INTRODUCTION

Welcome to the Department of Geography

This handbook has been prepared to provide you with key information about the department, the courses and modules that we offer, and how you will be taught and assessed. In addition, you will find useful information on student support, health and safety, and careers and employability.

In addition to this handbook, you should regularly consult the department notice boards, websites and emails (described in more detail later in this handbook). Your Personal Tutor will be able to help if you have questions, and queries regarding specific modules should be addressed to the appropriate module convenor or lecturer. All teaching staff have regular office hours that you can attend without having to make an appointment. You can also email staff to request an appointment.

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. If you miss a tutorial or seminar, ensure that you see the appropriate staff member as soon as you can. And if illness or other circumstances affect your attendance or assessment on any module, you must report this to us according to the procedures detailed in this handbook, 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 that will help your student experience run smoothly.

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

Good luck and best wishes,

[Signature]

Professor Jean Grugel
Head of Department
DISCLAIMER

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

Produced by the Department of Geography, University of Sheffield
Version 1 (September 2013)
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KEY INFORMATION

Electronic communication is used widely to provide students with essential information. In particular, the following forms of communication are very important and you should familiarise yourself with them as soon as possible. They will be referred to repeatedly throughout this document.

ONLINE INFORMATION SOURCES

UNIVERSITY WEB PAGES AND MUSE

www.sheffield.ac.uk

The web site provides a lot of general information including information about sports, careers and welfare. You can also access information that is particular to you using a system called MUSE (My University of Sheffield Environment). MUSE will allow you to

- Look at the timetable for modules
- Look at your marks from modules you have taken

In addition, a lot of useful information, such as past exam papers, is provided using MOLE (My Online Learning Environment), which is accessed via MUSE.

ONLINE LEARNING MATERIALS: MOLE AND THE GEOHUB

MOLE is accessed via the ‘My Services’ section of MUSE and provides two sources of information:

- **Resources for individual modules.** Once you have registered for a module, you will be given access to its MOLE page. The contents will vary between modules. Typically, there will be electronic versions of module handouts and other resources that support the module aims.

- **General departmental information.** There is an ‘organisation’ on MOLE called the Geography Hub. This contains key information and resources that are not related to individual modules, including as past exam papers and lists showing the times of staff office hours.

DEPARTMENT WEB PAGES

www.shef.ac.uk/geography

The departmental web pages are used to provide general information about the department such as staff names and contact details.

YOUR PERSONAL TUTOR

As soon as you arrive in Sheffield you will be allocated a member of teaching staff who will be your personal tutor throughout your time in Sheffield. You will meet with your personal tutor regularly to review your academic progress and discuss your personal development. Further details are provided in the sections on Feedback and Personal Development Planning. Your tutor will also be happy to help with any general queries relating to your academic work, such as module choice.

Your personal tutor also has a role in looking after your welfare while you are at Sheffield. Please feel free to contact them if you encounter any personal or medical problems. It is always in your best interest to keep the department informed of anything that might adversely affect your health or your ability to study. The department can direct you to appropriate support services within the University (these are described in the section Support and Welfare). The department can also make some allowance for situations in which you are unable to study or to complete exams or assessed work.
STAFF OFFICE HOURS

The Department of Geography operates an Office Hours system for contact with teaching staff. This is designed to guarantee that students have reasonable access to teaching staff whilst ensuring that staff have undisturbed time to complete research and administrative activities.

You are encouraged to raise queries with staff using the Office Hours system, as this will typically result in the quickest response. Contact with staff outside of their office hours should be requested in advance by email. The request should make clear why published office hours are unsuitable for the meeting and should allow sufficient time for the staff member to respond with available dates and times from which you may choose. Requests at short notice should always be avoided, as it will be very unlikely that they can be accommodated.

Office Hours for each staff member comprise three one-hour periods within normal working hours on at least two days during each week of semester, including examination periods. Staff will normally post their Office Hours on their office door, and a list of hours for all staff is available on MOLE. As far as possible, Office Hours remain fixed throughout any one semester, and changes to office hours are advertised on MOLE by the Friday of the preceding week.

If a particular staff member is not available and the matter is urgent, you should contact the Departmental Office by email, telephone or in person. If you have classes during the office hours of the staff member you wish to see, you should contact them by email to make an appointment.

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

DEPARTMENTAL INFORMATION

CONTACTING US

There are numerous ways to contact the department for help and assistance. The main ones are:

The Departmental Office
For general queries about departmental procedures, or if you are not sure who to contact, it is best to contact staff in the Departmental Office. This is located on C-floor of the Geography Building and is normally staffed Monday to Friday 09:00–17:00.

Telephone and email
General queries should be addressed by email to geography@sheffield.ac.uk or by telephone to 0114 222 7900. The person answering your call will pass your call to the most appropriate member of staff.

LIST OF KEY STAFF

Occasionally your query may relate to an issue that requires specialist advice. Some staff have responsibility for particular areas as listed below.

Director of Teaching and Learning  Dr Robert Bryant  F6  r.g.bryant@sheffield.ac.uk
Undergraduate Tutor  Dr Darrel Swift  E10  d.a.swift@sheffield.ac.uk
Deputy Undergraduate Tutor  Mr Steve Wise  C5a  s.wise@sheffield.ac.uk
Environmental Science Tutor  Dr Helen Moggridge  E8  h.l.moggeridge@sheffield.ac.uk
Geography and Planning Tutor  Dr Tom Smith  TBC  t.smith@sheffield.ac.uk
Careers and Employability  Dr Julie Jones  E5  Julie.jones@sheffield.ac.uk
Study Abroad  Dr Dimitris Ballas  F12  d.ballas@sheffield.ac.uk
Equality and Diversity  Dr Julie Jones  E5  Julie.jones@sheffield.ac.uk

In addition, the Learning and Teaching Officer, Cathy Humphreys, is the point of contact for matters relating to assessment, attendance, special circumstances and disability procedures. Cathy is located in the Departmental Office (catherine.humphreys@sheffield.ac.uk).
CONTACTING YOU

The department communicates with students in a number of ways.

**Email.** This is the main form of communication. You should ensure that you check your University account frequently, as it is common to communicate urgent or important information by email.

**MOLE.** Changes to Office Hours or lecture times are often posted as a general message on MOLE.

**Noticeboards.** These are used to facilitate general departmental and University administration by displaying tutorial and practical lists, and University notices concerning lectures, courses and voluntary opportunities available to students. You will find the main noticeboards for both Geography and Environmental Science on B-floor. GeogSoc has a noticeboard in the Café on Floor C. Please do not use the noticeboards to post your own information, as it will be taken down.

**Address and phone.** Students should ensure their address and phone numbers are kept up to date in order that urgent contact can be made. You can update your details using ‘myRecord’ in MUSE.

UNIVERSITY INFORMATION

**STUDENT SERVICES INFORMATION DESK (SSID)**

[www.shef.ac.uk/ssid](http://www.shef.ac.uk/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 can deal with queries about examination timetables, course regulations, U-Card replacement, and changes to your modules or degree programme.

**COMPUTING FACILITIES**

[www.shef.ac.uk/cics](http://www.shef.ac.uk/cics)

Both the Department and the University are well equipped with the latest computer equipment, and all courses include modules that will develop your computing skills.

For computing help, you can email helpdesk@sheffield.ac.uk or visit the Level 1 information desk in the Information Commons.

When starting your course you will be assigned a computer username and password and thus you will acquire an email address for use throughout your time as a student at Sheffield. You should change your password regularly and must not give your password to others, even if they are a friend.

All use of University email and computing services is subject to a code of practice. In particular, the sending of offensive email messages is not allowed. These can be easily traced and may lead to disciplinary action. The CiCS Regulations and IT Code of Practice are detailed in full here:

[www.shef.ac.uk/cics/codeofpractice](http://www.shef.ac.uk/cics/codeofpractice)

A list of software available for your own computer can be found here:

[www.shef.ac.uk/cics/software](http://www.shef.ac.uk/cics/software)

**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 houses Geography books, print journal holdings, and the map collection – and 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 tab in MUSE or visit:
A valid University registration card (UCard) is necessary to enter all Library sites and 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 StarPlus, which is accessible from dedicated terminals at the Library sites and from 'My services' in MUSE. In addition to locating items within the Library, you can use StarPlus to access the extensive collection of electronic resources provided by the Library, including books, journal articles and databases. You can also access online reading lists for your modules via myResource Lists.

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. Using StarPlus you can view your myLibrary account, see details of your loans and reservations, and renew your loans remotely.

If you have problems using your registration card or finding information or items please ask at the counters or enquiry desks in the Information Commons or at other Library sites. You can also email queries to library@sheffield.ac.uk.

GEOGSOC

GeogSoc is an award-winning student society with over 500 members that provides a welcoming community for new students to join and a wide range of events, including an end of year ball. It also promotes volunteering opportunities and charity projects, and organises a range of sports teams that participate in intramural leagues.

The society is run by a committee of current students and elections are held annually. Events are publicised on Facebook and on the noticeboard in the Café on Floor C, and you can join the society at the annual Fresher’s Fair and other ticket sales/events throughout the year.

www.facebook.com/SheffieldGeogSoc

The society welcomes ideas or suggestions by email to geogsoc@sheffield.ac.uk.

OUR COMMITMENT

All students should read Our Commitment, which provides advice and outlines the University’s and the individual student’s responsibilities on a range of key issues.

www.shef.ac.uk/ssid/ourcommitment

Students should note in particular the following key extracts from Our Commitment.

Commitment statements for students

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.

Commitment statements for staff

As members of staff 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
TEACHING

YOUR COURSE

The modules which you must take in each year of your degree programme are listed in a separate section of this document. You will see that all courses comprise a mixture of compulsory modules and optional modules from which you may choose. You will find the module information in this handbook very useful in choosing your optional modules. Your personal tutor and the module teaching staff will also be happy to discuss your choices with you.

MODULE CHOICE

Each year you will need to register for 120 credits of modules. It is ideal to achieve a balance of 60 credits per semester but the University will allow you to take up to 70 credits in one of your semesters and 50 in the other. Module choice meetings are held towards the end of each year of study (except in year 3) and these provide information on available modules and the process of module choice.

CHANGING MODULES

At the start of semester, it is possible to change your optional modules during the 3-week ‘Add/Drop’ period. Changes cannot be made after this period.

- If you are undecided between two modules, it is best to attend both so that you do not fall behind in the one that you decide to take, or miss details of the module assessment.
- Try to make changes as soon as possible. If you miss the first 3 weeks of a module, you have missed a significant proportion of the teaching, and may miss a component of the assessment.
- Requests to change modules (known as Module Add/Drop) should be completed online by following the link in the ‘myRecord’ section of MUSE.
- Do not wait for the change to appear on your record to begin attending your new module – this can take some time – so start attending right away.
- In order to be given immediate access to the MOLE page for your new module, email the departmental teaching support officer Peter Bragg (p.bragg@sheffield.ac.uk).

CHANGING YOUR DEGREE PROGRAMME

It may be possible to switch to a different degree programme if you find you are unhappy with the one you are on. This is not a decision to take lightly and you must see your Personal Tutor to discuss it. Changing between Geography programmes (including Geography and Planning or Environmental Science) is often straightforward, as long as you have done all the compulsory modules for the ‘other’ degree up to that point. Switching to a degree in another department may be more complicated and you may have to retake a year in order to do the compulsory modules. This will have implications for your funding and accommodation and you should seek advice.

STUDY IN SHEFFIELD

ATTENDANCE

You are expected to be present in the University on all weekdays during semester, including the examination periods at the end of each semester. You are also expected to attend all scheduled contact on all modules except in event of illness or for other valid reasons notified to the department in advance.

Attendance at all lectures is particularly strongly advised since these communicate the conceptual and/or technical framework for the module concerned and may also be used to convey essential information regarding the module assessment. Failure to attend all lectures can therefore result in serious unforeseen consequences. If you miss a lecture, you are advised very strongly to speak to the staff member concerned. You should also seek out (but not rely wholly upon) supporting lecture materials on MOLE and (if possible) lectures notes taken by your friends.
In addition to lectures, most modules provide a range of scheduled and independent learning opportunities, and the mark you achieve on each module is very much dependant on you making full use of all available learning opportunities. As a result, the department is required to monitor attendance and to report unsatisfactory attendance to the Taught Programmes Office in the Faculty of Social Science. Attendance monitoring used by the department has also been designed to identify and support students who are having difficulty with their study programme. More information on the design and purpose of attendance monitoring can be found here: www.shef.ac.uk/ssid/record/attendance

Note that residential field courses are an integral part of some modules and attendance is again compulsory. Students who do not attend without valid reason will be asked to pay the full class cost.

SUBMISSION OF COURSEWORK AND ATTENDANCE AT EXAMS

It is important to note that submission of all assessed coursework and attendance at all examinations is compulsory and monitored by the department. Non-submission of any piece of assessed coursework or non-attendance at any examination, whether as part of a Geography module or any other module, will lead to that module being deemed Not Completed (NC). Modules deemed NC must be retaken in order to progress to the next level of study or to graduate (whichever is appropriate).

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 to 40 hours per week throughout each 15-week semester.

Modules GEO266, 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, GEO367 and GEO377) 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.

Scheduled contact on your course will rarely amount to more than half of the expected workload. It is expected that you will use the remaining time to undertake independent reading and other work that is required to supplement material taught during scheduled contact and to achieve the module learning and assessment aims.

It is extremely important that you undertake the required amount of independent study during each semester week. For example, an essay or examination answer will fail to achieve an Upper Second Class mark if you do not demonstrate that you are conversant with relevant literature.

MODULE HANDOUTS

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

- The module outline
- The teaching schedule
- Contact details for teaching staff
- Details of the assessment(s)
- A reading list or lists

These documents are normally issued at the start of a module, and it is common for them to be available in electronic form on the MOLE page for that particular module.

Lecture slides are occasionally made available on MOLE. However, provision of supporting and supplementary materials will differ according to the teaching style of individual staff members.
COURSE EVALUATION

The Department was rated ‘Excellent’ in the last HEFCE Teaching Quality Assessment. Nevertheless, robust procedures are in place to evaluate and improve teaching quality. One of the most important methods of evaluation is student feedback on the modules they have taken, the work involved at a particular level, and the composition and administration of their degree programme as a whole.

Student feedback is gathered in two ways. Firstly, you will be asked to complete a brief questionnaire at the end of every module that requires you to evaluate the quality of teaching on the modules and the extent to which the module has fulfilled its aims. You will be asked to respond to most questions using a simple scale, but you will also be invited to elaborate on your evaluation by adding your own constructive comments at the end.

Secondly, towards the end of each academic year, you will also be asked to complete an evaluation of your degree programme. As part of this, students about to graduate are asked to consider the full programme of their degree course.

No evaluations ever require you to give your name and, in return, we expect students to undertake these evaluations seriously and constructively.

Issues raised by module and 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 made in response to constructive feedback via Staff-Student Committee.

NATIONAL STUDENT SURVEY

Final year students are also invited to take part in the National Student Survey (NSS), which surveys nearly half a million undergraduate students on courses across the UK. This high profile annual survey asks final year students to provide feedback on their courses and their learning experience, including their overall satisfaction with the course.

This survey is conducted on behalf of the Government and the results are used to guide prospective students in their choice of University and course to attend. The results are also valued greatly by the Department as a means of guiding our efforts to improve the student experience.

INTERNATIONAL OPPORTUNITIES

www.sheffield.ac.uk/ieu

The Department is part of an international academic community and participates in a number of international programmes. Students must apply to participate and participation is contingent on the student being able to demonstrate good academic standing. Information on these opportunities is available on the University webpages and queries should be addressed to the Study Abroad tutor, Dr Dimitris Ballas (d.ballas@sheffield.ac.uk).

ERASMUS EXCHANGE PROGRAMME (EUROPE)

www.shef.ac.uk/erasmus/outgoing

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)
There are usually about 10 places per year for students who wish to visit one of these universities at Level 2 or 3. Exchanges at Level 2 can take place in either semester, for both semesters, or for the summer vacation. Exchanges at Level 3 take place in semester 1 only.

Modules taken at host institutions count toward your degree, so participation in an exchange does not lengthen your overall period of study. Language proficiency is not a requirement to study at any of these universities because they teach modules using English.

**STUDY ABROAD PROGRAMME (NORTH AMERICA, AUSTRALIA AND SOUTH EAST ASIA)**

[www.shef.ac.uk/studyabroad/sheffield/prospective](http://www.shef.ac.uk/studyabroad/sheffield/prospective)

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 whole second year of study in an institution in one of these countries. Modules taken at host institutions count toward your degree, so participation in an exchange does not lengthen your overall period of study. Geography students are eligible to apply for a placement in one of the following institutions. A separate list of institutions suitable for Environmental Science students can be obtained from the Environmental Science tutor.

**Canada:**
- McGill University
- McMaster University
- University of Alberta
- University of Toronto
- University of Waterloo

**Hong Kong:**
- Chinese University of Hong Kong
- University of Hong Kong

**Australia:**
- Australian National University
- Griffiths University
- Monash University
- University of Queensland
- University of Sydney
- University of Western Australia
- University of Wollongong

**USA:**
- Montana State University
- Oregon State University
- University of New Mexico
- University of North Carolina
- University of Oklahoma
- University of Pittsburgh
- University of Texas – Austin
- University of Wisconsin – Milwaukee

**Singapore:**
- National University of Singapore

**Support for Teaching and Learning**

As well as the normal support such as that provided by the teaching staff and the library, the University and Department provide a number of additional resources that you may find useful.

**301: STUDENT SKILLS AND DEVELOPMENT CENTRE**

[www.shef.ac.uk/ssid/301](http://www.shef.ac.uk/ssid/301)

Based at 301 Glossop Road (hence the name), 301 provides a wide range of resources and training to help you develop your personal and academic skills. Among other things it provides

**TASH** – The Academic Skills Hub. A web resource which contains pointers to a wide range of material and self-paced tuition material covering a wide range of skills:

- Everyday Skills
- Learning Skills
- Writing Skills
- Communication Skills

**MASH** – Maths and Statistics Help. Provides one-to-one support on mathematics and statistics. There are drop-in sessions for small problems, and bookable sessions when more time is needed to provide help and guidance.
WRITING ADVISORY SERVICE
The WAS offers one-to-one support for those struggling to improve the quality of their written English. The service is to native English speakers as well as to those for whom English is a second language.

Academic Skills Workshops. These are run in 301 and need to be booked but provide more individual help and training in a range of skills. Full details:

SCHOLARSHIPS

Generous donations from alumni enable the department to provide a limited number of scholarships to students who can demonstrate a particular financial need. All students registered on Geography courses are eligible (including Geography and Planning and Environmental Science students).

Eligibility is normally restricted to requests for financial support to alleviate hardship or to assist with costs incurred when attending overseas field classes or undertaking independent research. There is no formal limit to the support that can be requested, but awards are typically worth around £500, with a maximum limit of £1,500 in special circumstances.

Details and application procedures are announced annually and recipients are asked to help us thank our donors by providing written reports on how the award has been used.
ASSESSMENT

FEEDBACK

Students are given feedback on their academic performance and progress in a number of ways. Level 1 and Level 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.

MARKING PROCEDURES

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

- Assessed coursework should be identified using your University registration number only (the number can be found on your Ucard). This means your work will be marked anonymously.
- A sample of the marking on all modules is checked by a second member of staff to ensure consistency of marking standards.
- All dissertations are independently marked by two members of staff.
- Marking standards in all modules are subject to a system of independent checks carried out by staff from other universities who are appointed as External Examiners.

MARKING SCALE

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:

<table>
<thead>
<tr>
<th>Class</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st class</td>
<td>70-100</td>
</tr>
<tr>
<td>Upper 2nd class (2i)</td>
<td>60-69</td>
</tr>
<tr>
<td>Lower 2nd class (2ii)</td>
<td>50-59</td>
</tr>
<tr>
<td>3rd class</td>
<td>45-49</td>
</tr>
<tr>
<td>Pass</td>
<td>40-44</td>
</tr>
<tr>
<td>Fail</td>
<td>1-39</td>
</tr>
<tr>
<td>Not handed in or unworthy of being marked</td>
<td>0</td>
</tr>
</tbody>
</table>

The criteria used in marking in the case of examinations, course projects/essays and dissertations are shown on the following page.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>GRADE</th>
<th>EXAMINATION ESSAY</th>
<th>COURSE PROJECT/ESSAY</th>
<th>DISSERTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 or greater</td>
<td>As good as could be expected under examination conditions.</td>
<td>Worthy of retaining for future reference and application to teaching or research.</td>
<td>Publishable as a journal paper with editing and minor revision.</td>
<td></td>
</tr>
<tr>
<td>FIRST</td>
<td>80-89</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>70-79</td>
<td>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.</td>
<td>Wide breadth and use of appropriate data or literature. Written and presented in an appropriate academic style.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>UPPER SECOND</td>
<td>60-69</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>LOWER SECOND</td>
<td>50-59</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>THIRD</td>
<td>45-49</td>
<td>A bare response to the question set; shows some knowledge of relevant material; poorly organised and structured, usually along the lines of “I’ve found out about...”; may contain errors of fact or interpretation.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>PASS</td>
<td>40-44</td>
<td>Demonstrates some awareness of what the question is about; shows little recognition of relevant material; makes incorrect statements; little real sign of thought.</td>
<td>Inadequate and without serious scholarly appreciation but some value in terms of content reproduced.</td>
<td>Inadequate and without serious scholarly appreciation but some value in terms of content reproduced.</td>
</tr>
<tr>
<td>FAIL</td>
<td>31-39</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>16-30</td>
<td>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.</td>
<td>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.</td>
<td>Insufficient material or evidence of academic endeavour for it to be judged to have formed a dissertation. Manifestly well below a pass grade.</td>
<td></td>
</tr>
<tr>
<td>0-15</td>
<td>Very minimal and manifestly academically poor answer to the question, or almost wholly/completely addresses something other than the question set.</td>
<td>Almost no attempt to complete task set or so manifestly academically inadequate as to have been deemed to have not completed coursework.</td>
<td>Almost no attempt to complete task set or so manifestly academically inadequate as to have been deemed to have not completed coursework.</td>
<td></td>
</tr>
</tbody>
</table>

17
Penalties

Late Submission of Coursework

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 coursework as follows:

<table>
<thead>
<tr>
<th>Working Day(s) late</th>
<th>Multiply mark by</th>
<th>Mark awarded after penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Original mark 60</td>
</tr>
<tr>
<td>1</td>
<td>0.95</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>0.9</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>0.85</td>
<td>51</td>
</tr>
<tr>
<td>4</td>
<td>0.8</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>0.75</td>
<td>45</td>
</tr>
<tr>
<td>&gt;5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

For most 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.

Where there is only one copy (e.g. field notebooks) the scale in the table above is applied.

Where there are two copies there are various combinations which may result in late submission penalties, as follows:

<table>
<thead>
<tr>
<th>Copies submitted</th>
<th>Penalties applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>EITHER one copy is submitted on time and the other late (but within five working days) OR both copies are submitted late (and both within five working days).</td>
<td>The standard penalty is applied, based on the later of the two submissions.</td>
</tr>
<tr>
<td>One copy is submitted on time or within five working days AND the other is submitted after five working days or not at all.</td>
<td>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.</td>
</tr>
<tr>
<td>Both copies are submitted after five working days or not submitted at all.</td>
<td>A mark of 0 is awarded.</td>
</tr>
</tbody>
</table>

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.

Proof of Turnitin Submission

You must keep your Turnitin email receipt as proof of electronic submission for each piece of non-invigilated coursework. The receipt will confirm that you have successfully submitted your work. If the electronic copy of your work is not submitted onto Turnitin, and you cannot provide a receipt to evidence that you made a submission, late penalties will be applied.

Note that the system can sometimes take a couple of hours to generate a receipt, so do not leave it until the last minute to submit the electronic copy of your work. In case of any problem with Turnitin, you should email the departmental Learning and Teaching Officer, Cathy Humphreys, immediately.
(catherine.humphreys@sheffield.ac.uk). If a problem occurs after 5pm on the day of submission, you should also email the Learning and Teaching Officer the electronic copy of your work. To avoid any late penalty, the work must be received by email by the electronic copy deadline.

REQUESTING AN EXTENSION TO A SUBMISSION DEADLINE

If serious medical or personal circumstances mean that you are unable to submit assessed coursework by the submission deadline, you may apply for a deadline extension. Any student wishing to request an extension should complete an Undergraduate Assignment Extension Form (available in the Departmental Office and on the Geography Hub). This form must be submitted to the Learning and Teaching Officer (by email at catherine.humphreys@sheffield.ac.uk) before the submission deadline and applications on medical grounds must be supported by documentation (or such documentation must be forthcoming; see ‘Certification of Illness’).

Note that when working to deadlines you should always allow time for printing your work and ensure that you maintain backup copies. Last-minute computer-related problems are not acceptable grounds for an extension.

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. It is your responsibility to check what is required for each module. The table below shows the penalties that will be imposed on over-length work.

<table>
<thead>
<tr>
<th>Words over limit</th>
<th>Multiply mark by</th>
<th>Mark awarded after penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Original mark 60</td>
</tr>
<tr>
<td>0.1% - 10% over</td>
<td>0.95</td>
<td>57</td>
</tr>
<tr>
<td>10.1% - 20% over</td>
<td>0.9</td>
<td>54</td>
</tr>
<tr>
<td>20.1% - 30% over</td>
<td>0.85</td>
<td>51</td>
</tr>
<tr>
<td>30.1% - 40% over</td>
<td>0.8</td>
<td>48</td>
</tr>
<tr>
<td>40.1% - 50% over</td>
<td>0.75</td>
<td>45</td>
</tr>
<tr>
<td>&gt;50% over</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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 www.shef.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

**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 students’ 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 e.g. 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 respect of any element of assessment is strictly forbidden and 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, in some cases, will entail failure in the examination for the relevant module or degree. The student may also be referred to the University’s Discipline Committee.

**PROGRESSION**

There is a series of regulations that govern what you need to do in order to able to progress from Level 1 to Level 2, from Level 2 to Level 3, and to graduate from Level 3, as described below.

In all cases where serious medical or personal circumstances have prevented you taking assessments, there are regulations that make it possible for the department to make appropriate allowances, provided the circumstances have been reported to the department following correct procedure. Each case is reviewed separately and so it is not possible to list all possible outcomes, but a common outcome is to deem the module as Not Assessed (NA). This outcome will enable your examination for the module to take place later and the result will not capped be at 40.

In all other respects, you must remember to:
• Attempt all assessments for a module. Do not decide to ignore elements of assessment because they are small or fail to submit a piece of assessment because you think it will not obtain a good enough mark. Failure to complete all assessments for a module will lead to that module being deemed Not Completed (NC). This means you will be required to retake the module regardless of your performance in any assessments that you did complete.

• Keep the department informed of all circumstances that affect your ability to study for long periods or at critical times (e.g. just before an exam), or to submit assessed work. Speak to your personal tutor, even if you are unsure your circumstances are relevant.

PROGRESSION FROM LEVEL 1 TO LEVEL 2
In order to progress to Level 2, you must satisfy a number of requirements as listed in the table below. The second column indicates what you have to do if you fail to meet one of these requirements.

<table>
<thead>
<tr>
<th>Requirement for progression</th>
<th>If you fail the requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must have attempted all assessments in each of your modules</td>
<td>Affected modules will be recorded as NC (Not Completed) and you will have to resit them</td>
</tr>
<tr>
<td>You must have passed all modules that are core for your degree</td>
<td>You will have to resit the failed modules with the mark capped at 40</td>
</tr>
<tr>
<td>You must have passed modules to the value of at least 100 credits</td>
<td>You will have to resit the failed modules with the mark capped at 40</td>
</tr>
<tr>
<td>In modules that are not core for your degree, you must have no fails with a mark below 30</td>
<td>You will have to resit those modules with a mark below 30 with the mark capped at 40</td>
</tr>
</tbody>
</table>

PROGRESSION FROM LEVEL 2 TO LEVEL 3

<table>
<thead>
<tr>
<th>Requirement for progression</th>
<th>If you fail the requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must have attempted all assessments in all your modules</td>
<td>Affected modules will be recorded as NC (Not Completed) and you will have to resit it</td>
</tr>
<tr>
<td>You must have passed all modules that are core or pre-requisites for core modules at level 3</td>
<td>You will have to resit the failed modules with the mark capped at 40</td>
</tr>
<tr>
<td>You must have passed modules to the value of at least 100 credits</td>
<td>You may resit the failed modules with the mark capped at 40</td>
</tr>
</tbody>
</table>

Because your module marks at Level 2 count towards your degree you are strongly advised to resit all failed modules for a number of reasons:

• You need to pass not less than 200 credits at Levels 2 and 3 to be awarded an Honours degree. Hence, if you pass only 100 credits at Level 2, further fails at Level 3 could jeopardise your chances of graduating with a degree. If you do not qualify for an Honours degree but have passed a minimum of 180 credits, you will qualify for only a base Pass degree.

• A mark of 40 is better than a mark of 0.

LEVEL 3
If you fail to obtain sufficient credits to be awarded a degree, you will be allowed to resit assessments in those 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 not satisfy the criteria to be awarded and Honours degree and you will be considered for a bare Pass degree only.

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, 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
Students should be aware of the circumstances under which they might be required to resit a module and the timing of the resit examinations. Failure to apply for or attend a resit examination may prevent your progression to the next level of study or prevent your graduation (whichever is appropriate).

Level 1
Resit examinations for Autumn and Spring Semester modules are held the following August. Students may enter for a resit examination in respect of any module that prevents them from proceeding to Level 2 as a result of (a) failure to satisfy Level 1 requirements or (b) the failed module being pre-requisite for a level 2 module that the student either intends to take or is core for their degree. A student who has satisfied the Level 1 requirements may choose to resit any failed modules.

For level 1 students commencing level 1 on or after September 2012, the maximum grade awarded in a resit examination is a bare pass (40), and the number of attempts at any level 1 module is limited to a maximum of three (i.e. a first attempt and two resits).

Students who commenced level 1 before September 2012 may enter for a subsequent examination on one or more occasions, and, in the event that the grade achieved following a subsequent examination is lower than that achieved on a previous occasion, the higher grade shall be awarded.

Level 2
Resit examinations for Autumn and Spring Semester modules are held the following August. Students may enter for a subsequent examination in respect of any module that they must pass to proceed to level 3 and for all level 2 modules that are pre-requisites for level 3 modules that the student either intends to take or are core for their degree. A student may enter for a subsequent examination on one or (subject to approval) more occasions. If the student subsequently passes, the maximum grade awarded will be a bare pass (40).

Level 3
Re-sits examinations for Autumn and Spring Semester modules take place in January and June, respectively. A student who fails any 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 awarded will be a bare pass (40), and the student will graduate without Honours.

Not Assessed
Students who are deemed Not Assessed in a module at levels 1 and 2 will be examined in August and this will count as the first examination (meaning your mark will not be capped at 40). The situation at level 3 is still subject to University discussions, and in the first instance, students should seek advice from 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 calculating your final degree classification, your 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.
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:

<table>
<thead>
<tr>
<th>Weighted mean mark</th>
<th>Degree classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.5 or higher</td>
<td>Class I</td>
</tr>
<tr>
<td>59.5 or higher</td>
<td>Class II - Division 1</td>
</tr>
<tr>
<td>49.5 or higher</td>
<td>Class II - Division 2</td>
</tr>
<tr>
<td>44.5 or higher</td>
<td>Class III</td>
</tr>
<tr>
<td>39.5 or higher</td>
<td>Pass</td>
</tr>
</tbody>
</table>

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 final degree class is calculated using both the mean mark and the median class. Both are used to calculate a provisional class and if this is the same in both cases, then that is the class of degree. However if the calculations give different results, or your marks put you in a borderline a set of rules are used to decide the class. The following example may make this easier to understand.

A student gets the following results:

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Credits</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>61</td>
</tr>
<tr>
<td>Level 3</td>
<td>Credits</td>
<td>Mark</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>57</td>
</tr>
</tbody>
</table>

The first method calculates the student’s weighted mean grade as 63.3, a clear 2:1. Ranking the grades to calculate the median mark gives the following:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Grade</th>
<th>Rank</th>
<th>Grade</th>
<th>Rank</th>
<th>Grade</th>
<th>Rank</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80</td>
<td>10</td>
<td>65</td>
<td>19</td>
<td>64</td>
<td>28</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>11</td>
<td>65</td>
<td>20</td>
<td>64</td>
<td>29</td>
<td>57</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>12</td>
<td>65</td>
<td>21</td>
<td>62</td>
<td>30</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>13</td>
<td>65</td>
<td>22</td>
<td>62</td>
<td>31</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
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<td>64</td>
<td>27</td>
<td>57</td>
<td>36</td>
<td>51</td>
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</tbody>
</table>

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:

- Both methods give the same degree class: student is awarded that class.
- 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.
- 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.
- 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 Honours Geography.
- The Alice Garnett Prize for the best dissertation (GEO356) by a student reading Single Honours 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 modules by a student reading for a Dual Honours degree.
- Fearnsides Prize: for fieldwork 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 Environmental Science and Physical Geography modules wishing to undertake research in areas of international importance.
- L.R. Moore Prize 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.
- 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.
SUPPORT AND WELFARE

DEPARTMENTAL SUPPORT

PERSONAL TUTOR SCHEME

As described in the Key Information section your personal tutor plays a key role in dealing with any circumstances that may adversely affect your health or your ability to study. Do not feel you are ‘making a fuss’ if you raise these issues with your tutor. The department wants you to enjoy your time in Sheffield and to study and succeed to the best of your ability and is keen to help if anything threatens to jeopardise this.

Routine periods of poor health can be dealt with through the Certification of Illness system (described below) and you do not need to involve your tutor in such cases. For more serious issues, please inform your Personal Tutor as soon as you can. All personal tutors have Office Hours, but are willing to see students outside these times to deal with serious matters. It is usually easiest to email your tutor first to arrange a suitable time to meet.

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 a Special Circumstances Form available from SSiD, the SSID website (www.sheffield.ac.uk/ssid/forms/special) 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 a Special Circumstances Form and provide some medical evidence to go with the form. The completed form should be returned to the departmental office.

If your illness means that you are unable to attend an examination, you should contact the Departmental Office 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 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 outside of the University 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.

EQUALITY AND DIVERSITY

Each student is allocated a Personal Tutor who is the first point of contact for most queries and problems. However, the Equality and Diversity tutor (see the Key Information section) can also provide advice to personal tutors and students in specific circumstances, including issues affecting women students, mature students, and students with disabilities. Students should approach the Equality and Diversity tutor directly as soon as they are aware of any problems or difficulties that arise. The tutor will normally be able to direct you to University policy and guidelines or services that may also be of support or assistance. For example, information is available from Student Services for
disabled students, dyslexic students and students with additional support requirements, and students are encouraged to consult the Student Services disability webpages:

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.

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. Representatives are required for each of the three levels of the undergraduate course and if necessary an election will be carried out. Two of these representatives will also be selected to represent the Department on the Faculty Student Committee.

The committee is co-chaired, with chairing duties shared between a student representative and the Director of Learning and Teaching. Other members of the committee include the Head of Department, the Director of Undergraduate Studies (who is also the Undergraduate Tutor), the presidents of the Geography and Environmental Science student societies, the department's Student Ambassadors for Learning and Teaching, and the department’s Student Union council representative. Email addresses of student representatives are displayed on the notice boards in the department and on MOLE to allow other students to bring matters to their attention.

A typical Committee meeting has the level 1, 2 and 3 representatives in turn bringing forward points for discussion or comment. The subjects addressed by the Committee have ranged from vending machine problems to library lending bottlenecks and from technical problems affecting teaching delivery to the nature of course assessment. Many issues are settled in the meeting because of information provided by staff members. The minutes of the committee are then reported to the Teaching and Learning Committee, where unresolved issues undergo further scrutiny prior to an
appropriate course of action being decided. The latter will occasionally involve reporting the issue to all staff via Staff Meeting to facilitate further scrutiny and action.

The minutes of each meeting are normally made available on MOLE within one to two weeks of the meeting having taken place.

MAKING A COMPLAINT

Where possible students should try to resolve matters informally, for example by talking with their Personal Tutor, Module Convenor, or Director of Learning and Teaching, who will aim to discuss and respond to any complaint within seven working days. However, students may also want to access the Pilot for the Early Resolution of Student Complaints by emailing sca@sheffield.ac.uk.

If no resolution is achieved, a student can make use of the University complains procedure which is described here.

www.shef.ac.uk/ssd/sca/complaints

At this stage the complaint is considered first by the Head of Department (unless the complaint relates to that individual). If it is not resolved at that point, a student can then submit a further, second stage, Complaints Form which will be referred by a nominee of the Registrar and Secretary to the appropriate Faculty Officer or other person.

The following site contains a flowchart which explains the process by which complaints are dealt with.

www.shef.ac.uk/polopoly_fs/1.156811!/file/Flowchart_of_Formal_Procedures.pdf

HARASSMENT

The University is committed to eliminating harassment experienced by students and staff and will take steps to investigate complaints thoroughly. There are specially trained members of staff available for advice and help.

Further information and help is available from the Harassment Website:

www.shef.ac.uk/ssid/sos/harassment

You may also contact the Harassment & Bullying Support Network, email: harassment@sheffield.ac.uk, tel: 0114 222 9621 or the Student Advice Centre, email: advice@sheffield.ac.uk, tel: 0114 222 8660.

Please feel free to consult your Personal Tutor or any other member of the Geography Department if you have any concerns.

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.

UNIVERSITY SUPPORT

SHEFFIELD STUDENTS’ UNION REPRESENTATIVE

Each Department has one Union Representative who sits on Student Union Council (The highest decision making body in the Students’ Union). Their 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 department
• Raise awareness about Union campaigns
• Sit on the departmental Staff-Student Committee
• Seek the student viewpoint 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.

STUDENT WELFARE CONTACTS

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.shef.ac.uk/ssid/sos

Accommodation and Commercial Services (ACS)

Email: accommodationoffice@sheffield.ac.uk

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

Counselling Service

www.sheffield.ac.uk/ssid/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, email: UCS@Sheffield.ac.uk).

Nightline

www.sheffield.ac.uk/ssid/contacts/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

If you contact Nightline by email, your email address remains confidential, and you will receive a response within 48 hours.
Health Service

[www.sheffield.ac.uk/health](http://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, email: health.service@Sheffield.ac.uk). 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 Advice Centre

[www.shef.ac.uk/union/advice/](http://www.shef.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

[www.shef.ac.uk/union/advice/support-services/childrens-services/](http://www.shef.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, email:Nursery@Sheffield.ac.uk).

University Chaplaincy

[www.sheffield.ac.uk/ssid/chaplaincy](http://www.sheffield.ac.uk/ssid/chaplaincy)

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, email: chaplaincy@Sheffield.ac.uk) is staffed from 08:30 - 17:00 weekdays (closes 14:00 Friday) during semesters.
SAFETY

The Departmental Safety Liaison Officer is Alan Smalley, Lab Technician, and Room B11b. Alan is responsible for ensuring that details of appropriate health and safety requirements are made known to students. Should you have any health and safety related queries please see Alan in the first instance.

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.

DEPARTMENTAL SAFETY INFORMATION

FIRE PROCEDURE

The blue notices located around the building give clear instructions of what to do in the event of fire. Any person discovering a fire should:

- Sound the alarm at one of the break glass points
- Dial 4444 on internal telephone
- State location and nature of fire
- State special hazards if any
- State casualties if any
- Any disabled people?
- Tackle fire with appliance IF YOU FEEL SAFE AND ABLE TO DO SO
- Close the doors if the fire is to be left

EVACUATION PROCEDURE

The evacuation alarm consists of a continuous sounder. On hearing it you should

- Shut down services, close all doors and windows if safe to do so
- Leave the building by the nearest safe available exit (not necessarily the main entrance). Do not use the lift
- Assemble at the Department of Geography evacuation assembly point, - Lower Ground Floor in the Arts Tower
- Do not congregate around the building and cause obstruction
- Do not re-enter the building until you are authorised to do so.

The alarm can be activated by one of the red break glass call points located all around the Geography/TRP Building.

The emergency telephone number, which is used to contact Emergency Services, is 4444.

The Fire Alarm is tested at regular intervals – there will be notifications on the plasma display screens and at the Porters Lodge at the entrance to the building giving details of the day and time for such tests.

The emergency exits in the Department of Geography are listed below. The main entrance isn’t the only way out - so on your travels around the department have a look and remember where all the exits are. At the same time it’s also a good idea to note the location of any fire extinguishers

<table>
<thead>
<tr>
<th>Floor</th>
<th>Emergency exit route</th>
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<tbody>
<tr>
<td>A Floor</td>
<td>Main entrance and side door</td>
</tr>
<tr>
<td>B Floor</td>
<td>Main entrance, side door, down short corridor through door B7 into park</td>
</tr>
<tr>
<td>C Floor</td>
<td>Main entrance, rear staircase to back yard, through Ron Johnston Research Room (C3) into park</td>
</tr>
<tr>
<td>D Floor</td>
<td>Main staircase, rear staircase to back yard and access roof via short corridor through door D4 (between doors D3 and D5) down steps and out into back yard</td>
</tr>
<tr>
<td>E Floor</td>
<td>Main staircase and back staircase to back yard</td>
</tr>
<tr>
<td>F Floor</td>
<td>Main staircase and back staircase to back yard</td>
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</tbody>
</table>
**FIRST AID BOX LOCATIONS:**

- Porters Lodge, Room A2
- Geography Postgraduate Study Room, Room A5
- Physical Geography Teaching Lab, Room B6
- Workshop, Room B10
- Lab Complex B11 – B11A, B11H, B11J, B11K
- Geography Department Office, Room C15a
- Postgraduate Room D5
- Stairwell, rear stairs, Floor F

**QUALIFIED FIRST-AIDERS**

- Dr Deborah Sporton, Tel 27953, Room E16
- Dr Dimitris Ballas, Tel 27923, Room F12
- Dr Jessica Dubow, Tel 27957, Room F3
- Dr Daniel Hammett, Tel 27956, Room E14
- Miss Catherine Humphreys, Tel 27901, Room C15a
- Mr Alan Smalley, Tel 27927, Room B11c

**ACCIDENT REPORTING**

All accidents within the Department must be reported to a member of staff. There are two accident report books - one is kept at the Porters Lodge (A2) and the other is in the Geography Department Office (C14). The report form must be completed whenever there is an accident to anyone in the building. A responsible person should complete and sign the form and send it to Safety Services within 24 hours.

Safety Services must be informed by telephone immediately (26198) if a person requires any form of hospital treatment.

**OUT OF HOURS**

Undergraduates are not allowed to work out of hours unless they are under the direct supervision of a member of staff. Out of hours is before 0900 and after 1730.

**FIELDCLASSES AND FIELDWORK**

Each student must behave responsibly when attending a field class or completing independent fieldwork, in order to reduce the risk of accidents and other harmful incidents. This includes behaving responsibly toward staff, your fellow students, and others you encounter, including staff and other guests in field class accommodation.

Each individual is responsible for their own safety and all students are required to comply with the University's Health and Safety Codes of Practice, which provide a general framework for safe working in the University.

- Report any disability or inability before attending a field class.
- Report any injury or illness to the field class leader. Stay with the main party.
- If you are taking any medication, please inform the field class leader and ensure that you take sufficient medication with you at all times.
- Observe all instructions from the field class leader. Anyone acting contrary to safety requirements may be dismissed from the course.
- Special instructions may be given for particular environments. Please read carefully the relevant module handbook or field class hand-out.
- A declaration form must be completed prior to each field class to confirm that you have read and understood the relevant safety instructions and risk assessments.
- A written risk assessment must be completed and approved before any independent fieldwork is undertaken.
The University asks for your commitment to behaving responsibly while you are a student, taking account of the diversity of the University community and the values of truth, toleration and justice. This requirement extends beyond the University campus to the field classes and fieldwork you undertake as part of your course, and includes engaging positively with the individuals and local communities that you encounter.

The University takes a very serious view of inappropriate behaviour and the Student Discipline Regulations explain the action that might be taken in cases of misconduct.

ALCOHOL

Alcohol must not be consumed during field class activities and at all other times students are expected to behave responsibly and exercise moderation. Irresponsible or inappropriate behaviour, including being under the influence of alcohol during field class activities, will be reported to the University and disciplinary action may ensue. Each individual is responsible for their own safety where alcohol is consumed away from approved field centre/accommodation or special instructions to students regarding alcohol consumption are broken.

FURTHER INFORMATION:
- Safety Services (www.sheffield.ac.uk/hs)
- Security Services (www.sheffield.ac.uk/security)
- University’s Health and Safety Code of Practice (www.sheffield.ac.uk/hs/policies)

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.

- A written risk assessment for dissertations (Form FSI) must be completed and approved before any fieldwork is undertaken.
- 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.
- If you are taking any medication, please ensure that you take it with you on the field trip.
- Observe all instructions from the field course leader. Anyone acting contrary to safety requirements may be dismissed from the course.
- 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, e.g. anorak, over-trousers, 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 (e.g. water, chocolate, glucose), survival bag (e.g. 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 e.g. 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:
  • inform someone of your departure, route, activity and return time (friend, parent, post, office, police, youth hostel, park warden etc).
  • 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 signals
  • Reply 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
• Working alone is undesirable but independent fieldwork may be required for project or dissertation work. ALWAYS WORK WITH SOMEONE wherever possible e.g. 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.
• Always obtain permission before entering private land/property.
• 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.
• 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.

• 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.

• 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.

• Laboratory coats should be worn at all times in the laboratory and removed when leaving.
• Eating, drinking and the use of mobile phones is not allowed in the laboratory.
• 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.

• Always use a pipette filler when pipetting. The use of the mouth to suck any solutions up a pipette is expressly forbidden.
• Do not pour any solutions at or above eye level.
• Do not pour any solutions down the sink without first asking whether it is safe to do so.
• NEVER dispose of sediment down the sinks; use the buckets provided.
• 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).
• Note that eyewashes and first aid kits are available in both laboratories.
• Report any spillages or accidents, however minor.
• Wash hands when finished to avoid chemical contamination and maintain good hygiene.
• 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.
CAREERS AND EMPLOYABILITY

The department produces a separate Careers Booklet that will be given to you or will be available from your personal tutor. This provides much more detail concerning the topics below.

PERSONAL DEVELOPMENT PLANNING

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. This process is known as Personal Development Planning and at Sheffield, it is implemented through the Sheffield Graduate Development Programme (SGDP).

Central to the Geography SGDP is the role of the personal tutor. Beginning in Intro 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.

You will have a meeting with your personal tutor in each semester to consider your academic progress and personal development, and, from the second semester of Level 1, to consider the feedback you will have received from the previous semester's work. In meetings at the start of Levels 2 and 3, you will also review the whole of the previous year and consider your goals for the forthcoming academic session.

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 (www.sheffield.ac.uk/ssid/more) that 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 also 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 that 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.

HIGHER EDUCATION ACHIEVEMENT REPORT

www.sheffield.ac.uk/hear

The University is committed to recognising the wide range of curricular and extracurricular learning experiences that students gain during their time at Sheffield. It is therefore introducing a new kind of degree transcript that will be offered to all new undergraduate students from September 2012: the Higher Education Achievement Report (or ‘HEAR’). This transcript has been developed over the past four years, through a national project involving other universities, employers and students.

You will be issued with your HEAR alongside your degree certificate. As well as including your degree classification, an overview of your qualification and a list of your modules and grades, the HEAR will include more detailed information about your chosen course. It will also give details of non-academic achievements that the University or the Students’ Union can verify, to provide you with a broad
picture of your university achievements. These might include additional modules you have taken (e.g., a language course), awards such as the Sheffield Graduate Award or Skills for Work Certificate, and other extra-curricular activities such as volunteering or mentoring.

You will have the opportunity to view your HEAR as it grows during your time at Sheffield. You can use it as support for the Sheffield Graduate Development Programme, by providing a basis for reviewing your progress and thinking about your personal development. You are also encouraged to refer to your HEAR in discussions with your personal tutor and the Careers Service, to help you identify and articulate the skills you are gaining, and reflect on how you can build on these to achieve your future goals.

The University will issue you with an ‘interim’ HEAR at various points during your degree, and you can share this with employers and others to provide evidence of your university achievements as you begin to apply for internships, jobs or further study. You are encouraged to take advantage of opportunities to gain recognition for activities you undertake outside the curriculum. This will help you demonstrate how you have made the most of your time at university, and gained valuable skills and experience that will enhance your employability and help you achieve your potential. There will of course be some things that the University cannot verify. However, employers are aware of this and will be equally interested in how you present yourself in CVs, personal statements, portfolios and interviews. If you refer to your additional activities and achievements in these other documents and during interviews, you will not be disadvantaged – and if you have used your HEAR to help you think about where you want to go and how all of your skills and experiences prepare you for this, you will be well set to impress!

CAREERS SERVICE

www.sheffield.ac.uk/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.

DEGREES WITH EMPLOYMENT EXPERIENCE

www.sheffield.ac.uk/placements

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 that would be typical of a graduate level job – i.e., you could not 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 e.g. 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:
MODULE DETAILS

The following module details are intended to help you with module selection. As well as the details for each module, there is a list of prerequisites which will help in planning which modules you need to take in order to be able to select the optional modules you wish later on.

Note that the module details and availability can change because of changes in staffing. It is always best to check the latest information on the SSiD webpage

www.shef.ac.uk/ssid/course

To obtain further information about a particular module you should contact the module convenor (the convenor is indicated in **bold** in the list of module teaching staff).

**USING THE SKILLS ICONS**

Alongside the details for each module you will notice a set of skills icons. The purpose of these icons is to highlight the top three skills that you will develop within each module. The top three skills chosen are a guideline only, with the aim of encouraging you to actively reflect on the full range of skills gained during your learning.

Each icon represents a different skills category, which is comprised of several specific skills (see the key below). The 'top three' skills for each module are based on a combination of factors: to what extent the skill is explicitly taught in module content, to what extent the skill is gained through independent learning, to what extent the skill is particularly novel or transferable to employment. More detail about skills development is available in the Careers & Employability Booklet.

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<thead>
<tr>
<th>Icon</th>
<th>Skill Category</th>
<th>Specific Skills/ Attributes Gained</th>
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<tbody>
<tr>
<td>🗝️</td>
<td>Organisation</td>
<td>Prioritising &amp; planning, decision making, self-management</td>
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<tr>
<td>&quot; &quot;</td>
<td>Communication</td>
<td>Written communication, oral presentation, working with others, production of non-essay type materials.</td>
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<tr>
<td>📚</td>
<td>Numeracy &amp; Information Technology</td>
<td>Information retrieval, numeracy, statistical analysis, computer literacy, use of computer software</td>
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<tr>
<td>🔍</td>
<td>Intellectual &amp; Enterprising</td>
<td>Analysing &amp; problem solving, developing a reasoned argument, creative &amp; critical thinking</td>
</tr>
<tr>
<td>⚙️</td>
<td>Research</td>
<td>Quantitative &amp; qualitative research methods, ethical consideration, risk assessment methods.</td>
</tr>
<tr>
<td>🌐</td>
<td>Awareness &amp; Attitude to Work</td>
<td>Commercial/business awareness, political &amp; cultural sensitivity, personal reflection &amp; evaluation, networking</td>
</tr>
<tr>
<td>🌍</td>
<td>Geography-Specific</td>
<td>Spatial analysis, application of cross-disciplinary understandings, global awareness</td>
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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**
- To illustrate and assess the value of a systems approach in physical geography.
- To introduce the fundamental elements of four key physical systems.
- 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:
- An appreciation of the value of a systems approach in Physical Geography.
- 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**
- Physical systems properties (2 lectures) – basics and justification of the systems approach; nature and types of system; physical systems links.
- Geosphere (4 lectures) – global rock cycle; plate tectonics; geomorphic process systems; landforms and their development.
- Atmosphere and Hydrosphere (6 lectures) – global energy system; atmospheric circulation; global water balance and precipitation regimes; oceanic circulation; interaction with the geosphere.
- Cryosphere (5 lectures) – glaciers and ice sheets; contemporary ice masses and their system links; cryospheric sensitivity and feedback.
- 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**
Lectures (20 hrs)

**Learning Hours**
Scheduled: 20, Independent: 80

**Supporting Texts**

**Assessment**
Examination: 100% (1.5 hrs)

**Staffing**
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; Environmental Science
Semester Autumn
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
- To introduce the global pattern of economic interdependence and the inequalities present within it, showing how this pattern changes over time.
- 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:
- A critical understanding of the globalisation process and the geographical inequalities it has given rise to.
- The ability to illustrate the nature of the development process in different regions of the world.
- The ability to interpret and critically appraise development policy.

Outline Contents
- 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.
- 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.
- 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
Lectures (20 hrs)

Learning Hours
Scheduled: 20, Independent: 80

Supporting Texts
Dicken, P. (2010). Global Shift

Assessment
Examination: 100% (1.5 hrs)

Staffing
Dr Tom Smith, Dr Jojo Nem Singh

Skills
# GEO108 Earth’s Changing Surface

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<tr>
<th>Level</th>
<th>1</th>
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<td>Credits</td>
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</table>
| 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
- To introduce the key principles of modern geomorphology.
- To investigate the linkages between sediment transport processes and landforms.
- To describe the characteristic temporal and spatial scales of landform development.
- To illustrate long-term landscape development.

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

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

## Delivery Methods
<table>
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<th>Lectures (20 hrs)</th>
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<td>Scheduled: 20, Independent: 80</td>
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## Supporting Texts
There is no single supporting text for this course.

## Assessment
Examination: 100% (1.5 hrs)

## Staffing
Dr Robert Bryant, Dr Helen Moggridge, plus other staff to be confirmed
# GEO112 Introducing Social and Cultural Geographies

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| Availability  | Core for BA Geography; Geography & Planning  
                     Approved for BSc Geography; Environmental Science |
| Semester      | Spring |
| 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
- To provide a critical introduction to social and cultural geography.
- 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:
- Identify key concepts and current debates in social and cultural geography.
- Demonstrate a critical understanding of these concepts and debates.
- Illustrate the contested nature of our social world and our place in nature.

## Outline Contents
- Introductory lecture by all staff (1 lecture).
- Social Geographies of Difference (5 lectures).
- Cultural Geographies of Identity (6 lectures).
- Social and Cultural Geographies of Urban Experience (6 lectures).
- Conclusion, exam preparation, revision, module evaluation (1 lecture).

## Delivery Methods
- Lectures (20 hrs)
- Scheduled: 20, Independent: 80

## Supporting Texts

## Assessment
- Examination: 100% (1.5 hrs)

## Staffing
- Dr Megan Blake, Dr Pat Noxolo
# GEO150 Practical Methods for Physical Geography

<table>
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<td>Credits</td>
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</table>
| Availability | Core for BSc Geography  
   Approved for BA Geography; Environmental Science; Geography and 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
- To emphasise the importance of laboratory and field experimentation in physical geography.
- To give basic training in key laboratory and field techniques.
- 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:
- Practical skills relevant to modern physical geography laboratory and field methods.
- Written skills for the synthesis, presentation and assessment of data.

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

## Delivery Methods
- Lectures (5 hrs), Practicals (9 hrs), Fieldwork (12 hrs)

## Learning Hours
- Scheduled: 26, Independent: 74

## Supporting Texts
There is no single supporting text for this course

## Assessment
- Coursework: 50% (individual report), 25% (group report), 25% (group report)

## Staffing
Dr Felix Ng, Professor Andrew Hodson, Dr Helen Moggridge, Professor Mark Bateman
GEO151 Qualitative Methods in Human Geography

Level 1
Credits 10
Availability Core for BA Geography
Approved for BSc Geography; Geography and 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

- To introduce students to the core techniques used within qualitative methodologies in human geography, and to forms of qualitative analysis.
- 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:

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

Outline Contents

- Introduction to qualitative methods, its basis in particular knowledge claims and the connection to particular theoretical positions.
- An outline of the key issues relating to in depth interviewing, observation, visual methodologies.
- 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
Lectures (8 hrs), Practicals (5 hrs), Fieldwork (5 hrs)

Learning Hours
Scheduled: 18, Independent: 82

Supporting Texts
There is no single supporting text for this course

Assessment
Coursework: 100% (workbook)

Staffing
Dr Megan Blake, Dr Eric Olund

Skills
GEO152 Statistical Data Analysis in Geography

Level 1
Credits 10
Availability Core for BA Geography; BSc Geography; Geography & Planning
Approved for Environmental Science
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
- To introduce students to key concepts in statistical data analysis.
- To introduce students to descriptive statistics and exploratory data analysis.
- To introduce students to issues of sampling and inferential data analysis.
- To develop understanding of sample accuracy, and methods for estimating sample errors and confidence intervals around estimates.
- To familiarise students with a range of methods for the statistical analysis of bivariate problems.
- 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:
- An understanding of the underlying concepts of statistical analysis.
- A capacity to undertake and critically interpret sampling and inferential data analysis, including sample accuracy, sample errors and confidence intervals.
- The ability to conduct and critically interpret a range of bivariate relationship estimation methods.

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

Delivery Methods
Lectures (20 hrs); Practicals (8 hrs)
Learning Hours Scheduled: 28, Independent: 72
Supporting Texts Field, A. Discovering Statistics using SPSS
Rogerson, P.A. Statistical Methods for Geographers (2nd edition)
Assessment Examination: 100% (1.5 hrs)
Staffing Professor Charles Pattie, Dr Gunnar Mallon

Skills
# GEO154 Geoenvironmental Fieldwork Skills

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<td>Credits</td>
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| **Availability** | Core for Environmental Science  
Not available to other degree programmes |
| 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:
- Basic techniques used in geo-environmental field studies.
- Links between geology, geomorphology and environmental processes.
- Experimental design in environmental science.

## Learning Outcomes
By the end of the module, a student will be able to demonstrate:
- The ability to collect important environmental samples within an appropriate sampling framework.
- The capability to integrate field evidence with other information.
- The ability to present and interpret environmental data.
- An understanding of the interrelationships between the geology of an area and its landforms, soils and biological communities.

## Outline Contents
- Briefing for field course.
- Introduction to laboratory methods.
- Six-day field class during the Easter Vacation.
- Poster session.

## Delivery Methods
- Lectures (1 hr), Practical (3 hrs), Fieldwork (38 hrs)

## Learning Hours
- Scheduled: 42, Independent: 58

## Assessment
- Coursework: 50% (individual report) 25% (poster), 25% (field notebook)

## Staffing
- **Professor Andrew Hodson** plus other staff to be confirmed

## Skills
- [ ]
- [ ]
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GEO163 Information & Communication Skills for Geographers

Level 1
Credits 10
Availability Core for BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester Academic Year
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
- Develop students’ ability to produce written work in an appropriate academic style.
- 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:
- An understanding of what constitutes plagiarism and knowledge of how to avoid unintentional plagiarism.
- The ability to find information from a range of sources.
- The ability to produce a piece of academic writing which draws on material from a range of sources.
- The ability to design and deliver an oral presentation on an academic topic.

Outline Content
- Using academic Information Sources
- Presentation of Academic Information.
- Academic writing skills for essays and papers.
- Design of material for oral presentations.
- Oral presentation skills.

Delivery Methods
Lectures (6 hrs); Tutorials (8hrs), Student conference (2 hrs)

Skills

Learning Hours
Scheduled: 16, Independent: 84

Supporting Texts
Kneale P. (1999) Study Skills for Geography students
Knight, P. G. and Parsons, A.J. (2003) How to Do Your Essays, Exams and Coursework in Geography and Related Disciplines

Assessment
Coursework: 40% (Semester One Essay), 40% (Semester Two Report), 20% (Group verbal presentation)

Staffing
Autumn Semester: Dr Gunnar Mallon
Spring Semester: Mr Stephen Wise
Plus all academic staff
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
• To investigate a range of global environmental issues, with reference to examples.
• To assess and critically evaluate management responses (policy and practical) to environmental issues.
• To apply scientific principles to real world situations.
• To develop skills in group working and presentation.

Learning Outcomes
By the end of the module, students will be able to demonstrate:
• An understanding of the causes and consequences of a range of environmental issues.
• An understanding of management responses to a range of environmental issues.
• The ability to design and deliver a poster presentation as part of a small group.

Outline Content
• Climate change.
• Water resources and pollution.
• Land use change.
• Loss of biodiversity.
• Natural hazards.
• Environmental management approaches.
• Student poster conference on case studies with critical evaluation of management approaches.

Delivery Methods
Lectures (16 hrs), Seminars (4 hrs)

Skills

Learning Hours
Scheduled: 20, Independent: 80

Supporting Texts
There is no single supporting text for this course

Assessment
Examination: 60% (1 hr); Coursework: 40% (Poster)

Staffing
Dr Helen Moggridge
GEO165 New Horizons in Geography

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

**Description**

Academic Geography is a wide and vibrant field. Geographers contribute actively to new intellectual debates in the sciences, social sciences, and humanities. And their work addresses some of the most pressing issues facing the modern world, from climate change to social inequality, informing policy and practice. The module provides level 1 Geography students with a challenging but accessible insight into the cutting edge of contemporary geographical research and how it helps us understand our changing world. It therefore serves as bridge between the general introductory modules of the level 1 BA and BSc courses in Geography, and the more specialist modules taught at levels 2 and 3. Furthermore, it provides an opportunity to see the difference that a geographical perspective can make to our understanding of some of the largest challenges facing the world. Each year, a selection of topical issues in contemporary physical and human geography will be explored by academics actively engaged in cutting edge research on those subjects. The course will be taught via lectures and guided reading.

**Aims**

- To provide students with an insight into new developments in physical and human Geography.
- To demonstrate how geographers contribute to contemporary debates and issues affecting society and the environment.
- To illustrate the ways in which geographers communicate their latest research to academic and other audiences.

**Learning Outcomes**

By the end of the module, a student should display:

- An understanding of the new developments in physical and human geography discussed in the module.
- An appreciation of the ways in which geographers contribute to contemporary debates and issues affecting society and the environment.
- An ability to synthesise relevant material, as an adjunct to the lectures, from the set reading list, provided in the lectures.

**Outline Contents**

A range of contemporary topics on physical and human geography will be covered.

**Delivery Methods**

Lectures (20 hrs)

**Learning Hours**

Scheduled: 20, Independent: 80

**Supporting Texts**

Where applicable, reading lists will be provided by individual lecturers

**Assessment**

Examination: 100% (1.5 hrs)

**Staffing**

Dr Andrew McGonigle, Dr Jessica Dubow, Professor Edward Hanna, Dr Felix Ng, Professor Richard Phillips
## GEO167 Geospatial technologies

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| Availability | Core for BSc Geography; BA geography; Environmental Science  
                Approved for Geography & Planning |
| Semester | Autumn     |
| Prerequisites | None     |

### Description

Geospatial technologies (involving: remote sensing, GIS, GPS) have changed the way businesses and policy makers solve problems and the way scientists understand the dynamics of the earth system. These technologies are routinely used by people in their work and their daily life (e.g. via Google Earth). This module will introduce students to some of the important sources of geospatial data and the technologies underpinning them, and will highlight ways in which they are used both within Geographical Science and more widely. In addition students will gain hands-on, skills-based experience in processing and analysing data using GIS and Remote Sensing software.

### Aims

- To introduce concepts of digital spatial data manipulation, processing, and visualisation.
- To introduce concepts of Earth observation and remote data acquisition techniques.
- To apply data manipulation and visualisation methods to a range of geographical applications.

### Learning outcomes

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

- Knowledge of key Geospatial Technologies (GIS, Remote sensing).
- An appreciation of how digital spatial data are collected, processed and used.
- Basic skills in using and analysing geospatial data.

### Outline Contents

- Sources of spatial data.
- Uses of spatial data.
- GIS for handling spatial data.
- Remote sensing as a source of spatial data.
- Energy, sensors and satellites.
- Image analysis.

### Delivery Methods

Lectures (10), Practicals (10)

### Learning Hours

Scheduled: 20, Independent: 80

### Supporting Texts

No specific text

### Assessment

Coursework (TBA)

### Staffing

Mr Stephen Wise, Dr Robert Bryant
GEO206 Environmental Change

**Level** 2  
**Credits** 20  
**Availability** Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning  
**Semester** Spring  
**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**
- To demonstrate the variability of environmental change at different spatial and temporal scales.
- To illustrate how past changes in environmental systems can be reconstructed and used to model future changes.
- 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:
  - An understanding of the differences between proxy and instrumental data.
  - An understanding of a variety of sources from which an understanding of the past environmental changes can be reconstructed.
  - An understanding of some of the difficulties associated with predicting both human impacts and future environmental changes.
  - Knowledge of the types, effects and periodicity of environmental changes over the last 2.5 million years.

**Outline Contents**
- Reconstruction of past environments.
- Forcing mechanisms of climate change.
- Long term environmental change.
- Human impact on environmental change and future environmental changes.

**Delivery Methods**
Lectures (27 hrs), Practicals (3 hrs)  
**Learning Hours** Scheduled: 30, Independent: 170  
**Supporting Texts**
Williams et al (1998) *Quaternary Environments*  
Wilson, R.C.L. et al (2000) *The Great Ice Age: Climate Change and Life*

**Assessment**
Examination: 67% (2 hrs), Coursework: 33% (Essay)

**Staffing**
Professor Mark Bateman, Professor Edward Hanna, Dr Felix Ng
GEO210 Geographic Information Systems

**Level**
2

**Credits**
10

**Availability**
Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning

**Semester**
Autumn

**Prerequisites**
GEO167 or GEO161 (discontinued) (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 prerequisite) but who believe they have equivalent knowledge should contact the Department.

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

**Learning Outcomes**
By the end of the module, a student should display:
- Demonstrate knowledge of the core concepts relating to the handling of spatial data on the computer.
- Illustrate these ideas with reference to applications of GIS.
- Demonstrate knowledge of some of the issues relating to the capture and use of spatial data in real applications.

**Outline Contents**
- Introduction to geographical data handling.
- Data display in GIS.
- Data analysis in GIS.
- Vector and raster systems.
- Data input.
- Organisational issues.

**Delivery Methods**
Lectures (14 hrs), Practicals (6 hrs)

**Learning Hours**
Scheduled: 20, Independent: 80

**Supporting Texts**

**Assessment**
Examination: 50% (1 hr); Coursework: 50% (Assessed practical)

**Staffing**
Mr Stephen Wise

**Skills**

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GEO211 Applied Remote Sensing

Level 2
Credits 10
Availability Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester Spring
Prerequisites GEO167 or GEO162 (discontinued)

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
- To introduce remote sensing as an important enabling tool for earth surface research problems and applications.
- To examine the basics of remote sensing and the main satellite/sensor systems in use.
- 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:
- An understanding of the basic physical principals underpinning the collection and use of a wide range of RS data types.
- Knowledge of basic processing methods and output data-types derived from RS data using industry-standard software.
- An understanding of key application of RS data for regional/global monitoring.

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

Delivery Methods
Lectures (13 hrs), Practicals (9 hrs)

Learning Hours
Scheduled: 22, Independent: 78

Supporting Texts

Assessment
Examination: 67% (1.5 hrs); Coursework: 33% (Lab report)

Staffing
Dr Rob Bryant
GEO217 Environment, Society and Policy

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<td>Semester</td>
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<td>Prerequisites</td>
<td>GEO103 or GEO112</td>
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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

- To familiarise students with some of the main theories and concepts for understanding society-environment relations including notions of risk, practice and sustainability.
- To illustrate how these theories and concepts can be applied to understand current issues in three key sectors (energy, waste and food).
- 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:

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

Outline Contents

- Introduction and key concepts.
- Energy (two sessions).
- Waste (two sessions).
- Food (two sessions).
- Student-led group workshops (two sessions).
- Review and revision workshop.

Delivery Methods

<table>
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<tr>
<th>Lectures (20 hrs)</th>
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Learning Hours

| Scheduled: 20, Independent: 80 |

Supporting Texts

No single supporting text

Assessment

| Examination: 100% (1.5 hrs) |

Staffing

Dr Matt Watson, Dr Megan Blake, Dr Pat Noxolo

Skills
GEO221 Geographies of Development

**Level**
2

**Credits**
10

**Availability**
Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning

**Semester**
Autumn

**Prerequisites**
GEO103 or GEO112

**Description**
Development in the Global South 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**
- To illustrate that definitions of ‘poverty’ and ‘the poor’ shift and change across space and time.
- To highlight that these terms are invested with political meaning which express specific geographies and ways of seeing the world.
- To gain a clear understanding of contemporary approaches towards ‘development’.
- 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:
- A critical understanding the origins of development paradigms.
- The ability to critically assess the factors influencing development planning at local and global levels.
- 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**
- Theories of Development – defining development, the legacies of colonialism, development paradigms, globalisation and development.
- Development in Practice – poverty and inequality, the environment-development interface, institutions communities and development.
- Spaces of Development – North-South: an interdependent world, urban spaces, rural spaces.

**Delivery Methods**
Lectures (20 hrs)

**Learning Hours**
Scheduled: 20, Independent: 80

**Supporting Texts**

**Assessment**
Examination: 100% (1.5 hrs)

**Staffing**
Dr Tom Smith, Dr Deborah Sporton

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GEO223 Philosophical Issues in Human Geography

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<td>Co-requisite</td>
<td>GEO264</td>
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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:

- Introduce students to some of the key concepts in the western philosophic tradition which engage with geographical concerns.
- Introduce students to the ways in which geographic thought and practice has interpreted and mobilised philosophic concepts.
- 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:

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

Outline Contents

- The Map: Power, Knowledge and Imperial Territorialities.
- The Political: Spaces of Political Problems and Political Action.
- The Global: Geographies of Knowledge.

Delivery Methods
Lectures (20 hrs)

Skills
Scheduled: 20, Independent: 80

Supporting Texts
Plato, The Apologia, Collini (2012) What are universities for?

Assessment
Examination: 100% (2 hrs)

Staffing
Professor Richard Phillips, Dr Jessica Dubow, Dr Jojo Nem Singh
### GEO231 Socio-spatial Analysis

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#### 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

- To provide students with an overview of socio-spatial analytical methods for human geography.
- To make students aware of a range of data analysis techniques employed in social science research.
- To give students a theoretical and practical grounding in the application of socio-spatial analysis.
- 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:

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

#### Delivery Methods

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<th>Skills</th>
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<td>Staffing</td>
<td>Professor Charles Pattie, Dr Adam Whitworth</td>
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GEO233 Glacial Environments

Level 2
Credits 20
Availability Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester Autumn
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 glaciations via a section on glacial geology.

Aims
This module aims:

• To introduce the components of the cryosphere, with a focus on glaciers and ice sheets.
• To understand how glaciers flow attempt to maintain a balance with their climate drivers.
• To understand the processes that act to erode and shape glacial landforms and landscapes.
• To illustrate the diversity of glacial environments and near-glacial (periglacial) environments.

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 (28 hrs) Practicals (6 hrs)

Learning Hours
Scheduled: 34, Independent: 166

Supporting Texts
Benn & Evans (1998) Glaciers & Glaciation

Assessment
Examination: 67% (2 hrs), Coursework: 33% (2 x practical reports)

Staffing
Professor Mark Bateman, Professor Chris Clark, Dr Darrel Swift

Skills
GEO234 Atmospheres and Oceans

Level 2
Credits 20
Availability Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning
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:

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

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

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

Outline Contents

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

Delivery Methods
Lectures (20 hrs), Practicals (20 hrs), Fieldwork (2 hrs)

Skills

Learning Hours
Scheduled: 42, Independent: 158

Supporting Texts

Assessment
Examination: 60% (2 hrs), Coursework: 40% (practical write-up)

Staffing
Professor Grant Bigg, Dr Julie Jones
GEO241 Social and Cultural Geographies

Level 2
Credits 20
Availability Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester Autumn
Prerequisites GEO112

Description
This module builds on GEO112: 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
- To develop students' understanding of key thematic and conceptual issues in contemporary social and cultural geographies.
- To enhance student’s critical awareness of contemporary dimensions of society and culture.
- To encourage interdisciplinary thought required within contemporary social and cultural geography.

Learning Outcomes
By the end of the module, a student will have:
- A clear understanding of the thematic scope and conceptual depth of contemporary social and cultural geographic scholarship.
- An ability to critically engage with contemporary geographic dimensions of society and culture.
- A capacity to demonstrate an awareness of the interdisciplinary currents within social and cultural geographies.

Outline Contents
- Place: discourse and practice.
- Culture: landscape and nature.
- Space, text, identity.

Delivery Methods
Lectures (20hrs), Seminars (10 hrs), Fieldwork (6 hrs)

Skills

Supporting Texts
No single supporting text

Assessment
Examination: 34% (1 hr), Coursework: 66% (Two essays)

Staffing
Professor Richard Phillips, Dr Megan Blake, Dr Jessica Dubow
GEO242 Health, Place and Society

Level 2
Credits 20
Availability Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning
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:

- The ability, within the context of health, place and society, to assess the merits of contrasting theories, explanations and policies.
- An understanding of the effects of social determinants on the lives of people with particular reference to people’s health.
- The ability to present and explain both visually and textually both evidence and theory on the interactions between health, place and society.
- The capability to judge and evaluate evidence and assertions.
- 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 (25 hrs), Seminars (5 hrs), Practicals (3 hrs)

Skills

Supporting Texts
Shaw et al. (2002). Health, place and society
Gatrell, A. (2002). Geographies of Health

Assessment
Examination: 34% (1 hr), Coursework: 33% (Essay), 33% (Poster)

Staffing
Dr Dan Vickers
GEO243 Political Geographies

Level 2
Credits 20
Availability Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester Spring
Prerequisites GEO103 or GEO112 (or at discretion of the module convenor)

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
- Discuss geographical issues in geopolitics and international relations.
- Discuss geographical issues related to the politics of nationalism, citizenship and state formation.
- 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:
- Understand the role of geography in geopolitics and international relations.
- Understand debates on the politics of nationalism, citizenship and state formation.
- Understand the geographical nature of welfare regimes, the geography of public policy and civic life and political participation.

Delivery Methods
Lectures (29 hrs); Seminars (3 hrs)

Skills
- Learning Hours Scheduled: 32, Independent: 168
- Assessment Examination: 67% (2 hrs), Coursework: 33% (Essay)
- Staffing Professor Charles Pattie, Dr Adam Whitworth
GEO244 Earth and Ecosystem Dynamics

Level  
2

Credits  
10

Availability  
Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning

Semester  
Spring

Prerequisites  
GEO101 and GEO108

Description
This module will develop understanding of environmental processes, fluxes and interactions across a spectrum of temporal and spatial scales. Adopting an earth system science approach, the module will consider interactions between the geosphere, atmosphere, hydrosphere and biosphere to explore the geomorphological, biophysical, and biogeochemical processes that shape the evolution and contemporary dynamics of the environment. Knowledge of these processes underpins global climate and earth system models, prediction of environmental responses to change and approaches to conservation and environmental restoration. Links will be made to all of these throughout the module.

Aims

- To enhance understanding of global physical processes and systems, with particular emphasis on sediment systems and geomorphology.
- To develop understanding of ecosystem dynamics, with particular emphasis on the processes driving major element cycles (e.g. Carbon and Nitrogen), and the links with earth’s ‘life support’ systems.
- To develop an understanding of ecological biogeography and the interaction of biotic and abiotic processes within the physical environment.
- To develop knowledge and practical experience of laboratory and field skills used to measure and elucidate environmental processes.

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

- Demonstrate an understanding of weathering flux sources and sinks, the methods used to quantify fluxes in present and past environments, and the significance of fluxes in global physical processes.
- Demonstrate an understanding of ecosystem ecology and biogeochemistry and the significance of element recycling in shaping physical and biological processes, and maintaining the Earth’s life support systems.
- Demonstrate an understanding of ecological biogeography and the importance of interactions between biotic and abiotic processes in shaping physical and biological processes at the earth surface.
- Demonstrate an understanding of the earth-system-science approach, including ecosystem ecology and ecological biogeography, and the importance of this approach for understanding the evolution of the environment.
- Design and conduct practical measurements of physical and biological phenomena in the laboratory and the field.
- Apply knowledge and understanding to a practical problem.

Delivery Methods  
Lectures (21), Practicals (9)

Learning Hours  
Scheduled: 30, Independent: 70

Supporting Texts  
No specific text

Assessment  
Examination: 70% (2hrs); Coursework: 30% (3 x Practical reports)

Staffing  
Dr Helen Moggridge, Dr Andy Hodson, Dr Rob Bryant

Skills
### GEO264 Research Design in Human Geography

| **Level**   | 2                |
| **Credits** | 10               |
| **Availability** | Core for BA Geography  
                    Approved for BSc Geography; Geography & Planning |
| **Semester** | Spring           |
| **Prerequisites** | 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 includes a research project proposal, which forms 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:

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

#### Delivery Methods

| **Lectures (5 hrs)** | Seminars (2 hrs), Tutorials (5 hrs), Supervision |
| **Learning Hours** | Scheduled: 12, Independent: 88 |

#### Assessment

- Coursework: 20% (Outline proposal), 80% (Project proposal)

#### Staffing

- Dr Megan Blake, Dr Matt Watson
GEO265 Researching Human Geographies

**Level** 2  
**Credits** 10  
**Availability** Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning  
**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 increases the awareness of the appropriateness of certain methods to research design. The module will discuss a number of methodological approaches (e.g. visual methodologies, participatory research, ethnography, critical realism), the data gathering techniques (e.g. 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:

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

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

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

**Delivery Methods**
Lectures (9 hrs), Tutorials (6 hrs)

**Learning Hours**
Scheduled: 15, Independent: 85

**Assessment**
Coursework: 100% (Critical Essay, Interview Report and Questionnaire)

**Staffing**
Dr Megan Blake, Dr Tom Smith
GEO266 Research Skills for Physical Geography

**Level**
2

**Credits**
20

**Availability**
Core for BSc Geography
Approved for BA Geography; Geography and Planning
Not available to Environmental Science; cannot be taken with GEO267

**Semester**
Academic Year

**Prerequisites**
GEO101 and GEO108 and 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 focuses on the philosophical background to undertaking research and on providing practical experience in undertaking and designing small research projects.

**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:
- Write a review and evaluation of the existing literature within a particular area of physical geography.
- 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.
- Present the results of research that they have undertaken in both oral and written form.

**Outline Contents**

**Autumn Semester**
- Supervised group projects investigating geographical research questions. Students will choose 2 projects from a selection of 4.
- Tutorials on the importance of the scientific literature in the development of research ideas and methods.

**Spring semester**
- Lectures and tutorials on how to produce a research proposal.
- Supervision on dissertation topic.
- Field trip to the Blencathra Centre (Lake District National Park) to further practice research design skills.

**Delivery Methods**
Lectures (17 hrs), Tutorials (8 hrs), Fieldwork (72 hrs), Workshops (21 hrs), Supervision (as required – recommended minimum of 4 hrs)

**Skills**

**Learning Hours**
Scheduled: 122, Independent: 78

**Supporting Texts**
Knight, P. G. and Parsons, A.J. (2003) *How to Do Your Essays, Exams and Coursework in Geography and Related Disciplines*

**Assessment**
Coursework: 30% (Semester One Essay), 30% (Semester Two Project Proposal), 20% (Semester One Poster), 20% (Semester Two Group Verbal Presentation at Blencathra)

**Staffing**
Autumn Semester: Dr Darrel Swift
Spring Semester: Dr Andrew McGonigle
Plus all Physical Geography staff

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# GEO267 Research Design for Physical Geography

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<tr>
<td>Credits</td>
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| Availability | Approved for BA Geography; Environmental Science  
Not available to BSc Geography; cannot be taken with GEO266 |
| Semester | Academic Year |
| Prerequisites | GEO101 and GEO108 |

## Description
The ability to undertake independent research is a key skill in a Geography or Environmental Science degree and in many areas of future employment. This module focuses on the philosophical background to undertaking research and provides experience in the design of small research projects.

## Aims
- This unit aims to equip students with the knowledge and skills to design a piece of independent research.

## Learning outcomes
By the end of the module a student will be able to
- Write a review and evaluation of the existing literature within a particular area of physical geography.
- Write a research proposal that identifies a research problem in physical geography or environmental science in the context of existing understanding, provides a methodology for conducting the research, and assesses the contribution that the proposed research may make.

## Outline Contents
### Autumn Semester
- Supervised group projects investigating geographical research questions. Students will choose 2 projects from a selection of 4.
- Tutorials on the importance of the scientific literature in the development of research ideas and methods.

### Spring semester
- Lectures and tutorials on how to produce a research proposal.
- Supervision on dissertation topic.

## Delivery Methods
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<tr>
<td>Lectures</td>
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<td>Tutorials</td>
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<td>Workshops</td>
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<td>Supervision (as required)</td>
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<td>Recommended minimum of 4 hrs</td>
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## Skills

## Supporting Texts
There are no specific supporting texts for this module.

## Learning Hours
Scheduled: 40, Independent: 60

## Assessment
Coursework: 50% (Semester One Essay), 50% (Semester Two Project Proposal)

## Staffing
Autumn Semester: Dr Darrel Swift  
Spring Semester: Dr Andrew McGonigle  
Plus all Physical Geography staff
GEO302 Extended Geographical Essay

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<tr>
<td>Credits</td>
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</table>
| Availability | Approved for BA Geography; BSc Geography; Geography and Planning  
Not available to Environmental Science |
| Semester | Module can be taken in Autumn or Spring |
| Prerequisites | GEO266 or GEO264 or GEO263 (discontinued) |

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

- To give students experience in carrying out the research involved in literature-based survey projects.
- 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:

- The ability to conceptualise a clear research question arising from a key geographic debate.
- 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.
- The ability to critically analyse and review literature competently and appropriately.
- The ability to write a substantial essay, which summarises and evaluates relevant literature, arguments and debates.

Outline Contents

The majority of the work on this module will be independent study by the student, identifying, researching and writing up their chosen topic. Help and advice will be provided as follows

- Introductory lecture.
- Group tutorials on what makes a good research topic and essay.
- Students will be encouraged to seek further supervision and feedback on their progress.

Delivery Methods

Lecture (1 hr), Tutorials (3 hrs), Supervision (3 hrs)

Learning Hours

Scheduled: 7, Independent: 193

Supporting Texts


Assessment

Coursework: 10% (Essay Proposal), 90% (Extended essay)

Staffing

Autumn semester: Dr Gunnar Mallon
Spring Semester: Dr Felix Ng
GEO323 Social Geography of Europe

Level 3  
Credits 20  
Availability Approved for BA Geography; BSc Geography; Geography & Planning  
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:

• Extend students’ abilities to analyse contemporary issues across European societies.
• 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:

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

Outline Contents

• Introduction to social issues in Europe, highlighting diversities of cultural, political, historical, economic and societal contexts within which contemporary forces are played out.
• 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
Lectures (7 hrs), Seminars (15 hrs), Tutorials (2 hrs), Practicals (6 hrs)

Skills

Learning Hours
Scheduled: 30, Independent: 170

Supporting Texts
No specific text

Assessment
Examination: 67% (2 hrs), Coursework: 33% (Project report)

Staffing
Dr Dimitris Ballas, Professor Paul White
GEO327 Geography of Elections

Level  3  
Credits  20  
Availability  Approved for BA Geography; BSc Geography; Geography & Planning  
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:

- Outline recent work in electoral geography.
- Explore the links between geography and political power.
- Develop students’ critical awareness of political and geographical processes.

Learning Outcomes

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

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

Outline Contents

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

Delivery Methods  
Lectures (10 hrs), Seminars (10 hrs)  
Skills

Learning Hours  
Scheduled: 20, Independent: 180  
Supporting Texts  
Assessment  
Examination: 67% (2 hrs), Coursework: 33% (Project)  
Staffing  
Professor Charles Pattie
GEO336 Development and Global Change

Level 3
Credits 20
Availability Approved for BA Geography; BSc Geography; Geography & Planning
Semester Spring
Prerequisites 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 key topics drawn from the following: violence and security, local forms of resistance and environmental action, sovereignty and post colonialism, the commodification of culture through tourism, corporate social responsibility.

Aims
- To examine the development process within a changing global context.
- To explore contemporary debates within geography and development.
- To develop students’ critical awareness of development processes.

Learning Outcomes
By the end of the module, a student will be able to demonstrate:
- A critical understanding of the development processes and the links between local and global issues.
- Recognition and understanding of the relationship between power and development.
- 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 (14 hrs), Seminars (6 hrs)

Learning Hours Scheduled: 20, Independent: 180
Supporting Texts No single text
Assessment Examination: 67% (2 hrs), Coursework: 33% (Project Work)
Staffing Dr Pat Noxolo, Dr Jojo Nem Singh, Tom Smith
GEO345 Glacial and Periglacial Geomorphology

Level 3
Credits 20
Availability Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester Autumn
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

• To gain an understanding of how glacial and periglacial systems operate.
• To examine the extent and geographic diversity of glacial and periglacial landforms both past and present.
• To demonstrate the relationship between process and form.
• To illustrate how glacial and periglacial geomorphology can be used to reconstruct former environments.
• To gain an understanding of how glacial landforms can be used to reconstruct palaeo ice sheets.
• 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:

• Knowledge of typical processes and landforms in glacial and periglacial environments.
• Research-level understanding of controversies and competing theories.
• 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 (25), Practicals (5)

Learning Hours
Scheduled: 30, Independent: 170

Supporting Texts
Benn and Evans (1998) Glaciers and Glaciation

Assessment
Examination: 100% (3 hrs)

Staffing
Professor Mark Bateman, Professor Chris Clark

Skills
**GEO347 Geo-Environmental Project**

**Level** 3  
**Credits** 20  
**Availability** Restricted to Environmental Science  
**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:

- 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.
- The ability to analyse research data competently and appropriately.
- 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**

- Tutorials (5 hrs), Workshops (6 hrs), Supervision (as required – a minimum of 5 hrs is recommended)

**Learning Hours**

- Scheduled: 16, Independent: 184

**Supporting Texts**

- None

**Assessment**

- Coursework: 100% (Dissertation)

**Staffing**

- Dr Darrel Swift plus all Physical Geography Staff

**Skills**

- 

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GEO352 Natural Hazards

**Level** 3

**Credits** 20

**Availability** Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning

**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

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

### Learning Outcomes

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

- Demonstrate knowledge of the nature and consequences of the geological hazards covered.
- Show an understanding of the fundamental scientific principles underlying each of the specific hazards.
- 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 (30 hrs), Practicals (5 hrs)
- Scheduled: 35, Independent: 165

### Supporting Texts

No specific text

### Assessment

- Examination: 100% (3 hrs)

### Staffing

Professor N A Chapman (Civil & Structural Engineering), Dr Andrew McGonigle, Professor Edward Hanna

### Skills

- ""
- ""
GEO354 Contemporary Climate Change and Processes

Level
3
Credits
20
Availability
Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning
Semester
Spring
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
• To demonstrate ways of measuring and modelling climate change.
• To provide an understanding of climate processes & change.

Learning Outcomes
By the end of the module, a student will be able to demonstrate:
• Understand how climate is inextricably coupled with other physical components of the Earth system.
• Competently handle, statistically manipulate and interpret data in the real world.
• Recognise and quantify the sensitivity of numerical climate models to inputs.
• Construct and discuss conceptual models which simulate variability in the climate system.

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

Delivery Methods
Lectures (20 hrs), Seminars (4 hrs), Practicals (10hrs)

Skills

Learning Hours
Scheduled: 34, Independent: 166

Supporting Texts


Assessment
Examination: 60% (2 hrs), Coursework: 40% (Essay)

Staffing
Professor Edward Hanna
GEO356 Geographical Research Project

Level 3
Credits 40
Availability Core for BA Geography; BSc Geography
Approved for Geography and Planning
Not available to Environmental Science
Semester Autumn
Prerequisites GEO266 or GEO264 or GEO263 (discontinued)

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
- To give students the experience of carrying out an original research project under supervision.
- 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:
- The ability to conceptualise a clear research question arising from key academic debates in the field under investigation. Competently handle, statistically manipulate and interpret data in the real world.
- 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.
- The ability to analyse research data competently and appropriately.
- 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 GEO266 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
Lectures (1 hr), Tutorials (5 hrs), Workshops (6 hrs), Supervision (as required – a minimum of 5 hrs is recommended)

Learning Hours
Scheduled: 17, Independent: 383

Supporting Texts
None

Assessment
Coursework: 100% (Dissertation)

Staffing
BA Geography and BA Geography and Planning: Dr Tom Smith
BSc Geography: Dr Gunnar Mallon (S1), Dr Felix Ng (S2)
GEO358 Geography of Europe Field Class

Level
3
Credits
20
Availability
Approved for BA Geography; BSc Geography; Geography & Planning
Semester
Autumn
Prerequisites
GEO264 or equivalent (as approved by the module convenor)
Size Limits
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:

- Their abilities in field research in a European context.
- Their understanding of the importance of local context in influencing the outcomes of large scale geographical processes within Europe.
- 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
Lectures (12 hrs), Seminars (2 hrs), Practicals (7 hrs), Fieldwork (64 hrs), Presentations (10 hrs)

Learning Hours
Scheduled: 95, Independent: 105

Supporting Texts
No specific text

Assessment
Coursework: 40% (Essay), 30% (Oral presentation), 30% (Website)

Staffing
Dr Dimitris Ballas, Dr Luke Temple

Skills
### GEO360 Geographies of Consumption

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<td>Availability</td>
<td>Approved for BA Geography; BSc Geography; Geography &amp; Planning</td>
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<td>Semester</td>
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<td>Prerequisites</td>
<td>GEO241 plus any two of GEO217, GEO242, GEO243</td>
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**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:

- Introduce students to some of the key geographical debates in consumption.
- To encourage students to engage with this research in a critical manner.
- 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:

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

**Delivery Methods**

Lectures (20 hrs), Seminars (4 hrs), Workshops (10 hrs)

**Learning Hours**

Scheduled: 24, Independent: 176

**Supporting Texts**

No specific text

**Assessment**

Examination: 100% (3 hrs)

**Staffing**

Dr Matt Watson
GEO361 GIS and the Social Sciences

Level 3
Credits 20
Availability Approved for BA Geography; BSc Geography; Geography & Planning
Semester Spring
Prerequisites GEO210 or GEO231

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
- To introduce students to the techniques and issues related to the use of Geographic Information Systems in the social sciences.
- To introduce students the use of GIS for socio-economic policy analysis.
- To enable students to carry out independent research in the area of GIS and socio-economic applications.
- 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:
- An awareness of the importance of geographical dimensions of public policy.
- A good understanding of the socio-economic data and methods available to analyse public policies.
- An understanding of the geographical implications of urban, regional and national social policies.
- 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.

Delivery Methods
Lectures (18 hrs), Seminars (2 hrs), Practicals (10 hrs)

Learning Hours
Scheduled: 30, Independent: 170

Supporting Texts

Assessment
Coursework: 100% (Project report)

Staffing
Dr Dimitris Ballas
# GEO362 GIS and the Environment

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>Credits</td>
<td>20</td>
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<tr>
<td>Availability</td>
<td>Approved for BA Geography; BSc Geography; Environmental Science; Geography &amp; Planning</td>
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<tr>
<td>Semester</td>
<td>Spring</td>
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## 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
- To introduce students to a range of advanced GIS techniques for the collection and analysis of spatial data for environmental applications.
- To encourage students to think critically about the role of GIS in environmental management.
- 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:
- Knowledge of a range of advanced techniques for handling spatial data relating to the environment.
- An appreciation of the role of GIS in monitoring, modelling and managing the environment.
- 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 (14 hrs), Seminars (4 hrs), Practicals (10 hrs), Fieldwork (4 hrs)

## Learning Hours
Scheduled: 32, Independent: 168

## Supporting Texts

## Assessment
- Examination: 67% (2 hrs), Coursework: 33% (Essay)

## Staffing
- Mr Steve Wise
GEO364 Urban Field Class

Level 3
Credits 20
Availability Approved for BA Geography; BSc Geography; Geography and Planning
Semester Spring
Prerequisites 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

- To critically examine the historical and cultural development of a global city and its relationship to dominant explanations of twentieth century urbanism.
- To enhance an understanding of the relationships between: architecture, space and power; artistic practice and the city; identity and difference.
- 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:

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

Delivery Methods Lectures (20 hrs), Seminars (6 hrs), Tutorials (7 hrs), Practicals (5 hrs), Fieldwork (40 hrs), Workshops (10 hrs)

Skills

Supporting Texts No specific text

Assessment Coursework: 85% (Research Project), 15% (Verbal presentation)

Staffing Dr Jessica Dubow, Dr Eric Olund, Professor Richard Phillips
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**

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

**Learning Outcomes**

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

- Knowledge of the physical characteristics, processes, geomorphology and human environment links in one dryland region.
- The ability to plan and undertake a project to investigate environmental processes in a dryland environment.
- An in-depth understanding of the operation of at least one major environmental process in drylands though fieldwork, data analysis and interpretation through group and individual learning.
- 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 (3 hrs) Seminars (14 hrs), Practicals (1 hr), Fieldwork (90 hrs)

**Learning Hours**

Scheduled: 108, Independent: 92

**Supporting Texts**


Thomas, D.S.G. ed. (3rd edition, 2011). *Arid Zone Geomorphology – Process, Form and Change in Drylands*

**Assessment**

Coursework: 50% (Project Report), 20% (Reflexive Report), 30% (Group Verbal Presentation in the field)

**Staffing**

Mr Rob Ashurst, Professor Mark Bateman, Dr Rob Bryant
GEO367 Geographies of Development Field Class

Level 3  
Credits 20  
Availability Approved for BA Geography; BSc Geography; Environmental Science; Geography & Planning  
Semester Spring  
Prerequisites GEO221 plus one of GEO266, GEO267, GEO263 (discontinued) 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

- To provide students with substantive knowledge and understanding of geographies of development (with emphasis placed on grass-roots perspectives).
- 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:

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

Delivery Methods
Lectures (20 hrs), Fieldwork (90 hrs)

Learning Hours
Scheduled: 110, Independent: 90

Supporting Texts

Assessment
Coursework: 20% (Policy brief), 60% (Individual Report), 20% (Reflexive essay)

Staffing Dr Daniel Hammett, Dr Jojo Nem Singh, Dr Dan Vickers
# GEO368 Planetary Geoscience

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<thead>
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<td>Credits</td>
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## 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

- Introduce the fundamental elements of solar system science.
- Show how a physical-systems approach has been applied to other planetary contexts beyond Earth.
- 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:

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

## Outline Contents

- Comparative planetology.
- Planetary climates.
- Surface and interior processes.
- Close encounters: the Moon, Venus, Mars.
- Volcanism.
- Life in the Solar System.
- Ice in the solar system.
- Planetary exploration.

## Delivery Methods

Lectures (23 hrs), Seminars (6 hrs)

## Learning Hours

Scheduled: 29, Independent: 171

## Supporting Texts


## Assessment

Examination: 67% (2 hrs), Coursework: 33% (Essay)

## Staffing

Dr Andrew McGonigle, Dr Felix Ng
GEO369 Social and Spatial Inequalities

Level 3  
Credits 20  
Availability Approved for BA Geography; BSc Geography; Geography and Planning  
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
- This module aims to interest, enthuse and motivate students in the study of social and spatial inequalities.
- Students will understand how societal structures, situation and geographic location impact on work, home and leisure.
- 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:
- Outline the importance of geography in relation to social inequality.
- Demonstrate an understanding of how policies and issues impact upon different groups within society.
- Judge and evaluate evidence and develop a reasoned argument.
- 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 (15 hrs), Seminars (5 hrs), Tutorials (3 hrs), Practicals (10 hrs), Fieldwork (40 hrs)

Skills

Learning Hours  
Scheduled: 73, Independent: 127  

Supporting Texts
Thomas, B. et al. (2009). A Tale of Two Cities: The Sheffield Project

Assessment
Examination: 34% (1 hr); Coursework: 33% (Report), 33% (Presentation)

Staffing  
Dr Dan Vickers
GEO374 Mediated Geographies

Level 3
Credits 20
Availability Approved for BA Geography; BSc Geography; Geography and Planning
Semester Autumn
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:

• Interest, enthuse and motivate students in the study of Mediated Geographies.
• Increase students’ awareness and understanding of the ways in which human beings’ experiences of space and place are mediated through representation.
• Develop students’ ability to critically interpret media representations in terms of what they convey about the changing spatiality’s of the human world.

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

• 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.
• Critically assess the roles of media in a range of human beings’ experiences of space and place.
• 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 (20 hrs), Seminars (10 hrs)
Learning Hours Scheduled: 30, Independent: 170
Supporting Texts No specific text
Assessment Examination: 67% (2 hrs), Coursework: 33% (Project)
Staffing Dr Pat Noxolo
GEO375 Cities and Modernities

Level 3
Credits 20
Availability Approved for BA Geography; BSc Geography; Geography and Planning
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:

• Explore the contribution that geographers have made towards a critical understanding of urban society and culture.
• Examine the social, political and cultural dimensions of urbanisation and urbanism.
• Develop skills in critical and qualitative geography.

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

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

Delivery Methods
Lectures (20 hrs), Fieldwork (6 hrs), Workshops (2 hrs)

Learning Hours
Scheduled: 26, Independent: 174

Supporting Texts
No specific text

Assessment
Examination: 67% (1.5 hrs); Coursework: 33% (Group Project)

Staffing
Dr Jessica Dubow, Dr Eric Olund

Skills
GEO377 Western Ireland Fieldclass

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<tr>
<td>Credits</td>
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<tr>
<td>Availability</td>
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**Description**

This module provides practical field experience in a range of processes and techniques in physical geography. The module will be focussed around a fieldtrip in western Ireland and will consider a variety of topics in physical geography, such as: fluvial, glacial and karst geomorphology; geology; climate; hydrology and water chemistry; paleoecology, ecosystem interactions and human impacts on the landscape. The topics will complement teaching across the BSc Physical Geography programme and will give students the opportunity to gain a deeper understanding of these topics and extend their field research skills in a new environment. Following introductory sessions and project design in Sheffield, the field class will include 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 and individual student project write-ups.

**Aims**

This unit aims to:

- Exemplify and expand knowledge of environment and human-environment links, through investigation of the western Ireland landscape.
- Provide students with an understanding of how different processes interact over spatial and temporal scales to shape the landscape.
- Develop field techniques and skills in research design, data interpretation, data presentation and individual and group learning.

**Learning outcomes**

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

- An in-depth understanding of the operation of at least one major environmental process in western Ireland.
- An enhanced understanding of how different environmental processes interact to shape the landscape.
- The ability to collect and analyse field data in group and individual contexts.
- Oral and written presentational skills commensurate with the need to communicate detailed research findings.

**Delivery Methods**

Lectures (4hr), Seminars (2hr), Tutorials (2hr), Practicals (2hr), Fieldwork (70hrs)

**Learning Hours**

Scheduled: 80, Independent: 120

**Supporting Texts**

Coursework: 80% (Reflexive report), 20% (Presentation)

**Assessment**

Dr Andrew Sole, Dr Stephen Livingstone
DEGREE PROGRAMMES
BA SINGLE HONOURS GEOGRAPHY (L700) GEOU04

YEAR 1

Core modules: 70 credits

- 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
- GEO165 New Horizons in Geography
- GEO167 Geospatial Technologies

Optional modules: 50 credits

Approved modules from BSc Geography or unrestricted modules from other disciplines.

Approved BSc Geography modules (choice of 40 credits):

- GEO101 Physical Systems at the Global Scale
- GEO108 Earth’s Changing Surface
- GEO150 Practical Methods for Physical Geography
- GEO164 Understanding and Managing Environmental Issues

YEAR 2

Core modules: 20 credits

- GEO223 Philosophical Issues in Human Geography
- GEO264 Research Design in Human Geography

Optional modules: 100 credits

Two modules from the following (20 credits):

- GEO210 Geographic Information Systems
- GEO231 Socio-spatial Analysis
- GEO265 Researching Human Geographies

Two modules from the following modules/module combinations (40 credits):

- GEO241 Social and Cultural Geographies
- GEO242 Health, Place and Society
- GEO243 Political Geographies
- GEO217 Environment, Policy and Society & GEO221 Geographies of Development*

Optional modules not taken above, approved modules from BSc Geography, or unrestricted modules from other disciplines (40 credits).

Approved BSc Geography modules (choice of 110 credits):

- GEO206 Environmental Change
- GEO233 Glacial Environments
- GEO234 Atmospheres and Oceans
- GEO244 Earth and Ecosystem Dynamics
- GEO266 Research Skills for Physical Geography†
- GEO267 Research Design in Physical Geography†

* GEO217 & GEO221 must be taken as a pair, † GEO266 & GEO267 cannot be taken together
YEAR 3

Compulsory modules: 40 credits

• GEO356 Geographical Research Project

Optional Modules: 80 credits

Three modules from the following (60 credits):

• GEO302 Extended Geographical Essay
• GEO323 Social Geography of Europe
• GEO327 Geography of Elections
• GEO336 Development and Global Change
• GEO345 Glacial and PeriglacialGeomorphology
• GEO352 Natural Hazards
• GEO354 Contemporary Climate Change and Processes
• GEO358 Geography of Europe Field Class
• GEO360 Geographies of Consumption
• GEO361 GIS in the Social Sciences
• GEO362 GIS and the Environment
• GEO364 Urban Field Class
• GEO365 Dryland Environments Field Class
• GEO367 Development Geographies Field Class
• GEO368 Planetary Geoscience
• GEO369 Social and Spatial Inequalities
• GEO374 Mediated Geographies
• GEO375 Cities and Modernities
• GEO377 Western Ireland Field Class

Optional modules not taken above or unrestricted modules from other disciplines (20 credits).
BSC SINGLE HONOURS GEOGRAPHY (F800) GEOU202

YEAR 1

Core 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
- GEO163 Information and Communication Skills for Geographers
- GEO165 New Horizons in Geography
- GEO167 Geospatial Technologies

Optional modules: 50 credits

Approved modules from BA Geography or unrestricted modules from other disciplines.

Approved BA Geography modules (choice of 40 credits):

- GEO103 Region, Nation and World
- GEO112 Introducing Social and Cultural Geographies
- GEO151 Qualitative Methods in Human Geography
- GEO164 Understanding and Managing Environmental Issues

YEAR 2

Core module: 20 credits

- GEO266 Research Skills for Physical Geography

Optional modules: 100 credits

Two modules from the following (20 credits):

- GEO210 Geographic Information Systems
- GEO211 Applied Remote Sensing
- GEO231 Socio-spatial Analysis

Two modules from the following (40 credits):

- GEO206 Environmental Change
- GEO233 Glacial Environments
- GEO234 Atmospheres and Oceans
- GEO244 Earth and Ecosystem Dynamics

Optional modules not taken above, approved modules from BA Geography, or unrestricted modules from other disciplines (40 credits).

Approved BA Geography modules (choice of 110 credits):

- GEO241 Social and Cultural Geographies
- GEO242 Health, Place and Society
- GEO243 Political Geographies
- GEO217 Environment, Policy and Society & GEO221 Geographies of Development*

* GEO217 & GEO221 must be taken as a pair

YEAR 3

Compulsory modules 40 credits

- GEO356 Geographical Research Project
Optional Modules: 80 credits

Three modules from the following (60 credits):

- GEO302 Extended Geographical Essay
- GEO323 Social Geography of Europe
- GEO327 Geography of Elections
- GEO336 Development and Global Change
- GEO345 Glacial and Periglacial Geomorphology
- GEO352 Natural Hazards
- GEO354 Contemporary Climate Change and Processes
- GEO358 Geography of Europe Field Class
- GEO360 Geographies of Consumption
- GEO361 GIS in the Social Sciences
- GEO362 GIS and the Environment
- GEO364 Urban Field Class
- GEO365 Dryland Environments Field Class
- GEO367 Development Geographies Field Class
- GEO368 Planetary Geoscience
- GEO369 Social and Spatial Inequalities
- GEO374 Mediated Geographies
- GEO375 Cities and Modernities
- GEO377 Western Ireland Field Class

Optional modules not taken above or unrestricted modules from other disciplines (20 credits).
BSC HONOURS ENVIRONMENTAL SCIENCE (F900) GEOU211

YEAR 1

Core modules: 90 credits

- APS118 Practical Skills in Biology
- APS121 Evolution
- APS122 Biodiversity
- APS124 Ecosystems and Environmental Change
- GEO101 Physical Systems at the Global Scale
- GEO108 Earth’s Changing Surface
- GEO154 Geoenvironmental Field Skills
- GEO163 Information and Communication Skills for Geographers
- GEO167 Geospatial Technologies

Optional Modules: 30 credits

Approved modules from the list below (with the approval of the Course Director you may substitute one of the approved modules for a 10 credit unrestricted module from any discipline)

- APS119 Comparative Physiology
- APS120 Reproduction, Development and Growth
- APS123 Population and Community Ecology
- APS126 Behaviour of Humans and Other Animals
- APS131 Ecological Identification Skills
- GEO150 Practical Methods for Physical Geography
- GEO164 Understanding and Managing Environmental Issues
- GEO165 New Horizons in Geography

YEAR 2

Core modules: 40 credits

- APS222 Animal and Plant Science Tutorials
- APS240 Data Analysis
- APS246 Plant Habitat and Distribution
- APS255 Environmental Interpretation Field Course

Optional modules and pathways

Approved modules as listed below for your chosen pathway (with the approval you may substitute one of the approved modules for a 10 credit unrestricted module from any discipline)

**General Pathway: 80 credits**

APS216 (10 credits), APS223 (10), APS269 (10), APS271 (10), APS273 (20), APS276 (10), GEO206 (20), GEO210 (10), GEO211 (10), GEO221 (10), GEO233 (20), GEO234 (20), GEO244 (20), GEO267 (10)

**Global Environmental Change Pathway: 80 credits**

APS216 (10 credits) and one of GEO206 (20) or GEO234 (20)

Plus 50 credits of modules not taken above from General Pathway

**Environmental Biosciences Pathway: 80 credits**

APS223 (10 credits), APS265 (5), APS276 (10), GEO206 (20) and one of APS262 (5) or APS266 (5)

Plus 30 credits of modules not taken above from General Pathway
Environmental Geosciences Pathway: 80 credits
GEO210 (10 credits), GEO211 (10) and one of GEO234 (20) or GEO244 (10)
Plus 40 credits of modules not taken above from General Pathway

YEAR 3

Core module: 10 credits
- APS332 Issues in Environmental Science

Core module choice: 20 credits
One module from the following (20 credits):
- APS330 Project
- GEO347 Geo-Environmental Project

Optional modules
Approved modules as listed below for your chosen pathway (with the approval you may substitute one of the approved modules for a 10 credit unrestricted module from any discipline)

General Pathway: 90 credits
APS308 (10 credits), APS313 (10), APS325 (10), APS326 (10), APS341 (10), APS342 (10), APS346 (10), APS348 (10), APS349 (10), GEO345 (20), GEO352 (20), GEO354 (10), GEO362 (10), GEO365 (10), GEO367 (20), GEO368 (20)

Global Environmental Change Pathway: 90 credits
APS313 (10 credits), APS348 (10), GEO354 (20) and either GEO206 (20) or GEO234 (20) – whichever not previously taken at Level 2
Plus 30 credits of modules not taken above from General Pathway

Environmental Biosciences Pathway: 90 credits
APS308 (10 credits), APS313 (10), APS346 (10), APS348 (10)
Plus 50 credits of modules not taken above from General Pathway

Environmental Geosciences Pathway: 90 credits
GEO352 (20 credits), GEO368 (20)
Plus 50 credits of modules not taken above from General Pathway
MENVSCI MASTERS IN ENVIRONMENTAL SCIENCE (F902)  
GEOU210

YEAR 1  
• See BSc Honours Environmental Science

YEAR 2  
• See BSc Honours Environmental Science

YEAR 3  
• See BSc Honours Environmental Science

YEAR 4

Core modules: 20 credits  
• APS405 Advanced Biological Analysis  
• APS407 Research and Study Skills in Biology

Optional modules: 100 credits  
• GEO402 Current Issues in Environmental Sciences  
• GEO404 Masters Research Project  
• GEO405 Critical Papers Review
  or
• APS402 Research Dissertation  
• APS404 Advanced Trends in Biology  
• APS406 Research Project
BA DUAL HONOURS GEOGRAPHY & PLANNING (LK74) TRPU107

YEAR 1

Compulsory Geography modules (40 credits):
- GEO103 Region, Nation and World
- GEO112 Introducing Social and Cultural Geographies
- GEO152 Statistical Data Analysis in Geography
- GEO163 Information and Communication Skills for Geographers

Compulsory Planning modules (40 credits).
Unrestricted modules from any discipline (40 credits).

YEAR 2

Choice of two Geography modules (40 credits):
- GEO217 Environment, Policy and Society & GEO221 Geographies of Development*
- GEO241 Social and Cultural Geographies
- GEO242 Health, Place and Society
- GEO243 Political Geographies

Compulsory Planning modules (40 credits).
Unrestricted modules from any discipline (40 credits).
* GEO217 and GEO221 cannot be taken separately and count as a single option

YEAR 3

Compulsory Planning modules (40 credits).

Choice of three Geography modules (60 credits):
- GEO302 Extended Geographical Essay
- GEO323 Social Geography of Europe
- GEO327 Geography of Elections
- GEO336 Development and Global Change
- GEO345 Glacial and Periglacial Geomorphology
- GEO352 Natural Hazards
- GEO354 Contemporary Climate Change and Processes
- GEO358 Geography of Europe Field Class
- GEO360 Geographies of Consumption
- GEO361 GIS in the Social Sciences
- GEO362 GIS and the Environment
- GEO364 Urban Field Class
- GEO365 Dryland Environments Field Class
- GEO367 Development Geographies Field Class
- GEO368 Planetary Geoscience
- GEO369 Social and Spatial Inequalities
- GEO374 Mediated Geographies
- GEO375 Cities and Modernities
- GEO377 Western Ireland Field Class

Unrestricted modules from any discipline (20 credits).
## MODULE PATHWAYS LEADING TO LEVEL 3 MODULES

<table>
<thead>
<tr>
<th>Level 2 Pre- and Co-requisites</th>
<th>Level 1 Pre- and Co-requisites</th>
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<tr>
<td>GEO302 Extended Geographical Essay</td>
<td>GEO101, GEO108 and GEO150</td>
</tr>
<tr>
<td>GEO266</td>
<td>GEO103 or GEO112 or GEO150</td>
</tr>
<tr>
<td>or</td>
<td>GEO263 (discontinued)</td>
</tr>
<tr>
<td>or</td>
<td>GEO263 (discontinued)</td>
</tr>
<tr>
<td>or</td>
<td>GEO223 and GEO264</td>
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<tr>
<td>GEO323 Social Geography of Europe</td>
<td>GEO103, GEO112, GEO151 and GEO152</td>
</tr>
<tr>
<td>GEO242</td>
<td>GEO103</td>
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<tr>
<td>or</td>
<td>GEO243</td>
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<tr>
<td>or</td>
<td>GEO243</td>
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<tr>
<td>GEO327 Geography of Elections</td>
<td>GEO103 or GEO112</td>
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<tr>
<td>GEO243</td>
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<td>GEO336 Development and Global Change</td>
<td>GEO103 or GEO112</td>
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<td>GEO217 or GEO221</td>
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<tr>
<td>GEO345 Glacial &amp; Periglacial Geomorphology</td>
<td>GEO103 or GEO112</td>
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<td>GEO206 or GEO233</td>
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<tr>
<td>GEO347 Geo-Environmental Project</td>
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</tr>
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<td>None</td>
<td>None</td>
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<tr>
<td>GEO352 Natural Hazards</td>
<td>GEO101</td>
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<tr>
<td>None</td>
<td>GEO101</td>
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<tr>
<td>GEO354 Contemporary Climate Change and Processes</td>
<td>None</td>
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<tr>
<td>GEO356 Geographical Research Project</td>
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<tr>
<td>GEO266</td>
<td>GEO101, GEO108 and GEO150</td>
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<tr>
<td>or</td>
<td>GEO263 (discontinued)</td>
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<td>or</td>
<td>GEO263 (discontinued)</td>
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<td>or</td>
<td>GEO264</td>
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<tr>
<td>GEO358 Geography of Europe Field Class</td>
<td>GEO103, GEO112, GEO151 and GEO152</td>
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<tr>
<td>GEO264 or equivalent</td>
<td>GEO103, GEO112, GEO151 and GEO152</td>
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<tr>
<td>GEO360 Geographies of Consumption</td>
<td>GEO112</td>
</tr>
<tr>
<td>GEO241</td>
<td>GEO112</td>
</tr>
<tr>
<td>plus any two from the following:</td>
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<tr>
<td>GEO217, GEO242, GEO243</td>
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<tr>
<td>GEO361 GIS and the Social Sciences</td>
<td>GEO161 (discontinued) or GEO167</td>
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<tr>
<td>GEO210</td>
<td>GEO161 (discontinued) or GEO167</td>
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<td>or</td>
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<tr>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>GEO242</td>
<td>GEO103</td>
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<td>GEO243</td>
<td>GEO103 or GEO112</td>
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<td>GEO365 Drylands Environment Field Class</td>
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<td>GEO221 and GEO266</td>
<td>GEO101, GEO108 and GEO150 and either GEO103 or GEO112</td>
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<td>GEO221 and GEO263 (discontinued)</td>
<td>GEO150 and either GEO103 or GEO112</td>
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<tr>
<td>GEO221 and GEO264</td>
<td>Either GEO103 or GEO112 and either GEO151 or GEO152</td>
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<tr>
<td>GEO368 Planetary Geoscience</td>
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<td>GEO234</td>
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<td>GEO234</td>
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INSTITUTIONAL AND DEPARTMENTAL GOALS

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/ourplan

GOALS OF THE DEPARTMENT OF GEOGRAPHY

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

- To provide excellent 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

The department was rated as having 95% of its research of international standard and 70% internationally excellent or world-leading in the 2008 Research Assessment Exercise. Because of our commitment to research-led teaching, students directly feel the benefits of our cutting-edge research. Our teaching was rated as ‘excellent’ in the last Teaching Quality Assessment. The 2011 National Student Survey, which measures overall satisfaction amongst students nationally, placed the department at the top of the Russell Group – the body of 24 leading UK universities committed to maintaining the very best research, an outstanding student experience, and unrivalled links with the public sector and the business world.

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:

- To provide a broad understanding of the study of geography and of the work of geographers.
- 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.
- To demonstrate the utility of geography in suggesting possible solutions for such problems, and in evaluating solutions and policies proposed elsewhere.
- To develop students’ ability to evaluate and discuss alternative viewpoints relating to geographical processes and concepts.
- To enhance students’ abilities to develop skills in the acquisition, evaluation and use of information.
- To develop students’ oral, written, numerical and visual presentation skills.
• To develop students' abilities in field-based investigations of geographical phenomena.
• To train students in the carrying out of personal research projects.
• To develop transferable skills in students within a collaborative context.
• 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.
• 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:

• 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.
• To provide an understanding of geographic processes operating at a variety of scales.
• To develop students’ ability to interpret and evaluate information relating to geographical ideas.
• To develop students’ ability to construct an argument based upon evidence.
• According to student choice, to develop students’ understanding of physical systems and/or social systems.
• To bring students from different pre-University backgrounds up to a common level of familiarity with certain basic concepts and facts.
• To train students in the handling of quantitative geographical information.
• To develop students’ skills in written and oral presentations and in the visual representation of geographical information.
• To introduce students to basic elements of information technology.
• To provide students with feedback over the achievement of the aforementioned objectives through monitoring and assessment.

At level Two our objectives are:

• 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.
• To further develop students’ ability to interpret and evaluate information derived from the academic geographical literature.
• To further develop students’ ability to construct an argument based upon evidence.
• 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.
• To develop students’ skills in the acquisition of information, both through desk and laboratory based work and through field investigation.
• 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 and/or laboratory analysis.
• Further to develop students’ skills in the presentation of information and of the results of analysis through written work.
• Further to enhance students’ skills in the handling of information technology.
• To introduce students to new skills involved in geographical research.
• To train students in the execution of geographical research projects.
• To provide students with feedback over the achievement of the aforementioned objectives through monitoring and assessment.

At Level Three our objectives are:

• To enable students to carry out a personal research project under supervision.
• To enhance students’ understanding of the value of a geographical viewpoint on issues and problems in the real world.
• To enable students to acquire an in-depth knowledge of certain areas of geography.
• To enhance students’ ability to analyse, criticise and evaluate alternative viewpoints and strategies within the context of substantive sub-fields of geography.
• To develop students’ skills in discussion, oral presentation, and task achievement within a collaborative context.
• Further to enhance students’ transferable skills, particularly with a view to future career development.
• 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.
COLOPHON

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

Electronic versions are supplied to all students and will be available at request from the department office.

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