Undergraduate

Geography Course Handbook

Session 2016/2017

- BA Geography
- BA Human Geography
- BSc Geography
- BSc Physical Geography
**Personal Tutor Weeks**

Please make an appointment to see your personal tutor during each of the following weeks. Most staff will have an appointment sheet on their door for you to sign up.

<table>
<thead>
<tr>
<th>First Years</th>
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<tbody>
<tr>
<td><strong>Semester one</strong></td>
</tr>
<tr>
<td>3 - 7 October 2016</td>
</tr>
<tr>
<td>24 - 28 October 2016</td>
</tr>
<tr>
<td>21 – 25 November 2016</td>
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<tr>
<td><strong>Semester two</strong></td>
</tr>
<tr>
<td>23 - 27 January 2017</td>
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<td>13 - 17 February 2017</td>
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<td>20 – 24 March 2017</td>
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<tr>
<th>Second Years</th>
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<tr>
<td><strong>Semester one</strong></td>
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<tr>
<td>10 - 14 October 2016</td>
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<td>14 - 18 November 2016</td>
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<td>5 – 9 December 2016</td>
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<tr>
<td><strong>Semester two</strong></td>
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<tr>
<td>23 - 27 January 2017</td>
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<td>13 - 17 February 2017</td>
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<td>6 - 10 March 2017</td>
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<th>Third Years</th>
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<tr>
<td><strong>Semester one</strong></td>
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<tr>
<td>10 - 14 October 2016</td>
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<tr>
<td>5 – 9 December 2016</td>
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<tr>
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<tr>
<td>16 – 20 January 2017</td>
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Welcome from the Head of Department

Congratulations on your admission to one of the leading Geography departments in the UK. On behalf of all the staff, it is my great pleasure to welcome you into the Department of Geography. Over your time with us, you will be taught by leading international researchers in their chosen areas of expertise, all of whom are passionate about their work. Our research underpins our teaching and during your time with us I hope that you will be challenged and excited by the enthusiasm and commitment of staff across the breadth of human geography, physical geography and geographical information science. As well as developing your academic skills, we will also help you to build your independence, your ability to work in teams and your leadership skills, enabling you to derive the maximum benefit from your university education and providing you with a successful transition from school, through university and onwards to your future career.

We also realise that life as a student is not all about academic work. We have a very active student society (GeogSoc) that I hope you will want to join and contribute to, as well as a range of departmental environmental activities involving students that are aimed at reducing our carbon footprint. There are also opportunities to work with local schools or to act as one of our student ambassadors.

I hope that you will find that we are a collegial and lively department. We aim to provide a supportive learning environment and all of our staff are experienced, highly approachable and knowledgeable. We look forward to getting to know all of you in due course, whether in lectures, personal tutor meetings or on one of our departmental field courses. Above all, we want all of you to get the maximum benefit from your time with us and we are committed to helping you achieve your full potential.

This handbook covers the following:

- The key staff involved in the Department of Geography and your degree
- Links to important University regulations and procedures
- The degree marking scheme
- Further sources of information and support.

We are a research-led University, which means for most of the time when we are not teaching you, we are engaging with research that will eventually inform our teaching. You will have the opportunity to engage with elements of this research, in the lecture theatre or in the field. I guarantee that this will be a rewarding and enriching experience for you.

One of the key features of our department is its friendly atmosphere – so do please approach staff if you have any concerns. You are always welcome to see me if you have any further questions or issues you wish to discuss – just email my PA, Gail Andrews, (room G90) on hodgeog@le.ac.uk to arrange an appointment or stop me for a chat in the corridor.

You have made an excellent choice by selecting Leicester as the place for your studies, and I hope you will enjoy your time in the Department.

Professor Kevin Tansey
Head of Department
1.0 Introduction

About this Handbook

The purposes of this handbook are:

- to start you off on the right track;
- to introduce you to the Department of Geography, tell you who’s who and what’s where and explain some of the more important departmental procedures;
- to explain what your degree course consists of and how you will be assessed;
- to let you know what we expect from you as a student in the Department of Geography and what you may expect from us as your teachers; and above all
- to advise you how to get the best out of us and yourself and avoid obvious pitfalls.

There is a great deal of information in this handbook. Some more important than others, but all of it is relevant to you. You should make time in your first week to familiarize yourself with its general content, and to read as much of it as possible. Ensure that you have the section on coursework submission before you submit your first piece of coursework.

First-year students, please note especially the sections on four-year degree schemes. If you are interested in a year abroad, you need to start thinking about it during the second half of your first year.

As there are important changes in departmental structures and information each year, you will receive updates and additional information every autumn.

Other Relevant Sources of Information

A copy of Senate Regulations is available on-line at www2.le.ac.uk/offices/sas2/regulations.

The regulations are part of the formal contract between you and the University. You are encouraged to familiarise yourself with relevant sections at the start of your studies and consult the regulations at appropriate intervals during your studies.

Five Key Pieces of Advice

(1) **Buy a diary!** Enter your teaching in it as soon as you receive your timetable from us. Add other appointments as you make them and carry it at all times.

(2) **Don’t skip lectures** or any other teaching. You are expected to attend all lectures and attendance is often monitored. Attendance at tutorials and some practical classes is compulsory and is always monitored. **If you are ill and unable to complete an assessment please follow the instructions for Mitigating Circumstances.**

(3) If you don’t understand something or want to follow it up, **first look for the answer in this handbook**. Then, if you still can’t find it, ask for help. See staff during office hours for help and advice.

(4) **Talk to staff in good time** about any difficulties you have, for example in meeting deadlines. Whether it is your Module Convenor or Personal Tutor, do not hesitate to talk to us.

(5) **Read around your subject.** You are required to do background reading, not just the set reading, in order to prepare for essays and exams. Wider reading will be tested in exams and students often lose marks because they cannot demonstrate broader knowledge.

One more thing: enjoy your course!
2.0 The Department of Geography

The Department of Geography at Leicester is located in the Bennett Building (see campus map at [www.le.ac.uk/maps](http://www.le.ac.uk/maps)) and has ca. 350 undergraduates ca. 30 MSc students and ca. 70 PhD students. Staff (see list below) are organised into two research centres and a laboratory for GIS/GeoComputation (see [www2.le.ac.uk/departments/geography/research](http://www2.le.ac.uk/departments/geography/research)). An access ramp leads to the glass front doors, which open automatically in working hours. (A second ramp leads to the rear door, but this is principally an emergency exit.) There is a lift giving access to the First Floor from the Front of the Building (via Geology). Please contact the Administration Office on the ground floor (Room G90) if assistance is required with entering the building. Also see departmental plan at the back of your handbook. You should note the location of the Student Study Area (Room F33).

**Departmental Communications**

It is your responsibility as an undergraduate student to check the following sources of communication regularly, so that you do not miss vital messages and information from staff or the University.

**Student communications and personal details**

The University keeps a record of your personal details such as your full name, addresses i.e. home address and term-time address, telephone numbers, personal email address and your emergency contact details. It is important to keep your details up to date as this will help you to receive information about your studies and exams and also ensure that official documents are provided to you with the correct name details.

You can check and update your details by logging-in to MyStudentRecord at: [mystudentrecord.le.ac.uk](http://mystudentrecord.le.ac.uk) using your University username and password. Click on the My Details tab and you will then be able to review and change your personal details.

It is important that you check your University email account frequently to ensure that you do not miss any important communication from the University.

**Student ID/Library Card**

When you first register as a student you will be given a student ID/library card. This card will also act as your access card.

**E-mail**

This is the preferred method of communication between staff and students. Staff email addresses are given on page 5 and can also be found on the Department’s webpages on the University website. Staff will contact you via your University e-mail address. You therefore must check your University e-mail account regularly. Not having done so will not be accepted as an excuse for not knowing about something. It is your responsibility to ensure that your e-mail account is not ‘frozen’ because it is clogged up with unread mail. The Department will not use any personal e-mail accounts.

It is easy for tone to be miscommunicated in an email, so do take care in writing (as you would with a formal letter). Inclusion of an appropriate subject, method of address (e.g., Dear Professor Tansey) and signature (yours sincerely, X) are recommended professional practice.

We have a policy for both staff and students that any email is responded to within three working days (excluding evenings/weekends/Bank Holidays etc.).

If you need help with accessing your university email then go to: [www2.le.ac.uk/offices/itservices/ithelp/it4/students/email](http://www2.le.ac.uk/offices/itservices/ithelp/it4/students/email)
Blackboard

Blackboard is the Department’s Virtual Learning Environment (VLE) and is accessed from the University’s home page using your University IT account or directly via blackboard.le.ac.uk. A great deal of useful information is held on Blackboard (including a copy of this handbook). You will see that you are automatically registered on Blackboard for the academic modules you are taking in your current year of registration. Most, if not all, modules will have a Blackboard site where messages and course information will be posted.

Blackboard is also used to contact students if a lecture/tutorial etc. is cancelled, often via the Blackboard email utility. Please therefore check your emails early every day.

Departmental notice boards

Information, such as times of tutorials, seminars, altered lecture times, special meetings, regulations, exams, and fieldwork is sometimes put on the notice boards in the Bennett Building Floor One Foyer. There are three main noticeboards identified by year: Year 1, Year 2 and Year 3. Information on careers and job adverts are posted on the notice boards in the Student Study Area (Room F33), and if students are required to sign any sheet in respect of a particular module, these are often also located in the Student Study Area.

Post/messages in pigeon holes

Any post received in the Department for undergraduates and masters students is place in the student pigeonholes situated in the Student Study Area (Room F33). Any communication for a member of staff can be left with the staff in the Administration Office (G90) to pass on. Alternatively you can pin it onto the noticeboard on the relevant door.

Contacting Academic Staff

All teaching staff have office hours (advertised on office doors) and you can generally see them at those times without an appointment, although some may use a booking-sheet on their door. You can also arrange special appointments at other times, please contact the member of staff in person or by email (page 5). Where no specific time for feedback on marked coursework is provided, students are encouraged to make use of office hours. Try not to knock on doors at other times unless it is a real emergency. Usually your question can wait until the next advertised time. But first, check whether the information you want is in the handbook!

Please make frequent use of staff office hours — they are not just for emergencies!
Use them to seek advice about any aspect of your academic work

Telephone

Although email is preferred it is also possible to contact staff via the University telephone service. The main switchboard is contactable at 0116 252 2522, and during working hours you can then ask to be put through to the member of academic staff. Alternatively, you can direct dial each staff member using the information available at www.le.ac.uk/directories/tele.html.

Key academic staff

You may have the need to contact particular staff in the Department in addition to those directly involved in your teaching. Key staff are listed below. Appointments to see the Head of Department can be made via Gail Andrews (Room G90) or email hodgeog@le.ac.uk.

<table>
<thead>
<tr>
<th>Head of Department</th>
<th>Professor Kevin TANSEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Student Experience</td>
<td>Dr Nick TATE</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Professor Kevin TANSEY</td>
</tr>
</tbody>
</table>
## Geography Staff, Offices and E-mail Addresses

Photographs of members of staff are on display in the foyer the First Floor of the Bennett Building and details are on the website. Academic offices are also on the First Floor of the Bennett Building or located via the spiral staircase from the foyer.

<table>
<thead>
<tr>
<th>Name</th>
<th>Initials</th>
<th>Room</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Kevin TANSEY</td>
<td>KJT</td>
<td>F58</td>
<td><a href="mailto:hodgeog@le.ac.uk">hodgeog@le.ac.uk</a></td>
</tr>
<tr>
<td>Professor Heiko BALZTER</td>
<td>HB</td>
<td>G04</td>
<td><a href="mailto:hb91@le.ac.uk">hb91@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Kirsten BARRETT</td>
<td>KB</td>
<td>F42</td>
<td><a href="mailto:kb308@le.ac.uk">kb308@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Katy BENNETT</td>
<td>KJB</td>
<td>F39b</td>
<td><a href="mailto:kjb33@le.ac.uk">kjb33@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Juan Carlos BERRIO</td>
<td>JCB</td>
<td>F45</td>
<td><a href="mailto:jcb34@le.ac.uk">jcb34@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Arnoud BOOM</td>
<td>AB</td>
<td>F72b</td>
<td><a href="mailto:ab269@le.ac.uk">ab269@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Gavin BROWN</td>
<td>GB</td>
<td>F46</td>
<td><a href="mailto:gpb10@le.ac.uk">gpb10@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Moya BURNS</td>
<td>G17</td>
<td></td>
<td><a href="mailto:mbl40@le.ac.uk">mbl40@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Margaret BYRON</td>
<td>MB</td>
<td>F61</td>
<td><a href="mailto:mb416@le.ac.uk">mb416@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Andrew CARR</td>
<td>ASC</td>
<td>F43</td>
<td><a href="mailto:asc18@le.ac.uk">asc18@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Benjamin COLES</td>
<td>BC</td>
<td>F56</td>
<td><a href="mailto:bfc2@le.ac.uk">bfc2@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Claire JARVIS</td>
<td>CHJ</td>
<td>F51</td>
<td><a href="mailto:chj2@le.ac.uk">chj2@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Joerg KADUK</td>
<td>JK</td>
<td>F63b</td>
<td><a href="mailto:k61@le.ac.uk">k61@le.ac.uk</a></td>
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<tr>
<td>Professor Loretta LEES</td>
<td>LL</td>
<td>F45</td>
<td><a href="mailto:ll220@le.ac.uk">ll220@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Brett MATULIS</td>
<td>BM</td>
<td>F57</td>
<td><a href="mailto:bsm10@le.ac.uk">bsm10@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Sue McLAREN</td>
<td>SJM</td>
<td>F48</td>
<td><a href="mailto:sjm11@le.ac.uk">sjm11@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Clare MADGE</td>
<td>CM</td>
<td>F64a</td>
<td><a href="mailto:cm12@le.ac.uk">cm12@le.ac.uk</a></td>
</tr>
<tr>
<td>Professor Sue PAGE</td>
<td>SEP</td>
<td>F71</td>
<td><a href="mailto:sep5@le.ac.uk">sep5@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Mark POWELL</td>
<td></td>
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</tr>
<tr>
<td>Dr Claire SMITH</td>
<td>CS</td>
<td>F39a</td>
<td><a href="mailto:cls53@le.ac.uk">cls53@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Nicholas TATE</td>
<td>NJT</td>
<td>F60</td>
<td><a href="mailto:njt9@le.ac.uk">njt9@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Caroline UPTON</td>
<td>CU</td>
<td>F64b</td>
<td><a href="mailto:cu5@le.ac.uk">cu5@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Mick WHELAN</td>
<td>MW</td>
<td>F70</td>
<td><a href="mailto:mjd72@le.ac.uk">mjd72@le.ac.uk</a></td>
</tr>
</tbody>
</table>

### Contacting administrative and technical staff

The undergraduate Administration Office G90 is located on the Ground floor of the Bennett Building. This is open Monday – Friday, between 8.30 am – 5 pm. If you wish to email a member of the admin staff, please email geogadmin@le.ac.uk. If you wish to contact a member of technical staff please email fieldequip@le.ac.uk. The Department Safety Officer is Gemma Black (Room F33; glb5@le.ac.uk).
Department Facilities

The Department has a dedicated modern undergraduate work area identified as the Student Study Area (Room F33) for students to work quietly, either individually or in groups. A number of networked computers are available. A wireless network is also available for those students with their own laptops.

The Department of Geography holds maps and a variety of other source materials including aerial photographs. The map collection includes a world section at various scales and topics. UK mapping includes OS Maps at 1:10,000, 1:25,000 and 1:50,000. 1:50,000 and 1:63,000 Geological, Land Use and Soil Survey maps to Specialist Farm Type and Admiralty charts. Many items may be borrowed for short periods.

There are a number of physical and computer laboratories located in the Bennett Building. In addition, we have an extensive array of field equipment. Additional equipment resources are made available through our links with Geology, Biological Sciences and Archaeology. If you wish to make use of any resources in any of the laboratories, please email fieldequip@le.ac.uk.

Equipment loan

All equipment loan requests need to be emailed to fieldequip@le.ac.uk with a minimum of one weeks' notice before the equipment is needed, so please plan ahead to avoid disappointment. Following equipment loan requests, you will receive a reply from absence member of the Technical Staff. You will be sent a collection time and day for your request. Collection days are either Tuesday 10-12am or Thursday 2-4pm. so please plan ahead to avoid disappointment. Technicians are available, with advance notice, to help you in the laboratories or with any field equipment that you may require. Students are responsible for the safe keeping and return of any equipment borrowed.

Geography society and activities

President: Matt Clegg

Look out for notices in the foyer of the Department on how to join the Society if you missed doing so at registration.
3.0 Course Details

Registration and Induction Arrangements

New students
Details of registration procedures will have emailed to you in advance of the autumn term. Information about induction, introductory lectures, and social events will be provided when you register and put on notice boards at the start of the term.

Returning students
Second and third year undergraduate students are required to attend separate meetings at the start of term. When you start the new academic year, make sure you follow the registration instructions you were given at the end of the previous year and watch for notices and e-mails!

First and second year undergraduate students in all Geography degrees are required to attend a meeting, usually in April/May. First year students will learn about compulsory modules offered in year 2, what optional modules they can choose, and how choices now will limit options in the final year. Second year students will be told about compulsory and optional modules for the final year.

Change of course/module
Discuss your options with your personal tutor, or another appropriate member of staff in your department, if you are considering a change of course or module. Changes of course or module require approval by your department and will only be allowed in certain circumstances.

See www.le.ac.uk/sas/courses/transfercourse or www.le.ac.uk/sas/courses/transfermodule for details of the procedures involved and deadlines that apply.

Key Dates: Terms, Semesters and Exams
The University Calendar is organised into two semesters/three terms. In general, semester 1 and 2 run from October to mid January and from mid-January to June respectively. The Autumn, Spring, and Summer terms run from October to mid December, mid-January to the end of March and early May to the end of June respectively. The University is usually closed for short periods over Christmas and New Year, Easter and for Bank Holidays.

Dates of terms, semesters and exams are available at: www2.le.ac.uk/students/key-dates.

You must not arrange holidays during term (including June, after the exams, which for 1st and 2nd years is a formal teaching period!) or during the September exam period should you have any resits.

Further information about attendance can be found in Section 4.0 of this handbook.

Teaching timetable
The timetable will be available electronically via MyStudentRecord at mystudentrecord.le.ac.uk. Any alterations are normally notified by email and/or Blackboard. Any lectures which are cancelled at short notice will be posted on the module site and, if possible, an email will also be sent.

Programme and Module Specifications
View the programme and module specifications for your course via www.le.ac.uk/sas/courses.

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each
module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

Forms of Teaching

Lectures

Lectures are a way of teaching students in large groups, sometimes very large groups. Just because you may feel invisible, or are not conversing directly with the lecturer, this does not mean your role is merely passive, or that it is not important to be there. Attendance at lectures is monitored and it is in your best interest to attend. Lectures are one of the most efficient ways of giving you information that may not be readily available in your reading, but they are also a way of getting you to think analytically in order to clarify difficult points in a topic. Lecturers often illustrate their lectures with visual aids and handouts and provide reading lists with details of material that you can access to further your understanding of the topics covered.

Conduct during lectures

If you arrive late, leave early, or talk you will disturb other students; it may seem like a whisper to you, but it will be irritating for those around you—and the lecturer can easily spot who isn’t concentrating! Mobile phones must be switched off!

Lecture Capture

We anticipate that lecture capture will be available in 2016-17. This will be an additional resource to help you go over the material covered in the classes and to aid revision, it is not a substitute for attendance. Classes where lecture capture has been used are expected to be available on Blackboard

Seminars and tutorials

Small group teaching sessions are often called tutorials or seminars. The format varies between years and between modules, but they are usually less formally structured than lectures and allow greater interaction between students and the lecturer. More-often-than-not you will be asked to work prepare in advance of the tutorial. In some modules, assessed work such as oral presentations or practical workbooks will be done in seminars, which may contribute towards your overall marks. The first year tutorial programme is particularly important. It aims is develop your learning and writing skills and to provide you with an opportunity to ask questions about anything you do not understand in lectures, and to follow-up any other academic problems you may have at the start of your University career. Attendance at academic tutorials is compulsory and attendance is monitored. Failure to attend tutorials may result in disciplinary action being taken against you.

Practicals

Practicals are sessions in which technique-based skills are taught, and sometimes assessed (e.g. field, laboratory or computer techniques). They take place within the organised lecture schedule, and they take place within a number of Geography modules. The nature of the practical is fitted to the subject of the course, so they vary between modules. Attendance is monitored. Usually any assessed work carried out in practicals counts towards your module marks.

Fieldwork

The aims and objectives of fieldwork are to enhance geographical understanding and allow students to develop important specific and general fieldwork skills. All students studying for a Geography degree are required to do some fieldwork. There are compulsory field trip modules in Years 1 and 2 and optional field trip modules in Year 3. Some modules incorporate day field trips as part of their teaching programme. It is important that you familiarise yourself with the fieldwork requirements of your particular degree scheme so that you can avoid
clashes with vacation jobs and other commitments; a job or holiday is not an acceptable excuse for field trip non-attendance. University regulations about good behaviour, payment of fees etc. apply when you are on fieldwork just as when you are in Leicester.

**Fieldwork costs**

Compulsory field courses are free to students and the Department pays for all day trips that are run as part of individual modules.

Students wishing to take the optional third year field courses to California, Berlin, Colombia will have to cover their full costs. The Department has a bursary scheme to assist with these optional field trip costs.

**Marking and Assessment Practices**

Student anonymity will be preserved during the marking of all formal examinations. Summative coursework (i.e. coursework that contributes to your module mark or grade) will be marked anonymously unless there are sound educational reasons for not doing so, or the type of assessment makes marking impractical.

Each programme at the University has one or more External Examiners, who are members of staff of other institutions that review the academic standards at the University and confirm that these are appropriate and comparable with other Universities.

The External Examiners for your courses are listed at:

[www.le.ac.uk/sas/assessments/external/current-undergraduate](http://www.le.ac.uk/sas/assessments/external/current-undergraduate)

The following is the Department’s policy on marking:

You are required to think and research for essays and other projects. While lecture notes may be a valuable resource – especially when well-constructed and followed up – they will not provide the full framework for an answer. Lecture notes should be merely a starting-point for undertaking follow-up study. Second- and third-year coursework and exam answers that rely almost exclusively on basic textbooks and/or lecture notes are unlikely to be awarded a mark above a 2:2 standard.

Within the guidelines set out in the Department’s Qualitative Marking Scheme, our expectations of you will increase each year. It should be your aim to improve each year, building on skills and feedback from previous work. In other words, work that achieves a 2:1 standard in your first year will not necessarily achieve the same mark in the second and third years because our (and your!) expectations will be higher. By your final year, for instance, we expect you to use the Library to its fullest extent, including finding additional material which is not necessarily referenced on course reading lists. Furthermore, by then we expect your work to be analytical, rather than descriptive.

The following are guides to the pass classes and mark bands that operate in Geography for assessed work (both coursework and exams) during your first year.
Qualitative marking scheme, marking conventions and class

Coursework and examination essays and other written work as appropriate will be marked according to three broad criteria:

1) Level of understanding and scholarship demonstrated in the subject area of the assessed work
2) Written communication
3) Independent learning

Dissertations and projects (as appropriate) will be marked with reference to five broad criteria:

1) Research Design
2) Justification
3) Methodology
4) Analyses and discussions
5) Presentation

Oral presentations will be marked according to two broad criteria:

1) Content
   a. Scholarship
   b. Structure
2) Presentation
   a. Delivery
   b. Audio-visual aids
   c. Time-keeping

You will see from the following pages that these criteria are explicitly incorporated into the Department’s qualitative marking scheme. Staff use this scheme to help them assess your work and the mark they award will be based on it. You should, therefore, pay careful attention to the various criteria and do your best in each in each. Please note that staff will interpret the criteria in the light of 1) the material presented to you in the course; 2) the reading and other materials made available to you; 3) the amount of module-time available to complete the work and 4) an assessment of what is expected from a first-, second- or third-year undergraduate (as appropriate). The implication of this is that you do not have to produce a perfect piece of work to attain a first class mark, but neither should you expect a 2.1 mark by simply regurgitating lecture material.

Notes:

1) The criteria for each grade level are average or ideal criteria. Clearly, the criteria are generic, rather than specific to a particular piece of coursework and refer to relative rather than absolute standards (see above for information about how staff will interpret the criteria). Inevitably, work will display a mixture of characteristics from more than one level; staff will identify the level of best fit and award a mark accordingly.

2) Grade related criteria are guidelines, not prescriptions. The final decision to award a particular mark rests with the Board of Examiners.

3) Although the same grade related criteria apply to coursework and examination essay questions, answers to coursework essays and seen examination essays will be expected to engage more fully with published work/key literature and be better structured/more cogently argued at every level.

4) The grade related criteria provide a vocabulary for writing comments on student work and providing feedback.
The Department’s formal grade-related marking criteria for essays and reports and other, similar types of written work.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MARK RANGE</th>
<th>GRADE RELATED CRITERIA (Essays and reports)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST CLASS</td>
<td>85–100</td>
<td>In addition to the below, the work demonstrates an exceptional level of attainment for an undergraduate. E.g. an ability to work with particularly complex theoretical ideas or extend the range of coverage, depth or sophistication of discussion, creative use/extension of existing ideas or presentation of new ideas that are thought-provoking or which challenge received views.</td>
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</tbody>
</table>
|  | 70–84 | **Scholarship**: Very good application of an in-depth knowledge of subject matter; perceptive; demonstrates a critical appreciation of subject.  
**Independent learning**: Work draws on a wide range of relevant literature.  
**Writing skills**: Writing skills are well-developed and used to good effect; writing is clear and precise; arguments are structured and sustained; conclusions are reasoned and justified by evidence. |
| UPPER SECOND CLASS | 60–69 | **Scholarship**: Good, broad-based understanding of subject matter; makes effective use of understanding to provide an informative, balanced argument that is focused on the topic.  
**Independent learning**: Sources range beyond lecture material and are used effectively to illustrate points and justify arguments.  
**Writing skills**: Arguments are presented logically within a clear structure and are justified with appropriate supporting evidence; capably written with good use of English throughout; complex ideas are expressed clearly and fluently using specialist technical terminology where appropriate. |
| LOWER SECOND CLASS | 50–59 | **Scholarship**: Some engagement with, and understanding of, relevant material but may lack focus, organisation, breadth, and/or depth; relatively straightforward ideas are expressed clearly and fluently though there may be little or no attempt to synthesise or evaluate more complex ideas.  
**Independent learning**: Sources may range beyond lecture material though effective engagement with and use of the wider literature is limited.  
**Writing skills**: The question is addressed in a structured manner but some sections may be poorly written making the essay difficult to follow, obscuring key points or leading to over-generalisation; competently written with a good use of English throughout (few, if any, errors of spelling, grammar and punctuation).  
Answers that have upper second class qualities may fall into this category if they are too short, unfinished or badly organised. |
| THIRD CLASS | 45–49 | **Scholarship**: Basic knowledge of core material; key points may be omitted and there may be a failure to answer the question in other significant ways.  
**Independent learning**: Sources largely restricted to core lecture material; some wider reading may be evident but use may be poor and fail to illustrate points or justify arguments of any significance.  
**Writing skills**: Answers may be largely descriptive and uncritical though they may display some evidence of structure; acceptable use of English. |
<table>
<thead>
<tr>
<th>GRADE</th>
<th>MARK RANGE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| **PASS** | 40–44 | Minimum requirements have been met.  
Scholarship: Minimum acceptable level of understanding; extremely basic and partial understanding of key issues and concepts; some material may be used inappropriately.  
Independent learning: Sources restricted to core lecture material with no evidence of wider reading.  
Writing skills: Though errors may be few and generally insignificant, answer may be poorly focussed on the question, lack rigour and/or consist of a series of repetitious, poorly organised points or unsubstantiated assertions that do not relate well to one another or to the question; borderline competence in English (some problems of spelling, punctuation and grammar that occasionally obscures comprehension). |
| **FAIL** | 30–39 | Minimum requirements have not been met.  
Scholarship: Inadequate knowledge of relevant material; omission of key ideas/material; significant parts may be irrelevant, superficial or factually incorrect; inappropriate use of some material.  
Independent learning: Restricted to a basic awareness of course material.  
Writing skills: Unacceptable use of English (i.e. comprehension obscured by significant and intrusive errors of spelling, punctuation and grammar); poor structure. Answers that ‘run out of time’ or miss the point of the question may fall into this (or a lower) class. |
| | 20–29 | Scholarship: Displays a superficial appreciation of the demands and broad context of the question but is largely irrelevant, fundamentally flawed, or factually incorrect;  
Independent learning: Restricted to a limited awareness of basic course material.  
Written communication: Some structure, though may only list key themes or ideas with limited comment or explanation. |
| | 10–19 | Scholarship: Makes some reference to subject matter relevant to the question but is seriously deficient in all respects; extremely limited understanding of the question/subject matter leading to superficial or irrelevant comments.  
Independent learning: Little or no evidence that the most basic course material has been understood.  
Written communication: Almost without structure; May simply list key themes or ideas in note or diagrammatic form with no comment or explanation. |
| | 0–9 | Scholarship: No recognition of the demands or scope of the question and no serious attempt to answer it.  
Independent learning: No evidence that the most basic course material has been understood.  
Written communication: Structureless; comprehension may be completely obscured by poor grammar, spelling, punctuation). |
The text in italics that follows is ‘user-friendly’ and is a guide to you, the student, in identifying likely faults and gaps in your written work and how to improve it.

1st Class (70% and above)
Marks 70% and above are given for work that demonstrates excellent to exceptional levels of scholarship, skills of written communication and/or skills of independent learning. A first-class answer could be either a low first (70–85%) or a high first (85%+). A low first-class mark means that you have probably shown the tutor that you have the ability to engage in a highly critical analysis of the subject. You will most likely have used an array of sources, properly referenced in text and bibliography, and highly relevant case studies. You may also have demonstrated original, perceptive, and interesting thoughts of your own on the issue under discussion. If you score 80% or higher, then you will probably have done all of the above and perhaps also demonstrated real independent research skills and tackled more complex issues and ideas in a competent manner. More importantly you will most likely have demonstrated your ability to handle and synthesise a great deal of information and to demonstrate real insight into the problem under discussion.

2:1 Class (60-69%)
Marks between 60 and 69% are given for work that demonstrates good to very good levels of scholarship, skills of written communication and/or skills of independent learning. This class is of some distinction beyond basic competence in a subject. A mark above 60% indicates that you will probably have demonstrated evidence of reading that you have conducted some independent research that goes beyond basic lecture material and textbooks. You may have shown that you understand and are aware of the key concepts and issues involved in the problem that you have been asked to study. If you score 65% or above, then you may very well have begun to make the subject ‘your own’. You probably have shown to the tutor that you understand the problems with the evidence you have been using and that you have been very perceptive in the examples you have chosen to illustrate your basic arguments. You may have felt able to express some of your own ideas on the issue under discussion.

2:2 Class (50-59%)
Marks between 50 and 59% are given for work that demonstrates reasonable levels of scholarship, skills of written communication and/or skills of independent learning. Gaining a mark in the 2:2 class means that you are starting to get to grips with the main issues in the question set, but that your work may be largely derivative, or possibly without enough specific examples to back up and expand your general points. You may be relying too heavily on your lecture notes or on a few key references without fully or properly exploiting these and other sources. You may not have answered all parts of the question, even though addressing some of them effectively. You may be aware of ideas surrounding the topic, but may not be evaluating them effectively or sufficiently. Low 2.2 marks may mean that there is something important that you are not getting right, such as a logical structure to your argument, or that you are not supporting your argument sufficiently with examples. But such marks do not mean that your work can’t/won’t improve. Tutors are there to help you with these sorts of issues, so don’t be afraid to discuss your overall performance with them. If you are scoring marks of 53–55% and upwards, you are probably beginning to demonstrate a reasonable degree of competence in the subject under discussion, although you may have considered only some of the evidence in a critical manner, for example.

Third class (45-49%)
Marks between 45 and 49% are given for work that demonstrates rudimentary levels of scholarship, skills of written communication and/or skills of independent learning. A third class mark may indicate a number of different problems with your work. It may be that, despite what you may think, you have not really answered the question that was set. It may be quite a good answer, but to a related question! Or it may indicate that your answer is too simplistic or without any logical links, and lacking coherent examples or conclusions. You may be demonstrating only a basic understanding of the main points, or you may not be considering your material in a critical way. You may have only done a restricted amount of reading—remember, the more you read the more you can understand and discuss! Or it may be the sign (and result) of a rushed piece of work, which can be avoided by planning and thinking about the time-scale involved in writing coursework.
Pass (40-44%)
Marks between 40 and 44% are given for work that demonstrates minimum acceptable levels of scholarship, independent learning skills and/or writing skills. A pass mark may indicate a lack of effort, or that there are some significant problems in the way you are studying and thinking about your work. You may have failed to grasp what is required and so you may provide little more than a minimum answer. You may have recognised where to go in the work, but not followed it through in any substantive way. Your essay may lack a coherent structure within which you can develop clear and coherent arguments. You have probably relied solely on lecture material. A pass mark suggests that you are ‘along the right lines’ but with more application, thought and planning, you should be able to achieve a higher mark.

Fail (39% and below)
A fail mark is usually awarded for work that demonstrates unacceptable levels of scholarship, written communication skills and/or skills of independent learning. We hope that this class will not concern you during your studies, but it is important to flag the reasons that might make you fail a piece of work. A fail mark may be indicative of a lack of effort. If not, it probably means that you have demonstrated an inadequate level of understanding of the subject matter (key concepts, issues and ideas). A very low score may mean that you have missed the point of the assessment. A score in the 30s may suggest some engagement with relevant, but rather basic lecture material, with significant omissions and/or factual inaccuracies. Poor English and a weak or non-existent structure that limits comprehension may contribute to a fail mark. If you fail a piece of coursework, you are strongly advised to consult your tutor to find out the reasons why.
The Department’s formal grade-related marking criteria for dissertations and project work.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MARK RANGE %</th>
<th>GRADE RELATED CRITERIA (Dissertations and project work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST CLASS</td>
<td>85–100</td>
<td>In addition to the below, the work demonstrates an exceptional level of attainment for an undergraduate. E.g. originality in, and thorough application of, research design; methodological innovation; application of appropriate techniques; creative synthesis of a wide range of literature and/or other source materials; depth and range of coverage, theoretical sophistication and/or depth and imagination of discussion; critical awareness; development or introduction of new ideas that are thought-provoking or which challenge received views; range and quality of original materials.</td>
</tr>
</tbody>
</table>
|             | 70–84        | **Research Design:** A research problem or question of demonstrable significance and some originality has been identified and is defined in a clear and verifiable way.  
**Justification:** The design and execution of the dissertation/project is clearly inspired by a thorough awareness and understanding of relevant research literature.  
**Methodology:** Technically correct; shows an ability to adopt (and adapt) appropriate methods for data collection and analysis; may show some technical sophistication and/or originality.  
**Analyses and discussions:** Data has been analysed appropriately and correctly using methods that may show some technical sophistication; arguments are cogent, structured, sustained and justified by evidence; discussions integrate research findings with existing literature and ideas and display a critical awareness.  
**Presentation:** Writing skills are used to good effect; writing is clear and precise and the dissertation/project attains high standards of presentation (imaginatively but effectively organised into chapters/sections, appropriately illustrated with maps and diagrams, thorough referencing and complete bibliography in a recognised format). |
| UPPER SECOND CLASS | 60–69       | **Research Design:** A research problem or question of demonstrable significance has been identified and defined in a verifiable way.  
**Justification:** Research question(s) are clearly defined with reference to a literature review that draws effectively on key readings to place the research in context.  
**Methodology:** The design and execution shows clear and careful thinking and is methodologically/technically sound.  
**Analyses and discussions:** Results are analysed fully using appropriate techniques and are discussed in a critical and reflective manner and in relation to the dissertations aims and objectives; arguments are generally clear and conclusions are supported by the data/analyses presented.  
**Presentation:** The dissertation/project is well structured and presented; capably written with good use of English throughout; complex ideas have been expressed clearly and fluently using specialist technical terminology where appropriate. Literature cited and referenced correctly and consistently throughout. |
<table>
<thead>
<tr>
<th>Class</th>
<th>Mark Range</th>
<th>Research design: Although a substantive research problem or question has been identified, it may lack ambition/scope. Justification: The dissertation/project displays a reasonable knowledge of existing literature, but the selection of material and quality of argument in the literature review provides a weak grounding and justification for the research topic; Aims and objectives may be poorly articulated. Methodology: In general, appropriate data have been collected using appropriate techniques; data may be limited in quantity and methodological issues may limit data quality. Analyses and discussion: Although the work contains some original material, it tends to be descriptive rather than evaluative; there is little or no attempt to evaluate the work critically; discussions demonstrate a satisfactory understanding of issues, but do not elaborate sufficiently on the key themes and/or the central research questions of the dissertation/project. Presentation: Although competently written and presented (e.g. few, if any errors in spelling, grammar and punctuation; reasonably well illustrated and referenced), the dissertation/project may lack focus and organisation. Dissertations/projects that show upper second-class qualities may fall into this category if they are too short, unfinished, badly organised or poorly written and presented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOWER SECOND CLASS</td>
<td>50–59</td>
<td>As below. Though some attempt has been made to structure and organise the material in order to present an argument, limitations of the aims and objectives and in data collection, data analysis, and discussion (comprehension, coherence, judgement) and justification of conclusions prelude the award of a lower second class mark. Third class work may be characterised by a demonstrable lack of care and attention to detail.</td>
</tr>
<tr>
<td>THIRD CLASS</td>
<td>45–49</td>
<td>Minimum requirements have been met. Research Design: A research problem or question has been identified in a verifiable way but is rather superficial, limited in scope, and highly unoriginal; aims and objectives may be poorly articulated. Justification: Displays some knowledge of key literature but discussion is rather uncritical and unreflective and as a result, contextualisation and understanding of the research problem is weak. Methodology: Data has been collected using appropriate techniques, but is limited in quantity; methodological issues may limit data quality; some data may be inappropriate. Analyses and discussions: Methods of data analyses are generally appropriate, but may be limited in terms of their effectiveness or technical correctness; basic and uncritical interpretation of results; full significance of results may be unrealised; conclusions are presented but may not be fully justified by the analyses conducted. Presentation: Demonstrates a borderline competence in English (problems of spelling, punctuation and grammar occasionally obscure comprehension); presentation satisfactory but figures and tables may be poorly presented and may not be integrated within the text; there may be typographical errors.</td>
</tr>
<tr>
<td>PASS</td>
<td>40–44</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
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</table>
| 30–39 | **FAIL** Minimum requirements have not been met.  
Research Design: The work attempts to identify a research problem and there is some coherence and structure to the dissertation/project, but the treatment of the topic is superficial.  
Justification: The literature review may make some reference to relevant research findings, but is deficient in knowledge/understanding and fails to incorporate material of direct relevance to the research topic.  
Methodology: There may be some evidence of original work, but the data collected are largely irrelevant to the question posed; inappropriate methods of data collection may impact severely on data quality; the quantity of data may be insufficient to answer the questions posed.  
Analyses and discussions: Methods of analysis may be inappropriate and may impact adversely on conclusions reached; uncritical, unreflective and unsubstantiated discussions and conclusions.  
Presentation: Poor structure and organisation; unacceptable use of English (i.e. comprehension may be obscured by significant and intrusive errors of spelling, punctuation and grammar). |
| 10–29 | Research Design: Cursory attempt to identify or articulate a research problem.  
Justification: Cursory attempts to relate research question to the existing literature.  
Methodology: Rudimentary and poorly articulated methodologies for sampling and analysing data.  
Analyses and discussions: Very basic presentation and analysis of results; little substantive discussion; error prone.  
Presentation: Poor organisation, structure and presentation. |
| 0–9  | No recognition of the demands of the task; little or no attempt to define and solve a substantive research question, identify and assimilate relevant literature, collect appropriate data, conduct meaningful analyses or reach appropriate conclusions. |
The Department’s formal grade-related marking criteria for oral presentations.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MARK RANGE</th>
<th>GRADE RELATED CRITERIA (Oral presentations)</th>
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</thead>
<tbody>
<tr>
<td>FIRST CLASS</td>
<td>85–100</td>
<td>Content: In addition to the below, exceptional level of originality and understanding for an undergraduate (e.g. creative use/extension of existing ideas, presentation of new ideas that are thought-provoking or which challenge received views or an ability to work with particularly complex or sophisticated ideas and concepts). Presentation: Material is imaginatively and creatively presented resulting in clarity of message and information; highly confident; engages with the audience in a professional manner (opening gains group’s attention and establishes rapport and makes apparent how topic is to be approached); presentation is made with minimal use of notes.</td>
</tr>
<tr>
<td>UPPER SECOND CLASS</td>
<td>60–69</td>
<td>Scholarship: Very good application of an in-depth knowledge of subject matter; balanced argument showing a critical appreciation of a wide range of literature. Structure: Arguments are perceptive, structured and sustained; conclusions are reasoned and justified by evidence; the crux of the topic is addressed throughout (though not necessarily in the most obvious ways).</td>
</tr>
<tr>
<td>LOWER SECOND CLASS</td>
<td>50–59</td>
<td>Scholarship: Good understanding of subject manner; effective use of a range of literature provides an informative, balanced argument that is focussed on the topic. Structure: Arguments are logical, well-structured and justified with appropriate supporting evidence.</td>
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<tr>
<td></td>
<td>70–84</td>
<td>Scholarship: Broad-based engagement with, and understanding of, relevant material but effective engagement with and use of the wider literature is limited; relatively straightforward ideas are considered though there may be little or no attempt to synthesise or evaluate more complex ideas. Structure: The topic is addressed in a structured manner but parts may be difficult to follow, key points may be obscured and there may be a tendency for</td>
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<td></td>
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<td>Delivery: May lack confidence; some intonation, but insufficiently varied; some over-reliance on notes; limited development of relationship with audience. Time keeping: May have kept to time, but presentation may be unbalanced (inappropriate use of available time). Audio-visual aids: Appropriate but unclear or poorly used within the presentation.</td>
</tr>
<tr>
<td>Class</td>
<td>Marks</td>
<td>Description</td>
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</tbody>
</table>
| Third Class | 45–49 | **Scholarship:** Basic knowledge of core material; omission of some key points and/or failure to address the topic in other significant ways; wider reading may be evident but use may be poor and fail to illustrate points or justify arguments of real significance; largely descriptive and uncritical.  
**Structure:** Although some evidence of structure may be apparent it may be poorly defined or may not facilitate understanding.  
**Delivery:** Hesitant with unclear and monotonous diction; relationship with audience may be poor; mostly read from notes.  
**Audio-visual aids:** Limited selection of audio-visual aids; full purpose of audio-visual aids may not be apparent and they may lack clarity/legibility.  
**Time keeping:** Significant problems of time keeping; poor use of the available time may lead to a sections being rushed. |
| Pass | 40–44 | **Scholarship:** Rather basic and/or partial understanding of key issues and concepts; sources restricted to basic materials with no evidence of wider reading; though errors are few and generally insignificant, talk may be poorly focussed on the question or lack rigour.  
**Structure:** Minimal structure; may consist of a series of repetitious, poorly organised points or unsubstantiated assertions that do not relate well to one another or to the topic.  
**Delivery:** Borderline competence in public speaking (comprehension occasionally obscured by hesitant delivery and poor diction); presentation wholly read out from notes.  
**Audio-visual aids:** Poor selection, quality and use of audio-visual aids.  
**Time keeping:** Significant problems of time keeping; poor use of the available time may lead to a sections being rushed. |
| Fail | 30–39 | **Scholarship:** Inadequate knowledge of relevant material; omission of key ideas/material; significant parts may be irrelevant, superficial or factually incorrect; inappropriate use of some material; Presentations that miss the point of the question/task may fall into this (or a lower) class.  
**Structure:** Lack of an appropriate structure compromises understanding.  
**Delivery:** Lacks basic competence in public speaking; there may be significant difficulty in understanding due to hesitant delivery and poor diction.  
**Audio-visual aids:** Very poor choice (inappropriate); quality very poor (illegible).  
**Time Management:** Very poor. |
| | 20–29 | **Scholarship:** Superficial appreciation of the demands and broad context of the topic but is largely irrelevant, fundamentally flawed, or factually incorrect; simple  
**Delivery:** Delivery mostly unintelligible; wholly read out; monotonous; fails to
consideration of key themes or ideas with limited comment or explanation.
*Structure:* Lacks one.

| 0–19 | No recognition of the demands or scope of the topic and no serious attempt to answer it; no evidence that the most basic material has been researched understood. | engage with audience; clear lack of effort resulting in objectionable presentation. Audio-visual aids: Extremely limited/non-existent/inappropriate use of audio-visual aids; audio-visual aids unintelligible. Time-keeping: Very poor. |

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**Peer assessment of group work**

Group work has many educational benefits including the development of teamwork and leadership skills, communication skills and organisational skills. Groups can also achieve more than individuals and tackle more complex issues.

A major issue with group work, however, is ensuring that assessment is fair: it is not always appropriate to award one mark to the whole group. If some people put more effort in than others, then that effort should be rewarded and reflected in the mark they are given. Conversely, those that do not put in the effort should not benefit from those that do.

Peer assessment involves students assessing the performance of other students. It assesses the performance of individual group members and provides the opportunity to produce different marks for individual members of the group.

Coursework elements involving group work that contribute 20% or more to the overall mark of a module shall be subject to peer assessment. The assessments will be used to re-distribute the marks on the basis of individual assessments of how others in the groups have performed/contributed.

The peer assessment scheme will be outlined by the member of staff when the coursework is set. At this time, staff will highlight the need to minute group meetings. The minutes will be used to ensure that the peer assessments are a true and fair reflection of individual contributions to the group effort and should be signed as such by each group member. These minutes are critical as challenge to mark outcomes for students can only be supported with accurate minutes.

Peer assessments are conducted when the coursework is submitted for marking.

Peer assessments will only be used to adjust marks if they are judged by the markers to be consistent with the minutes of the meetings. Where there is an inconsistency, the markers will use the minutes to determine their own redistribution of the group mark. Markers may also interview the group, or speak to individuals. If a judgement on a fair distribution of marks cannot be made, each member of the group will be awarded the same mark.

The weighting used to redistribute the marks is calculated as

\[
\text{sum of individual peer assessments} \quad \text{average of peer assessments summed over groups}
\]

The weighting are only be applied to 50% of the group mark. This only works if group members contribute some effort. If a group member has put in 0 effort, then the assessment marker and module convenor should be informed. A worked example follows to illustrate how the peer assessment works in practice.
Peer Assessment of Group Work: a worked example

GY3090 – Drainage Basin Geomorphology

Each member of the group should assess every other member of the group (i.e. excluding his/her self) according to the following criteria.

Contribution to project planning, ideas and development

Fieldwork

Data Analysis

Report writing

You have 12 marks to allocate to your peers in each of these headings. As a guide, for groups of four the distribution should look like:

0 - did nothing
1-3 - a less than average contribution
4 - an average contribution
5-7 - an above average contribution
>8 - did the bulk of the group’s work single handed.

The scheme works by addressing the relative contribution of group members in each criterion. If you believe your peers made an equal contribution to the group effort for a particular criterion, then you should award each of them a mark of 4.

Your name: Crosby

Assess each member of the group except yourself. NB: Each row should sum to 12 and the row and column totals should sum to 48.

<table>
<thead>
<tr>
<th>Group member</th>
<th>Group member</th>
<th>Group member</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stills</td>
<td>Nash</td>
<td>Young</td>
</tr>
<tr>
<td>Project planning ideas and development</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Field work</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Report writing</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Column total</td>
<td>20</td>
<td>17</td>
<td>11</td>
</tr>
</tbody>
</table>
Calculation of peer assessment weightings and adjusted marks

Peer assessment totals

<table>
<thead>
<tr>
<th>Student</th>
<th>Crosby</th>
<th>Stills</th>
<th>Nash</th>
<th>Young</th>
<th>Total</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crosby</td>
<td>21</td>
<td>22</td>
<td>17</td>
<td></td>
<td>60</td>
<td>1.35</td>
</tr>
<tr>
<td>Stills</td>
<td>20</td>
<td>20</td>
<td>16</td>
<td></td>
<td>56</td>
<td>1.26</td>
</tr>
<tr>
<td>Nash</td>
<td>17</td>
<td>16</td>
<td></td>
<td>15</td>
<td>33</td>
<td>0.74</td>
</tr>
<tr>
<td>Young</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td></td>
<td>29</td>
<td>0.65</td>
</tr>
</tbody>
</table>

Average

\[
\frac{60+56+33+29}{4} = 44.5
\]

<table>
<thead>
<tr>
<th>Mark</th>
<th>Weight</th>
<th>Weighted mark</th>
<th>Gain/loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crosby</td>
<td>65</td>
<td>65/2 + 65/2 \times 1.35 = 76</td>
<td>+11%</td>
</tr>
<tr>
<td>Stills</td>
<td>65</td>
<td>65/2 + 65/2 \times 1.26 = 74</td>
<td>+9%</td>
</tr>
<tr>
<td>Nash</td>
<td>65</td>
<td>65/2 + 65/2 \times 0.72 = 56</td>
<td>-9%</td>
</tr>
<tr>
<td>Young</td>
<td>65</td>
<td>65/2 + 65/2 \times 0.65 = 54</td>
<td>-11%</td>
</tr>
</tbody>
</table>

In this example, the peer assessments indicate that most of the work has been done by Crosby. Stills has also done a significant amount. Nash has contributed significantly less. Young has been deemed to have put in a minimal amount of effort, which is more than 0. This is reflected in the weights: marks deducted from Nash and Young have been awarded to Crosby and Stills. Deductions/awards have been made in proportion to the perceived level of contributions as determined by the peer assessments.
Coursework Submission

All coursework (e.g. essays, fieldwork reports, projects, dissertations, and any other written work that is part of the assessment of a module) must be submitted by the deadline set by the relevant member of staff or by the Department.

**Deadlines in the Department will normally be at 11.00am on a Tuesday, but there may be exceptions.**

You should make sure that you submit your assignments by their due date to avoid any marks being deducted for lateness. Penalties for late submission of coursework follow the University scheme defined in Regulations governing the assessment of taught programmes (see [www.le.ac.uk/senate-regulation7](http://www.le.ac.uk/senate-regulation7) or [www.le.ac.uk/sas/assessments/late-submission](http://www.le.ac.uk/sas/assessments/late-submission)).

The Department uses a paperless electronic marking approach. One copy of your work should be submitted electronically, via Turnitin on the Blackboard Site associated with the relevant module. You should write your work using the appropriate electronic template word file for your piece of work. These will be available from the assignments section of a Blackboard site for a particular module. Instructions for filling in are included on the template cover sheet itself. Make sure to tick the plagiarism declaration box stating that the work is your own. From page 2 of the file onwards, complete your coursework. If you already have your coursework in another file simple copy and paste in to this template document.

**In order for the electronic feedback system to work efficiently and effectively, you are asked to pay very close attention to the file naming conventions that your module convenor advises for a piece of work.** Simply save the template file provided by the member of staff for a particular piece of coursework and add your username at the very front of the file; **do not delete the rest of the filename.** This is because the electronic submissions are being moved from Turnitin to staff accounts via automatic computer scripts; work that is mislabelled will go astray, and its return may be significantly delayed.

**It is absolutely vital that you retain your Turnitin receipt for each piece of work submitted.** This is because this will be your ‘proof of submission’ in the very occasional event that Turnitin manages to lose your file; penalties for late-submission will apply unless this receipt can be produced. You also need to keep an organised archive of work that you have submitted against this eventuality also, as in the longer term we will hold no second copy of your work.

The electronic submission will be marked anonymously and returned to you by email with feedback. Your user name in the submitted file title will be swapped automatically for your anonymous University student number before staff receive the work.

The Department now runs all student work through plagiarism detection software. This software compares each submission with all other submissions and other content on the internet. If you are unsure what plagiarism is, see the relevant section of this handbook.

In a minority of cases only, the submission of work will be on paper and/or marked on paper. This will apply to your dissertation (for which an electronic copy should also be submitted), and to poster and oral presentations. Members of staff will advise you on work submission and collection protocols on a piece by piece basis for such work.

**All late coursework must be submitted to Blackboard, not given directly to academic staff. When submitting late you must also email geogadmin@le.ac.uk to let them know you have submitted.**

Please note that the mark on the coursework feedback sheets reflects the quality of the work; penalties are applied to this mark by the office at a later point.

**Word-limits**

We impose word-limits on written work. These are usually maximum limits, to emphasize that a long essay isn’t necessarily a good one. We don’t want you to spend too much time on one piece of work. Part of the exercise of
doing an essay is to learn how to express your arguments and ideas in the most effective and efficient way. Check the details with individual module convenors as word-limits vary.

We aren’t going to worry about a few words over the limit, and we certainly aren’t going to count the precise number of words! Conciseness, however, is a virtue in written work. It indicates good planning and a clear understanding of the issue being tackled. The penalty scheme below for over-length work emphasises the importance of keeping to a word limit. It will be applied to all coursework for which a word limit has been set.

<table>
<thead>
<tr>
<th>Percent over-length</th>
<th>Marks out of 100 deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20%</td>
<td>10 marks</td>
</tr>
<tr>
<td>21-40%</td>
<td>20 marks</td>
</tr>
<tr>
<td>41-60%</td>
<td>30 marks</td>
</tr>
<tr>
<td>61-80%</td>
<td>40 marks</td>
</tr>
<tr>
<td>81-100%</td>
<td>50 marks</td>
</tr>
</tbody>
</table>

A mark of 0 is awarded for work more than 100% over-length

Students who object to penalties awarded for over-length work have the right of appeal to the Head of Department.

Sometimes there is a minimum length as well. Even if there is not, a piece of work that is well below the maximum prescribed length is very likely to earn a low mark, as its content will probably be insufficient.

**Dyslexia and coursework**

It is your responsibility to ensure that your personal cover sheet is submitted to the Departmental Office when you first receive it for scanning for automatic incorporation within the electronic marking system for all further assignments submitted within Geography. The cover sheet will be returned to you for use with other Departments. Within Geography, the one exception to the automatic use of the scanned cover sheet is your dissertation, with which a paper copy of the cover sheet should be submitted.

You are advised to plan ahead and make appointments with module coordinators or your Personal Tutor if you would like them to discuss your plans for essays. Please also make full use of the Accessibility Centre for support and advice.

Extensions to deadlines will not be given and the late submissions policy will be applied as necessary.

**Feedback and the Return of Work from Staff**

**Coursework**

The Department complies with the University’s policy for the return of marked coursework (see www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work for details of the full policy:

General principles:

- Feedback and provisional grading on coursework will be returned within 21 days of the submission date;
- In exceptional circumstances where this is not possible, you will be notified in advance of the expected return date and the reasons for the longer turn-round time and where possible staff will provide some interim feedback: for example in the form of generic feedback to the class regarding common errors and potential areas for improvement.
Examinations

The Department complies with the University's policy for the return feedback on examinations (see www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work for details of the full policy:

General principles:

- Following the approval of the provisional results by examination boards, departments will make the results available to students within 14 days. Where appropriate this will include a breakdown at the level of the examination and coursework.
- Departments will arrange for feedback on examination performance to be provided.

Progression and Classification of Awards

The University's system for the classification of awards and the rules of progression are defined in Senate Regulation 5: Regulations governing undergraduate programmes of study (www.le.ac.uk/senate-regulation5). Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/progression-ug.

Any specific progression requirements for your course are stated in its programme specification (see www.le.ac.uk/sas/courses/documentation).

The mark for each module is normally the aggregate of the components that go to make up the assessment for the module. Only work forming part of a module can affect that module. All modules are assessed separately. When you get the mark for each component (e.g. an essay) it will normally be out of 100, but when all the components are put together they are weighted according to how much of the module they count for (e.g. essay 25% of the mark, exam 75%).

Students failing to pass a module at the first attempt will normally be offered the opportunity to resit the failed component (examination and/or coursework) in September. Failure to pass modules in September is likely to result in you being unable to enter the 2nd year in the next academic year and may result in termination of your course.

Additionally, you are required to achieve a pass mark of 40% for your research proposal in order to pass the Research Design and Planning module in Year 2. Failure of the research proposal requires a resubmission in July in order to progress to Year 3. However, you need to start work on the dissertation in the interim period in line with the dissertation guidelines and procedure.

This is of double importance, since you are NOT allowed into your third year if you have not passed this.

Human geographers are also required to gain ethics approval for their research proposal in order to pass the Research Design and Planning module in Year 2.

Assessment covers the whole of a course!

In all modules, remember that the course continues right to the end of the teaching, so in exams you are examined on all parts of the module, including the last few lectures. Sometimes the questions in an exam paper will be slanted more towards the material covered later in the lectures, while the coursework may cover mainly the parts of the subject covered earlier.

How your degree class is calculated

All our degrees include a substantial amount of assessed and practical work in the final calculation of the degree result. We believe that this is fundamentally beneficial to students’ degree performance, but there are rules and responsibilities, too, that must be observed in the operation of this form of examining. Once again, the specifics vary from degree to degree, but the following general guidelines are true for the Department as a whole:
i. Exams and assessed coursework are reviewed by the external examiners. Moderation of coursework and exams and double blind marking of dissertations, in combination with external validation, ensures that no student suffers from the personal prejudice—favourable or unfavourable—of a tutor, and confirms that your degree result has been judged to meet national standards for that class.

ii. Penalties for late submission of assessed work are punitive and stringently enforced.

iii. Plagiarism and other forms of academic dishonesty are heavily penalised and may lead to a candidate not being awarded a degree.

Implications of failures for final year students

In certain circumstances final year students who have failed modules may be able to resit them. Full details are in Senate Regulation 5 [www2.le.ac.uk/offices/sas2/regulations/documents/senatereg5-undergraduates.pdf](http://www2.le.ac.uk/offices/sas2/regulations/documents/senatereg5-undergraduates.pdf).

Departmental prizes

Each year the Department issues a number of prizes to reward exceptional achievements by students. The prizes are open to students on all degree courses in Geography.

- The Michael Read Memorial Prize (£100) is awarded to the best first-year student in Geography.
- The John H. Paterson Prize (£100) is awarded to the second year student achieving the highest mark for their dissertation proposal.
- The Norman Pye Prize (£100) is awarded to the final year student(s) of merit in Geography.
- The William Kirk Prize (£100) is awarded for the best Human Geography dissertation submitted by a final year student.
- The Bruce May Dissertation Prize (£100) is awarded for the best Physical Geography dissertation submitted by a final year student.
- Head of Department Prize (£250) is awarded to the third year student who has made the greatest contribution to the Department over the course of their studies.
- The David Turnock Memorial Prize (£100) is awarded to the BA student exhibiting the best overall performance in the final year examinations.
- The College Prize (£100) is awarded to the best second year Geography student.
- The Garner Prize (£80) is awarded for scientific work associated with the arts.

Interested in Studying Abroad?

The Department offers a number of opportunities to study abroad, either at a European University (under the ERASMUS programme) or further afield (under our 4-year degree programme). In recent years we have sent students to: Macquarie University (Australia); University of Calgary (Canada); Illinois State University (USA); Texas A&M University (USA) as well as several European Universities. For further information including current destinations, please see [www2.le.ac.uk/offices/international/overseas-exchange/outgoing/opportunities-for-leicester-students](http://www2.le.ac.uk/offices/international/overseas-exchange/outgoing/opportunities-for-leicester-students).

After completing the year abroad, students return to take their final (equivalent to 3rd) year in Leicester. The scheme is advertised in the Summer Term of Year 1 and anyone interested is encouraged to speak with their tutors and/or the International Officer (Juan Carlos Berrio) at this time, over the summer and in the early part of the Autumn Term of Year 2. Students are expected to pass all first and second year modules, usually with an average of at least 55% in Year 1. The main contact at Leicester (and when you are away on an exchange year) will be Dr Juan Carlos Berrio. If you are abroad on an exchange, you are responsible for keeping in touch with the Department, though we will also make reasonable efforts to keep in contact with you.
Dissertations

All students studying for a Geography degree are required to present in their final year a dissertation embodying the results of research activity undertaken during the long vacation at the end of the second year. The purpose of the dissertation is to train you as well as to test your skills in particular forms of geographical research. The dissertation is an opportunity for you to demonstrate your capacity for independent, self-motivated work, your abilities in handling quantitative and qualitative data and your capacity to develop a coherent argument within a long, written project. It provides an excellent opportunity for you to demonstrate skills learnt across your degree from Year 1 onwards. The value the Department places on the dissertation is reflected in its high credit weighting (40 credits) and it can, therefore, have a significant impact on your degree class. Your personal or academic tutor will also probably comment on its quality when they write references for you after graduation. Despite its importance, you should remember that the dissertation is only one aspect of your work and you should organise your time effectively so that other modules are not neglected. Further information about the dissertation will be available in the second semester of your second year when you start dissertation planning.

All students, whether undergraduate or postgraduate, who undertake non-clinical projects concerning human subjects, using human material or data must obtain ethical approval for the conduct of their projects.

Role of the supervisor

Students shall submit their project proposal and all necessary forms regarding research ethics and risk assessment for consideration to their supervisor. The supervisor must ensure that students are aware of the University of Leicester’s codes of practice regarding research ethics and data protection and advise them where appropriate.

Submission of proposal for research ethics review

At a reasonable period before data collection begins the student must complete an online research ethics approval form. The link address is www2.le.ac.uk/institution/ethics. The online form should be submitted to their dissertation/research project supervisor (‘Authoriser’). The basic process for review of student projects is as set out in the University Research Ethics Code of Practice. The University Code of Practice for Research Ethics is available at www2.le.ac.uk/institution/ethics/guidance. Initial review of projects will be undertaken by the dissertation supervisor and there will be reference to the Departmental Research Ethics Officer and/or the College Research Ethics Committee where required. The review of student projects should be undertaken not more than four weeks after submission of the form.

Departmental Research Ethics Officers or a Supervisor (‘Authoriser’) may determine that a project should be referred back to a student to amend and resubmit at this stage. Where appropriate a Departmental Research Ethics Officer or Supervisor (‘Authoriser’) may wish to refer a project proposal to the College Research Ethics committee for full consideration.

The decision made by the Supervisor (‘Authoriser’) or Committee for Research Ethics as to whether to approve a project will be in accordance with the existing University of Leicester Research Ethics Code of Practice.

Students will have a right of appeal to the University Committee for Research Ethics. Where such appeals are heard the procedure will be in accordance with that set out in the existing University of Leicester Research Ethics Code of Practice.

Travel Grants

Many staff will know of awards that are available to help support undergraduate study and travel (e.g. from the Royal Geographic Society). You should not hesitate to ask. Student Travel Scholarships are available from mid November. The closing date is usually in January. Please look at notice boards and websites for details.
4.0 University and Department Regulations

Senate Regulations (www.le.ac.uk/sas/regulations) contain rules and other important information about being an undergraduate student at the University of Leicester. The Regulations are part of the formal contract between you and the University; you will have confirmed when completing registration that you will comply with procedures defined in the University’s Regulations.

The Quick Guide to Student Responsibilities (www.le.ac.uk/sas/regulations/responsibilities) summarises some of your most important responsibilities as a student at Leicester, as defined in detail in the Regulations. These responsibilities relate to:

- Personal conduct
- term time employment (full-time students – Home/EU and International)
- examinations and assessment
- attendance
- consequences of neglecting your academic obligations
- maintaining your personal details
- the additional responsibilities of international students

Student Responsibilities

The University expects its students to behave responsibly and with consideration to others at all times. The University’s expectations about student behaviour are described in:

- the Student Charter
- the Regulations governing Student Discipline
- the Student Code of Social Responsibility
- the Code of Practice governing Freedom of Speech
- the University’s regulatory statement concerning Harassment and Discrimination

These can be found at www.le.ac.uk/senate-regulations

Failure to adhere to student responsibilities can have serious consequences and may lead to the termination of your studies.

In addition, in the Department we ask that you agree to:

- Take responsibility for satisfactorily completing your degree. It is your responsibility to ensure that you are completing the correct number of modules, submit work on time, take exams, and attend teaching sessions;
- Take a proactive approach to your learning; only you will know how much extra work you will need to do to fully understand each topic and concept which forms part of your degree;
- Interact with staff; Teaching and learning research has consistency shown that those students who interact and engage with those teaching them learn and remember more;
- Maintain and promote an equal opportunities culture in which staff and students alike respect individual differences. We expect to treat, and be treated by, each other solely on the basis of our merits, abilities and potential;
- Improve your articulation of ideas and use of academic language; A key skill at University is to write and communicate in a sophisticated and articulate style;
- Use the feedback that we give you to improve future work; we are committed to giving you constructive and informative feedback on both your assessed and non-assessed work;
- Seek additional help; there will be times during your degree where you might need extra academic guidance. It is up to you to seek extra help from staff if you need it;
- Inform us of circumstances which may affect your ability to successfully complete your degree; whether you are dyslexic, ill, or encountering other welfare issues;
• If you are struggling with issues (such as family bereavement etc.), please let your Personal Tutor know.

The Department treats you as a responsible adult, and staff should treat you with fairness, respect, and consideration. Inevitably there are rules to be observed. You agree to shoulder a fair measure of responsibility for managing your own studies, while we undertake to fulfil our responsibilities towards you.

Various sections of this handbook explain in more detail your responsibilities and obligations on the academic front. The short list here is to remind you of the level of responsibility you must take for the quality of your education and the level of your achievement. You are responsible for:

• reading this handbook carefully and any other course handouts you are given;
• knowing University regulations as they apply to you;
• residing in or near Leicester throughout terms, including Assessment Periods, as you are required to do;
• telling the University and the Department of any change of address or telephone number;
• registering for modules and examinations by the University’s deadlines;
• looking at Departments notice boards and Blackboard sites, and checking emails regularly
• keeping a diary, so you know when you have teaching (regular or one-off), appointments, examinations, etc.;
• respecting staff office hours and ‘do not disturb’ periods;
• attending all teaching sessions, appointments, and exams;
• arriving on time for teaching sessions, appointments, and exams;
• behaving appropriately in class (this includes switching off your mobile phone!), on campus and when representing the University more broadly (for example, on fieldwork);
• meeting coursework deadlines;
• telling us when you are ill or have a problem affecting your work;
• telling us in advance if you cannot attend teaching or appointments or cannot meet a deadline;
• making best use of University facilities (especially computers and the Library);
• managing your time, especially when you have deadlines close together;
• using all your study time, in proportion to the hours laid down for each module, to do (1) general reading in the subject, (2) set reading for particular classes, and (3) preparation on oral presentations and coursework;
• returning Library books (and items borrowed from the Student Resource Centre) on time and in the condition in which you borrowed them;
• returning books borrowed from members of staff on time and in the condition in which you borrowed them (NB: you should not expect staff to lend you books as a matter of course).

Mitigating Circumstances

The University recognises that students may suffer from a sudden illness or other serious event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

You must keep your department(s) informed at all times of any personal circumstances that may impact upon your ability to study or undertake assessments. Tell your department(s) or Distance Learning Hub about any such circumstances at the time they occur. You need to supply supporting documentation (e.g. a medical certificate) as soon as possible and no later than the deadline relevant to the assessment(s) affected. Normally, the deadline for submission of a mitigating circumstances claim will be no later than five working days after the assessment deadline to which it relates.

See www.le.ac.uk/sas/regulations/mitigation for full details of the mitigating circumstances regulations and procedures, including the University’s definition of a mitigating circumstance.
Please see the Student Resource Area Blackboard Page for procedures for the Department. There are direct web links to the Student Support Service, Mental Wellbeing and to the University regulations for mitigating circumstances.

**Attendance and Engagement Requirements**

Attendance and engagement with your course is an essential requirement for success in your studies. The University’s expectations about attendance are defined in Senate Regulation 4: governing student obligations (see [www.le.ac.uk/senate-regulation4](http://www.le.ac.uk/senate-regulation4)). Full-time students must reside in Leicester, or within easy commuting distance of the city, for the duration of each semester. You should attend all lectures, seminars, practical sessions and other formal classes specified in your course timetable, unless you have been officially advised that attendance at a particular session is not compulsory or you have received formal approval for absence. You are also expected to undertake all assessments set for you.

The University operates a Student Attendance Monitoring procedure. Your attendance will be monitored throughout the academic year and if sessions are missed without an acceptable explanation being provided to your department then neglect of academic obligations procedures will be initiated. This may result in your course of study being terminated.

If you are an international student and your course is terminated this will be reported to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

**Neglect of Academic Obligations**

You are expected to attend all learning and teaching events which are timetabled for you. These include lectures, tutorials or practical classes. You are also expected to submit work within the deadlines notified to you. Persistent failure to attend taught sessions and/or to submit work, without good cause, will be considered to be a neglect of academic obligations. Departmental procedures for dealing with neglect are set out within the University’s regulations (see [www.le.ac.uk/senate-regulation4](http://www.le.ac.uk/senate-regulation4) ‘Neglect of academic obligations’). In the most serious of cases of neglect the University has the right to terminate a student’s course.

**Examination Regulations**

You must ensure that you are familiar with the University’s Examination Regulations ([www.le.ac.uk/sas/assessments/examregs](http://www.le.ac.uk/sas/assessments/examregs)). These contain a variety of regulatory information and instructions relating to exams, including the rules governing:

- scheduling
- admittance
- student conduct
- permitted and prohibited items and clothing

You can also find information about exams in the Students’ Guide to Exams ([www.le.ac.uk/sas/assessments/examsguide](http://www.le.ac.uk/sas/assessments/examsguide)).

Where the use of non-programmable calculators is permitted, the only models currently authorised for use are the Casio FX-83 and FX-85. You are strongly advised to purchase one of these so that you become familiar with their operation prior to the Examinations. Unauthorised calculators will be confiscated and any suspected misuse of calculators will be reported to the Academic Registrar as a possible breach of Regulations. Items such as mobile phones and valuables may be put in a clear plastic bag under your chair before the exam begins. Mobile Phones must be switched off.

**Withdrawal**

Students, who wish to withdraw from the University, either suspend studies or permanently, should consult their personal tutor and/or other members of the academic staff, and where applicable, seek advice from the
Learning Development team in the Career Development Service and/or Student Welfare Service. The permanent withdrawal and suspension of studies forms can be obtained via www2.le.ac.uk/offices/sas2/studentrecord/withdrawal. Requests for temporary withdrawal and associated conditions of re-entry require the approval of the University.

Complaints and Academic Appeals Procedures

The University has robust systems in place governing the quality and standards of its degree programmes and your experience as a student here. We are confident that, like the vast majority of students here, you will enjoy and be satisfied with your course. In most instances your department will be able to resolve any issues that do occur but we recognise that this will not always be possible. For this reason, the University has official procedures that allow eligible cases to be formally reviewed.

Information about these procedures, including the relevant forms, can be found on the Student and Academic Services website: see www.le.ac.uk/sas/regulations/appeals-complaints. These pages should be read in conjunction with the University’s Regulations governing student appeals (www.le.ac.uk/senate-regulation10) and Regulations governing student complaints (www.le.ac.uk/senate-regulation12).
5.0 Referencing and Academic Integrity

Principles of academic integrity apply to the work of everyone at the University, staff and students alike, and reflect the University’s commitment to maintaining the highest ethical and academic standards. A key part of this is acknowledging where and when, in the process of producing your own work, you have drawn on the work of others. In practice, this means that the ideas, data, information, quotations and illustrations you use in assignments, presentations, reports, research projects etc. must be credited to their original author(s). This process of crediting the work of others is achieved through referencing (see the section below on ‘Referencing styles’). Failure to do this properly is to risk committing plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

What we Mean by ‘Plagiarism’, ‘Self-plagiarism’ and ‘Collusion’

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings and presenting them as if they are our own. Examples of forms of plagiarism include:

• the verbatim (word for word) copying of another’s work without appropriate and correctly presented acknowledgement;
• the close paraphrasing of another’s work by simply changing a few words or altering the order of presentation, with or without appropriate and correctly presented acknowledgement;
• unacknowledged quotation of phrases from another’s work;
• the presentation of another’s concept as one’s own;
• the reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Collusion is where work is prepared or produced with others but then submitted for assessment as if it were the product of individual effort. Unless specifically instructed otherwise, all work you submit for assessment should be your own and must not be work previously submitted for assessment either at Leicester or elsewhere. For more detailed information on how the university defines these practices, see also: www.le.ac.uk/sas/assessments/plagiarism

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see www.le.ac.uk/senate-regulation11 ‘Plagiarism and collusion: Departmental penalties for plagiarism and/or collusion).

Resources and Advice to Help You Study with Integrity and Avoid Committing Plagiarism

Negotiating these various rules, regulations and conventions can sometimes be a challenge, especially if they are new or different from previous experiences of studying. Check the Student Learning Development website for guidance on how to manage your studies so that you meet the required standards of critical scholarship and academic integrity: www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Student Learning Development for individual advice. You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies.

One of the most important practices in ensuring the academic integrity of your work is proper referencing. The following section contains details of how to ensure your work meets the specific referencing requirements for the discipline(s) you are studying.
A note from the Department

With regard to the University’s policy, you should take particular note of:

- the penalties for being ‘a party to plagiarism’—don’t lend your work to others for the purpose of allowing them to copy from it;
- the nature of collaborative work;
- the recording of plagiarism on your permanent record and official transcript.

Read the regulations, in particular note how little unacknowledged similarity between your and other work can lead to a plagiarism penalty, and make use of the support provided through Student Learning Development.

The university regulations allow for unintentional plagiarism. Normally it would be assumed that a case of plagiarism results from some negligence and is not a case of intentional fraud. But this is not relevant to the procedures and penalties. In a plagiarism case the university does not have to try to prove intent. A high, not properly acknowledged similarity, between your and other work is sufficient for a penalty for plagiarism, however that similarity came about.

It is your responsibility to follow good practice and produce authentic work using the appropriate referencing style.

Do discuss and clarify any questions you might have with your personal tutor.

What not to do!

At its crudest, plagiarism is simple word-for-word copying. But it can also result from notes that closely paraphrase an original work and then get written up without any attempt to impose your own wording and structure on the argument. Both practices may be regarded as equally serious.

The example below shows how a passage may be plagiarised. It is a quotation from J. Foreman-Peck, A History of the World Economy, Barnes and Noble, 1983, p. 15-16.

“The statements of international transactions of three very different but closely connected economies of mid twentieth century, Great Britain, the United States and India, both provide a snapshot of a major portion of international economic relations at the time, and show the different ways in which the economies participated in the burgeoning of world trade.”

Compare the following extracts from an imaginary student essay:

(1) The statements of international transactions of three very different but closely connected economies of mid-twentieth century, (Great Britain, the United States and India), both provide a snapshot of a major portion of international economic relations at the time, and show the different ways in which the economies participated in the burgeoning of world trade.

(2) International transactions of the different but connected economies of mid-twentieth century, Great Britain, the United States and India, provide a snapshot of international economic relations at the time, and show how the economies participated in the burgeoning of world trade.

Only the first is a direct, word-for-word copy, but both the above are plagiarised.

The second extract is plagiarised because it follows very closely the original work of Freeman-Peck. As the University statement above makes clear, although you spend much of your time gathering information from many sources, ultimately we assess what you have made as an individual of the studies you have undertaken. It is therefore not acceptable either to reproduce long extracts (quotations) from another author, or to follow another author very closely at length without choosing your own words and structure of the argument (paraphrasing).

We want to read your text, not a patchwork of other people’s phrases.
Compare these extracts from an imaginary student essay, using the same text as before:

(1) The statements of international transactions of three very different but closely connected economies of mid-twentieth century, Great Britain, the United States and India, both provide a snapshot of a major portion of international economic relations at the time, and show the different ways in which the economies participated in the burgeoning of world trade. Foreman-Peck. 1983: 15-16.

(2) “The statements of international transactions of three very different but closely connected economies of mid-twentieth century, Great Britain, the United States and India, both provide a snapshot of a major portion of international economic relations at the time, and show the different ways in which the economies participated in the burgeoning of world trade”. Foreman-Peck. 1983: 15-16.

(3) International transactions of the different but connected economies of mid-twentieth century, Great Britain, the United States and India, provide a snapshot of international economic relations at the time, and show how the economies participated in the burgeoning of world trade. Foreman-Peck. 1983: 15-16.

The first is a direct quote from the cited reference, and is unacceptable on two counts: it is not marked up as a quotation by the use of quotation marks or an inset paragraph so that a reader might think that the student is using their own words; and there is no obvious reason for making use of direct quotation. The second example uses quotation marks and is therefore correctly marked up as a quotation, and is properly referenced, but there are still no grounds for quoting the source word-for-word; it is therefore a waste of the space you have available to show your own understanding. In the third example, although the correct reference is provided, the paraphrase remains so close to the original as to be almost a quotation and it will therefore be treated as plagiarism.

All of these are examples of excessive or extended quotation. You should avoid this when writing assignments. Instead, you should be digesting the information for yourself, setting it beside other information, and developing your own argument (see below). Direct quotation should be used only when it has a clear purpose in your argument, and always sparingly. For example, if you want to disagree with the original interpretation or the words selected may be a particularly neat way of expressing something.

Although these examples all cite the source of the quotation and may not be classified as plagiarism, none of them is acceptable. Excessive use of word-for-word or slightly paraphrased quotations means that you are failing to demonstrate your own independent understanding of the issue. If a significant part of an essay were to be constructed in this way, so that it becomes a patchwork of other people’s words instead of your own, severe penalties could follow. This might be anything from the loss of a few marks to the awarding of a fail mark, depending on seriousness. Extreme cases might cross the line into plagiarism and be liable to penalties.

**Good practice**

Consider now these examples:

(1) Foreman-Peck (1983) suggests that data from international trade between Great Britain, the United States and India in the middle of the 1900s provide insight into the economic relations between the three countries as well as their place in the developing sphere of international trade.

(2) Data from international trade between Great Britain, the United States and India in the middle of the 1900s provide insight into the economic relations between the three countries as well as their place in the developing sphere of international trade (Foreman-Peck. 1983). This picture is supported by other recent work, notably that of Halstead (1981). He argued that . . .

Either of these would be acceptable as a properly referenced use of Foreman-Peck’s ideas, and (2) is a good attempt to place such borrowing into a structured argument.

Clearly, the distinction between plagiarism and properly referenced research can be a fine one. It will be explored further in tutorials. The important thing is to **write yourself: use your own words and structure your**
arguments yourself and to draw your own conclusions. Your critical engagement with the issues is what will be assessed not how well you can put sources together.

To avoid unconsciously committing plagiarism, you may wish to follow these guidelines:

- Never rework the file with your electronic notes into your submission. Always start a new document for the work you want to submit and write yourself.
- Never write an essay that simply parrots extensive notes taken from a limited range of secondary sources, which may paraphrase not only the form of words but also the whole structure of the argument in the original(s);
- ‘Make the argument your own’ before you start writing. Decide what you want to say, what examples you will give, and how you can blend the views of different scholars;
- Be sure to give references to the sources of all the information you use in researching your essay;
- Be prepared to venture your own opinions on the topic under discussion and to contrast the views of scholars (notably where there has been disagreement in the past);
- Never refer to books and articles as though you have read them when you have not!
- Never copy from another student’s work!

Remember, plagiarism, whether conscious or accidentally, does not make for good essays. It does not show critical engagement, but quite the opposite, and is easily detectable by software used throughout this as well as many other universities. And it could land you in a lot of hot water.

In practice, you should also take ‘plagiarism’ to include all forms of excessive collaboration, such as two or more students working together on what should have been individual project work. This issue is most likely to arise when you do group work but are required to submit your own work in the end. Even if each student acknowledges the others’ contributions, penalties may be applied. Always make sure you write yourself if this is required. If you are unsure how far you are allowed to work together with others, consult the module coordinator at an early stage.

Finally, be warned that even if a board of examiners is inclined to be lenient, University policy leaves us little room to take mitigating factors into account.

Therefore, a single act that might be construed as plagiarism could cause you to fail a module and drop a class in your degree... and yes, this does actually happen! Depending on your other marks, you might even fail your degree as a result.

The surest way to avoid falling foul of these regulations, if you are ever unsure what you should and should not do, is to ask for advice. If you are still in doubt about what constitutes plagiarism, see your Personal or academic tutor.

Self-plagiarism

You must not copy or reproduce for formal assessment work that has already been submitted for consideration as part of another unit of assessment. So, for example, you cannot submit an essay which reproduces, entirely or in part, work that you have presented or are presenting for assessment for another module. If you wish to use previous work you have to reference and quote it as you would do with any other source.

Referencing Style

You must use a consistent referencing style when referring to books and other publications that you have read for your coursework. Most subject areas have a specific referencing style which you are required to use. If you are on a Joint or Major/Minor programme you may find that your subjects use different referencing styles and it is important that you use the correct ones. To find out which referencing style each department uses, and for information and help on each referencing style, please visit www.le.ac.uk/library/help/referencing.
Requirements differ on how to arrange bibliographies (complete list of all reference and other sources at the end of your coursework) and whether references are included within the word count for your coursework – please refer to any separate guidance provided on these points.
6.0 Personal Support for Students

Personal Tutor

How do I get support with general study advice, advice on study choices, or personal issues?

- Personal Tutor
- Senior Tutor/Assistant Senior Tutor
- Course Programme Director

From discussion of academic progress, to friendly advice on personal matters; personal tutors are there to provide support, advice and guidance on an individual level. Common topics for discussion may include course changes, study progress, module choices, exam results, career opportunities or more personal problems such as accommodation or financial difficulties. The Department’s personal tutor system operates in accordance with the Code of Practice on Personal Support for Students: [www.le.ac.uk/sas/quality/personaltutor](http://www.le.ac.uk/sas/quality/personaltutor).

Your Personal Tutor has a special role in providing general academic advice and personal support. She/he is your primary means of contacting the Department.

You are assigned a Personal Tutor by the Department who administers your degree. If you are a single-honours Geography student, your Personal Tutor will normally be a member of the core teaching staff in the Geography Department.

Make sure you know who your Personal Tutor is!
Lists of tutees and tutors are displayed on the student notice boards and on Blackboard. Tutors may contact you via noticeboards, pigeonholes, e-mails, or announcements in lectures early in the first term, and it is your responsibility to check these sources of information regularly. Your Personal Tutor may change from year to year, depending on staff research leave.

Role of the Personal Tutor
You can speak to your Personal Tutor in confidence, and can ask them to:
- provide general advice about study for your course and where to obtain study and welfare support if you need it;
- be your advocate and supporter, writing or speaking on your behalf, if you have official dealings with the Department, the College, or the University;
- advise you about any failures and resits;
• write references when you apply for travel grants, jobs, etc., especially after you graduate (you may also ask other staff, of course);
• discuss any equal opportunities issues (ethnicity, gender, disability, etc.).

You can expect your Personal Tutor to arrange to see you two or three times each semester. In the first semester of your first year, for example, the tutor will ensure that you are settling in, are happy with your accommodation, are not suffering financial hardship, and are aware of the range of University facilities—and the Personal Tutor system! At other meetings, he/she will discuss your progress on the course, particularly in the light of the results of January, June or September examinations.

You should see your Personal Tutor at other times as often as you need to – please contact them via e-mail or see them in their Office Hours which should be advertised on their Office door. You should certainly go to them for feedback on results during the spring term and at the end of the summer term. Staff will keep a record of meetings with their tutees. If your Personal Tutor is not available and you require immediate advice or assistance, then you should seek advice from the Administration Office (G90).

Responsibilities and obligations of Personal Tutor and Student

Your personal tutor’s responsibilities are outlined in the Code of Practice on Personal Support for Students: www.le.ac.uk/sas/quality/personaltutor. This also includes student responsibilities, namely

• respond to contact from their Tutor (contact here includes invitations to face-to-face meetings, telephone conversations and e-mail);
• take the initiative in instigating meetings or contact if the need arises, seeking timely advice from their Tutor when faced with academic, course assessment, personal or other issues which require support;
• bring examples of work and feedback to meetings, when appropriate, to discuss academic development.

Changing your Personal Tutor

Both students and staff have the right to request a change of Personal Tutor if a particular relationship is not working well for either party. If this is the case, please contact your Programme Administrator.

Additionally, you are free to request the opportunity to discuss personal matters with a more appropriate individual than the Personal Tutor if the circumstances require it (e.g. a female student might wish to consult a female member of staff about a particular issue).

Personal Tutor meetings

Your Personal Tutor has a formal responsibility to monitor your academic progress and general welfare while you are in the Department. To enable this, compulsory meetings with Personal Tutors have been scheduled and are listed on the Year noticeboards. Please note that failure to attend these meetings will be monitored by the Department and may be recorded in your file.

Personal Tutor substitute

Each year there will be staff on study leave during either the first or second semester. Where students are allocated a member of staff on study leave they should see the substitute member of staff. The substitute Personal Tutors will be allocated by the first week of term and will be advertised on Departmental notice boards and Blackboard. Also, because of a number of staff changes in the Department over the summer, there may be some necessary reallocations of Personal Tutors. Wherever possible, you will remain in the charge of the tutor you were allocated to last academic year, but in no circumstances can this be guaranteed. Please consult the appropriate notice boards during the first week of term to identify the Tutor who will be responsible for you this academic year.
Senior Tutor/Assistant Senior Tutor/Course Programme Directors

If you cannot get the help you need from your personal tutor or would prefer to see another person, then contact the senior tutor (Dr Margaret Byron), assistant senior tutor (Dr Juan Carlos Berrio). If it is an urgent issue then contact the Course Programme Directors (Dr Andy Carr for BSc programmes, and Dr Claire Jarvis for BA programmes), or if no one else is available, the general office (G90) or any other member of academic staff.

Concerns/Issues Related to Teaching and Learning

How do I raise an academic issue or concern, i.e. one related to teaching and learning?

- Course Reps
- Lecturer/Module Convenor
- Course Programme Director or Chair of Student Experience Committee
- Head of Department

Course Reps

Course reps are elected each year and sit on the Student-Staff Committee (SSC - see Section 7.0 of this handbook, page 45). He/She can take any issues you (and other students) might raise to the next meeting, or talk to staff on your behalf.

Lecturer/Module Convenor

For help with the taught material on a particular module — e.g. advice on what to read, essay planning, problems getting library books (assuming you started looking in good time!) — you should go to the Module Convenor (member of staff with responsibility for the module) or another member of staff teaching on the module. You should do this as soon as a problem arises, and in so doing, many problems can be quickly resolved.

Course Programme Director/Chair of Student Experience Committee

If you are not satisfied with the response from the Module Convenor/Lecturer or the issue is too urgent for the SSC, then contact the Course Programme Director for your course - Physical Geography (Dr Andy Carr) and Human Geography (Dr Claire Jarvis). They will check you have already tried to resolve the issue via the Module Convenor, and will then consider the situation in consultation with and others, take any appropriate action and respond to you ASAP to explain any action taken or why no action is appropriate. Issues and decisions will be fed back to the SSC. In the absence of the Course Programme Director, and if you would prefer, you can speak direct to the Chair of the Student Experience Committee (Dr Nick Tate).
Head of Department

If you are not happy with the response from the Programme Director/Chair of the Student Experience Committee, then you can approach the Head of Department (Prof Tansey). The HoD will expect you to have already followed the process above.

Mature and Part-time Students

The Department encourages applications from students with a wide range of academic backgrounds, and has mature students start studying in the Department every year. Experience shows that mature students in the Department generally do very well and succeed in balancing study with other aspects of life such as family and work. However, we are also aware that mature students can be affected by very particular issues, and both the University and the Department have policies regarding this. You are encouraged to discuss any concerns or questions with your Personal Tutor.

Equality and Diversity

The Department’s Equality and Diversity officer is Dr Clare Madge. Students should raise any concerns with her, by email in the first instance.

University Student Support Arrangements

Accessibility Centre

The Centre offers a range of services to all students who have specific learning difficulties, such as dyslexia, disabilities or long-term conditions including mental health which have a substantial day to day impact on their studies. Staff offer one to one support, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students’ Allowance. It is possible to be screened for specific learning difficulties and access to formal assessment is available. Students are means tested to see if they are eligible for assistance with the cost of formal assessments. The open access Centre acts as a resource base for students and staff and is a relaxed place for students to work. Its computers are equipped with specialised software for screen enlargement. Essay planning and speech output software is on the University network. The Centre has some specialised equipment (CCTV, enlarged keyboard, and chairs) and some for loan (chairs, writing slopes and digital recorders). Photocopying and printing facilities are also available. The Centre welcomes self-referrals as well as referrals from academic staff.

Contact: AccessAbility Centre, David Wilson Library
Tel/minicom: +44 (0)116 252 5002 | Fax: +44 (0)116 252 5513 | accessible@le.ac.uk  |
www.le.ac.uk/accessability

Student Welfare Service

The Student Welfare Service offers wide ranging practical support, advice, and information for students. Financial advice is offered, with information on budgeting and funding. Specialised staff can advocate over late loans and other financial issues. Students can apply for hardship grants and loans through the Service. Information, advice and guidance is available on finance issues and budgeting. In addition, students can apply for hardship awards and loans through the welfare service.

For international students, the Student Welfare Service coordinates The International Welcome Week in September and January. Expert immigration advice is available and students are strongly advised to renew their visas through the scheme provided by Student Welfare. Specialised Officers also support students who experience financial or personal problems.

Contact: Student Welfare Service, Percy Gee Building (First Floor).
Counselling and Wellbeing Service

This Service offers a range of expertise and support for the psychological aspects of health and wellbeing.

Services on offer include:

**Student counselling support**

Time-limited, free and confidential one-to-one counselling to help students find ways of dealing with academic-related or personal issues that may be affecting ability to study or engage with student life. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

For information see our website: [www.le.ac.uk/counselling](http://www.le.ac.uk/counselling)

**Contact:** Student Counselling Service
+44 (0)116 2231780 | counselling@le.ac.uk

**Student mental wellbeing support**

Practical, emotional and skills based one-to-one support to students managing mental health issues whilst at the University. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

**Contact:** Student Support (mental wellbeing)
+44 (0)116 252 2283 | mentalwellbeing@le.ac.uk
[www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing](http://www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing)

**Student healthy living service**

Time-limited, free and confidential one-to-one counselling to help students find ways of dealing with academic-related or personal issues that may be affecting ability to study or engage with student life. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

For information see our website: [www.le.ac.uk/counselling](http://www.le.ac.uk/counselling)

**Contact:** Student Counselling Service
+44 (0)116 2231780 | counselling@le.ac.uk
+(0)116 223 1268 | healthyliving@le.ac.uk | go.le.ac.uk/healthyliving

Health Care and Registering with a Doctor

Illness can affect any one of us at any time and for this reason the University strongly advises you to register with a doctor in Leicester. The Victoria Park Health Centre ([www.victoriaparkhealthcentre.co.uk](http://www.victoriaparkhealthcentre.co.uk)) has expertise in student health and has provided medical care to the University’s students for many years. The Health Centre is located conveniently close to the main-campus and registration is free.

If when you come to University you are already under the care of a ‘specialised team’, have a known medical condition including mental health or waiting for an appointment it is still advisable to register at the Victoria Park Health Centre. Soon after arrival, make an appointment to discuss with one of the doctors who will then be in a better position to communicate with the relevant doctors and help you to manage your condition to avoid any unnecessary disruption to your studies. Please take with you information from your current doctor or consultant which includes diagnosis, current management, including medication (provide a certified English translation if the original is not in English). This is essential for international students as some conditions may be managed differently in this country, particularly in relation to medication which may be licensed differently and

Tel: +44 (0)116 223 1185 | Fax: 0116 223 1196 | welfare@le.ac.uk | [www.le.ac.uk/welfare](http://www.le.ac.uk/welfare)
may need changing to something which is available to prescribe in this country. If you take medication for your condition you must bring 12 weeks supply with you to ensure continuity until the registration process is complete.

More information about registering with a doctor and other health and well-being services can be found at: [www2.le.ac.uk/offices/healthy-living-for-students/new-students/uk-students](http://www2.le.ac.uk/offices/healthy-living-for-students/new-students/uk-students)

**Careers and Skills Development**

*Geography at Leicester: Career opportunities*

You are taking your first steps towards a having a successful and rewarding career in Geography. Geography graduates are highly sought after by employers (Source: The Independent). The Department is ready to support your career development in the following ways.

1. **You** will be taught and assessed in ways that will develop key employability skills. You will possess specialist technical, analytical and scientific skills. You will be able to communicate effectively. You will acquire a wide range of transferable skills such as time management, project management, working effectively as part of a team, oral and poster presentations, report writing and communication skills. You will have unrivalled spatial awareness. You will be able to undertake independent research. We offer study abroad opportunities that add to your CV and academic and social experience in a number of academic and social ways that are attractive to employers.

2. **We** have a dedicated Careers Tutor (Dr Nick Tate) in the Department. During term time you will receive regular email digests containing information about career fairs, jobs, work experience opportunities and workshops. We will display key information on our careers notice board.

3. **We** run a module called ‘Workplace Geographies’ in year 2. The module aims to maximise your employability, develop opportunities for work experience, create awareness of the job market and work on developing interview skills, high-class CVs and covering letters. The module is taught by staff and career development professionals and introduces students to past graduates and representatives from a range of employers.

4. **We** also offer a ‘Geography in Education’ module that runs in year 2. If you take this module you will work with a local secondary school. Working closely with a geography teacher you will develop skills and experience that will be beneficial to a career in teaching.

5. The University has a dedicated careers service. They offer one-to-one consultations, skills workshops, web-based planning resources, CV checking service, coaching for interview and assessment centres and much more. They liaise with a wide range of employers and work with the Department Careers Tutor to deliver tailored material and advice.

6. The University holds an annual Festival of Careers early in Semester One. This is a large event which attracts many employers.

7. Because of its reputation for high class research and teaching, the Department has strong links with businesses, the voluntary sector, government offices and industry, both locally and, nationally and as well as internationally at local, national and international scales. Examples of where our research has had impacting on business include the informal economy and community self-help (Nottinghamshire Business Link and the Countryside Agency), earth observation techniques and applications (European Space Agency, Joint Research Centre of the European Commission), the political and economic situation in the Russian far east (BP Exploration), GIS services accessibility modelling (ADAS, Ministry of Health, New Zealand). We can help you network to support your career development.

8. **We** have an alumni association that enables us to maintain contact. We operate this group through LinkedIn.
9. You will discuss your career aspirations with your Personal Tutor. They will provide a reference for you when you start applying for jobs.

10. The Department offers a number of taught postgraduate courses at Masters level. If you wish to remain in Higher Education, the Department can offer advice and information about the courses available in the Department and those available elsewhere.

**Life after graduation**

Throughout your degree you should make use of the Careers Service, to help provide you with guidance about your future plans. The Department also has a designated Careers Tutor who is there to provide you with information and answer your queries about careers issues, particularly those regarding postgraduate study, voluntary and work experience and careers within the subject discipline. Following graduation you are also entitled to make use of the Careers Service.

If you do ask your tutors, or former tutors, to write references, please let them know the outcome and ensure you have given the Department an up to date Curriculum Vitae for reference!

We are delighted to welcome back former students who are visiting Leicester, and we urge you to keep in touch with your tutors and send us your news. The Department has an alumni group that it manages through LinkedIn, a web-based professional networking service (more details about the group can be found here: uk.linkedin.com/groups/University-Leicester-Geography-Alumni-3855869).

The Graduate Relations Office (www.le.ac.uk/alumni/) looks after the University’s relations with graduate members. It publishes *Leicester Graduates’ Review* twice a year, holds annual, regional, and overseas social events, offers a Visa Card and other services, and looks after the University’s Family Programme for the families of current students. All graduates are automatically members of the **University Of Leicester Graduates’ Association** and lifelong members of the University. All graduates have free reference only access to the library and can borrow up to four books at a time for a reduced annual membership fee of £30.

**Career Development Service**

With your drive and determination, the Career Development Service can help you develop the skills and abilities that will not only help get you to where you want to be after university, but will stay with you for life.

Career development at Leicester isn’t just about getting some work experience and writing a CV; we make sure that you get personal support to achieve your aspirations. We’re here for you from the moment you arrive, through to your graduation and beyond. We’ll give you the opportunity to try new things and to figure out what you want from your career—what it is that really drives, motivates and inspires you.

We’ll also help you identify your personal strengths and what you need to develop to be ahead of the crowd. Even if you’re not sure what it is you want to do yet, we can help you develop the skills and experience that you need to get that first job out of university, but also the ability to manage your own career development and succeed on whichever path you choose.

It’s your career development journey and you decide where it is that you want to go. By working with us you make sure that you’re giving yourself the best possible chance to get there. We’ve got the knowledge and resources to spur you on to success so, by working with us, you really will make the most of you!

When you arrive at Leicester you’ll have access to MyCareers: mycareers.le.ac.uk, our career management system, by simply using your university username to login. This is the gateway to:

- Booking one-to-one appointments with our career consultants for support with career planning, job hunting, CVs and applications, and mock interviews
- Booking workshops, such as mock assessment centres and psychometric testing
- Meeting employers who are coming on campus
- Finding all the opportunities available exclusively for Leicester students such as paid internships, volunteering, and extra-curricular activities
If you are looking for part time work whilst studying, make sure you sign up to Unitemps, based in the Students’ Union, for opportunities on campus and in the city.

We’re here to support you throughout your time at university so make sure that you come and visit us and log-in to your MyCareers account to get started!

**Contact the Career Development Service:**

0116 252 2004 | careershelp@le.ac.uk | [www.le.ac.uk/careers](http://www.le.ac.uk/careers)

@uolcds | fb.com/uolcds
7.0 Feedback from Students

Student Feedback Questionnaires

You have an opportunity to evaluate modules through anonymous questionnaires. These are normally given out in a teaching session towards the end of the semester with feedback provided soon after. The Learning and Teaching Committee then considers a summary of returns for each module and highlights points for action by the coordinator. Recommendations of the Student Experience Committee are reported to the Staff Meeting, which a student representative is invited to attend and from which feedback comes to the Staff–Student Committee, where you also have opportunities to have input into teaching.

Student-Staff Committee

Departments operate Student-Staff Committees in accordance with procedures set out in the www2.le.ac.uk/offices/sas2/quality/codes/documents/sscommittees.pdf

The Student–Staff Committee exists so that students have an official body that can present to staff, formally or informally, any matters of concern about courses, syllabuses, marking, availability of books, etc. that cannot be resolved in initial discussion with module convenors. Items discussed are passed on to all staff, helping us evaluate our work and practice. Minutes are posted on Departmental notice boards and on the Department web-pages and summaries are emailed to all students. The Committee includes a representative from the David Wilson Library.

Student members represent each of the undergraduate years and courses. Notices will be put up early in the autumn term, and announcements by the Students’ Union inviting people to become Course Representatives. Make sure you know who your student representative is, and get them to raise on your behalf any issues of general interest—their job is to make representations on behalf of a group, not on behalf of individuals. If you serve as a representative, you should talk to your fellow students and see what concerns enough of them to make it worth raising at a meeting. Student representatives’ names and e-mail contacts will be listed on noticeboards from the Autumn term. The Students’ Union’s Educational Unit provides training for student members of SSC.

Meetings take place at least once a term but extra meetings are often arranged, usually at lunchtime on a Wednesday. Procedures are informal but there is a set agenda. Notice of items for discussion may be given to the Student Chair.

Matters discussed at meetings are raised at the next Staff Meeting via the Student Experience Committee, which is attended (except for confidential business) by a student representative. The Chair of Student-Staff Committee will inform the next meeting of SSC about decisions made at the Staff Meeting.

More information about Course Reps can be found at www2.le.ac.uk/offices/students-union/coursereps
8.0 Safety and Security

A Health and Safety Handbook detailing full safety arrangements and procedures for the Department is issued on registration and is included in the induction pack. All staff and students are required to sign and return a slip acknowledging that the handbook has been read and understood.

**Safety is everybody’s concern**

Overall responsibility lies with the Head of the Department who delegates daily responsibility to the Departmental Safety Officer. While common sense is a primary requisite when it comes to safety, various set procedures and regulations must be followed. The most important relate to emergency evacuation and the use of laboratories.

The University’s Security Officers are authorized to ask for proof of identity from anyone who is in a building out of hours, or who is in a restricted area, or who is behaving inappropriately. Academic and Professional Services staff with responsibility for buildings, property, or equipment are authorized to check disorderly or improper conduct whenever it may occur.

**Emergency evacuation**

The procedure for evacuation from the Bennett Building is as follows:

- In the event of an emergency, evacuation will be announced by a loud automated announcement. You must follow the instructions and proceed to a designated assembly area outside the front / rear entrance of the Bennett Building;
- Whilst the fire alarm is sounding, the lift should only be used by disabled staff and students;
- When you exit the building, move well away from the entrance doors, so you do not impede people behind you;
- Do not re-enter the building until you are told that it is safe to do so by a fire warden.
- There is usually at least one practice evacuation every term. The fire alarm is tested regularly (every Friday at 12 noon);
- If you discover a fire and no member of staff is immediately available, you must warn everyone in the area and sound the fire alarm without delay;
- The locations of fire alarms are clearly marked on the Departmental plan;
- The Fire Brigade has to be summoned by calling 888 on the internal phone or 999 on a payphone or mobile;
- **DO NOT PUT YOURSELF AT RISK IN ATTEMPTING TO EXTINGUISH THE FIRE** — simply shut all doors, sound the alarm and go to an assembly area.

**First aid**

Various members of the administration and academic staff have received First Aid at Work training. The assistance of one of these persons should be sought in cases requiring attention. You MUST inform a First Aider in all cases (list in the Administration Office G90), even if you feel that you only have some apparently minor injury. All injuries and accidents must be reported to the Departmental Safety Officer (Gemma Black) and an accident report form must be completed.

**First aid boxes** are available in all laboratories and the staff common room (F41) as well as in G90 (admin office).

**Access to the laboratories**

A laboratory is defined formally as ‘any room in use for scientific and/or technical work, including experimental areas, workshops, preparation rooms, ancillary rooms and storerooms’.

- No one may enter a laboratory or workroom without authority;
- Inductions are compulsory for all laboratory users;
• Lone working is not allowed at any time without prior approval from the Departmental Safety Officer;
• The last person to leave a laboratory is responsible for its security and tidiness;
• The Department’s Health and Safety Handbook is issued to everyone and they must sign to acknowledge that they have read and understood it;
• Food and drink must NOT be consumed in the laboratories and computing areas.

Fieldwork and safety
Safety is a paramount concern for all fieldwork activities. You are required to be familiar with any safety or emergency procedures and guidelines on any project you attend. Your safety, that of other workers around you, and that of the public should always be a priority. Pay attention to any instructions! At all times, be aware of the risks of the environment in which you are working, and carry out your work safely, in mind of your own well-being and that of others. Ask if in any doubt, and be especially aware of named first-aiders and of the provision and location of first aid kits.

Discussion of safety during fieldwork is held in the introductory briefings for all fieldwork activities. Further instructions are provided in each training activity. All students are provided with a summary Departmental safety document. A full ‘Safety in the Field’ policy document is also valuable from the Department’s Safety Officer.

Smoking
Please note that smoking is not allowed anywhere inside the Department and within 10 m of any university building.

Insurance
The University has third-party insurance which provides it with indemnity in respect of its legal liability to compensate students who suffer injury, damage to property, etc., where proof of negligence on the part of the University can be established. Students who feel they need insurance cover which would apply in the case of genuine accidents should be advised to take out their own policies. There is no cover for personal property, and students are therefore advised to check whether their parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made. Staff and students travelling overseas must obtain university travel insurance by applying through the University’s Insurance webpage.

www2.le.ac.uk/offices/insurance/insurance

Personal belongings
Your personal belongings are not covered by the University’s insurance. You are therefore advised to check whether your parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made.

A lost property service operates from the Security Lodge, which is situated at the far end of the Fielding Johnson Building on Wyggeston Drive, University entrance No. 1.

Bicycles may be brought onto the main campus but must be placed in the cycle racks provided, and appropriate security measures taken to help to prevent theft and damage. For advice on preventing cycle theft and details of the University’s Coded Cycle Scheme visit:

www.le.ac.uk/estates/facilities & services/security/CodedCycleScheme.html
9.0 Learn at Leicester

Whatever your subject or level of study, there are many, many different ways in which you can access academic advice and support. The Learn at Leicester webpage provides you with further details of this support, together with direct links to a wide range of resources and services to help you:

- Make the most of the Library
- Develop your IT skills
- Manage your own learning
- Improve your English language
- Get independent advice about your course
- Manage your student information
- Sharpen your mathematics and statistics skills

You can access all of this by visiting: [www.le.ac.uk/learnatleicester](http://www.le.ac.uk/learnatleicester)

**University Library**

The Library is your gateway to high quality information relevant to your studies. Using it effectively contributes directly to your success.

The Library provides you with:

- access to a huge range of specialist digital and print information resources for your subject;
- help in finding and using information - online, face to face and by telephone;
- individual and group study space;
- PCs and wireless networking for your own device throughout the David Wilson Library;
- services for distance learners.

The Library is a shared resource for all members of the University. Please respect it and observe the Library regulations available at [www.le.ac.uk/library/about](http://www.le.ac.uk/library/about).

To get started, visit [www.le.ac.uk/library](http://www.le.ac.uk/library).

For information about your subject, please visit [www2.le.ac.uk/library/find/subjects/geography](http://www2.le.ac.uk/library/find/subjects/geography)

**IT Services**

Whilst studying at the University you will have a University IT account and email address. There are hundreds of University PCs available with Office 2013 and many specialist programs to help you with your studies.

Visit [www.le.ac.uk/it4students](http://www.le.ac.uk/it4students) for more information about:

- **Student email**: access your email and calendar anywhere; on your laptop or mobile device
- **Printing**: print from any device to a University printer
- **Microsoft Office**: available at no cost whilst you study at the University
- **IT Help**: visit the Help Zone in the Library, phone 0116 252 2253, ithelp.le.ac.uk for IT Self Service, web chat or email ithelp@le.ac.uk
- **IT Training**: attend our workshops in Word, PowerPoint and Excel
- **Wifi**: free access to eduroam wifi on campus, in student accommodation or at other universities
- **PCs on campus**: there are over 900 PCs available, with 350 located in the David Wilson Library (including 24/7 access during exam periods)
- **OneDrive**: the online storage location for all your files
- **Blackboard Virtual Learning Environment**: support and information for all your courses
- **Leicester Digital Library**: access to journals, databases and electronic books online
**Student Learning Development**

Studying for a degree is a stimulating, challenging and rewarding experience. In order to make the most of this experience, the University of Leicester provides a wide range of resources and services to support and enhance your academic development in areas such as essay-writing, critical thinking, independent learning and time-management. The Student Learning Development Team is here to help you develop the skills and abilities you need in order to succeed in your studies. To find out more about how we can help you develop your academic skills and abilities, visit our website: [www.le.ac.uk/succeedinyourstudies](http://www.le.ac.uk/succeedinyourstudies).

**Ten ways a student can develop their employability**

“Applicants lack the right combination of academic and soft skills” - this is something many employers say about graduates. Ensure that you are not in this category by developing your employability skills:

1. Research and talk through your ideas with an adviser from the Career Development Service and with your Department Careers Tutor.
2. Link what you learn within your modules to how you could use it in the wider world (e.g. specific subject knowledge and skills you use such as problem-solving and team-work).
3. Undertake a work placement or internship after the second year or during vacations and think through what you have gained from the experience.
4. Do some voluntary work. The Career Development Service collaborates with the Students’ Union to organise volunteering opportunities, ranging from marketing to counselling. [www2.le.ac.uk/offices/careers-new/exp/volunteering](http://www2.le.ac.uk/offices/careers-new/exp/volunteering).
5. Speak to employers about what they expect from you (many employers hold workshops and presentations on campus or attend careers fairs, all arranged by Student Development).
6. Get some work experience or work shadow somebody in the type of job or organisation you find interesting. This will help you decide if it’s really for you.
7. Take an active role in Students’ Union activities and within your own department to develop your communication, organisation, interpersonal and related skills.
8. Develop study skills, such as presentation and numeracy skills with help from the Learning Development Team [www2.le.ac.uk/offices/ssds/sd/ld](http://www2.le.ac.uk/offices/ssds/sd/ld).
9. Participate in one of the Leicester Award for Employability programmes organised by Student Development.
10. Attend any talks, workshops and careers events organised within your department and the wider University.

**Students’ Union Education Unit (ED)**

Education help and advice is provided by the Students’ Union for all students.

If you would find it helpful to talk to someone outside of your department, we offer a free, confidential service to help and advise you about where to go and what to do. If you wish to come and talk to us about your personal circumstances or academic worries, for example, exams or putting together an academic appeal, we will provide professional and friendly support.

You will find the Education Unit staff in the Students’ Union Building on the first floor, within the West Wing. Opening hours are 10.00 am to 4.00 pm, and you can either pop in or book an appointment by contacting us on the following details:

**Contact:** Students’ Union Education Unit (ED), Students’ Union (First Floor)

+44 (0)116 223 1132 | educationunit@le.ac.uk | [www.leicesterunion.com/support/education](http://www.leicesterunion.com/support/education)

Online chat facilities are also available for appointments and drop in sessions.

Facebook – [www.facebook.com/talktoED](http://www.facebook.com/talktoED) (Drop in on Wednesdays, 3:30pm-4:30pm)
Learn a new language with Languages at Leicester

There are many benefits to learning a new language. Not only could you enhance your career prospects and broaden your cultural horizons, but studies show that you could also improve your literacy skills, boost your memory, increase your attention span and even help to grow your brain!

Study with the Languages at Leicester Team on campus, and you will be taught by expert native tutors who are based within our School of Modern Languages, which has been ranked 3rd in the country in the University League Tables, The Guardian University Guide 2016.

We offer 16 different languages including Arabic, British Sign Language, Chinese, German, Korean and Spanish to name just a few, six levels of learning and two course lengths, so you can study in a way that suits you. Classes take place during evenings and Wednesday afternoons, as well as intensive ‘fast track’ courses on Saturday mornings.

Find out more about Languages at Leicester, including fees and term dates at: www.le.ac.uk/ml/lal.

The successful completion of a Languages at Leicester course will appear on your Higher Education Achievement Report (HEAR) when you graduate. For further details about the HEAR, please visit: www.le.ac.uk/hear.

Contact: Languages at Leicester +44(0)116 252 2662 | lalenquiries@le.ac.uk | www.le.ac.uk/ml/lal

University bookshop

The Bookshop is owned by the University and is located on the ground floor of the David Wilson Library.

All prescribed and recommended texts are stocked, so that students can rely on the Bookshop for the books that they need in the course of their studies. We also sell a wide range of paperbacks and books of general interest. Books not in stock can be quickly provided to order. The Bookshop has a range of deals in the Autumn term which are exclusively for students.

Greetings cards, a wide range of stationery items and University of Leicester branded merchandise and clothing are always available.

The opening hours are:

Monday to Friday 9.00 am - 5.30 pm. (5.00 p.m. in vacations)
Saturday 10.00 am - 2.00 pm.

Contact: University Bookshop, David Wilson Library
+44 (0)116 229 7440 | bookshop@le.ac.uk | www.le.ac.uk/bookshop
Twitter: @LeicUniBookshop | Facebook: www.facebook.com/UoLBookshop

English Language Teaching Unit (ELTU)

The unit provides tuition and support for international students in the University, particularly in the areas of language improvement and study skills. In addition to pre-sessional and in-term class provision, the Unit is happy to offer advice and support on an individual basis.

Location: Readson House
Email: eltu@le.ac.uk
Website: www2.le.ac.uk/offices/eltu