in preparation for examinations. It is equally recognised that on other occasions, you will spend less time than this on your studies due to commitments outside the University.

In some cases, you may need to undertake paid work in order to support yourself at University. If this is the case, you should attempt to find a balance between your studies and outside work activities. You are advised that classes could be timetabled at any time between 9.00 am and 6.00 pm on weekdays and until the timetable is finalised you should keep these times free for study. It should be noted, however, that Wednesday afternoons are usually kept free of teaching. It is important that you get into a fairly routine weekly work pattern as early as possible in each semester. This will enable you to identify blocks of free time that could be used for study, sport or other activities. The guidance tutor system is designed to help you in Level 4 with time management issues early in your academic career.

Timetables are produced centrally within the University and distributed at the start of Semester One. The Semester Two timetable is usually distributed in January. Timetables are difficult to interpret to begin with because some classes, particularly seminars and tutorials, do not run every week. Consequently, it is worth spending some time interpreting your timetable until the weekly routine becomes clear. You are advised to check the appropriate notice boards every day to ensure that they are kept up-to-date with events and with possible minor changes that occur from time to time.

As students on all Programmes undertake field and laboratory work, they are advised that the department has a **Health and Safety Policy**, a copy of which is given to all students at the beginning of their programme. You are asked to read the policy carefully and sign the **Code of Practice Declaration** at the back of the booklet. This must be returned to the School Office before you are allowed to participate in field and laboratory activities.

If you are likely to be absent from classes, you should phone the Absence Report line on 0191 243 7910 or email bne.sst@northumbria.ac.uk. You should also contact your guidance tutor for advice and support. Unauthorised absence from taught components of the Programme may lead to contact from these people fairly quickly and ultimately to expulsion from the University and the termination of fee and maintenance payments by the Local Education Authority.

Assessment

The department takes pride in the diversity of modes of assessment used across its modules of study. The assessment strategy for each module is determined by the team of staff who deliver the module and is designed to test the learning outcomes for that module as comprehensively as possible. Over the three years of the degree course students will experience a very wide range of assessment formats including: seen and unseen examination papers, essays, data response questions, projects, oral presentations, posters, portfolios, reflexive journals and a final year dissertation. On most of the department's programmes, the balance of coursework assignments to examinations is approximately 60:40. For individual modules, the pattern of assessment varies from 100% coursework to 100% examination.

How individual modules are assessed is provided on module descriptors, and in material provided by the module tutor in week 1. The number of pieces of coursework for 10 and 20 credit modules vary due to the differing nature of the material being taught. There is also a noticeable change from Level 4 through to Level 6.

The information below summarises the assessments you will be undertaking in Year 1 (Level 4). Refer to information provided by module tutors for full details of the work involved and submission dates.

Guidelines to how we mark assignments are given in Appendix B.

Returned work and feedback

In the Department of Geography and Environment we believe in the value of timely and effective feedback in order to enhance your learning. Marked work with an attached feedback sheet is usually returned to you via the School office within about three working weeks (not including vacation times). At busy times of the year when a lot of assessments are due in at the same time (e.g. at the end of semester 1) this timescale for returning work to you may not be achievable but the member of staff concerned should let you know when you can expect to receive feedback on your work. Some work may also be returned to you in class as part of an interactive feedback session or in some instances you may be asked to collect your marked work from a member of staff.

If you require more feedback on your work you should never be afraid to arrange a meeting with the member of staff who has marked it who will usually be happy to go through the work with you in more detail.

Deadlines

It is strongly recommended that at the start of each semester you produce a schedule of assignment submission dates for all modules so you can plan your workload over the semester. Coursework assignments are set early in each semester and include a guidance sheet which specifies the aims of the assignment, the characteristics of a good answer and, if appropriate, a word limit. Please see a copy of the departments' policy on word limits on the programme eLP site. Please note that students should provide a word count with each assignment – this should be exclusive of tables, figures and bibliography.

Late Approvals (LAs) and Personal Extenuating Circumstances (PECs)

If you have a valid reason for not being able to submit a piece of coursework on time, **you will need to contact the Student Support Team in the School Office (EBB201) to request a late approval.** There can be various reasons for not meeting a deadline, most commonly due to illness. Whatever the reason you must speak to your programme leader as soon as possible, if they are not available other programme leaders can be contacted (see staff list on page 6). IT problems are not valid reasons for missing a deadline ("my printer ran out of ink", "my computer got a virus" and "my memory stick broke" are NOT valid reasons). In most cases the Student Support Team will be able to arrange a later deadline and complete a Late Approval form. For some situations a Late Approval will not be appropriate / possible. In this case, the student may need to complete a PEC form – see your School Handbook, Student Support Team or programme leader for further guidance on the PEC procedure.

When it gets close to PEC deadlines expect an email from the Student Support Team.

Plagiarism and other academic misconduct

What is plagiarism? A simple definition might be: passing off someone else's work, whether intentionally or not, as your own for your own benefit. You will hear much more about plagiarism over the course of your first year. Some instances of plagiarism are actually examples of poor or incomplete referencing of source material. It is very important therefore that you learn to reference your work correctly and thoroughly using the 'Harvard System'. This system of referencing will be explained to you by your guidance tutor in the guidance tutorial module (GE0152). We also strongly recommend that you read through the University's guide to correct referencing '*Cite Them Right*'. Go to <http://northumbria.ac.uk/sd/central/library/resources/referencing/cite/> and follow the links.

The following regulations, concerning plagiarism in assessed coursework, is taken from the document 'Assessment Regulations for Northumbria Awards' (available online at **Assessment of Taught Programmes – Northumbria University, UK**)

"In all assessed work students should take care to ensure that the work presented is their own and that it fully acknowledges the work and opinions of others. It is also incumbent upon students to ensure that they do not undertake any form of cheating or gain unfair advantage in any other way. In order to assure the University that the work is their own and that the work and opinions of others have been acknowledged, students must take care to follow the appropriate standards for academic practice in their subject. This includes:

- i) Providing full citation of all sources (books, articles, websites, newspapers, images, artefacts, data sources, programme code, etc.) which have been drawn on in the preparation of an assignment. Normally this will

be done in a bibliography included in the assignment.

- ii) Properly referencing the sources of the arguments and ideas in an assignment using a recognised referencing system (as specified in programme guidelines). It is not only quotations that must be referenced but also paraphrasing of the arguments of others and the use of their ideas, even if explained in the student's own words.
- iii) Following other guidelines for preparing and presenting coursework as defined in the relevant programme handbooks, assignment briefs and criteria.

Work that does not meet appropriate standards of academic practice will be marked at a lower level than work that does and may leave the student open to action under these regulations.

When academic misconduct is suspected, the member(s) of academic staff concerned should first discuss the matter in an informal meeting with the student(s) concerned and the programme leader for the student's programme (or other appropriate member of staff nominated by the programme leader) and give the student the opportunity to present his or her case. If the student admits to the academic misconduct, then the member(s) of academic staff concerned should report the matter and the outcome to the Chair of the Module Examination Board, via the School Registrar, within two working days. The Board, at its next scheduled meeting, will take this into account when considering the mark to be awarded and the action to be taken. In cases where the student admits academic misconduct the student should be required to sign a letter to that effect. The student should also be given the opportunity to declare academic misconduct in other work that they have submitted. The report to the Chair of the

Module Examination Board should contain detail of any other academic misconduct so declared and also a statement by the programme leader (or nominee) about any other cases of proven or admitted academic misconduct in the student's record.

In cases of plagiarism, collusion or falsification, the report should also contain a statement from the first marker for the module on whether or not there is evidence of the learning outcomes for the assessment having been met by the student(s) involved, despite the misconduct. If this informal meeting does not resolve the matter the member(s) of staff concerned will then, within three days or as soon as reasonably practicable following the discovery or allegation, report the matter in writing to the Registrar of the School owning the module. The report should contain full details about the circumstances surrounding the alleged irregularity including, if appropriate, photocopies of the student's work. The School Registrar will notify the student that a report has been made and that a formal investigation will be undertaken in accordance with paragraph 4.2 of the 'Handbook of Student Regulations' (available at http://northumbria.ac.uk/sd/central/us/o/stud_reg_handbk/). The School Registrar will initiate this process of formal investigation. An allegation may be made after the work has been marked and returned to the student."

Where academic misconduct is suspected in an examination, the Invigilator concerned will inform the Coordinating Invigilator, and in the presence of that colleague, inform the student of his/her suspicions and clearly annotate the student's script. The student will also be advised by the Invigilators that a full report will be submitted following the examination. For more information about plagiarism and how to avoid it see also the Plagiarism Advisory Service website – <http://www.jiscpas.ac.uk/>

Books and equipment

At the start of each module and at classes during a module, staff will recommend books and journals for reading. Module descriptors state a few key texts. Students are not expected to buy all of the books recommended, and should in any case await the advice of module tutors whose recommendations may change from year to year. All recommended literature should be available from the library or electronically on the web. Newcastle upon Tyne is well provided with bookshops. The Well Read Bookshop in the Students' Union will be able to supply most of your module texts. The largest bookshops in the City are Blackwell (at the Haymarket) and Waterstones (at the Monument).

Students will need an electronic calculator with basic trigonometric and statistical functions (such as the calculation of standard deviations). Students will have access to the University computer systems for statistical analysis, graphics and word-processing and your memory stick or writable CDs can be used for storing files.

Students will need suitable warm and waterproof clothing and footwear for fieldwork, and a laboratory coat and goggles for laboratory practical work. Lab coat and goggles can be bought from the University – details will be provided by your programme leader.

Backing up your work

Section 4.3 stated that IT problems were not valid reasons for getting an extension to coursework deadlines. There are widely available computing facilities for you to use – they will not all break down at the same time! And loss or corruption of data files is avoidable by keeping two or more copies of all your work. The University provides you with the student U drive space, a memory stick and PCs with CD rewriters. You may well have your own PC/laptop, an external hard drive, or a web data storage service. Always, ALWAYS keep at least two copies of everything.

Timetable overview

In the first class for each module you should receive information on exact times, locations and activities for each week of the semester. Full personal timetables are available on MyNorthumbria.

The Tutorial module is not included on these timetables – each tutorial group meets once a fortnight.

At the first class for each module you should receive information on exact times, locations and activities for each week of the semester.

Calendar and important dates

Semester One

Weeks 1–8

25 July–12 Sep Summer Vacation

Week 9: 19 Sep
Induction week

Week 10: 26 Sep

Week 11: 3 Oct

Week 12: 10 Oct
Berwick trip 14th and 16th Oct

Week 13: 17 Oct

Week 14: 24 Oct

Week 15: 31 Oct

Week 16: 07 Nov

Week 17: 14 Nov
Dissertation Presentation

Week 18: 21 Nov

Week 19: 28 Nov

Week 20: 05 Dec

Week 21: 12 Dec

Week 22, 23 & 24
Student self directed time
Christmas break

Week 25: 09 Jan
Assessment/Exam

Week 26: 16 Jan
Study week

See timetable for scheduled classes

Semester Two

Week 27: 23 Jan

Week 28: 30 Jan

Week 29: 6 Feb

Week 30: 13 Feb

Week 31: 20 Feb

Week 32: 27 Feb

Week 33: 5 Mar

Week 34: 12 Mar

Week 35: 19 Mar

Week 36: 26 Mar
Research (Lab) week

Week 37, 38, 39
Easter break
Student self-directed time

Week 40: 23 April
Kindrogen Fieldtrip

Week 41: 7 May
Assessment/Exam

Week 42: 14 May
Assessment/Exam

Week 43: 21 May
Loch Tummel Fieldtrip 21-29 May

Mid July: Informed of any reassessment and
provided information for coursework reassessment

End of August – reassessment period for exams*

See timetable for scheduled classes

*If you fail any modules during your year you will be required to take resits. You are informed of this by letter. This is especially important for working out your holidays over the summer.

Appendix A

Department of Geography and Environmental Management Guidance tutorial system: a student guide

Background

On entering the Department of Geography and Environmental Management as a first year student, you will be assigned to a guidance tutor. Your guidance tutor will usually be a member of staff who teaches on your degree programme, and will be an important point of contact throughout the three years of your undergraduate career. Adjusting to the academic and personal demands of university life can be a difficult process for many students, and your personal tutor will be there to offer support and encouragement if required. It is important therefore that a relationship of mutual trust and confidence is established as early as possible in your first year at the University.

It should be stressed that the relationship between student and guidance tutor is two-way. Individual and group tutorials will be formally timetabled as part of the Tutorial module, in which key study skills will be addressed. This provides formal, regular, academic contact between you and your Tutor. However, it is up to you to be proactive in keeping your guidance tutor informed of any difficulties, problems, or changes in circumstances which may affect your academic and personal development. In this context, you are referred to the Tutorial Support and Guidance section in the Partnership in Learning document, issued by Northumbria University, which sets out what you can expect from the University, and what the University expects of you.

In relation to guidance tutoring, you are expected to:

- Attend all personal and group tutorial meetings arranged during the course of the year. See Tutorials notice board (adjacent to room 314) for details. Please note that attendance is not optional.
- Inform your guidance tutor as soon as possible if you have any problems, or if there are any changes in your personal circumstances which may affect your academic performance – these may include:
- Academic difficulties, e.g. relating to study skills, submission of assessed work, or poor understanding in certain modules of study.
- Personal difficulties, e.g. relating to medical circumstances, bereavement, family problems, financial situation, accommodation, or relationships with others.
- Provide documentary evidence of any of the above, if appropriate, so that it can be lodged in your personal records file. This information is essential should you need to compile a case of extenuating circumstances in relation to assessment of your academic performance. If you wish to proceed with such a case you will also need to complete an extenuating circumstances form (obtained from the School Office).
- Inform your guidance tutor, together with any other appropriate members of staff, if you are likely to be absent from classes. If this cannot be done beforehand, then it should be done as soon as possible thereafter. If your guidance tutor cannot be contacted then leave a message with staff in the School Office.

You can expect your guidance tutor to:

- Play an active role in your induction and early experience of Higher Education, thus helping you to adjust to University life and develop key study skills.
- Attempt to establish a good working relationship based on confidentiality, trust and mutual confidence.
- Attend individual and group tutorials as and when appropriate.
- Ensure that you are aware of relevant University procedures and regulations and of the Partnership in Learning expectations.
- Discuss problems and difficulties in a positive, constructive and helpful manner.
- Lodge appropriate documentation relating to personal problems in your personal records file, and inform other colleagues of the situation if you feel that this is appropriate.
- Monitor your academic progress throughout the degree programme.
- Know about guidance and support resources throughout the University and recognise when you need guidance that is beyond the bounds of the Guidance Tutor relationship – referral can only be arranged with your agreement.
- Prepare personal/academic references for prospective employers. This is usually done during your final year at University, but can be done for a few years after you leave, if appropriate.

NB: If you are dissatisfied with the personal tutor system, please contact your programme leader. If, for example, you do not form a good relationship with your guidance tutor it is possible, by mutual consent, to change.

Appendix B

Department of Geography and Environmental Management Criterion-referenced marking guidelines

-
- 90 to 100** **An exceptional answer**, excellent in every respect, showing extensive knowledge and understanding, and an outstanding ability to analyse, synthesise and evaluate. Evidence of very extensive, if not exhaustive reading and study beyond the module content. Exemplars are well chosen and specified in considerable detail. An accurate answer presented in a very well-organised manner, with excellent presentation. A well-balanced answer, very sharply focused on the question and stylishly written. Exhibits a high level of insight, and a strong element of originality. At third year level, the work may be as good, if not better, than you imagine you could write yourself, and is possibly of publishable quality.
-
- 80 to 89** **An outstanding answer**, excellent in almost all respects, showing extensive knowledge and understanding and evidence of excellent higher-level cognitive skills. Evidence of extensive reading and study beyond the module content and thorough discussion of sources, including some not on the reading list. All salient points are considered in appropriate depth and detail. Exemplars well chosen and specified in detail. An accurate, well-organised, well-presented, very sharply focused and balanced answer in a mature writing style. Contains insight and at least an element of originality.
-
- 70 to 79** **An excellent answer** in most respects showing evidence of extensive knowledge and understanding and very good high-level cognitive skills. Evidence of substantial reading and study beyond the module content (for example might include material from numerous sources, which might be discussed in depth at Level 3; some may not be on the reading list). Exemplars well chosen and specified in detail. Accurate, well-organised, sharply focused and balanced. Contains insight and, possibly, originality. A first-class answer should be characterised by a comprehensive grasp of module material, breadth and depth of outside reading and consideration of almost all the salient points. This should be combined with excellent ability to analyse, synthesise and evaluate the material in the context of the question. Where there is no measure of doubt as to first class quality, the minimum of 75% should be used. Marks of 70–74% are reserved for marginal cases.
-
- 65 to 69** **A very good answer** showing evidence of wide knowledge and understanding of relevant module material and clear evidence of significant outside reading and study. Discussion of material from a relatively substantial number of sources from the reading list, in addition to textbooks is expected. Should cover a majority of the salient points (factual and/or conceptual) mostly in satisfactory depth. Mostly accurate. Good exemplars. Satisfactory higher-level cognitive skills, organisation and balance. Well-focused on the question with cogent argument but lacks some of the qualities of a first class answer; strengths in content and organisation are characteristic rather than insight or originality; may be let down by a minor error or omission, or by grammar or presentation.
-
- 60 to 64** **A good answer** showing sound knowledge and understanding; based predominantly on the module content but with clear evidence of outside reading and study. May include a majority of salient points, all in sufficient depth; alternatively may contain more-or-less all of the salient points, but be deficient in evidence of additional reading. Mostly accurate but may contain occasional errors. Exemplars may lack depth. Weaknesses may be evident in higher-level cognitive skills, especially in ability to evaluate and synthesise. Weaknesses are likely in organisation, presentation or balance, or in the sharpness of focus on the question.
-
- 55 to 59** **A competent answer** showing reasonable knowledge and understanding of module content, but with less evidence of outside reading or study beyond core texts, and lacking depth. May be a lack of understanding of material beyond core module content. May contain errors as well as omissions. Includes at least half of the salient points; alternatively, may contain more of the salient points but with greater flaws or less depth. At least two-thirds of the material presented should be of direct relevance to the question. May not focus consistently on the question. Weak on exemplars, organisation and/or presentation. Higher-level cognitive skills may be poorly developed.
-

50 to 54	An adequate answer showing a basic knowledge and understanding of module content, but lacks evidence of outside reading or study beyond core texts. May contain errors as well as omissions. Mentions approximately half of the salient points, but important points may be missed. At least half of the material presented should be of direct relevance to the question. Lack of consistent focus on the question is likely. Exemplars are few and not always relevant. Weak organisation and little evidence of higher-level cognitive skills.
45 to 49	A deficient answer showing rather limited knowledge and understanding of module content. Usually contains errors as well as omissions. Mentions less than half of the salient points, and important points are missed. Less than half of the material presented may be of direct relevance to the question. Addresses the question at least in part, but organisation is weak and some exemplars are weak or irrelevant. May be unfocused, poorly expressed, short or incomplete.
40 to 44	A weak answer showing limited knowledge and understanding of module content. Usually contains significant errors as well as omissions. Mentions some salient points, but does not identify the most pertinent. At least one-third of the material presented should be of direct relevance to the question. Addresses the question, at least in part, but organisation/presentation is weak, and exemplars are weak or non-existent. May be unfocused, superficial, poorly expressed, short or incomplete. However, the weaknesses are compensated by the strengths to a degree sufficient for the work to be considered a 'pass'. Marks of 40–41% are reserved for a marginal pass.
35 to 39	A poor but compensatable answer with extensive omissions and errors, which may be numerous and major, or a very substantial answer on the general topic in which the specific, central question is seriously misinterpreted or avoided. Relevant knowledge may be very poorly organised or presented. At least one quarter of material presented should be relevant but there may be limited reference to the question. Normally 37% (a clear fail) is the maximum for a very substantial answer in which the question is seriously misinterpreted or avoided; no such limit applies to a valid alternative interpretation.
30 to 34	A poor and uncompensatable answer , lacking substance and understanding, but with evidence of some knowledge relevant to the question, or a quite substantial answer on the general topic in which the question is seriously misinterpreted or avoided, or a very good essay plan in note form. There may be only partial understanding. Most material may be only marginally relevant to the question and be marred by very serious errors.
20 to 29	A very poor answer which may be limited to as little as one page with up to half a page of relevant material, or a good essay plan in note form, or a largely insubstantial answer on the general topic in which the question is seriously misinterpreted or avoided. Relevant knowledge may be flawed by fundamental errors or misunderstandings. Normally 25% is sufficiently punitive for a very poor answer, or for a largely insubstantial answer in which the question is seriously misinterpreted or avoided, or for an adequate essay plan in note form.
10 to 19	An exceptionally poor answer limited to a paragraph or two, with only a hint of relevant knowledge, or an adequate essay plan in note form, or an answer that ignores the question to the extent that hardly any of the content can be construed as having relevance to the general topic of the question
0 to 9	Answer not attempted , or limited to only a sentence or two, or of no relevance to the general topic of the question. Zero is reserved for failure to attempt an answer, or late submission.

Key marking guidelines

- The guidelines are phrased in an attempt to avoid 'mechanical' marking based on numerical indicators, and to overtly retain and endorse the inescapable subjective nature of marking (whilst providing an overall, limiting guide to ensure general and consistent comparability between markers).
- The overall aim of the guidelines is for individual marks to lie within + or – 4% of this expectation (that is the accuracy of a mark should be better than half the range of a degree class).
- Each description is most appropriate for the mid-point of each range of marks. The numerical indicators are rough estimates only, assuming a one hour answer (for exams), or an assessed essay of appropriate length.
- Each mark is awarded on a balance of criteria. Deficiencies in one criterion may be compensated by surpluses in others, and likewise deficiencies in key skills (which include grammar, presentation, and referencing/use of source material) may significantly lower the final mark.
- The context for the work is of key importance, these guidelines being generic and content-specific-free. Programme progression and content should ensure that use of the guidelines is grounded in expectations for the specific context of the work being marked, and that all markers have a similar understanding of those standards. As such, the guidelines are used in the form above for all years, with no change in criteria or mark ranges.
- The guidelines should be used in conjunction with module content, and learning outcomes established at the outset of the module. All modules at the same level should be of equal difficulty.
- The guidelines should be used with an awareness of differences in styles between different areas of the subject/discipline: more sources may be available for some topics, fewer for others, style/length/presentation may differ between humanities and scientific.

Appendix C

Department of Geography and Environmental Management Assignment word limits and Over-length Assessment Policy

In response to comments raised by one of its external examiners on over-length assignments the department has decided to set in place a policy with two key elements: To encourage students to work within specified word limits for coursework assignments. To establish a penalty for those who submit over-length work.

- a) In order to encourage students to work within specified word limits for coursework assignments, the department has agreed the following procedures:

It is normal practice for students to hand in a submission and feedback sheet with all coursework assignments (pink top copy to student file and yellow carbon copy back to student). This contains a declaration which the student must sign and date before it is stamped and receipted in the School Office. In addition to making reference to plagiarism regulations, the declaration includes a statement to certify that the number of words shown are correct and do not exceed the word limit for the assignment. Students are asked to include a word count, exclusive of tables, figures, captions and references, with all coursework assignments, and should be trusted to provide a truthful and accurate record. As the majority of assignments are word processed, this should be a straightforward task. If tutors choose not to have a word limit for an assignment, this should be made clear on the assignment guidance cover sheet.

- b) The penalty for submission of over-length assignments should be considered as a matter of fraud rather than one of assessment since the student has to sign a word length declaration for all assignments submitted. In such circumstances the tutor should do the following:

Assess the piece of work as normal to include comments and an indicative mark, so that the student receives appropriate feedback.

Indicate that a mark of zero has been recorded, together with the reason for this, on the pink feedback sheet; this is then lodged in the student's personal file in the School Office.