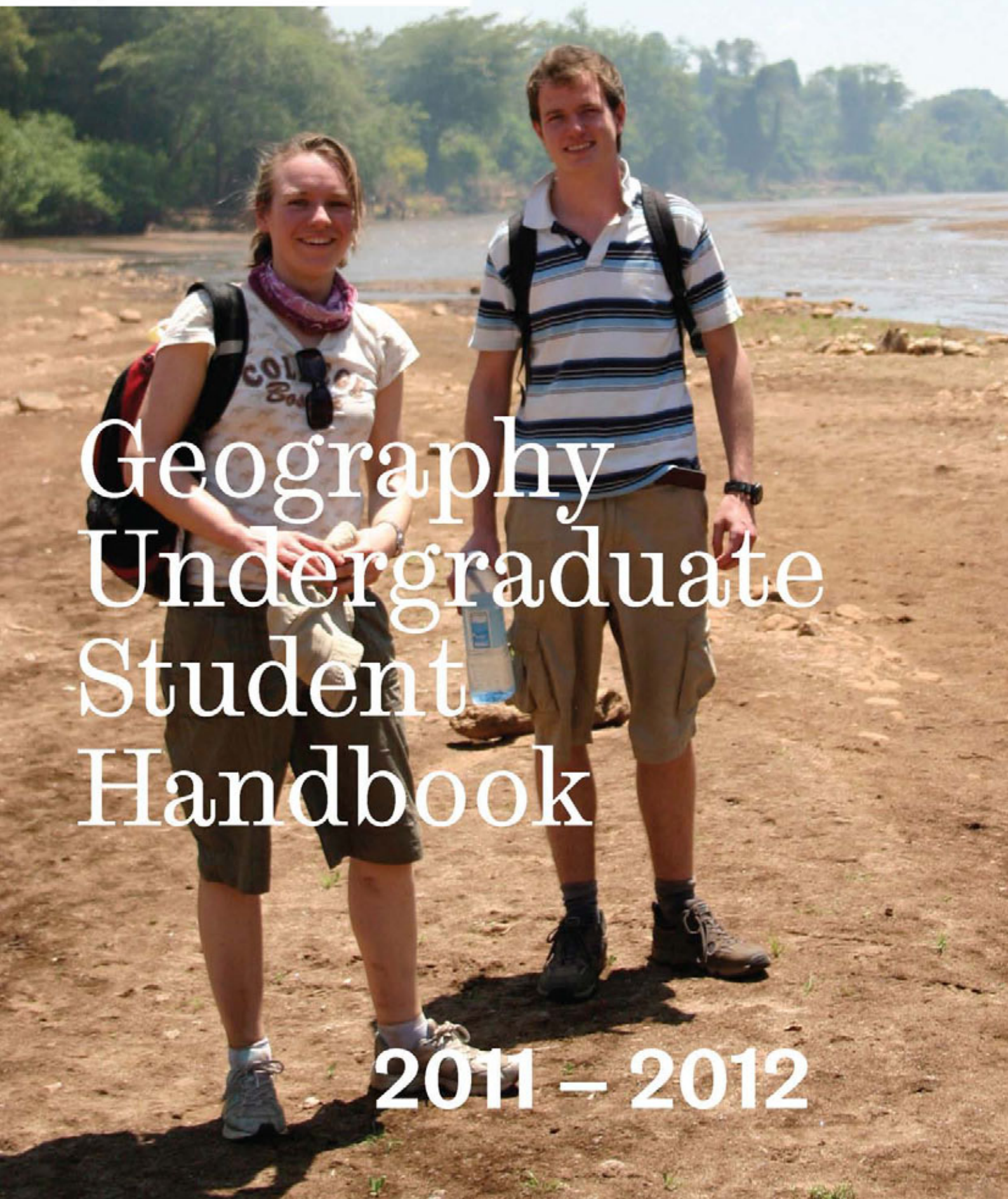




The
University
Of
Sheffield.

Department
Of
Geography.

A photograph of two students, a woman on the left and a man on the right, standing on a sandy riverbank. They are both wearing backpacks and casual outdoor clothing. The woman is wearing a white t-shirt with 'COLLEGE' and 'SHEFFIELD' visible, and a pink scarf. The man is wearing a striped polo shirt and khaki shorts. They are both smiling at the camera. In the background, there is a wide river and a line of trees on the opposite bank under a clear blue sky.

Geography Undergraduate Student Handbook

2011 – 2012

INTRODUCTION

Welcome to the Department of Geography

This handbook has been prepared to provide you with helpful information on the department: the staff who will teach you, the courses we offer and how you are taught and assessed. In addition there is information which we hope you will find useful on student support services, social activities and health and safety guidelines. Please take time to look through it and note its contents but be sure to keep it safely somewhere for it is mainly designed as a source of reference.

The handbook contains key information on the department, its staff, objectives and course guidelines, together with outlines of course structures and modules. The handbook is also published on the Department's web site at www.sheffield.ac.uk/geography/students/ughb The web version is regularly updated and will provide the most up-to-date information.

In addition to this handbook you should make a point of regularly consulting the department notice boards, web sites, emails and pigeon holes (described in more detail later in the handbook). Your Personal Tutor or module lecturers will be able to help if you have further questions. For information on specific modules you should talk to the staff member who is the module convenor. Staff have regular office hours but if it is more urgent and the staff member is not in, send an email or leave a message on their door. A convenient time will be arranged for a meeting so don't forget to leave word (*eg* your email address) as to how you can be contacted.

Please be sure to keep us informed of things we need to know about you. It is vital that if you change address you notify the Department Office. Your degree course allows an element of choice so please be sure to keep us informed of any changes. If you miss a tutorial or seminar ensure that you see the staff member concerned as soon as you can. There are sections in this handbook relating to illness and it is important that you observe the procedures laid down, especially at examination time.

Please let us have your comments on the handbook, particularly any matters that you think are important but which have not been included in the present edition. Our aim is to provide you with a valuable source of information which will help things run smoothly.

Please ensure that you retain this handbook for the whole time you are at Sheffield. You will not be issued with another copy, though updates will be provided online and you can purchase replacement copies from the departmental office.

I hope you enjoy your time in the Department of Geography at Sheffield.

Good luck and best wishes



Professor Grant Bigg

Head of Department

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DISCLAIMER

Whilst every effort has been made to ensure that the information in this handbook is correct at the time of going to press (August 2011), the Department cannot be responsible for any errors it contains. The Department reserves the right to cancel or make adjustments to the specifications of particular modules if necessary, and cannot guarantee to avoid timetable clashes for individual students.

DEPARTMENT STAFF

(with their teaching and research interests)

Head of Department:

Professor Grant Bigg climate change, oceanography, palaeoceanography, modelling
Email: Grant.Bigg@Sheffield.ac.uk

Tutor for Undergraduate Studies:

Dr Edward Hanna climate change, polar ice, meteorology, astronomy
Email: E.Hanna@Sheffield.ac.uk

Other lecturing staff:

Dr Dimitris Ballas GIS, economic geography, spatial impacts of public policy
Email: D.Ballas@Sheffield.ac.uk

Professor Mark Bateman Quaternary environments, luminescence dating
Email: M.D.Bateman@Sheffield.ac.uk

Dr Megan Blake local economic development
Email: M.Blake@Sheffield.ac.uk **NB Currently on special leave**

Dr Rob Bryant remote sensing applications, drylands
Email: R.G.Bryant@Sheffield.ac.uk

Professor Chris Clark remote sensing, ice sheets, glacial geomorphology
Email: C.Clark@Sheffield.ac.uk

Professor Danny Dorling computer mapping, social change, health and housing
Email: Daniel.Dorling@Sheffield.ac.uk

Dr Jess Dubow politics of body and spatiality, cultural geography
Email: J.Dubow@Sheffield.ac.uk

Professor Jean Grugel development, deocratisation, human rights for children
Email: J.B.Grugel@Sheffield.ac.uk

Dr Daniel Hammett urban space, geopolitics, citizenship, South Africa, education
Email: D.Hammett@Sheffield.ac.uk

Professor Andrew Hodson cold regions hydrology, water quality, glaciology
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Professor Peter Jackson social and cultural geography, race and racism
Email: P.A.Jackson@Sheffield.ac.uk

Dr Tariq Jazeel post-colonial social geographies
Email: T.Jazeel@Sheffield.ac.uk

Dr Julie Jones climate change, palaeoclimate
Email: Julie.Jones@Sheffield.ac.uk

Dr Andrew McGonigle remote sensing, climate change, environmental modelling
Email: A.McGonigle@Sheffield.ac.uk

Dr Helen Moggridge biogeomorphology, hydroecology, ecosystem services
Email: H.L.Moggridge@Sheffield.ac.uk

Dr Felix Ng glaciological modelling
Email: F.Ng@Sheffield.ac.uk

Dr Pat Noxolo post-colonial and development geographies
Email: P.Noxolo@Sheffield.ac.uk

Dr Eric Olund governmentality, visual culture of modern cities, sexuality
Email: E.Olund@Sheffield.ac.uk

Professor Tony Parsons geomorphology of drylands
Email: A.J.Parsons@Sheffield.ac.uk

Professor Charles Pattie electoral geography, urban politics, public policy
Email: C.Pattie@Sheffield.ac.uk

Dr Kimberley Peters social and cultural geography; maritime geographies
Email:

Dr Deborah Sporton population, demography, immigrant communities, development
Email: D.Sporton@Sheffield.ac.uk

Dr Darrel Swift glacial hydrology, landscape change
Email: *D.A.Swift@Sheffield.ac.uk*

Dr Chasca Twyman society and development, especially in Africa
Email: *C.Twyman@Sheffield.ac.uk*

Dr Dan Vickers Social segregation, social and spatial inequalities, clustering
Email: *D.Vickers@Sheffield.ac.uk*

Dr Matt Watson social and cultural geographies, consumption and sustainability
Email: *M.Watson@Sheffield.ac.uk*

Professor Paul White migration, Europe, urban and social geography
Email: *P.White@Sheffield.ac.uk*

Dr Adam Whitworth deprivation, crime, gender and families
Email: *Adam.Whitworth@Sheffield.ac.uk*

Mr Stephen Wise geographical information systems, hillslopes, computing
Email: *S.Wise@Sheffield.ac.uk*

Permanent Research Staff:

Dr Bethan Thomas computer mapping, social change, health and housing

Secretarial Staff:

Departmental Secretary and Secretary to Head of Department: Gill Johnson

Email: *G.M.Johnson@Sheffield.ac.uk*

Undergraduate Programmes & Admissions Secretary: Thom Sullivan

Email: *Tom.Sullivan@Sheffield.ac.uk* Phone: 0114 222 7900

Departmental Office: Laura Pitts, Emma Shelton, Lynn Trigg

Email: *Geography@Sheffield.ac.uk*

Support Staff:

Departmental Manager: Jo Mallows

Cartographic Services: Graham Allsopp, Paul Coles

Computing: Peter Bragg, Steve Norburn

Laboratories: Rob Ashurst, Kath Taylor

Equipment Stores: Dave Maddison

Finance & Safety: John Owen

Workshop: Paul Bentley

THE ACADEMIC YEAR

2011 – 2012 Academic year:

Introductory Week:

Monday 19 September – Saturday 24 September 2011

Autumn Semester

Monday 26 September 2011 – Saturday 4 February 2012

(Christmas vacation 17 December 2011 to 15 January 2012)

Reading weeks: Week 6 (*31 October – 4 November 2011*) and Week 12 (*12 – 16 December 2011*)

Spring Semester

Monday 6 February 2012 – Saturday 9 June 2012

(Easter vacation 31 March to 22 April 2012; Easter Day 8 April 2012)

Reading weeks: Week 25 (*12 – 16 March 2012*) and Week 34 (*14 – 18 May 2012*)

(Summer vacation 10 June to 23 September 2012)

2012 – 2013 Academic year:

Introductory Week:

Monday 17 September – Saturday 22 September 2012

Autumn Semester

Monday 24 September 2012 – Saturday 2 February 2013

(Christmas vacation 15 December 2012 to 13 January 2013)

Spring Semester

Monday 4 February 2013 – Saturday 8 June 2013

(Easter vacation 16 March to 7 April 2013; Easter Day 31 March 2013)

(Summer vacation 9 June to 29 September 2013)

2013 – 2014 Academic year:

Introductory Week:

Monday 23 September – Saturday 28 September 2013

Autumn Semester

Monday 30 September 2013 – Saturday 8 February 2014

(Christmas vacation 21 December 2013 to 19 January 2014)

Spring Semester

Monday 10 February 2014 – Saturday 14 June 2014

(Easter vacation 5 April to 27 April 2014; Easter Day 20 April 2014)

(Summer vacation 15 June to 28 September 2014)

WEEK NUMBERING

The department uses the University Timetable week numbering system (0-51). The calendar below shows the relationship of academic Semester week numbers and University Timetable week numbers.

	SEPT 2011				OCT				NOV				DEC				JAN 2012						
MON	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	MON	
TUE	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	TUE	
WED	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	WED	
THU	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	
FRI	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	
SAT	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	
SUN	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	
	V	V	V	V	1	2	3	4	5	6	7	8	9	10	11	12	V	V	V	V	E	E	
	49	50	51	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
																							Semester Week
																							Timetable Week

	FEB				MARCH				APRIL				MAY				JUNE						
MON	30	6	13	20	27	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	MON
TUE	31	7	14	21	28	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	TUE
WED	1	8	15	22	29	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	WED
THU	2	9	16	23	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	THU
FRI	3	10	17	24	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	FRI
SAT	4	11	18	25	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	SAT
SUN	5	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	SUN
	E	1	2	3	4	5	6	7	8	V	V	V	9	10	11	12	E	E	E	V	V	V	
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
																							Semester Week
																							Timetable Week

	JULY				AUG				SEPT 2012				OCT				NOV 2012						
MON	2	9	16	23	30	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	MON
TUE	3	10	17	24	31	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	TUE
WED	4	11	18	25	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	WED
THU	5	12	19	26	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	THU
FRI	6	13	20	27	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	FRI
SAT	7	14	21	28	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24		SAT
SUN	8	15	22	29	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25		SUN
	V	V	V	V	V	V	V	V	V	V	V	V	1	2	3	4	5	6	7	8	9	10	
	41	42	43	44	45	46	47	48	49	50	51	0	1	2	3	4	5	6	7	8	9	10	
																							Semester Week
																							Timetable Week

ATTENDANCE AND EXPECTED WORKLOADS

You are expected to be present in the University on weekdays during semester, including during any reading weeks and the assessment periods at the end of each semester. The University expects you to work for about 36 - 40 hours per week (classes, assignments, and private study) shared between the modules you are taking.

You must attend all practicals, tutorials, seminars, and term-time fieldtrips except in event of illness or for other good reasons notified in advance to the tutor/lecturer concerned. Persistent absence is recorded in students' files and may be reported to the relevant Faculty. Submission of coursework for assessment is also compulsory (see section on Assessment), and attendance at examinations is compulsory – failure to attend could result in disciplinary action as laid out in University regulations. You are strongly advised to go to all lectures since they set out the conceptual and/or technical framework

for the rest of your work on the module concerned. If you cannot attend a lecture be sure to borrow a friend's notes and access any related material on MOLE.

To help ensure that you make full use of the learning opportunities that are available, the department will be monitoring the attendance of students at twelve or more sessions throughout the year. The monitoring will be carried out using systems that have been developed by the University specifically to help departments identify and support students who are having difficulty with their study programme.

Non-attendance and non-submission of assessed work, whether in Geography or elsewhere, could lead to a module being deemed NC – Not Completed, and so regulations for completion of a year not to be satisfied.

Residential field courses are an integral part of some modules and attendance is compulsory except for medical or other good reason; students who do not turn up are liable to pay the full cost.

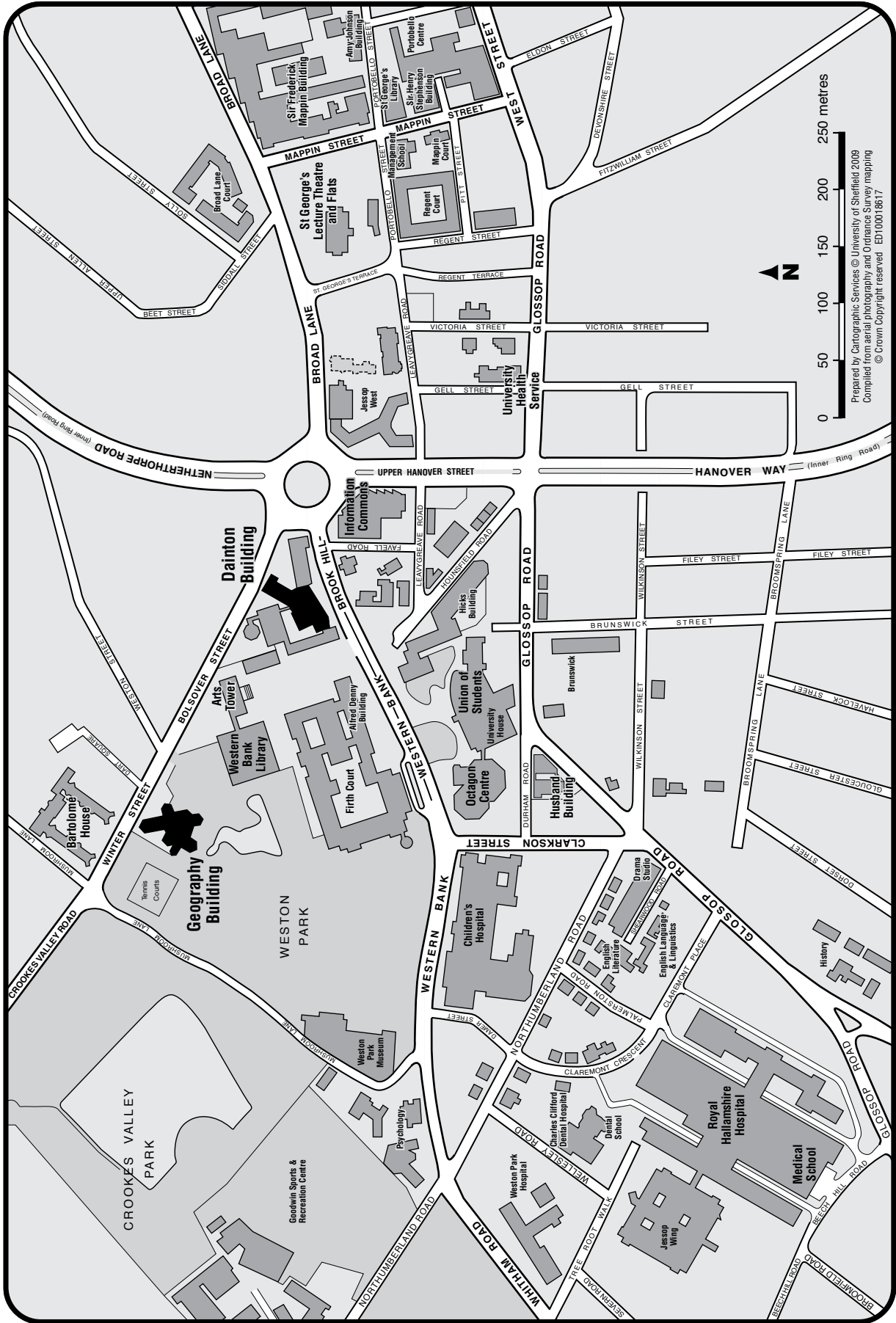
Overall, the department provides a range of learning opportunities. What you achieve is however very much in your own hands, as your personal input, outside formal contact times, is a critical part of your workload.

DISCIPLINE

The department regards students as mature and responsible individuals, aware of the self-discipline necessary for good relations in a community. There is therefore no published disciplinary code other than that relating to examinations and assessment.

The Head of Department can and does take action if individuals cause serious annoyance or danger to others and there are University procedures where behaviour is liable to bring the University into disrepute. Please remember that this applies within the University, the local community and the virtual world.

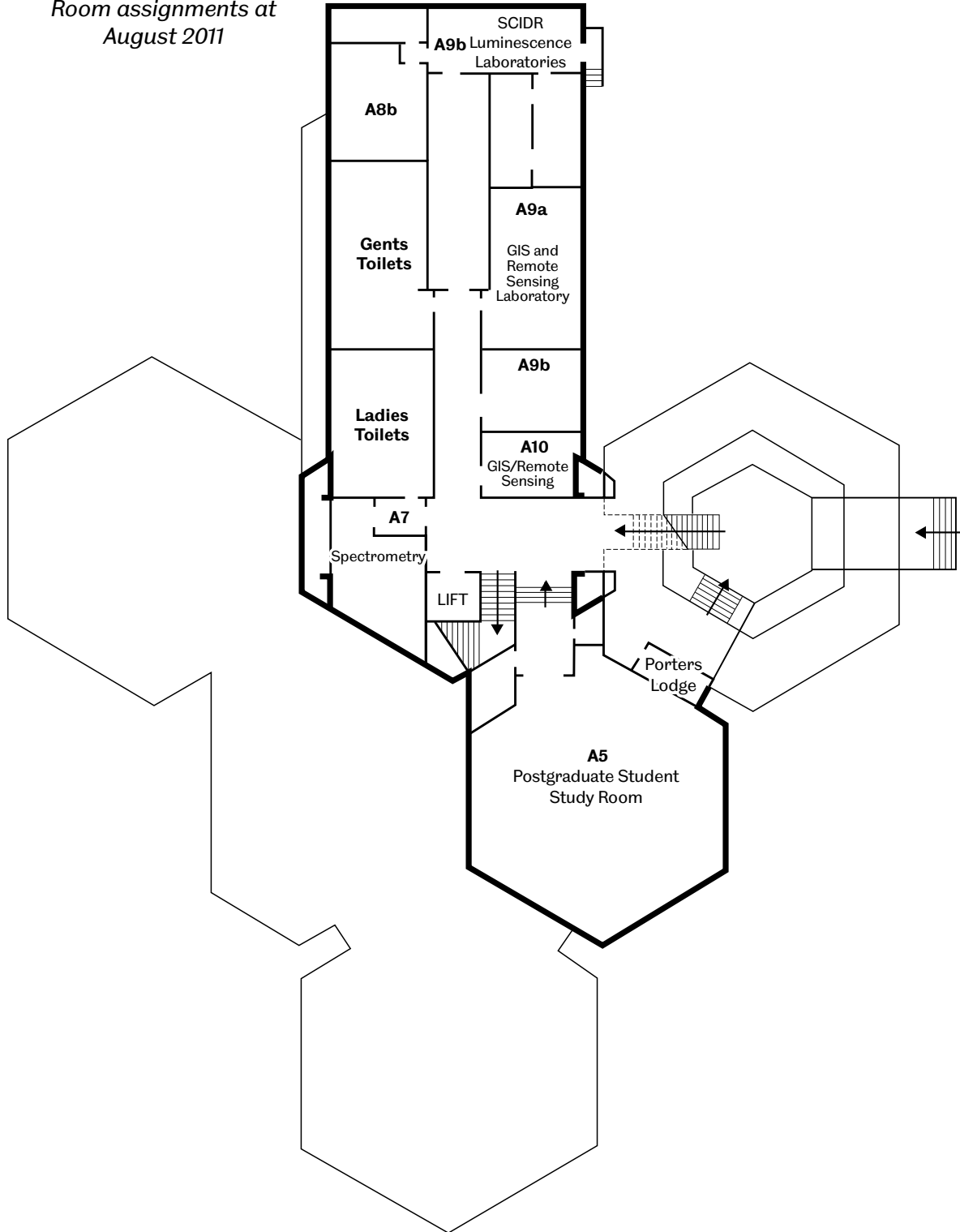
MAP AND DEPARTMENTAL PLANS



Prepared by Cartographic Services © University of Sheffield 2009
 Compiled from aerial photography and Ordnance Survey mapping
 © Crown Copyright reserved ED10018617

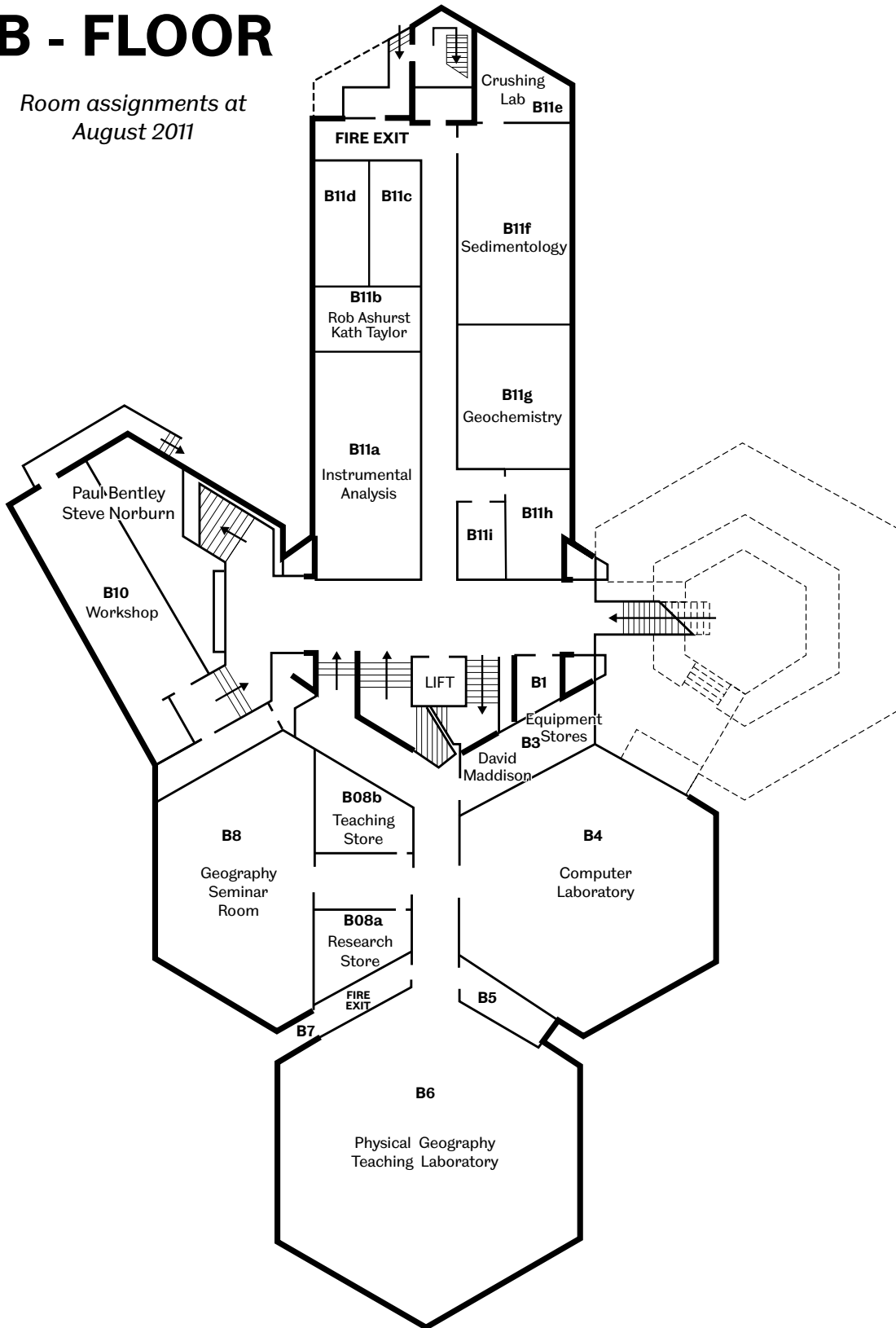
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Room assignments at August 2011



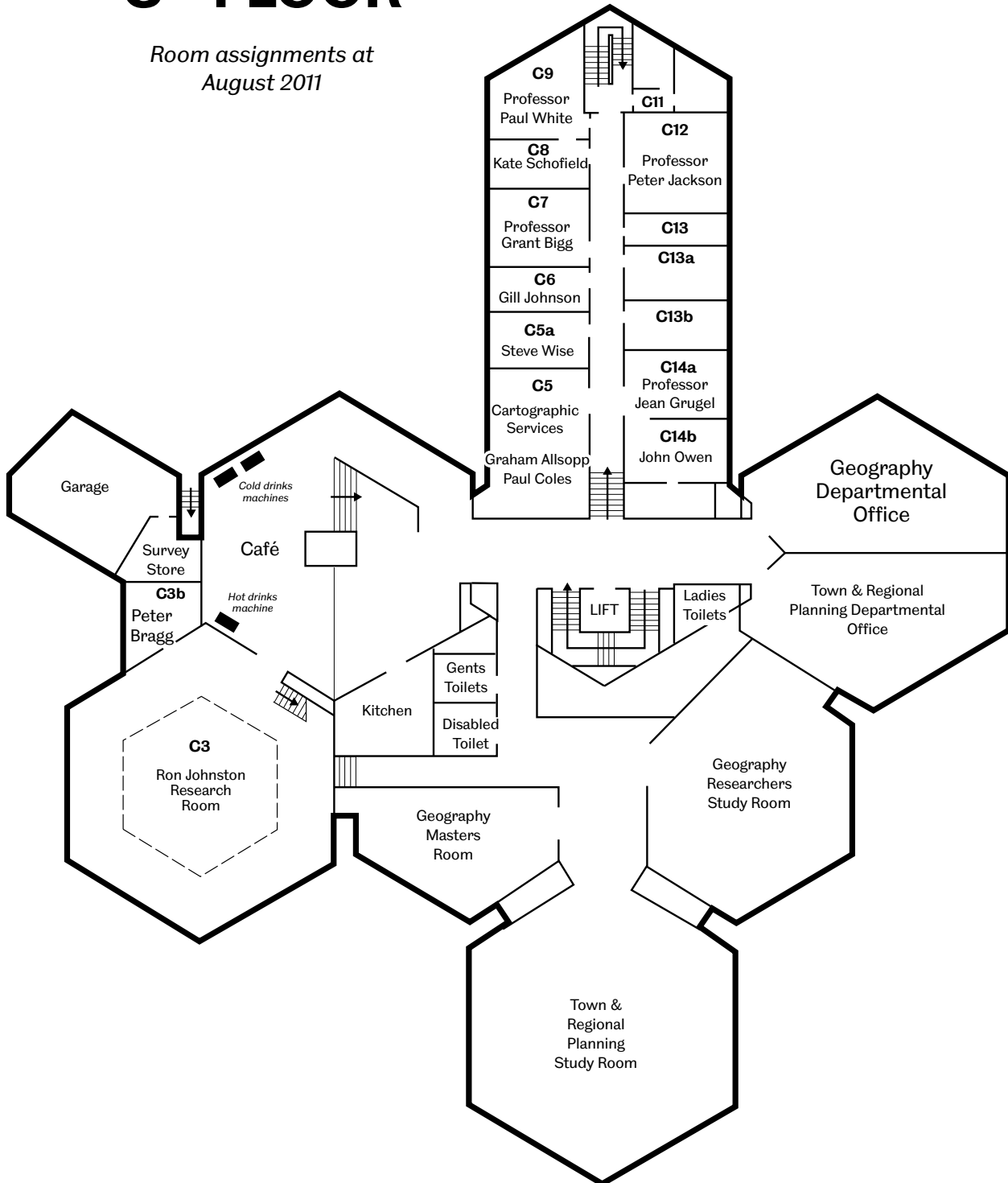
B - FLOOR

Room assignments at August 2011



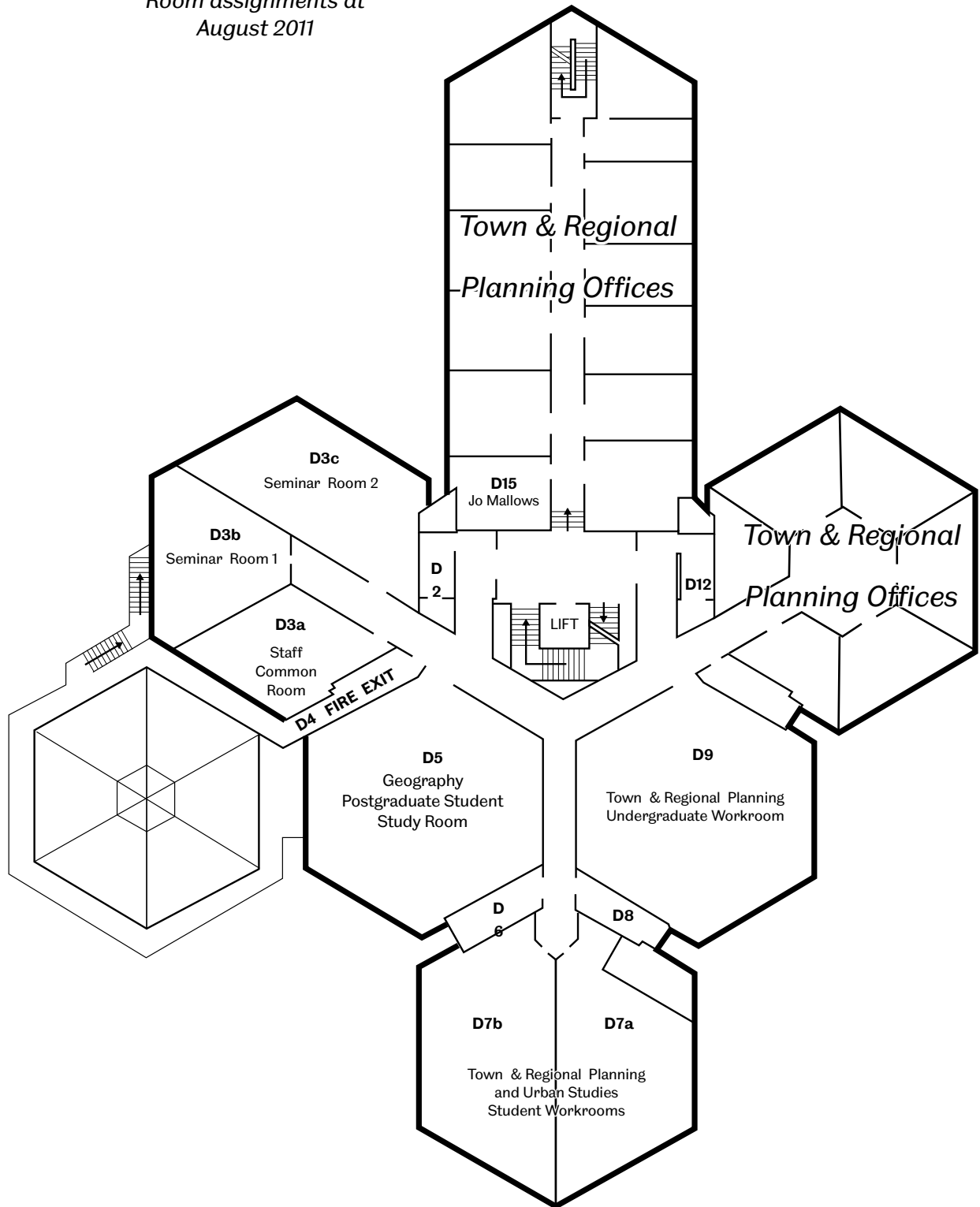
C - FLOOR

Room assignments at August 2011



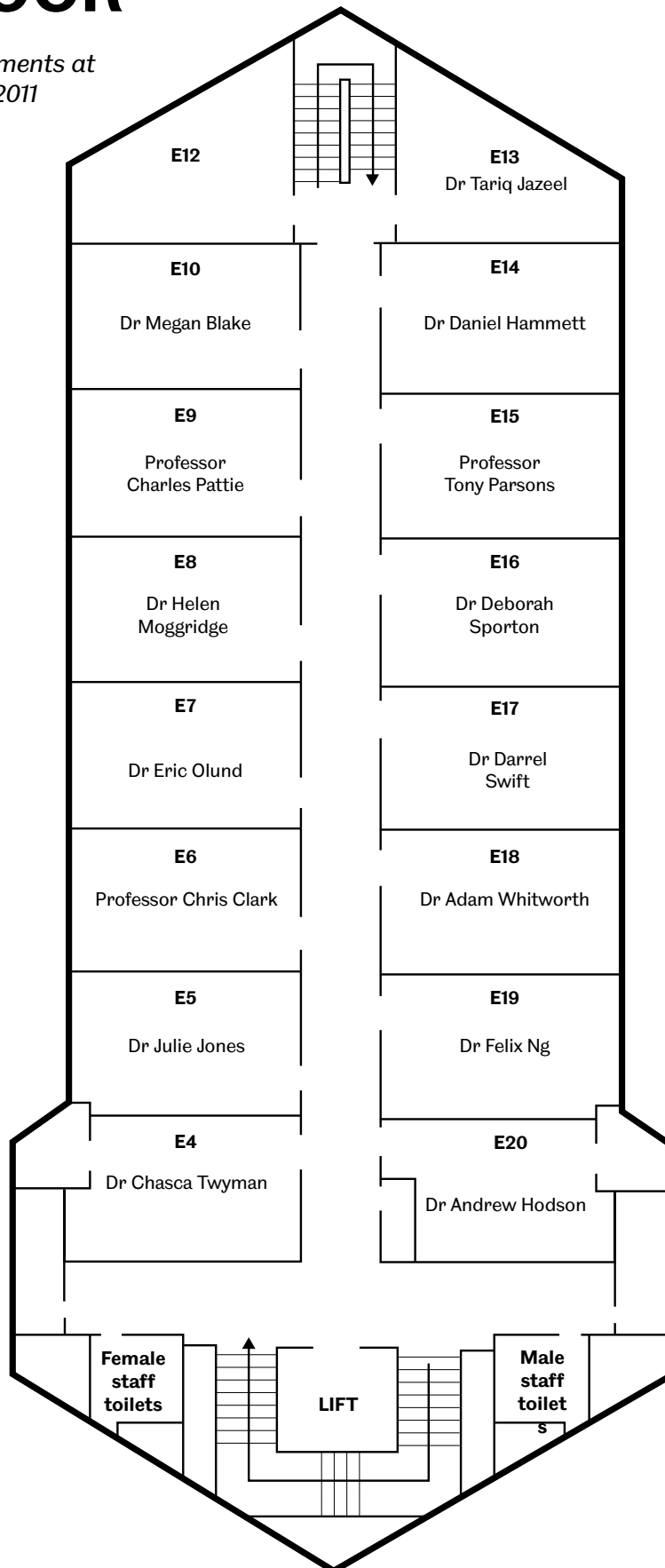
D - FLOOR

*Room assignments at
August 2011*



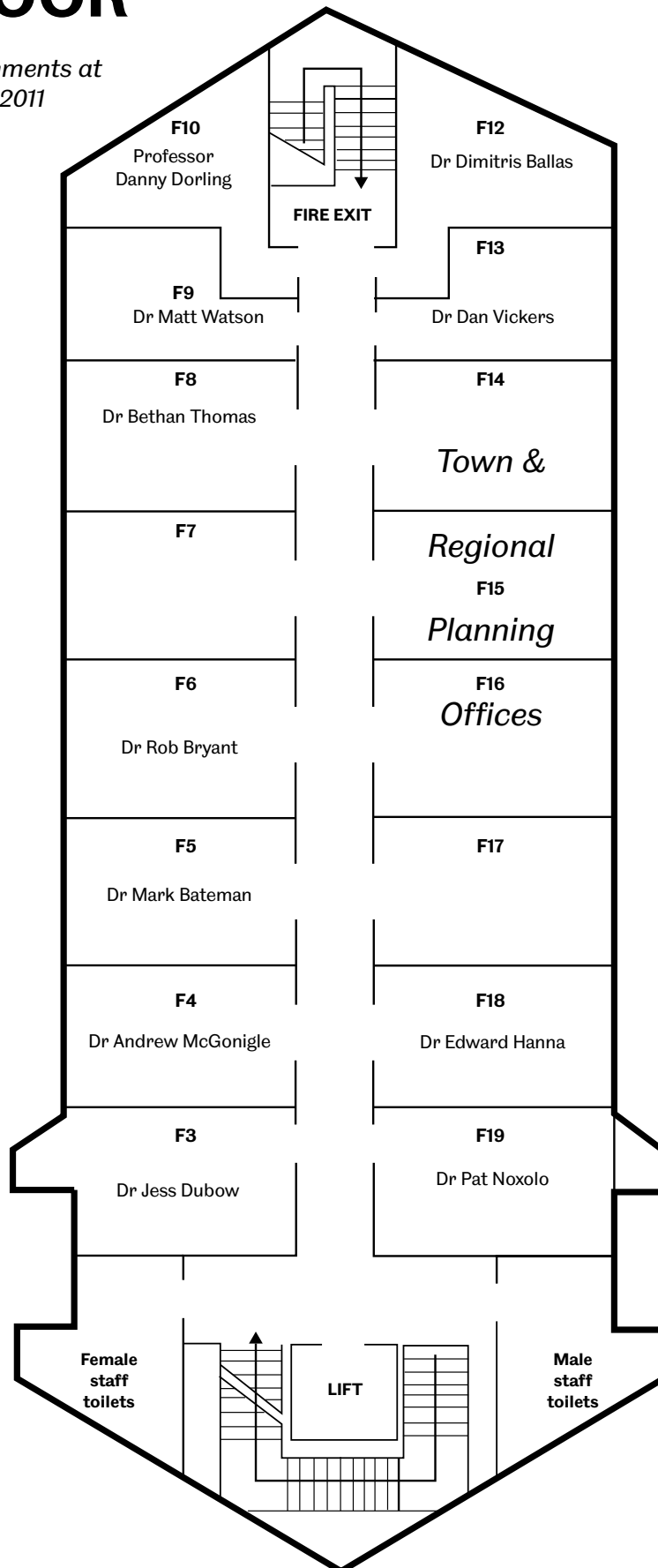
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*Room assignments at
August 2011*



F - FLOOR

Room assignments at
August 2011



GOALS OF THE UNIVERSITY OF SHEFFIELD

The mission of the University of Sheffield is to work to change the world for the better through the power and application of ideas and knowledge.

Its six guiding principles are:

- To achieve excellence
- To cultivate ambition
- To make a difference
- To work together
- To protect the future
- To lead the way

For more details, see the *Mission, Vision & Identity* website: www.sheffield.ac.uk/mvi

GOALS OF THE DEPARTMENT OF GEOGRAPHY

The Department has three general goals, consistent with those of the University as a whole:

- To provide quality teaching at undergraduate and postgraduate levels, informed and invigorated by the research and scholarship of academic staff.
- To provide access to the widest possible range of sources of knowledge, and the resources to enable the pursuit of learning and scholarship.
- To provide an environment in which all members of the Department can enhance their skills and apply them to a wide range of theoretical and practical problems in the service of the wider community.

In 1995 the Department was awarded an 'excellent' rating for the quality of its teaching by the Higher Education Funding Council for England. An Independent Evaluation of Teaching undertaken in 2004 concluded that "the Department of Geography is among the best in the country in terms of offering a teaching programme informed by research-active staff".

The department was also rated as having 95% of its research of international standard and 70% internationally excellent or world-leading in the 2008 Research Assessment Exercise.

OUR COMMITMENT

All students should read *Our Commitment*, which outlines the University's and the individual student's responsibilities on a range of issues. Students should note the following extract from *Our Commitment*:

As a student at The University of Sheffield, to have the best learning experience, I will:

- explore my passion for my subject and share this with other students and my tutors;
- work hard and to the best of my abilities and be happy to learn in different ways engaging equally with the range of activities set by my tutors;
- respond to the feedback I receive on my work and seek out support to do this if necessary;
- ask questions and develop a relationship with my tutors and supervisors so that they can best support me;
- be prepared for and not miss out on scheduled learning;
- seek out and engage with opportunities available outside my studies that can enrich my knowledge, skills and experience;
- make the most of available services at the University to help me to progress on my course and prepare for my future;
- acknowledge, appreciate and learn from the diversity of our population;
- take care of myself and my health;
- respect staff, students and our environment and see myself as part of the wider University and local community, recognising that my actions affect those living with and around me.

At the University of Sheffield, to enable students to have the best learning experience, we will:

- provide inspirational, engaging and knowledgeable teaching, that draws on our research interests;
- take a professional approach to our teaching, being well prepared, reliable and using a variety of methods;
- keep up-to-date with new developments in learning, teaching and assessment to inform what we do;
- provide accessible and inclusive learning and teaching that respects and benefits from our diversity;
- make ourselves available, get to know students and support you through any personal and academic challenges;
- provide clear assessment criteria and provide feedback that enables you to learn from assessment;
- listen to your feedback, act on it where appropriate and communicate any action we take;
- signpost you to learning resources and work with other services in order to support and enhance your experience;
- support you in identifying and developing your academic and transferable skills so that you are well prepared for your future;
- respect students, staff and our environment.

Further information about *Our Commitment* can be obtained from the Student Advice Centre in the Union of Students and at: www.sheffield.ac.uk/ssid/ourcommitment

TEACHING OBJECTIVES

TEACHING OBJECTIVES OF THE DEPARTMENT OF GEOGRAPHY

The Department's teaching objectives cover all three years of undergraduate work. Some relate to the discipline of Geography and underpin all our teaching; others concern the skills that we wish our students to develop as a result of taking our degree programmes. Our objectives in geography are as follows:

- 1 To provide a broad understanding of the study of geography and of the work of geographers.
- 2 To demonstrate the utility of a geographical understanding of issues and problems at a variety of scales, from that of the world as a whole to that of local events and incidents.
- 3 To demonstrate the utility of geography in suggesting possible solutions for such problems, and in evaluating solutions and policies proposed elsewhere.
- 4 To develop students' ability to evaluate and discuss alternative viewpoints relating to geographical processes and concepts.
- 5 To enhance students' abilities to develop skills in the acquisition, evaluation and use of information.
- 6 To develop students' oral, written, numerical and visual presentation skills.
- 7 To develop students' abilities in field-based investigations of geographical phenomena.
- 8 To train students in the carrying out of personal research projects.
- 9 To develop transferable skills in students within a collaborative context.
- 10 To enhance the ability of students to present themselves in the labour market or for further training with a broad range of skills and abilities.
- 11 To provide students with feedback over the achievement of the aforementioned objectives through monitoring and assessment.

We see our teaching as involving student progression – in other words, what is done at higher levels builds on what has been achieved earlier. We therefore have specific objectives for each level of our courses, as follows. Each of these relates to the more general Departmental objectives above.

At Level One our objectives are:

- 1 To enable students to develop their understanding of physical geography, human geography or both through the examination of processes operating within the real world with an emphasis on the meso scale.
- 2 To provide an understanding of geographic processes operating at a variety of scales.
- 3 To develop students' ability to interpret and evaluate information relating to geographical ideas.
- 4 To develop students' ability to construct an argument based upon evidence.
- 5 According to student choice, to develop students' understanding of physical systems and/or social systems.
- 6 To bring students from different pre-University backgrounds up to a common level of familiarity with certain basic concepts and facts.
- 7 To train students in the handling of quantitative geographical information.
- 8 To develop students' skills in written and oral presentations and in the visual representation of geographical information.
- 9 To introduce students to basic elements of information technology.
- 10 To provide students with feedback over the achievement of the aforementioned objectives through monitoring and assessment.

At Level Two our objectives are:

- 1 To enable students to develop their understanding of physical geography, human geography or both through the examination of processes operating within the real world with an emphasis on the meso scale.
- 2 To further develop students' ability to interpret and evaluate information derived from the academic geographical literature.
- 3 To further develop students' ability to construct an argument based upon evidence.
- 4 (according to student choice) To develop students' awareness of the connections of geography within the environmental sciences and/or the social sciences, and to demonstrate geography's contributions to these larger endeavours.
- 5 To develop students' skills in the acquisition of information, both through desk and laboratory based work and through field investigation.
- 6 Further to develop students' skills in the handling and analysis of geographical material by a variety of methods including (according to student choice) quantitative methods, qualitative methods, laboratory analysis.
- 7 Further to develop students' skills in the presentation of information and of the results of analysis through written work.
- 8 Further to enhance students' skills in the handling of information technology.
- 9 To introduce students to new skills involved in geographical research.
- 10 To train students in the execution of geographical research projects.
- 11 To provide students with feedback over the achievement of the aforementioned objectives through monitoring and assessment.

At Level Three our objectives are:

- 1 To enable students to carry out a personal research project under supervision.
- 2 To enhance students' understanding of the value of a geographical viewpoint on issues and problems in the real world.
- 3 To enable students to acquire an in-depth knowledge of certain areas of geography.
- 4 To enhance students' ability to analyse, criticise and evaluate alternative viewpoints and strategies within the context of substantive sub-fields of geography.
- 5 To develop students' skills in discussion, oral presentation, and task achievement within a collaborative context.
- 6 Further to enhance students' transferable skills, particularly with a view to future career development.
- 7 To provide students with feedback on the achievement of the aforementioned objectives through monitoring and assessment.

You will find that every module you take in Geography has its own clearly stated aims and learning outcomes.

STUDENT COURSE EVALUATIONS

The Department gained a rating of 'Excellent' in the last HEFCE Teaching Quality Assessment. Nevertheless, we constantly evaluate the quality of its teaching programme and modules, and always seek to improve what we do. One of the most important methods

of doing so is by asking students to comment on the modules they have taken, the work involved at a particular level, and the composition of our degree programmes as a whole.

Towards the end of every module you will be asked to complete a brief questionnaire, evaluating the extent to which the module has fulfilled its objectives. This will normally ask for tick-only responses to most questions, and will use a simple rating scale, but will also give students the opportunity to provide more detailed responses or free-form comments.

Towards the end of the academic year you will also be asked to provide us with feedback on a whole year (level) of your programme. Students about to graduate are asked to look back over the full programme of their degree course. Many final year students also take part in the National Student Survey (NSS), which seeks views from students on their overall satisfaction with their programme of study. The results of this survey are published nationally.

No evaluations ever require you to give your name. We trust students to take these exercises very seriously and constructively. The issues raised in the course evaluations are considered carefully by the Head of the Department, the Department's Teaching and Learning Committee, the convenors of relevant modules, and the Staff-Student Committee. Changes are made where necessary in response to the evaluation process, and students are informed of changes which have been made to our teaching programmes in response to constructive feedback.

If you have any questions about the process or outcomes of evaluating courses and modules within the Department of Geography, please contact the Chair of Teaching Quality: Dr Robert Bryant (r.g.bryant@sheffield.ac.uk).

INTERNATIONAL CONNECTIONS

Your chance to study abroad...

The Department is part of an international academic community and participates in a number of international programmes.

Europe:

The Department has exchange agreements that enable students to move between Institutes of Geography in a number of European Universities, primarily through the Socrates/Erasmus program. Socrates is the European scheme for the mobility of university students, funded by the European Commission. At present these are:

- University of Aarhus (Aarhus, Denmark)
- University of Amsterdam (Amsterdam, Netherlands)
- Charles University (Prague, Czech Republic)
- University of Turku (Turku, Finland)
- University of Zurich (Zurich, Switzerland)

There are usually about 14 places per year for students who wish to visit one of these universities in their third year for one semester. Modules taken at host institutions count toward the Sheffield degree, so that the whole period of study is not lengthened. Those wishing to study in Switzerland should have a sufficient level of linguistic competence in German; language proficiency is not a requirement for the other programmes, because they teach modules using English.

North America, Australia and South East Asia:

The University of Sheffield has a number of exchange arrangements with Universities in the United States, Canada, Australia, Singapore and Hong Kong. These enable students to spend their second year in an institution in one of these countries. Courses taken abroad count toward the Sheffield degree, so that the total period of study is not increased.

Geography students are eligible to apply for a placement in one of the following institutions:

USA:

Montana State University
Oregon State University
Penn State University
University of Buffalo (SUNY)
University of Illinois – Champaign-Urbana
University of Maryland – College Park
University of New Mexico
University of North Carolina
University of Oklahoma
University of Pittsburgh
University of Texas – Austin
University of Wisconsin – Milwaukee

Canada:

McGill University
McMaster University
University of Alberta
University of Toronto
University of Waterloo

Australia:

Australian National University
Griffiths University
Monash University
University of Queensland
University of Sydney
University of Western Australia
University of Wollongong

Hong Kong:

Chinese University of Hong Kong
University of Hong Kong

Singapore:

National University of Singapore

Other opportunities

One feature of modularisation, as applied at Sheffield, is that students may go elsewhere to take courses and bring the credits and grades back for integration into a Sheffield degree. Students may come forward with proposals for visits to universities other than those indicated above. The Department reserves the right to permit only those proposals that it approves as being appropriate to the award of a Sheffield degree.

Incoming students

The Department welcomes visiting international students for the contribution they make by bringing us a different perspective on issues. Everyone can benefit from having them here. Whenever you meet a visiting student from abroad please give them a warm welcome.

The University has an *International Students' Guide* available for incoming students from abroad. For more information about any of these schemes, talk to your Personal Tutor in the first instance. Dr Dimitris Ballas co-ordinates this scheme for the department.

WORKLOADS

Programmes of study in the Geography Department have been designed such that the total workload for a 10 credit module is approximately **100 hours**, while the workload for a 20 credit module is approximately **200 hours**. Students are therefore expected to work **36 - 40 hours per week** throughout each 15 week semester.

Modules GEO263, GEO264 and GEO356 require supplementary work during the vacations, and the time commitment for these vacation activities is additional to the normal semester workloads for these modules.

Level 3 field class modules (GEO358, GEO364, GEO365 and GEO367) have the same total workload commitments as other 20 credit modules, but a significant proportion of the workload may fall in a vacation, depending on the timing of field classes.

Your time in lectures, practicals, seminars or tutorials will rarely amount to more than half of the expected workload. However, in all modules you will be expected to undertake reading and other independent work to supplement the taught hours. It is extremely important that you put in the required hours on a week by week basis. The importance of reading is shown in the criteria for marking shown on page 26. **It is impossible to get an Upper Second class mark, and difficult to attain a Lower Second, without evidence in your assessment that you are conversant with the literature on the subject: attending the lectures is not enough on its own.**

Semesterised course structures, such as those at Sheffield, provide little time for traditional 'revision' activities. It is therefore important that students keep up-to-date with their work week-by-week throughout the semester.

READING WEEKS

Academic weeks 6 and 12 of the Autumn and Spring Semesters are usually reading weeks. Normally in reading weeks, no lectures, seminars, practical classes or tutorials are held. Students are expected to use these weeks for their personal work, such as reading in the library and the preparation of project work and assignments. The normal system of staff office hours operates during reading weeks. Students are expected to remain in attendance at university during reading weeks.

The current year's reading weeks are listed on page 6.

FIELDWORK

Field investigations are a vital part of both physical and human geography and there is compulsory field-based teaching attached to the level 2 'Research Design' module GEO263, which must be selected as a core module by Single Honours BSc Geography students. The field-based teaching aims to give students experience of a different environment, and in locations which allow easy access to particularly interesting field sites which may also be suitable for students to use for trying out their own research projects.

A significant financial contribution to the costs of any residential field classes from students will unfortunately be necessary. The level of this contribution cannot be determined at present but students will be informed as soon as it is known.

As well as the field teaching related to GEO263, there will also be individual day visits during some core modules and 'optional' half-modules. These day visits will be to sites of interest in the local area and will replace some afternoon practical classes or take place at weekends and should be at no cost to students.

At levels 1, 2 and 3, some modules may include day or part day fieldwork as part of their programmes. Four 20-credit field-based modules, GEO358, GEO364, GEO365 and GEO367 also run at level 3. These may be taken by students with the necessary prerequisites. Students are required to contribute financially to the cost of these modules.

MODULE HANDOUTS

For each module you take you will be supplied with one or more handouts which provide:

- The module outline
- The teaching schedule
- Details of the assessment
- Reading list

These documents are normally issued at the start of the module, but will also be available for downloading from the MOLE page for the module.

The lecture slides may also be available on MOLE, but because teaching styles differ, this will not always be the case.

ANONYMISED MARKING

The University operates a policy whereby all marking of formal examination papers is undertaken without the marker having the name of the student available. In all formal examinations you will be asked to identify yourself on the examination script by means of your university registration number. This can be found on your Students' Ucard, which you should carry with you at all times for identification purposes.

EXAMINATION AND NON-INVIGILATED ASSESSMENT MARKING PROCEDURES

The Department carries out quality control of marking procedures in line with Social Science Faculty policies.

Specifically, for Geography modules, where examinations are answered using a pro forma answer sheet or tick boxes, marking is either carried out using a template or electronically. For all other examinations marking is carried out using guidelines produced by each module team. At level 2 and level 3, where marks contribute to the final degree classification, marking consistency is checked and assured by a system of sample second marking. A similar system is applied to non-invigilated assessments, except for GEO356 and GEO302. In these cases, because of the individuality of each assessment, all are marked by two members of staff.

At all levels, pass/fail borderline results are checked and confirmed by module convenors. Finally, marking standards in all modules are subject to a system of independent checks carried out by external examiners appointed from other universities.

CRITERION REFERENCED MARKING

Most British universities use a standard form of marking which groups candidates into a number of classes. At Sheffield, all assessments are marked on a scale from 0 to 100 and the relationship of classes to marks on this scale is as follows:

1st class	70 – 100
Upper 2nd class (2i)	60 – 69
Lower 2nd class (2ii)	50 – 59
3rd class	45 – 49
Pass	40 – 44
Fail	1 – 39

A mark of 0 is returned for work not handed in, or which is felt to be unworthy of marking.

Students generally find it useful to have a guide as to the criteria that are used by staff in assigning a mark to a piece of work. The statements that follow are a suggestion of criteria as they might be applied to essays, whether submitted in tutorials or completed as part of an examination, course project or dissertation. To obtain a particular class of assessment an assignment does **not** have to fulfil all the criteria listed for that class – for example a beautifully written essay can still fail for being irrelevant – but the list overleaf helps to show what is looked for at university level.

ASSESSMENT

CLASS OR GRADE		GRADE	EXAMINATION (ESSAYS)	COURSE PROJECT/ESSAYS	DISSERTATIONS	
HONOURS CLASS	FIRST	90 or greater	As good as could be expected under examination conditions.	Worthy of retaining for future reference and application to teaching or research.	Publishable as a journal paper with editing and minor revision.	
		80 – 89	A comprehensive and well argued complete answer that clearly demonstrates a deep understanding of the subject including use of references not mentioned in lectures or on reading lists. High intellectual quality as well as factual knowledge. Clear ability to distinguish between different ideas and arguments. Forms independent and critical opinion based on evaluation of evidence. Interesting to read.	Outstanding work based on a critical appraisal of a high volume of relevant material that makes an original contribution or contains an original finding relevant to the subject.	Full completion of project to a professional research standard with some evidence of flair and originality in either the original idea or the execution. Links findings with the research literature.	
		70 – 79	Goes beyond simply answering the question. Perceptive argument and focused with a good depth of material. Good structure of argument and independent critical evaluation of a well-referenced literature. Discusses relevant examples where appropriate.	Wide breadth and use of appropriate data or literature. Written and presented in an appropriate academic style.	Demonstrates a professional research approach. Full completion of task, achievement of stated objectives and awareness of shortcomings. Clear critical appreciation of subject, study methods and findings.	
	SECOND	UPPER	60 – 69	Good understanding of the issues plus a coherent, well-read and a clear argument though lacking the originality of a first-class answer. Analytical and critical treatment of material. Strong evidence of knowledge from lectures and background reading from the reading list. Involves synthesis that goes beyond simply reproducing material given in lectures and seminars.	Thorough, clear treatment showing an understanding of arguments, contribution and context. Efficient use of data/literature. No serious flaws or misconceptions, but minor errors are acceptable. Engages with the major issues and comes to sound and coherently argued conclusions.	Clear programme of study supported by evidence of hard work in pursuit of worthwhile objectives. A highly satisfactory piece of work, but with identifiable unfulfilled potential.
		LOWER	50 – 59	Provides a reasonable and relevant response to the question; shows some awareness of the literature and of relevant examples but rarely cites specific references (alternatively writes virtually entirely from references or examples but without tying them together); provides a reasonably structured account, but includes some signs of confusion; possibly contains errors of fact or interpretation.	Somewhat superficial treatment of wide literature or data OR adequate treatment of incomplete data or literature with little spark or critical insight. Reproduces material covered in lectures/seminars or follows quite closely the structure and content of a few key sources but adds only a little that comes from the student's own research and investigation.	Diligent execution and sound outcome but modest intellectual framework and lacking critical insight. Objectives may not be fully achieved. Programme of work relatively unambitious, of limited scope and not innovative.
	THIRD	45 – 49	A bare response to the question set; shows some knowledge of relevant material; poorly organised and structured, usually along the lines of "All I've found out about..."; may contain errors of fact or interpretation.	Very basic approach to a narrow or ill-judged selection of material. Poor background knowledge or flawed arguments. Lines of thought not sustained and conclusions are not fully supported by the text/project analysis.	Deficient in effort or arguments/discussion poorly resourced. Over reliance on an existing literature. Little depth or grasp of analytical technique. Programme of work unclear or absent. Objectives inadequately framed.	
	PASS	40 – 44	Demonstrates some awareness of what the question is about; shows little recognition of relevant material; makes incorrect statements; little real sign of thought.	Inadequate and without serious scholarly appreciation but some value in terms of content reproduced.	Inadequate and without serious scholarly appreciation but some value in terms of content reproduced.	
	FAIL	31 – 39	Significant inability to engage with the question; significant amount of material irrelevant to the question posed and/or incorrect; may be poorly structured. Insufficient academic value to merit a pass grade.	Significant lack of adherence to project/essay outline or title. Reveals lack of understanding of task set or outcome required. Insufficient academic value to merit a pass grade.	Insufficient evidence of adequately completing a reasonable piece of work through data collection, analysis or arguments advanced. Insufficient academic value to merit a pass grade.	
		16 – 30	Largely inadequate and/or unstructured answer, or almost entirely comprising irrelevant or incorrect material, lacking evidence of both understanding and relevant literature. Manifestly well below a pass grade.	Little adherence to project/essay outline or title. Unacceptable as a piece of coursework with one or more of following: irrelevant material; many errors; and lack of evidence of both significant understanding and relevant literature. Manifestly well below a pass grade.	Insufficient material or evidence of academic endeavour for it to be judged to have formed a dissertation. Manifestly well below a pass grade.	
		0 – 15	Very minimal and manifestly academically poor answer to the question, or almost wholly/completely addresses something other than the question set.	Almost no attempt to complete task set or so manifestly academically inadequate as to have been deemed to have not completed coursework.	Almost no attempt to complete task set or so manifestly academically inadequate as to have been deemed to have not completed coursework.	

NON-INVIGILATED ASSESSMENTS

In many modules students are required to submit essays, projects, laboratory notebooks, field reports or portfolios of exercises for assessment. Such assessment materials are generically known as ‘non-invigilated assessments’ since they are separate from formal examinations taken under supervised conditions in an examinations hall. It is the responsibility of the student to obtain a description of the non-invigilated work for a particular module from the appropriate module convenor.

Where there is a non-invigilated component in the assessment of a module, the convenor of the module will issue students with a written description of the material they are expected to prepare for the module. This description will normally be handed out during lectures or practicals associated with the module, be incorporated in any guide for the module provided at the start of the relevant semester or made available on the departmental web site, and will include:

- (1) details of the nature of the work, length, and proportion it forms of the assessment of the module
- (2) date and arrangements for submission, (both paper and electronic)
- (3) marking criteria

The Department of Geography does not have a policy of requiring students to acknowledge receipt of these instructions in writing, but will require students to acknowledge submission of the work by signing a register kept for this purpose in the Departmental Office.

The overall preparation of non-invigilated work that a student is expected to complete will generally increase from level one through to level three. At each level the amount of non-invigilated work for each individual module will vary. For some modules, 100% of the assessed work will be non-invigilated whereas others may be 100% examination. Many modules will combine examined and non-invigilated material, with the latter generally forming between 33% and 50% of the total assessment for the module.

DEADLINES AND LATE SUBMISSIONS

The deadlines for all non-invigilated material will be issued to each student at the start of each module. A scale of penalties will be imposed for the late submission of non-invigilated material. **Where only one copy of the non-invigilated work is required (eg field notebooks)** a five percent penalty will be applied to the original mark for each working day late, up to a limit of five working days, after which the work will receive a mark of 0, as outlined in the table below.

Day(s) late	Multiply mark by	Mark awarded after penalty	
		Original mark 60	Original mark 50
1	0.95	57	48
2	0.90	54	45
3	0.85	51	43
4	0.80	48	40
5	0.75	45	38
>5	0	0	0

Where two copies are required

For many pieces of work two copies must be submitted.

- A paper copy which is marked and returned to the student, complete with markers' comments for feedback.
- An electronic copy submitted via Turnitin. This is used to check for plagiarism and collusion and is retained as the department's copy

The deadline for the electronic copy is 11:59pm of the day which the paper copy is due. In case of any problem with Turnitin, please email the departmental Examinations Officer immediately.

Having two copies means there are various combinations which may result in late submission penalties, as follows.

EITHER one copy is submitted on time and the other late but within five working days OR both copies are submitted late, but both within five working days.

- The standard penalty is applied, based on the later of the two submissions.

One copy is submitted on time or within five working days and the other is submitted after five working days or not at all.

- Strict application of the rules would mean a mark of 0 for the assessment. However, since one copy has been submitted, a 25% penalty is applied.

BOTH copies submitted after five working days or not submitted at all.

- In this case a mark of 0 is awarded.

For **paper copies**, 'working days' do not include weekends, but do include days within vacation periods. For example, if a submission day falls on the last Friday before the Easter vacation, penalties for late submission of the paper copy would be applied from the first Monday of the vacation period. For **electronic copies**, every day counts as a working day, including weekends and vacations.

Late work **MUST** be submitted to the Department Office (C Floor) with a late slip attached and **NOT** directly to any staff member.

REQUESTING AN EXTENSION TO A SUBMISSION DEADLINE

If medical problems or extreme family or personal problems mean that you are unable to submit work by the submission date you may apply for an extension to the deadline. Application must be made in writing (email is acceptable) to Dr Edward Hanna, Tutor for Undergraduate Studies (see staff list on page 4) and **must** be made **before** the submission deadline. Applications on medical grounds must be supported by documentation (see 'Certification of Illness').

Work granted an extension still normally needs to be submitted through Turnitin.

Note that you should normally allow time for printing work, and be sure to have backup copies, since last-minute computer-related problems will not normally be accepted as grounds for an extension.

PENALTIES FOR OVER-LENGTH WORK

The length limit for each piece of non-invigilated assessment work associated with a particular module will be issued to each student at the start of the module. The length limit varies between modules. There is normally an allowance for the main body of the document, and an additional allowance for pages of diagrams, tables, references, etc. It is your responsibility to check what is required for each module.

Length limits will normally be specified by word limits. The table below shows the penalties that will be imposed on over-length work.

Amount over-length		Multiply mark by	Mark awarded after penalty	
Page limit	Word limit		Original mark 60	Original mark 50
1	10% over	0.95	57	48
2	20% over	0.90	54	45
3	30% over	0.85	51	43
4	40% over	0.80	48	40
5	50% over	0.75	45	38
>10	>100% over	0	0	0

PLAGIARISM, COLLUSION & CHEATING IN EXAMS

This section draws on the University's guidance to students on Plagiarism and Collusion which can be seen in full at: <http://www.sheffield.ac.uk/lets/design/unfair>

Plagiarism and Collusion

The basic principle underlying the preparation of any piece of academic work is that **the work submitted must be your own original work**. Plagiarism and collusion are not allowed because they go against this principle. Please note that the rules about plagiarism and collusion apply to all assessed and non-assessed work, including essays, experimental results and computer code. Cutting and pasting from web sites would also be considered unacceptable.

Plagiarism is passing off others' work as your own, whether intentionally or unintentionally, to your benefit. The work can include ideas, compositions, designs, images, computer code, and, of course, words. This list is not exhaustive. The benefit accrued could be, for example, an examination grade or the award of a research degree.

- If you submit a piece of work produced by others, or copied from another source, this is plagiarism.
- If you produce a piece of work which includes sections taken from other authors, this is plagiarism, unless the source has been properly attributed (see below) The length of the copied section is not relevant, since any act of plagiarism offends against the general principle set out above. When copying sections from other authors it is not sufficient simply to list the source in the bibliography.
- If you paraphrase from another source without the appropriate attribution, this is plagiarism. Paraphrasing should use your own words to demonstrate an understanding and accurately convey the meaning of the original work, and should not merely reorder or change a few words or phrases of the existing text.

- If you copy from or resubmit your own previous work for another assignment, this is self-plagiarism, and is not acceptable.

Collusion is a form of plagiarism where two or more people work together to produce a piece of work all or part of which is then submitted by each of them as their own individual work.

- If you get someone else to compose the whole or part of any piece of work, this is collusion.
- If you copy the whole or part of someone else's piece of work with the knowledge and consent of the latter, then this is collusion.
- If you allow another student to copy your material, knowing that it will subsequently be presented as that student's own work, then this is collusion.
- When group work is allowed for a piece of assessed work, you will be given very clear guidance on which elements of the work can be done in the group and which must be done individually. If you do not follow these guidelines *eg* you work on an assignment with one or more other students, produce an agreed piece of work and then copy it up for individual submission, then this would be collusion.

When preparing essays, projects or other work, you will read widely and become familiar with the work of others. However, anyone assessing your work is interested in your understanding of what you have read and you should use your own words to demonstrate this. The selective quoting of material from sources such as books, articles and web sites is permissible, but the material must always be attributed to its source and the quoted material must be clearly identified. You will be given instruction in the accepted way of making reference to material which you have read, and including direct quotations, in module GEO163, and you should ensure that you follow the rules which you will be taught in all your assessed work.

Cheating in examinations

During closed book examinations, candidates are expressly forbidden to copy from another candidate or from notes. They are also forbidden to communicate with anyone other than the invigilators. During open book examinations, students are allowed to use reference material such as notes but they must not communicate with anyone other than the invigilators.

Penalties

Plagiarism, collusion and cheating in examinations are all strictly forbidden and are viewed very seriously. Students are warned that any work affected by plagiarism, collusion or cheating will be subject to a mark penalty, which can extend to awarding a mark of zero. The penalty will, in some cases, entail failure in the examination for the relevant module or degree. The student may also be referred to the University's Discipline Committee.

USE OF MATERIAL FROM THE WORLD WIDE WEB

The world wide web represents an extremely useful source of information for your studies. It is a useful source of online data and of reports from major organisations, such as the European Union and the United Nations.

It is also a useful tool in undertaking initial research into a new topic, which will be necessary for some pieces of coursework such as the Extended Essay (GEO302). However, there are two dangers associated with the use of web-based material:

- 1 It is easy to be tempted to cut-and-paste text from web pages into your own work. If this is done without proper attribution of the source, it represents plagiarism, which is viewed very seriously (see separate section on Plagiarism, Collusion and Cheating in Exams). Even when the source is properly attributed, it is not good practice to use large sections of text taken directly from other people's work and if you do this too much you will lose marks.
- 2 Information on the web is not always reliable. The quality controls which exist for printed material, such as peer review and editing, do not always exist on the web. It is best to regard web-based research as a useful first step to obtain an overview of a subject and pointers to other reading in books and journals.

The department expects that the majority of reading on which the final work is based (and which is therefore cited within the work itself) should come from reliable, academic sources. Typically this will mean academic books and articles in peer-reviewed journals. Citations to web-based material within the final piece of work should only be used when this is the only or the most appropriate source of the information being referenced.

For example it is appropriate to use web references in the following situations;

- When the web is the simplest way of obtaining a copy of something which is also available in printed form. For example, much of the material produced by central and local government and various NGOs is made available this way.
- To refer to material from newspapers.
- When the information on the web page is itself the focus of the discussion *eg* when considering the views expressed by pressure groups via their web pages.

Examples of inappropriate use of web-based sources include:

- The use of material from sites with no control on the quality of the information. The best current example is Wikipedia, which can be freely edited by anyone. Such sites are useful to obtain background information, but this should always be verified from a more reliable source.
- To refer to research work from people's homepages. Seek out a publication on the work in a refereed journal.

The inappropriate use of web-based material is likely to lead to a loss of marks.

CERTIFICATION OF ILLNESS

If you are ill for a period of less than seven days during the semester (excluding the examination periods), you need to complete parts 1 and 2, ticking box 2A, of the Special Circumstances Form available from SSiD, the SSiD website and the departmental office. The form should be completed and returned to the departmental office, and no medical evidence is required, though if you have a Doctor's Note you can attach it to your form.

If your illness has lasted for longer than seven days, you need to complete sections 1, 2, 3 and 4 and tick box 2B of the Special Circumstances Form. You will need some medical evidence to go with the form – if you are registered with the University Health Service they can complete the relevant part of section 4. The completed form should be returned to the departmental office. Please note that the Special Circumstances Form replaces the Student Medical Self-Certificate and the Student Sickness/Absence Report Form.

If your illness means that you are unable to attend an examination, you should contact Lynn Trigg in the departmental office (0114 222 7901 or L.E.Trigg@Sheffield.ac.uk) before the start of the exam. You should also contact the University Examination Office on 0114 222 1298. You will also need to complete the Special Circumstances Form, and attach medical evidence, which should be done as soon as possible and normally by the last day of the respective semester (3 February 2012 for Semester 1 and 9 June 2012 for Semester 2 in 2011/12) so that it can be properly taken into account at the twice-yearly Special Cases meetings and Exam Boards in February and June.

If you feel that you have personal circumstances that are adversely affecting your studies, you should discuss these with your personal tutor. All personal information given to a member of University staff is confidential, and will not be passed to anyone else without your permission.

CONFIDENTIALITY OF PERSONAL CIRCUMSTANCES

All information given by you to a member of staff in strict confidence is covered by a Code of Practice and will not be divulged to any third party without your permission except where there is a legal obligation to do so or where issues of personal safety arise. You must recognise, however, that in insisting on strict confidence it may not be possible for an examinations board to offer concessions unless the chair of the examination board is given knowledge of the full details of your case. For this reason you may be advised to allow the information to be shared with a second or third academic member of staff.

REQUIREMENTS FOR PROGRESSION

Students are only awarded credits in those modules where they have achieved a pass (40 or above).

Progression from Level 1 to Level 2

At the end of the academic year, students will each fall into one of five categories as follows:

- 1 You will have been awarded 120 credits. You will proceed to level 2.
- 2 You will have been awarded 100 or 110 credits and have satisfied the examiners that a conceded pass is appropriate in the module or half-modules in which credits have not been awarded (note that only fail marks of 30 or above will be considered for a conceded pass; no fail marks below 30 will be considered). You will, however, have gained credits in all those modules or half-modules that are pre-requisites for compulsory modules or half-modules at level 2 of your registered degree programme. You will proceed to level 2.
- 3 If you have been awarded 100 or 110 credits but the grades obtained in the modules or half-modules in which credits were not awarded do not satisfy the examiners that a conceded pass is appropriate, then you will be required to resit the assessment for those modules or half-modules.
- 4 If you have been awarded fewer than 100 credits you will be required to resit examinations in all modules or half-modules for which credits were not awarded.
- 5 If you have not been awarded credits in any module or half-module that is a pre-requisite for a compulsory module or half-module at level 2 of your registered degree

programme, you will be required to resit the assessments in those modules or half-modules.

Following resit examinations you will be allowed to progress to level 2 if the results of those resits, together with the results of the original examination (the resit mark taking precedence where a resit assessment has been taken), place you in categories 1 or 2 above.

Progression from Level 2 to Level 3

At the end of the academic year, students will each fall into one of four categories as follows:

- 1 You will have been awarded 120 credits. You will proceed to level 3.
- 2 You will have been awarded 100 or 110 credits including credits in all those modules or half-modules that are pre-requisites for compulsory modules or half modules at level 3 of your registered degree programme. You will be allowed to proceed to level 3. However, you will also be given the opportunity to resit the failed modules or half-modules. This allows you to improve your average grade, used to determine your degree class, and it also enables you to increase the number of credits you hold, which could be important if you fail to gain credits in certain of your level 3 modules. Students are **strongly** encouraged to resit any fails at level 2 before progressing to level 3, **even if** they have 100 or 110 credits passed.
- 3 If you have been awarded fewer than 100 credits you will be required to resit examinations in all modules or half-modules for which credits were not awarded.
- 4 If you have not been awarded credits in any module or half-module that is a pre-requisite for a compulsory module or half-module at level 3 of your registered degree programme, you will be required to resit the assessment in those modules or half-modules.

Following resit examinations you will be allowed to progress to level 3 if the results of those resits, together with the results of the original examination, place you in categories 1 or 2 above.

Level 3

If you fail to obtain sufficient credits to be awarded a degree, you will be allowed to resit assessments in those modules or half-modules in which credits were not awarded. Such resit examinations shall take place in January and June of the normal academic year, and not in August. If you have to resit any level 3 modules in order to obtain sufficient credits to graduate, you will be considered for a bare pass degree only; you will not be able to graduate with honours.

General Issues

All resit assessments will take place in August/September, except for those for level 3 students. At levels 2 and 3 the maximum grade that can be obtained in a resit assessment is 40.

Where a student has to resit a module or half-module the nature of the assessment tasks may be varied from those required in the original assessment. Students will be fully informed of any such changes.

RESITS

Level 1

Resit examinations for Autumn Semester and Spring Semester modules will be held in the following August. Entry for these examinations is open only to students who cannot proceed to level 2 as a result of failure to satisfy level 1 requirements or who have failed a module at level 1 which is a pre-requisite either for a level 2 module that the student intends to take or is a core module at level 2.

Level 2

A student who fails any module or half module at level 2 may be permitted to resit on one or (subject to approval) more occasions. If the student subsequently passes, the maximum grade is a pass (40). Resits are normally available during August in all those modules that a student must pass to proceed to level 3 and in all those level 2 modules that are pre-requisites for level 3 core modules.

Level 3

A student who fails any module or half module at level 3 and who has not been recommended for the award of a degree may (subject to approval) resit on one occasion. If the student subsequently passes, the maximum grade is a pass (40).

In all cases, non-invigilated elements may be replaced in the resit examination at the discretion of the examiners by a specially set unseen paper or incorporated into the content and/or rubric of the resit paper.

NOT ASSESSED

Students who are not assessed in a module in levels 1 and 2 will sit exams for the first time in August. The situation at level 3 is still subject to University discussions, and in the first instance, students should see the Head of Department.

CRITERIA FOR DEGREE AWARDS

Your final degree classification is calculated on the basis of module marks from Level 2 and Level 3. (Note that you must pass Level 1 but the marks are not used in calculating your degree classification.) In doing the calculations, Level 3 marks are double weighted.

The potential degree class for a student is first calculated using two different methods – a mean module mark, and a median class, as described below. If these predict the same degree class, then that is the class awarded. If they predict different classes, other rules apply to decide the final classification as described at the end of this section.

Weighted mean mark

The weighted mean mark is simply the numerical average of your module marks, with Level 3 modules being double weighted. Where your weighted mean grade is in the range shown in the first column of the table below, this method will place you in the class shown in the second column.

ASSESSMENT

69.5 or higher	Class I
59.5 or higher	Class II—Division 1
49.5 or higher	Class II—Division 2
44.5 or higher	Class III
39.5 or higher	Pass

There is a borderline, just below each degree class. If your weighted mean grade falls within this borderline (as indicated in the first column below) you are considered to be in the borderline for the class shown in the second column:

For students commencing level 1 or level 2 of study in or after September 2010:

68-69.4	Class I
58-59.4	Class II—Division 1
48-49.4	Class II—Division 2
43.5-44.4	Class III
38-39.4	Pass

For students commencing level 3 or level 4 of study in September 2010:

67.0-69.4	Class I
57-59.4	Class II—Division 1
47-49.4	Class II—Division 2
43.5-44.4	Class III
37-39.4	Pass

Median Class

The median class is the class equalled or exceeded by 50% of your credits. Level 3 credits are double weighted so, with 120 credits at level 2 and 240 at level 3, in effect 360 credits contribute to your final degree. To calculate the median mark, all module marks are listed in descending order, from the best to the worst, and with each mark weighted according to the number of credits for the module and the level at which the module is taken (so the mark for a 10 credit level 2 module will count once, whereas the mark for a 20 credit level 3 module will count 4 times). The median mark is the 18th ranked mark on this list. In addition, the examiner looks at a mark slightly above the median, the mark obtained in your 15th ranked mark. Where both marks are in the same degree class, the median mark method predicts that class as your degree outcome. If the 18th ranked mark is in one degree class and the 15th ranked mark is in a higher degree class, this method places you in the borderline between the two degree classes.

Calculating a degree class

The following example may make this easier to understand.

A student gets the following results:

Level 2

Credits	20	20	20	20	20	20
Mark	62	71	58	68	55	61

Level 3

Credits	40	20	20	20	20
Mark	65	51	80	64	57

ASSESSMENT

The first method calculates this student's weighted mean grade as 63.3, a clear 2.1. Ranking the grades to calculate the median mark gives the following:

Rank	Grade
1	80
2	80
3	80
4	80
5	71
6	71
7	68
8	68
9	65
10	65
11	65
12	65
13	65
14	65
15	65
16	65
17	64
18	64

Rank	Grade
19	64
20	64
21	62
22	62
23	61
24	61
25	58
26	58
27	57
28	57
29	57
30	57
31	55
32	55
33	51
34	51
35	51
36	51

In the second method, the 18th-ranked module (the median) gives a mark of 64, and the 15th-ranked gives a mark of 65. As both are clearly in the 2.1 class, this method also predicts a 2.1 for the student.

Degree classification

The two calculations above can lead to four possible outcomes:

- 1 Both methods give the same degree class: student is awarded that class.
- 2 One method puts the student clearly in a degree class, and the other puts him or her in the borderline below that class. The student is awarded the higher degree class.
- 3 Both methods put the student in the borderline (or one method places the student in one degree class and the other method places him or her in another degree class). The Level 3 average mark may be used to help decide the degree class to be awarded.
- 4 One method puts the student in a borderline and the other puts him or her in the class below. The student is awarded the lower degree class.

All borderline candidates whose degree classification still remains unresolved after the application of this procedure will be considered by the External Examiners who will make a recommendation to the Final Examination Board.

PRIZES

Each year the department awards prizes based on outstanding examination performance:

- The Hart Prize for the best performance at level 1 in Geography.
- The Hart Prize for the best performance at level 2 in Geography by a student reading Single Geography.
- The Alice Garnett Prize for the best dissertation (GEO356) by a student reading Single Geography.
- The Hart Prize for the level 3 student who has brought most credit to the department.
- The RS Waters Physical Geography Prize to be awarded to a student reading Single Geography on the basis of the best overall performance (excluding the dissertation) in Physical Geography including both levels 2 and 3.
- The Hart Human Geography Prize to be awarded to a student reading Single Geography on the basis of the best overall performance (excluding the dissertation) in Human Geography including both levels 2 and 3.
- The Alice Garnett Prize for the best performance in Geography by a student reading for a Dual Honours degree.
- Fearnshides Prize: for reports on geology and earth science modules.
- The Laverick-Webster-Hewitt Prize for the overall best performance in the final examination of a student reading Environmental Sciences.
- The Laverick-Webster-Hewitt Travelling Fellowship: for students of geology and physical geography modules wishing to undertake research in areas of international importance.
- L.R.Moore Prizes in Geology: for reports and maps in field projects submitted for final examination (Geography students are eligible).
- The Accenture Prize: for best overall performance in Human and Physical Geography.

In addition to these internal prizes the department enters dissertations of outstanding merit for the following external prizes:

- Bill Ogden Memorial Prize (Regional Studies Association): best essay/project/dissertation on the study of strategic planning at the European scale.
- The Royal Geographical Society Climate Change Research Group (CCRG) prize: for innovative and high-quality thesis research in human or physical geography dimensions of climate change related research.
- RGS-IBG (Royal Geographical Society with the Institute of British Geographers) Biogeography Research Group prize: best undergraduate dissertation in the field of biogeography.
- RGS-IBG (Royal Geographical Society with the Institute of British Geographers) Developing Areas Research Group: best undergraduate dissertation in the area of the Developing World.
- RSAIBIS (Regional Science Association International: British and Irish Section) Award in Regional Science: awarded for the best piece of written work in Regional Science.
- The Alfred Steers Dissertation Prize (Royal Geographical Society): best undergraduate dissertation for a first degree.
- The Marjorie Sweeting BGRG Dissertation Prize: best undergraduate dissertation in the field of geomorphology.

APPEALS

The regulations of the University of Sheffield make no provision for appeals against academic judgement.

A student who wishes to appeal on *procedural* grounds against an academic decision should write, in the first instance, to the Head of the Geography Department indicating the grounds for the appeal. If the matter cannot be handled at the departmental level, the student may wish to write to the Dean of the student's Faculty.

STUDENT SERVICES INFORMATION DESK (SSiD)

The Student Services Information Desk is located in the Union of Students building. It acts as a central facility for general information on many aspects of University procedures.

SSiD has a detailed website at: www.sheffield.ac.uk/ssid

SSiD can deal with queries such as replacing lost U-Cards, changing module registration, changing degree school, examinations timetables and regulations.

UNION OF STUDENTS REPRESENTATIVE

Each department has one Union Representative whose role is to:

- Represent the views of students in the department to the Union, the University and wider society
- Improve communication between the Union and students in departments
- Raise awareness about Union campaigns and carry out research
- Seek the student view point on various academic issues
- Develop a knowledge of students issues of concern within the department
- Encourage the department to meet the Code of Good Practice for Student Course Representatives in Departments and Faculties.

Union Representatives are elected by all students in the department to make sure your voice is heard. Any student in the department can stand in the elections which take place in October. Contact elections@sheffield.ac.uk to find out more.

Your Union Rep is paid by the Union to make your voice heard. If you have a welfare or academic related issue of concern and you don't know who to turn to, ask your Union Rep and they'll point you in the right direction. Alternatively, you may be interested in learning about the various campaigns that the Union is running. Again, your Union rep is the person to contact.

STAFF-STUDENT COMMITTEE

The Staff-Student Committee exists to encourage any student taking a Geography course to raise issues of general or particular concern relating to any aspect of departmental management, facilities or courses within a group made up of teaching staff and other students. In Week 1 of the Autumn Semester, requests for nominations for Staff-Student Committee members will be displayed in lectures and emailed to all students. Three Level Representatives are required for each of the three levels of the undergraduate course: two students to represent Single Honours Geography students and one to represent students taking other degrees involving Geography such as Duals. If necessary an election will be carried out. Also on the Committee are the Head of the Department, the President of the Geographical Society and two members of the teaching staff, one of whom chairs the Committee (currently Dr Edward Hanna).

A typical Committee meeting has the level 1, 2 and 3 representatives in turn bringing forward points for discussion or comment. These points may have been brought to their attention by any individual student and there are email addresses of each student representative displayed on the notice boards in the department to allow them to be

contacted easily. There is also a Suggestions Box located near the board to allow any student to communicate directly and anonymously with the Committee. The subjects addressed by the Committee have ranged from drinks machine problems to lockers; from library lending bottlenecks to lecture presentation problems; and from bike parking to course assessment. Often issues are settled in the meeting by information or comment from the staff members, but frequently comments are passed on to other staff, to department committees or to the University administration for comment or action.

The minutes of each meeting are displayed on the A- and B-Floor noticeboards and are also distributed to all staff for discussion at the subsequent staff meeting.

The Staff-Student Committee also elects representatives to the department's Teaching Policy Committee and Library Committee, and to the Faculty Student Committees.

PERSONAL TUTOR SCHEME

The Department of Geography operates a Personal Tutor scheme for all students. You will be allocated a Personal Tutor on your first day in the Department, who will be a member of the academic staff. Their role is:

- To provide advice on academic, personal, career and other issues throughout the period of your undergraduate studies
- To guide your choices through the options open to you within the modular degree structure
- To discuss your academic progress with you, including giving feedback on assessments and discussing the setting of future goals

You will be taught by your Personal Tutor in Module GEO163, and you will have regular meetings to discuss progress throughout your time in Sheffield. However, if you are experiencing difficulties, don't wait for your scheduled meeting but do contact your Personal Tutor as they will want to help you identify ways to help resolve the problem. You can email or phone your Personal tutor to ask for an appointment or visit your Personal Tutor during their publicised office hours.

SHEFFIELD GRADUATE DEVELOPMENT PROGRAMME (SGDP)

Your time at University is a very important one in terms of academic and personal development, and for many students marks the transition from full-time education into the world of employment. It is important that you set aside time to reflect on how your studies are progressing and make plans for the future. The department and the University will support you in this process through the Sheffield Graduate Development Programme (SGDP).

Central to the Geography SGDP is the role of the personal tutor. Beginning in Induction Week, you will have a regular series of meetings with your personal tutor over your time in Sheffield which will have two main purposes

- To allow you to reflect on your academic performance and consider how you might learn from the feedback you will have received.
- To consider your personal development more broadly, including any opportunities for gaining experience and building skills outside of academic study.

Beginning in the second semester of Level 1, you will have a meeting at the start of each semester to consider the feedback you will have received from the previous semester's work. When these meetings occur at the start of Levels 2 and 3 you will also have a chance to review the whole of the previous year, and consider your goals for the forthcoming academic session. There is a simple form which you can use in preparation for this annual review meeting which is available on the Geography Hub on MOLE.

In considering your personal development during your time at Sheffield, there are numerous opportunities and resources at your disposal

- The University has a special web page at: www.sheffield.ac.uk/ssid/more which describes a wide range of ways of getting 'more' out of your degree, including volunteering, the Sheffield Graduate scheme, and the Skills for Work certificate
- The careers service (see below) provides a wide range of information and advice, not only on future careers, but on how to use your time at Sheffield to build your transferable skills.
- The department also provides numerous opportunities for you to get involved, including being a departmental ambassador on open days, being a staff-student committee member and taking part in the Royal Geographical Society's Ambassador scheme which sends students into secondary schools to pass on their enthusiasm for the subject.

Finally, it is worth noting that many employers operate schemes which are very similar to SGDP to help employees manage their careers – indeed all the staff at the University undertake an annual review of their performance in their jobs using just such a scheme.

CAREERS

The University Careers Service provide a range of information and services to help you plan your future career. Career planning is not simply a matter of job-hunting in your final year – your time at University can be used to develop skills and acquire useful experience which will make you more attractive to a prospective employer.

The department will keep you informed about opportunities such as the University *Skills for Work Certificate*, volunteering, studying abroad, and taking an active role in departmental affairs. A series of lunchtime sessions on careers are also run in conjunction with the Careers Service. In addition, you can use the SGDP system to discuss your career plans with your Personal Tutor. Further information is available:

<http://www.sheffield.ac.uk/careers>

Staff contact: Paul Fennell: P.Fennell@Sheffield.ac.uk

Department: <http://www.sheffield.ac.uk/geography/students/> – look under 'Current students'

Staff contact: Steve Wise: S.Wise@Sheffield.ac.uk

DEGREES WITH EMPLOYMENT EXPERIENCE

The University is keen to support students who would like to gain employment experience during their undergraduate studies, and allows the option for any student to take a one-year placement between levels 2 and 3 or after level 3. The placement does not have to relate directly to your degree, but it must involve undertaking work which would be typical of a graduate level job – *ie* you couldn't stack shelves at Tesco for a year but

you could work in their head office. The experience gained during the year will clearly be valuable when applying for jobs after graduation, and indeed may lead directly to future employment in the company or organisation.

Following the successful completion of the placement, on graduation students will be awarded an amended degree title to reflect their additional experience *eg* BSc (Hons) Geography with Employment Experience.

The responsibility for finding a placement rests with the student, although the careers service can assist with this. Placements must be approved by the department, who will also provide support and monitor progress. If you are interested the University has a dedicated website: www.sheffield.ac.uk/placements which gives more details, or you can contact Steve Wise (S.Wise@Sheffield.ac.uk) who administers the scheme in the geography department.

FEEDBACK ON ACADEMIC PERFORMANCE

Students are given feedback on their academic performance and progress in a number of ways. Level 1 and 2 tutorials and also the individual supervision sessions related to the preparation of the Geographical Research Project are in part designed to encourage students' reflection on progress, under staff guidance and comment. In many modules marked practical work or essays are returned to students during the teaching period of the semester.

Following the release of marks after the end of a semester's examinations feedback on achievement is offered via a number of routes. All students are advised to see their Personal Tutor who can feedback on their general progress and discuss the balance of results between different types of assessment. In addition students will be given a copy of the markers' comments on all pieces of assessed coursework. Students can also consult their marked examination scripts.

Examiners also prepare a report on the ways in which examination questions were answered by students. These reports indicate both good and bad approaches in answers and also outline the content of competent answers. The marking reports for each examination are available on MOLE. Students may also find The Geography Hub useful to consult these reports prior to taking examinations as a guide to past performance.

TUTORIALS, SEMINARS & WORKSHOPS

Tutorials play a very important role in our degree programmes at both level 1 and level 2. At level 2 seminars and other small group teaching and learning formats are introduced in some modules, and at level 3 certain modules operate entirely via these methods.

In the Geography Department a **tutorial** is a group of 4 – 7 students meeting regularly with the same tutor. Some departments may define tutorials in other ways. Some level 1 modules use a **workshop** format in which two or three tutorial groups are combined.

A **seminar** is a group of usually 10 – 30 students, again with a tutor. Because of the larger numbers involved, a seminar usually has a more formal organisation than a tutorial. Seminars often involve individuals or groups of students making verbal and/or visual presentations on a topic in the presence of a peer group. Interactive discussion is

normally encouraged. Some elements of the presentation may be submitted in writing as part of the assessment for a module. Seminar teaching is mainly associated with level 3 modules.

A **workshop** is a group of usually 10-20 students who, with the aid of a tutor, are engaged on a specific task or problem, often involving some practical element, linked to a specific module.

Objectives of tutorials

A tutorial is NOT a further chance for staff members to **teach** students. The tutorial is NOT “owned” by the tutor. It should be owned by **all** participants.

A tutorial should facilitate student learning and should take into account the abilities, needs and interests of each individual involved in a way that lectures cannot. A tutorial should represent **student-centred learning**: the focus is on student participation, not on the tutor. At level 1, our tutorials are linked to the Study Skills module GEO163. The skills covered in the tutorials might include:

- How to organise work schedules.
- How to take notes in a lecture.
- How to approach the reading of literature.
- How to take notes from books and articles.
- How to argue for a particular viewpoint.
- The development of skills in oral presentation.
- The development of essay-writing skills.
- How to evaluate and weigh up different levels of evidence, sometimes from competing viewpoints.
- How to think independently.

Tutorials at both level 1 and 2 also provide a contact for information and problems that might be of concern to students collectively or as individuals. This role is also played by a student’s Personal Tutor. Tutors can often act as useful intermediaries or links to the University administration. Tutors will handle any such personal issues in confidence where necessary.

At level 2 the primary aim of tutorials or workshops is to support modules such as GEO206 through discussions, debates, exercises, written assignments and the evaluation of items appearing on the syllabus of the lecture programme. It is the lecturer who sets the basis of the course, but the tutor who supports that course through the tutorial.

The operation of tutorials

Each tutorial meeting is a unique experience. There are no set rules for their operation. However, certain general forms of tutorial are often used, for example:

- Students have handed in essays prior to the tutorial and the meeting is used to generate feedback comments and discussion.
- Students have each been asked to read a different article relevant to a set topic, and the tutorial is used for a discussion to synthesise these articles into a general viewpoint.
- Students have all been asked to read the same material and the tutorial is used for extended discussion and commentary on the book or article consulted.
- Students swap the notes they have taken from a particular lecture, book or article and the tutorial is used for comparison and discussion leading to “best-practice” suggestions.

- Students present an evaluation of a current media story from a geographical perspective, working as a team in preparing oral presentations to give at the tutorial. This sort of tutorial arrangement is more likely at level 2 than at level 1.

You will come across many other examples. Different tutors conduct their tutorials in different ways, partly in response to the needs and interests of the students in their groups. However, the overall goals are clear: the tutorial is the opportunity for you and your tutor to evaluate your own goals, needs and achievements through discussion.

Golden rules about tutorials

- At the end of each tutorial everyone should know what has to be done in preparation for the next meeting. Everyone should then do it!
- Everyone concerned should from time to time have the chance to help in formulating the agenda for tutorials.
- You will get benefit from tutorials in proportion to the effort you put in.

STAFF OFFICE HOURS

The Department of Geography operates an Office Hours system for staff. This is designed to:

- guarantee students reasonable access to all teaching staff, whilst also
- protecting staff time for research and other activities.

Contact with the Tutor for Undergraduate Studies, dissertation supervisors or the Head of Department are outside the office hours system when arranged in advance. However, when students have issues to raise with such staff outside scheduled meetings they are encouraged to use the office hours of the relevant staff, thus ensuring that contact is made at a time when the staff member is available.

All teaching staff are available in their offices for three one-hour periods within normal working hours on at least two days each week during each semester. These times are posted on staff doors and on MOLE, and as far as possible they are fixed for a semester at a time: any changes will normally be posted on MOLE by the end of the preceding week.

At other times there is no guarantee that staff will be available, but students can try to contact them – especially about urgent matters – by email, by placing a note on their door or via the departmental office. If a student has classes during the office hours of the person they wish to see, they should contact them to make an appointment.

Please try to comply with the office hours of staff when seeking to consult them.

DUAL DEGREE TUTORS

A special tutor is provided for students registered for each dual degree. Their role is to advise dual degree students and to liaise with other departments. The special tutors are currently Dr Pat Noxolo for duals in Social Sciences and Geography/Maths. Dr Darrel Swift is the special tutor for the Environmental Sciences course.

TUTOR TO WOMEN STUDENTS

Each student on entry to Geography is allocated a Personal Tutor, who should be the first point of contact for any problems. However, the Tutor for Women Students (currently Professor Jean Grugel) acts as an alternative or adjunct to Personal Tutors in respect of individual problems encountered by women students. The tutor also provides guidance for Personal Tutors as to procedures in the case of student difficulties/problems. Women students should approach the tutor directly as soon as they are aware of any problems or difficulties which may be affecting women students as a group.

TUTOR TO MATURE STUDENTS

Each mature student (aged over 21 at entry), like every other student, has a Personal Tutor who should be the first point of contact for any problems.

The Tutor to Mature Students (Dr Dimitris Ballas) provides information to Personal Tutors on current University policies regarding the special needs of mature students and provides guidance to Personal Tutors as to procedures in the case of individual problems.

Mature students should approach the Tutor directly if they are aware of any problems or difficulties which may be affecting mature students as a group.

STUDENTS WITH DISABILITIES

The staff member responsible for students with disabilities is Dr Dimitris Ballas. Please see him with any queries.

A booklet providing information for disabled students, dyslexic students and students with additional support requirements is available from Student Services (Student Support and Guidance).

The University also has web pages on disability issues, and you are encouraged to consult them:

www.sheffield.ac.uk/ssid/disability

EQUAL OPPORTUNITIES POLICY FOR STUDENTS

The University of Sheffield is committed to the elimination of unlawful discrimination and to the promotion of equality of opportunity, for students and prospective students, in all its functions:

- Access and recruitment
- Admissions and retention
- Assessments and progression
- Provision of student services and related facilities
- Teaching, learning, examining, curriculum development and quality assurance
- Community links and partnerships

The aim of the policy is to ensure that all students and prospective students are treated equally, irrespective of race, colour, nationality, ethnic origin, gender, sexual orientation, marital or parental status, age, disability, political or religious belief or socio-economic class or spent criminal convictions.

The University's Equal Opportunities Policy relating to students is augmented by specific policies on personal harassment and the support of students with disabilities.

The Equal Opportunities Policy relating to students reflects and complements the University's Equal Opportunities Policy and Code of Practice for Staff.

Students will:

- Respect the University's Equal Opportunities Policy and practices in their dealings with members of the University community.
- Behave in a way which reflects and appreciates the diversity of the University community.

The University is committed to a continuing programme of action to make these policies effective.

Breaches of this policy by students or staff will be fairly investigated and appropriate action will be taken.

All disciplinary procedures will be fair, consistent and monitored.

Complaints, Grievance, Disciplinary and Appeals procedure

Any student who alleges that he or she has been the subject of discrimination or harassment has recourse to the University's harassment or grievance procedures for students. Advice may be obtained from Student Services.

HARASSMENT

Harassment of people at work or in the learning environment is a feature of discrimination, which is prohibited by law. The University considers all forms of harassment to be extremely serious and is committed to eliminating harassment experienced by students or staff and will take steps to investigate complaints thoroughly.

It is not possible to set down exact details of how each case will be pursued due to the diverse and sensitive nature of harassment issues, but you can be assured that complaints will be dealt with in the strictest confidence and investigations will be carried out impartially.

Formal action may include the University Disciplinary and Grievance procedures for staff and students, copies of which are available from the Departments of Personnel and Student Services respectively. Depending on the nature of the issue, however, the University may decide to take alternative action to the procedures specified for disciplinary or grievance cases.

The harassee will be fully advised in writing of the reasons for any course of action decided on. No action will be taken without his/her knowledge and agreement. If the University decides not to pursue a complainant's claims, s/he will be informed of the alternatives open to him/her. The complainant will always be informed of the final outcome of the action or case.

The Policy does not seek to encourage false and unfair accusations of harassment and, during all investigations of complaints, the alleged harasser will have a fair opportunity to state a case in response and to be represented.

A copy of the Personal Harassment Guidelines , detailing the formal and informal procedures is available from the Student Advice Centre, Student Services Information Desk and the Personnel Department.

What is Harassment?

Personal Harassment is defined as any behaviour which is unacceptable to the recipient and which creates an intimidating, hostile or offensive environment for employment, study or social life. Although harassment is often thought of as an overt use of power, it can also appear in more subtle guises.

The following points are important.

- Anyone can suffer from harassment.
- An action or statement does not have to be repeated over a long period of time to be defined as harassment. A single statement or action may constitute harassment.
- Even behaviour which is not meant to cause offence or distress may do so.
- It is the impact of the words or action, not the underlying intent which is important.
- Health, physical characteristics, personal beliefs and numerous other factors may lead to harassment.
- Harassment can occur between people of the opposite sex or between people of the same sex.
- Differences of culture, language and attitude, or misinterpretation of social signals may mean that what is perceived as offensive behaviour or language by one person may not seem so to another.

It is difficult to categorise all forms of harassment, but examples of some more easily recognisable forms of harassment are listed below.

Sexual Harassment

Racial Harassment

Other Forms of Personal Harassment

Sexual Harassment

A form of sex discrimination, it involves unwanted sexual attention which emphasises sexual status over a person's individual status.

Some examples of sexual harassment are:

- Remarks, looks, jokes, use of offensive language, alluding to a person's private life or sexual orientation by innuendo, or remarks about a person's appearance.
- Making provocative suggestions or pressing people to accept unwelcome invitations.
- The display of suggestive or pornographic material.
- Deliberate physical contact, to which the individual has not consented or had the opportunity to object to.

Racial Harassment

A form of racial discrimination, involving offensive behaviour by a person or group of one racial or ethnic origin against a person or group of another.

Examples of racial harassment include:

- Derogatory name-calling
- Insults and racist jokes

- Ridicule of an individual for cultural differences
- Exclusion from everyday conversation or social events
- Unfair allocation of work and responsibilities because of racial or ethnic origin
- Display of offensive, racist material

Other Forms of Personal Harassment

Harassment may take many forms and people can be subject to harassment on a variety of grounds including sexual orientation, religious or political convictions, age, real or suspected infection with AIDS/HIV, or disability.

Examples include:

- Gibes in reference to personal traits or appearance, invasion of privacy or practical jokes which cause offence
- Academic bullying - asserting a position of intellectual superiority in an aggressive, abusive or offensive manner, threats of academic failure, public sarcasm

Any difficulty in defining personal harassment should not deter a member of staff or student from seeking support or complaining of behaviour which causes them offence or distress.

What To Do Next

If you believe you are being subjected to harassment of any form, you do not have to feel it is your fault and you do not have to tolerate it. Any employee or student who suffers from harassment from any individual or group in the course of their work or study will have the support of the University in seeking to ensure that harassment ceases. There are various ways in which an individual can deal with harassment, ranging from asking the person to stop to taking up a formal complaint.

The Personal Harassment Network members have received training in the Harassment Policy and Procedures and are available to provide advice and information on a confidential basis to any member of the University community who feel (s)he is being harassed.

Informal Procedure

- If possible you should speak to the alleged harasser yourself, making it clear that his/her behaviour is unacceptable and you wish it to stop. In many cases such an approach is successful and the harassment ceases.
- You may wish to seek help or advice from a friend or sympathetic colleague or from someone in authority whom you feel able to talk to and who may also accompany you to meetings. This might be your Head of Department, Union representative, Union of Students' Sabbatical Officer or the Student Advice Centre.
- You can request a confidential meeting with a member of the University Harassment Network who has been trained to handle problems relating to personal harassment and who will be able to listen and advise you. A list of Network members is available from the Student Advice Centre, Academic Departments, Student Services Information Desk, Personnel Department or Counselling Service.

Whilst many situations can be resolved at an informal level, formal action can be taken if the above stages fail to be effective in stopping the harassment or where the behaviour is of such a serious nature that informal measures would be inappropriate.

Formal Procedure

- Ask for a confidential interview with your Head of Department or with any person from the University Harassment Network. They will listen to you in confidence and give you advice on how to proceed.

- All formal complaints of harassment should, wherever possible, be raised by the complainant with the Head of Department. S/he will consider the nature of the claim, make initial enquiries and take any action deemed appropriate. If discussion with the Head of Department is not possible, or is inappropriate, you should seek advice from a member of the Personal Harassment Network, the Personnel Department (for staff), or the Department of Student Services (for students).

COMPUTING FACILITIES

Both the Department and the University are well equipped with the latest computer equipment, and all undergraduates will have an opportunity to learn some basic computing skills during their time in Sheffield.

Two of the level 1 modules which all Geography students take include elements such as word processing, data analysis and GIS as part of the syllabus. There are also optional classes at levels 2 and 3 which cover more advanced uses of IT in Geography, such as Remote Sensing, GIS and Environmental Modelling.

The Department has a computer laboratory (room B4) equipped with 40 PCs and a laser printer. When not in use for teaching, this room is available for undergraduates to use for their own computing work.

With 1,300 study spaces, 500 PCs, printers and wireless networking throughout the building, Information Commons sets a new standard for learning and study environments and is open 24 hours a day, 7 days a week:

www.sheffield.ac.uk/infocommons/

There are also several other staffed and unstaffed computer rooms around the University, some open in the evenings. More details at:

www.sheffield.ac.uk/cics/studentcomputerrooms/

You will be assigned a computer username and password and thus you will acquire an email address for use throughout your time as an undergraduate student at Sheffield. During GEO163 you will be given training in basic and advanced IT skills relevant to Geography. You should not always use the same password, and it is not good practice to give any passwords to other people, even if they are a friend. Please note that the sending of offensive email messages is not allowed. They can be easily traced by CiCS (Corporate Information and Computing Services) and may lead to disciplinary action. Your attention is also drawn to the CiCS Regulations and IT Code of Practice:

www.sheffield.ac.uk/cics/codeofpractice

CiCS provide a full range of documentation on all aspects of computing at Sheffield, which may be obtained via the main University website, from the locations above, or from the Computer Centre, Hounsfield Road. CiCS also provide an advisory service in the Computer Centre, Hounsfield Road and provide a helpdesk (helpdesk@Sheffield.ac.uk) which may be contacted about any problems with using the computers.

The best source of up to date information about computer facilities, documents and courses is the CiCS website (www.sheffield.ac.uk/cics). You should use this as a starting point when seeking further information about computer facilities at Sheffield.

LIBRARY FACILITIES

The University of Sheffield Library comprises some 1.1 million volumes, held across four sites. The Information Commons, jointly operated by the University Library and CiCS, is designed to support modern requirements for learning and teaching, particularly at undergraduate level. It provides 1,300 study spaces, 500 open access PCs and a book stock of 100,000 items, which includes the key undergraduate course texts in all subjects. The other three sites are Western Bank Library (Arts, Science, Social Science and Education) which includes Geography books, print journal holdings and the map collection, St George's Library (Engineering, Management, Economics and the Information School) and the Health Sciences Library.

For further details of branches and opening hours see the Library's web page at: www.sheffield.ac.uk/library/libsites/opengen.html or via the Library tab in MUSE.

A valid University registration card (UCard) is necessary to enter all Library sites and in order to borrow books or other materials from the Library. Most students receive this at registration.

All the books and journals held by the University Library are recorded on the online catalogue STAR, which is accessible from dedicated terminals at the Library sites and from the Library tab in MUSE. In addition to locating items within the Library you can use the Library tab to access the extensive collection of electronic resources provided by the Library, including books, journals and databases, and see your online reading lists via myResource Lists. Through use of your Library PIN you can view your own Library account, see details of your loans and reservations, and renew your loans remotely.

Full details of UCard arrangements, borrowing rights, how to borrow books and journals and other library services can be found under 'Using the Library' from the Library web home page. There is a Quick Link to this from the Library tab in MUSE.

If you have problems with your registration card or with finding information or the item you need please ask at the counters or enquiry desks in the Information Commons or other Library sites. You can also email the Library at library@sheffield.ac.uk. Please inform CiCS of any change of address – this can be done online via the myRecord tab in MUSE.

DEPARTMENTAL OFFICE

The Departmental Office on C-floor is normally open Monday-Thursday 09:00 – 16:45, Friday 09:00 – 16:30.

The normal first point of contact for students should be Thom Sullivan, Undergraduate Programmes Secretary – email: Tom.Sullivan@Sheffield.ac.uk, telephone: 0114 222 7900.

Students who wish to leave messages for members of staff should take them to the office. Office staff will provide folders at cost price for the submission of dissertations. Copies of the last three years' examination papers are available on MOLE.

Students should also ensure their address and phone numbers are updated in order that they can be contacted in case of emergency. You can update your details online via the myRecord tab in MUSE.

MODERN LANGUAGES TEACHING CENTRE

The Modern Languages Teaching Centre (MLTC) exists to offer modules of languages to non-specialists who wish to add a language capability to their skills. These modules can be taken as unrestricted credits wherever there is provision for these within a student's degree programme. The modules are assessed and the marks obtained become part of the student's overall degree performance. Students can also self-fund modules if they wish to study a language outside of their degree course.

The MLTC offers modules for students at a variety of stages of linguistic competence: beginners, GCSE level, A level, A level plus one further year, A level plus two further years. French, German, Spanish and Italian are offered from all these starting points; Arabic is offered at beginners, post-beginners and GCSE level; Latin is offered for beginners and post-beginners. Apart from 'conventional' language modules, there are also Project modules and Tandem learning modules, which involves bilingual collaborative learning with a native-speaker partner. To enhance student employability the MLTC also offers a 10-credit module in Intercultural Awareness with a Language (also available for self-funders).

The MLTC also provides self-access resources to a wide range of language materials in many languages. For more information contact the MLTC (telephone 0114 222 0630; email: MLTC@Sheffield.ac.uk) or visit the MLTC website:

www.sheffield.ac.uk/mltc

STUDENT WELFARE

The University, both through its own activities and through the Students Union, provides a very wide range of supportive welfare services. A separate directory of such services is available from the Union and should be consulted for further details. The material below outlines what is available. Detailed information is also available on the web at:

www.sheffield.ac.uk/ssid/welfare

Accommodation & Commercial Services (ACS)

www.sheffield.ac.uk/accommodation

ACS offer advice to all students about all types of accommodation. Accommodation-related problems are dealt with in complete confidence. In addition to helping students to find accommodation (both university-owned and in the private sector), ACS can also offer advice on tenancy contracts with private landlords, on rents and on repairs. ACS is located at The Edge, 34 Endcliffe Crescent. No appointment is usually necessary (telephone: 0114 222 4488). Students requiring information about applications for accommodation should email accommodationoffice@sheffield.ac.uk

Counselling Service

Email: UCS@Sheffield.ac.uk; www.sheffield.ac.uk/counselling/

Fully-trained counsellors are available for confidential individual sessions to help students and others in the university deal with all kinds of problems. The Service also offers group sessions and workshops, for example on stress reduction. The Counselling Service is at 36 Wilkinson Street (telephone: 0114 222 4134).

Nightline

Email: Nightline@Sheffield.ac.uk; www.sheffield.ac.uk/ssid/welfare/nightline

The University has a confidential listening and information telephone service. It is run by trained student volunteers, and operates from 8pm to 8am every night during term time. It offers students everything from the phone number of a 24-hour taxi company to exam dates, times and locations, and information about every issue that can be encountered within student life, together with assistance in times of crisis. Contact Nightline via:

Listening line: 0114 222 8787

Information line: 0114 222 8788

e-listening: Nightline@Sheffield.ac.uk Your email address remains confidential, and you will receive a response within 48 hours.

Health Service

Email: health.service@Sheffield.ac.uk; www.sheffield.ac.uk/health/

The University Health Service has its headquarters at the corner of Glossop Road and Gell Street (24-hour telephone 0114 222 2100). All students whose home is not in Sheffield must register with the Service, which then gives them access to full dental and medical treatment.

Appointments at the Health Service can be booked online. The Service also operates an Advice Line, staffed by nurses between 13.00 and 15.00 daily in term time, and 14:00 and 15:00 in vacations (telephone: 0114 222 2111).

Student Services Information Desk (SSiD)

www.sheffield.ac.uk/ssid

SSiD (telephone: 0114 222 1299) is located within the Union of Students building, and opens from 09:00 – 17:00, Monday – Friday all year except Bank Holidays. SSiD is run by the University and it is a key source of information and advice on academic, financial, housing and personal problems you may encounter as a student, as well as providing transcripts of marks to both current students and graduates.

Student Advice Centre

Email: advice@Sheffield.ac.uk; www.sheffield.ac.uk/union/advice

The Students' Union operates an active Advice Centre, staffed by a team of professional advisors, to deal with student welfare issues such as finance, housing, legal matters, and international student issues. All sessions are confidential. The Centre is in the Union Building (telephone: 0114 222 8660; email: advice@sheffield.ac.uk), and is open between 9:00 and 17:00 daily (16:00 in vacations). Drop-in sessions are available daily between 12:00 and 16:00 (12:00 – 15:00 in vacations), or you can make an appointment to see an advisor.

Childcare

Email: Nursery@Sheffield.ac.uk;

www.sheffield.ac.uk/union/advice/support-services/childrens-services/

The Students' Union and the University jointly provide a number of childcare facilities for students. There is a 64-place nursery for children aged six months to school age (4+ years); the full session is from 09:00 to 17:00. Demand is strong and early application is essential. The Nursery is at 93 Brunswick Street (telephone 0114 273 9361).

University Chaplaincy

Email: chaplaincy@Sheffield.ac.uk; www.sheffield.ac.uk/ssd/chaplains/

The Multi-Faith University Chaplains are available to everyone within the University to provide care, support and pastoral counselling. The Chaplains work together as a team in co-operation with Student Services. The Chaplaincy Centre (344 Glossop Road, telephone 0114 222 8923) is staffed from 09:30 - 17:00 weekdays (closes 14:00 Friday) during semesters.

GEOGSOC – THE GEOGRAPHICAL SOCIETY

GeogSoc is one of the largest and best societies in the University with over 400 active members. The committee is now at the largest it has ever been with 13 elected members, who are all here for the benefit of the students to help and ensure that everyone has an amazing time whilst studying in Sheffield.

We are responsible for organising a range, and some of the largest society social events and activities throughout the year. These include Fresher's intro week activities, themed bar crawls, city invasions, career workshops, non-alcoholic events, an end of year ball and a weekend trip away to a European city – last year was Dublin!

We also organise and will be promoting volunteering projects in the local community and through the Department's connection with West Pokot in Kenya, which are great opportunities to build your CV and to give something back.

We have a large number of sports teams in the Intramural Leagues, including successful hockey, football and netball teams. This year, we are hoping to expand into a much more diverse set of sports, including volleyball, touch rugby, badminton and ping pong!

Make sure you join our group on Facebook – just search for “Sheffield University Geography Society” or go to:

www.facebook.com/home.php?sk=group_2204382417

If you have any questions, ideas or suggestions, feel free to get in touch with any of the committee members, email: geogsoc@sheffield.ac.uk or check out our noticeboard in the Café in the Geography Building.

EMAIL AND NOTICEBOARDS

The Department of Geography and individuals within it often communicate with students by email. It is the responsibility of all students to check their University of Sheffield email accounts regularly. University messages will not normally be sent to private email accounts.

The noticeboards on A- and B-floor are used to display general departmental administration notices, such as tutorial and practical lists, and also for staff to contact individual students or groups. There may also be some general University notices concerning lectures and courses available to students. The main noticeboard on B-floor is for staff to communicate with level 2 and 3 students and the other is partly for the use of the Environmental Science degree, and partly for the Geographical Society. The A-floor noticeboard is mainly for level 1 matters though part is reserved for students use. A noticeboard on D-floor is reserved for examination matters such as exam code numbers, timings, timetables and results. With exams at the end of each semester this noticeboard will be in continuous use and, as for all other designated noticeboards, it should not be used for casual personal notices which will be removed immediately.

You are strongly advised to regularly check the departmental web site and also read your University email account for any incoming urgent messages.

FIELDWORK SAFETY GUIDELINES

Each student must behave responsibly during field work in order to reduce the risk of accidents.

Each individual is responsible for their own safety.

- 1 A written risk assessment for dissertations (Form FS1) must be completed and approved before any fieldwork is undertaken.
- 2 Report any disability or inability before starting a course and report any injury or illness to the member of staff in charge. Stay with the main party.
- 3 If you are taking any medication, please ensure that you take it with you on the field trip.
- 4 Observe all instructions from the field course leader. Anyone acting contrary to safety requirements may be dismissed from the course.
- 5 Special instructions may be given for particular environments.

A CLOTHING, PROTECTION, EQUIPMENT AND INSURANCE

A1 Clothing

- Wear and carry clothing and footwear as appropriate to the fieldwork situation.
- Waterproof outer garments, *eg* anorak, overtrousers, warm pullover or fleece/jacket and stout boots are basic essentials.
- A woollen hat is desirable as considerable heat loss occurs via the head.
- Wellington boots are only suitable for shallow wading.
- Walking boots should have mountaineering soles.
- Sports shoes and jeans are unsuitable.
- Thigh waders can be used for fluvial work.
- Chest waders in particular require care if they take in water.
- In hot climates wear a protective hat.

A2 Protection

- Safety helmets must be worn, by law, when visiting quarries, mines, building sites, cliffs and screes wherever there is a risk of falling objects.
- Safety goggles should be worn when hammering.

A3 Equipment

- Never hit one geological hammer with another as they may splinter.
- Always carry a whistle, map, compass, watch, torch, first aid, mobile phone, emergency supplies (*eg* water, chocolate, glucose), survival bag (*eg* large polythene bag) or commercially available survival bag.
- In hot weather use an appropriate factored sun lotion, and carry adequate drink and salt tablets.

A4 Insurance

- Individual personal insurance should be considered for accident or illness, especially when abroad.
- Ensure there is adequate equipment insurance.

B HAZARDS

B1 General

- Do not climb cliffs, rock faces or crags unless this has been approved as an essential part of the work.

- Avoid the edges of cliffs and quarries and other steep or sheer faces.
- Ensure that rocks above are safe before venturing below.
- Quarries with rock faces loosened by explosives are especially dangerous.
- Never work:
 - under an overhang
 - in deep cuttings
 - in trenches - unless adequate shoring is in place
 - in deep pits
- Avoid loosening rocks on steep slopes.
- Never roll rocks down slopes or over cliffs for amusement.
- Do not run down steep slopes.
- Take great care when walking or climbing over slippery rocks below high water mark on rocky shores.
- Do not work directly above another person.
- Beware of landslides.
- Beware of adders in heathland.
- In hot climates take care to avoid prolonged direct sunshine, thorny vegetation and poisonous plants and animals.
- Be aware of indigenous plants and animals.
- **PERSONAL SAFETY MUST TAKE PRIORITY**, but as fieldwork equipment is often expensive attempt to ensure its survival where it is safe to do so.

B2 Vehicles and roads

- Beware of traffic when examining road cuttings.
- Avoid hammering and do not leave rock debris on the roadway or verges.
- Take special care of traffic at all times.

B3 Quarries, mines, caves, etc

- Do not enter old mineworks or cave systems unless it has been approved as an essential part of the work. Only do so by arrangement with the group leader with proper lighting and headgear. **NEVER GO ALONE.**
- When entering old mineworks ensure that someone on the surface knows your location and expected time of return. Always report to the group leader after returning to the surface.
- Comply with safety rules, blast warning procedures and any instructions given by officials.
- Avoid touching any machinery or equipment in quarries, mines, building sites or fields.
- Never pick up any unexploded explosives, wires or detonators from rock piles. If found, inform the group leader immediately.
- Keep a sharp lookout for moving vehicles.
- Beware of sludge lagoons.
- Avoid mires and bright green patches of moss.
- If in a mire and starting to sink, lie on your back, shout for help, and if no help comes attempt to back stroke across the surface. You may sink irretrievably if you flounder about.

C PROCEDURES

- Work out a plan in advance for situations which could be encountered *eg* illness, accident, bad weather.
- Check weather forecasts and keep a constant look out for changes.
- Attend to anyone injured and withdraw remaining members of the group to a safe location.
- Send for help – two people where possible – and give information of exact location of party and nature of injuries.

- Take steps to warn others of hazard.
- Limit any discussion to a factual report.
- When working in a group do not stray off or return without informing the group or field course leader.

D COMMUNICATION

- **Always:**
 - a) inform someone of your departure, route, activity and return time (friend, parent, post office, police, youth hostel, park warden etc).
 - b) inform the same person(s) of your return.
- **It is essential that the person(s) you have informed of your whereabouts and likely return time knows exactly what procedure to follow in the event of your non-return.**
- The emergency signals are:
 - Six signals within one minute (whistle blast, torch flashes, shouts, waves of cloth)
 - One minute pause
 - Repeat six signalsReply is:
 - Three signals
 - One minute pause
- Use a mobile telephone (check the battery is fully charged before setting out) when and where available, remembering to give mobile telephone number to enable return contact. Make sure the mobile is switched on. Don't rely on it as it may be in an area without signal.

E GENERAL INFORMATION

- Be polite when interviewing the public.
- Do not damage property.
- Leave gates as found.
- Do not trample crops.
- Do not worry livestock.
- Do not collect specimens from nature reserves without a permit, and only elsewhere for serious scientific study.
- Do not leave litter.
- Respect wildlife.

F INDEPENDENT FIELDWORK

- 1 Working alone is undesirable but independent fieldwork may be required for project or dissertation work. **ALWAYS WORK WITH SOMEONE wherever possible eg take a brother, sister, friend when working on a field project.** This also applies to urban interviews and questionnaires as well as to moorland and other "natural" sites. In foreign environments, ensure a basic competence in the relevant language for emergency use. In household interviews **DO NOT** enter the premises – interview only in the doorway.
- 2 Always obtain permission before entering private land/property.
- 3 Ensure that you have adequate survival gear and supplies to spend a night in the open in case you have an accident. If this occurs, lay out your position with a brightly coloured object.
- 4 Discuss your project and any risk with your supervisor/project organiser. No project that has an undue safety risk will be sanctioned.

LABORATORY SAFETY GUIDELINES

A risk assessment must be completed before any work is undertaken.

These instructions apply to undergraduates. All dissertation and project laboratory work must have the prior approval of the dissertation or laboratory class supervisor and the timing of such work should be arranged with the Laboratory Technician before commencing.

- 1 You should not use the laboratory facilities, apparatus or chemicals without the prior approval of a member of staff or technician. Use is normally limited to taught practicals as arranged as part of the course which you are undertaking. Use of laboratory facilities, apparatus and chemicals outside these courses, such as dissertation or project work, requires the prior approval of a member of staff. Undergraduate work is confined to the Teaching Laboratory (B6). The Research Laboratory (B11) is heavily used by research postgraduates; undergraduate workers may obtain permission in special circumstances to use the Research Laboratory from their supervisor or the Laboratory Technician.
- 2 You should only use the techniques described in the handouts which you will receive, and you should follow the methods carefully. Failure to do so may result in an accident. If you need to use any other technique you must obtain permission and it may be necessary for you to work under direct supervision. You should not proceed with any technique unless you are fully conversant with it and any potential hazard. Read the instructions and listen carefully to instructions before commencing work. You should not work alone (ie without the presence of someone within shouting distance). You should not work outside normal hours which are 0900 – 1700 Monday-Friday.
- 3 Laboratory coats should be worn at all times in the laboratory and removed when leaving.
- 4 Eating, drinking and the use of mobile phones is not allowed in the laboratory.
- 5 Many of the reagents and some of the equipment which you use in the laboratory are potentially dangerous. For this reason it is essential to become acquainted with these materials **before** you use them. **Read** the instructions relating to any item of equipment which you use. **Read** the labels on the reagent bottles before use, making sure that you have got the correct reagent (many of their names are very similar), and that you are aware of its hazards. With dangerous reagents acquaint yourself with the procedures in the event of an accident; a chart explaining the necessary precautions and safety measures is displayed on the wall of the B6 laboratory.
- 6 Always use a pipette filler when pipetting. The use of the mouth to suck any solutions up a pipette is **expressly forbidden**.
- 7 Do not pour any solutions at or above eye level.
- 8 Do not pour any solutions down the sink without first asking whether it is safe to do so.
- 9 **NEVER** dispose of sediment down the sinks; use the buckets provided.
- 10 In the event of an accident, contact any member of the teaching or technical staff or a porter. If no one can be found ring 4444 (Internal).
- 11 **Note that eyewashes and first aid kits are available in both laboratories.**
- 12 Report any spillages or accidents, however minor.
- 13 Wash hands when finished to avoid chemical contamination and maintain good hygiene.
- 14 Students are not allowed to work in the laboratory if no member of staff is present.

Anyone found contravening these safety regulations will be asked to leave the practical class or to cease work in the Laboratory.

NO SMOKING POLICY

In line with English law, all University premises, property and vehicles are no smoking.

If you must smoke, do so well outside the building – not next to the front or side doors.

DEGREE PROGRAMMES

The Department currently offers the following degree programmes:

BA Single Honours Geography (L700) GEOU04
BSc Single Honours Geography (F800) GEOU202
BSc Environmental Science (F900) GEOU211
MEnv Environmental Science (F902) GEOU210
BA Geography and Planning (LK74) GEOU109

The following Dual Honours degrees are still available to students starting their degree before 2011:

BA Archaeology and Geography (VL47) AAPU16
BSc Archaeology and Geography (VF48) AAPU15
BA Economics and Geography (LL17) ECNU06
BSc Environmental Mathematics (GF18) MASU04
BSc Geography and Mathematics (FG81) GEOU203
BA Geography and Politics (LL72) GEOU06
BA Geography and Sociology (LL73) GEOU05

DEGREE PROGRAMMES

BA Single Honours Geography (L700) GEOU04									
1	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Compulsory modules</td> <td>60 credits</td> </tr> <tr> <td colspan="2"> GEO103 Region, Nation and World GEO112 Introducing Social and Cultural Geographies GEO151 Qualitative Methods in Human Geography GEO152 Statistical Data Analysis in Geography GEO161 Geographical Data Analysis I GEO163 Information and Communication Skills for Geographers </td> </tr> <tr> <td>Optional modules</td> <td>60 credits</td> </tr> <tr> <td colspan="2"> Up to 50 credits of Physical Geography: GEO101 Physical Systems at the Global Scale GEO108 Earth's Changing Surface GEO150 Practical Methods for Physical Geography GEO162 Geographical Data Analysis 2 GEO164 Understanding and Managing Environmental Issues Up to 60 credits from other subjects </td> </tr> </table>	Compulsory modules	60 credits	GEO103 Region, Nation and World GEO112 Introducing Social and Cultural Geographies GEO151 Qualitative Methods in Human Geography GEO152 Statistical Data Analysis in Geography GEO161 Geographical Data Analysis I GEO163 Information and Communication Skills for Geographers		Optional modules	60 credits	Up to 50 credits of Physical Geography: GEO101 Physical Systems at the Global Scale GEO108 Earth's Changing Surface GEO150 Practical Methods for Physical Geography GEO162 Geographical Data Analysis 2 GEO164 Understanding and Managing Environmental Issues Up to 60 credits from other subjects	
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2	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Compulsory modules</td> <td>80 credits</td> </tr> <tr> <td colspan="2"> GEO223 Philosophical Issues in Human Geography GEO264 Research Design in Human Geography <i>20 credits from the following 10-credit modules:</i> GEO210 Geographic Information Systems GEO231 Socio-spatial Analysis GEO265 Researching Human Geographies <i>Two of the following:</i> GEO217 Environment, Policy and Society AND GEO221 Geographies of Development GEO241 Social and Cultural Geographies GEO242 Health, Place and Society GEO243 Political Geographies </td> </tr> <tr> <td>Optional modules</td> <td>40 credits</td> </tr> </table>	Compulsory modules	80 credits	GEO223 Philosophical Issues in Human Geography GEO264 Research Design in Human Geography <i>20 credits from the following 10-credit modules:</i> GEO210 Geographic Information Systems GEO231 Socio-spatial Analysis GEO265 Researching Human Geographies <i>Two of the following:</i> GEO217 Environment, Policy and Society AND GEO221 Geographies of Development GEO241 Social and Cultural Geographies GEO242 Health, Place and Society GEO243 Political Geographies		Optional modules	40 credits		
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Optional modules	80 credits								
Wide choice of Geography options Up to 20 credits from other subjects									

DEGREE PROGRAMMES

BSc Single Honours Geography (F800) GEOU202	
1	Compulsory modules 70 credits
	GEO101 Physical Systems at the Global Scale GEO108 Earth's Changing Surface GEO150 Practical Methods for Physical Geography GEO152 Statistical Data Analysis in Geography GEO161 Geographical Data Analysis I GEO162 Geographical Data Analysis II GEO163 Information and Communication Skills for Geographers
	Optional modules 50 credits
	Up to 40 credits of Human and Physical Geography: GEO103 Region, Nation and World GEO112 Introducing Social and Cultural Geographies GEO151 Qualitative Methods in Human Geography GEO164 Understanding and Managing Environmental Issues Up to 50 credits from other subjects
2	Compulsory modules 80 credits
	GEO263 Research Design in Physical Geography <i>30 credits from the following 10-credit modules:</i> GEO210 Geographic Information Systems GEO211 Applied Remote Sensing GEO231 Socio-spatial Analysis GEO255 Environmental Modelling <i>40 credits from the following 20-credit modules:</i> GEO206 Environmental Change GEO232 Dryland Geomorphology GEO233 Glacial Environments GEO234 Atmospheres and Oceans
	Optional modules 40 credits
3	Compulsory modules 40 credits
	GEO356 Geographical Research Project
	Optional modules 80 credits
	Wide choice of Geography options Up to 20 credits from other subjects

DEGREE PROGRAMMES

BA Dual Honours Geography & Planning (LK74) GEOU109	
1	Compulsory modules 80 credits
	40 credits compulsory Geography modules GEO103 Region, Nation and World GEO112 Introducing Social and Cultural Geographies GEO152 Statistical Data Analysis in Geography GEO163 Information and Communication Skills for Geographers 40 credits compulsory Planning modules
	Optional modules 40 credits
	40 credits from any subject
2	Compulsory modules 80 credits
	40 credits compulsory Geography modules, any two of the following: GEO217 Environment, Policy and Society AND GEO221 Geographies of Development GEO241 Social and Cultural Geographies GEO242 Health, Place and Society GEO243 Political Geographies 40 credits compulsory Planning modules
	Optional modules 40 credits
	40 credits from Geography or Planning optional modules
3	Compulsory modules 40 credits
	40 credits compulsory Planning module
	Optional modules 80 credits
	At least 40 credits from Geography optional modules At least 20 credits from Planning optional modules

DEGREE PROGRAMMES

BA Dual Honours Economics & Geography (LL17) ECNU06		
1	Compulsory modules	100 credits
	40 credits compulsory Geography modules GEO103 Region, Nation and World GEO112 Introducing Social and Cultural Geographies GEO151 Qualitative Methods in Human Geography GEO163 Information and Communication Skills for Geographers 80 credits compulsory Economics modules	
2	Compulsory modules	70 credits
	30 credits compulsory Geography modules GEO223 Philosophical Issues in Human Geography and one of the following: GEO217 Environment, Policy and Society AND GEO221 Geographies of Development GEO241 Social and Cultural Geographies GEO242 Health, Place and Society GEO243 Political Geographies 40 credits compulsory Economics modules	
	Optional modules	50 credits
	30 credits from Geography or Economics optional modules 20 credits from any subject	
3	Optional modules	120 credits
	120 credits from Geography or Economics optional modules At least 40 credits from modules in each subject	

BSc Dual Honours Environmental Mathematics (GF18) MASU04		
1	Compulsory modules	70 credits
	30 credits compulsory Geography modules GEO101 Physical Systems at the Global Scale GEO108 Earth's Changing Surface GEO150 Practical Methods for Physical Geography 40 credits compulsory Mathematics modules	
	Optional modules	50 credits
	30 credits from Mathematics optional modules 20 credits from Geography or Mathematics optional modules	
2	Compulsory modules	30 credits
	10 credits compulsory Geography modules GEO263 Research Design in Physical Geography 20 credits compulsory Mathematics modules	
	Optional modules	90 credits
	50 credits from Geography optional modules 40 credits from Mathematics optional module	
3	Compulsory modules	20 credits
	20 credits compulsory module GEO347 Geoenvironmental Research Project	
	Optional modules	100 credits
100 credits from Geography or Mathematics optional modules At least 40 credits from Mathematics optional modules		

DEGREE PROGRAMMES

BSc Dual Honours Geography & Mathematics (FG81) GEOU203	
1	Compulsory modules 110 credits
	40 credits compulsory Geography modules GEO103 Region, Nation and World GEO112 Introducing Social and Cultural Geographies GEO151 Qualitative Methods in Human Geography GEO163 Information and Communication Skills for Geographers 70 credits compulsory Mathematics modules
	Optional modules 10 credits
	10 credits from any subject
2	Compulsory modules 80 credits
	20 credits compulsory Geography modules, one of the following: GEO217 Environment, Policy and Society AND GEO221 Geographies of Development GEO241 Social and Cultural Geographies GEO242 Health, Place and Society GEO243 Political Geographies 60 credits compulsory Mathematics modules
	Optional modules 40 credits
	30 credits from Geography optional modules 10 credits from Geography or Mathematics optional modules
3	Optional modules 120 credits
	60 credits from Geography optional modules 50 credits from Mathematics optional modules 10 credits from Geography or Mathematics optional modules

DEGREE PROGRAMMES

BA Dual Honours Geography & Politics (LL72) GEOU06	
1	Compulsory modules 110 credits
	50 credits compulsory Geography modules GEO103 Region, Nation and World GEO112 Introducing Social and Cultural Geographies GEO151 Qualitative Methods in Human Geography GEO152 Statistical Data Analysis in Geography GEO163 Information and Communication Skills for Geographers 60 credits compulsory Politics modules
	Optional modules 10 credits
	10 credits from any subject
2	Compulsory modules 50 credits
	30 credits compulsory Geography modules: GEO223 Philosophical Issues in Human Geography And any one of the following: GEO217 Environment, Policy and Society AND GEO221 Geographies of Development GEO241 Social and Cultural Geographies GEO242 Health, Place and Society GEO243 Political Geographies 20 credits compulsory Politics modules
	Optional modules 70 credits
	30 credits from Geography optional modules 40 credits from Politics optional modules
3	Compulsory modules 20 credits
	20 credits compulsory Politics modules
	Optional modules 100 credits
	60 credits from Geography optional modules 40 credits from Politics optional modules

DEGREE PROGRAMMES

BA Dual Honours Geography & Sociology (LL73) GEOU05	
1	Compulsory modules 90 credits
	50 credits compulsory Geography modules GEO103 Region, Nation and World GEO112 Introducing Social and Cultural Geographies GEO151 Qualitative Methods in Human Geography GEO152 Statistical Data Analysis in Geography GEO163 Information and Communication Skills for Geographers 40 credits compulsory Sociology modules
	Optional modules 30 credits
	At least 10 credits from Sociology optional modules
2	Compulsory modules 50 credits
	30 credits compulsory Geography modules: GEO223 Philosophical Issues in Human Geography And any one of the following: GEO217 Environment, Policy and Society AND GEO221 Geographies of Development GEO241 Social and Cultural Geographies GEO242 Health, Place and Society GEO243 Political Geographies 20 credits compulsory Sociology modules
	Optional modules 70 credits
	70 credits from Geography or Sociology optional modules
3	Optional modules 120 credits
	120 credits from optional modules 60 credits from Geography 60 credits from Sociology

MODULE PATHWAYS

<i>Level 2 Pre- and Co-requisites</i>	<i>Level 1 Pre- and Co-requisites</i>
GEO302 Extended Geographical Essay	
GEO263	GEO150
<i>or</i>	
GEO223 and GEO264	GEO103, GEO112, GEO151 and GEO163
GEO323 Social Geography of Europe	
GEO242	GEO103
<i>or</i>	
GEO243	GEO103 or GEO112
GEO327 Geography of Elections	
GEO243	GEO103 or GEO112
GEO336 Development and Global Change	
GEO217 or GEO221	GEO103 or GEO112
GEO342 Extended Essay in Economics and Geography	
None	None
GEO343 Extended Essay in Geography and Politics	
None	None
GEO344 Extended Essay in Geography and Sociology	
None	None
GEO345 Glacial & Periglacial Geomorphology	
GEO206 or GEO233	GEO101 and GEO108
GEO347 Geo-Environmental Project	
None	None
GEO351 Environmental Impact Assessment	
None	None
GEO352 Geological Hazards	
None	GEO101
GEO354 Contemporary Climate Change and Processes	
None	None
GEO356 Geographical Research Project	
GEO263	GEO150
<i>or</i>	
GEO223 and GEO264	GEO103, GEO112, GEO151 and GEO163
GEO358 Geography of Europe Field Class	
GEO264 and GEO223	GEO103, GEO112, GEO151 and GEO163
GEO360 Geographies of Consumption	
GEO241	GEO112
<i>plus any two from the following:</i>	
GEO217, GEO242, GEO243	GEO103 or GEO112
GEO361 GIS and the Social Sciences	
GEO210	GEO161
GEO362 GIS and the Environment	
GEO210	GEO161

continues overleaf...

MODULE PATHWAYS

<i>Level 2 Pre- and Co-requisites</i>	<i>Level 1 Pre- and Co-requisites</i>
GEO364 Urban Field Class	
GEO241	GEO112
<i>or</i>	
GEO242	GEO103
<i>or</i>	
GEO243	GEO103 or GEO112
GEO365 Drylands Environment Field Class	
GEO232	GEO101 and GEO108
GEO367 Development Geographies Fieldclass	
GEO221 and GEO263	GEO150 and either GEO103 or GEO112
<i>or</i>	
GEO221 and GEO264	Either GEO103 or GEO112 and either GEO151 or GEO152
GEO368 Planetary Geoscience	
GEO206 or GEO232 or GEO233	GEO101 and GEO108
<i>or</i>	
GEO234	GEO101
GEO369 Social and Spatial Inequalities	
GEO242	GEO103
GEO374 Mediated Geographies	
GEO241	GEO112
<i>or</i>	
GEO242	GEO103
<i>or</i>	
GEO243	GEO103 or GEO112
GEO375 Cities and Modernities	
GEO241 and GEO265	GEO112, GEO151 and GEO152

EXAMPLE MODULE PATHWAYS

Many students take advantage of the choice and flexibility provided by our BA and BSc degree programmes to tailor their degree to their own interests. Three of our students agreed to discuss their choices and how they have been able to shape their degree.

Alex Houldsworth – BSc Geography

Alex's interests are glaciology, climate, and the impacts of climate change on developing countries. Having studied a mix of physical and human geography at Level 1, Alex used the freedom available at Levels 2 and 3 to tailor her degree to her core interests. At Level 3 this included undertaking a physical geography dissertation (*Dust on the Greenland ice sheet: carbon fluxes, distribution and feedbacks*) and attending the Development Geographies Field Class.

Alex says:

“The fieldclass perfectly combined my interests in climate and development, and the freedom I had to take human geography modules at all levels, as well as modules from other subjects, broadened my perspective of environmental issues”.

Year 1 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BSc Geography modules (credits obtained = 70)	
<i>Physical Systems At The Global Scale (10)</i> <i>Statistical Data Analysis in Geography (10)</i> <i>Geographical Data Analysis I (10)</i> <i>Information and Communication Skills for Geographers (Autumn and Spring Semesters) (10)</i>	<i>Earth's Changing Surface (10)</i> <i>Practical Methods for Physical Geography (10)</i> <i>Geographical Data Analysis II (10)</i>
Unrestricted module choice (credits obtained = 50)	
(i) additional modules chosen from the BA or BSc Geography programmes:	
<i>Introducing Social and Cultural Geography (10)</i>	<i>Region, Nation and World (10)</i>
(ii) modules chosen from outside the Geography programmes:	
<i>Evolution (Animal and Plant Sciences) (10)</i>	<i>Development, Planning and the State (Town and Regional Planning) (20)</i>

Year 2 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BSc Geography modules (credits obtained = 10)	
	<i>Research Design in Physical Geography (10)</i>
BSc Geography skills module choice (credits obtained = 30)	
<i>Environmental Modelling (10)</i>	<i>Geographic Information Systems (10)</i> <i>Socio-Spatial Analysis (10)</i>
BSc Geography thematic module choice (credits obtained = 40)	
<i>Environmental Change (20)</i>	<i>Glacial Environments (20)</i>
Unrestricted module choice (credits obtained = 40)	
(i) additional modules chosen from the BA or BSc Geography programmes:	
<i>Atmospheres and Oceans (20)</i> <i>Geographies of Development (10)</i>	<i>Environment, Society and Policy (10)</i>
(ii) modules chosen from outside the Geography programmes: <i>none</i>	

Year 3 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BSc Geography modules (credits obtained = 40)	
<i>Geographical Research Project (40)</i>	
BA and BSc Geography thematic module choice (credits obtained = 60)	
<i>Contemporary Climate Change (20)</i>	<i>Development Geographies Field Class (20)</i> <i>Extended Geographical Essay (20)</i>
Unrestricted module choice (credits obtained = 20)	
(i) additional modules chosen from the BA or BSc Geography programmes:	
	<i>Environmental Impact Assessment (20)</i>
(ii) modules chosen from outside the Geography programmes: <i>none</i>	

EXAMPLE MODULE PATHWAYS

Sean Gannon – BA Geography

Sean's choices reflect his interests in Social and Cultural Geography, choosing to complement his Human Geography modules at Levels 1 and 2 with modules from the Sociology Department. His interests are even more strongly reflected in his choices at Level 3, which included the Urban Field Class in New York, and a human geography dissertation on Privatisation of public space in Liverpool's city centre.

Sean comments:

“The flexibility of the geography programme has allowed me to choose modules that interest me most. I have always been fascinated by how landscape, people, places and environments differ across the globe, and I have chosen modules that have broadened my knowledge of these subject areas. My favourite module was the New York trip because it enabled me to see and experience themes that up until then I had studied only in textbooks, which was truly amazing”.

Year 1 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BA Geography modules (credits obtained = 60)	
<i>Introducing Social and Cultural Geography (10)</i> <i>Statistical Data Analysis in Geography (10)</i> <i>Geographical Data Analysis (10)</i> <i>Information and Communication Skills for Geographers (Autumn and Spring Semesters) (10)</i>	<i>Region, Nation and World (10)</i> <i>Qualitative Methods for Human Geography (10)</i>
Unrestricted module choice (credits obtained = 60)	
(i) additional modules chosen from the BA or BSc Geography programmes: <i>none</i>	
<i>Physical Systems At The Global Scale (10)</i>	<i>Earth's Changing Surface (10)</i>
(ii) modules chosen from outside the Geography programmes:	
<i>Mountains of Fire (ACE) (10)</i> <i>Philosophy of Religion (Sociology) (10)</i>	<i>This Hazardous Earth (ACE) (10)</i> <i>Social Divisions in Society (Sociology) (10)</i>

Year 2 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BA Geography modules (credits obtained = 20)	
<i>Philosophical Issues in Human Geography (10)</i>	<i>Research Design in Human Geography (10)</i>
BA Geography skills module choice (credits obtained = 20)	
<i>Researching Human Geography (10)</i>	<i>Geographic Information Systems (10)</i>
BA Geography thematic module choice (credits obtained = 40)	
<i>Social and Cultural Geographies (20)</i>	<i>Health, Place and Society (20)</i>
Unrestricted module choice (credits obtained = 40)	
(i) additional modules chosen from the BA or BSc Geography programmes: <i>none</i>	
(ii) modules chosen from outside the Geography programmes:	
<i>Quality of Life (Sociology) (20)</i>	<i>Globalisation (Sociology) (20)</i>

Year 3 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BA Geography modules (credits obtained = 40)	
<i>Geographical Research Project (40)</i>	
BA and BSc Geography thematic module choice (credits obtained = 60)	
<i>Social and Spatial Inequalities (20)</i>	<i>Urban Field Class (20)</i> <i>Cities and Modernities (20)</i>
Unrestricted module choice (credits obtained = 20)	
(i) additional modules chosen from the BA or BSc Geography programmes:	
	<i>Geographies of Consumption (20)</i>
(ii) modules chosen from outside the Geography programmes: <i>none</i>	

EXAMPLE MODULE PATHWAYS

Paul Haywood – BSc Geography

Paul has a natural curiosity for the physical processes that shape our world and has tailored his degree towards modules that provide skills that will be useful for a future career in this area. He is also fascinated by foreign languages, which he sees as another useful skill that will set him apart from other graduates.

Apart from his language modules, he has focused on physical geography throughout Levels 1 and 2, and used his optional choice at Level 2 to develop skills in environmental modelling, remote sensing, and GIS. His Level 3 dissertation (*Assessing the effect of DEM resolution and format on the modelling of lahar flows*) uses these skills extensively, whilst his other Level 3 modules extend his skills and geographical knowledge in areas that perfectly complement his dissertation topic.

Year 1 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BSc Geography modules (credits obtained = 70)	
<i>Physical Systems At The Global Scale (10)</i> <i>Statistical Data Analysis in Geography (10)</i> <i>Geographical Data Analysis I (10)</i> <i>Information and Communication Skills for Geographers (Autumn and Spring Semesters) (10)</i>	<i>Earth's Changing Surface (10)</i> <i>Practical Methods for Physical Geography (10)</i> <i>Geographical Data Analysis II (10)</i>
Unrestricted module choice (credits obtained = 50)	
(i) additional modules chosen from the BA or BSc Geography programmes: <i>none</i>	
(ii) modules chosen from outside the Geography programmes:	
<i>Italian 1A (Modern Languages) (10)</i> <i>Spanish 3A (Modern Languages) (10)</i>	<i>Italian 1B (Modern Languages) (10)</i> <i>Spanish 3B (Modern Languages) (10)</i>

Year 2 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BSc Geography modules (credits obtained = 10)	
	<i>Research Design in Physical Geography (10)</i>
BSc Geography skills module choice (credits obtained = 30)	
<i>Environmental Modelling (10)</i> <i>Applied Remote Sensing (10)</i>	<i>Geographic Information Systems (10)</i>
BSc Geography thematic module choice (credits obtained = 40)	
<i>Atmospheres and Oceans (20)</i>	<i>Glacial Environments (20)</i>
Unrestricted module choice (credits obtained = 40)	
(i) additional modules chosen from the BA or BSc Geography programmes:	
<i>Environmental Change (20)</i>	
(ii) modules chosen from outside the Geography programmes:	
<i>Spanish 4A (Modern Languages) (10)</i>	<i>Spanish 4B (Modern Languages) (10)</i>

Year 3 (total credits obtained: 120)	
Autumn Semester	Spring Semester
Core BSc Geography modules (credits obtained = 40)	
<i>Geographical Research Project (40)</i>	
BA and BSc Geography thematic module choice (credits obtained = 60)	
<i>Contemporary Climate Change (20)</i>	<i>GIS and the Environment (20)</i> <i>Extended Geographical Essay (20)</i>
Unrestricted module choice (credits obtained = 20)	
(i) additional modules chosen from the BA or BSc Geography programmes:	
	<i>Geological Hazards (20)</i>
(ii) modules chosen from outside the Geography programmes: <i>none</i>	

MODULE DETAILS

GEO101 Physical Systems at the Global Scale

Level	1
Credits	10
Availability	Core for BSc Geography; Environmental Science Approved for BA Geography; Geography & Planning
Semester	Autumn
Prerequisites	None

Description

This course is intended to provide an introduction to the general principles of physical geography for students with diverse backgrounds. Using a systems-based approach to physical geography, four environmental systems will be examined: geosphere, atmosphere, hydrosphere, and cryosphere. The final part of the course will consider the interactions between physical systems and also the causes and consequences of systems change, such as climatic change, over time and space.

Aims

- 1 To illustrate and assess the value of a systems approach in physical geography.
- 2 To introduce the fundamental elements of four key physical systems.
- 3 To examine the dynamics and interactions of these systems at the global scale.

Learning outcomes

By the end of the module a student will be able demonstrate:

- 1 An appreciation of the value of a systems approach in Physical Geography
- 2 An understanding of the key elements of the Earth's physical system at the global scale and some of the interactions between them.

Outline Contents

- 1 Physical systems properties (2 lectures) – basics and justification of the systems approach; nature and types of system; physical systems links.
- 2 Geosphere (4 lectures) – global rock cycle; plate tectonics; geomorphic process systems; landforms and their development.
- 3 Atmosphere and Hydrosphere (6 lectures) – global energy system; atmospheric circulation; global water balance and precipitation regimes; oceanic circulation; interaction with the geosphere.
- 4 Cryosphere (5 lectures) – glaciers and ice sheets; contemporary ice masses and their system links; cryospheric sensitivity and feedback.
- 5 Systems interaction, evolution and change (2 lectures) – external forcing of the earth system; earth system change; the last 2 million years; future earth system change; consequences of climatic change.

Delivery Methods	20 x 1-hour lectures
Student Contact Hours	20
Supporting Texts	Press, F., Siever, R., Grotzinger, J. and Jordan, T.H. (2004) <i>Understanding Earth (4th edition)</i> Smithson, P., Addison, K. and Atkinson, K. (2008) <i>Fundamentals of the Physical Environment (4th edition)</i>
Assessment Methods	1½ hour examination
Staffing (<i>convenor in bold type</i>)	Dr Edward Hanna , Dr Andrew McGonigle, Dr Felix Ng

GEO103 Region, Nation and World

Level	1
Credits	10
Availability	Core for BA Geography; Geography & Planning Approved for BSc Geography
Semester	Spring
Prerequisites	None

Description

The first part of this module describes the main elements and key issues involved in the global economic system. In the second part the uneven development process within the global economy is examined. In the third part it is shown how economic activities at the local level are similarly moulded by global influences.

Aims

- 1 To introduce the global pattern of economic interdependence and the inequalities present within it, showing how this pattern changes over time.
- 2 To examine spatial interdependencies within the themes of production, consumption and labour.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 A critical understanding of the globalisation process and the geographical inequalities it has given rise to.
- 2 The ability to illustrate the nature of the development process in different regions of the world.
- 3 The ability to interpret and critically appraise development policy.

Outline Contents

- 1 Global capitalism:
Capitalism and globalisation; uneven development; trade and the global economy; trade blocs and the geography of alliances; trans-national corporations (TNCs); international division of labour; global consumption; technology and time-space compression.
- 2 Uneven development within capitalism:
Growth and divergence; empirical evidence and theoretical explanations; structural adjustment; critique of international development efforts; changing economic conditions in developed countries; development policies.
- 3 The local context:
Labour processes under Fordism; labour processes under post-Fordism; local spatial divisions of labour; embeddedness of local firms; community entrepreneurship and the social economy; industrial clusters.

Delivery Methods	20 x 1-hour lectures
Student Contact Hours	20 hours
Supporting Texts	Dicken, P. (2010). <i>Global Shift</i> Knox, P., Agnew, J. <i>et al</i> (2008) <i>The Geography of the World Economy</i>
Assessment Methods	1½ hour examination
Staffing (<i>convenor in bold type</i>)	Professor Danny Dorling, Dr Daniel Hammett, Professor Charles Pattie

GEO108 Earth's Changing Surface

Level	1
Credits	10
Availability	Core for BSc Geography; Environmental Science Approved for BA Geography; Geography & Planning
Semester	Spring
Prerequisites	None

Description

Geomorphology is the science that investigates the landforms of the earth. All landforms have a beginning, a period of development and an end. When viewed in the framework of earth history they are essentially events in space and time that change during the course of their existence. This module introduces the fundamental principles of geomorphology considering issues such as temporal and spatial scale, equilibrium and interaction between different landscape processes and components.

Aims

- 1 To introduce the key principles of modern geomorphology;
- 2 To investigate the linkages between sediment transport processes and landforms;
- 3 To describe the characteristic temporal and spatial scales of landform development;
- 4 To illustrate long-term landscape development.

Learning outcomes

By the end of the module a student will be able to demonstrate an understanding of:

- 1 How the study of geomorphology has progressed
- 2 How landforms evolve and distinctive landscapes are produced
- 3 How dominant geomorphic processes vary according to climate, vegetation and relief
- 4 The intermittency of many geomorphic processes
- 5 How the magnitude of a geomorphological event is often related to its frequency

Delivery Methods	20 x 1-hour lectures
Student Contact Hours	20
Supporting Texts	There is no single supporting text for this course
Assessment Methods	Examination
Staffing (<i>convenor in bold type</i>)	Dr Robert Bryant , Dr Helen Moggridge <i>plus other staffing to be confirmed</i>

GEO112 Introducing Social and Cultural Geographies

Level	1
Credits	10
Availability	Core for BA Geography; Geography & Planning Approved for BSc Geography
Semester	Autumn
Prerequisites	None

Description

This module provides an introduction to social and cultural geography, focusing on a range of key concepts, current debates and contemporary issues. The module outlines current geographical thinking about space and place, culture and nature and social exclusion. Drawing examples from around the world at a variety of geographical scales, the module explores the contested nature of our social and spatial world and conflicting conceptions of our place in nature/culture.

Aims

- 1 To provide a critical introduction to social and cultural geography.
- 2 To illustrate the contested nature of our social world and conflicting conceptions of our place in nature.

Learning Outcomes

By the end of the module, a student will be able to:

- 1 Identify key concepts and current debates in social and cultural geography.
- 2 Demonstrate a critical understanding of these concepts and debates.
- 3 Illustrate the contested nature of our social world and our place in nature.

Outline Contents

- 1 Introductory lecture by all staff (1 lecture)
- 2 Part 1: Society and Space (5 lectures)
- 3 Part 2: Culture and Nature (6 lectures)
- 4 Part 3: Social Exclusion (6 lectures)
- 5 Conclusion, exam preparation, revision, module evaluation (1 lecture)

Delivery Methods 20 x 1-hour lectures

Student Contact Hours 20

Supporting Texts Cloke, P., Crang, P. & Goodwin, M. (eds) (2005) *Introducing Human Geographies*
Holloway, L. and Hubbard, P. (2001) *People and Place: The Extraordinary Geographies of Everyday Life*
Johnston, R.J. et al (eds) (2000) *The Dictionary of Human Geography*
Pain, R., et al (2001) *Introducing Social Geographies*

Assessment Methods Examination

Staffing (*convenor in bold type*) Professor Peter Jackson, **Dr Pat Noxolo**, Dr Kimberley Peters

GEO150 Practical Methods for Physical Geography

Level	1
Credits	10
Availability	Core for BSc Geography Approved for BA Geography; Restricted to BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester	Spring
Prerequisites	None

Description

This module provides basic training in several key laboratory and field methods. This is provided via a short series of introductory lectures and then by a series of integrated field work days and laboratory practical sessions. The former component of the course aims to demonstrate the importance of laboratory and field experimentation within modern physical geography enquiry. The latter component aims to provide hands-on experience of data collection, synthesis and presentation within the context of geomorphology.

Aims

- 1 To emphasise the importance of laboratory and field experimentation in physical geography
- 2 To give basic training in key laboratory and field techniques
- 3 To introduce methods for the assessment of data quality and the presentation of experimental data.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 Practical skills relevant to modern physical geography laboratory and field methods.
- 2 Written skills for the synthesis, presentation and assessment of data.

Outline Contents

- 1 The role of laboratory and field research in physical geography (2 lectures)
- 2 Field and practical work briefing (3 lectures)
- 3 Lab classes (3 x 3-hour practicals)
- 4 Field classes (3 x 4-hour field visits)

Delivery Methods	Lectures (5 hours), practicals (9 hours) and field classes (12 hours)
Student Contact Hours	26
Supporting Texts	There is no single supporting text for this course
Assessment Methods	Practical work
Staffing (<i>convenor in bold type</i>)	Professor Mark Bateman, Professor Andrew Hodson , Dr Helen Moggridge

GEO151 Qualitative Methods in Human Geography

Level	1
Credits	10
Availability	Core for BA Geography Approved for BSc Geography; Restricted to BA Geography; BSc Geography; Geography & Planning
Semester	Spring
Prerequisites	None

Description

This module provides an introduction to the use of qualitative methodologies within human geography, and emphasises how these methodologies connect to different ways of knowing and to divergent theoretical positions. Students are introduced to the core qualitative techniques of in depth interviewing, observation and visual methodologies, and are given experience in their practice and analysis.

Aims

- 1 To introduce students to the core techniques used within qualitative methodologies in human geography, and to forms of qualitative analysis.
- 2 To introduce students to the connections between qualitative research methods, ways of knowing and theoretical perspectives.

Learning Outcomes

By the end of the module, a student will be able to:

- 1 Demonstrate an awareness of the nature and assumptions of qualitative research in human geography.
- 2 Demonstrate a practical knowledge of the collection of qualitative data through interviewing and observation, and of the processes of identifying and selecting visual materials.
- 3 Gain an appreciation of analytical and interpretative procedures with regard to interview and observation data, and to visual materials.
- 4 Utilise writing and presentation skills with respect to these data.

Outline Contents

- 1 Introduction to qualitative methods, its basis in particular knowledge claims and the connection to particular theoretical positions
- 2 An outline of the key issues relating to in depth interviewing, observation, visual methodologies
- 3 Students will gain basic experience in the use of these research methods by carrying out data collection, analysis and interpretation of materials collected.

Delivery Methods	8 x 1-hour lectures, 5 x 1-hour practicals, fieldwork
Student Contact Hours	13
Supporting Texts	There is no single supporting text for this course.
Assessment Methods	Workbook
Staffing (<i>convenor in bold type</i>)	Dr Eric Olund, Dr Matt Watson <i>plus other staffing to be confirmed</i>

GEO152 Statistical Data Analysis in Geography

Level	1
Credits	10
Availability	Core for BA Geography; BSc Geography; Geography & Planning
Semester	Autumn
Prerequisites	None

Description

The module provides an introduction to the use of quantitative data analysis in geography. Students are introduced to descriptive statistics, data distributions, commonly encountered mathematical functions, principles of hypothesis testing and inferential analysis. The course includes hands-on experience of some commonly-used statistical methods.

Aims

- 1 To introduce students to key concepts in statistical data analysis
- 2 To introduce students to descriptive statistics and exploratory data analysis.
- 3 To introduce students to issues of sampling and inferential data analysis.
- 4 To develop understanding of sample accuracy, and methods for estimating sample errors and confidence intervals around estimates.
- 5 To familiarise students with a range of methods for the statistical analysis of bivariate problems.
- 6 To develop skills in the quantification, assessment and analysis of bivariate relationships.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 An understanding of the underlying concepts of statistical analysis.
- 2 A capacity to undertake and critically interpret sampling and inferential data analysis, including sample accuracy, sample errors and confidence intervals.
- 3 The ability to conduct and critically interpret a range of bivariate relationship estimation methods.

Outline Content

- 1 Basic concepts: variables and observations, numerical versus categorical data
- 2 Descriptive statistics: mean, median, mode, variance/standard deviation, exploratory data analysis
- 3 Data distributions and sampling theory
- 4 Sample accuracy, sample error and confidence intervals
- 5 Inferential statistics and hypothesis testing
- 6 Assessing bivariate relationships

Delivery Methods	20 x 1-hour lectures; 9 x 1-hour practicals
Student Contact Hours	29
Supporting Texts	Field, A. <i>Discovering Statistics using SPSS</i> Rogerson, P.A. <i>Statistical Methods for Geographers</i> (2nd edition)
Assessment Methods	Exam: half the exam will emphasise pattern recognition and descriptive statistics and will be based on multiple choice: half will be based on the interpretation of the results of statistical analysis, and will involve writing short reports on computer printout.
Staffing (<i>convenor in bold type</i>)	Dr Edward Hanna , Dr Adam Whitworth

GEO154 Geoenvironmental Fieldwork Skills

Level	1
Credits	10
Availability	Core for Environmental Science; Not available to other degrees
Semester	Spring
Prerequisites	None

Description

To introduce students to field techniques relevant to environmental research. The field course will be conducted in an area where the links between the geology, geomorphology and environmental processes can be explored.

Aims

Students will be introduced to:

- 1 Basic techniques used in geo-environmental field studies
- 2 Links between geology, geomorphology and environmental processes
- 3 Experimental design in environmental science

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 The ability to collect important environmental samples within an appropriate sampling framework
- 2 The capability to integrate field evidence with other information
- 3 The ability to present and interpret environmental data
- 4 An understanding of the interrelationships between the geology of an area and its landforms, soils and biological communities

Outline Contents

- 1 Briefing for field course
- 2 Introduction to laboratory methods
- 3 Six-day field class during the Easter Vacation
- 4 Poster session

Delivery Methods	Briefing lecture, 3-hour practical and residential field course
Student contact hours	4 hours plus residential field course
Assessment methods	Project work based on field excursion (report, poster and field notebooks)
Staffing (<i>convenor in bold type</i>)	Professor Mark Bateman, Professor Andrew Hodson , Dr Gareth Phoenix (APS)

GEO161

Geographical Data Analysis 1

Level	1
Credits	10
Availability	Core for BA and BSc Geography; Environmental Science Approved for Geography & Planning
Semester	Autumn
Prerequisites	None

Description

The ability to handle information in digital form is a key skill for success in a Geography degree and also in many areas of employment. This module will focus on two areas in particular – the presentation and interpretation of data in graphical form, and the presentation and analysis of spatial information using mapping and GIS.

Aims

- 1 Introduce students to a range of techniques for handling geographical data on the computer.
- 2 Develop students' ability to produce effective graphical representations of geographical data.
- 3 Improve students' IT skills.

Learning Outcomes

By the end of the unit a student will be able to:

- 1 Use a range of computer packages for the presentation and analysis of geographical data.
- 2 Apply their IT skills to the effective presentation of geographical information.

Outline Content

- 1 Introduction to GIS
- 2 Display one Query in GIS
- 3 GIS analysis
- 4 Digital terrain models
- 5 Graph and map design
- 6 Maps, information and power

Delivery Methods	10 x 1-hour lectures; 10 x 1-hour practicals
Student Contact Hours	10 hours
Assessment Methods	Coursework
Staffing (<i>convenor in bold type</i>)	Professor Chris Clark

GEO162

Geographical Data Analysis 2

Level	1
Credits	10
Availability	Core for BSc Geography; Environmental Science Approved for BA Geography; Geography & Planning
Semester	Spring
Prerequisites	GEO161

Description

The analysis of geographical data in digital form is vital for the understanding of a range of natural and anthropogenic processes. Remote sensing has revolutionised our ability to collect information on a range of phenomena and processes at all scales from the global to the local. The ability to model the behaviour of natural and human systems, and their interaction, is an increasingly vital tool in understanding those systems and also understanding the consequences of changes, such as population growth or global climate change. This module will introduce students to the techniques used to collect and process remotely sensed imagery and to mathematically model a range of geographical processes.

Aims

- 1 Introduce students to the collection and processing of remotely sensed imagery
- 2 Describe the role that mathematical modelling has in understanding and managing the natural and anthropogenic environment

Learning Outcomes

By the end of the unit, a candidate will be able to demonstrate the ability:

- 1 To describe the main sources and types of remote sensing data
- 2 To undertake simple processing of remotely sensed data to extract environmental information
- 3 To describe the main types of model used in environmental studies
- 4 To undertake simple modelling of environmental processes

Outline Content

Lectures will serve to provide basic introduction to the techniques of remote sensing and modelling and to describe the role these techniques play in developing our understanding of geographical phenomena and processes at a range of scales. Students will develop their IT skills and proficiency in using the software through a series of practical classes.

Delivery Methods	10 x 1-hour lectures, 10 x 1-hour practicals/workshops
Student Contact Hours	20
Assessment Methods	2 pieces of coursework, each worth 50%
Staffing (<i>convenor in bold type</i>)	Dr Robert Bryant, Dr Felix Ng

GEO163**Information & Communication Skills for Geographers**

Level	1
Credits	10
Availability	Core for BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester	Autumn and Spring
Prerequisites	None

Description

The skills needed to be able to find, evaluate, summarise and critically evaluate information are all vital to success in an undergraduate degree programme, and are also key transferable skills. This module will provide training in a wide range of methods for information handling and communication. The teaching is largely in small groups, with students expected to take more responsibility for their own learning as the module progresses. Lectures provide basic tuition in skills and small group tutorials are used to develop these skills. In the second half of the course students work in groups to produce a paper on a subject of geographical interest to be presented, in both written and oral form, at an undergraduate conference.

Aims

- 1 Develop students' ability to produce written work in an appropriate academic style.
- 2 Introduce students to a range of skills for the acquisition, analysis and presentation of information from bibliographic sources.

Learning Outcomes

By the end of the unit, a candidate will be able to demonstrate,

- 1 An understanding of what constitutes plagiarism and knowledge of how to avoid unintentional plagiarism.
- 2 The ability to find information from a range of sources.
- 3 The ability to produce a piece of academic writing which draws on material from a range of sources.
- 4 The ability to design and deliver an oral presentation on an academic topic.

Outline Content

- 1 Using academic Information Sources
- 2 Presentation of Academic Information
- 3 Academic writing skills for essays and papers
- 4 Design of material for oral presentations
- 5 Oral presentation skills

Delivery Methods	6 x 1-hour lectures; 8 x 1-hour tutorials, student conference
Student Contact Hours	16 hours
Supporting Texts	Kneale P. (1999) <i>Study Skills for Geography students</i> Knight, P. G. and Parsons, A.J. (2003) <i>How to Do Your Essays, Exams and Coursework in Geography and Related Disciplines</i>
Assessment Methods	Essay; oral presentation
Staffing (<i>convenor in bold type</i>)	Professor Mark Bateman

GEO164

Understanding and Managing Environmental Issues

Level	1
Credits	10
Availability	Approved for BA Geography; BSc Geography; BSc Environmental Science Not available to other degrees
Semester	Spring
Prerequisites	None

Description

This module will introduce students to a wide range of environmental issues facing the world today. Issues such as climate change, water resources, water quality, large-scale land use change, biodiversity loss and human vulnerability to natural hazards will be considered. The physical processes underlying these issues will be explored and different management responses will be evaluated. In the final part of the module, students will have the opportunity to investigate a specific case study in detail.

Aims

- 1 To investigate a range of global environmental issues, with reference to examples
- 2 To assess and critically evaluate management responses (policy and practical) to environmental issues
- 3 To apply scientific principles to real world situations
- 4 To develop skills in group working and presentation

Learning Outcomes

By the end of the module, students will be able to demonstrate:

- 1 An understanding of the causes and consequences of a range of environmental issues
- 2 An understanding of management responses to a range of environmental issues
- 3 The ability to design and deliver an oral presentation (and accompanying handout) as part of a small group

Outline Content

- 1 Climate change (2 lectures)
- 2 Water resources (2 lectures)
- 3 Water quality (2 lectures)
- 4 Land use change (4 lectures)
- 5 Loss of biodiversity (2 lectures)
- 6 Natural hazards (2 lectures)
- 7 Environmental management approaches (policy) (2 lectures)
- 8 Environmental management approaches (practice) (2 lectures)
- 9 Student poster conference on case studies with critical evaluation of management approaches (2 seminars)

Delivery Methods	Lectures and student-led seminars
Student Contact Hours	20 hours
Supporting texts	There is no single supporting text for this course
Assessment methods	1-hour essay-based exam (60%), poster (40%)
Staffing (<i>convenor in bold type</i>)	Dr Helen Moggridge

GEO206 Environmental Change

Level	2
Credits	20
Availability	Approved for BA Geography, BSc Geography, Environmental Mathematics, Environmental Science; Duals with Archaeology (BSc), Economics, Planning, Politics
Semester	Autumn
Prerequisites	GEO101 and GEO108

Description

Huge changes at a global, regional and local scale have occurred in the last 2.5 million years of the earth's history (Quaternary period). These changes are ongoing with implications for both present and future environments. Methods and techniques to investigate past environmental changes are outlined and illustrated. The course will also raise issues related to the problems of distinguishing natural variability from that caused by humans, and the contribution of modelling to understanding and predicting changes in the environment.

Aims

- 1 To demonstrate the variability of environmental change at different spatial and temporal scales.
- 2 To illustrate how past changes in environmental systems can be reconstructed and used to model future changes.
- 3 To develop an awareness of the contributions made by human activity to changes in the physical environment.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 An understanding of the differences between proxy and instrumental data.
- 2 An understanding of a variety of sources from which an understanding of the past environmental changes can be reconstructed.
- 3 An understanding of some of the difficulties associated with predicting both human impacts and future environmental changes.
- 4 A knowledge of the types, effects and periodicity of environmental changes over the last 2.5 million years.

Outline Contents

- 1 Reconstruction of past environments
- 2 Forcing mechanisms of climate change
- 3 Long term environmental change
- 4 Human impact on environmental change and future environmental changes

Delivery Methods	Lectures, plus practicals and tutorial support
Student Contact Hours	27 hours lectures, 1 practical, 3 tutorials
Supporting Texts	Lowe, J.J. and Walker, M.J.C. (1997) <i>Reconstructing Quaternary Environments</i> ; Roberts, N. (1998) <i>The Holocene</i> Williams et al (1998) <i>Quaternary Environments</i> Wilson, R.C.L. et al (2000) <i>The Great Ice Age: Climate Change and Life</i>
Assessment Methods	Examination (67%), essay (33%)
Staffing (<i>convenor in bold type</i>)	Professor Mark Bateman , Dr Julie Jones, Dr Felix Ng, Dr Darrel Swift

GEO210 Geographic Information Systems

Level	2/3
Credits	10
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; Duals with Archaeology (BA & BSc), Economics, Mathematics, Planning, Sociology
Semester	Spring
Prerequisites	GE0161 (or equivalents in other departments)

Description

Geographic Information Systems (GIS) are computer systems for the storage, display and manipulation of geographical data. This module is an introduction to such systems for those with no previous knowledge of them. The module will cover the main concepts related to handling geographical data on a computer and introduce a range of practical applications of GIS in research, industry and commerce.

Students interested in this module who have not taken GEO161 (the pre-requisite) but who believe they have equivalent knowledge should contact the Department.

Aims

- 1 To introduce Geographic Information Systems (GIS) to those with little or no previous experience of them.
- 2 To provide practical experience in using GIS software.
- 3 To consider the real-world context in which GIS are used.

Learning Outcomes

By the end of the module, a student will be able to:

- 1 Demonstrate knowledge of the core concepts relating to the handling of spatial data on the computer.
- 2 Illustrate these ideas with reference to applications of GIS.
- 3 Demonstrate knowledge of some of the issues relating to the capture and use of spatial data in real applications.

Outline Contents

- 1 Introduction to geographical data handling.
- 2 Data display in GIS
- 3 Data analysis in GIS
- 4 Vector and raster systems
- 5 Data input
- 6 Organisational issues

Delivery Methods	14 hours lectures, 6 hours practical classes
Student Contact Hours	20
Supporting Texts	Heywood, I., Cornelius, S. and Carver, S. (2006) <i>An Introduction to Geographic Information Systems</i> .
Assessment Methods	1-hour examination; practical exercise
Staffing (<i>convenor in bold type</i>)	Mr Stephen Wise

GEO211 Applied Remote Sensing

Level	2/3
Credits	10
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; Duals with Archaeology (BSc), Economics, Mathematics, Planning, Sociology
Semester	Autumn
Prerequisite	GEO162 (or equivalent in other departments)

Description

Remote Sensing (RS) refers to the science of identification of earth surface features and estimation of their geo-biophysical properties through the detection of electromagnetic radiation. RS data are a key component in our understanding of global processes, as they: (1) provide a unique perspective from which to observe large regions, (2) are able to measure energy at wavelengths which are beyond the range of human vision, and (3) can provide repetitive coverage with calibrated sensors to detect change. This course provides instruction and practical experience in basic RS data collection, processing and use. Important geographical applications of RS data are introduced, including: land cover mapping, LiDAR, aerosol remote sensing (mineral and volcanic), thermal remote sensing and SAR/InSAR. Some prior knowledge of RS systems is assumed.

Aims

- 1 To introduce remote sensing as an important enabling tool for earth surface research problems and applications.
- 2 To examine the basics of remote sensing and the main satellite/sensor systems in use.
- 3 To provide practical experience of remote sensing applications (Lab-based).

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 An understanding of the basic physical principals underpinning the collection and use of a wide range of RS data types
- 2 Knowledge of basic processing methods and output data-types derived from RS data using industry-standard software
- 3 An understanding of key application of RS data for regional/global monitoring.

Outline Contents

- 1 The RS Approach, energy matter/atmosphere interactions, turning numbers into data
- 2 Applications in the VNIR (Land cover mapping/change, LiDAR)
- 3 Applications in the UV (mineral and volcanic aerosols)
- 4 Applications in the TIR (water and SST)
- 5 Applications in the Microwave (SAR/InSAR)

Delivery Methods	14 hours lectures, 7 hours computer-based practicals
Student Contact Hours	21
Supporting Texts	Drury, S.A. (1990) <i>A Guide to Remote Sensing: Interpreting Images of the Earth</i> . Lillesand, T.M. & Kiefer, R.W. (2000) <i>Remote Sensing and Image Interpretation (4th Edition)</i> Campbell J.B. (1996) <i>Introduction to Remote Sensing</i> (2nd edition)
Assessment Methods	1½-hour examination, (66%), 1 assessed report (33%)
Staffing (<i>convenor in bold type</i>)	Dr Rob Bryant , Dr Andrew McGonigle

GEO217 Environment, Society and Policy

Level	2/3
Credits	10
Availability	Approved for BA Geography; BSc Geography; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisite	GEO103 or GEO112

Description

Environmental issues are a key area of contemporary public concern and current political debate. They raise fundamental questions about the relationship between society and environment. This module provides a geographical introduction to these issues and debates with examples from a range of scales from the global to the local. After a review of key concepts, the module is developed in three inter-related sections covering energy, waste and food. Students are expected to develop and present their own ideas in group-based activities and workshops.

Aims

- 1 To familiarise students with some of the main theories and concepts for understanding society-environment relations including notions of risk, practice and sustainability
- 2 To illustrate how these theories and concepts can be applied to understand current issues in three key sectors (energy, waste and food)
- 3 To examine the process of environmental policy formation in these three sectors and the relationship between environmental regulation and everyday life

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 An understanding of some key theoretical and conceptual approaches to society and environment relations
- 2 A knowledge of how these approaches can be applied to contemporary environmental issues in relation to themes of energy, waste and food
- 3 An appreciation of the challenges posed for environmental policy-making in these key sectors.

Outline Contents

- 1 Introduction and key concepts
- 2 Energy (two sessions)
- 3 Waste (two sessions)
- 4 Food (two sessions)
- 5 Student-led group workshops (two sessions)
- 6 Review and revision workshop

Delivery Methods	10 x 2-hour sessions (lectures and workshops)
Student Contact Hours	20
Supporting Texts	No single supporting text
Assessment Methods	1½ hour examination
Staffing (<i>convenor in bold type</i>)	Dr Matt Watson <i>plus other staffing to be confirmed</i>

GEO221 Geographies of Development

Level	2/3
Credits	10
Availability	Approved for BA Geography; BSc Geography, Environmental Science; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Autumn
Prerequisite	GEO103 or GEO112

Description

Development in the South/Third World is a major issue of international concern in the 21st century. This module explores contemporary development issues and examines the contribution that geographers, and geographical thought, can make towards understanding inequality, poverty and socio-economic change. Definitions of 'development', 'poverty' and 'the poor' shift and change, and these terms are invested with political meaning which reflect specific geographies and ways of seeing the world. This module addresses diverse theories, paradigms and contemporary critiques of development, and explores some of the central issues affecting processes of development. Case examples are drawn from Latin America, Africa and South-East Asia.

Aims

- 1 To illustrate that definitions of 'poverty' and 'the poor' shift and change across space and time.
- 2 To highlight that these terms are invested with political meaning which express specific geographies and ways of seeing the world.
- 3 To gain a clear understanding of contemporary approaches towards 'development'.
- 4 To understand the interrelatedness and interconnectedness of countries North and South ('developed' and 'developing').

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 A critical understanding the origins of development paradigms.
- 2 The ability to critically assess the factors influencing development planning at local and global levels.
- 3 The ability to outline, analyse and discuss key development processes at a range of scales, including linking local issues to regional initiatives and sub-regional and global policy discourses.

Outline Contents

- 1 Theories of Development – defining development, the legacies of colonialism, development paradigms, globalisation and development
- 2 Development in Practice – poverty and inequality, the environment-development interface, institutions communities and development
- 3 Spaces of Development – North-South: an interdependent world, urban spaces, rural spaces

Delivery Methods	10 x 2-hour lectures
Student Contact Hours	20
Supporting Texts	Potter, R., Binns, T., Elliot, J. and Smith, D. (2008) <i>Geographies of Development, 3rd edition.</i>
Assessment Methods	Examination
Staffing (<i>convenor in bold type</i>)	Dr Pat Noxolo, Dr Chasca Twyman

GEO223 Philosophical Issues in Human Geography

Level	2
Credits	10
Availability	Core for BA Geography; Duals with Archaeology (BA), Economics, Politics; Approved for Duals with Mathematics, Sociology
Semester	Autumn
Prerequisite	GEO103, GEO112, GEO151 and GEO163
Co-requisite	GEO264

Description

School syllabuses present human geography as a practical, applied subject, one with a factual basis and a problem-solving approach. It is easy to get the impression that there is a longstanding, unproblematic consensus amongst human geographers regarding what the subject is about, how geographical research should be conducted, and what students should be taught. However at university level it is vital to recognise that philosophical concepts and theoretical debates, past and present, have shaped how human geography is understood and conceived.

Aims

The aims of this module are to:

- 1 Introduce students to some of the key concepts in the western philosophic tradition which engage with geographical concerns
- 2 Introduce students to the ways in which geographic thought and practice has interpreted and mobilised philosophic concepts
- 3 Develop an awareness of the linkages between theoretical standpoints and methodological/pedagogical techniques

Learning Outcomes

By the end of the module, a student will be able to:

- 1 Identify major philosophical issues and debates within human geography.
- 2 Demonstrate understanding of major philosophical issues and debates within human geography.
- 3 Critically discuss such debates and the relations between them.
- 4 Understand and discuss the linkages between theoretical standpoints and substantive foci.
- 5 Demonstrate an awareness of the plurality of intellectual traditions within human geography.
- 6 Demonstrate an awareness of the interdisciplinary linkages between human geography and cognate social science and humanities disciplines.

Outline Contents

- 1 The City: Public Space, Debate and the Public Intellectual
- 2 The Map: Power, Knowledge and Imperial Territorialities
- 3 The Political: Spaces of Political Problems and Political Action
- 4 The Body: Humanism to Post-Humanism; 'Vetruvian' Man to the Panopticon

Delivery Methods	Lectures, independent study
Student Contact Hours	20 hours
Supporting Texts	Plato, <i>The Apologia</i> Atkinson et al, (2005) <i>Cultural Geography: A Dictionary of Key Concepts</i> Cloeke et al (2005) <i>Introducing Cultural Geography</i> Foucault, M. (1977) <i>Discipline and Punish</i>
Assessment Methods	Examination
Staffing (<i>convenor in bold type</i>)	Dr Jessica Dubow , Dr Tariq Jazeel, Dr Kimberley Peters

GEO231 Socio-spatial Analysis

Level	2
Credits	10
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisites	GEO152

Description

Many problems in modern social science, both pure and applied, demand the use of socio-spatial analysis approaches for the interrogation of relatively large, spatially structured datasets. Good examples include health policy, education, political issues, economic regeneration, crime and migration.

The module is designed to provide students with a solid grounding in the proper application of socio-spatial analysis, and an appreciation of its role in the study of contemporary society. This is achieved through a combination of lectures, practicals and seminars which cover the underlying ideas, provide hands-on experience and give examples of the methods' application in the literature. The module covers regression, spatial statistics, and multivariate analysis.

Aims

- 1 To provide students with an overview of socio-spatial analytical methods for human geography
- 2 To make students aware of a range of data analysis techniques employed in social science research
- 3 To give students a theoretical and practical grounding in the application of socio-spatial analysis
- 4 To allow students to understand research literature employing socio-spatial analysis

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 An appreciation of a range of quantitative socio-spatial analytical techniques
- 2 The ability to use socio-spatial analysis to address research questions
- 3 The ability to interpret the results of socio-spatial analyses
- 4 A critical understanding of the use of socio-spatial analytical techniques in modern social science

Delivery Methods	10 x 1-hour lectures; 10 x 1-hour practicals; 3 x 1-hour seminars
Student Contact Hours	23 hours
Supporting Texts	Rogerson, P.A. (2001) <i>Statistical Methods for Geographers</i> Fotheringham, A.S., Brunson, C. and Charlton, M. (2000) <i>Quantitative Geography: Perspectives on Spatial Data Analysis</i>
Assessment Methods	1-hour exam (80%); coursework (20%)
Staffing (<i>convenor in bold type</i>)	Professor Charles Pattie , Dr Adam Whitworth

GEO232 Dryland Geomorphology

Level	2
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; Duals with Archaeology (BSc), Economics, Planning, Sociology
Semester	Spring
Prerequisites	GEO101 and GEO108

Description

Geomorphological processes and landforms, and landform evolution in non-glaciated environments are strongly dependent on the relationship between precipitation, on the one hand, and evaporation and evapotranspiration, on the other. This module will explore that dependency.

Aims

This unit aims to examine how geomorphological processes, landforms and landscape evolution are affected by a ratio of precipitation to evaporation and evapotranspiration of less than one.

Learning Outcomes

By the end of the unit, a candidate will be able to demonstrate the ability to

- 1 Identify and account for those areas of the world in which precipitation is significantly less than evaporation and evapotranspiration and those where it is not;
- 2 Demonstrate the geomorphological significance of this relationship for vegetation cover, weathering, soil development, water movement in the landscape, fluvial processes (both on hillslopes and in rivers), and aeolian processes;
- 3 Describe and account for landforms fashioned by aeolian and fluvial processes in dryland environments and how they differ from their humid counterparts; and
- 4 Explain the role of contemporary landscape processes in the long-term fashioning of current dryland landscapes.
- 5 Evaluate the wider impacts of dryland geomorphological processes

Delivery Methods	Lectures and laboratory classes
Student Contact Hours	30 hours
Supporting Texts	Abrahams, A.D. and Parsons, A.J. (eds.) (2009) <i>Geomorphology in Desert Environments, 2nd edition</i> Cooke, R.U., Warren, A. and Goudie, A.S. (1993) <i>Desert Geomorphology</i> Thomas D.S.G. (ed.) (2011) <i>Arid Zone Geomorphology, 3rd edition</i>
Assessment Methods	Examination (67%), coursework (33%)
Staffing (<i>convenor in bold type</i>)	Dr Rob Bryant, Professor Tony Parsons <i>plus other staffing to be confirmed</i>

GEO233 Glacial Environments

Level	2
Credits	20
Availability	Approved for BA Geography, BSc Geography, Environmental Science, Environmental Mathematics; Duals with Archaeology (BSc), Economics, Planning, Sociology
Semester	Spring
Prerequisites	GEO101 and GEO108

Description

This module covers topics relevant to glacial environments of the world, including both contemporary and former ice sheets and glaciers. Firstly we examine how glaciers and ice sheets come into existence through an understanding of climate and the concept of glacier mass balance. How glaciers work (ice flow, interaction with their beds etc) is dealt with via sections on glaciology and glacier hydrology. How glaciers modify the underlying landscape is dealt with via a section on glacial geomorphological processes and landforms, and the sedimentary products of glaciation via a section on glacial geology.

Aims

This module aims:

- 1 To introduce students to the ice sheet and glacier components of the worlds' cryosphere,
- 2 To provide an understanding of how glaciers flow and how they attempt to maintain a balance with their climate drivers
- 3 To provide a basis for understanding the processes that act to erode and shape underlying landscapes
- 4 To provide a basis for understanding the sedimentary products of glaciation

Learning Outcomes

By the end of the module, a candidate will be able to demonstrate an understanding of glaciology, glacier hydrology, glacial geomorphology and geology. Students should gain insight into how research approaches have produced such knowledge and be appreciative of levels of uncertainty in our current understanding, and the main challenges for the future.

Delivery Methods	Lectures
Student Contact Hours	24
Supporting Texts	Benn & Evans (1998) <i>Glaciers & Glaciation</i>
Assessment Methods	Examination (67%), coursework (33%)

Staffing (*convenor in bold type*) Professor Chris Clark, Dr Darrel Swift, *Convenor to be confirmed*

GEO234 Atmospheres and Oceans

Level	2
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; Duals with Archaeology (BSc), Economics, Planning, Sociology
Semester	Autumn
Prerequisites	GEO101

Description

This module will give students an understanding of the global climate, focusing on the atmospheres, the oceans, and their interaction. The first part of the module will consider the main characteristics of, and processes behind, climate from the global to the local scale. The second part of the module will examine the physical characteristics of the oceans and their geographical variation, and the role of the oceans in the climate system.

Aims

This unit aims to:

- 1 Further develop knowledge of the characteristics of the global climate system
- 2 Develop understanding of the processes behind climate at a global, regional and local scale
- 3 Identify the characteristics of, and processes underlying, the physical properties of the ocean
- 4 Develop an awareness of the role of the oceans in the earth system
- 5 Give an appreciation of links between atmosphere, ocean and climate

Learning Outcomes

By the end of the unit, a student will be able to:

- 1 Demonstrate knowledge of the main features of global climate
- 2 Identify the dominant processes shaping the mean climate and causing climate variability at a range of scales
- 3 Demonstrate a firm grasp of the characteristics and underlying processes of the oceans
- 4 Understand how the oceans interact with the rest of the climate system

Outline Contents

- 1 Global climates: the Earth's radiation balance, forces in the atmosphere
- 2 The atmospheric general circulation, modes of interannual variability
- 3 Regional climates: mid-latitude and tropical
- 4 Atmospheric moisture and stability
- 5 Local-scale atmospheric circulations; microclimate
- 6 Basic introduction to physical oceanography
- 7 The ocean general circulation: properties and theories
- 8 The tropical ocean; El Nino
- 9 The polar ocean and sea ice; deep convection and the thermohaline circulation
- 10 The role of the oceans in climate

Delivery Methods	Lectures, practicals and fieldwork (on campus)
Student Contact Hours	35
Supporting Texts	Barry, R.G. and Chorley, R.J. (2003) <i>Atmosphere, Weather and Climate</i> .
Assessment Methods	2-hour examination (67%), practical write up (33%)
Staffing (<i>convenor in bold type</i>)	Professor Grant Bigg, Dr Julie Jones

GEO241 Social and Cultural Geographies

Level	2
Credits	20
Availability	Approved for BA Geography; BSc Geography; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Autumn
Prerequisite	GEO112

Description

This module builds on GEO 112: Introducing Social and Cultural Geographies. It encompasses a range of key debates, concepts and themes that have shaped and continue to drive cultural and social geographic scholarship. These debates and issues will be explored via three complementary frameworks: i) Place: discourse and practice; ii) Culture: landscape, nature; iii) Memory: space, history. The module adopts a broadly geographical perspective but makes a series of interdisciplinary connections to other social sciences and to the arts and humanities.

Aims

- 1 To develop students' understanding of key thematic and conceptual issues in contemporary social and cultural geographies.
- 2 To enhance student's critical awareness of contemporary dimensions of society and culture.
- 3 To encourage interdisciplinary thought required within contemporary social and cultural geography.

Learning Outcomes

By the end of the module, a student will have:

- 1 A clear understanding of the thematic scope and conceptual depth of contemporary social and cultural geographic scholarship
- 2 An ability to critically engage with contemporary geographic dimensions of society and culture
- 3 A capacity to demonstrate an awareness of the interdisciplinary currents within social and cultural geographies

Outline Contents

- 1 Place: discourse and practice
- 2 Culture: landscape and nature
- 3 Memory: space and history

Delivery Methods Lectures and interactive workshops/media engagements

Student Contact Hours 30

Supporting Texts

Assessment Methods 2 short essays (1,300 words, 33% each) and 1 hour unseen exam (34%)

Staffing (*convenor in bold type*) **Dr Jessica Dubow**, Dr Tariq Jazeel, Dr Kimberley Peters

GEO242 Health, Place and Society

Level	2
Credits	20
Availability	Approved for BA Geography; BSc Geography; Duals with Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisites	GEO103

Description

This module will introduce students to the concept of social determinants on people's life chances. The module will concentrate on current understandings of the social determinants, for example, good and poor health, educational opportunities, employment, inequality and injustice. The module will build a student's understanding of how place and society impact upon the lives of individuals in many ways, but with a significant focus on health and well being. Examples will be used from all scales from the global to the local.

Aims

This module aims to interest, enthuse and motivate students in the study of health, place and society. Students will understand the global and local contexts of the determinants of life chances in social environments. Key to this is the understanding of how society and place impact on the lives of all people in many ways, but with a heavy focus on people's health and wellbeing.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 The ability, within the context of health, place and society, to assess the merits of contrasting theories, explanations and policies.
- 2 An understanding of the effects of social determinants on the lives of people with particular reference to people's health.
- 3 The ability to present and explain both visually and textually both evidence and theory on the interactions between health, place and society.
- 4 The capability to judge and evaluate evidence and assertions.
- 5 The ability to develop a reasoned argument, based on own research and that of others.

Outline Contents

Geography of Education
 Geography of Work and Unemployment
 Geography of Wealth and Housing
 Access to health care
 Other effects on life chances in the UK
 Social class and inequality

Delivery Methods	Lectures, seminars, class discussion and exercises and mini conference
Student Contact Hours	30
Supporting Texts	Shaw et al. (2002). <i>Health, place and society</i> Gatrell, A. (2002). <i>Geographies of Health</i> Dorling, D. (2005). <i>Human Geography of the UK</i>
Assessment Methods	1-hour examination (34%), Poster Presentation (33%), Essay (33%)
Staffing (<i>convenor in bold type</i>)	Professor Danny Dorling, Dr Dan Vickers

GEO243 Political Geographies

Level	2
Credits	20
Availability	Approved for BA Geography, BSc Geography, Environmental Mathematics; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisites	GEO103 or GEO112

Description

The module introduces students to contemporary debates within political geography. Political processes are discussed at a variety of spatial scales, from international politics, through national politics, local and community politics and individual political behaviour. Questions of power, efficacy and conflict are examined at all these scales. Particular emphasis is given to spatial and place-specific aspects of politics. Among the issues normally discussed in the module are: geopolitics and international relations; the state and territoriality; the politics of nationalism and citizenship; welfare regimes and the geography of public policy; civic activism; and individual political participation.

Aims

- 1 Discuss geographical issues in geopolitics and international relations;
- 2 Discuss geographical issues related to the politics of nationalism, citizenship and state formation;
- 3 Examine debates around welfare regimes, the geography of public policy; and civic life and political participation.

Learning Outcomes

By the end of the module, a student will be able to demonstrate the ability to:

- 1 Understand the role of geography in geopolitics and international relations;
- 2 Understand debates on the politics of nationalism, citizenship and state formation;
- 3 Understand the geographical nature of welfare regimes, the geography of public policy; and civic life and political participation.

Outline Contents

Delivery Methods	30 x 1-hour lectures; 3 x 1-hour seminars
Student Contact Hours	33
Supporting Texts	Flint, C. and Taylor, P. (2007). <i>Political Geography: World-Economy, Nation-State & Locality (5th edition)</i>
Assessment Methods	2-hour examination (67%), 2,000 word coursework essay (33%)
Staffing (<i>convenor in bold type</i>)	Dr Daniel Hammett, Professor Charles Pattie , Dr Adam Whitworth

GEO255 Environmental Modelling

Level	2/3
Credits	10
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; Duals with Archaeology (BSc), Economics, Planning, Sociology
Semester	Autumn
Prerequisite	GEO162

Description

The module uses lectures and computer practicals to introduce the numerical modelling of environmental systems. The art and science of model formulation, construction, and testing will be covered in detail. Students will use a number of specially-written models from various areas of physical geography and environmental science.

Aims

- 1 To introduce numerical modelling as an important method of understanding environmental systems and predicting changes in these systems.
- 2 To give students some experience of what is involved in creating and using computer models.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 Knowledge of the uses of numerical models of environmental systems.
- 2 Knowledge of how dynamic store-and-flow systems are represented in computer models.
- 3 Knowledge of issues of calibration, uncertainty, and sensitivity analysis.

Outline Contents

The following themes will be addressed: (1) why model?, (2) types of model, (3) box models of flows between stores, (4) alternative spatial representations, (5) calibration and sensitivity analysis, (6) examples of models in three of the following (depending on who teaches the module in a given year): hydrology, climatology, geomorphology, population ecology.

Delivery Methods	Lectures to introduce basic concepts and methods and to introduce practical work. Practical work in PC laboratory using prepared models (in Excel which students already know) to illustrate what was discussed in lectures.
Student Contact Hours	25
Supporting Texts	Kirkby, M.J., Naden, P.S., Burt, T.P., and Butcher, D.P. (1993) <i>Computer Simulation in Physical Geography</i> , 2nd edition. Wainwright, J. and Mulligan, M. (eds) (2003) <i>Environmental Modelling: Finding Simplicity in Complexity</i>
Assessment Methods	Examination (67%); practical write-up (33%)
Staffing (<i>convenor in bold type</i>)	Dr Julie Jones, Dr Felix Ng

GEO263 Research Design in Physical Geography

Level	2
Credits	10
Availability	Core for BSc Geography; Environmental Mathematics; BSc Archaeology/ Geography Not available to other degrees
Semester	Spring
Prerequisite	GEO150

Description

The ability to undertake independent research is a key skill in a Geography degree and in many areas of future employment. This module provides a background to undertaking research and practical experience in undertaking small research projects.

Aims

This unit aims to equip students with the knowledge and skills to undertake a piece of independent research

Learning Outcomes

By the end of the unit, a candidate will be able to demonstrate the ability to:

- 1 Write a research proposal that identifies a research problem in physical geography in the context of existing understanding, provides a methodology for conducting the research, and assesses the contribution that the proposed research may make.
- 2 Present a verbal report on a piece of research that they have undertaken.

Delivery Methods	Lectures, field course
Student contact hours	54
Assessment Methods	Coursework
Staffing (<i>convenor in bold type</i>)	Dr Darrel Swift , Dr Edward Hanna (field course convenor), other physical geography staff

GEO264 Research Design in Human Geography

Level	2
Credits	10
Availability	Core for BA Geography. Approved for Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology Not available to other degrees
Semesters	Spring
Prerequisite	GEO151 or GEO152
Co-requisite	GEO223

Description

This module introduces the principles of research design for human geographers. It places methods of data collection in the overall processes of research, including the identification of a topic of study, formulating research questions and linking them to methods, and conducting a literature review, along with research ethics and safety. Lectures will be complemented by workshops. Summative assessment will involve a critical essay, and also the proposal which will form the basis of the dissertation.

Aims

GEO264 introduces students to the key issues which must be considered when designing a research project and writing a research proposal.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 Awareness of the elements which make good research design
- 2 Capability to conduct literature searches
- 3 Broad awareness of ethical issues which may arise when conducting social science research.

Delivery Methods	Lectures and workshops; one-to-one supervision of proposal development
Assessment Methods	Dissertation project proposal
Staffing (<i>convenor in bold type</i>)	Dr Dimitris Ballas, Dr Matt Watson

GEO265 Researching Human Geographies

Level	2
Credits	10
Availability	BA Geography; BSc Geography; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Autumn
Prerequisites	GEO151 and GEO152

Description

This module builds on previous methods learning to further develop skills and understanding of a range of research approaches used in contemporary human geography. The module focuses on a number of research methodologies to increase the awareness of the appropriateness of certain methods to research design. The module will discuss a number of methodological approaches (*eg* visual methodologies, participatory research, ethnography, critical realism), the data gathering techniques (*eg* interviewing, focus groups, visual interpretation, participant observation, diaries, questionnaire surveys, etcetera) and the analytical approaches used to make sense of this data that are used within the various methodological approaches.

Aims

This unit is designed as part of the methods teaching for Human Geography level 2 students. It will allow students to broaden their understanding of research in human geography. The unit provides an opportunity for undergraduates to develop core skills by:

- 1 Understanding the differences between various methodological approaches and
- 2 Knowing which methods to apply to a particular situation.

Learning Outcomes

By the end of the unit, a candidate will be able to demonstrate:

- 1 An awareness of the diversity of methodological approaches, the associated tools, and analytical methods used in researching human geography;
- 2 In-depth knowledge of a particular method or methodological approach used in researching social phenomena in human geography.

Delivery Methods	Lectures, problem solving/example classes, independent study
Student Contact Hours	15
Assessment Methods	2,000-word essay (50%), reflexive methods notebook (50%)
Staffing (<i>convenor in bold type</i>)	Dr Dimitris Ballas, Dr Eric Olund , Dr Kimberley Peters

GEO302 Extended Geographical Essay

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Duals with Mathematics, Economics, Politics, Sociology
Semester	Autumn <i>or</i> Spring
Prerequisites	GEO263 or GEO264

Description

This module requires the student to prepare, research and write up a piece of work based on previous studies on a geographical topic. The student will choose a topic and will be required to produce an extended essay on that topic, synthesising and developing a critique on the existing literature available in the Sheffield libraries.

Aims

- 1 To give students experience in carrying out the research involved in literature-based survey projects.
- 2 To enable students to develop and demonstrate the skills of bibliographic search and of argument structuring gained at levels 1 and 2 of their degree programme.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 The ability to conceptualise a clear research question arising from a key geographic debate
- 2 The ability to design and carry out a programme of literature-based research, involving the collation and analysis of academic literature, appropriate to answering the question under investigation
- 3 The ability to critically analyse and review literature competently and appropriately
- 4 The ability to write a substantial essay, which summarises and evaluates relevant literature, arguments and debates

Outline Contents

Students will choose their own topic subject to approval by Geography staff. They will work on their own without supervision.

Delivery Methods	Self-taught
Student Contact Hours	1 hour attendance at collective briefing session, plus consultation with staff during office hours prior to the submission of the topic proposal.
Supporting Texts	Kneale, P. (2003) <i>Study Skills for Geography Students: A Practical Guide</i>
Assessment Methods	Extended essay – 6,000 word maximum (90%); Topic Proposal (10%)
Staffing (<i>convenor in bold type</i>)	Dr Felix Ng

GEO323 Social Geography of Europe

Level	3
Credits	20
Availability	Approved for BA Geography, BSc Geography; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Autumn
Prerequisites	GEO242 or GEO243

Description

A considerable number of social issues in contemporary Europe have important geographical aspects, at a number of scales. The aim of this module is to consider a number of these social issues, focussing especially on their manifestation at the local and regional scales. Particular emphasis will be placed on evidence drawn from vernacular sources as supplements to academic study. The topics to be considered will vary from year to year but may include urban social geography, ethnic minority communities, housing, rural isolation, and regional identities.

Aims

This module aims to:

- 1 Extend students' abilities to analyse contemporary issues across European societies
- 2 Extend students' transferable skills in inquiry-based learning and teamwork

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 An awareness of the geographic dimensions of social issues in Europe.
- 2 An understanding of the ways in which wider forces translate into different local social outcomes.
- 3 The ability to undertake and report on comparative analyses of social issues in different European countries and contexts.
- 4 The ability to work in a team with others on inquiry-based activities and to present findings in an open forum.

Outline Contents

- 1 Introduction to social issues in Europe, highlighting diversities of cultural, political, historical, economic and societal contexts within which contemporary forces are played out.
- 2 A number of topics will be investigated in depth: these will alter from year to year in part in relation to student interests.

Delivery Methods	Inquiry-based learning delivered in the Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS)
Student Contact Hours	24
Supporting Texts	No specific text
Assessment Methods	Examination (essay-based) (67%), project based on material in the early part of the module (33%)
Staffing (<i>convenor in bold type</i>)	Dr Dimitris Ballas, Professor Paul White

GEO327 Geography of Elections

Level	3
Credits	20
Availability	Approved for BA Geography, BSc Geography; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisites	GEO243 or equivalent, as approved by the module convenor

Description

This module reviews current research on the political geography of elections, dealing with both electoral behaviour and the politics of the electoral process. Elections are placed in their broad social and geographical contexts. The course will examine how elections contribute to the development and use of power and legitimacy in political systems. Most attention will be given to the analysis of the electoral decision: what influences voters' choices? How does geography impact upon those choices? Contextual models of voting, which see the voter as part of a wider spatial set of relations, are discussed. Attention will also be focused on the activities of political parties and of electoral systems in creating "electoral spaces".

Aims

This module aims to:

- 1 Outline recent work in electoral geography
- 2 Explore the links between geography and political power
- 3 Develop students' critical awareness of political and geographical processes

Learning Outcomes

By the end of the module, a student should be able to demonstrate:

- 1 An understanding of the social and geographic factors influencing electoral behaviour
- 2 A critical awareness of debates in contemporary electoral geography
- 3 The ability to think analytically about electoral processes

Outline Contents

- 1 Introduction (1 lecture)
- 2 Alternative electoral systems (1 lecture)
- 3 Models of voter choice (5 lectures): rational choice; party identification; class cleavage; dealignment; consumption approaches; public opinion; economic voting.
- 4 Geographies of party support (1 lecture): electoral cleavages and electoral geography; regional geographies of the vote; geography and dealignment; economic geography and electoral geography.
- 5 Geographical influences on the vote (2 lectures): the neighbourhood effect; local political cultures; electoral campaigning; redistricting; electoral abuse

Delivery Methods	10 x 1-hour lectures; 10 x 1-hour student seminars
Student Contact Hours	20
Supporting Texts	Johnston, R.J. and Pattie, C.J. (2006) <i>Putting Voters in Their Place</i>
Assessment Methods	Examination (67%) and coursework project (33%)
Staffing (<i>convenor in bold type</i>)	Professor Charles Pattie

GEO336 Development and Global Change

Level	3
Credits	20
Availability	Approved for BA Geography, BSc Geography, Duals with Archaeology (BA), Economics, Sociology, Politics, Mathematics
Semester	Spring
Prerequisite	GEO217 or GEO221

Description

The aim of this module is to critically examine the development process within a global context, drawing on examples from developed and developing nations. Attention is given to the different ways in which we in the West understand 'development', and how we can reflect more critically on our position, and the power relations within this process. Drawing on debates within development geography, and other disciplines, the course is structured around three themes: the development industry, the poverty agenda and the local-global nexus. Topics covered include: violence and security, power and race in development aid, participation and empowerment, local forms of resistance, environmental action and change.

Aims

- 1 To examine the development process within a changing global context
- 2 To explore contemporary debates within geography and development
- 3 To develop students' critical awareness of development processes

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 A critical understanding of the development processes and the links between local and global issues.
- 2 Recognition and understanding of the relationship between power and development.
- 3 Analysis and evaluation of key development processes at a range of scales, including linking local issues to regional initiatives and sub-regional and global discourses.

Delivery Methods	Lectures and seminars
Student Contact Hours	20
Supporting Texts	No single text
Assessment Methods	Examination (67%), Project work (33%)
Staffing (<i>convenor in bold type</i>)	Dr Pat Noxolo, Dr Chasca Twyman

GEO342 Extended Essay in Economics and Geography

Level	3
Credits	20
Availability	Approved for Dual Economics/Geography. Not available to other degrees.
Semester	Autumn or Spring
Prerequisites	None

Description

This module provides students with the opportunity to prepare, organise, research and report a piece of work based on previous studies on a topic lying within the joint fields of Economics and Geography. The student will choose a topic and will be required to produce an extended essay on the topic, synthesizing and developing a critique on the existing literature available in the Sheffield libraries.

Aims

- 1 To give students experience in carrying out the research involved in literature-based survey projects.
- 2 To enable students to develop and demonstrate the skills of bibliographic search and of argument structuring.
- 3 To enable students to carry out a substantive project of their own choosing integrating the fields of Economics and Geography.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 The ability to conceptualise a clear research question arising from a key geo-economic debate
- 2 The ability to design and carry out a programme of literature-based research, involving the collation and analysis of academic literature, appropriate to answering the question under investigation
- 3 The ability to critically analyse and review literature competently and appropriately
- 4 The ability to write a substantial essay, which summarises and evaluates relevant literature, arguments and debates

Outline Contents

Students will choose their own topic subject to approval by Geography and Economics staff. They will work on their own without supervision.

Delivery Methods	Self-taught
Student Contact Hours	1 hour attendance at collective briefing session, plus consultation with staff during office hours prior to the submission of the topic proposal.
Supporting Texts	Kneale, P. (2003) <i>Study Skills for Geography Students: A Practical Guide</i>
Assessment Methods	Extended essay – 6,000 word maximum (90%); Topic Proposal (10%)
Staffing (<i>convenor in bold type</i>)	Dr Felix Ng plus colleagues in Economics

GEO343 Extended Essay in Geography and Politics

Level	3
Credits	20
Availability	Approved for Dual Geography/Politics. Not available to other degrees.
Semester	Autumn or Spring
Prerequisites	None

Description

This module provides the opportunity for students to prepare, research and report on a piece of work based on previous studies on a topic spanning the fields of Geography and Politics. The student will choose a topic and will be required to produce an extended essay.

Aims

- 1 To give students experience in carrying out the research involved in literature-based survey projects.
- 2 To enable students to develop and demonstrate the skills of bibliographic search and of argument structuring.
- 3 To enable students to carry out a substantive project of their own choosing integrating the fields of Politics and Geography.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 The ability to conceptualise a clear research question arising from a key geo-political debate
- 2 The ability to design and carry out a programme of literature-based research, involving the collation and analysis of academic literature, appropriate to answering the question under investigation
- 3 The ability to critically analyse and review literature competently and appropriately
- 4 The ability to write a substantial essay, which summarises and evaluates relevant literature, arguments and debates

Outline Contents

Students will choose their own topic subject to approval by Geography and Politics staff. They will work on their own without supervision.

Delivery Methods	Self-taught
Student Contact Hours	1 hour attendance at collective briefing session, plus consultation with staff during office hours prior to the submission of the topic proposal.
Supporting Texts	Kneale, P. (2003) <i>Study Skills for Geography Students: A Practical Guide</i>
Assessment Methods	Extended essay – 6,000 word maximum (90%); Topic Proposal (10%)
Staffing (<i>convenor in bold type</i>)	Dr Felix Ng plus colleagues in Politics

GEO344 Extended Essay in Geography and Sociology

Level	3
Credits	20
Availability	Approved for Dual Geography/Sociology. Not available to other degrees.
Semester	Autumn or Spring
Prerequisites	None

Description

This module provides the opportunity for students to prepare, research and report on a piece of work based on previous studies on a topic spanning the fields of Geography and Sociology. The student will choose a topic and will be required to produce an extended essay on that topic, synthesising and developing a critique on the existing literature available in the Sheffield libraries.

Aims

- 1 To give students experience in carrying out the research and presentation involved in literature-based survey projects.
- 2 To enable students to develop and demonstrate the skills of bibliographic search and of argument structuring.
- 3 To enable students to carry out a substantive project of their own choosing integrating the fields of Sociology and Geography.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 The ability to conceptualise a clear research question arising from a key geo-social debate
- 2 The ability to design and carry out a programme of literature-based research, involving the collation and analysis of academic literature, appropriate to answering the question under investigation
- 3 The ability to critically analyse and review literature competently and appropriately
- 4 The ability to write a substantial essay, which summarises and evaluates relevant literature, arguments and debates

Outline Contents

Students will choose their own topic subject to approval by Geography and Sociology staff. They will work on their own without supervision.

Delivery Methods	Self-taught
Student Contact Hours	1 hour attendance at collective briefing session, plus consultation with staff during office hours prior to the submission of the topic proposal.
Supporting Texts	Kneale, P. (2003) <i>Study Skills for Geography Students: A Practical Guide</i>
Assessment Methods	Extended essay – 6,000 word maximum (90%); Topic Proposal (10%)
Staffing (<i>convenor in bold type</i>)	Dr Felix Ng plus colleagues in Sociology

GEO345 Glacial and Periglacial Geomorphology

Level	3
Credits	20
Availability	Approved for BSc Geography; Environmental Mathematics; Environmental Science; BSc Archaeology/Geography
Semester	Spring
Prerequisites	GEO206 or GEO233

Description

This module will examine geomorphological aspects of the cryosphere, giving emphasis to the study of landforms and sediments created by ice sheets and periglacial processes both past and present. The dynamic relationship between both these components of the cryosphere will also be highlighted. Where relevant, the applied aspects of glacial and periglacial geomorphology will be given specific attention, particularly in the contexts of ice sheet reconstruction and permafrost degradation.

Aims

- 1 To gain an understanding of how glacial and periglacial systems operate
- 2 To examine the extent and geographic diversity of glacial and periglacial landforms both past and present
- 3 To demonstrate the relationship between process and form
- 4 To illustrate how glacial and periglacial geomorphology can be used to reconstruct former environments
- 5 To assess the links between ice sheets and climate change, with regard to palaeo-ice sheets and the future behaviour of the Antarctic ice sheets
- 6 To consider likely future changes in periglacial environments in particular permafrost degradation in relation to global warming

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 Knowledge of typical processes and landforms in glacial and periglacial environments.
- 2 Research-level understanding of controversies and competing theories.
- 3 Understanding of how glacial and periglacial evidence can be used to reconstruct past environments.

Outline Contents

Lectures designed to address the above aims.

Delivery Methods	Lectures
Student Contact Hours	30
Supporting Texts	Benn and Evans (1998) <i>Glaciers and Glaciation</i>
Assessment Methods	Examination
Staffing (<i>convenor in bold type</i>)	Professor Mark Bateman, Professor Chris Clark

GEO347 Geo-Environmental Project

Level	3
Credits	20
Availability	Restricted to Environmental Mathematics and Environmental Science students
Semester	Autumn
Prerequisites	None

Description

This module provides students with the opportunity to perform and report on a piece of original research work within a Geo-environmental context. The student will decide upon a topic, with guidance from their supervisor then investigate this, either by collecting and analysing their own data, or through secondary study of information drawn from existing sources. The finished product is presented in the style, and at the length, associated with academic journal articles.

Aims

To give students the experience of carrying out an original research project under supervision.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 The ability to design and carry out a programme of research, involving the collation and analysis of either original or secondary data, appropriate to answering the research question under investigation.
- 2 The ability to analyse research data competently and appropriately.
- 3 The ability to write a substantial research report, summarising relevant literature, methodology, and results.

Outline Contents

Students will be assigned to supervisors during semester 2, level 2: this will be achieved for the Environmental Mathematics students via GEO263, and for the Environmental Science students, via a meeting, which the GEO347 convenor will arrange. The student will develop a specific research topic, with guidance from their supervisor.

Students will then acquire their data (from existing sources if these are secondary), or collect their own data, involving field work (*eg* during the vacation between L2 and L3) and/or laboratory work. During their first semester at level 3 students will work on the analysis of their data and on the presentation of their results, with a limited amount of advice from an individual supervisor.

Delivery Methods	Self-learning, plus supervision with an allocated supervisor
Student Contact Hours	2 hours personal supervision
Supporting Texts	None
Assessment Methods	A project report, excluding the preliminary page(s) containing the title and abstract, should not exceed 5,000 words in length. In addition up to 15 additional pages of appendices, which may also include the list of references.

Staffing (*convenor in bold type*) **Dr Andrew McGonigle**

GEO351 Environmental Impact Assessment

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Science; Environmental Mathematics; Duals with Archaeology (BSc), Planning
Semester	Spring

Description

The module provides an introduction to Environmental Impact Assessment (EIA), with particular reference to projects in which there are geological considerations. The course includes a theoretical background to the subject, including the legal framework for EIA procedures and evaluation methodologies. The practicalities of EIA and of monitoring, mitigation and remediation of environmental impacts are explored via a series of visits (four organised class visits and one individually organised and undertaken visit) and case studies entailing significant environmental impacts.

Aims

- 1 Provide information about the purpose and methods of Environmental Impact Assessment
- 2 Explore some of the complexities of environmental impact control in developments
- 3 Enhance experience of observation and environmental data acquisition
- 4 Develop skills in carrying out or reviewing an Environmental Impact Assessment

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 Knowledge of the role of EIA in planning system and procedures.
- 2 Understanding of the roles of the various parties involved in the process of environmental impact control.
- 3 The ability to record, report and evaluate environmental impacts and mitigation measures for selected developments.

Outline Contents

- 1 Background to Environmental Impact Assessment
- 2 Legislative framework and UK planning system
- 3 Key processes in EIA
- 4 Data sources and methods of evaluation
- 5 Impact prediction
- 6 Mitigation of adverse impacts, compensatory actions
- 7 Case studies
- 8 Background to sites visited
- 9 Evaluation of EIA procedures and practice

Delivery Methods Lectures (weeks 1-6), Tutorial (week 7), 4 site visits and personal study

Student Contact Hours 30

Supporting Texts DoE (1995) *Preparation of Environmental Impact Assessments for Planning Projects that require Environmental Impact Assessment - A Good Practice Guide*.

Glasson, J., Therievel, R. and Chadwick, A. (2005) *Introduction to Environmental Impact Assessment* (3rd edition).

Assessment Methods Environmental Impact Report (75%) and notebook (25%).

Staffing (*convenor in bold type*) **Dr J C Cripps** (Department of Civil & Structural Engineering)

GEO352 Geological Hazards

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; BSc Archaeology/Geography
Semester	Spring
Prerequisites	GEO101

Description

This module focuses on a number of selected topics related to the geosphere where natural phenomena and circumstances (and sometimes man's attempts to manage them) may result in deleterious, and frequently catastrophic, effects on both man and the environment. In each case the nature and underlying causes of the 'geological hazard' are explained and the effects, including those on the biosphere in general and humans in particular, are examined and discussed in some depth. Each topic is illustrated with historical or contemporary examples and concludes with an examination of any ways in which mankind may mitigate the extent of such hazards in the future.

Aims

- 1 Increase the students' awareness of the existence, effects and seriousness for man and the environment of some of the more important geological hazards.
- 2 Give the students an insight into the potential problems and consequences arising from man's attempts to utilise, and/or interfere with, the geological environment.

Learning Outcomes

By the end of the module, a student will be able to:

- 1 Demonstrate a knowledge of the nature and consequences of the geological hazards covered.
- 2 Show an understanding of the fundamental scientific principles underlying each of the specific hazards.
- 3 Explain how modern science and engineering technology may be able to prevent or reduce the hazard in each case and demonstrate an appreciation of their limitations.

Outline Contents

Topics covered include: Radioactive waste management, risk assessment, river flooding, coastal hazards, impacts and extinctions, land stability, drought and volcanism.

Delivery Methods	Lectures, laboratory sessions, directed reading, computer-based learning
Student Contact Hours	40
Supporting Texts	References to primary literature are provided
Assessment Methods	Examination
Staffing (<i>convenor in bold type</i>)	Professor N A Chapman (Civil & Structural Engineering), Dr Helen Moggridge, <i>Convenor to be confirmed</i>

GEO354

Contemporary Climate Change and Processes

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; BSc Archaeology/Geography
Semester	Autumn
Prerequisites	None

Description

This module will involve the study of climate, with the emphasis on climatic forcing factors, observations and modelling of the climate system, and ice-climate links, all on the contemporary timescale (past few to next few centuries). The underpinning geophysics will be presented, but using the minimum of mathematics, in order to gain the fullest understanding of processes involved. We will also look at societal implications of climate change.

Aims

- 1 To demonstrate ways of measuring and modelling climate change.
- 2 To provide an understanding of climate processes & change.

Learning Outcomes

By the end of the module, a student will be able to:

- 1 Understand how climate is inextricably coupled with other physical components of the Earth system.
- 2 Competently handle, statistically manipulate and interpret data in the real world.
- 3 Recognise and quantify the sensitivity of numerical climate models to inputs.
- 4 Construct and discuss conceptual models which simulate variability in the climate system.

Outline Contents

- 1 Introduction and course outline
- 2 Measuring Climate: observational record and statistics for climate studies (2 lectures)
- 4 Our Sun: a variable star and its effect on climate
- 5 Volcanoes: indexing eruptions
- 7 Ice in the climate system and ice-sheet mass balance (2 lectures)
- 9 The Greenhouse Effect and Global Warming
- 10 Climate feedbacks
- 11 Climate modelling

Delivery Methods	Lectures, coursework, practicals
Student Contact Hours	25
Supporting Texts	IPCC, Climate Change 2007 (2007) <i>The Physical Science Basis Contribution of Working Group I to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change</i> Houghton, J., (2009) <i>Global Warming: The Complete Briefing (4th edition)</i> Burroughs, W.J., (2007) <i>Climate Change: A Multidisciplinary Approach, 2nd edition.</i>
Assessment Methods	Examination (60%), coursework essay (40%)
Staffing (<i>convenor in bold type</i>)	Dr Edward Hanna , Dr Julie Jones

GEO356 Geographical Research Project

Level	3
Credits	40
Availability	Core for BA Geography; BSc Geography Approved for Duals with Economics, Mathematics, Planning, Politics, Sociology
Semester	Autumn
Prerequisites	GEO263 or GEO264

Description

This module requires the student to prepare, organise, research and report a piece of original work on a geographical topic. The student will decide on the topic and will either be expected to collect original material in order to investigate it, or to perform secondary analysis on information drawn from existing sources. The finished product is presented in the style, and at the length, associated with academic journal articles.

Aims

- 1 To give students the experience of carrying out an original research project under supervision.
- 2 To enable students to put into practice the skills of information collection, analysis and presentation gained at levels 1 and 2 of their degree programme.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 The ability to conceptualise a clear research question arising from key academic debates in the field under investigation.
- 2 The ability to design and carry out a programme of research, involving the collation and analysis of either original or secondary data, appropriate to answering the research question under investigation.
- 3 The ability to analyse research data competently and appropriately.
- 4 The ability to write a substantial research report, summarising relevant literature, methodology, and results.

Outline Contents

Initial work for this module will have been carried out in modules GEO263 or GEO264 which are pre-requisites for GEO356. At the end of level 2 students will have identified and done preliminary project design work on their research topic for GEO356.

Students are expected to spend a suitable proportion of the vacation between levels 2 and 3 collecting the information necessary for their research project. During their first semester at level 3 students will work on the analysis of their information and on the presentation of their results, with a limited amount of advice from an individual supervisor.

Delivery Methods	Self-learning, plus limited individual supervision
Student Contact Hours	2 hours personal supervision
Supporting Texts	None
Assessment Methods	A project report (excluding the title, abstract, contents page, acknowledgements and references) which should not exceed 10,000 words in length. In addition up to 20 additional pages of appendices.
Staffing (<i>convenors in bold type</i>)	Human: Dr Tariq Jazeel Physical: Dr Felix Ng

GEO358 Geography of Europe Field Class

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Autumn
Prerequisite	GEO264 or equivalent, as approved by the module convenor
Size limit	25 students

Description

The study of social geographical issues in Europe is enhanced by experience of field research, and by the examination of particular problem topics in situ. Students taking this module will consider various topics (such as gentrification, ethnic minority segregation, housing developments, or issues in the use of public space) through field investigation. The actual topics chosen will depend on the location of the field class. Work for the module involves the development of group projects, with students working in teams. These projects necessitate both quantitative and qualitative skills. Students taking the module will therefore have the opportunity to enhance a number of their transferable skills, including oral presentation.

Aims

This unit aims to provide a high-quality fieldwork experience relating to contemporary human geographical issues within Europe, enabling students to enhance both their substantive knowledge and understanding, and their transferable skills.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 Their abilities in field research in a European context.
- 2 Their understanding of the importance of local context in influencing the outcomes of large-scale geographical processes within Europe.
- 3 The development of their skills in teamwork, oral presentation and research reporting.

Outline Contents

There will be lectures and group workshops prior to the field class introducing the issues relevant to the field site.

Delivery Methods	Introductory lectures followed by group workshops. Field class. Presentation sessions on group projects.
Student Contact Hours	10 plus field class
Supporting Texts	No specific text
Assessment Methods	Oral presentation (30%), essay (40%), web site (30%)
Staffing (<i>convenor in bold type</i>)	Dr Dimitris Ballas , Professor Danny Dorling, Dr Adam Whitworth

GEO360 Geographies of Consumption

Level	3
Credits	20
Availability	Approved for BA Geography, BSc Geography, Duals with Economics, Mathematics, Politics, Sociology
Semester	Spring
Prerequisite	GEO241, plus any two of: GEO217, GEO242, GEO243

Description

The ways in which we buy and use stuff and services are inextricable from the shaping of both our everyday lives and of contemporary societies. From constructions of identity and models of human wellbeing to issues of social equality and environmental sustainability, debates around consumption illuminate critical perspectives on contemporary societies and cultures. This module explores key contemporary geographical perspectives on consumption, linking critical insights and theoretical perspectives to our own practices and experiences.

Aims

This unit aims to:

- 1 Introduce students to some of the key geographical debates in consumption;
- 2 To encourage students to engage with this research in a critical manner;
- 3 To explore how recent work involves different understandings of spatiality.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 A sound critical awareness of the different traditions of research in geographies of consumption.
- 2 An appreciation of how contrasting understandings of spatiality relate to work in the consumption field.

Delivery methods	Lectures and workshops
Student Contact Hours	20 plus seminars
Supporting Text	
Assessment Methods	Examination
Staffing (<i>convenor in bold type</i>)	Dr Matt Watson

GEO361 GIS and the Social Sciences

Level	3
Credits	20
Availability	Approved for BA Geography, BSc Geography, Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisite	GEO210

Description

Geographical Information Systems (GIS) provide increasingly important tools in the social sciences and especially in the development and monitoring of social and economic policy. This module will introduce students to some of the key data sources used for this type of analysis, such as the population censuses and other large government surveys. It will also introduce students to a range of techniques used for the analysis of socio-economic data, including statistical methods and microsimulation. Some of the practical and policy-related issues which arise in this type of analysis will also be considered. The course will include practical sessions using state-of-the-art software.

Aims

- 1 To introduce students to the techniques and issues related to the use of Geographic Information Systems in the social sciences
- 2 To introduce students the use of GIS for socio-economic policy analysis
- 3 To enable students to carry out independent research in the area of GIS and socio-economic applications
- 4 To enable students to apply a variety of GIS and related spatial modelling methods and techniques to socio-economic geographic data

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 An awareness of the importance of geographical dimensions of public policy.
- 2 A good understanding of the socio-economic data and methods available to analyse public policies.
- 3 An understanding of the geographical implications of urban, regional and national social policies.
- 4 An understanding of the practical and ethical problems associated with the use of GIS and socio-economic data sets.

Outline Contents

Overview of GIS in the Social Sciences

Data sources

Data integration and mapping

GIS in socio-economic impact assessment

GIS in social and economic policy analysis

GIS in Business and Service Planning

GIS, Local Democracy and Local Government Spatial Decision Support

Delivery methods	Lectures and practicals
Student Contact Hours	30
Supporting Text	Longley, P. A., <i>et al</i> (2005) <i>Geographic Information Systems and Science</i> Ballas, D, <i>et al</i> (2005) <i>Geography matters: simulating the local impacts of national social policies</i>
Assessment Methods	Assessed essay/coursework
Staffing (<i>convenor in bold type</i>)	Dr Dimitris Ballas

GEO362 GIS and the Environment

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; Duals with Economics, Planning
Semester	Spring
Prerequisite	GEO210

Description

Environmental scientists are involved in the monitoring, modelling and management of environmental systems. Spatial data in digital form and computer systems capable of handling them are becoming vital tools in all three activities. This module will introduce students who are already familiar with the basics of Geographic Information Systems to the advanced techniques required for the successful collection and analysis of spatial data for environmental applications. The module will consider the role of GIS in environmental science and also introduce students to some of the ethical and policy issues related to data collection and dissemination.

Aims

- 1 To introduce students to a range of advanced GIS techniques for the collection and analysis of spatial data for environmental applications.
- 2 To encourage students to think critically about the role of GIS in environmental management
- 3 To consider some of the political and ethical issues relating to the use of spatial data in computer form

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 Knowledge of a range of advanced techniques for handling spatial data relating to the environment.
- 2 An appreciation of the role of GIS in monitoring, modelling and managing the environment.
- 3 Knowledge of some of the policy issues relating to the use of spatial data and GIS in environmental management.

Outline Contents

Overview of GIS in Environmental Science

Data sources

Data input and storage

Data integration

GIS in environmental monitoring

GIS in environmental modelling

GIS in environmental management

Delivery methods	Lectures, seminars, debate, practicals, fieldwork
Student Contact Hours	25
Supporting Texts	Burrough P.A. and McDonnell R.A. (1998) <i>Principles of Geographical Information Systems</i> . Wise, S.M. (2002) <i>GIS Basics</i>
Assessment Methods	Examination (67%), Assessed essay (33%)
Staffing (<i>convenor in bold type</i>)	Mr Steve Wise

GEO364 Urban Field Class

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Duals with Archaeology (BA), Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisite	GEO241, GEO242 or GEO243
Size limit	25 students

Description

This course examines the historical and cultural development of a global city, and the wide-ranging implications this has had for our understanding of twentieth century-urbanism. Three main themes are explored in this context: architecture, space and power; the city practice and material culture; identity and difference. The course will involve a field class in a global city, which will require students to undertake designated field excursions to contrasting districts, landmark sites, museums, galleries and key archives. The fieldwork will involve the use of a range of qualitative research techniques and interpretative methods and will build on the students' own areas of interest.

Aims

- 1 To critically examine the historical and cultural development of a global city and its relationship to dominant explanations of twentieth century urbanism
- 2 To enhance an understanding of the relationships between: architecture, space and power; artistic practice and the city; identity and difference
- 3 To develop qualitative techniques and interpretative methods through the completion of a variety of fieldwork activities.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 A critical awareness of the historical and cultural development of a global city and its relationship to dominant explanations of twentieth-century urbanism.
- 2 An understanding of the relationships between: architecture, space and power; artistic practice and the city; urban ethnicity and social segregation.
- 3 A range of qualitative fieldwork techniques and interpretative methods.

Delivery methods	Lectures, field class workshops, field excursions
Student Contact Hours	20
Supporting Text	
Assessment Methods	Project (67%), Supplementary fieldwork exercise (33%)
Staffing (<i>convenor in bold type</i>)	Dr Jessica Dubow, Dr Tariq Jazeel , Dr Eric Olund

GEO365 Dryland Environments Field Class

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; BSc Archaeology/Geography
Semester	Autumn
Prerequisite	GEO232
Size limit	30 students

Description

This module will allow students to work within a unique range of dryland, aeolian and fluvial process domains and undertake work culminating in the design, implementation and production of a report based primarily on student-led fieldwork; but also including some follow-up laboratory work. Introductory sessions and project design will take place in Sheffield prior to the field visit. The field class itself will include a range of field-based environmental introductions, group and individual student field data collection and analysis, and student-centred research presentations. Follow-up work in Sheffield will include laboratory and data analysis as necessary, individual student project write-ups, and a final module overview session.

Aims

- 1 Provide an introduction to the nature of dryland environments and the processes that shape them, including human interactions.
- 2 Provide direct experience of one dryland environment.
- 3 Provide advanced instruction in project design, implementation and presentation.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 Knowledge of the physical characteristics, processes, geomorphology and human-environment links in one dryland region.
- 2 The ability to plan and undertake a project to investigate environmental processes in a dryland environment.
- 3 An in-depth understanding of the operation of at least one major environmental process in drylands through fieldwork, data analysis and interpretation through group and individual learning.
- 4 Presentation skills commensurate with the need to communicate detailed research findings.

Outline Contents

Introduction and project selection in Sheffield

Introduction to field area and inquiry-based learning; group project work in field and in classroom

Group presentations of findings

Delivery methods	Lectures, seminars, fieldwork
Student Contact Hours	Lectures/seminars – 16 hours Laboratory work - 10 hours (in Sheffield) Field class - 10 days (Zzyzx, California)
Supporting Text	Parsons, A.J. and Abrahams, A.D. (eds.) (2nd edition, 2009). <i>Geomorphology of Desert Environments</i> Thomas, D.S.G. ed. (3rd edition, 2011). <i>Arid Zone Geomorphology – Process, Form and Change in Drylands</i>
Assessment Methods	Project (50%), Presentation (30%), Reflexive report (20%)
Staffing (<i>convenor in bold type</i>)	Professor Mark Bateman, Professor Tony Parsons

GEO367 Geographies of Development Field Class

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Science; Duals with Archaeology (BA), Economics, Politics, Sociology
Semester	Spring
Prerequisites	GEO221 and GEO263 or GEO264 or equivalent
Size limit	30 students

Description

This module critically examines contemporary development discourse and practise by providing students with the opportunity to explore and research development issues in the field and to enhance their understanding of grass-roots outcomes with reference to a particular developing country. The module will build on research skills to produce methodologies suited to development research that students will implement through fieldwork projects. The module contributes to students' transferable skills through teamwork, research design and implementation and through presentation skills.

Aims

- 1 To provide students with substantive knowledge and understanding of geographies of development (with emphasis placed on grass-roots perspectives)
- 2 Enhance their transferable skills through in-depth, high quality field research in a developing country.

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 A clear knowledge and understanding of contemporary issues and debates in development geographies
- 2 An understanding of the importance of bottom-up, grassroots understandings of contemporary development issues
- 3 Both generic and more specific development-research focused fieldwork skills.
- 4 Skills in group work, report writing and oral presentation.

Delivery Methods Lectures, seminars, small group field class teaching, field class excursions

Student Contact Hours 50

Supporting Texts Desai, V., and Potter, R. (eds.) (2006) *Doing Development Research*

Assessment Methods 3,000-word project report (60%), 1,200-word reflexive essay, based on research diary (20%), 1,200-word group policy brief (20%)

Staffing (*convenor in bold type*) **Dr Daniel Hammett**, Dr Pat Noxolo, Dr Dan Vickers

GEO368 Planetary Geoscience

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Environmental Mathematics; Environmental Science; BSc Archaeology/Geography
Semester	Autumn
Prerequisites	GEO206 or GEO232 or GEO233 or GEO234

Description

This module introduces the student to the fascinating discipline of planetary geoscience and exploration. By using the principles of Physical Geography to study unfamiliar environments, we will explore problems that touch upon themes from climate, tectonics, geomorphology, hydrology, and life. The module begins with the Solar System but soon focuses on planetary-scale matters, using the terrestrial planets (Mercury, Venus, Earth, and Mars) as main examples because of an explosion of knowledge gathered from their observation. We will consider the new perspectives which such knowledge offers on the Earth's dynamic systems.

Aims

- 1 Introduce the fundamental elements of solar system science
- 2 Show how a physical-systems approach has been applied to other planetary contexts beyond Earth
- 3 Illustrate how comparative studies widen and enrich our perspective on geoscience

Learning Outcomes

By the end of the module, a student will be able to demonstrate:

- 1 An understanding of historical and current issues of planetary geoscience and exploration
- 2 A core knowledge of planetary environments and of factors influencing their development
- 3 An ability to use this knowledge to engage with research problems in this discipline
- 4 An appreciation of the importance of multi-disciplinary investigations in pushing forward frontiers of knowledge

Outline Contents

- 1 Solar System: Origin and components
- 2 Comparative planetology
- 3 Planetary climates
- 4 Surface and interior processes
- 5 Close encounters: the Moon, Venus, Mars
- 6 Volcanism
- 7 Life in the Solar System
- 8 Planetary exploration

Delivery Methods	Lectures, directed reading, student seminars & presentations
Student Contact Hours	26
Supporting Texts	Beatty, J.K., et al (eds.) (1999) <i>The New Solar System</i> McBride, N. and Gilmour, I. (2005) <i>An Introduction to the Solar System</i>
Assessment Methods	2-hour examination (67%), assessed essay (33%)
Staffing (<i>convenor in bold type</i>)	Dr Andrew McGonigle, Dr Felix Ng

GEO369 Social and Spatial Inequalities

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Duals with Economics, Mathematics, Planning, Politics, Sociology
Semester	Autumn
Prerequisites	GEO242 (or equivalent with approval from the module convenor)

Description

This module will provide students with an opportunity to learn about and experience the social fabric of modern Britain and how this varies both socially and spatially. The module will give students understanding and experience of the importance of social situation and place in shaping lives. The module consists of lectures and seminars plus self-guided fieldwork within Sheffield.

Aims

- 1 This module aims to interest, enthuse and motivate students in the study of social and spatial inequalities
- 2 Students will understand how societal structures, situation and geographic location impact on work, home and leisure
- 3 Give the students the opportunity to relate what they have learnt to the real world through fieldwork

Learning Outcomes

By the end of the module, a student will be able to demonstrate the ability to:

- 1 Outline the importance of geography in relation to social inequality
- 2 Demonstrate an understanding of how policies and issues impact upon different groups within society
- 3 Judge and evaluate evidence and develop a reasoned argument
- 4 Carry out and present own observations and findings

Outline Contents

The distribution of wealth

What is social inequality?

Living on the wrong side of the street

Social mobility and opportunity

Spatial mobility and inequality

How does place dictate life chances

Policies for reducing inequality

Group project covering themes such as: education, employment, housing, transport, access to services and food, environment and open space, crime and community safety, income and wealth.

Delivery Methods Lectures, seminars, self-guided fieldwork

Student Contact Hours 35

Supporting Texts Butler, T. and Watt, P. (2007). *Understanding Social Inequality*
 Dorling *et al.*, (2007). *Poverty, wealth and place in Britain, 1968 to 2005*
 Dorling, D. (2010). *Injustice: Why Social Inequality Persists*
 Thomas, B. *et al.* (2009). *A Tale of Two Cities: The Sheffield Project*

Assessment Methods 1-hour examination (34%), Group Project Presentation (33%), Individual Report (33%)

Staffing (*convenor in bold type*) Dr Dimitris Ballas, Professor Danny Dorling, **Dr Dan Vickers**, Dr Adam Whitworth

GEO374 Mediated Geographies

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Duals with Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisites	GEO241 or GEO242 or GEO243

Description

We live in an increasingly mediated world, with entertainment, information and even close relationships beamed around the world and into our most intimate living spaces. Do global media deepen our sense of place, or does all this mediation actually disorient people and increase the differences and inequalities between us? This module will provide students with an opportunity to think about and analyse the roles that media play globally in the construction of space, place and identity.

Aims

This module aims to:

- 1 interest, enthuse and motivate students in the study of Mediated Geographies
- 2 increase students' awareness and understanding of the ways in which human beings' experiences of space and place are mediated through representation
- 3 develop students' ability to critically interpret media representations in terms of what they convey about the changing spatialities of the human world

Learning Outcomes

By the end of the module, a student will be able to demonstrate the ability to:

- 1 Discuss some of the major theories and critical issues surrounding representation in relation to global media, including questions of inequality, ownership, voice, participation and pleasure
- 2 Critically assess the roles of media in a range of human beings' experiences of space and place
- 3 Analyse and evaluate media texts and images in terms of what they convey about changing spatialities

Outline Contents

The module consists of lectures and seminars, with a chance to develop skills in analysing media texts and images.

Delivery Methods	Lectures and seminars
Student Contact Hours	30
Supporting Texts	No specific text
Assessment Methods	Examination (67%); Individual project (33%)
Staffing (<i>convenor in bold type</i>)	Dr Pat Noxolo

GEO375 Cities and Modernities

Level	3
Credits	20
Availability	Approved for BA Geography; BSc Geography; Duals with Economics, Mathematics, Planning, Politics, Sociology
Semester	Spring
Prerequisites	GEO241 and GEO265 (or other modules at the convenor's discretion)

Description

The links between social conflict and cultural production in modern cities have long fascinated scholars, and recent scholarship has been marked by a renewed interest in the embodied experience of these aspects of urban life as sensory perceptions, aesthetic judgements and power relations. This module will draw from cultural, social, historical and political geographies as well as other disciplines to engage with the shifting nature and spatiality of these relationships, both through theoretical debates and through case studies of selected cities. Key topics will include urbanisation, cultural difference, social stratification, representational practices and bodily experiences of modern cities.

Aims

This module aims to:

- 1 explore the contribution that geographers have made towards a critical understanding of urban society and culture
- 2 examine the social, political and cultural dimensions of urbanisation and urbanism
- 3 develop skills in critical and qualitative geography

Learning Outcomes

By the end of the module, a student will be able to:

- 1 Engage critically with the contributions made by geographers and other scholars to the understanding of urban society and culture
- 2 Understand the changing relationship between social conflict, cultural production and urban experience
- 3 Evaluate theoretical explanations of urban modernity
- 4 Demonstrate skills in critical and qualitative geography

Delivery Methods	Lectures and tutorials
Student Contact Hours	24
Supporting Texts	No specific text
Assessment Methods	Examination (80%); Group project presentation (20%)
Staffing (<i>convenor in bold type</i>)	Dr Jessica Dubow, Dr Eric Olund

NOTES

A complimentary printed copy of this Handbook is supplied to every staff member and student in the Department of Geography.

Further copies may be purchased from the Departmental Office; electronic versions are available on the departmental website.

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*Front cover: Marich Pass, West Pokot, Kenya; GEO367 Geographies of Development Field Class (photo: Dan Hammett)
Back cover: Eden Valley, Cumbria, UK; GEO263 Research Design in Physical Geography Field Class (photo: Darrel Swift)*



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