UNIVERSITY OF LEEDS

UNIVERSITY OF Southampton

Student Handbook 2018-19

Faculty of Environmental & Life Science

School of Geography & Environmental Science

Postgraduate Diploma (PGDip), Master of Science (MSc)
Geographical Information Systems (WUN) – Part-time
Online Learning Programme

Disclaimer

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This handbook is available in alternative formats on request.

Welcome from the Associate Dean – Faculty of Environmental and Life Sciences

Dear Students,

Congratulations on what must have been a great last year for all of you. For our Freshers, we want you to know that we already think you are brilliant – you have beaten off perhaps 10 to 12 people for your place to study at Southampton and that, in our eyes, means that you are a star. For our Continuing Students, you have not only won your place here, but you have progressed through your initial studies and are well on the way to achieving your degree now. For all of you, welcome (back) to Southampton.

Whilst many of you will be focussed on your own discipline, seeing this as your 'academic home', each of your disciplines sits within the Faculty of Environmental and Life Sciences. We are one of the largest and the most diverse of the Faculties, and this brings you great opportunity. You can choose from a broad set of 'minor' subjects, many of which sit within our own Faculty. Alternatively, you can choose from a long list of broadening modules and option modules to complement your own discipline, many of which also sit within our Faculty. This means that we actively support you in gaining a broad education to suit your interests, and we are sure that there is something for everyone.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and vision behind your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and a forum for energetic and imaginative discussions about the education we deliver. I have a commitment to ensuring the best possible student experience and, if it is working well, I will be like the duck on the pond – calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our innovative way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you. Most of all, we hope that you will be happy during your time with us. Our staff are ready and willing to help you on your journey and we will be delighted to hear from you.

For now though, welcome (back) to what we hope will be a 'home from home', and good luck for your year to come.

With best wishes,

Sarah Stevenage
Associate Dean (Education)
Professor of Cognitive Psychology
S.V.Stevenage@soton.ac.uk

Introduction

Welcome to your second year on the Online Distance Learning course of study[1] in Geographical Information Systems (GIS). As you are aware, the course is being delivered as a collaboration between Geography and Environmental Science at the University of Southampton and the School of Geography at the University of Leeds. For your first year of study you were registered as a University of Leeds student, but you have now been registered with the University of Southampton to reflect your choice of optional courses and will proceed as a University of Southampton student, leading to a Southampton award on completion of your studies.

As you know, this online GIS course provides a flexible mode of study and uses materials developed at Leeds and Southampton over a number of years. Considerable effort has been made, and continues to be made, to ensure that the course is of an excellent standard. We hope that this course of study continues to help you develop valuable GIS skills relevant to your everyday work.

Welcome from the Programme Lead

It is my great pleasure to welcome you to the Southampton courses within the Leeds-Southampton GIS programme, and to congratulate you on the success of your online study so far. We have now worked for over a decade with our colleagues in Leeds to develop this programme, seeking to offer you options that draw on the specialist GIS expertise and experience of the staff in each institution. We look forward to building a supportive working relationship with you, whereby you are able to gain the maximum benefit from our learning materials and staff input, and we will greatly value your feedback. We appreciate the unique challenges of part-time, distance-based study but believe that this approach also has unique benefits for your personal and professional development, and we look forward to sharing in your success. Please keep in regular contact with the course team and take full advantage of all the resources on offer.

Dr Jim Wright
Programme Lead
University of Southampton
j.a.wright@soton.ac.uk

[1] Please note that a 'course' is the same as a University of Southampton 'programme'.

Contents

1. General Information

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2018/19 academic year.

It will complement the University's Student Portal. You can access the Portal by logging on to SUSSED, using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton.

It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

Resource	Weblink
Academic integrity	http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html
Blackboard	http://blackboard.soton.ac.uk/
Faculty website	https://www.southampton.ac.uk/about/departments/faculties/environmental-and-life-sciences.page
Faculty staff information	Geography & Environmental Science
Library	http://www.soton.ac.uk/library/
Programme and module descriptions	Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard (see above). Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the online programme catalogue, which is accessible via Banner Self Service. To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from http://www.southampton.ac.uk/geography
Programme regulations	The Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes should be read in conjunction with your own programme regulations which detail any supplementary regulations specific to your programme of study.
Educational support services	Enabling Services provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here.
Academic skills hub	http://library.soton.ac.uk/sash

1.1 Your student office

You should contact the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, module registration changes, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

Opening Hours: Monday to Friday
9.00am to 5.00pm, UK time

Location and contact details:
Building 44, room 2003
Geography and Environmental Science (sges-studentoffice@soton.ac.uk)

1.2 How we keep in touch with you

Email
We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. **It is your responsibility to check your University email account regularly** and you must not let your inbox exceed your storage limit.

Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Written Correspondence
Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as

active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites
We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to disciplinary action within the scope of the University's Regulations.

1.3 Confirmation of your student enrolment status

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods). Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters'* within the fees section of the University Calendar for a list.

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via Banner Self Service.

2. Supporting you through your studies

2.1 The role of your Personal Academic Tutor and other key academic staff

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a Personal Academic Tutor. The Personal Academic Tutor for students enrolled in the online GIS programme is Dr Jim Wright and his role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to have discussions with your Personal Academic Tutor at key points through your University career at the beginning of Years 2 and 3, for example regarding your progress, module choices and dissertation selection and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to the Programme Director. The Programme Director, may support you if you have a particular problem and will take responsibility for any issues that you cannot resolve with your Personal Academic Tutor. You can also contact the Programme Director if you wish to change your allocated Personal Academic Tutor.

The University expects that you will engage with your Personal Academic Tutor, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Programme Director, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your Personal Academic Tutor if you feel your performance in any forthcoming coursework will be affected by ill health or other special considerations, and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

2.2 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. You may wish to ask your GP for written confirmation of your health difficulties if you feel that these may be affecting your academic performance, which you may then wish to pass on to your Personal Academic Tutor.

More information can be found in the General Regulations – Attendance and Completion of Programme Requirements.

2.3 External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you are unable to submit or work on an assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your academic tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

2.4 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these circumstances to be considered by the Faculty you must complete a Special Considerations form. **It is important that you submit this to your Student Office in a timely manner (normally not more than five working days after any assessment or deadline that may have been affected by the circumstances).**

All claims must be substantiated by written documentary evidence, e.g. a medical certificate or GP/consultant letter, self-certification or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. The Student Office will contact you via your University email account to let you know once approval has been made.

2.5 Fitness to study

The Fitness to Study policy applies to enable the University to respond appropriately to situations where visible signs of illness, mental health difficulties, psychological, personality or emotional disorders may have a profoundly disturbing impact on the functioning of an individual student and/or the wellbeing of others around them. The University has a positive attitude towards those with impairments and is committed to maintaining students' wellbeing. The policy identifies the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

2.6 Suspending your studies

Should you feel that you need to take some time out from your studies, known as suspending your studies, you should first discuss this with your Personal Academic Tutor. A Suspension Request form should be obtained, completed and returned to the Student Office. Please note that, if you wish, you can suspend your studies in order to undertake an internship or period of industrial training outside of normal vacation time.

2.7 Withdrawing from your studies

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the General Regulations – Transfer, Suspension, Withdrawal and Termination.

The Students' Union Advice Centre has developed a Guide for students.

3. Your safety

Ensuring the Health and Safety of all at the University is a legal requirement. As a new student you will have received information on Personal Safety and Health and Safety and Fire Safety as part of your 'Southampton Welcome'. Both new and existing students should also take a look at the following links for further information:

www.susu.org/support

The University Health, Safety and Risk Directorate sets the Health and Safety Policy and Management System, which defines commitment, governance, responsibilities and management of health and safety, this is available here:

http://www.southampton.ac.uk/healthandsafety/topics/students.html

This outlines the Health and Safety responsibilities of all University staff and students.

How to meet your responsibilities locally is set out in the guidance in the "Health and Safety Handbook" here: https://groupsite.soton.ac.uk/Administration/FSHS-Health-and-Safety/Pages/Home.aspx

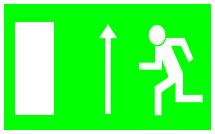
These arrangements remain current until further notice during the interim period of the faculty restructure.

3.1 Local arrangements

Key local Health and Safety arrangements are as follows. If you have questions relating to any of the following information please contact a member of the Faculty Health and Safety team, details of which you will find at the end of this section.

3.2 Action in the event of a fire (if visiting campus during your distance learning degree)

If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell.



On hearing the alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Do not use lifts unless you have a Personal Emergency Evacuation Plan (PEEP).

On leaving the building make your way to the assembly point. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

Evacuation alarms are tested weekly. The times of these tests are detailed near main entrances to buildings. When tests take place the bell will ring for no more than a few seconds.

If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then you should have been notified to Health and Safety personnel in order for a PEEP to be developed. If this has not been done please contact the Health and Safety team using the details overleaf.

3.3 Assembly points (if visiting campus during your distance learning degree)

Building	Assembly point
B44 (Geography / Psychology)	Grassed area in front of University Health Service Building (North end of Physics building).
Other buildings	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

3.4 First Aid (if visiting campus during your distance learning degree)

In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 using an internal phone and they will assist. Following treatment, the incident must be reported to your line manager/supervisor and the Faculty Health and Safety team.

3.5 Incident Reporting

If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to your supervisor and the Faculty Health and Safety team. The circumstances can then be investigated and measures put in place to minimise future risk.

Incidents can be reported online at: https://www.southampton.ac.uk/healthandsafety/incident-report.page?

3.6 Induction and Training

As a new student you should have the following expectations with regard to Health and Safety:

- To be made aware of H&S contacts.
- To receive a local induction before using any laboratory or workshop area. This will identify hazards and make you aware of particular procedures in place to help ensure your safety.
- That risk assessments and other written arrangements that maintain Health and Safety in all your activities will be brought to your attention by your supervisor. Instructions in these muse be followed.

3.7 Building Access (if visiting campus as a distance learner)

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays. All undergraduate students must leave buildings by 18.00. Access by ID card may be available to postgraduate students from 06.00-23.00 depending on student status. Buildings are to be clear by 23.00 and remain so until 06.00 (Closure Period) unless you have particular need which must be approved by your Head of School.

3.8 Out-of-Hours Policy (if visiting campus as a distance learner)

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during the closure period from your Head of School and this must be documented using **Form 1.5** available from the link http://www.southampton.ac.uk/estates/what-we-do/security.page

When you are present in the building you should have access to a completed copy of this form, along with your University ID.

3.9 Further information

More detailed information, forms and links to other sources of advice are available here.

3.10 Contact Information

Your primary contact should be your personal academic tutor. However, the following contacts may be used if necessary:

Faculty Health and Safety Team (Social, Human and Mathematical Sciences)				
Pete Dargie	Interim Lead Faculty Health and Safety Officer	44/3011	023 8059 4513	P.G.Dargie@soton.ac.uk
Peter Morgan	Health and Safety Champion – Geography and Environmental Science	44/1017	023 8059 4673	P.R.Morgan@soton.ac.uk
Safety and Occupational Health				
Safety and Occupational Health (SOH)	Please contact SOH if local contacts are not available	26 University Road	023 8059 3277	soh@soton.ac.uk
Security – Central Control Room (CCR)				
CCR	023 8059 3311 (Emergency)	023 8059 2811 (Enquiries)		unicc@soton.ac.uk

4. Your Academic Programme

The part-time online course provides advanced/specialist learning and training in the theory and use of GIS with a particular emphasis on how to implement GIS techniques in work and other real-world environments. The course will enable participants to improve their skills in information acquisition, extraction and management, data analysis, computer modelling and mapping applied to real-world problem solving across key fields such as business decision making, health management, planning and environmental management. In year two students choose four GIS modules from an extensive themed list (Planning, Developer, Business, Environment, Remote Sensing and Health) to meet their particular needs. The course also opens up opportunities for 'corporate learning'. It is very flexible and allows participants to spread their workload whilst studying at home and/or in the workplace. Modules are delivered using a combination of online distance learning resources.

4.1 The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme. You can view your programme specification via SUSSED.

The taught components of the programme are delivered in modular form and students typically take one module over 10 to 11 weeks in each quarter of the year (term).

For any given programme a module is either core, compulsory, or an option. Definitions of these and of the rules surrounding compensation are provided in the General Regulations – Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes and are reproduced below.

Core Module: A Core Module is a module which must be taken and Passed by all students on a particular programme. Core Modules may not be Passed by Compensation. Where programme regulations specify, a student may be required to select a Module from within a group of Modules, which, once selected, becomes Core.

Compulsory Module: A Compulsory Module is a Module which must be taken by all students on a particular programme. Compulsory Modules may be Passed by Compensation.

Option Module: An Option Module is a Module selected from a group of available Modules which does not become Core or Compulsory on selection. Option Modules may be Passed by Compensation.

Compensation: Pass by Compensation is the award of credit for a Failed Module on the basis that overall performance elsewhere in the Part is sufficient to merit the passing of that Part and the learning outcomes of the programme as a whole will be met.

Non-Compensatable Fail: A Non-Compensatable Fail is a Failed Module which cannot be Passed by Compensation. A Failed Module is Non-Compensatable if the mark achieved for the Module is lower than the Qualifying Mark, or if the Failed Module is a Core Module for the programme.

Pass Mark: The Pass Mark is the minimum mark that must be achieved in order to pass. It may be applied to a Module to an Average Mark or to a Final Average Mark.

The University standard Module Pass Mark for Standalone Masters students taking modules at all levels is 50 (Regulations for Progression, Determination and Classification of Results: Standalone Masters Programmes (section 3).

Qualifying Mark: The Qualifying Mark is the minimum mark that must be achieved in a Module in order for a Pass by Compensation to be awarded.

Unless stated in the programme regulations (and subject to paragraph 3.2 of the Regulations for Progression, Determination and Classification of Results: Standalone Masters Programmes), the University standard Qualifying Mark for Standalone Masters programmes is 35.

Your student record should automatically record core and compulsory modules and these must be completed in accordance with the requirements for progression applicable to your programme. Most programmes will have a number of optional modules. If applicable you will need to select a certain number of option modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

4.2 Registration and amendment to optional modules

Please notify your personal tutor, Dr. Jim Wright, if you wish to change your choice of modules or defer taking a module.

You should regularly check your online student record for details of your registered modules. This is particularly important after you have made any changes and will help to maintain the accuracy of your student record.

4.3 Attendance

The University's Attendance Regulations detail the University's general expectations placed upon you as a student.

4.4 Additional Costs

You may incur additional costs as a result of your programme, for example for materials, field trips or books. General programme costs are located in the programme specification. Option modules that are available to select may also include information on module specific costs.

4.5 Programme Tutors

Dr Jim Wright
Associate Professor in GIS
Geography and Environmental Science, University of Southampton, Highfield, Southampton SO17 1BJ
Email: *j.a.wright@soton.ac.uk*
http://www.southampton.ac.uk/geography/about/staff/jaw3.page

Contact the Programme Lead for: choice of year two optional modules, personal problems, workload management, transferring between PgC, PgD and MSc, taking temporary leave from your studies, withdrawing from the course, general feedback about the course, complaints.

Contact the programme leader: in any circumstances where you are unable to resolve matters with the other members of the course team, or with any more general comments and feedback you may have about the design and delivery of the programme.

Prof Jadu Dash
Associate Professor in Remote Sensing
Geography and Environmental Science, University of Southampton, Southampton SO17 1BJ
Email: *J.Dash@soton.ac.uk*
http://www.southampton.ac.uk/geography/about/staff/jadu.page

Dr Gareth Roberts
Lecturer in Remote Sensing
Geography and Environmental Science, University of Southampton, Southampton SO17 1BJ
Email: *g.j.roberts@soton.ac.uk*
https://www.soton.ac.uk/geography/about/staff/gjr1f10.page

Dr Booker Ogutu
Lecturer in Remote Sensing
Geography and Environmental Science, University of Southampton, Southampton SO17 1BJ
Email: *b.o.ogutu@soton.ac.uk*
http://www.southampton.ac.uk/geography/about/staff/boo1c14.page

Dr Andrew Phillips
Senior Teaching Fellow in Environmental GIS
Geography and Environmental Science, University of Southampton, Southampton SO17 1BJ
Email: *a.s.phillips@soton.ac.uk*
https://www.southampton.ac.uk/geography/about/staff/asp1u16.page

Prof Dave Martin
Professor of Geography
Geography and Environmental Science, University of Southampton, Highfield, Southampton SO17 1BJ
Email: *D.J.Martin@soton.ac.uk*
https://www.southampton.ac.uk/geography/about/staff/djm1.page

4.6 Websites:

- Course materials are housed in the University of Southampton Online Learning Environment: *http://blackboard.soton.ac.uk*
- General information about Geography and Environmental Science, University of Southampton: *http://www.southampton.ac.uk/geography*
- SUSSED (Portal for students studying at the University of Southampton): *http://sussed.soton.ac.uk/*
- Electronic copy of this student handbook and other documentation specific to this programme can be found at the MSc in GIS by Online Distance Learning BlackBoard site: *http://blackboard.soton.ac.uk/*
- General information about the School of Geography, University of Leeds: *http://www.geog.leeds.ac.uk/*

Other members of the Year Two course include:

- Dr. Samantha Cockings, content author

Contact details and further information are available at:
http://www.southampton.ac.uk/geography/about/staff.page

5. Programme Aims and Outcomes

The overall aim of the course is to provide open distance learning for both individuals and persons working in organisations requiring core training and skills development in GIS.

More specifically the course aims are:

1. to provide open learners with opportunities (where full-time courses might not be appropriate) to pursue a postgraduate programme of learning using distance learning materials and resources.

2. to provide learning and teaching experiences that are relevant to every day work and which use practical 'real world examples'.

3. to develop skills and competence in information acquisition, extraction and management.

4. to develop skills and competence in data analysis, computer modelling and mapping.

5. to develop transferable skills in the use of information technology and virtual working/email communication.

6. to encourage innovative use of information about customer markets that have a significant geographical component.

7. to increase awareness of GIS and modelling tools for improving competition and business potential.

On completion of the course you will have developed the skills, familiarity with software and techniques, and conceptual understanding necessary to engage in key areas of GIS/GI Science. These include:

- an understanding of the concepts and techniques of GIS/GI Science with particular emphasis on relevancy to the workplace.
- an appreciation of the wider implications of their application within relevant fields.
- practical experience in the use of proprietary GIS software systems.
- a range of transferable skills required in using GIS in the workplace and furthering students' careers.

The modules comprising the diploma and masters course are outlined in Section 6. The specific aims associated with these individual modules are outlined in the University of Southampton online module catalogue. Further and more detailed information about course-level outcomes is provided in Appendix 1.

6. Programme Overview and Contents

Individual modules are generally worth 15 credits (see below and Section 8) and equate to approximately 150 hours of student effort. One module will normally be completed every three months allowing workload and effort to be spread evenly throughout the course of study. In any 12-month period, you will typically undertake study for 60 credits of work (equivalent to four 15 credit modules). There are three exit points available allowing you to choose to graduate with different qualifications depending on whether you choose a 12, 24 or 36 month course of study:

Year	Award	Total credits	Length of study	Awarding Institution
1	Postgraduate Certificate (PgC)	60	12 months	University of Leeds
2	Postgraduate Diploma (PgD)	120	24 months	University of Leeds or University of Southampton
3	Master of Science (MSc)	180	36 months	University of Leeds or University of Southampton

In year 2 students will choose four optional modules from an extensive list of PgD modules to reflect particular interests and workplace needs. Your final qualification will be awarded by either the University of Leeds or the University of Southampton, depending on your choice of second year modules and final year dissertation topic (see below). The nature and composition of the course is shown in Table 1 below.

The content of modules is designed to directly meet the course aims, objectives and higher-level learning outcomes (see Appendix 1); as well as develop 'transferable skills' (Table 2). The provision of year 1 PgC foundational and year 2 optional modules and year 3 dissertation study has been designed to ensure that the learning outcomes associated with different levels of study (PgC/PgD/MSc) are developed at the appropriate stage in your 'student learning experience'. By the end of your course you will be expected to have progressed to fully autonomous study and work.

Table 1: GIS Course Content (Years 2 and 3)

Stream	Module code Southampton (S) Leeds (L)	Module name	No of Credits	Optional	Months Running
Year 2 Pg/Dip *– You will select 4 modules (60 credits) from the following:*					
Business	GEOG6049 (S) *GEOG5851M (L)*	Applied GIS and Retail Modelling *(University of Leeds module)*	15	Yes	13-15
Business	GEOG6050(S) *GEOG5191M(L)*	Geodemographics and Database Marketing *(University of Leeds module)*	15	Yes	16-18
Health	*GEOG6032(S)* *GEOG5911M(L)*	GIS for Analysis of Health *(University of Southampton module)*	15	Yes	13-15
Health	*GEOG6033 (S)* *GEOG5031M (L)*	GIS for Health Care Management *(University of Southampton module)*	15	Yes	19-21
Environment	*GEOG6034(S)* *GEOG5571M(L)*	GIS for Environmental Management *(University of Southampton module)*	15	Yes	13-15 16-18
Environment	*GEOG6044(S)* *GEOG5051M (L)*	Applied Environmental GIS *(University of Leeds module)*	15	Yes	22-24
Planning	*GEOG6051 (S)* *GEOG5231M (L)*	GIS and Planning *(University of Leeds module)*	15	Yes	22-24
Planning	*GEOG6086 (S)* *GEOG5241M (L)*	Applied Population and Demographic Analysis *(University of Leeds module)*	15	Yes	19-21
Developer	*GEOG6052 (S)* *GEOG5561M (L)*	programming for Geographical Information Analysis*(University of Leeds module)*	15	Yes	22-24
Developer	*GEOG6077 (S)* *GEOG5871M (L)*	Web-based GIS *(University of Leeds module)*	15	Yes	16-18 22-24
Remote Sensing	GEOG6078 (S) *(JUS05241M) (L)*	Remote Sensing for Earth Observation *(University of Southampton module)*	15	Yes	13-15
Remote Sensing	GEOG6079 (S) *JUS05251M (L)*	Topographic Data Analysis Techniques and Applications *(University of Southampton module)*	15	Yes	19-21
Year 3 MSc					
	GEOG6035(S)	Dissertation	60	No	25-36

Table 2: Key Transferable Skills developed during the PgC/PgD/MSc Programmes

- skills necessary to undertake a higher research degree and/or for employment in a higher capacity in industry or area of professional practice
- evaluation of own achievement and that of others
- self-direction and effective decision making in complex and unpredictable situations
- independent learning and the ability to work in a way that ensures continuing professional development

- critical engagement with the development of professional/disciplinary boundaries and norms

6.1 Postgraduate Diploma (120 credits)

This is a part-time course of study, normally taken over 24 months. This includes the 60 credits at certificate level, plus a selection of more specialist optional modules. We offer six main streams and a suite of more generic modules. Although the student can freely choose from any modules in this list, the Course Director and tutors would recommend a key stream as appropriate. The 6 streams are:

- ***Stream 1 - Business:*** 'Applied GIS and Retail Modelling' and 'Geodemographics and Database Marketing'
- ***Stream 2 - Health:*** 'GIS for Analysis of Health' and 'GIS for Health Care Management'
- ***Stream 3 - Environment:*** 'GIS for Environmental Management' and 'Applied Environmental GIS'
- ***Stream 4 - Planning:*** 'GIS and Planning', 'Applied Population and Demographic Analysis'
- ***Stream 5 – Developer:*** 'Web-based GIS', 'Programming for Geographical Information Analysis'
- ***Stream 6 – Remote Sensing****:* 'Remote Sensing for Earth Observation', 'Topographic Data Analysis Techniques and Applications'

Students select a further two optional modules to accompany their paired streamed modules so that they are studying a total of 60 credits of modules in year 2. 'Geocomputation' is available as an optional module, alongside modules offered in other programme streams.

6.2 Master of Science (180 credits)

This is normally taken over 36 months. This consists of 120 credits of taught modules as specified for the PgC and PgD. In addition, a research dissertation of an applied GIS nature will be submitted for a further and remaining 60 credits.

6.3 Progression

The modules are designed to be taken sequentially, starting with the four core PgC modules (in year 1). On progressing to the PgD in year two you will select a further four modules from a list of themed specialist options. However, it will be open to the Course Director to approve non-sequential delivery to suitably qualified students. Participants are assessed at the end of each module, and will be able to progress with the PgD/MSc subject to satisfactory progress (i.e. achieving 60 credits at the end of Year 1). Participants can transfer between the PgD and MSc subject to consultation with the Course Director. The examination board will meet annually in the Autumn and Summer to review student progress, confirm module marks and confirm degree classifications. Students can graduate at the July ceremony following the Autumn or Summer examination board.

6.4 Study Time

As stated above you will normally complete a module every 3 months and involve approximately 150 hours of student effort. Modules will *normally* run for 10 weeks and be followed by a 2 week gap (rest period) between each module. On occasion modules may run for longer periods or have a slightly longer gap between the next module if there are public holidays. Exact details will be provided with module resources.

It is thus suggested that students should spend 10-13 hours per week (or approximately 50 hours per month) studying in order to fulfil course requirements of completing one 15 credit module every 3 months.

6.5 Key textbooks

Here is a list of key year two textbooks for the course:

Burrough, P. A. McDonnell, R., and Lloyd C. (2015) *Principles of geographical information systems* 3rd Edition, Oxford: Oxford University Press

Campbell, J.B. (2011) *Introduction to Remote Sensing*, Fifth edition, Taylor and Francis, Ltd, London

Cromley, E. K. and McLafferty, S. L (2011) *GIS and public health* New York, Guilford Press. 2nd edition (key text for *GIS for Analysis of Health* and *GIS for Health Care Management*)

Grimshaw, D. J. (2000) *Bringing Geographical Information Systems into Business*, (second edition) Chichester/New York: John Wiley, ISBN 0-471-33342-5 (useful for *In-site Feasibility*)

Heywood, I, Cornelius, S., Carver, S. (2011) *Introduction to GIS*, (4th edition), Harlow: Prentice Hall, ISBN: 0-130-61198-0 (useful for *Principles of GIS* and *In-site Feasibility*)

Jensen J. R. (2007) *Remote Sensing of the Environment: An Earth Resource Perspective*, Second Edition, New Jersey; Prentice Hall

Lillesand, T.M., Kiefer, R.W. and Chipman, J. W. (2008) *Remote Sensing and Image Interpretation*, Sixth edition, Wiley, New York.

Longley, P. A., Goodchild, M. F., Maguire, D. J., and Rhind, D. W. (2015) *Geographic Information Systems and Science*, 4th edition Chichester/New York: John Wiley, ISBN 1118676955 (useful for *Principles of GIS* and *In-site Feasibility*).

O'Sullivan, D, and Unwin D (2010) *Geographical Information Analysis*, John Wiley, ISBN 978-0-470-28857-3. 2nd edition (useful for GIS and Spatial Analysis)

Reeve, D. E., and Petche, J. R. (1999) *GIS, Organisations and People: A Socio-technical Approach,* London: Taylor & Francis, ISBN 0748406530 (useful for *In-site Feasibility*)

Scally R (2006): GIS for Environmental Management. ESRI Press, Redlands, California.

7. Programme Delivery

All modules have a specified start and end date, and a flexible schedule of assignments, but the pace of completion is determined by the student. Students normally complete one 15 credit module every three months to spread the workload as shown in Table 3 (see also Section 6). Students are **not** required to log in at any particular time but should contribute to online discussion by certain published dates. Each student will be allocated a dedicated tutor for the duration of each module. Please inform your personal tutor, Dr. Jim Wright about your intended module choices in advance. Jim can also advise on appropriate module choices where necessary.

Table 3: Calendar for completing module delivery (Years 2 and 3)

Year of study	Programme	Module name	Option	Study months
2	PgD	Optional Module 1	Yes	13-15
		Optional Module 2	Yes	16-18
		Optional Module 3	Yes	19-21
		Optional Module 4	Yes	22-24
3	MSc	GEOG6035 (GEOG5221M) Dissertation	No	25-36

The course will be delivered using a combination of different methods:

- ***Copies of appropriate software:*** UK students only (*see also Section 8)*
- ***Access to online course resources:*** via the University of Leeds online learning environment or via the BlackBoard learning environment at *http://blackboard.soton.ac.uk* for University of Southampton modules.
- ***Learning materials:*** these will consist of textual materials, examples, case studies, tasks/exercises and links to additional materials that will form structured learning objects. These are all provided via the BlackBoard learning environment.
- ***Directed student reading:*** Students are provided with key textbook recommendations for all modules. University of Southampton Students can access journals with on-line subscriptions and make use of University of Southampton Library Services
- ***On-line MCQs with instant feedback to monitor progress:*** These formative exercises will allow students to check their knowledge/understanding and self-monitor progress.
- ***On-line discussion groups with module tutor and course participants:*** These will allow students to communicate with each other and self-monitor progress and understanding.

- ***Personal e-mail/phone contact with module tutors:*** For example, some modules require students to send tutors draft report outlines/structures for initial comment and feedback. Module tutors will make themselves known to you on commencement of the module.

- ***Personal e-mail/phone contact with dedicated personal tutor:*** Personal email/phone contact with dedicated personal tutor (i.e. University of Southampton Course tutor). Students can discuss any proposed changes in optional modules and transfer between programmes by e-mail, Skype, telephone or in person. The personal tutor also provides assistance with any academic or welfare problems, and will refer students to student services where appropriate.

- ***Easy to follow student handbook:*** This is the document that you are currently reading and is available from the Induction module.

- ***Structured written feedback on summative assessments:*** We will provide you with feedback on all assessments. Marking criteria will be pre-circulated when assessments are set.

- ***Annual reporting of student's progress:*** Letters are sent after the annual Autumn examination board for the course.

8. Required Computer Specification

Students (registering on the course as of 06/10/03) must have access to a personal computer at home or work with the following minimum specifications:

- 2.2 GHz minimum or higher; hyper-threading or multi-core recommended. *Intel Pentium 4, Intel Core Duo, or Xeon Processors; SSE2 (or greater)*
- *2 GB memory*
- *60 GB hard disk*
- *A Broadband connection*

You are also required to have a copy of:

- *WinZip or 7-zip*
- *Adobe Acrobat Reader (9 or later)*
- *Explorer v.9 or later (strongly recommended) or another up-to-date browser*

Depending on the modules selected, students will increasingly be encouraged to download and install additional free, Open Source spatial analysis software such as *R* and *QGIS*.

You will also find it helpful to have a copy of:

- *Microsoft Office Pro (Word, Excel, Access and PowerPoint) or an equivalent open source package*
- *Windows Vista, 7 or later*

If you are studying outside the United Kingdom, you will need to purchase the relevant software licences for the following additional package, if you do not already have access to them:

- *ESRI's ArcGIS v10 (with Spatial Analyst and 3D Analyst)*

Depending on the option courses taken, you may require:

- *SPSS v. 11.5 or later*
- *Envi*
- *Erdas Imagine*

Students should be advised that it is important to keep all utility software on their PCs up to date as problems can arise (for example) if attempting to access online resources with out-of-date browser versions.

9. Faculty Teaching and Learning Skills

9.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to, otherwise marks will be deducted via the imposition of a late submission penalty.

The framework of when online learning activities occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your module lead or programme director. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life.

One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your Personal Academic Tutor.

9.2 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More information can be found on the Academic Skills pages of the Library website.

A conscious effort is made by the School to ensure that every module allows and encourages development of key skills. Further details can be found within individual module specifications.

9.3 School policy on referencing

Resources and references on learning skills and how to cite articles
Suggested Reading:

Casey F (1993) *How to Study: A Practical Guide,* Basingstoke: Macmillan.

Northedge A (2005) *The Good Study Guide,* Buckingham: Open University Press.

Northedge A (1997) *The Sciences Good Study Guide,* Milton Keynes: Open University Press.

Talbot, C (2007) *Studying at a Distance: A Guide for Students*, Second edition. Buckingham: Open University Press (Further information available at: *http://www.mheducation.co.uk/openupusa/html/0335223699.html*). *Note: This book is based to a certain extent on material contained in the blue University of Leeds guide to distance learning that was sent to you on enrolling onto the course.*

9.4 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the Regulations Governing Academic Integrity. Where professional, statutory and regulatory body requirements apply and for programmes that lead to professional registration, additional reporting requirements may be in place.

The Students' Union Advice Centre has developed a Guide for students.

Please note that the University of Southampton's regulations, procedures and policies apply to all modules that you take on this programme, including those delivered by the University of Leeds. Procedures will be invoked to investigate suspected breaches of academic integrity when concerns are raised during the marking process or in connection with suspected cheating in examinations. We are aware that students may have experienced differing standards at other institutions (including those overseas) but it is essential that you take steps to ensure your full understanding of the standards expected at Southampton as significant penalties can be imposed if these are breached. These penalties will always affect the mark you receive for the piece of work in question, and the most serious cases could lead to a reduction in degree classification or even termination of programme. There is likely also to be an impact on any future reference we provide.

It is often helpful to discuss ideas and approaches to your work with your peers, and this is a good way to help you think through your own views. However work submitted for assessment should always be entirely your own, except where clearly specified otherwise in the instructions for the assignment. In some instances working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others you should make sure that you acknowledge this in any declaration you make.

If you wish to improve your study skills, always seek advice sooner rather than later. Your personal tutor or module lead will be able to help you identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice, and to learn to benefit from it. This would not necessarily mean that you are 'struggling' with your work – you may feel you need additional advice to reach your personal potential.

If in doubt about what is required in any particular assignment, what referencing styles are appropriate etc, always ask. Your tutor or module lead will be able to point you in the direction of appropriate sources of advice and information.

You are responsible for your own work and conduct, and for ensuring that you neither fall accidentally into poor academic practice in your written work nor engage in practices which breach academic integrity. Such practices are unacceptable, whether they have been followed deliberately or through a lack of understanding. As well as damaging your own development, failure to work with academic integrity is unfair to other students who complete work honestly and fairly. It can also potentially damage the relationship between staff and students which is at the heart of the University community, and relationships with external partners. Ultimately, your results will not be a true reflection of your performance, which may potentially damage the academic standing of the University's awards.

Furthermore, should you have reason to believe that a fellow student is not working with academic integrity, you should speak in confidence to the module lead. Your identity will not be revealed as part of any investigation; however no further action would be taken unless additional evidence is identified by the marker or module lead.

9.5 Research Ethics

The University of Southampton is committed to carrying out its research, teaching, enterprise and other activities within a comprehensive ethical framework (http://www.southampton.ac.uk/ris/policies/ethics.html).

Principles of ethical research include the expectation that studies are undertaken with integrity, quality and transparency. Participants in research must be fully informed about the research and participate voluntarily. They need to know what will happen with the information they provide, and that they can withdraw from the study subsequently (wherever possible). Risks from participation in research must be explained and minimised. Participants' anonymity and/or confidentiality should be protected, for example by removing information that could be used to identify them and by storing confidential information securely.

All research on human participants, their tissue or data requires ethical approval via the University's Ethics and Research Governance Online (ERGO) system (www.ergo2.soton.ac.uk). This includes, but is not limited to, studies of the following kind:

- analysis of existing secondary data at an individual level, even where such data have been anonymised and/or the datasets exist in the public domain;
- collection of data using questionnaires and online surveys;
- collection of data using interviews, observations, focus group discussions or similar qualitative approaches; and
- experiments involving human participants.
-

Research on animals is governed by separate procedures.

The University believes that ethical issues should be interpreted broadly and that ethics approval might also be needed for research where other factors could be present including:

- a risk of damage to the environment;
- political or social sensitivity; and
- impact on culture and cultural heritage.

If you are in doubt about whether the research for your dissertation requires ethical approval, please contact your divisional 'ethics champion', or a member of the Faculty Ethics Committee via risethic@soton.ac.uk.

To obtain ethical approval for your research, please apply via the ERGO system (www.ergo2.soton.ac.uk). Detailed guidance on how to apply and what documents to upload can be found on the Researcher Portal (https://intranet.soton.ac.uk/sites/researcherportal/) and in the Downloads section on the ERGO page.

Please note that the University does not permit mass emailing for the recruitment of research participants.

Your supervisor will need to approve your ethics application before it is reviewed by the Faculty Ethics Committee. There are no submission deadlines; instead applications are reviewed on a rolling basis. You can expect a decision within 10 working days. Please allow extra time in case you are asked for revisions. **You must not begin your research before you have obtained approval via ERGO!** Retrospective approval is never granted.

Failure to obtain ethics approval or to comply with the University's Ethics Policy will be investigated under the University's regulations governing Academic Integrity (http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html).

10. Assessment and Examinations

All teaching assessments in this course will be conducted in English. This postgraduate study involves no formal examinations. Instead you will complete assessments associated with each module. These are designed to check students' understanding, breadth and synthesis of knowledge, and at the same time being intellectual, stimulating

and challenging. A range of different assessment methods will be used including: essays, reports, projects, practical exercises, workbooks, PowerPoint slides and contribution to discussion threads.

More specifically, the PgD will involve you:

- demonstrating the ability to apply breadth and/or depth of knowledge to a complex specialist area
- drawing on a range of perspectives related to GIS/GIScience
- evaluating received opinion
- making sound judgements whilst understanding the limitations on judgements made in the absence of complete data.

The MSc will involve you:

- evidencing an ability to conduct independent in-depth enquiry within the discipline of GIScience
- demonstrating the ability to apply breadth and/or depth of knowledge to a complex specialist area
- drawing on a range of perspectives related to GIS/GIScience
- evaluating and criticising received opinion
- making reasoned judgements whilst understanding the limitations on judgements made in the absence of complete data.

10.1 Submission of Assessments

The following regulations will remain in force whilst you are registered as a University of Southampton student.

Students are required to submit assignments by 12 noon UK time (GMT/BST) on the date the assignment is due, unless otherwise specified. Assignments ***must be*** clearly marked on title page with the:

- date
- title of assignment
- module code and name (e.g. GEOG6034 GIS for Environmental Management)
- course name (i.e. Online Masters in GIS).

Specific instructions for submitting assignments will be provided for each module and will usually require you to upload work into the Learning Environment or the University's eAssignment system. These module-specific instructions take precedence over those provided here. In general, assessments can be submitted by one of the following means:

1. ***Uploading your assignment using the Learning Environment or the eAssignment system.*** This means of submission is required, unless exceptional circumstances prevent submission.
2. ***Sending your assignment as an e-mail attachment.*** **In exceptional circumstances,** you may also send to: sges-studentoffice@soton.ac.uk see also Section 10.2 below. You will receive acknowledgement of receipt by e-mail.
3. ***Sending your assignment by post to the Faculty Student Office (in exceptional circumstances).*** The postmark will be recorded as the submission date. You are strongly advised to use recorded delivery as proof of postage. You will receive acknowledgement of receipt by e-mail.
4. ***Delivering your assignment in person (in exceptional circumstances).*** Please deliver to the Student Office (Level 2, Shackleton Building). You will be asked to complete a coursework submission form and you will be given a receipt as proof of submission.

Students are strongly advised to keep additional paper and electronic copies of each assignment for future reference. We are unable to return copies of your assessments as these have to be retained for inspection by the external examiner and then archived under University rules. Please note that assignments must be of the length specified. Marks may be deducted for assignments exceeding the word limit (see end of Section 10.3).

All deadlines and word lengths will be circulated with module schedules. Please check schedules carefully and also read assessment instructions carefully.

10.2 E-mail submission of coursework containing graphical images

We have, in some cases, experienced problems reading/saving email attachments containing several large graphical files. We therefore ask that students:

i. Copy/insert all graphical files (e.g. maps or figures) into a single WORD or RTF (Rich Text Format) document. If the resulting file is large (i.e. greater than 1 MB), please zip it up using *WinZip* and send this as a single email attachment.

ii. If this is not possible, please send each graphics file as an attachment in a separate email together with a separate covering message that lists the names of all the files that you have sent. We recommend that you

save/send images as GIF files. These are smaller and require less computer storage (i.e. can be sent more quickly). Please **do not** send maps/figures in ArcGIS or SPSS file specific formats.

10.3 Overlength work

Although the types, lengths and styles of assessed written work vary considerable between disciplinary contexts, the production of written work to a specified length is an important transferable skill that you are expected to develop during your studies. The ability to produce concise, clear writing to a determined length is fundamental both to academic work and to professional working life. In response to student demand for greater clarity, a School policy has been developed to provide a consistent approach towards overlength work across the School. Where relevant and appropriate, written assessments may specify a word limit either as a single figure or as the upper limit of a range. Your work will be overlength if you go even one word over the stipulated length or upper limit. There are no complicated penalties to apply. Instead, overlength work will be addressed through marking solely **that proportion of work that falls within the word limit**.

Your individual module leads will provide further details via their Blackboard sites. This approach to overlength work does not apply if a piece of work has not word limit, however, you should attend to any length guidance given by your module leads.

10.4 Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late.

The University has a uniform policy for the late submission penalty for a piece of assessed work worth 10% or more of the final module mark.

Work submitted up to 5 days after the deadline should be marked as usual, including moderation or second marking, and feedback prepared and given to the student. The final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

10.5 Coursework extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete a Special Considerations form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed. The Student Office will contact you via your University email account to let you know once approval has been made. ***It is your responsibility to request an extension in a timely manner.***

10.6 Coursework feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The Student Feedback policy provides an overview of formal feedback. Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to.

Informal feedback is just as important and comes in the form of individual emails or postings with your Personal Academic Tutor, module leads or project supervisors. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. In most instances, feedback on coursework will be provided via the eAssignment system (https://www.eassignments.soton.ac.uk/). You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners. This feedback will typically be returned within four weeks following your submission. Large assignments (e.g. your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

Where appropriate, for example with smaller problem solving exercises like calculations, the lecturer will decide if feedback should be given individually, or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

The feedback you receive will be:

- **timely** - allowing you to learn from your work
- related to the **learning outcomes** for that piece of work
- **constructive** and **honest** – allowing you to take the comments on board, learn from your mistakes and understand why you did well.

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the coursework.

Feedback will be made available online. You will be contacted when feedback is ready.

10.7 Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in the Release of Marks procedure.

These marks will be made available by your Student Office according to the procedures of the School. It will be made clear when marks are provisional.

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at repeat or referral attempt.

10.8 Final assessment

At the end of your programme, your overall performance will be assessed. If you satisfy the academic standards necessary, the examination board will recommend you for award.

11. Staff/Student Liaison: getting your voice heard

11.1 Module survey

The Faculty aims to consult with and to provide opportunities for all students and staff to make their views known. You are encouraged to offer your comments/suggestions to members of staff and feedback is requested for each module undertaken. This is normally done through an anonymised electronic system.

In addition, all programmes should seek informal feedback from you part-way through your module. Your module leads will confirm to you the processes and opportunities to provide feedback.

We encourage you to take every opportunity to express your opinions/comments/and suggestions as this is very valuable to the Programme Team and the Faculty in our drive towards continual enhancement of education.

11.2 Module reports

Your feedback to module surveys will be reflected upon by the module lead and will be included in the module report. Module reports are available via SUSSED under the "programme specific information" tab.

11.3 Staff Student Liaison Committees

Staff-Student liaison committees have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes.

11.4 Student representation

Through the Students' Union you will be invited to elect your Faculty representatives (Faculty Officers, Academic Presidents, Academic Vice-Presidents and Course Representatives) who co-ordinate the student voice on Faculty/School committees to enable your voice to be heard.

More information on the Students' Union officers and their roles is available on the Students' Union representation webpages.

12. Careers and Employability

The Careers and Employability Service provides support to students at all levels of study and has a range of opportunities on offer. We provide drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:

12.1 Excel Southampton Internships

The Excel Southampton Internship Programme offers 4-12 weeks paid internships which enhance your CV, expand your network and open graduate recruitment opportunities.

12.2 Business Innovation Programme

.
The Business Innovation Programme provides an opportunity to develop your business acumen, team working and problem-solving skills by working on a 6 week project put forward by local businesses or not-for-profit organisations.

12.3 Volunteering Bank

Volunteering is a great way to help you gain many of the skills employers are looking for, build your network and develop yourself in new ways. Opportunities vary in duration and the type of role advertised.

12.4 Enterprise

Whether you want to develop your own start-up or make a real difference from within an existing organisation, enterprise skills are essential to working life and highly valued by employers. The University of Southampton's Student Enterprise Team support all students in developing their enterprising and entrepreneurial skills. Click here to find out more about opportunities and support.

12.5 Career Readiness Test

Developed especially for University of Southampton students and graduates, our Career Readiness Test will give you an insight into your career planning. Research shows that students who are more self-aware and clear on their career strengths feel more confident in their ability to succeed in the future.
The test is for everyone. Take the test to:

- *Understand where to start*
- *Reflect on your strengths and areas for development*
- *Recognise what makes students most employable*
- *Structure your thinking*
- *Identify priorities for action*

Just go to www.soton.ac.uk/careers and click on the Graduate Capital Model to find out more.

12.6 Professional Accreditation

Several of the modules in the programme count as accredited learning towards the Chartered Geographer (CGEOG): GIS status, awarded by the Association for Geographic Information and the Royal Geographical Society. The Year 1 module 'Using GIS' (GEOG5831M) is accredited as 12 CPD points towards CGEOG(GIS) status.

13. Further study opportunities

Perhaps you are considering research postgraduate study via a PhD. There is a wide range of programmes leading to various qualifications available to you, and selecting the appropriate programme may not be easy. The first thing to realise is that you need to make a well informed decision and therefore the key is to obtain all the information you need. The Faculty always aims to retain its best and brightest students for research. However when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task in itself because you will also seek an area that has good employment prospects.

Further details on the programmes offered by the Faculty can be found on the Faculty's website.

14. Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University we encourage you to raise it as soon as the concern arises. It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other

students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

14.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The Regulations Governing Academic Appeals by Students outline the regulations and procedure that should be followed should you wish to steps that should be followed when making an academic appeal.

The Students' Union Advice Centre has developed a Guide for students.

14.2 Student complaints

The Regulations Governing Student Complaints sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

14.3 Dignity at work and study

The University's Dignity at Work and Study Policy applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

14.4 Student Discipline

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the Student Discipline Regulations, in accordance with the evidence and circumstances presented. Information for students on discipline is available from the Student Services website.

Appendix 1: Programme-level Specific Learning Outcomes

The learning outcomes associated with PgD and MSc awards are set out below. The course is designed so that these are developed at appropriate stages in your 'student learning experience'.

ii) Postgraduate Diploma (24 months of part-time online study)
On completion of the PgD you should have shown evidence of being able:

- to demonstrate in-depth, extended or specialist knowledge of GIS techniques and demonstrate an advanced understanding of concepts, information and techniques informed by the GIS/GIScience discipline
- to exhibit competence in the exercise of advanced generic and GIS/GIScience-specific intellectual abilities
- to demonstrate an advanced understanding of core GIS techniques applicable to the workplace
- to demonstrate an ability to operate advanced routines in proprietary GIS and use/develop customised applications
- to take a proactive and self-reflective role in working and to develop professional relationships with others
- to evaluate current issues and research in the discipline of GIS/GIScience
- to proactively formulate ideas and hypotheses and to evaluate these
- to prepare for an individual programme of independent research
- to evaluate current issues and research in the discipline of GIScience.

iii) Master of Science Degree (36 months of part-time online study)
On completion of the MSc you should have shown evidence of being able:

- to demonstrate in-depth, specialist knowledge and mastery of GIS techniques and demonstrate a sophisticated understanding of concepts, information and techniques informed by the GIS/GIScience discipline
- to exhibit mastery in the exercise of advanced generic and GIS/GIScience-specific intellectual abilities
- to demonstrate a comprehensive understanding of GIS techniques applicable to your own research or advanced scholarship
- to deploy in your own research advanced GIS routines and/or develop customised applications
- to take a proactive and self-reflective role in working and to develop professional relationships with others
- to evaluate current issues and research in the discipline of GIS/GIScience
- to proactively formulate ideas and hypotheses and to evaluate these
- to evaluate current issues and research in the discipline of GIScience
- to demonstrate the ability to execute and manage a sustained programme of original research.

Appendix 2: Geography & Environmental Science Categorical Marking Grade Descriptors (PGT)

Table 1: Generic grade descriptors

Distinction	**Description**	**Distinction qualities include comprehensiveness, correctness, originality, wide reading, insight, clarity of structure, expression, and illustration. These factors will be present to varying degrees in a distinction-level answer.**
100	Perfect	An assessment which could not be bettered within the time available.
90	Scholarly	Distinguished by substantial scholarship and originality.
85	Learned	An answer showing a great deal more insight into the question, and one which indicates wide reading beyond the reference lists provided in course handouts.
78	Excellent	An answer showing substantial evidence of most of the distinction-level qualities, engagement with scholarship and research, excellent analytical ability.
72	Commendable	An answer showing evidence of some of the distinction-level qualities, demonstrates a comprehensive coverage of subject matter, no major flaws.
Pass with merit		**Pass with merit qualities include good coverage of the topic and correctness, evidence of reading and some insight. Although not necessarily original, the answer will articulate a clear and well-supported viewpoint on the key issues being discussed. The work will be well structured and illustrated appropriately.**
68	Very good	Displays all pass with merit qualities, but narrowly misses Distinction, most commonly in areas of insight or breadth of additional reading.
65	Good	An answer which displays most of the pass with merit qualities. There will be clear evidence of reading and all the key issues will be correct.
62	Capable	An answer which displays some of the pass with merit qualities. The answer may not be entirely comprehensive, or may be let down by one or two weaker components.
Pass		**Pass-level qualities include coverage of the topic and correctness in all major respects. There is limited evidence of reading, structure, insight into the issues.**
58	Competent	Displays most of the pass-level qualities, but narrowly misses pass with merit, most commonly because of a lack of evidence of further reading.
55	Satisfactory	Correct in all major respects, but fails to demonstrate much reading. Structure is present, but may not be the most suitable. Typically, such an answer may cover the course material, but show limited insight.
52	Adequate	Some of the required qualities are significantly lacking. The structure may be weak or there may be no evidence of reading. An answer at this level may be let down by significant sections which are not relevant to the question or by some incorrect ideas.
Fail		**Work with severe shortcomings in presentation, content and analysis. Though there may be some evidence of basic knowledge, it is likely to be superficial and/or inaccurate. Also, poor answers with serious omissions or errors. A distinction is made between answers at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and answers at the lower end, which are simply deemed inadequate.**
48	Rudimentary	An answer which is clearly relevant to the question and demonstrates some of the key points. However, there is little or no evidence of reading and the answer may be characterised by a large proportion of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
45	Weak	An answer with severe shortcomings in presentation, content and analysis.
42	Very weak	An answer which barely demonstrates a correct understanding of the key issues. Weakly structured and without evidence of reading.
38	Poor	Answers with serious omissions or errors, but with some material relevant to the question. There is evidence that the question has been understood in part. Work at this level will demonstrate serious weakness in argument and/or a serious lack of knowledge and understanding.
28	Inadequate	Little substance or understanding, but with a vague knowledge of the correct answer.
18	Unsatisfactory	Some relevant facts but an inadequate structure and approach leading to a jumble of disorganised material. Also appropriate for an answer which is wholly tangential to the question or to a very short answer (less than one side), without promise of being better had it been longer.
0	Wholly unsatisfactory	Totally irrelevant to the question or no written answer.

Table 2: Grade descriptors for coursework essays

Distinction	**Description**	**Distinction-level qualities include comprehensiveness, correctness, originality, wide reading, insight, clarity of structure, expression, and illustration. These factors will be present to varying degrees in a distinction-level answer.**
100	Perfect	An assessment which could not be bettered within the time available.
90	Scholarly	Distinguished by substantial scholarship and originality.
85	Learned	An answer showing a great deal more insight into the question and one which indicates wide reading beyond the reference lists provided in course handouts. Evidence of critical evaluation of wider reading.
78	Excellent	An answer showing substantial evidence of most of the distinction-level qualities. Fully realises learning outcomes for the assessment.
72	Commendable	An answer showing evidence of some of the distinction-level qualities, demonstrates a comprehensive coverage of subject matter, no major flaws
Pass with merit		**Pass with merit qualities include good coverage of the topic and correctness, evidence of reading and some insight. Although not necessarily original, the answer will articulate a clear and well-supported viewpoint on the key issues being discussed. The work will be well structured and illustrated appropriately.**
68	Very good	Displays all pass with merit qualities, but narrowly misses distinction, most commonly in areas of insight or breadth of additional reading. Broadly realises the intended learning outcomes, well expressed, good analytical skills.
65	Good	An answer which displays most of the pass with merit qualities. There will be clear evidence of reading and all the key issues will be correct.
62	Capable	An answer which displays some of the pass with merit qualities. The answer may not be entirely comprehensive or may be let down by one or two weaker components.
Pass		**Pass-level qualities include coverage of the topic and correctness in all major respects. There is limited evidence of reading, structure, insight into the issues.**
58	Competent	Displays most of the pass-level qualities, but narrowly misses pass with merit, most commonly because of a lack of evidence of further reading.
55	Satisfactory	Correct in all major respects, but fails to demonstrate much reading. Structure is present, but may not be the most suitable. Typically, such an answer may cover the course material, but show limited insight.
52	Adequate	Some of the required qualities are significantly lacking. The structure may be weak or there may be no evidence of reading. An answer at this level may be let down by significant sections which are not relevant to the question or by some incorrect ideas.
Fail		**Work with severe shortcomings in presentation, content and analysis. Though there may be some evidence of basic knowledge, it is likely to be superficial and/or inaccurate. Also, poor answers with serious omissions or errors. A distinction is made between answers at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and answers at the lower end, which are simply deemed inadequate.**
48	Rudimentary	An answer which is clearly relevant to the question and demonstrates some of the key points. However, there is little or no evidence of reading and the answer may be characterised by a large proportion of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
45	Weak	An answer with severe shortcomings in presentation, content and analysis.
42	Very weak	An answer which barely demonstrates a correct understanding of the key issues. Weakly structured and without evidence of reading.
38	Poor	Answers with serious omissions or errors, but with some material relevant to the question. There is evidence that the question has been understood in part. Work at this level will demonstrate serious weakness in argument and/or a serious lack of knowledge and understanding.
28	Inadequate	Little substance or understanding, but with a vague knowledge of the correct answer.
18	Unsatisfactory	Some relevant facts but an inadequate structure and approach leading to a jumble of disorganised material. Also appropriate for an answer which is wholly tangential to the question or to a very short answer (less than one side), without promise of being better had it been longer.
0	Wholly unsatisfactory	Totally irrelevant to the question or no written answer.

Table 3: Grade descriptors for exam essays

Distinction	**Description**	**Distinction-level qualities include comprehensiveness, correctness, originality, wide reading, insight, clarity of structure, expression, and illustration. These factors will be present to varying degrees in a distinction-level answer.**
100	Perfect	An assessment which could not be bettered within the time available.
90	Scholarly	Distinguished by substantial scholarship and originality.
85	Learned	An answer showing a great deal more insight into the question and one which indicates wide reading beyond the reference lists provided in course handouts. Evidence of critical evaluation of wider reading.
78	Excellent	An answer showing substantial evidence of most of the distinction-level qualities. Fully realises learning outcomes for the assessment.
72	Commendable	An answer showing evidence of some of the distinction-level qualities, demonstrates a comprehensive coverage of subject matter, no major flaws.
Pass with merit		**Pass with merit qualities include good coverage of the topic and correctness, evidence of reading and some insight. Although not necessarily original, the answer will articulate a clear and well-supported viewpoint on the key issues being discussed. The work will be well structured and illustrated appropriately.**
68	Very good	Displays all pass with merit qualities, but narrowly misses distinction, most commonly in areas of insight or breadth of additional reading. Broadly realises the intended learning outcomes, well expressed, good analytical skills.
65	Good	An answer which displays most of the pass with merit qualities. There will be clear evidence of reading and all the key issues will be correct.
62	Capable	An answer which displays some of the pass with merit qualities. The answer may not be entirely comprehensive or may be let down by one or two weaker components.
Pass		**Pass-level qualities include coverage of the topic and correctness in all major respects. There is limited evidence of reading, structure, insight into the issues. Essay may wander off the point, parts (e.g. conclusions) may be missing.**
58	Competent	Displays most of the pass-level qualities, but narrowly misses pass with merit, most commonly because of a lack of evidence of further reading.
55	Satisfactory	Correct in all major respects, but fails to demonstrate much reading. Structure is present, but may not be the most suitable. Typically, such an answer may cover the course material, but show limited insight.
52	Adequate	Some of the required qualities are significantly lacking. The structure may be weak or there may be no evidence of reading. An answer at this level may be let down by significant sections which are not relevant to the question or by some incorrect ideas.
Fail		**Work with severe shortcomings in presentation, content and analysis. Though there may be some evidence of basic knowledge, it is likely to be superficial and/or inaccurate. Also, poor answers with serious omissions or errors. A distinction is made between answers at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and answers at the lower end, which are simply deemed inadequate. Answers may be illegible.**
48	Rudimentary	An answer which is clearly relevant to the question and demonstrates some of the key points. However, there is little or no evidence of reading and the answer may be characterised by a large proportion of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
45	Weak	An answer with severe shortcomings in presentation, content and analysis.
42	Very weak	An answer which barely demonstrates a correct understanding of the key issues. Weakly structured and without evidence of reading.
38	Poor	Answers with serious omissions or errors, but with some material relevant to the question. There is evidence that the question has been understood in part. Work at this level will demonstrate serious weakness in argument and/or a serious lack of knowledge and understanding.
28	Inadequate	Little substance or understanding, but with a vague knowledge of the correct answer.
18	Unsatisfactory	Some relevant facts but an inadequate structure and approach leading to a jumble of disorganised material. Also appropriate for an answer which is wholly tangential to the question or to a very short answer (less than one side), without promise of being better had it been longer.
0	Wholly unsatisfactory	Totally irrelevant to the question or no written answer.

Table 4: Grade descriptors for oral presentations

Distinction	**Description**	**Distinction-level qualities include comprehensiveness, correctness, originality, evidence of wide reading, insight, clarity of structure, expression, and illustration. These factors will be present to varying degrees in a distinction-level presentation, but will engage the audience fully. Communicates difficult ideas clearly.**
100	Perfect	A presentation which could not be bettered within the time available.
90	Scholarly	A presentation distinguished by substantial scholarship, originality, and outstanding oratorical skills.
85	Learned	A presentation showing a great deal more insight into the topic and one which demonstrates wide and deep knowledge. The material is presented in a way that captures and inspires the audience.
78	Excellent	A presentation showing substantial evidence of most of the distinction-level qualities. Responds very well to questions.
72	Commendable	A presentation showing evidence of some of the distinction-level qualities. The presentation fits the time allowed. Confident delivery with a clear voice, maintaining eye contact with the audience. All materials are clearly visible.
Pass with merit		**Pass with merit qualities include good coverage of the topic and correctness, evidence of reading and some insight. Although not necessarily original, the presentation will articulate a clear and well-supported viewpoint on the key issues being discussed. The presentation will be well structured and illustrated appropriately. Responds well to questions.**
68	Very good	Displays all pass with merit qualities, but narrowly misses distinction, most commonly in areas of insight or clear delivery.
65	Good	Good presentation which displays most of the pass with merit qualities.
62	Capable	A presentation which displays some of the pass with merit qualities. There may be time-keeping problems. The presenter may be nervous.
Pass		**Pass-level qualities include coverage of the topic and correctness in all major respects. There is limited evidence of reading, structure, insight into the issues. The concepts or analysis may lack scientific rigour. The presenter may lack confidence and not engage the audience fully.**
58	Competent	Displays most of the pass-level qualities, but narrowly misses pass with merit, most commonly because of lack of insight, structure, or engaging delivery.
55	Satisfactory	Correct in all major respects, but there is limited evidence of reading, structure, insight, and/or engagement with the audience.
52	Adequate	A presentation that achieves an adequate standard of content and delivery, but may contain some irrelevant material, may not fit into the time allowed, and visual aids may be variable in quality and unattributed. The presenter is not confident and unable to hold the audience's attention.
Fail		**Work with severe shortcomings in structure, content and analysis. Though there may be some evidence of basic knowledge, it is likely to be superficial and/or inaccurate. Audience not engaged. Also, a poor presentation with serious omissions or errors. A distinction is made between presentations at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and presentations at the lower end, which are simply deemed inadequate. Delivery is hard to follow. Responses to questions fail to address the questions adequately.**
48	Rudimentary	A rudimentary presentation with flaws in a number of areas. The presentation lacks structure and the presenter may read wholly from cards or the screen and does not engage with the audience. Visual aids are poorly constructed and may not always be relevant.
45	Weak	A weak presentation with severe shortcomings in content and delivery.
42	Very weak	The presentation lacks structure and the presenter may be poorly prepared or unrehearsed and does not engage with the audience. Visual aids are poorly constructed, may not always be relevant, and may be difficult to see for some or all of the audience.
38	Poor	A poor presentation with flaws in nearly all aspects. The material may be disorganised, irrelevant and insufficiently prepared or explained. The delivery may be inaudible or run over or under time. The audience is disinterested.
28	Inadequate	A presentation with flaws in all aspects. The material is not relevant, may show signs of being rushed, have little content and demonstrate little understanding. The presenter may have some visual cues of what to say but clearly flounders.
18	Unsatisfactory	A jumble of disorganised material, with nothing of real relevance. The presenter is uninformed on the topic of interest.
0	Wholly unsatisfactory	Irrelevant to the presentation briefing or no presentation.

Table 5: Grade descriptors for poster presentations

Distinction	**Description**	**Distinction-level qualities include comprehensiveness, correctness, originality, wide reading, insight, clarity of structure, expression, and illustration. These factors will be present to varying degrees in a distinction-level poster.**
100	Perfect	A poster that could not be bettered within the time available.
90	Scholarly	A poster distinguished by substantial scholarship, originality, professional-level design.
85	Learned	A poster showing a higher level of insight, knowledge, analysis, and presentation.
78	Excellent	An excellent poster with insight into the topic as shown by well-developed, original arguments supported by clearly-explained text and graphics. Data are put into a wider context with reference to the literature. Innovative layout or design.
72	Commendable	A poster showing evidence of some of the distinction-level qualities. No major flaws.
Pass with merit		**Pass with merit qualities include good coverage of the topic and correctness, evidence of reading and some insight. Although not necessarily original, the poster will articulate a clear and well-supported viewpoint on the key issues being discussed. The poster will be well structured and illustrated appropriately.**
68	Very good	A very good poster showing secure knowledge of the topic, clearly structured with references used appropriately, text and graphics match together, layout is clearly labelled but may be uninspiring.
65	Good	A good poster which displays most of the pass with merit qualities.
62	Capable	A capable poster that shows a firm understanding of the topic and some limited effort to put it in a wider context. Data quality and data analysis are sufficient but limited. There may be some errors of interpretation. Layout may be patchy.
Pass		**Pass-level qualities include coverage of the topic and correctness in all major respects. There is limited evidence of reading, structure, insight into the issues. Structure and layout of the poster may be relatively weak.**
58	Competent	A competent poster that takes material from secondary sources with limited evaluation of those sources or the data. The structure of the poster may be unclear or unbalanced. There may be textual or graphical inconsistencies. Referencing may be poor.
55	Satisfactory	A poster that that displays most of the pass-level qualities.
52	Adequate	A poster that is largely descriptive, reproducing course or other materials with little or no evaluation. There may be internal inconsistencies and some omissions. The poster may have a poor layout or be difficult to follow.
Fail		**A poster with severe shortcomings in presentation, content and analysis. Though there may be some evidence of basic knowledge, it is likely to be superficial and/or inaccurate. Also, a poor poster with serious omissions or errors. A distinction is made between posters at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and posters at the lower end, which are simply deemed inadequate.**
48	Rudimentary	A rudimentary poster that is largely relevant to the topic but may contain significant gaps in content or knowledge, little or no evaluation, and may have important elements missing. There are no references cited and little or no evidence for the use of secondary sources.
45	Weak	A weak poster with severe shortcomings in presentation, content and analysis.
42	Very weak	A very weak poster demonstrating only superficial or inaccurate knowledge.
38	Poor	A poor poster with some evidence for comprehension but with many basic misunderstandings or misinterpretations of course-based material. The poster looks rushed.
28	Inadequate	Some text may be present but little of relevance to the topic.
18	Unsatisfactory	The poster contains a jumble of disorganised material of little or no relevance to the poster briefing.
0	Wholly unsatisfactory	Totally irrelevant to the poster briefing or no poster.

Table 6: Grade descriptors for field notebooks/learning diaries

Distinction	**Description**	**Distinction-level qualities include comprehensiveness, correctness, originality, wide reading, insight, clarity of structure, expression, and illustration. These factors will be present to varying degrees in a distinction-level answer.**
100	Perfect	A perfect notebook that could not be bettered within the time available.
90	Scholarly	Distinguished by substantial scholarship and originality.
85	Learned	A notebook showing a great deal more insight and one which indicates wide reading beyond the recommendations provided in practical classes.
78	Excellent	An excellent record such that methods/observations could be repeated using the notebook as a guide. Extensive evidence of wider reading from topics in practical classes is included. The notebook is clearly presented. Annotated diagrams and sketches are included and labelled accurately and effectively. Evidence of reflection is included regularly at key junctures.
72	Commendable	A notebook showing evidence of some of the distinction-level qualities. Comprehensive, correct, clearly presented. No major flaws.
Pass with merit		**Pass with merit qualities include good coverage of the topic and correctness, evidence of reading and some insight. Although not necessarily original, the notebook will articulate a clear and well-supported viewpoint on the key issues being discussed. The work will be well structured and illustrated appropriately.**
68	Very good	A very good record of practical procedures and observations that are recorded accurately and clearly. Diagrams are present and annotated but may vary in quality. There is evidence of wider reading. The notebook is tidily presented with a basic contents page. There are no gaps in the record.
65	Good	A good record of practical procedures and observations which displays most of the pass with merit qualities.
62	Capable	A record of practical procedures and observations that is generally accurate but may lack detail and may be inconsistent. Occasional evidence of wider reading and additions after the event. Diagrams are present but vary in quality and may not be referred to or annotated.
Pass		**Pass-level qualities include coverage of the topic and correctness in all major respects. There is limited evidence of reading, structure, insight into the issues.**
58	Competent	Most observations are covered but may vary in detail. The notebook may be scruffy and not always well laid out. Diagrams are present but may be rather basic and lack detail (e.g. scale and orientation of field sketches). There is little evidence for wide reading.
55	Satisfactory	A record of practical procedures and observations that displays most of the pass level qualities.
52	Adequate	The notebook is complete but there is limited evidence of reading, structure, and insight.
Fail		**Work with severe shortcomings in presentation, content and analysis. Though there may be some evidence of basic knowledge, it is likely to be superficial and/or inaccurate. Also, poor notebooks with serious omissions or errors. A distinction is made between notebooks at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and notebooks at the lower end, which are simply deemed inadequate.**
48	Rudimentary	A poorly presented record with little or no evidence of independent thought or wider reading. The notebook may be incomplete with both observations and diagrams missing.
45	Weak	A notebook with severe shortcomings in presentation, content and analysis.
42	Very weak	The notebook contains a bare minimum of observations completed under lecturer supervision. The notebook is disorganised in structure and layout with some key parts missing.
38	Poor	A poor notebook that contains not even the minimum amount or quality of observations required. Diagrams and sketches may be present but are hurriedly drawn and detached from the remainder of the notebook. Poorly written and structured, may be very brief.
28	Inadequate	A notebook that contains little information. Key parts are missing or misunderstood.
18	Unsatisfactory	A jumble of disorganised material. Also appropriate for a notebook that is very short without promise of being better had it been longer.
0	Wholly unsatisfactory	Totally irrelevant to the task or no written record.

Table 7: Grade descriptors for computer practical reports

Distinction	Description	Distinction qualities include comprehensiveness, correctness of calculation, data handling, methodology and software use, originality, insight, clarity of structure, expression, and illustration.
100	Perfect	A perfect and exhaustive report that is presented to publication standard and could not be bettered within the time available.
90	Scholarly	A scholarly report that demonstrates originality of approach (e.g. by critique of established method) and a comprehensive and insightful account of data, methods and results with evidence of extensive contextual knowledge.
85	Learned	A high-quality report from which every step could be replicated in detail. A wholly correct analysis with extensive evidence of contextual understanding and insight beyond that required for a technically complete answer. The report is clearly presented with excellent maps and diagrams where appropriate and consideration of methodological alternatives.
78	Excellent	An excellent piece of work, sufficient for the analysis to be replicated covering all aspects of data, methods and results. A thorough analysis with clear evidence of contextual insight and understanding. The report is clearly presented with high quality figures and diagrams where appropriate (e.g. cartographic design, flow diagrams, pseudocode).
72	Commendable	The methodology and data analysis are thorough and clearly conveyed. Shows evidence of some of the distinction-level qualities. The results are presented to a very high standard but perhaps with some minor issues regarding clarity or comprehensiveness.
Pass with Merit		**Pass with merit qualities include good coverage of the topic and correctness, evidence of contextual knowledge and some insight. Although not necessarily original, the report will present a clear and well-structured account of correct data, methods and results. The work will be well structured and illustrated appropriately.**
68	Very good	A very good report of work correctly undertaken, recorded accurately and clearly and covering all necessary aspects of data, methods and results. There is evidence of contextual understanding and insight. The report is typically correctly structured but may contain minor issues. Contains good quality illustrations that meet requirements of the report but without going beyond them.
65	Good	A good report of practical work that is correctly undertaken but may lack detail or have some inconsistencies. Some evidence of contextual understanding. Presented well and illustrated with broadly appropriate maps, diagrams or code but which contains some limitations in depth, clarity or comprehensiveness.
62	Capable	A capable report but one which could be structured more clearly, displays limited knowledge on some aspects of the work or minor inconsistencies in the analysis. Illustrations are broadly functional but may lack rigour or detail
Pass		**Pass-level qualities include coverage of the topic and correctness in most major respects. There is limited evidence of insight and the structure and presentation could be stronger and clearer.**
58	Competent	A competent report of practical tasks undertaken but which is variable in quality and consistency of approach. Most data and analytical steps are covered but may vary in detail. The report may be poorly structured and of inconsistent depth. Diagrams and technical descriptions are present but may be rather basic and lack detail (e.g. poor cartographic design).
55	Satisfactory	The report has the qualities of a competent report but with little evidence of contextual knowledge or insight.
52	Adequate	An adequate report but which is based on narrowly following the assignment instructions with no real evidence of independent insight into the data, methods or results. Diagrams and technical descriptions are very basic and some may be missing
Fail		**A report with severe shortcomings in presentation and content. Though there may be some evidence of basic knowledge, it is likely to be superficial and/or inaccurate. A poor report with serious omissions or errors, ranging from those which typically demonstrate a serious weakness in method and/or a lack of knowledge and understanding, and reports at the lower end, which are simply deemed inadequate.**
48	Rudimentary	A poorly presented report based on mainly superficial analysis with basic data analysis and little or no evidence of insight. The report may be incomplete with either description of data, methods or interpretation missing. Flawed data, methods or interpretation may have been combined with otherwise correct elements, fundamentally undermining the results.
45	Weak	A weak report that displays some insight but which also contains significant errors in data, methods or interpretation. Report structure, presentation and technical descriptions are weak, lack detail or are fundamentally flawed.
42	Very weak	The report contains a bare minimum completion of some assigned tasks, but others are incomplete or incorrect. No evidence of insight into the data or methods used. The report is disorganised, poor layout and with some key parts missing.
38	Poor	A poor report that is substantially lacking in one or more aspects of data, methods and results, with no evidence of critical insight into the work reported. Data and methods may have been largely misunderstood or inadequately reported. Poorly written and structured, may be brief.
28	Inadequate	The report shows no real information, or fails completely to address the requirements of the task, very short with very poor presentation
18	Unsatisfactory	A report with virtually no information of relevance. Brief, irrelevant, confused, incomplete. No evidence of understanding of the material
0	Wholly unsatisfactory	Failed to submit or contains nothing of relevance

Table 8: Grade descriptors for dissertations, workplace-based problems, and computer programming

Distinction	**Description**	**Distinction-level qualities include comprehensiveness, correctness, originality, wide reading, insight, analytical prowess, clarity of structure, expression, and illustration. These factors will be present to varying degrees in a distinction-level dissertation.**
100	Perfect	A dissertation that could not be bettered within the time available.
90	Scholarly	An insightful work of original research, which is either of publishable quality in a reputable journal or attains the professional standards of scholarship expected for the discipline of Geography. Also, provision of an innovative solution to a workplace problem with compelling evidence of its value. Also, development of a high-value software tool accompanied by scholarly documentation.
85	Learned	Shows a critical awareness of the principles and practices of Geography, expertly presented data with thorough analysis and comprehension of the context and significance of the research. Also, provision of an innovative solution to a workplace problem. Also, development of an original software tool accompanied by learned documentation.
78	Excellent	Excellent piece of original research, which shows a good deal of initiative and rigour in approach and execution. Interesting, relevant and well-defined research which is critically evaluated within the context of existing literature. The data presented are of high quality, are collected and analysed using a well thought-out and executed methodology. The dissertation is very clearly structured and presented, and eloquently written.
72	Commendable	A dissertation showing evidence of some of the distinction-level qualities. No major flaws.
Pass with merit		**Pass with merit qualities include good coverage of the topic and correctness, evidence of reading and some insight. The dissertation will articulate a clear and well-supported viewpoint on the key issues being analysed and discussed. The work will be well structured and illustrated appropriately.**
68	Very good	A very good dissertation that is well thought-out, well organised, shows a secure knowledge of the subject, and is well-founded in original research. The research is solid and set appropriately within the literature or in relation to a workplace need, but may lack critical awareness and rigour. The data are presented appropriately but there may be some shortcomings in analysis which are not fully explored.
65	Good	A good dissertation which displays most of the pass with merit qualities. Where programming has been undertaken, computer code compile and run correctly.
62	Capable	A capable dissertation which shows a firm grasp of most of the material. The methodology used and the data collected are appropriate but may show some limitations in analysis and are not put within a wider context. Dissertation structure, language and organisation is suitable but may lack confidence. Where programming has been undertaken, computer code compile and run correctly, but there may be some shortcomings in documentation, implementation, or testing.
Pass		**Pass-level qualities include coverage of the topic and correctness in all major respects. There is limited evidence of reading, analysis, structure, insight into the issues.**
58	Competent	A competent dissertation, which shows some understanding of the material. Evidence of original research, including student initiative and effort. Data are sound but routine and show evidence for some analysis and interpretation, although the methodology used may be not entirely appropriate. Interpretation may lack depth.
55	Satisfactory	A dissertation which displays most of the pass-level qualities. Where programming has been undertaken, code may be largely correct but software may be limited in scope.
52	Adequate	An adequate dissertation, which is somewhat pedestrian and routine in nature and lacks imagination in topic, execution and interpretation. The methodology is satisfactory but the data collected may be flawed. The work is largely descriptive with little evidence for critical analysis. Dissertation structure is adequate but there may be confusion and cross-over of information in the text. Writing and presentation contain mistakes. If a workplace-based problem has been examined, it may have only been partially understood. Where programming has been undertaken, computer code shows some understanding of coding principles, but may otherwise be flawed.
Fail		**A dissertation with severe shortcomings in presentation, content and analysis. Though there may be some evidence of basic knowledge, it is likely to be superficial and/or inaccurate. Also, a poor dissertation with serious omissions or errors. A distinction is made between dissertations at the higher end of this range, which typically demonstrate a serious weakness in argument and/or analyses, and/or a lack of knowledge and understanding, and dissertations at the lower end, which are simply deemed inadequate.**
48	Rudimentary	A rudimentary dissertation which is largely relevant to the topic investigated but shows many flaws and inconsistencies throughout. These may include inappropriate methodology, limited original data of suitable quality, inappropriate or limited analysis, lack of depth of understanding or context, and limited use of the literature. The dissertation structure may be confused or repetitive but demonstrates some student effort and adherence to dissertation guidelines.
45	Weak	A dissertation with severe shortcomings in presentation, content, and analysis. If a workplace-based topic has been attempted, the problem specification has been poorly understood and any solution proposed inappropriate. If computer code has been written, the code lacks structure, may be incomplete, or shows significant misunderstandings concerning software design principles.
42	Very weak	A very weak dissertation which is flawed in some fundamental elements, but which shows some limited or inconsistent student effort and some low-quality original data.

		Flawed elements may include inappropriate methodology, very limited amount of data, lack of suitable analysis, and lack of depth of understanding. Writing and presentation are very basic with poor structure and many errors. Statements may be unsubstantiated, thought is naïve and there is no real awareness of the literature. For programming dissertations, computer code is difficult to understand, poorly documented, incomplete, or trivial in functionality or scope. Workplace-based dissertations at this level lack understanding of the workplace context and fail to provide a solution to the problem set.
38	Poor	A poor dissertation. Original research is fundamentally flawed through the use of inappropriate methods of data collection and/or analysis. Data are few and of low quality. The aims and premise of the research are poorly thought out. The dissertation, although it may be complete, has many basic misunderstandings or misinterpretations, is poorly structured and written with basic errors throughout. Literature may be cited but are clearly a later 'add on'. For workplace-based dissertations, there is minimal evidence of workplace engagement. For programming dissertations, any coding undertaken is minimal.
28	Inadequate	A dissertation that fails to achieve in almost all aspects. It may reproduce data from secondary sources (which may be unattributed) with little or no evidence of original research or thought. The dissertation may be very short, show little internal coherence, major elements may be missing, presentation and writing may be extremely poor and suggest the dissertation was quickly thrown together. For workplace-based dissertations, evidence of workplace engagement is lacking. Programming dissertations at this level lack coding.
18	Unsatisfactory	A jumble of disorganised material. Also appropriate for a dissertation which is very short or with no evidence of original research.
0	Wholly unsatisfactory	A dissertation that fails in all aspects. Totally irrelevant to the question or no dissertation submitted.