

Student Handbook 19/20

Faculty of Environmental and Life Sciences

School of Geography and Environmental Sciences

Undergraduate and Postgraduate Taught programmes

Disclaimer

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session.

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. Undergraduates 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

Welcome

Welcome to Geography & Environmental Science at the University of Southampton. Please take the time to read this Student Handbook carefully and consult it often during the year. It contains important information, including on Health and Safety and plagiarism. It explains what you can expect of us and what we expect of you, as well as listing who to approach if you need help.

Joining a large university, whether for the first time or as a returning student, can be a daunting experience. At the same time, feelings of freedom, autonomy and a genuine sense of an unbounded future (the sky's the limit) can be exhilarating. We are here to support you every step of the way and we will work hard to ensure that you achieve to the very best of your abilities.

Geography & Environmental Science at the University of Southampton is one of the leading Schools in the UK and aspires to be among the best in the world. We strive for excellence in all our activities including teaching and research. At the same time, the staff and students in the School aim to be open, friendly and respectful of each other. As part of the School, you too will be expected and encouraged to aim high. The work will at times be hard, but the rewards can be great, including improved employability and, not least, your own personal development.

Once again, I extend to you a warm welcome and hope that your time with us will be rewarding: have fun!

Dr. Nick Clarke, Director of Programmes

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2019/20 academic year.

It complements 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	Web link						
Faculty website	https://www.southampton.ac.uk/about/departments/faculties/environmental-and-life-sciences.page						
Faculty staff information	<table><tr><td>Prof Rachel Mills</td><td>Dean of the Faculty Contact details: 85/3039; x 22678 Email: Rachel.Mills@soton.ac.uk</td></tr><tr><td>Prof Sarah Stevenage</td><td>Associate Dean (Education) Contact details: 44/4129; x 22973 Email: S.V.Stevenage@soton.ac.uk</td></tr></table>	Prof Rachel Mills	Dean of the Faculty Contact details: 85/3039; x 22678 Email: Rachel.Mills@soton.ac.uk	Prof Sarah Stevenage	Associate Dean (Education) Contact details: 44/4129; x 22973 Email: S.V.Stevenage@soton.ac.uk		
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School website	https://www.southampton.ac.uk/geography/index.page						
School staff information	<table><tr><td>Prof Peter Langdon</td><td>Head of Geography and Environmental Science Contact details: 44/2006; x 24086; Email: p.g.langdon@soton.ac.uk</td></tr><tr><td>Prof Simon Kemp</td><td>Deputy Head of School – Education Contact details: 44/2059; x 25868 Email: sk2@soton.ac.uk</td></tr><tr><td>Dr Nick Clarke</td><td>Director of Programmes Contact details: 44/2011; x24618; Email: n.clarke@soton.ac.uk</td></tr></table>	Prof Peter Langdon	Head of Geography and Environmental Science Contact details: 44/2006; x 24086; Email: p.g.langdon@soton.ac.uk	Prof Simon Kemp	Deputy Head of School – Education Contact details: 44/2059; x 25868 Email: sk2@soton.ac.uk	Dr Nick Clarke	Director of Programmes Contact details: 44/2011; x24618; Email: n.clarke@soton.ac.uk
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1. General Information

1.1 Your student office

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

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.

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](#).

1.3 The Hub

Hosted on Blackboard, you can now access The Hub, our new online resource and one-stop-shop to help you make the most of your time studying with us.

The sites signpost undergraduate and postgraduate taught students to lots of helpful information including: student support, academic help, careers information, 'how to' guides (such as 'How do I find out more about a module'), and much more.

The Hub was previously available within two faculties and now, due to positive student feedback, the service has been made available for students across all faculties.

The sites, championed by student representatives and last academic year's Sabbatical Officers, have been developed alongside feedback from the Students' Union, as well as a number of other departments across the University.

Five sites have been set up, one for each faculty and students within the Faculty of Environmental and Life Sciences can access their Hub via Blackboard at <http://go.soton.ac.uk/environmentalandlifesciences>.

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](#). Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their 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 see your Personal Academic Tutor at key points through your University career 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 a Senior Tutor. The Senior Tutors for the School are Dr Sally Hayward, Dr Kate Parks and Dr Andrew Phillips; they will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated Personal Academic Tutor. The Senior Tutors can be contacted on Soges-support@soton.ac.uk.

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Senior Tutor, 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 examinations 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 Student buddying and mentoring schemes

University of Southampton Schools and societies provide new undergraduate students with opportunities to liaise with current students who are able to offer advice and guidance based on their own experience as they adjust to living and learning at the University. Some of these opportunities are described as student buddying, family or peer mentoring schemes. Opportunities in Geography and Environmental Science will be introduced to new students during induction events in their first week at Southampton.

2.3 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. If appropriate, your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy).

More information can be found in the [General Regulations - Attendance and Completion of Programme Requirements](#).

2.4 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 absent from an examination or other 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 Personal 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.

2.5 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 to be considered 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, for example a medical certificate or GP/consultant letter, self-certification (although self-certification will not be regarded as evidence in relation to your examination performance) 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.

2.6 Student Support Review

The [Student Support Review Regulations](#) are in place to support students if concerns are raised about their health, wellbeing or behaviour which may be impacting on their academic progress and/or general management of life at University or on placement. The regulations seek to be both supportive and to actively engage with students prior to decisions made about their fitness to study. The regulations and supporting documents identify 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.

2.7 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.

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

3.1 University Health and Safety Policy

Health and Safety is an important part of University and practice experience life. Everyone in the University has a legal duty to inform management of hazards they become aware of. Should you have an accident within the University premises, this must be reported by completing the online 'H&S Incident/Crime Reporting' Link under 'Quick Links' on the [University SUSSED page](#).

Incidents, which arise out of, or in connection with University activities and placement related injuries, must also be reported as above. Please ensure you are aware of your obligations under the [University Health and Safety Policy](#).

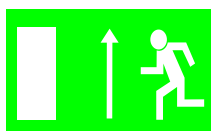
Local arrangements

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.

Action in the event of a fire



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.

Assembly points

Building	Assembly point
B44 (Geography and Environmental Science / 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.

First Aid



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.

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>

Induction and Training

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



- To be made aware of local emergency arrangements and Health & Safety contacts on your first day.
- 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 & Safety in all your activities will be brought to your attention by your supervisor. Instructions in these must be followed.

3.2 Access to Buildings

Most University buildings are open to all from 08.00-18.00 Monday-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.

Out of Hours Policy

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.

Contact Information

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

Health and Safety Team				
Pete Dargie	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

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 the most up to date version of the programme specification on [SUSSED](#).

4.2 Registration and amendment to optional modules

Most programmes will have a number of optional modules. If applicable, you will need to select a certain number of optional modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

When choosing your options, you are strongly advised to ensure that you have a similar total number of modules in Semester 1 and Semester 2, to maintain a balanced workload throughout the year. Once you have registered your options, it is possible for you make changes but there are restrictions. The substitution of modules is not allowed (i.e. you cannot take an extra module in semester 2 to replace a semester 1 module in which you failed to perform well).

You may request a change to your optional module choice up to the **end of week 2** in each semester. You should complete a Change of Module form to specify your request (forms can be obtained from the Student Office). If your optional module choices clash in your timetable, then you will need to amend your optional choice accordingly by contacting the Student Office immediately.

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. It will also save time and confusion during the examination period.

4.3 Attendance

The [University attendance regulations](#) details the University expectations relating to attendance. These regulations include reference to such issues as combining study with paid or voluntary work, visa compliance, and students experiencing illness or other personal difficulties which may affect their attendance

4.4 Additional Costs

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

4.5 Exchanges / Placement programmes

Overseas Exchange Opportunities

We offer a range of exciting exchange opportunities to a variety of countries throughout the world.

For our undergraduate students, if you go on an exchange, you will apply during second semester 1st year and will go during 2nd semester second year. The semester spent abroad is not extra but is part of your programme. You continue to pay fees to Southampton as usual; you do not pay fees to your host institution. You will need to pay living expenses and travel to/from your host country. Depending on the institution, accommodation is usually available in University-provided or private rented facilities. Various grants and/or scholarships are available, depending on your chosen host country. You will study modules of a similar level and number of credits to those which you would

have taken had you stayed in Southampton. You will select these modules in consultation with your Personal Academic Tutor and the Overseas Exchanges Officer (Dr Sandra Nogué, S.Nogue-Bosch@soton.ac.uk). You need to pass the modules which you study when abroad. If you wish to, you can undertake your dissertation while you are abroad; however, students are required to have a University of Southampton supervisor. In order to apply for exchange, you submit an application online through a dedicated Blackboard site (CV, personal statement and reference from your Personal Tutor). Places are allocated on a competitive basis, based on your academic performance and suitability for studying abroad and being a good ambassador for University of Southampton. Support before and during your exchange is provided by the University's International Office (studyabroad@soton.ac.uk) and, with regards to academic support, via a dedicated Overseas Exchange Officer in Geography and Environmental Science. During and after your exchange, you are expected to help promote exchange opportunities to future students (e.g. by writing blogs, attending promotional events). A buddying system is facilitated whereby past exchange students support students who are about to go on exchange.

A list of Exchange partners by discipline is available [here](#).

For the majority of our exchange partners, your modules will be taught in English. In some European institutions, the language of instruction is the native language. This offers you the opportunity to extend your language skills; however, students will need to demonstrate a level of French/German before being able to be considered for some places. In order to study in these institutions, you will require a degree of fluency in that language: this is assessed on a case-by-case basis when you apply. Please visit the [Study abroad and exchange webpages](#) for further information on language proficiency

Language preparation courses are available in Southampton and many of our partner institutions will help you to continue your language training when you arrive.

For further details of the exchange opportunities available and to learn about current and previous students' exchange experiences ([blogs, videos etc.](#)), look out for promotional events hosted by Geography and Environmental Science and the International Office and check out their websites.

5. Teaching and Learning Skills

5.1 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 lectures and classes 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 lead. 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.

5.2 Lectures

A single lecture slot lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding.

It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module lead.

5.3 Use of electronic recording devices or mobile phones in lectures or classes

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

5.4 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

5.5 Labs

Geography and Environmental Science has a teaching laboratory dedicated to undergraduate teaching. This is equipped with high and low power microscopes, a smart board and microscope camera, to aid teaching. Students can use the teaching laboratory for (palaeo) environmental analyses, and other areas of the Laboratory Suite for project work following on from field courses and for their dissertation projects. Other areas include the research lab for sedimentology and geochemistry, analytical laboratory for geochronology and Chilworth Flume facility for fluvial geomorphology.

5.6 Independent or Self learning

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc, or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

5.7 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 can be found on the Academic Skills pages of the [library website](#).

5.8 Faculty/School Policy on referencing

Geography and Environmental Science uses the Harvard system for referencing.

5.9 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#).

The Students' Union Advice Centre has developed a [Guide](#) for students.

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, 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.

6. Assessment and Examinations

6.1 Coursework assessment and submission

A number of modules include coursework assignments as part of the assessment. Coursework can often occupy a large amount of time. It is worth noting that getting a few extra marks on an assignment may not justify the extra time spent. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

When coursework is set a due date and time for submission will be specified. If you are unsure about the date or time required for any submission, it is your responsibility to contact the module coordinator or the Student Office to obtain clarity.

Unless specified otherwise, all coursework and assignments should be submitted electronically through e-assignment, which will be accessed through a link in Blackboard. Every time you submit an assignment through e-assignment you will receive an electronic receipt, which is proof that you have submitted your work. Furthermore, academic and administrative staff will be able to view precisely when you logged on and logged out of e-assignment, and the activities you undertook within it. It is important to note that when submitting your work electronically you should allow at least 10 minutes to do this. The submission process requires you to reflect on your work, allowing academic staff to direct feedback to you in key areas. Hence, starting the submission process within only minutes of the deadline may well result in your submission missing the deadline, and you will incur late work penalties (see section 6.3).

Please note: computer or internet problems will not usually be accepted as valid reasons for late submission of coursework.

For each piece of coursework you undertake, you will be given a set of criteria against which you are being assessed. Staff will mark your work against these criteria, using a set of grade descriptors (Categorical mark scheme), which explains the performance levels required to attain a first class mark, 2.1, 2.2, 3rd or fail. These can be found on Blackboard or can be obtained from your module convenor.

6.2 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 of coursework](#).

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

6.3 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.** **Extension Request for Assessment Form** can be found [here](#).

See paragraph 2.5 above.

6.4 Examination preparation (also see Appendix A)

You will know yourself how best you prepare for examinations. It is always worth remembering that the sooner you start your preparation the better and that one of the aims of each module is to help you prepare for the examination. Make sure that you have a complete set of notes; that you understand their content; that you can apply the material by solving the example sheet questions; and that you have practised questions from past papers under examination time constraints. The University's online archive of previously set examination papers is available to assist with your learning and preparation for forthcoming examinations.

[Past Exam Papers](#) are available via the library.

Remember that if you get into difficulty during your revision process on a particular subject ask someone to help you. This may be either one of the lecturers or teaching assistants on the module. For helpful hints on revision strategy and examination techniques, please refer to Appendix A.

6.5 Examinations

The dates of University examination periods are published annually on the [SAA Exam timetables webpages](#). However, Faculties/Schools that have extended academic years may have assessment periods outside of these times.

6.6 Illegible exam scripts

If your examination script is considered illegible, the [Illegible Examination Scripts Policy](#) will be instigated. You will be asked to come in to dictate your script so that it can be transcribed. The cost of this work will be met by you. If your script is not transcribed then it will receive a mark of zero (0).

6.7 Coursework and examination 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 chats with your Personal Academic Tutor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. 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. 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 may be made available online or can be collected from the Student Office. You will be contacted when feedback is ready. For some kinds of assignment, other arrangements will be made and the module lead will explain those to you.

Although individual feedback on examinations is not normally given, feedback on the strengths and weaknesses of the performance of the whole group which took an examination may be available via Blackboard.

6.8 Access to coursework/examination scripts

Students are entitled to view their examination scripts on. You are only permitted to view an examination script to enable you to see how you can improve your future performance and no mark or other annotation on the script is negotiable or open to alteration. The absence of annotation on a script does not mean that it has not been marked. Geography and Environmental Sciences students can access these, through their Personal Academic Tutors following marks release.

6.9 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](#).

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.

6.10 Prizes

Each programme group has a number of prizes, which may include prizes for each Part, project prizes, and overall performance prizes. Details of new prizes will generally be announced by e-mail.

Geography Prizes

The Shackleton Prize

The Shackleton Prize is awarded to the First Year Geography Undergraduate with the highest average mark.

The James Bird Prize

The James Bird Prize was founded in 1998 by former staff and students in Geography in memory of Professor James H Bird who was Professor in the School from 1967 until retirement in 1988. The prize is awarded to the Second Year Undergraduate with the highest average mark.

The Florence Miller Prize

The Florence Miller Prize was founded in 1998 by former staff and students in Geography & Environment in memory of Florence Miller who was a lecturer and senior lecturer in the School from 1921 to 1954 and its Head from 1936 to 1954. The prize is awarded to the Year 3 student who achieves the highest mark in GEOG3018 (the Research Project/Dissertation).

The Fawcett Prize

The Fawcett Prize was founded in 2013 in memory of CB Fawcett (1883-1952) who was the founding lecturer in the School from 1914 and was an expert in Regional Geography. The prize is awarded to the BA Geography student who achieves the highest Degree Average Mark in June.

The Boswell Prize

The Boswell Prize was founded in 2013 in memory of Katherine Boswell (1889-1952) who was the lecturer in the School and was an expert in Fluvial Geomorphology. The prize is awarded to the BSc Geography (single and joint honours) student who achieves the highest Degree Average Mark in June.

Environmental Sciences Prizes

Joyce Lambert Prize

The Joyce Lambert Prize was founded in 1980 in recognition of the leading role played by Dr Joyce Lambert in the establishment in the University of studies in environmental sciences.

Oil Spill Response Prize

Awarded to the highest mark MEnvSci dissertation and awarded to the highest mark in Part 3 dissertation BSc (EMB).

Sustainable Procurement Ltd Prize

Awarded to the highest Part 3 BSc (EMB) student and awarded to the highest Part 4 MEnvSci student.

Trenchard Prize

Awarded to the student who best embodies the spirit of ES (not based on marks).

6.11 Final assessment

At the end of your programme, your overall performance will be assessed.

If you satisfy the academic standards necessary, the Board of Examiners will recommend you for award.

7. Staff/Student Liaison: getting your voice heard

7.1 Module Survey

The School 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. The School formally seeks feedback on every module every time it is delivered in line with University Policy. 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. Importantly, we also request that you provide feedback to members of

staff in the same respectful and constructive tone you would expect when receiving your own feedback.

7.2 Module Reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the Module Report. Modules reports are available via SUSSED under the “programme specific information’ tab.

7.3 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.

7.4 Student Representation

Through the [Students’ Union](#) you will be invited to elect your Faculty/School 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](#).

8. 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. Research¹ shows that graduates with no previous work experience are unlikely to be successful during the selection process and over 30% of positions will be filled by graduates who have already worked for that organisation. 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:

8.1 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

8.2 Business Innovation Programme

The [Business Innovation Programme](#) provides an opportunity to develop your business acumen, team working and problem-solving skills by working on an 8 week project put forward by local businesses or not-for-profit organisations.

8.3 Year in Employment Placements

The [Year in Employment](#) is a work placement of up to 12 months duration taken after your second year of study enabling you to develop the skills employers value and gain insight to an industry of your choice. Eligibility criteria is available [here](#) please check before applying.

8.4 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.

8.5 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 [Career Readiness Test](#) to find out more.

8.6 Employability events

The Careers and Employability Service work closely with departments and Faculties to provide targeted careers support within and alongside your curriculum. Activities and opportunities may be appear within the timetable, or be advertised. Examples include lectures and workshops, online learning options, and events featuring alumni/employers. There are often opportunities to

¹ [High Fliers 2016](#)

connect with organisations that offer themed events focused on employability. Some companies offer projects linked to dissertations or specific research.

A programme of School activities designed to help you prepare for employment have been arranged for the coming academic year.

Throughout the year we will be holding an 'Employability' guest lecture series. Invited contacts from industry will give presentations to provide a flavour of what it is like to work in their sectors. There will be representation from a cross section of employers throughout the year. Some guest lectures will be attached to specific modules while others will be timetabled in an Employability slot. After each guest lecture there will be an opportunity to ask questions and to network with the invited speakers. Please look out for the seminar advertisements and keep up-to-date with the Employability activities on our dedicated Employability Blackboard site.

You will also be able to access support during some of your tutorial slots as each semester there will be a session dedicated to employability and how you can make the most of everything on offer at the university.

8.7 Professional accreditation

Our BA and BSc Geography programmes are accredited by the Royal Geographical Society.

Our BSc and MEnvSci Environmental Science programmes are accredited by the Institution of Environmental Sciences (IES).

8.8 Curriculum Innovation

Undergraduate students can participate in the Curriculum Innovation Programme which gives them a whole range of study options. These are Modules that can be taken by any student in any year of study to broaden their educational experience. Modules that have been frequently taken by Geography and Environmental Science students are "Global Challenges", "Global Health", "The Arab World" and "The search for life in the Cosmos", but there are many others covering a huge range a disciplines. For more details please click on the link to [Interdisciplinary modules](#).

8.9 Programmes with a Minor

If your degree is eligible, there is the opportunity to study a Minor subject alongside your main programme of study. The Minor will be in a different area to your subject. More information is available on the Minors website.

9. Further study opportunities

Perhaps you are considering postgraduate study. 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/School 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.

There is also the choice between taught postgraduate programmes leading towards a Master of Science (MSc) and/or research postgraduate degrees.

Further details on the programmes offered by the Faculty of Environmental and Life Sciences can be found on the [Faculty's website](#).

10. 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.

10.1 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 Student\(s\)](#) outlines the regulations and procedure that should be followed should you wish to make an academic appeal.

The Students' Union Advice Centre has developed a [Guide](#) for students.

10.2 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.

10.3 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 or 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.

10.4 Student Non-academic Misconduct

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 Non-academic Misconduct Regulations](#), in accordance with the evidence and circumstances presented. Information for students on non-academic misconduct is available from the [Student and Academic Administration web pages](#).

Appendix A - Revision Strategy and Examination Techniques

A.1 Revision strategy

Revision should be an on-going process which starts very early in your programme. The amount of knowledge to be accumulated and the variety of skills and techniques to be developed are large and they are best assimilated gradually and consolidated as you go along. Regular revision is really a part of the learning process but, of necessity, becomes more concentrated as the examination approaches. "Re-vision" means looking again at things you have already seen – it is not about learning for the first time.

A.1.1 Final revision programme

At the start of your final revision schedule (during the Christmas Vacation for Semester 1 exams, and during the Easter Vacation and at the end of the taught element of the programme for Semester 2 exams) you must get organised, and the best way to do this is to devise a revision timetable. Plan your time carefully, give yourself definite objectives for each session, revise actively, test yourself regularly, make notes, and practise problem solving. Use revision sessions to study topics you have worked on before, as revision is simply the process of reminding you of topics and techniques previously understood. You will appreciate how well-organised notes will help you during your revision. Write out important definitions, proofs, formulae and equations, checking them against your notes. Re-work previously solved problems without looking at your previous solution, then attempt questions that you have not looked at before. Make special revision notes for quick reference on cards to keep in your pocket and charts to hang on the wall of your study room. Practise your examination technique.

A.1.2 Examination practice

You should be familiar with the modules and syllabuses you will be examined in at the end of Semesters 1 and 2. Analyse recent examination papers. Work out how long you have for each question and become familiar with the style of questions.

During your ordinary study periods you will no doubt have attempted many questions but will have seldom given yourself strict time restrictions. In examinations the timing of your answers to questions is vitally important. Practice answering examination questions in mock examination conditions, allowing yourself only the normal available examination time and the equipment you are permitted to take into the examination room. To obtain 'mock examination' practice save one or two complete examination papers so that you can use them as final test papers 'against the clock'.

Examination nerves are common and understandable but will be lessened if you have followed a sensible course of study and revision. You may not do yourself justice if you have a poor examination technique. The hints on the next page should help you to tackle the examination with greater confidence.

A.2 Examination techniques

A.2.1 Before the day

Before the actual day of your examination, make sure you know:

- the date, day, time and venue of each paper for your course;
- how to get to the examination venue if it is not well known to you;
- your candidate number;
- the telephone number of the Student Office.

Prepare any equipment you will need for your particular examination:

- pens which are comfortable to use;
- sharp pencils, a pencil sharpener and rubber;
- drawing instruments such as a ruler, compasses, protractor, set squares;
- University approved calculator (if allowed) and spare batteries (check that you know how to replace them quickly);
- an accurate watch or small clock.

A.2.2 On the Day

Before the examination:

Check that you have all the equipment you will need before setting off for your examination with plenty of time to spare. If you are delayed, contact the Student Office (have the telephone number with you) to explain what has happened. Arrive at the examination room early; a late start to an examination cannot be a good start and you will not be permitted to enter the examination room later than 30 minutes after its scheduled start time.

Just before the start:

Listen carefully to the invigilator. There may be some changes or special instructions which you were not expecting or some errors in the paper. Fill in any details, such as your candidate number, when the invigilator instructs you to do so.

Reading the instructions:

When the invigilator says that you may begin, read the instructions on your examination paper very carefully. Make sure that it is the correct examination paper and, in particular, note:

- the number of sections and questions you have to do;
- how much time you have to do them in;
- which questions (if any) are compulsory;
- what choice of questions (if any) you have;
- how to present your answers.

Planning your time

Quickly calculate the length of time you should spend on each question. You will have practised doing this for past papers but make sure that you use the instructions on your actual examination paper, rather than making any assumptions. Try to allow about 10 minutes at the end for checking your paper.

Choosing the questions

Read through the whole examination paper carefully, checking that you have read each page. If you have a choice of questions:

- cross out the ones you can't do;
- tick those you can definitely do;
- choose the correct number to do;
- mark the order in which you are going to attempt them, attempting your best question(s) first.

Answering the question

Before you attempt to answer a question, read it all again carefully, jotting down points such as formulae and information relating to that question. These hints should help you when writing an answer.

- Plan before you write – the stress of working under time constraints in the exam room can make all your good study intentions disappear. However, this is when it is more important than ever. Take a few minutes to think and plan.
- Think about what the question is actually *asking*. What are you expected to include in your answer. What material will be *relevant*?

Underline the key words in the question; identify the main topic and discussion areas; choose a few points/arguments about which you can write; make a mini plan which puts them in order before you start writing. You can cross it through afterwards.

- Make sure that your writing is legible.
- Present your answer in a neat, logical and concise way.
- Show all your working; marks are often given for methodology as well as your answers. You should be able to refer by name to the main theorists/researchers in your topic, giving the year of their major works. You do not need to give page numbers of lengthy quotes, except in an open book exam. You do not need a reference list.
- Do not do things you are not asked for.
- If relevant, state any principles, results or formulae used and indicate your reasons for using them.
- Check any formulae you use with the formula sheet, if provided.
- Always do a rough estimate of any calculation to check that your answer is sensible.
- When using a calculator, make sure that each calculation is shown clearly in your answer and give your final answer to the required degree of accuracy.
- If you get 'stuck', re-read the question carefully to check that you have not missed any important information or hints given in the question itself.
- When you have completed your answer, re-read the question to check that you have answered all parts.

Examination discipline

It is important that you try to keep to the times you have allocated to answering a question or section and that you answer the correct number of questions. If you answer less than the number of questions required you are limiting the number of marks available to you.

At the end

Before handing in your examination script check that:

- any 'front sheet' is completed according to the instructions;
- every loose page is clearly marked with your candidate number, etc;
- every answer is numbered correctly;
- pages are numbered clearly and in order.