**WELCOME!**
First of all, a very warm welcome to St Andrews and to the School of Geography & Sustainable Development - whether you are arriving here for the first time or are a returning student. Across all our programmes, we aspire to provide an outstanding, stimulating educational experience within a friendly and engaging environment. Throughout your degree, the focus will rightly be on the excitement of intellectual discovery, and on the development of academic and transferable skills. Unavoidably, however, this takes place within a necessary ‘architecture’ of structures, rules and practices, hence the need for this handbook. We wish you every success in your degree and in your wider student life during these unique years in St Andrews.

**The purpose of this handbook**
The School of Geography and Sustainable Development (SGSD) delivers two undergraduate programmes, which are administered using a common set of protocols and regulations. This handbook provides all the general information that you need for your undergraduate degree programmes. More detailed information about your specific programme, and about particular modules in each semester is provided in the relevant programme and module handbooks. These handbooks are our way of telling you what you need to know - so please read them! Although they are not exciting, they are important.

This handbook describes and provides links to current University and School policies and procedures. University policy statements are primary. All Schoolal statements conform with these while providing relevant 'local detail'.. Please abide by the regulations laid out here and refer to this handbook in any cases in which misunderstanding or dispute arises over processes and expectations.

*Be warned:* just as in a court of law, ‘ignorance is no defence’. In other words, if you fail to fulfil module requirements and/or break the rules in some way, it is not a valid excuse to plead “But I didn’t realize...” if the information has been provided for you. You should also familiarize yourself with the University Course Catalogue: [http://www.st-andrews.ac.uk/coursecatalogue/ug/](http://www.st-andrews.ac.uk/coursecatalogue/ug/) and the University Student webpages [http://www.st-andrews.ac.uk/students/](http://www.st-andrews.ac.uk/students/)

**Communication:** email is the primary means of communication, so if you are a 1st Year student you should activate your university email account NOW. All students should remember that you are expected to check your University email account regularly (at least every 48 hours). DO NOT use external email accounts for university matters because staff are instructed not to reply to such messages.
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<tbody>
<tr>
<td>Head of School</td>
<td>Prof. William Austin</td>
</tr>
<tr>
<td>Director of Teaching</td>
<td>Dr Matt Sothern</td>
</tr>
<tr>
<td>Deputy Director of Teaching</td>
<td>Dr Katy Roucoux</td>
</tr>
<tr>
<td>Geography Programme Director</td>
<td>Dr Dan Clayton</td>
</tr>
<tr>
<td>SD Programme Director</td>
<td>Dr Charles Warren</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Dr Tim Stojanovic</td>
</tr>
<tr>
<td>Exchanges &amp; Study Abroad</td>
<td>Dr Antje Brown</td>
</tr>
<tr>
<td>Disabilities Coordinator</td>
<td>Mrs Natalie Connell</td>
</tr>
<tr>
<td>Health &amp; Safety Officer</td>
<td>Dr Althea Davies</td>
</tr>
<tr>
<td>Trained First Aiders</td>
<td>Prof Dr Bill Austin, Mrs Natalie Connell, Dr Mike Kesby, Dr Katy Roucoux</td>
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**Geography Personell**

<table>
<thead>
<tr>
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<th>Name</th>
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<tbody>
<tr>
<td>Head of 4th Year</td>
<td>Dr Sharon Leahy</td>
</tr>
<tr>
<td>Head of 3rd Year</td>
<td>Dr Richard Streeter</td>
</tr>
<tr>
<td>Head of 2nd Year</td>
<td>Dr Dan Clayton (Sem 1)</td>
</tr>
<tr>
<td>Head of 1st Year</td>
<td>Dr David McCollum (Sem 2)</td>
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<tr>
<td>Secretary</td>
<td>Dr Tom Cowton</td>
</tr>
<tr>
<td></td>
<td>Mrs Natalie Connell</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:geog-enquiries@st-andrews.ac.uk">geog-enquiries@st-andrews.ac.uk</a></td>
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**GG Honours Advisors**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr Jed Long (Arts)</td>
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<td>Dr Tom Cowton (Science)</td>
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**SD Personell**

<table>
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<tbody>
<tr>
<td>Head of 4th Year</td>
<td>Dr Jo Crawford</td>
</tr>
<tr>
<td>Head of 3rd Year</td>
<td>Dr Rehema White</td>
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<tr>
<td>Head of 2nd Year</td>
<td>Dr Tim Stojanovic</td>
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<tr>
<td>Head of 1st Year</td>
<td>Dr Antje Brown</td>
</tr>
<tr>
<td>Secretary</td>
<td>Mrs Penny Stephenson</td>
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<tr>
<td></td>
<td><a href="mailto:sd-enquiries@st-andrews.ac.uk">sd-enquiries@st-andrews.ac.uk</a></td>
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<td></td>
<td>Dr Katherine Ellsworth-Krebs</td>
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</table>

**Sub-Honours Advisors** Dan Clayton, Sharon Leahy, Matt Sothern (Arts); Althea Davies, Katy Roucoux (Science)

**SGSD ‘School President’** Abi Whitefield ([geographypresident@st-andrews.ac.uk](mailto:geographypresident@st-andrews.ac.uk))

Your first point of contact for all academic matters should be the appropriate Year Head or Coordinators and/or the appropriate secretary.
ADVISING AND PROGRESSION

Credit Requirements – Honours Degrees

All details of the current requirements are contained in the University course catalogue. Use the URL below to look up the School of Geography and SD, and then the details in the column "programme requirements”:
https://www.st-andrews.ac.uk/coursecatalogue/ug/

Entry into SGSD Honours Programmes

Automatic Entry to Honours

SGSD policy complies with University policy on entry to Honours. Students who attain an average grade of 11.0 or above of the requisite 2000-level modules, and who meet all other programme requirements, will be given automatic offers of entry into our Honours programmes. Students permitted automatic entry to Honours will only be permitted to trail one module to a maximum of 30 Sub-Honours credits into Honours.

Students who have failed 2000-level modules but are eligible for reassessment (i.e. grade 4 - 6.9) will be contacted automatically by Registry about reassessment.

Students who have passed 2000-level modules but failed to obtain automatic entry (i.e. 7 – 10.9) and who wish to enter honours should make contact with the Director of Teaching within 7 days of the release of exam results.

SGSD utilizes a uniform mechanism for all undergraduate programmes. Reassessment for those who fail modules will be by 100% exam during the August exam reassessment diet.

Over and above these regulations students also have the right to request a review of decisions. For additional information and a list of admissible grounds for requesting a review please see http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/honsreviewpolicy.pdf.

Students who do not gain access to the Honours programme may still take up to 60 credits of Geography or SD Options Modules as part of a General Degree. These students may not take the core training modules or take GG/SG/SD/EG-4000-level modules. They will normally complete their studies within 3 (and not more than 4) years (or part-time equivalent).

Junior Honours Abroad Students

The School supports students who wish to study abroad during their Junior Honours (3rd) year. However, the following criteria must be met to ensure progression to the Senior Honours year on their return to St Andrews:
(a) You must agree an approved programme of study with the Honours Advisor and the member of staff responsible for Exchanges and Study Abroad. This must include modules covering core research training skills. It may not include any Substantive course that you intend to study on your return.

(b) You must be proactive in remaining in contact with the School and, in particular, you must communicate to us your intentions for dissertation research. A programme of research must either be carried out whilst abroad or a plan for research must be devised in order that it might be conducted on your return. All students must undertake the usual ethical clearance procedure during Semester 2 of their JH year in preparation for their dissertation.

Credit Requirements – General Degrees

Students who do not gain access to the Honours programme of their choice may still take up to 60 credits of that programme as part of a General Degree. These students may not take the core training modules (e.g. GG3201-4, SD3100) or any SG coded 4000-level modules; they may only take 3000-level optional modules in Geography and 3000 and 4000 level option modules in SD. Thus, once a student is on a General Degree pathway there will be no ‘back door’ into an Honours programme. All study in 3000 and 4000-level modules must be approved by the Honours Advisor. The School reserves the right to remove students who are incorrectly advised into restricted modules. General Degree students will normally complete their studies within 3 (and not more than 4) years (or part-time equivalent).

The Academic Alert system

See the ‘A-Z’ section below

TEACHING LEARNING AND ASSESSMENT (TLA)

University policies concerning all matters to do with teaching, learning and assessment can be found at: http://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/

TLA1. Examinations

Information relating to University examinations may be found at: http://www.st-andrews.ac.uk/students/academic/examinations/

Copies of past exam papers are available through iSaint. See: www.st-andrews.ac.uk/students/academic/Examinations/pastpapers/

Questions about the central organisation or scheduling of exams should be directed to the University Exam Office: Tel: (01334 46) 4100. Email: examoff@st-andrews.ac.uk

TLA2. General Standards of Submitted Work

When preparing your work please comply with the following standards. Please do not include your name on coursework – the school operates a policy of blind marking. Always remember to include your matriculation number on all submitted work.
Presentation

Where possible, coursework will be submitted and marked electronically (exceptions will always be noted in the relevant module handbook). Submissions should be presented on A4 paper (unless otherwise specified), and double-spaced. Font size should normally be 12 point. Spelling and grammar forms an important part of communication and is therefore poor spelling and grammar can hamper understanding and may be reflected in grades.

Irrespective of the mode of submission (electronic or paper) all assessment must clearly indicate: Module name and number
- Title/description of assignment
- Your matriculation number (NOT your name)

All submissions should also include the following statements amended as appropriate with your degree pathway and the word count.

- “Submitted as an integral part of the M.A./BSc. [as appropriate] Geography/SD [or other] Degree course, University of St Andrews, [Month, Year]”
- These declarations: (a) “I declare that this Essay/Report/Project is... words in length” (b) “I certify that I have read the University’s statement on Good Academic Practice; that the following work is my own work; and that significant academic debts and borrowings have been properly acknowledged and referenced.”

Length

The maximum word limit for individual assignments will be specified. In all cases, word counts relate to text only. The following are not normally included in the word count:
- (i) identificatory material (as above); (ii) Abstract; (iii) Statistical equations, maps, figures & tables; (iv) Footnotes and endnotes (as long as they are used correctly);
- (v) Reference list material.

All quotations and citations within the text are included in the word count. The only exception to this is in projects where you are presenting extensive verbatim quotations from interviews or historical documents, in which case you can box such material and present it as a figure/illustration. If in any doubt, seek early advice from staff.

Citation, Quotation, Paraphrasing and Referencing

Sources for material referred to should be clearly cited, and an alphabetical list of references must be provided. There should be a perfect match between citation in the text and the reference list at the end; in other words, all cited sources must be listed, and all references listed must be cited in the text.

Referencing:
- encourages good academic practice and helps you to avoid plagiarism
- encourages you to give correct and appropriate credit to the materials (authors, sources) you use in your work
• supports rigour by showing where ideas have come from and how your own ideas differ from or build on published work
• helps markers to see that your work is based on research (reading, data collection, analysis).
• helps other readers to know where to go (which material to consult, and how to locate it) if they are interested in your topic or question.

Referencing is integral to good academic practice and the notes and illustrations in these pages of this handbook should be read in conjunction with the University’s Good Academic Practice Policy:

http://www.st-andrews.ac.uk/students/rules/academicpractice/

There are several recognised methods of referencing, but the two mostly commonly used in academic writing are: The Chicago Manual of Style and The Harvard Reference System. The following pages describe & exemplify how the Harvard System (which is a date & author system) works:

a. Citing References

The surnames of authors and publication dates of books and papers should be embedded in your text in the following way:

In addition to simply filling in gaps in knowledge, this work and that of Elam et al. (2012) is also responding to methodological shifts in the way knowledge about sexual health is generated. Increasingly health researchers recognize that qualitative methods have a major contribution to make in their field (Britten, 2011; Elam et al., 2012; Jones & Hunter, 2011; Kitzinger, 2010; Mays & Pope, 2007).

Similarly you might write:

Elam et al. (2012) and others seek to show that qualitative methods have been key to the development of research in the area of sexual health (also see Britten, 2011; Jones & Hunter, 2011; Kitzinger, 2010).

Note that when publications are written by two authors, both surnames are cited (e.g. Jones & Hunter, 2011) but when three or more authors are involved, only the first author’s name, plus ‘et al.’ or ‘and others’ is used (et al. being an abbreviated version of the Latin phrase et alia, which means “and others”). Note also that where several references are listed in a single bracket, sources are listed alphabetically by first author. You may also list them chronologically. The key is to be consistent throughout.

b. Use of quotations and paraphrasing

Quotations are direct transcriptions of text from sources you use in connection with your work. Quotation is different from paraphrasing, which is putting things into your own words (the use of your own words to express the ideas of others in the sources you use, and your own words to convey the language, meaning and style that the author(s) of these sources achieve and use. You should always aim to:

• use quotations sparingly and strategically
• paraphrase concisely and effectively.

Both quoting and paraphrasing require referencing, but quotations also require that you provide the page number/location from which they were taken. This is done in the following ways:

As Smith and Jones (2013, p.32) argue, “qualitative methods are of growing importance in sexual health research.”

As Smith and Jones (2013: 32) argue, “qualitative methods are of growing importance in sexual health research.”

It has been asserted that “qualitative methods are of growing importance in sexual health research” (Smith and Jones, 2013, p.32 - or Smith and Jones, 2013: 32).

\[ i. \text{ How to use quotations} \]

One sentence:

Quotations that are only one sentence in length should be inserted directly into the text and **MUST be in DOUBLE quotation marks, and must cite the author, date and page number.** For example:

Geographers interested in the spatiality of gender relations must then be prepared to engage with the territory of the body, not because “the body is the essential source of all spatial knowledge” (Tuan, 1977: 34), but because bodies are social products that have histories and geographies.

**Quoting more than one sentence:**

For quotes longer than a single sentence you should use double quotation marks and **indent** the quote. The author’s **name**, the **date** of publication and the **page number** should be given at the end of the block, for example:

Edward Soja has emphasised the importance of the politics of spatial construction:

“We must be insistently aware of how space can be made to hide consequences from us, how relations of power and discipline are inscribed into the apparently innocent spatiality of social life, how human geographies become filled with politics and ideology” (Soja, 2009: 6).

One might even say that “the making of space is also the making of history” (Lefebvre, 1994, cited in Soja, 2009: 6).

**Citation within a citation:**

Also note in the above segment the citation within a citation.

One might even say that “the making of space is also the making of history” (Lefebvre, 1994, cited in Soja, 2009: 6).
You were wanting to cite Lefebvre, but are indicating that you found this quote from him in Soja’s work. This is entirely appropriate (common and good academic practice) because it is faithful to the research process (you seek to acknowledge the significance of Lefebvre’s work in the question/tropic/literature you are discussing, but indicate that you did not read his work yourself but came to it secondhand, in Soja’s work).

*Quote within a quote:*

Michael Dear (1990: 649) provides a good review of Soja’s position in his 1989 book *Postmodern Geographies*, stating that:

“In attempting to come to grips with these intellectual and material upheavals, Soja argues that modern geography requires a ‘radical deconstruction and reconstruction’ (p. 45)”

You are quoting from Dear (1990) and the quoted material from Dear is in double quotation marks. But in this passage Dear is quoting from Soja. To distinguish between the two, the primary quotation (in this case Dear) should be in double quotation marks, and the secondary quotation (quote within the quote) should be in single quotation marks.

*Quoting interview material:*

If you are quoting from an interview transcript then give respondent data after the quote instead of the usual author/date/page; the data should help the reader get a sense of who the respondent was, or at least what sort of person they were: e.g. use their name or pseudonym, and/or gender, and/or age plus date/place of interview etc):

Rural women’s consent for hegemonic rural geographies and acquiescence to the demarcation of town and the workplace as the appropriate arenas for any ‘equality’ also seems to reflect a situated consciousness of their own location within these spatialised force fields:

“Here I don’t own anything. The land, the house and everything is his. So automatically I know that I must do whatever he asks me to do in order to stay here” (Jane, 29, Zimbabwe 1991).

**ii. Paraphrasing**

As explained above, paraphrasing is the use of your own words to express others’ ideas. This is an integral part of academic writing and is totally legitimate as long as appropriate citation is used. Moreover, the ability to express complex ideas in your own words is a fundamental ‘graduate attribute’. Those assessing your work will make judgements about your ability to do this, and do it in conjunction with other aspects of academic composition. Markers will consider when/where/how much you are:

- Quoting
- Paraphrasing
- Developing you own ideas in your words
c. Reference Lists

i. Continuous assessment

Every piece of Submitted coursework should have an alphabetical ‘reference list’ of works cited in the essay (i.e. not a ‘bibliography’ of interesting works on the topic). There are many different methods even within the Harvard reference system (using more or less punctuation for example) and each journal you read will have its own style. However, again the key things are to (a) give full details, and (b) be consistent. One very solid method of referencing books, chapters in books and papers in academic journals is given below (the first reference is a book, the second a chapter, the third a journal paper):

References


ii. Internet references

Use internet material by all means, and many of the academic works you will use (especially journal articles, e-books and research reports) are available or published online. The internet is, without doubt, now an essential research tool. But remember, the internet has not completely supplanted more ‘traditional’ methods of learning and research – namely, library browsing, reading books and textbooks. In every instance think about the reliability and rigour of the material you are looking at and studying, and you should avoid relying on internet materials and portals. Whenever possible, try to track down the original source(s) and/or relevant academic publications lying behind a webpage, or in its reference list.

However, when citing internet sources, you should follow a similar structure to citation for other sources. You must give full details and not just a URL. Give the author/organisation that produced the web page or document, the date it was produced, the title of the document/page, the location/full Internet address, and finally, give the date you accessed the site. This last piece of information is important because web pages can quickly go out of date, and thus if a reader cannot access the site – and the access date on your reference is old – they have a good indication that the document no longer exists or may have changed in nature or location (as is the case with the first and second references below). Where no other title for a page or site seems available or appropriate you can always refer readers to the “home page”:

iii. Images, Diagrams Figures etc.

It is also important to give source citation to all images, diagrams, figures and other visual material (increasingly available on the web) that you use. These need to be treated in exactly the same ways as other directly quoted sources. This is particularly the case where visual material is likely to affect assessment judgements e.g. in dissertation work. Under the visual material write “source” then give the reference data. If the material is your own then state this clearly e.g. “…Source – author, Waziristan, June 2013…”

In addition to the problem that failure to cite images leaves you open to accusations of academic misconduct, there is also the growing issue of Copyright. This only really becomes an issue if there is a chance that your work might go further than a single informal written Submission for assessment, for example, if your assessment involves building a website or producing some other material for public consumption. In such cases, officially, you need to seek permission from whoever owns the copyright for the image. There are however some sources where you can gain open access to images without needing to seek special permission: Creative Commons http://creativecommons.org/ And http://www.flickr.com/creativecommons/

iv. Exams and tests

In an exam or class test it is important to give “evidence of reading and use of literature” to show “evidence of comprehension and understanding”. You will find these two phrases in the Grade Related Criteria (GRC). It is usually obvious to first markers when you are using material from lectures and when you are using material that you have read and researched yourself. It is very difficult, however, for moderators (second markers and external examiners) to do this. It is therefore very important to try to make clear reference to literature where you can. In exams we do not necessarily expect full citation or a reference list at the end of essays and answers. However, where relevant within the text of your exam answer, you should do your best to cite authors' names and publication dates as far as you can, e.g.:

Smith’s (2012) work on sustainability science suggests it is growing in popularity and this has been confirmed by others working in Europe (Brown, c.2010).

d. Footnotes/Endnotes in the Harvard Reference System

Footnotes should be used only for additional factual information that is pertinent to the argument but which would interrupt the flow of the essay:

Maxwell and Boyle (2005) provide an example in the UK context: in their survey, ‘British’¹ women repeated men’s dislike of condoms and their version of sexuality, yet……..

Do not attempt to use footnotes as a way to (a) evade the word count or (b) avoid difficult editing decisions by dumping hard won (but ultimately irrelevant) material into footnotes.

¹ Maxwell and Boyle’s survey included ethnic minorities but did not concentrate specifically on them.
e. Sources of Information

Module handbooks should provide you with a range of useful reading for any specific course. However, many Honours modules require that you identify relevant sources yourself. You should utilise the following resources in your search:

- The University’s own catalogue - SAULCAT at: http://www.st-andrews.ac.uk/library/
- The electronic journals available via the University Library at: http://www.st-andrews.ac.uk/library/resources/electronic/
- The Web of Science: http://wok.mimas.ac.uk/ (see Library helpdesk for help).

Search these electronic resources by author and keywords: limit the search to certain dates: look for key words in titles or in the whole abstract. Getting printouts of abstracts can (i) very quickly give you a sense of the whole of any given field of knowledge, (ii) help you choose which references are the most relevant and worth reading in full, (iii) help you determine which references you might like to obtain through Inter-library Loans. Many whole papers can be downloaded. The Internet can be a useful source. *However be aware of the danger of plagiarism.* If you found it on the Internet, so can we, so make sure you rigorously cite sources and paraphrase material properly in your own words. *Do not* simply download web material into your essays.

**Good Academic Practice and Academic Misconduct**

The University has a Good Academic Practice Policy, which you are expected to study and follow:

http://www.st-andrews.ac.uk/students/rules/academicpractice/

The preamble reads:

“Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes *inter alia* the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is Submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Good academic practice policy. All work Submitted by students is expected to represent good academic practice.”
You will need to have a clear idea of what constitutes academic misconduct, how it is detected and dealt with at School, School and University levels, and of possible penalties and consequences.

To this end all students are required to take an on-line training course in good academic practice (TGAP). You should find TGAP in your Moodle course list, and it is your responsibility to complete it. It is a very useful and effective guide to what constitutes academic misconduct, how to avoid it, and how the Plagiarism detection software package serves as a means of detection.

Each School/School has a designated Academic Misconduct Officer (AMO), who is responsible for looking over the Plagiarism detection software Reports for module assignments (at all levels – 1st to 4th year), adjudicating allegations of academic misconduct in undergraduate and postgraduate work, and issuing penalties (with the approval of the Deans) when/where appropriate.

The AMO for the School of Geography and Sustainable Development is:

Dr Tim Stojanvic (tas21@st-andrews.ac.uk).

The most common form of academic misconduct is plagiarism, which the University GAP Policy defines thus:

“Plagiarism is the act of taking another’s ideas and representing them as one’s own. This may involve the use, without proper acknowledgement, of published or unpublished work, of work done partly or wholly by another person, of work obtained from an essay bank or a website, or of recorded material from lectures and tutorials. Plagiarism includes not just the actual copying of text verbatim (which may also be a breach of copyright) or close paraphrasing of text, but also the unacknowledged presentation of ideas garnered from other sources as if they were original to the author or the assembling of pieces of the work of others into a new whole.”

In practical terms….

Markers need you to identify very clearly which words are entirely your own and which are paraphrased or quoted from literature. You use quotation marks and citation to distinguish quotations from paraphrasing and your own ideas. Staff use the Plagiarism detection software tool to check whether you are citing, quoting and paraphrasing appropriately.

Good Academic Practice – examples

Consider the following direct quotation:

“While the insights offered by poststructuralism are often painful, a positive reconciliation with participatory approaches is possible. In fact, understanding participation as enmeshed in power,
rather than free from it, and thinking about what unites power and empowerment, rather than what separates them, is very helpful to the praxis of participation not least because this helps us understand how participatory arenas actually work and how the empowering effects of participation might be distanciated” (Kesby 2007, p. 2827).

This is good academic practice. The source is cited, and the quotation from it is rendered in quotation marks.

Now consider the passage below, which paraphrases this quoted paragraph, cites the original source and offers an original comment/analysis (as the passage is paraphrased it should not be indented in your work):

The lessons offered by post-structuralism can be difficult for advocates of participation to accept, but this does not mean that the two approaches cannot work together (see Kesby 2007). Indeed as Kesby (2007) has suggested, conceiving power and empowerment as being similar actually helps explain how participatory programmes work on the ground and how their impacts spread beyond the limits of the interventions themselves. Notwithstanding these insights, a question remains as to whether this theory of empowerment has general applicability or is limited to a particular empirical case study: that of HIV interventions in the global south.

This is also good academic practice.

**Academic Misconduct - examples**

**Plagiarism** (by inadequate paraphrasing)

But now consider the next passage below, in which the writer merely changes a few words in the original quote. This is NOT paraphrasing; it is plagiarism. Plagiarism detection software will highlight the copied text in a way similar to that shown below (bold versus plain text, with the bold text the material copied from the source without quotation marks. In Plagiarism detection software Reports on essays shading is rendered in different colours, and those colours are tagged to cited or unacknowledged sources. In such instances we are likely to raise and investigate an allegation of academic misconduct (plagiarism):

**While the insights offered by post-structuralism are often** hurtful, **a positive reconciliation with participatory approaches is** a possibility. Indeed, conceiving **participation as enmeshed in power**, as opposed to **free from it**, and/or **thinking about what unites power and empowerment, rather than what divides them**, is extremely useful **to the praxis of participation** mostly **because this** assists one to **envisage how participatory contexts actually operate and how the empowering effects of participation** can be spread over time and space (see Kesby, 2007).

Even though the essay writer has offered some citation to the original source, they are still guilty of plagiarism because the passage reads as if it were paraphrased or the student’s own words. Also, double quotation marks have not been used for the copied (bolded) text. If quotation marks and citation had been used scrupulously after every direct quote throughout this last example passage, it is likely that the writer could avoid being accused of plagiarism. However, where large sections of an essay amount to a cobbled together of various bits of text from the available literature, they would be judged as failing to display the kind of ‘graduate attributes’ that would warrant a higher
mark (or even a pass). The best way to avoid both plagiarism and poor marks is to learn to paraphrase effectively.

**Plagiarism** (by direct copying, without the use of quotation marks)

Plagiarism can occur with the source cited, or with the source not cited, and/or with the source copied unacknowledged in reference list.

While the insights offered by poststructuralism are often painful, a positive reconciliation with participatory approaches is possible. In fact, understanding participation as enmeshed in power, rather than free from it, and thinking about what unites power and empowerment, rather than what separates them, is very helpful to the praxis of participation not least because this helps us understand how participatory arenas actually work and how the empowering effects of participation might be distanciated (Kesby 2007).

The source for the passage (Kesby 2007) is given, and the full reference might be given at the end; but this chunk of text would be flagged as plagiarism by the Plagiarism detection software tool because quotation marks are not used. There is no attempt to indicate that the passage was composed by Kesby (2007) rather than by the student.

The same rules about plagiarism apply to the use of tables and figures.

**TLA 3. Submission of Coursework**

You must adhere to the following set of rules regarding the Submission of all work:

Unless specific instructions are given to the contrary in a given module handbook, submission of all written assignments must:

- Be electronic (via MMS).
- Be word-processed (either MSWord or Pdf - both available free to students).
- Include page AND line numbers\(^2\) (to assist markers giving you feedback)
- Comply with ‘general standards for submitted work’.
- Be made before midnight (00:00) on the day of submission.

The details of submission (date, length, format and any adjustment to the requirements above), will be stated clearly in the relevant module handbook. Note Submissions are automatically: (i) date/time stamped to remove ambiguity: (ii) referred to software to assess ‘good academic conduct’: (iii) penalised for Lateness where appropriate (see described penalties below).

For the limited number of assignments where a physical submission is required a submission is not complete until both a physical copy is submitted to the SGSD main office (due mid-day – 12:00 on the date of submission) AND an electronic copy has been uploaded to MMS (by mid-night 00:00 of the same day) to allow for assessment of ‘good

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\(^2\) Adding line numbers to your work (i) Select text. (ii) Click ‘Page Layout’ tab, (iii) In the ‘Page Setup’ group, click ‘Line Numbers’. (iii) Click ‘Line Numbering Options’, and then click the ‘Layout’ tab. (iv) use the ‘line numbers’ button to change the ‘from text’ option to about 1.9.
academic conduct' compliance. Physical and Electronic copies must be exactly the same. NOTE: Submission is not "complete" (and penalties are still applicable) until both copies (electronic and paper copies) have been Submitted to the office.

**TLA4. Problems meeting Submission deadlines, completing work, or producing work to the best of your ability**

Students facing genuine difficulties will be accommodated by the SGSD.

**Extensions to Submission deadlines**

_i. Legitimate excuses_

It is possible for students with exceptional circumstances to negotiate an extension to a given Submission deadline. Extensions may be granted on the basis of ill-health and other unfortunate, unforeseeable circumstances beyond your control.

_ii. Excuses that are not legitimate_

The following are NOT legitimate reasons for seeking an extension: failure to make adequate back-ups of electronic data (a basic procedure and skill); poor time management; last-minute printing problems; multiple, convergent assessment deadlines which have been published well in advance. Learning to build in contingency time for unexpected problems (such as computer or printer problems) is part of effective time management and is a widely applicable transferable skill.

_iii. How to request an extension_

Requests for extensions are centralized to ensure consistency and fairness between modules and programmes. Individual module coordinators do not have the authority to grant extensions – so please do not approach them with requests.

In most circumstances, you should contact the relevant Secretary (geoq-enquiries@st-andrews.ac.uk for module codes GG and SG; sd-enquiries@st-andrews.ac.uk for modules coded SD). You should contact them before the deadline for Submission. Extensions will not be granted after the Submission deadline unless there are exceptional circumstances. Write an email with the Subject line: "<Your name> requests extension on <module code, number>. In the email state:

- module code
- the nature of the assignment
- the Submission deadline
- a clear & succinct explanation of the reason for seeking an extension

If your situation is complex the secretaries will consult the appropriate Year Head or Sub-Honours coordinator and/or the Director of Teaching before making a decision. If your issues are sensitive and you wish to discuss them confidentiality, you can approach these academic staff directly. The secretarial staff (with, where necessary, academic advice) will make a judgment about the merits of your case and the appropriate new deadline.
iv. Where extensions are insufficient to address legitimate problems
Where a student’s legitimate difficulties cannot be dealt with via an extension it is also possible to make a request for (a) “Deferred Assessment” or (b) “S Coding” (Honours students only) (see ‘A – Z’ of important information below).

TLA5. Penalties

Penalties apply equally to all undergraduate degree programmes and levels within the SGSD and are compliant with University policy.

Late Submissions
All coursework must be completed by the stated deadline. This includes all forms of non-examination assessment, e.g. class tests, oral presentations, posters and written work. See module handbooks for deadlines and guidelines on Submission. Work that arrives after a deadline will receive immediately a 1-point deduction (using the 20-point scale) from the available marks. A further 1-point deduction will occur for every further day, or part thereof. In every event, all continuously assessed work (coursework) must be Submitted seven days before the start of the exam diet (unless specified in the module handbook). In modules with an exam component, Submission of coursework is a prerequisite for permission to sit the examination. Failure to meet this criterion may result in your failing the module. Every day of the week will be considered as counting towards a late penalty. This rule applies to all holidays (public and University) and includes weekends. i.e. the clock does not stop. Submission of the paper copy, for those assessments where paper submission is necessary, must be made during office hours (usually Mon-Fri, 9am-5pm) and the submission is incomplete until both paper and electronic submissions have been received (in cases where the electronic submission is made outwith Office Hours the paper copy must be submitted within 3 hours of the office opening the next working day otherwise late penalties will apply until both components have been submitted).

Presentation
Written work must comply with the “general standards for Submitted work” detailed above. Also observe any additional guidelines for presentation in the relevant module handbooks, or given by teaching staff. Work that is poorly presented can make judging the merit of its content difficult and this may be reflected in the final grade. When awarding a final grade, markers will use their academic judgment to balance any merits in conception and implementation against flaws in presentation. If markers cannot read your handwriting you may be required to read exam scripts to markers and/or provide exact transcripts at your own expense.

Over Length Work
All Submitted work must comply with module-specific word limits (see module handbooks). Producing work that is within specified word limits is one of the key skills of essay/report writing, and a valuable transferable skill. In order to encourage writing within such limits, penalties are applied to over length work. Work that is over length to
any extent will be reduced by 1-point (using the 20-point scale). A further 1 mark will be deducted for every additional 5% over length.

**Please note:** (a) The SGSD does not operate the ‘10% leeway’ rule utilized by some Schools. (b) Falsifying the word length in your Submission declaration may constitute academic misconduct.

**Group Work Non-Compliance**

If a student fails to participate and adequately ‘share the load’ in group work then they may, as an individual, have marks deducted from the group mark, they may be removed from the group and be given individual work (with or without a penalty), or, in extreme cases, be awarded a zero mark. Group members who feel that certain individuals are not adequately participating in group work should inform the module/unit coordinator as soon as possible in the group work process. The students should provide details and evidence of their group member’s non-compliance with group work. The coordinator will then make a determination on the action that should be taken. If this occurs early in the process, prior to the Submission of assessed work, the coordinator will speak to and officially warn the student of the implications of this, through a) the academic alert system, and/or b) personal communication (email and/or face to face meeting). When work is Submitted penalties may also be applied. This can involve 1) a mark of zero, 2) mark(s) deducted from the overall group mark on the 20 point scale for the individual involved, at the discretion of the coordinator, in discussion with the Director of Teaching, or 3) removal from group work completely with an alternative assignment, which may attract a penalty as a consequence of group work failure.

**TLA6. Marking**

**Procedures for Marking, Audit and Quality Assurance**

Module coordinators provide lists of relevant reading and clear statements about the nature/goals of assessment. All work is marked using the following procedures:

1. Scripts are marked using the 20-point scale(s) (see below).
2. Most work is moderated by a second staff member who checks a sample of scripts from the module. Moderators evaluate the process, rigour & consistency of the marking, and check the conformity of the marks with the Grade-Related Criteria (see below), before either confirming the marks or recommending adjustments.
3. Markers and moderators discuss and agree marking standards. Where a marker and moderator cannot agree, a second moderator may be called upon to adjudicate. In rare instances, the opinion of an External Examiner may also be sought.
4. Once grades have been agreed, any necessary penalties will be applied (e.g. for lateness or excessive length).
5. Markers should give you sufficient feedback such that you understand the numerical grade awarded. Staff will often explicitly quote elements of the Grade-Related Criteria, but you can refer independently to these to help you understand a marker’s comments.
6. These grades are provisional and may undergo further moderation and adjustment at the module board and/or exam board meetings at which marking standards between modules are reviewed to ensure consistency.
7. All work in every module is available to the external examiners who are esteemed academics from other institutions. They review a sample of coursework and exam scripts from across the degree. The role of these external moderators is to ensure fairness and consistency in the marking and the quality of teaching *between* UK Schools in both Geography and SD.

9. A module board and/or exam board meeting is held at the end of each semester at which staff scrutinise marking procedures and grading (and any special circumstances affecting individual students). External examiners scrutinise the marking and assessment procedures. Grades agreed at these meetings are the final grades awarded. These are reported to the university and appear on your academic record.

10. The programme is reviewed regularly and amended frequently in the light of developments in the Subject and in response to regular internal and external evaluation. Student opinions are sought regularly *via* module evaluation questionnaires, informal meetings, and an audit report is completed each semester based on these responses). There is also a Staff-Student Consultative Committee for each programme (see below).

In summary, then, you can have confidence that the marks that you are awarded are the result of a rigorous, thorough and reflexive process

**General statement on Grade-Related Criteria (GRC) for individual pieces of assessed work**

The University uses a 20-point common reporting scale for grades (i.e. a 20-point basic scale reported to one decimal point for final module grades). The use of the common reporting scale across all Schools ensures comparability of grading across disciplines. The pass grade on this scale is 7; note that because the scale is non-linear, this does *not* equate to 35%. For details, see the University’s statement about classification, grades, marks and the 20-point scale at: [http://www.st-andrews.ac.uk/staff/teaching/examinations/scale/](http://www.st-andrews.ac.uk/staff/teaching/examinations/scale/)

It is important to realise that - in accordance with normal educational practice - there is NO fixed conversion between marks and 20-point scale grades; you may find different conversions (as appropriate to the task set) between assessments and between modules that you take in different Schools. However, where conversions to the 20-point scale are necessary, staff are guided by the following simple questions: in the given assessment, what level of mark constituted a performance that was “excellent”, of “high merit”, of “merit”, only “adequate”, worthy of a “pass but not of Honours standard”, or which deserved to “fail”? The answers to these questions enable a straightforward and consistent means of mapping a variety of marking systems to the University’s 20-point scale.

The SGSD employs a series of common GRC for all pieces of assessed work. The main GRC used for most written work and for statistical tests are published below. Where criteria differ (in order to better reflect the learning objectives of a given module), bespoke GRC will be published in the relevant module handbook.
Grade Related Criteria (GRCs)

These GRC are employed in a flexible fashion, and depending on the form of assessment involved. Alternative GRC may be used for particular assessment tasks such as oral presentations or field-based tasks (see relevant module handbook). Examiners will use their academic judgement to assess the level of performance (grade) across general criteria (below).

Assessment Criteria

Evidence of critical awareness, critical thought, creativity:
- Breadth and depth of understanding of topic
- Original insight
- Development of an effective and rigorous argument using relevant theory, methods, data or examples
- Connections between modules or module subunits

Evidence of reading and use of literature
- Rigorous engagement with literature
- Demonstrates an understanding of academic debates
- Appreciation of tensions, assumptions and theoretical underpinnings
- Breadth and depth of reading

Evidence of comprehension and understanding of assessment/task
- Extent to which question is answered or assignment task is met

Structure and organisation of submission
- Clear, relevant and effective structure
- Focused and effective use of word limits

Communication and presentation
- Well written, clear and accessible
- Professional presentation relevant to assignment
- Appropriate style for a given audience

Grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>20</td>
</tr>
<tr>
<td>Outstanding</td>
<td>19</td>
</tr>
<tr>
<td>Distinguished</td>
<td>18</td>
</tr>
<tr>
<td>Excellent</td>
<td>17</td>
</tr>
<tr>
<td>Superior</td>
<td>16</td>
</tr>
<tr>
<td>Very Good</td>
<td>15</td>
</tr>
<tr>
<td>Good</td>
<td>14</td>
</tr>
<tr>
<td>Decent</td>
<td>13</td>
</tr>
<tr>
<td>Capable</td>
<td>12</td>
</tr>
<tr>
<td>Competent</td>
<td>11</td>
</tr>
<tr>
<td>Adequate</td>
<td>10</td>
</tr>
<tr>
<td>Limited</td>
<td>9</td>
</tr>
<tr>
<td>Very limited</td>
<td>8</td>
</tr>
<tr>
<td>Marginal</td>
<td>7</td>
</tr>
<tr>
<td>Inadequate</td>
<td>6</td>
</tr>
<tr>
<td>Flawed</td>
<td>5</td>
</tr>
<tr>
<td>Very Flawed</td>
<td>4</td>
</tr>
</tbody>
</table>
Critical dividing lines

i. Grades 19-20

A mark of 20 does not denote perfection, and staff can still offer criticisms and suggestions for improvement whilst awarding a 20. Work awarded grades of 19-20 is work that is exemplary or outstanding given the nature and limits of the assessment task and the level at which the student working.

ii. Grades above 11

At Sub-Honours level, grades above 11 indicate that a student is producing work of a standard commensurate with the quality necessary to obtain an Honours degree.

iii. Grades 7-10

Grades 7-10 demonstrate a student is capable of passing a Sub-Honours module, but is not suited to pursue the related Honours programme.

iv. Grades below 7

Grades below 7 indicate a fail. A grade of at least 4 must be obtained in order to qualify for reassessment. Sub-Honours level reassessment grades are not capped at 7.

Notes on application of the GRC

i. Grades of 19-20

Really ‘excellent’/‘outstanding’ work will demonstrate particularly strong evidence of independent study and original, critical and/or reflective thought. A mark of 20 does not denote perfection, and staff can award the grade whilst still offer criticisms and suggestions for improvement. When awarding marks of 20, faculty will ask themselves – “what else might I reasonably expect, given the training the student has received, the nature and limits of the assessment task and the level at which the student is working (i.e. 3-4000-level)”. Work will be ‘exemplary’ in the sense that it might be given to other students as an exemplar of excellence at the relevant level. If work is described as ‘publishable’, it is in the sense that it would be presentable at the first round of the peer review process (not that it represents the quality of a published peer reviewed paper).

ii. Academic judgment

The criteria set out above are for guidance only and are not a rigid mechanism. Examiners use their professional academic judgment in balancing elements of a piece of work: for example those that meet the ‘excellent’ components of the GRC against those that have ‘merit’ or are merely ‘adequate’.

iii. Grade ratification

All grades are provisional until moderated and endorsed by the Module Board.

iv. Grades of 7 and below

A grade of 7 indicates a module has been passed but not at the level necessary for an Honours degree. Students who fail and have the right to be reassessed will have Subsequent performances capped at 7. Students who fail with no right to reassessment must take additional credits in order to graduate.
v. Relevance to your degree programme
Students who demonstrate explicitly an appreciation of the core themes relevant to the module and to their discipline/programme and of the connections between different elements of the curriculum, will be rewarded with higher grades.

vi. Grade for work v. grade for module v. final Honours degree classification
The SGSD GRC show a set of descriptive criteria and a 20-point grade scale. In the majority of cases work is marked using a 20-point scale mark to a whole integer. Where several pieces of work are Submitted within a module, the final module grade may include decimal places (e.g. 16.5). When a final module grade is within 0.5 of the higher mark it may be rounded up during the calculation of the final degree classification. Thus a module grade of 16.9 indicates a top 2:1 performance, not a First, except where a final year student’s GPA is within 0.5 of the higher degree classification. In these cases only, 16.5-16.9 is treated as if they were 17 (and so on at lower thresholds on the scale).

The University applies a common algorithm for the calculation of the award of Honours classifications. Degrees are classified using a credit-weighted calculation of grades achieved for Honours-level modules (3000 level and above) taken during an approved Honours programme. This ensures consistency, particularly if you are taking a joint degree/SD partner Subject. Final Honours module grades are combined to produce a credit-weighted grade point average (to one decimal place): [https://www.st-andrews.ac.uk/staff/teaching/examinations/Honours/](https://www.st-andrews.ac.uk/staff/teaching/examinations/Honours/)
Grade Related Criteria for Quantitative Work Assessment in SGSD

The grade related criteria (GRC) outlined below can be used to map percentage based scores in quantitative assignments to the University 20-point scale. The nature of quantitative assignments requires an alternative view on the standard 20-point GRC. Under this system the GRC terminology has been modified only slightly to represent the nature of quantitative assignments. Instructors will design their quantitative assessments so that clear discrepancies in achievement fall into the correct categories of the GRC.

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Mark (%)</th>
<th>Grade Related Criteria (GRC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>20</td>
<td>97-100</td>
<td>Excellent answers, thorough knowledge of topic with only minor errors, well-structured and presented.</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>93-96</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>89-92</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>85-88</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>16</td>
<td>82-84</td>
<td>Very Good to Good answers, with some minor and major errors, reasonable understanding of topic with satisfactory structure, presentation.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>78-81</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>74-77</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>68-70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>Adequate</td>
<td>10</td>
<td>61-64</td>
<td>Adequate answers, some understanding of topic, with major errors flawed by misconception, poor organisation and/or presentation and inclusion of irrelevant material.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>57-60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>54-57</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>7</td>
<td>50-53</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>6</td>
<td>44-49</td>
<td>Very limited understanding of the topic, with poor organisation, major errors and/or largely irrelevant material.</td>
</tr>
<tr>
<td>(Reassess)</td>
<td>5</td>
<td>38-43</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>30-37</td>
<td></td>
</tr>
<tr>
<td>Fail no re-assessment</td>
<td>3</td>
<td>20-29</td>
<td>Lack of Substantive content or almost entirely irrelevant.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10-19</td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>0-9</td>
<td></td>
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</tbody>
</table>
TLA7. Feedback on coursework and exam performance

General Information on feedback
You are entitled to receive routine feedback on any work that you have Submitted. Feedback will give you advice that will guide you in improving your learning and future performance. Feedback comes in various forms: informal (in a tutorial or feedback session with a member of staff, for instance) and formal (on a piece of assessed work); verbal and written (on mark sheets); sometimes by the person who marked a piece of work and sometimes by a module coordinator. It is through the feedback process that you gain advice to help you improve your learning and future performance. Coursework will normally be returned with a 20-point grade and written comments within three weeks of Submission (except where that assessment is 100% by course work – Dissertation and Review Essay – as this work forms the substantive final grade for a given module it must first be put through the external examining process and students should expect these grades to be released with the exam grades for the appropriate exam diet). Staff will discuss results verbally if students require clarification about why they received a particular grade and/or if they want advice about how to improve their performance. In addition to such specific feedback, most staff at Honours level provide generic feedback to their class, either by email, on Moodle or through class feedback sessions.

Exam feedback:
In line with University best practice, staff will organise post-exam review and feedback sessions (usually at the start of the new semester) for the entire module group. During these sessions, staff will identify general issues and common mistakes/flaws and offer generic advice on how to improve grades/achieve excellence. They will also offer opportunities for you to raise specific questions about your individual performance.

If you wish detailed feedback from a member of academic staff on an examination script, you should contact him or her to arrange a suitable time. No fee is charged for this type of feedback. Students are, however, also entitled to request a hard copy of any of their own completed examination scripts. If a photocopy of the script is required for personal reference, please contact the relevant Sub-Honours or Honours Secretary and, on payment of a fee of £10 per examination script, a photocopy will be provided for you within five working days. Such requests should be made by the end of Week 3 of the semester that follows the examination diet (after this time exam scripts are archived).

There are thus many ways of obtaining feedback. If you want to get a good degree result, taking full advantage of the opportunities provided is the intelligent choice.
STUDENT RESPONSIBILITIES + ADVICE FOR STUDY

General Introduction
Higher education is not mandatory; it is an opportunity, not a chore. Thus while we do our best to provide a stimulating and challenging programme of study, ultimately the aims and outcomes of your programme can only ever be achieved if you take proper responsibility for your own learning. Staff expect students to be keen, attentive, diligent and dedicated. We recognise, of course, that there are many varied opportunities to enjoy while at University, and we encourage you to make the most of them, but we believe that your degree should be your top priority. Time and effort must be dedicated first to your studies, and other activities fitted around them. A rough guide is that every credit you earn should represent about 10 hours of work (organised classes and independent study). This translates to approximately a 35-40 hour study week. Apart from organised class hours, your social and study time are very flexible and interchangeable. It is up to you to develop a study regime that works for you; staff can advise, but it is your responsibility to establish and stick to this regime. As well as responsibilities to yourself, you also have responsibilities towards your peers and colleagues. These involve not disrupting the study of others, actively contributing to discussion and group work, and being responsible about others’ safety in labs, classes and in the field. These are detailed more clearly below.

Student “Contract”
The following is extracted from the University's Code of Practice for Quality in Teaching and Learning.
The student should:

1. Recognise that it is his/her responsibility to familiarise him/herself with the aims and objectives of a class before enrolment, to ensure that the class suits his/her interests and degree plans.
2. Regard enrolment in an undergraduate class as a contractual agreement involving attendance at all activities scheduled for the class.
3. Arrive punctually for all activities scheduled for the class.
4. Where absence from or late arrival at a feedback group is unavoidable, inform the tutor in advance wherever possible.
5. Complete all preparatory work required of them.
6. Meet all deadlines for Submission of advanced work, unless postponement has been agreed in advance with the tutor.
7. Recognise that it is his/her responsibility to determine the method and quantity of study (as distinct from assigned work) necessary to complete an academic class or year of study successfully, and to seek guidance if in doubt.
8. Consult his/her tutor if in doubt about the appropriateness of, or reason for, a grade on an assigned piece of work or in a class examination.
9. Treat all School staff with courtesy.
Financial Management

We appreciate that you may face financial difficulties whilst attending University. We do our best to ease that burden by purchasing essential texts for the Library, often in multiple copies. Much material is also freely available in electronic form. However, using the information available in module handbooks, it is your responsibility to budget for expenditure on book purchase, photocopying, printing and other necessary study resources. The school subsidises all obligatory fieldwork that is part of modules and in most cases we hope to cover all essential cost of fieldwork – travel, accommodation and materials but we reserve the right to ask for contributions to optional field excursions. For information about likely costs during your degree, see your Programme/module handbooks/moodle sites. For those students who have financial difficulty relating to fieldwork or dissertation research the ASK centre administer a hardship fund – those interested in the hardship fund should contact the relevant secretary.

Harassment and Bullying

Students should attempt to facilitate each other’s learning and endeavour to make study and social time an enjoyable experience. It is their duty not to let relationships with others get out of hand. If a situation cannot be defused informally the university has a procedure to deal with bullying and harassment. This procedure applies to staff as well as students.

Use of School Facilities

The Irvine Building houses a 24-hour access PC computer laboratory. Within this suite the School provides a range of specialist software packages including Illustrator (for cartography and poster making), NVIVO (for qualitative research), ArcInfo (for GIS). Digimap which can be accessed from any University networked machine. Please note this lab is often used for teaching and students may not have access during these times. Recent undergraduate dissertations are archived and accessible for you to consult in preparation of your own dissertations. The School has a range of physical science facilities and equipment available to assist you in your dissertation research. For details contact Ms Jade Green <jkg4>. Smoking: the Irvine Building is a “no smoking zone”. Smoking should take place outside. Please put all waste in bins, rather than on the ground near the entrances. Mobile phones: MUST be turned off during all classes.

Staff Student Consultative Committee

Students have the responsibility to utilise the available mechanisms of democratic representation. The Staff Student Consultative Committee for each programme consists of elected representatives from each year group and plus staff (Director of Teaching, Year Heads, Sub-Honours Coordinators). It is chaired by the ‘School President’ for Geography & SD. This committee provides a forum for discussion of all aspects of programmes, enabling problems to be identified and improvements made. The committee usually meets twice each semester. Minutes are reported to the Staff Board. Nominations take place in Week 2 of Semester 1, elections in Week 3. If you would like to get involved – see the Student Association: http://yourunion.net/classreps contact the
current School President of Geography and Sustainable Development (geographypresident@st-andrews.ac.uk). For details of elected representatives in any given year – please see http://www.st-andrews.ac.uk/gsd/courses/sscc/
Time Management

Responsibilities re. time management:
The requirements and timings of all assessments and deadlines are made available to you at or near the start of each semester. *It is your responsibility to plan your work intelligently and professionally.* If deadlines coincide, you must take account of this and plan your work accordingly. While you may have to concentrate on particular modules at particular times, it is strongly recommended that you work steadily on all modules that you are taking throughout the semester. This will help to minimise last-minute panics, with the associated stress and (usually) poor grades that these cause.

Many students may need or wish to undertake part-time paid work whilst studying for their degree. It is your responsibility to ensure that the number/timing of hours of employment you accept do not prevent you from attending classes or impinge on the number of personal study hours recommended for each credit of study. If you are likely to miss a deadline, refer to the protocols for “Problems meeting Submission deadlines” above.

Advice on time management

Being successful at university will probably require a more careful and effective utilisation of time than you have ever achieved before. You will be expected to study on your own much more than you may have been used to. Typically your schedule will involve fifteen or so hours of classroom work per week. In addition, you will be expected to average about two hours of preparation for each hour in the classroom. This means that you will have at least a forty-five hour working week and will consequently be involved in a full-time occupation! Many students find that this full-time job must be supplemented by other part-time jobs and/or by family and social responsibilities which add a great deal more time. A common student complaint, therefore, is that there is just not enough time.

The job of being a university student, like most other jobs, can be carried out either efficiently or inefficiently. The way we use time (or waste it) is largely a matter of habit patterns. One of the best techniques for developing more efficient habits of time use is to prepare a time schedule. The purpose of scheduling is to free you from the scholastic inefficiency and anxiety that is, at least partially, a function of wasted time, inadequate planning, and hasty, last minute study. The most successful system, for most students, is to combine long-range and short-range planning. Thus, you can make a general schedule for an entire semester and then prepare a more specific plan for two or three days a week at a time. Here are some suggestions for developing a long-range strategy, i.e., a semester schedule.

1. PLAN ENOUGH TIME FOR STUDY.
   As a rule of thumb, you should average about two hours of study (including library work, essay and other assignments) for each hour spent in the classroom. This is an appropriate and realistic guideline; indeed you would do well to plan for somewhat more than a two-to-one ratio.

2. STUDY AT THE SAME TIME EVERY DAY.
   As far as possible, you should schedule certain hours which are used for studying almost every day in a habitual, systematic way. Having regular hours
at least five days a week will make it easier to follow your schedule and to maintain an active approach to study.

3. MAKE USE OF THE FREE HOURS DURING THE DAY.
The hours between classes are perhaps your most valuable study time yet, ironically, the most frequently misused. You can effectively utilise these hours reviewing the material and editing the notes of the preceding class and/or studying the material to be discussed in the following class.

4. PLAN STUDY PERIODS TO FOLLOW CLASS PERIODS.
This should be done whenever possible. The next best procedure is to schedule the period for study immediately preceding the class. You should specify the particular module you will study rather than just marking "study" on your schedule.

5. SPACE STUDY PERIODS.
Fifty to ninety minutes of study at a time for each course works best. Relaxation periods of ten or fifteen minutes should be scheduled between study periods. It is more efficient to study hard for a definite period of time, and then stop for a few minutes, than attempt to study on indefinitely.

6. PLAN FOR WEEKLY REVIEWS.
At least one hour each week for each class (distinct from study time) should be scheduled for reviewing. The weekend is a good time for review.

7. LEAVE SOME UNSCHEDULED TIME FOR FLEXIBILITY.
This is important! Lack of flexibility is the major reason why schedules fail. Many students tend to over-schedule themselves.

8. ALLOT TIME FOR PLANNED RECREATION AND OTHER ACTIVITIES.
When you plan your schedule, you should begin by listing the activities that come at fixed hours and cannot be changed. Classes and laboratories, eating times, sleep, and work for money are examples of time uses which you typically cannot alter. Next, you can schedule flexible time commitments. These hours can be interchanged with other hours if you find that the schedule must be changed during the week. Recreational activities are planned last. When forced to deviate from a planned schedule (and that will invariably occur), you should ‘trade’ time rather than ‘steal’ it from the established schedule. Thus, if you have an unexpected visitor at a time reserved for study, you can Substitute an equal amount of study time for the period you have set aside for recreation.

9. FINALLY.... Be aware of the deadlines for producing written work. You will incur penalties if you Submit work late. Avoid a last-minute rush. Plan your work so that you finish some assignments well in advance of deadlines late in the semester, so that enough time is left for the rest; and always try to allow yourself a margin of safety at the end of the semester, in case you run into unexpected difficulties.


Reading for a Degree

Responsibilities re. Reading

When you become a university student you are said to be ‘reading for a degree’. Contact time with staff is insufficient for us to deliver all the knowledge you require to obtain a degree - and you would not digest it if we attempted to do so! Reading is therefore the most important activity you will undertake at university; most of your study time will be spent reading. You need to develop skills to allow you to make the most of this time. All students need to read (see marking scheme above); if you want to get good grades, you will need to show clear evidence of reading in your course work and in examinations.

Every module requires reading, some more than others. Some will recommend a core textbook but all will require you to find and access books and journals in the library and on the Web. All modules provide handbooks at the start of semester that detail the required reading. It is your responsibility to ensure that you start your reading early. Materials likely to be in demand due to large classes or because they are required reading are normally put on short loan to improve access. However, resources are limited and you should not assume materials will be available to you if you fail to access them until the busy revision period before exams.

Advice on reading

a. General Reading Strategies

The reading given to you at all stages of your programme contains more than even the most diligent student could master, so you will need to develop strategies.

Set texts: for many modules lecturers will identify one or two ‘set texts’. These should be your guide to the module and you should become very familiar with their content. Sections referred to and identified by lecturers will warrant particular attention. In the first instance you should go over them closely, taking notes as relevant; later, you can re-read them more quickly, or go over sections relevant to a particular lecture, seminar or essay topic. We recommend that you purchase personal copies of set texts.

Reading lists: often these will be quite extensive and you might need to be selective. The essential point is to read in detail only what is relevant to the task in hand. Make rapid judgments about what material is relevant by reading the abstracts of papers or the table of contents and indexes of books. As you form an idea of your approach to the topic, the points on which you want information or guidance will become more specific, and you can target your reading accordingly.

Reading round the topic: reading the set texts and reading for a particular purpose are both limited exercises. A more rounded view of the Subject can be gained by reading more widely, perhaps whole books, but with a sort of relaxed attention that is on the alert for points of interest, unexpected connections etc.. Many issues studied in your modules will be topical, and up-to-date information is available from diverse media sources.
b. Improving Reading Speed

The average university student reads between 250 and 350 words per minute on fiction and non-technical materials. A "good" reading speed is around 500 to 700 words per minute, but some people can read a thousand words per minute or even faster. What makes the difference? There are three main factors involved in improving reading speed: (1) the desire to improve, (2) the willingness to try new techniques and (3) the motivation to practice. Learning to read rapidly and well presupposes that you have the necessary vocabulary and comprehension skills. Basic conditions for increased reading rate:

1. Have your eyes checked. Slow reading can be related to uncorrected eye defects.
2. Familiarise yourself with content. One of the best techniques for this is 'skim reading'. Before reading an article or chapter in full, read the abstract, skim through the pages noting heading and other highlighted material, read the beginning and end of paragraphs, read the conclusion.
3. Eliminate the habit of pronouncing words as you read. If you sound out words in your throat or whisper them, you can read only as fast as you can read aloud. You should be able to read most materials at least two or three times faster silently than orally. If you are aware of sounding or "hearing" words as you read, try to concentrate on key words and meaningful ideas as you force yourself to read faster.
4. Avoid regressing (rereading). The average student reading at 250 words per minute regresses or rereads about 20 times per page. Rereading words and phrases is a habit, which will slow your reading speed down. Usually, it is unnecessary to reread words, because ideas are explained and elaborated more fully in later contexts.
5. Develop a wider eye-span. This will help you read more than one word at a glance. Since written material is less meaningful if read word by word, this will help you learn to read by phrases or thought units.

Poor results are inevitable you attempt to use the same rate for all reading purposes. Learn to adjust your rate to the purpose in reading and to the difficulty of the material being read. This ranges from a maximum rate on easy, familiar, interesting material or in reading to gather information on a particular point, to minimal rate on material which is unfamiliar in content and language structure or which must be thoroughly digested.
c. SQ3R - A Reading & Study System

When reading books chapters or journal articles the following procedures will facilitate understanding and retention.

SURVEY - gather the information necessary to focus and formulate goals.
1. Read the title - help your mind prepare to receive the Subject at hand.
2. Read the introduction and/or abstract - orientate yourself to how this chapter fits the author's purposes, and focus on the author's statement of the most important points.
3. Notice each boldface heading and Subheading - organise your mind before you begin to read - build a structure for the thoughts and details to come.
4. Notice any graphics; charts, maps, diagrams and illustrations are there to make a point, don't miss them.
5. Notice reading aids: italics, bold face print, statements of chapter objectives, end-of-chapter questions. These are all included to help you sort, comprehend, and remember.

QUESTION - help your mind engage and concentrate.
Taking one section at a time, turn the major Sub-headings into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You can always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

READ - fill in the information around the mental structures you've been building.
Read each section (one at a time) with your questions in mind. Look for the answers, and reflect on whether you need to make up new / additional questions.

RECITE - train your mind to concentrate and learn as it reads.
After each section - stop, recall your questions, and see if you can answer them from memory. If not, look back again (as often as necessary) but don't go on to the next section until you can recite.

REVIEW - refine your mental organisation and begin building memory.
Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

Reading on reading

Useful references available in the University Library are:
See also CAPOD website: [http://www.st-andrews.ac.uk/capod/](http://www.st-andrews.ac.uk/capod/)
Developing your study skills
When you come to write up an essay or revise for an exam, you will need to rely on a full, well-organised and comprehensible set of notes. It is your responsibility to develop an effective note-making strategy/filing system that facilitates learning writing and revision.

Further tips for improving study skills

a. Making notes during lectures
Note-taking is a skill that develops with practice. The Cornell System (outlined below) is designed to save time

1. First Step - PREPARATION
Taking notes will be easier if you have done preparatory reading, since you will have an idea what the lecturer is talking about and some of the names, expressions and concepts will already be familiar. Use a large, loose-leaf notebook. Use only one side of the paper; you then can lay your notes out to see the direction of a lecture. Draw a vertical line 7cm or so from the left side of your paper. This is the recall column. Write your notes to the right of this margin. Later key words or phrases can be written in the recall column.

2. Second Step - DURING THE LECTURE
Record notes in paragraph form. Concentrate on capturing general ideas. Skip lines to show end of ideas or thoughts. Using abbreviations will save time. Write legibly. Copying powerpoint slides/overheads is not enough. Slides/overheads are mostly used by lecturers as prompts to their own thoughts and as a way of organising the lecture; what they have to say about the topics/ideas listed on the slides is as important, if not more important.

3. Third Step - AFTER THE LECTURE
Read through your notes and make them more legible if necessary. It can also be useful to compare notes with someone else afterwards; they may have noted points you missed. Now use the left-hand column to jot down key words and phrases which capture the content and message of the lecture. Then cover up the right-hand portion of your notes and recite the general ideas and concepts of the lecture. Overlap your notes showing only recall columns and you have your review. If you do find any problems you can ask the lecturer.

b. Making reading notes
The important thing is to extract and distil the content, i.e. the argument and the illustrations or evidence which support it. Many of the topics covered in your programme are matters of ongoing controversy among scholars. Try to work out who you think is right and why. Recognise that the lecturer’s views can be challenged using well-argued and well-informed dissent. This will often be rewarded more highly than uncritical repetition. Do not simply copy out chunks of text word-for-word: that will not help you understand what the author is saying. When it comes to writing essays, you will anyway have to
express things in your own words. Where you do copy particularly pithy statements directly make sure you record (a) that it is a **direct quote** (b) the full reference details, page numbers, library class mark/URL etc. (see “general standards for Submitted work”). Unacknowledged quotation will incur severe penalties (see “Good Academic Practice”).

**c. Writing Essay Assignments**

Essays, written either as course work or in exams, are one of the main ways in which the progress of your studies will be assessed. When we mark an essay, there are basically three things we look for: factual knowledge of the Subject; an understanding of the facts; and the ability to develop a coherent and well-argued case.

The first thing you need to do is to understand the question. Essay titles (and exam questions) are NEVER invitations to write down everything you know on a given topic; there will always be some more specific task involved. For example, the essay may be asking you to organise and interpret data, or to formulate a reasoned judgment on some problem, or to evaluate a given hypothesis. Sometimes you will need to know some background about the Subject before you can interpret the question correctly; so do some preliminary reading. When you understand the question, you can start trying to work out an answer. Your reading now has a definite target – question answer.

When it comes to writing there are two things to remember. First, try to write clear, concise and simple English. Resist the temptation to overelaborate your style; you will probably just make your meaning unclear. Second, organize your answer carefully. Use focused introductions and conclusions to clarify what you are trying to say in between.

The simplest approach is to use the introduction to state briefly how you understand the question, and how you will approach it. Your word limit will be tight, so make every word count. Remember that you are introducing your essay, not the Subject in general. Aim to begin with a direct response to the essay title. In your conclusion, summarise briefly the conclusions you have reached, and your reasoning for that conclusion. Each paragraph in the essay can be structured like a mini essay with a line introducing each relevant argument or example, several lines of evidence and discussion, and a concluding line that points towards your evolving answer to the question posed. Try and structure paragraphs so that each new argument flows logically from the last. Developing a plan before you start writing will help incorporating the key ideas you want to include in each section.

When writing, use your own words, paraphrasing rather than copying authors’ ideas. Clearly reference where ideas come from (if not your own) especially when quoting directly (see “standards for Submitted work” above/“Good academic practice” below). Whilst essays must be Submitted in printed form, it might help your thinking to compose your outline plan by hand. Proof-reading is **essential** before Submitting, correcting any grammatical or typographical errors. Use the spell/grammar check facility on the computer. Review the guidelines on standards for Submitted work and other rules and instructions before Submitting.
**Proactive pursuit of Careers**

Please take responsibility to utilize the resources of the Careers Centre (on Market St, opposite the Students’ Association): [http://www.st-andrews.ac.uk/careers/](http://www.st-andrews.ac.uk/careers/). Both the Geography and SD programmes have a Careers wiki resource in this site where you can follow some of the careers of our recent graduates and find useful information about possible careers in SD [http://www.st-andrews.ac.uk/careers/wiki/Sustainable_Development_-_using_your_degree](http://www.st-andrews.ac.uk/careers/wiki/Sustainable_Development_-_using_your_degree) and Geography [http://www.st-andrews.ac.uk/careers/wiki/Geography](http://www.st-andrews.ac.uk/careers/wiki/Geography). Please visit these wikis, the Careers Centre, and make an appointment to see an adviser and use their facilities.

The Honours curriculum in both Geography and SD is very much in line with the University’s *Quality Enhancement strategy* giving multiple opportunities within the core training provision and options to ‘foster confidence and ambition’ and ‘enhance employability’ *via* study ‘within a research intensive University’. Professional research training, opportunities for project design and management, public speaking and professional presentation and even opportunities to work with professional private, public and community sector organizations *via* our OPPEn initiative: [http://www.st-andrews.ac.uk/oppen/](http://www.st-andrews.ac.uk/oppen/)

*Internships, placements and work experience*

Experience will broaden and complement your academic progress but will also enhance your employment opportunities. Again, visit the Careers Centre to learn of opportunities. Also use your imagination and local contacts to develop opportunities in your field of interest. Your student society or other activities can also count towards experience – running a campaign, a communications strategy, management, leadership (see the ‘A-Z’ appendix “University Undergraduate Research Internship Programme” - URIP).

*Careers choices - SD*

We anticipate that graduates will be highly literate and numerate with a capacity to synthesise across a broad range of issues and disciplines. These virtues and the knowledge and skills gained from SD core modules should combine with your partner Subject area of expertise to make you indispensable in many fields related to SD. These include environmental management, social justice, health, urban or rural planning, policy development, corporate social responsibility and a range of others. We envisage employment opportunities in:

<table>
<thead>
<tr>
<th>• Natural Resource Management</th>
<th>• Business strategy</th>
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<tr>
<td>• Impact assessment</td>
<td>• Conservation</td>
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<tr>
<td>• National, State and Local government</td>
<td>• NGOs</td>
</tr>
<tr>
<td>• Management</td>
<td>• Technology development</td>
</tr>
<tr>
<td>• Teaching</td>
<td>• Post-graduate research</td>
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**Careers choices – Geography**

Geographers study a wide range of issues spanning the social and physical sciences. By doing so, they develop a breadth of skills which are attractive to a very diverse range of employers. Research suggests that geography graduates have a better than average chance of finding work and that they are amongst the least likely to be unemployed. Careers which particularly utilise the skills developed by geographers include:

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Physical Systems</td>
<td>hydrologist, weather forecaster, flood protection manager, earth scientist, geomorphologist</td>
</tr>
<tr>
<td>Geographical Techniques</td>
<td>GIS specialist, location analyst, surveyor, aerial surveyor, cartographer</td>
</tr>
<tr>
<td>Development &amp; Global Issues</td>
<td>civil servant for DFID, economic adviser and analyst, NGO worker</td>
</tr>
<tr>
<td>Travel, Tourism, Leisure and Culture</td>
<td>expedition leader, leisure centre management, heritage site manager, travel writer</td>
</tr>
<tr>
<td>Environment &amp; Sustainability</td>
<td>civil servant for DEFRA, conservation worker, estate management, environmental consultant</td>
</tr>
<tr>
<td>Place Policies</td>
<td>housing manager, town planner, transport officer, urban regeneration, local government officer</td>
</tr>
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AN ‘A - Z’ OF IMPORTANT INFORMATION

This ‘A - Z’ provides brief summaries of some of the more important issues. For a comprehensive explanation of all University Policies and Regulations, see: http://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/#G and also University Student Handbook: http://www.st-andrews.ac.uk/studenthandbook/

Advice and Support for Students
For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, North Street, 01334 462020, theasc@st-and.ac.uk.

Academic Alert
Academic Alerts are a way of helping students who are having trouble coping with their studies; such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students’ grades. Academic Alerts will be issued by email from the Director of Teaching, Director of Postgraduate Studies, Module Coordinator or School administrator and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module. The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student’s permanent transcript. For more information on Academic Alerts and details on how the categories work, see http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Academic%20Alerts.pdf

Absence reporting

Absence from Classes
Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the 'Academic Alert' policy above. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence form (through e-Vision) as soon as possible: https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn

This should be completed within 3 days of the first day of absence. Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Services in order to organise the appropriate documentation. If you Submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School.
Completion of a Self-Certificate is not an acceptable Substitute for contacting your module coordinators well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the UKVI any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies. If you are a non-EEA student and you are absent from study for 10 days without the University's permission, the institution is legally bound to inform the Home Office and this may result in your visa being rescinded.

**Absence from Examinations**

Absence from Examinations due to illness or any other unavoidable reason should be reported by Submitting a Self Certificate of Absence form (through e-Vision) https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn as soon as you are able to do so, preferably before the examination is due to take place and in any case no later than 3 days after the examination. You must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. You are only required to notify the University Examinations Officer if there is a problem Submitting the self-certificate.

**Keep the SGSD informed**

Where absence and illness is likely to affect your academic performance, you must keep the appropriate Year Head and DoT apprised of your difficulties as they will be able to make representations on your behalf when it comes to issues of attendance and ‘S Coding’ (see “Deferred Assessment” and “S Coding” in this Handbook). Follow up any face-to-face meetings with an emailed statement of your circumstances to provide a written record.

**University Contact:**

Examinations Officer  
The Old Burgh School, Abbey Walk  
**Telephone:** 01334 464100  
**Email:** examoff@st-andrews.ac.uk

**Academic Appeals, Complaints and Disciplinary Issues**

The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly. Such issues normally fall into one of three categories:

- **An appeal requesting a formal review of an academic decision** - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (see the relevant [Policy on Student Academic Appeals](#));
- **Complaints** - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University's [Complaints Handling Procedure](#));

- **Disciplinary cases** - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the [Good Academic Practice Policy](#); Non-Academic Misconduct is dealt with under [separate procedures](#).

If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you **must** bring these to the attention of an appropriate member of staff (for example your Academic Adviser, module coordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment. If you base a Subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

**Using the Right Procedure**

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, or a decision about progression or termination of studies), then you "must" use the Appeals procedure. The permissible grounds for Submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.

**Further guidance and support**

The Students' Association provides independent and confidential help and advice for students who are contemplating Submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing & Submitting a Submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you need help.

**University Contacts**

Iain Cupples - Student Advocate (Education)  
Telephone: 01334 462700  
Email: inc@st-andrews.ac.uk

In addition, support is available from the appropriate Pro Dean and the Advice & Support Centre who may be contacted by emailing:

- Undergraduate Arts and Divinity: prodeanarts-ug@st-andrews.ac.uk  
- Undergraduate Science: prodeansci-ug@st-andrews.ac.uk  
- The Advice & Support Centre: theasc@st-andrews.ac.uk  
- Telephone: (46) 2020
**Academic Flexibility for Students with Recognised Sporting Talent**
There is a policy which allows eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions. Further information is available from Gary Brankin, School of Sport and Exercise (email gb50) or see [http://www.st-andrews.ac.uk/sport/performance/support/academicflexibility/](http://www.st-andrews.ac.uk/sport/performance/support/academicflexibility/)

**Advising procedures**
At the beginning of each session, before matriculation in the University, undergraduate students must see, in person, their Sub Honours or Honours Adviser of Studies, who will validate their choice of modules and who will be able to give help and guidance on matters relating to academic progress. In addition, students may contact them at any time in the Academic Year if they have anything they wish to discuss. You will find the most updated list of SD Honours and Sub-Honours advisor at: [http://www.st-andrews.ac.uk/students/academic/advising/](http://www.st-andrews.ac.uk/students/academic/advising/)

At Sub-Honours, if you are registered for another degree you can be advised into a SD module by your adviser in that School. At Honours level, you will need permission of the SD Honours adviser. You will need permission from the SGSD Director of Teaching to take first and second years concurrently or (rarely) to enter directly into second year. Such permission is rarely given but can be granted if a student meets the criteria of previous multidisciplinary academic experience and qualifications, academic ability, work, and other relevant SD experience and evidence of vocation, and has exceptional circumstances.

**Pre-Advising**
At the end of Semester 2 returning students are asked to Submit their modules choices online as part of the Pre-Advising process. Practices vary between Schools and students should refer to specific instructions issued by their School for details. You should also at this point take the opportunity to update your personal details e.g. contact address. Students should contact their Advisers of Studies with any questions. Advisers also have access to Pre-Advising pages and will be able to amend or provisionally validate module choices.

**Re-advising/Changing Modules**
Students are ordinarily allowed to change modules only during the first week of each semester. After that your Adviser of Studies or Programme Co-ordinator must place a special request, on your behalf, to the appropriate Pro Dean. No matter what level of module you are studying, you must contact your Adviser of Studies or Programme Co-ordinator to obtain the necessary approval for any change. You must not enrol yourself into a new module or simply start attending the classes for a new module, at any level, without being Re-advised. Advising is one of the primary means by which your academic record is maintained and exam schedules are produced; and unless you ensure that this is kept up to date you may find you will not receive the credit for the modules you have taken or that you have a clash in your exam timetable.

**Module Confirmation**
Following Re-advising students have a period to check and confirm that their module choices are correct. Students will be contacted in Week 2-3 of each semester with details of how to complete this requirement. Access your on-line records via iSaint.
**Deans' List**
This is an annual award for academic excellence, promoted by the Deans of the University. Undergraduate students who achieve an outstanding overall result in the course of an academic year have their names inscribed on the Deans’ List, an honour which will also appear on your University transcript. The criteria for the award are strict. See: https://www.st-andrews.ac.uk/students/academic/awards/universityprizes/deanslist/
Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans’ List.

**Deferred Assessment**
If you experience difficulties, which are not of your own making (e.g. medical, personal or family issues), we are willing to work with you to help you to achieve your potential. Use the self-reporting mechanism (see “Absence Reporting”) AND approach the Secretary coordinating your year group at the first opportunity to discuss the problem. They will then contact your Year Head and the Director of Teaching. In the first instance, you should request an extension (See TLA4. above). If an extension is insufficient to help you overcome a legitimate difficulty then a deferred assessment may be arranged by the Director of Teaching via the Secretary coordinating your year group. At Honours level, deferred assessment helps forestall the need to use S Coding (see “S Coding” below).

**Degree Regulations**
A regulatory structure determined by Senate and Court governs the award of all degrees. Undergraduate and Postgraduate Resolutions and Regulations are available at https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/ and https://www.st-andrews.ac.uk/pgstudents/rules/pgsenateregulations/

**Disability Support**
If for disability reasons you require support for example; teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as; learning difficulties, visual and hearing impairments, mobility difficulties, Aspergers, mental health, long standing medical condition and much more.
http://www.st-andrews.ac.uk/students/advice/disabilities/
Within the resources currently available, we have tried to make the historic Irvine Building an accessible environment: the main ground floor entry has ramped access, there is an accessible lavatory on the ground floor, stairs and corridors have been painted to aid those with visual impairment and there is a loop in the lecture theatre to assist those with hearing difficulties. However, large areas of the building remain difficult to access for those with mobility problems. Students and staff who either (a) may not be able to hear a fire alarm or (b) have mobility problems and may need assistance with
evacuation in the event of a fire or fire drill, should contact the School Health & Safety Officer and Disability Coordinator at the start of semester describing their likely needs. It should not be necessary for those with disabilities to make special requests in order to gain access to any aspect of the degree programme, but please let us know if that is not the case.

Because most staff place their lecture slides on Moodle, they will not usually make paper copies of lecture notes available. However, anyone who finds it hard to take full notes in class may be given permission to record the lecture. See “Recording lectures”.

E

Ethics and Ethical Approval

Ethical behaviour is an important transferable skill. We expect, encourage and train students to act ethically in all their learning activities. Institutional ethical approval for research is one element of this broader commitment to ethical behaviour, but it is a significant one. All research requires ethical clearance before it can begin. ALL students undertaking data collection for their dissertation must engage with the Ethics Committee protocols. Ethical applications are reviewed within the School and we aim to process these as quickly as possible.

There are two stages in making an Ethics application:

1. All research, regardless of its nature, scope of location must complete an Ethics Self-Assessment form (from the UTREC website). The Ethics Self-Assessment consists of yes/no questions. For some projects this Self-Assessment form is where the formal ethics procedure stops – but the form should be retained to evidence compliance, for dissertation students this form must be bound into the appendix of the dissertation.

2. For those projects whose research involves human subjects or has other ethical considerations, students must complete a full Ethics Application Form before the commencement of empirical fieldwork. You can download the latest forms and policies from the UTREC website. Once you have completed your ethics application from and complied all additional documentation (sample surveys, consent forms, information sheets etc) these should be combined into a SINGLE word file and named using your university email and the date (e.g. email_18.10.15.doc). You should then submit this file to your principal supervisor for their approval – once they have approved your application they will forward it to ggethics@st-andrews.ac.uk for formal consideration. You do not need to get a physical signature from your supervisor as their email submission will evidence their consent.

The University Teaching and Research Ethics Committee (UTREC), which governs school processes, posts relevant forms and information at: http://www.st-andrews.ac.uk/utrec/

Those undertaking challenging research, or those working with vulnerable groups including all children should seek advice from the ethics convenor, Dr. Kim McKee, prior to completing the application.
Examination Dates
The dates for 2016-17 are:-
S1 Exam Diet: Monday 11 – Friday 22 December 2017
S2 Exam Diet: Monday 14 – Friday 25 May 2018

G
Good Academic Practice
See also the section above on “General standards for Submitted work”.
Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and no student will be allowed to take an unfair advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a University of St Andrews degree. We recognize that not all poor practice is academic misconduct; the distinction between failure to observe good practice and academic misconduct is an academic judgment.

The following constitute the main forms of academic misconduct: (1) Plagiarism (the act of taking another’s ideas and representing them as one’s own): (2) Multiple Submission (the act of Submitting for assessment a piece of work already/simultaneously Submitted elsewhere): (3) Falsification (is the fabrication or alteration of data): (4) False citation (citing a source that does not contain that information): (5) Academic misconduct in Examinations or class tests:
• Possession of electronic devices
• Possession of proscribed information/materials
• Provision of false information to invigilators
• Unauthorized removal of exam scripts
• Unauthorized acquisition of questions prior to the test
• Unauthorized exit
• Failure to follow rules).
Fuller definitions of these terms, as procedures for dealing with suspected cases, penalties and appeals procedures are clearly spelled out on the following university web site: http://www.st-andrews.ac.uk/students/rules/academicpractice/

You should be aware that the University takes academic misconduct extremely seriously and the consequences can be severe. The SGSD also takes a strong line on misconduct. You should regard this handbook as your “written warning”. Furthermore, the SGSD systematically uses Plagiarism detection software to detect academic misconduct. This is a sophisticated text-matching tool which compares Submitted work against a very large database of sources, including: internet pages, commercial databases of journal articles and periodicals, previously Submitted student papers (including papers Submitted to other universities), and work Submitted for the same module. If we detect misconduct in one piece of work you have Submitted, we reserve the right to investigate for evidence of misconduct in work Submitted for other modules.

Avoiding Academic Misconduct
(a) Consult the section above – “General standards for Submitted work”. It gives detailed advice about how to avoid plagiarism.
(b) You should familiarise yourself with the University’s Guide “Avoiding Academic Misconduct” and also the full University policy and procedure, both of which may be accessed from: http://www.st-andrews.ac.uk/students/rules/academicpractice/

(c) If you are unsure about the correct presentation of academic material, you should consult staff. You may also contact CAPOD (Centre for Academic, Professional and Organisational Development) for training: capod@st-andrews.ac.uk

H

Hardship Discretionary Fund

Students taking GG3201 or GG3203 are required to attend an overseas field class, which takes place in the middle or the end of Semester 2 of their JH year. The School covers the travel, accommodation and most subsistence costs. Some Honours Options Modules also include short field visits that may require a modest payment for transport & subsistence. The evaluation of need is undertaken by Student Services, who then advise the School.

All Honours students should also budget for costs that will be incurred during the research process for your dissertation. The School does not have the resources to Subsidise dissertation fieldwork directly and is unable to cover associated travel or residential costs, although it can help with equipment and facilities. Nor can it cover the costs of producing copies of your dissertation. (Those who undertake a dissertation in human geography are eligible to apply for the Dorothy McKinney Fieldwork Awards – please speak to Dr Leahy about this and consult the GG3201/2 Moodle page) Students have a huge choice in the location and methods of their research. First class dissertations have been written on students' hometowns (e.g. Edinburgh) and poor dissertations have been written on some very exotic locations, and vice versa. Finance may dictate your choice of study location and/or you might wish to seek to win funding or earn cash to finance a more expensive programme of research by planning ahead from the start of Semester 1 of JH. Regardless of location, all research projects will bear a cost in terms of materials used (e.g. printing of questionnaires, camping at the field site etc.) and in terms of the production of the dissertation. One copy of your dissertation becomes the property of the School (we keep all First class and 2:1 dissertations, and others may be collected after graduation). You may want to budget for additional copies for family and/or agents and agencies that helped you do the work. Multiple copying and binding alone may cost upwards of £100.

Students wishing to avail themselves of this should contact the Programme Coordinator in the first instance.

Health & Safety at work and in the field

For details on Health and Safety for students within the University see: http://www.st-andrews.ac.uk/ehss/

Notices are posted throughout the Irvine Building indicating who the current First-Aiders are and how to contact them. The location of the first-aid box is clearly marked. Notices are also displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information. Any hazards or safety-related incidents should be reported to the School Health & Safety Co-ordinator or to the Main Office immediately. Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in disciplinary action.
The location of first aid boxes in the Irvine Building

- Rm 104 – Crushing Room
- Rm 105 – Thin Section Lab
- Rm 211 – Main Office
- Rm 401 – Physical Lab

Fire precautions

You should familiarise yourself with the fire precautions and instructions for the evacuation of any university building you might use. You must respond immediately to any fire alarm (a loud pitched buzz) or bomb alert even if you suspect it might be a drill. (The alarm system is tested at 2.00 p.m. on Wednesday afternoons in the Irvine Building). Leave all items and leave the building quickly and quietly. On leaving the Irvine Building, go to the lawn at the North (seaward side) of Irvine and Lower College Hall. If you are in the Computer Lab out of hours, alert other users, and get out of the building and phone emergency services (9-999 on any university phone). Do not re-enter until a University official gives permission.

The fire assembly point for the Irvine building is the lawn to the North West of the building (leave the building and turn right towards the sea/The Scores).

Use of the Irvine Building

You are asked to respect the building and those that maintain and clean it. Your University ID swipe card provides access to the Computer Suite 24 hours a day, 7 days a week, but will not give you access to the rest of the building before 8.00 or after 17.30 on weekdays or at weekends. Students should not use lab space, materials or equipment without prior permission or before receiving training and a safety brief. Any hazards or safety-related incidents should be reported to the School Health & Safety Co-ordinator or the Main Office immediately.

Fieldwork

You will undertake fieldwork as part of the Geography and SD programmes. It is impossible to warn you of every risk of illness or injury that you may encounter, and common sense is inevitably the best precaution. Do not take unnecessary or irresponsible risks under any circumstances. You should work with another person whenever possible (for work in remote areas this is essential) and always ensure that someone knows where you are going each day. In urban areas, beware of traffic; observe the Highway Code and respect local customs and traditions. In rural areas, observe the Country Code - remember that all land belongs to someone - and in all cases treat private property with care and consideration. In remote areas, you must take special care and familiarise yourself with emergency procedures. Do not work alone in remote areas. All students are required to read and understand the Safety Code for Fieldwork (available in the final pages of this handbook). You will be required to complete a risk assessment form for any independent field or lab work that you do. Students are also required to read and sign separate risk assessment forms (completed by the lead staff member) for each fieldtrip. Please hand this into the Main Office. If you have any questions about the safety code do not hesitate to ask a member of staff.
Honours Entry
Please see start of handbook above for Programme specific requirements. General university policy is available at http://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/#S

I
Illegible Exam Scripts

It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and can be read by the markers. If a script cannot be read by the marker then this could result in a delay in confirming your module grade. You may be charged for a transcription service and could be required to return to the School(s) concerned in order to transcribe the script. If you have already left St Andrews then you will have to bear the costs of any return travel to the University.

L
Laidlaw Undergraduate Internship Programme

The Laidlaw Undergraduate Internship Programme in Research and Leadership is sponsored by a generous donation from The Rt Hon Lord Laidlaw of Rothiemay, an honorary graduate of the University. This exciting summer vacation Programme equips students with the skills and values to become leaders in their chosen occupations beyond University.

Interns will design, pursue and report on a research question of their own devising working on this research with an academic in their chosen School during the summer vacation. Importantly, interns will also complete two intensive, bespoke Leadership training sessions.

This programme is open to undergraduate students in their penultimate year of study. Vacation projects last between 8 and 10 weeks; interns are supported with a weekly stipend of £400. In addition those who successfully complete their internship will also be awarded a further £1000 in their final year of study as part of the Excellence Bursary. Applications open on 5 October. Please see the Laidlaw website for more information at http://www.st-andrews.ac.uk/students/involve/laidlaw/

Leave of Absence

The Leave of Absence policy can be found at: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/LOA.pdf

M
Module grade reporting

20-point grades are reported online accompanied by a series of codes. The meanings of these codes are as follows:

P  Pass (scale points 7.0 - 20)
F  Fail (scale points 0 - 6.9)
Grade affected by “special circumstances”
Deferred assessment.
Failed to meet module requirements
Result undecided: the result may be unresolved due to mitigating circumstances, or for some other valid reason. This is a temporary code and will be changed to one of the other definitive codes on the list as soon as the matter is resolved
Grades attained through study abroad and converted to the St Andrews reporting scale
Decanal intervention

**MMS: the University’s Module Management System**
MMS is an in-house system (designed in the School of Computer Science) which is used for all mark entry, calculation and reporting across the University. We use MMS solely as a tool for dealing with marks; all information concerning teaching (e.g. deadlines, sign-up, lecture slides etc.) is conveyed via Moodle (see below) and module handbooks. Do not use MMS as a reliable source of information about teaching.

**Moodle: the University’s Virtual Learning Environment**
The University uses Moodle as its Virtual Learning Environment. There is a Moodle site for each module. Staff put their lecture slides on Moodle, normally just before or after each lecture. To access Moodle you need an ID which will have been issued to you as part of the process of registering you into modules. You can access it from the University’s homepage. Anyone who has difficulty doing so should contact the I.T. Helpdesk <itservicedesk@st-andrews.ac.uk>.

In addition to sites for specific modules, there is also a Moodle site for all students with a range of useful information. This is the School’s ‘virtual office’ and is called:

**GGADMIN Virtual Office 1 – students**
To access it, log in to Moodle and click on the Geography & SD link. Find the above site and click on it. If you are asked for an enrolment key, the password is simply ‘studentaccess’. Amongst other things, you will find online versions of most of our module handbooks, which will help you when you’re making your module choices.

**P**

**Penalties**
Penalties apply equally to all degree programmes in SGSD and to all UG levels. The details are set out above in the section on “teaching, learning and assessment”

**Printing and Binding**
The University’s Print & Design Unit is ideally set up to print and/or bind your dissertation and thesis. You can send your material in PDF format (with a note of pages to be printed in colour) to: printanddesign@st-andrews.ac.uk and then they will be in touch when your job is ready. Price lists and further information: www.st-andrews.ac.uk/printanddesign/
Reassessment
Students who fail a module with a module mark between 4 and 6.9 retain the right to proceed to one reassessment. At Honours level, reassessment grades are capped at 7.0. Students who pass (gain 7.0 or above) but are dissatisfied with their mark are not eligible for reassessment in order to improve their module mark.

Reassessment will normally take the same form as the failed piece(s) of work, i.e. essays or a further exam. However, the School reserves the right to determine the form appropriate in each case. In the case of the reassessment of a dissertation, an oral examination is normally conducted. A suitable panel of 2-3 assessors will be appointed and they will meet with the student for approximately one and a half hours.

Recording Devices in Lectures
If you have a disability or a medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. More information is available at: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/recording-lectures.pdf

S
Special Circumstances - 'S' coding

The Purpose of ‘S’ Coding
‘S’ Coding is the method the University uses to recognise that special circumstances have affected performance in the modules concerned. ‘S’ coding may only be applied to Honours or taught postgraduate modules, except for taught postgraduate project or dissertation modules, which are excluded. ‘S’ coding may only be applied with the explicit consent of the student and with the approval of the School. The final decision to ‘S’ code a module grade rests with the School. You should be aware that a maximum of 25% of the overall Honours credits required or 50% of the taught element of a postgraduate award may be ‘S’ coded.

Applying for ‘S’ Coding
If you feel that most or all of the work of a module has been adversely affected by personal circumstances during your final junior and senior Honours years or during the taught modules of a taught postgraduate programme you should contact your School in the first instance indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties. You should contact the relevant Module Co-ordinator(s) and/or the Director of Teaching when communicating evidence to the Schools for S-coding applications.

You must bring this information to the attention of the School as soon as possible as there are a number of ways to deal with such situations, ‘S’ coding being the final option.
It may be possible (and it is viewed as preferable) to arrange deferred assessments or extended Submission dates rather than applying ‘S’ coding to the entire module. However it should be noted that if such arrangements are made, (extensions or deferred assessments etc.), ‘S’ coding may not be deemed necessary.

You can only be considered for an ‘S’ Code if: (a) the University/School has sufficient written evidence/record of the adverse circumstances affecting your performance; and (b) you have requested explicitly via the Module Co-ordinator and DoT, (this can also be done via the Honours secretary) before the end of the exam diet in the relevant semester that you wish to be considered for ‘S’ Coding. ‘S’ Coding cannot normally be requested retrospectively after module and degree results are posted; retrospective requests will only be considered in very exceptional circumstances.

In the first instance approach the Honours Secretary <SGSDhons@st-andrews.ac.uk> cc’ing the DoT & the relevant module co-ordinator(s)
Write an email with the Subject line: “<Your name> requests ‘S’ Coding on <module code, number>. In the email state:
- the module code (including, for the 10-credit options, the code of the ‘parent module’)
- the circumstances you are facing and to which module(s) the appeal for ‘S’ coding relates
- how your performance on the module has been adversely affected

Process of decision making

In all cases the Honours Secretary will consult the Honours Year Heads and Director of Teaching. This small committee will consider the details of your case and decide whether ‘S’ coding is valid and appropriate. They will formally present your appeal to the end of semester Module board meeting for ratification (but will not divulge the detail of your appeal – only that it is legitimate).

Once the case for special circumstances has been accepted the ‘S’ code will be applied to affected modules, whether or not final module grades suggest that special circumstances had a ‘significant’ negative impact on your results. Grades will be reported to the University in the usual way. The 20-point grade will be based entirely on the value of the work Submitted but an ‘S’ code will be attached to affected modules.

Be aware that “S” codes will appear on your transcript. The “S” code indicates that whatever the grade obtained for a given module, it was affected by ‘special circumstances’. “S” codes remain on your transcript whether or not your final degree classification is deemed to have been affected by special circumstances.

The University final degree result algorithm will produce two grade point averages for a student with “S” coded modules; one that includes “S” coded grades and one that excludes them. If the “S” coded grade point average clearly indicates a higher degree class (e.g. a 2:1 rather than a 2:2) the higher class will be awarded automatically.
All further information on the University’s Policy and Procedures on Special Circumstances may be obtained from:
http://www.st-andrews.ac.uk/students/advice/academic/appeals-s-coding/

**Appeals against a Decision NOT to ‘S’ Code**

See “Academic Appeals”

**Semester Dates**
The Semester Dates for 2016-17 are available at:
http://www.st-andrews.ac.uk/semesterdates/2016-2017/

**Student Fees**
Graduating in person or *in absentia* marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.

**Student Support and Guidance**
The University’s Advice & Support Centre (ASC) at 79 North Street exists to provide advice, assistance and support in all areas of your life which may affect your academic studies. You can seek information and advice on a wide range of issues including immigration, disability services, study-related problems, mental health support and student finances. Contact them by email on <theasc> or by phone on (46) 2020.

You may wish to obtain advice and guidance from within the School in the first instance. If so, you should contact the Programme Coordinator who will identify the most appropriate person to speak to you. Please be assured that personal matters will be dealt with confidentially, and information will only be passed on to other members of staff in accordance with the University Student Confidentiality Policy.

**Studying Abroad**
There are opportunities for undertaking part of your degree at one of the overseas universities with which the University has established links. All the important information is available on the Exchanges & Study Abroad website: www.st-andrews.ac.uk/studyabroad
The process for planning this takes some time, so if you wish to do this you should plan well in advance and start the application process early in the 1st Semester of the year before you plan to go. For initial advice, you should contact the Exchanges & Study Abroad Coordinator for your programme.

**Termination of Studies on Academic Grounds**

If your academic performance is unsatisfactory, *i.e.* you have gained insufficient credits to progress to the next stage of your degree programme, your studies may be
terminated. You will then be notified by the Dean or the Pro Dean (Advising) that your studies are terminated and you will normally have no more than five working days to request a review of this decision using the appropriate form. This should be supported by documentary evidence specifying the reasons for your unsatisfactory performance. If you do not Submit a request for review of the decision you will have your studies automatically terminated. This decision is taken by the Dean in accordance with Senate Regulations. Your full student record is taken into account in any review, including any instances of non-academic misconduct.

If your request for review is successful, the Dean will contact you with conditions for your return to studies. If you do not meet these conditions (e.g. you do not pass the specified amount of credits within the time period given by the Dean) your studies may be terminated again.

If your request for review is unsuccessful, you may have a further right of appeal to the Senate of the University. Appeals to Senate are admissible only on limited grounds and the process cannot be used to challenge matters of academic judgment. To make a Senate Submission, you must complete and Submit to the Senate Office a Stage 2 appeal form within 10 working days of the date stated on your termination letter. Late Submissions may not be considered further by the University. For further information, see the University’s Policy on Student Academic Appeals at [http://www.st-andrews.ac.uk/students/rules/appeals/policy/](http://www.st-andrews.ac.uk/students/rules/appeals/policy/)

International students here at St Andrews on a Tier 4 visa should be aware that any terminations will be reported to the UKVI and their visa curtailed.

**Contact**  
Student Services, The ASC, 79 North Street, KY16 9AL  
**Telephone:** 01334 462020  
**Email:** theasc@st-andrews.ac.uk

**U**

**Undergraduate Research Assistantship Scheme (URAS)**  
This programme was introduced to promote projects that emphasise the many ways in which Research and Teaching can come together and to give undergraduate students the opportunity to gain experience doing independent research. The URAS is open to any undergraduate student matriculated at the University of St Andrews. URAS funding (currently at £50 per 6 hours of work, up to £2,000 per school) cannot be used to support research for a credit-bearing programme. The programme is administered by the Proctor’s Office. For full details of the application process visit [www.st-andrews.ac.uk/students/academic/internships/](http://www.st-andrews.ac.uk/students/academic/internships/)

**Undergraduate Research Internship Programme (URIP)**  
This programme was introduced with the intention of giving undergraduate students the opportunity to experience research during the summer vacation. The URIP is open to students who are matriculated at the University of St Andrews and who will typically have completed their penultimate year of studies. URIP funding (currently at £180 per week for up to ten weeks) cannot be used to support research for a credit-bearing programme. Details of the scheme, including information about the application procedures, are published during the academic year. The programme is administered
by the Deans of Arts/Divinity and Science. For full details of the application process visit [www.st-andrews.ac.uk/students/academic/internships/](http://www.st-andrews.ac.uk/students/academic/internships/)

**University Logo**
Please use the correct University logo – details of the Corporate Identity guidelines and University logos, which can also be downloaded, are available at [https://www.st-andrews.ac.uk/staff/policy/styleguides/corporateidentity/](https://www.st-andrews.ac.uk/staff/policy/styleguides/corporateidentity/)

### W

**Withdrawal from Studies**
If you are considering withdrawing from your studies at the University you should discuss the matter with your Adviser of Studies in the first instance or your Supervisor if you are a Research Postgraduate student. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact the appropriate Pro Dean who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal.

### IMPORTANT DATES IN THE UNIVERSITY CALENDAR

A comprehensive list of key dates & deadlines during the current academic year can be found at: [http://www.st-andrews.ac.uk/semesterdates/2016-2017/](http://www.st-andrews.ac.uk/semesterdates/2016-2017/)

Note that students are expected to be available throughout the examination periods.
Enjoy your time studying at St Andrews, and always aim for the best.

We wish you every success in your undergraduate years!
UNIVERSITY OF ST. ANDREWS

School of Geography and Sustainable Development

SAFETY CODE

FOR

FIELD WORK

January 2017
WHAT IS FIELDWORK?
Fieldwork is defined as any work-related activity carried out outside the buildings and estate of the University. Therefore it includes a variety of activities from mapping metamorphic rocks on other continents to doing surveys on North Street. It covers work from the arctic to the tropics. The main fieldwork activities in the school include:

- Residential field courses (e.g., Iceland, Mull, Galway, Singapore)
- Day-trips out of St Andrews (e.g., Hill of Tarvit, Fife Coast)
- Surveys (e.g., Dundee, St Andrews)
- Unsupervised undergraduate or postgraduate field exercises.

The School considers the safety and welfare of everyone in its care as its prime concern. For each fieldwork activity, Risk Assessment and Ethics forms on Moodle must be completed. Of these, the Risk Assessment must be lodged with the Schoolal Health and Safety Coordinator (K. Roucoux: geohealth@st-andrews.ac.uk). These are given to students to read before fieldwork and they must sign a declaration (provided by staff) that they understand it. The member of staff keeps this for future reference. Students must declare to Janey Watt in Occupational Health (Tel: 2752, jw235@st-andrews.ac.uk) any medical condition that might hinder their ability to complete safely any fieldwork.

RISK ASSESSMENTS
Significant hazards are identified in a written Fieldwork Risk Assessment completed before the fieldwork. Please familiarize yourself with any special instructions, verbal or written, which may be given to you before or during fieldwork. Each participant signs a declaration that he/she has understood the instructions given. The Risk Assessment lists potential hazards (e.g., traffic, falling rocks), which are offset by control measures (e.g. high visibility jackets, hard hats). Control measures seek to minimize the risks involved but in few cases can risks be totally excluded. Therefore be aware and act sensibly at all times. Ensure that your dress befits the environment you are about to enter. Assume the weather may be extreme and the path rough underfoot.

For Honours students embarking on dissertation fieldwork, you must discuss safety with your supervisor, prepare a report on the proposed fieldwork, and then complete a Field Work Risk Assessment Form, available from your supervisor or the School Safety Coordinator (K. Roucoux: geohealth).

Some areas are designated Sites of Special Scientific Interest (SSSI), Regionally Important Geological and Geomorphological Sites (RIGS) or Nature Reserves. In these areas, minimize disruption and collection of samples is forbidden (e.g., no hammers) without permission. In all fieldwork, hammering or sample collection should be minimized. When working in the country, be aware that someone owns the land and follow the Country Code. Treat private property with respect and care.

- Keep to footpaths where they are provided.
- Leave gates as you find them.
- Do not drop litter or leave rock debris.
- Do not light fires or discard cigarettes.
- Do not frighten livestock or unduly disturb wildlife (plant and animal).
FIELDWORK IN URBAN AREAS

- In urban areas, beware of traffic and observe the Highway Code. When working by main roads, wear a high-visibility jacket.
- If working in unfamiliar areas, it is advisable to have a companion. At least, inform someone (e.g., family or a friend) of your destination, route and estimated time of return. Keep to that route.
- Do not work in areas where you feel there may be a threat to your personal safety.
- Do not arrange interviews with people with whom you do not feel comfortable.
- Be sensitive to your local context, be courteous and respectful and dress and behave with sensitivity to the context.
- Do not agree to meet strangers at times or in places that make you feel vulnerable. Be aware of transport options or exits should you need to leave in a hurry.
- Always take some form of identification (letter from supervisor; ID card) when carrying out social surveys.
- Note location of nearest telephone and/or carry a mobile. Check your mobile has a signal.
- Immediately report any accident or illness to a group leader.
- Do not endanger yourself or others through abuse of drugs or alcohol.
- Provide leaders or colleagues with emergency contact name, address and phone number in the event of an accident or illness.
- Only agree to work with colleagues you feel you can trust.

FIELDWORK IN REMOTE AREAS

Students working in remote areas are required to equip themselves with clothing appropriate to the likely extremes they will experience. Check weather forecasts to forewarn you of difficulties but do not rely on them! In temperate/alpine regions take sufficient outdoor clothing to withstand cold, wet and windy weather. Blizzards/gales and/or heatstroke are encountered on fieldwork and the level of protection must assume these levels of inclemency. In cold climates, carry several layers of warm clothing, including waterproof jacket and trousers. Bright outer clothing should be worn.

**Head** Warm, waterproof wear in winter. Hard hats are to be worn when working near steep faces.

**Trunk** Thick wool/fibre jumper or fleece over shirt and underwear; windproof and waterproof – note not showerproof – jacket.

**Legs** Loose fitting, heavy-duty trousers containing wool/cotton fibres. Jeans (which easily get waterlogged, cold and heavy) are **not** recommended.

**Feet** Thick socks; stout boots giving ankle support. Wellington boots and trainers are **not** recommended for long walks or slippery/steep surfaces.

In **hot** climates, keep head and trunk covered with thin, light-coloured garments to avoid sunstroke. Take sufficient water to avoid dehydration and check that local water is safe to drink. Use a high-factor sun-block lotion.

You are advised to carry a whistle to attract attention and a compass or GPS for orientation. Mobile phones commonly get insufficient signal in remote locations, but they can inexplicably connect for short periods. Text messaging can sometimes work when conversations are impossible. Hence carry mobiles even if their chances of reception are poor.

- Wherever possible work with a companion.
• Inform someone (family, friend, landlord, hostel warden, shop keeper) of your destination, route and estimated time of return. Keep to that route. Complete a Fieldwork Itinerary Card and leave it with a responsible person who can raise the alarm if you do not return.
• Always wear eye protection when hammering rocks or when close to others hammering. Minimize the amount of hammering.
• Wear hard hats at the base of cliffs, quarry faces or scree slopes.
• Do not hammer or dislodge rocks when people are below you.
• Check tide times when working on the coast and begin work on an outgoing tide.
• Seek permission before entering private land and working quarries. Pay attention to local rules in quarries (blasting times, unstable rock faces).
• Parties should wherever possible include someone qualified in First Aid.
• Plan to be back significantly before nightfall. The return journey takes longer especially when tired and/or carrying heavy loads.
• Food should include light, compact, nutritious and highly calorific items (e.g. cheese, chocolate, dates, dried soup). Carry sufficient water and a source of salt.
• Anti-tetanus injections are advisable, particularly if working with soil or peat. If travelling overseas, check with your doctor if immunization is required. Check if health insurance is required and complete the necessary documentation for travelling in EU countries.
• Immediately report any accident or illness to a group leader.
• Do not endanger yourself or others through abuse of drugs or alcohol.
• Provide leaders or colleagues with emergency contact name, address and phone number in the event of an accident or illness.

Emergencies and Difficulties

If a party is lost, keep together. If caught out at night, shelter from wind, put on all spare clothing and huddle together for warmth. Recheck mobile phones to see if reception becomes possible.

If someone is injured, casualty must be kept warm, insulated from cold ground and tended by others. Casualty must not be moved, especially if internal damage is suspected, unless absolutely necessary. Administer First Aid and send for medical assistance.

Emergency treatment:
• Make casualty as sheltered and comfortable as possible. In cold climates insulate from ground. Cover with blankets, clothes, or polythene sheets to minimize heat loss. In hot climates provide shade and access to water.
• Give sweet tepid liquid to drink. Never give alcohol, hot water bottle, hot drinks, or massage. Seek medical aid immediately if possible.

If a casualty has to be left behind when seeking help, remember:
• Two persons, if possible, should leave to seek help,
• Mark position of casualty with a visible object (coloured jacket, flag) tied to a tree or a pole,
• Note position on map and/or with a GPS, before leaving the injured party, make sure that those remaining behind know where you intend to go and by what route.
• Travel to nearest habitation for telephone and assistance.

Be alert to hypothermia (severe loss of body heat) caused by cold, wet and fatigue. In extreme cases, death results if heat loss is not halted. Symptoms include: uncharacteristic behaviour,
complaints of coldness and tiredness, inability to focus, muscle cramp, ashen complexion, shivering, dizziness, fainting.

Learn an international Distress signal
- Morse code SOS (....-....) made by radio, torch or whistle.
- Continuous sounding of whistle or flashing of light.

Please contact the School Health and Safety Co-ordinator (geohealth) for clarification on any aspects of this guide that you do not understand.