SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

DEGREE PROGRAMME HANDBOOK
&
GUIDE TO REFERENCING

BA HONS GEOGRAPHY & PLANNING (LK74)

Director of Planning & Urban Design:
Susannah Gunn

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SEMESTER 1     Monday 23 September 2019    -    Friday 24 January 2020
SEMESTER 2     Monday 27 January 2020      -    Friday 13 June 2020

Academic Year 2019 – 2020
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BA (HONS) GEOGRAPHY & PLANNING
Summary of Programme Commitments

The University’s Student Charter is available on the internet at http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter. It is also provided to all students as part of the Student Guide. In the Student Charter, the University undertakes to provide you with access to ‘High standards of teaching, support, advice and guidance.’

The Student Charter requires that students are provided with a ‘programme handbook which details any professional requirements, contact hours, mode of programme delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures’. The purpose of this summary is to help you locate further details about this key information in your handbooks (please note that information will be found within this handbook and the General Handbook).

Your handbook also contains a range of other valuable information, so you should read it thoroughly and retain a copy for future reference.

<table>
<thead>
<tr>
<th>Average number of contact hours for this stage / programme:</th>
<th>This will depend on the selection of modules chosen by each student. (Note: students should check individual module information on Blackboard for the exact contact session length for each week - see <a href="https://my.ncl.ac.uk/students/">https://my.ncl.ac.uk/students/</a>).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of delivery:</td>
<td>Lectures, seminars, workshops, field visits, tutorials and other activities (students should check individual module information on Blackboard for the exact contact session format for each week).</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>See General handbook.</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>See General handbook.</td>
</tr>
<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
<td>Within 20 working days of the submission date, including non-term/semester periods but excluding closure periods and Bank Holidays. Students should check specific information provided for modules taken in other schools.</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
<td>Whole class feedback will usually be provided within 20 days of the end of the exam period. When this date falls within the summer holiday, then exam feedback will be provided by the start of the next semester/term. Students should check specific information provided for modules taken in other schools.</td>
</tr>
<tr>
<td>Professional Accreditation:</td>
<td>None.</td>
</tr>
</tbody>
</table>
### Assessment methods and criteria:
Essay, coursework, seminar, poster presentation, report, dissertation, design project, exams. These vary by module and should be checked via Blackboard or the module catalogue: [http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/).

### Academic guidance and support:
Dr Diego Garcia-Mejuto as DPD ([diego.garcia-mejuto@ncl.ac.uk](mailto:diego.garcia-mejuto@ncl.ac.uk)) and Dr Raymond Abdulai as Senior Tutor ([raymond.abdulai@ncl.ac.uk](mailto:raymond.abdulai@ncl.ac.uk)).

Please also refer to the General Handbook.

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**Information on the following can be found in The General Handbook**

- Address and telephone number
- Teaching and Learning in the programmes
- Assessment Information
- Management and tutorial arrangements
- Parent Mentoring
- Accredited prior learning, progress, attendance and conduct
- Student comments and grievances
- Facilities
- Equal Opportunities
- General health and safety policy
- Other University procedures and contacts
- Group working framework
- Description of levels of attainment.
1. INTRODUCTION

The Degree Programme Handbook outlines the general aims for the BA Geography and Planning (GAP) Honours degree programme, lists the modules for each of the three years of the programme and sets out the rules which apply to the submission and assessment of the main types of student work.

This Degree Programme Handbook makes reference to the Newcastle University General Regulations, Undergraduate Progress Regulations and Undergraduate Examination Conventions. These describe the University-wide framework of regulations relating to issues of assessment and progress and are published in the University Calendar - http://www.ncl.ac.uk/regulations/docs/.

Part of the purpose of the Degree Programme Handbook is to provide details of a number of items identified in the University Regulations applicable to this degree programme.

In addition to the General Regulations, there are specific programme regulations for each degree programme, approved by the University. These specific regulations consist primarily of a list of the modules, which constitute that degree programme.

The rules, organisation and content of the BA G&P are, therefore, set out in the following sequence of documents:

- **University Regulations** provide the 'legal' framework of regulations within which all degree programmes operate (https://www.ncl.ac.uk/regulations/docs/2019/)

- **Degree Programme Regulations** provide a formally-approved list of modules and forms of assessment for the specific degree (https://www.ncl.ac.uk/regulations/programme/2019-2020/sapl.php)

- **Programme Specifications** provide the framework of a degree programme and can be found here (https://www.ncl.ac.uk/regulations/programme/2019-2020/sapl.php)

- **Module Catalogue** provides a more detailed description of the modules, covering content and forms of assessment used for each module (http://www.ncl.ac.uk/module-catalogue/)

- **Module Handouts** provided by the individual module leaders, giving further detail on the timing and nature of lectures and other learning activities, assessment questions/topics and detailed submission times/dates and reading lists.
2. AIMS & LEARNING OUTCOMES OF THE DEGREE PROGRAMME

This programme is offered jointly by the School of Architecture, Planning & Landscape and the School of Geography, Politics & Sociology. It is a ‘joint degree’ incorporating elements of the existing undergraduate programmes in planning and in geography.

The programme critically assesses the environmental, economic and social processes that account for geographic differentiation. It also evaluates the public and private policy implications of urban and rural changes.

2.1 AIMS

The aims of the programme are to enable students to acquire a coherent understanding of the subjects of Geography and Planning, combining a strong analytical approach with a sound theoretical grasp and an awareness of practice.

The programme has a strong applied dimension and aims to ensure that graduates will be capable of working in urban or rural policy fields, in public or private practice and with a wide range of other professions. They will also be equipped for further study.

Academic and employment aims will be enhanced through an emphasis on skills development throughout the degree programme.

2.2 LEARNING OUTCOMES

The learning outcomes of the programme are:

1. Students will be able to acquire a theoretical understanding of the subjects of geography and planning and their interrelationships;

2. Students will develop areas of specialist knowledge in geography and planning through their choice of option modules;

3. Students will acquire the methods of enquiry and the technical competence to enable them to carry out research;

4. Students will develop a range of transferable skills, in addition to those which are subject-specific.
3. THE STRUCTURE OF THE PROGRAMME

The programme of study for the BA GAP degree extends over three academic years or stages. Each stage has two semesters of study.

Each stage of the degree programme involves study through lectures, seminars, workshops and tutorials, study visits and fieldwork.

In accordance with the University Undergraduate Regulations, the programme is organised on a modular structure. Each stage comprises modules with a credit value of 120 credits, 60 credits per semester.

Each module of 10/20 credits is programmed to involve **100/200 hours** of total student time. This will normally include 20/30 hours of staff contact - although there is some variation between modules. It will also include time for assessment, and for 'self-organised' study.

**Stage 1**

Has as a central objective the introduction to the study of planning and geography (and their inter-relationships), and the preparation of the student for the subject themes of the second and third stages. The subjects studied include planning theory and systems, and urban, regional, social and environmental issues. A second objective is the development of appropriate skills, especially study skills, IT, geographical practice, analysis and personal, organisational and professional skills.

**Stage 2**

Gives the student opportunities to select a range of optional modules from the geography and planning disciplines. Skill development emphasises analytical techniques and the preparation for research work. There is also the opportunity for the student to develop employment skills in the Career Development module.

**Stage 3**

Gives the student the opportunity to develop their studies in further in-depth optional modules up to final honours degree level. In Stage 3 skill development is mainly related to the application of research expertise and the ability to pursue independent learning. In addition students have a further opportunity to develop their employment skills.
4. PROGRAMME CONTENT

4.1 STAGE 1

(a) Unless otherwise stated modules are not core
(b) All candidates shall take the following compulsory modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO1010</td>
<td>Interconnected World</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>GEO1015</td>
<td>Human Geographies of the UK</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>GEO1018</td>
<td>Geographical Analysis</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>TCP1014</td>
<td>Planning Processes</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TCP1019</td>
<td>Economics of Development I</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TCP1027</td>
<td>Shaping Towns and Cities</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP1028</td>
<td>Disciplinary and Professional Perspectives on Planning</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

(c) Requests for a transfer from Stage 1 of LK74 into Stage 2 of K421 or K400 can be considered only if a student has passed all Stage 1 modules.

4.2 STAGE 2

(a) All candidates shall take the following compulsory and core module:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCP2027</td>
<td>Research Skills</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

(b) All candidates shall select modules to the value of 100 credits from the lists below. Students are advised to select 60 credits from Semester 1 and 40 from Semester 2 in order to give a 60/60 credit balance.

(c) All candidates must select a minimum of 40 credits from the following Geography modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO2047</td>
<td>Political Geography</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>GEO2099</td>
<td>Economic Geography</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>GEO2103</td>
<td>Development and Globalisation</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>GEO2110</td>
<td>Social Geographies</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

(d) All candidates must select a minimum of 40 credits from the following Planning modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCP2005</td>
<td>Houses and Homes</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP2006</td>
<td>Design and Neighbourhood</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>TCP2025</td>
<td>Researching Local Economies</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP2028</td>
<td>Understanding Cities</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP2030</td>
<td>Urban Poverty: A Global Perspective</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Descriptive title</td>
<td>Total Credits</td>
<td>Credits Sem 1</td>
<td>Credits Sem 2</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>TCP2031</td>
<td>Digital Civics – Designing Applications for Digital Public Engagement</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP2033</td>
<td>Urban Infrastructures: A Lens on the City</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP2034</td>
<td>Urban Design and Public Space – An Interdisciplinary Perspective</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP2035</td>
<td>Study Visit</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP2036</td>
<td>Global course on Institutional Design for Spatial Planning</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>APL2035</td>
<td>Participation: Theories and Practice</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

(e) Candidates may select the following module:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCL2007</td>
<td>Career Development for 2nd Year Students</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

4.3 STAGE 3

(a) All candidates shall take the following compulsory module:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCP3099</td>
<td>Dissertation</td>
<td>40</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

(b) All candidates shall select modules to the value of 80 credits from the list below. Students are advised to select 40 credits each semester in order to give a 60/60 credit balance.

(c) All candidates must select 40 credits from the following Geography modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO3063</td>
<td>Militarism: Space and Society</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>GEO3102</td>
<td>Geopolitics¹</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>GEO3103</td>
<td>Geographies of Money²</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>GEO3114</td>
<td>Local and Regional Development²</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>GEO3125</td>
<td>Critical History, Participatory Theory and Practice in the Caribbean³</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>GEO3134</td>
<td>Geographies of Sustainability</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>GEO3145</td>
<td>Humanitarianism: Representation, Intervention and Rescue⁴</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>GEO3146</td>
<td>Geographies of Working Lives⁵</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>GEO3148</td>
<td>Emotional Geographies of Everyday Life⁶</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>GEO3149</td>
<td>Geographies of Film, Representation and Critical Spectatorship⁷</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>GEO3151</td>
<td>Geographies of Health</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Students must have previously taken GEO2047.
Students must have previously taken at least two of: GEO2099, GEO2103 and GEO2110.
Students must have previously taken GEO2047, GEO2099, GEO2103 and GEO2110.
Students must have previously taken GEO2047 and GEO2110.
Students must have previously taken either GEO2103 or GEO2110.

(d) All candidates must select 40 credits from the following Planning modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCP3028</td>
<td>Strategies into Action: Planning</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP3053</td>
<td>Development Management</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>TCP3054</td>
<td>Planning Theory and Politics</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>TCP3055</td>
<td>Erasmus exchange</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>TCP3056</td>
<td>Disasters, Monsters and Mess</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>TCP3059</td>
<td>Strategies into Action: Urban Design&lt;sup&gt;1&lt;/sup&gt;</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>TCP3060</td>
<td>Food: Space and Polity</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TCP3061</td>
<td>Contemporary Planning Issues</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>APL3004</td>
<td>Chinese Cultural History and Urban</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>1</sup> Students must have previously taken TCP2006. This pre-requisite applies to students who registered onto the programme in the academic year 2017/18, or after. This pre-requisite does not apply to 2016/17 entrants.

(e) If students did not take NCL2007 in Stage 2, they may take the following in place of a Stage 3 option from the subject (Geography or Planning) they took 60 credits from in Stage 2:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCL3007</td>
<td>Career Development for Final Year Students</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Outline information regarding these modules can be found on the ‘Module Database’ by following this link: [www.ncl.ac.uk/module-catalogue](http://www.ncl.ac.uk/module-catalogue).

Students select their modules for Stage 2 and Stage 3 via an online process in mid-April through the Student Self Service Portal (S3P). Further guidance on how to use the S3P module self-registration can be found at: [http://www.ncl.ac.uk/students/progress/student-resources/s3p/](http://www.ncl.ac.uk/students/progress/student-resources/s3p/).

To ensure that your course and module registration details are correct on the University database, and that you will therefore be entered correctly for examinations, please use the S3P System to check your details online: [https://s3p.ncl.ac.uk/login/index.aspx](https://s3p.ncl.ac.uk/login/index.aspx).

For timetable information see: [http://www.ncl.ac.uk/timetable/](http://www.ncl.ac.uk/timetable/). This provides the official timetabling information and is usually available prior to the start of the semester.
5. TEACHING AND LEARNING IN THE PROGRAMME

5.1 MODULE CHOICES

Optional module choices in years two and three are designed to give students the opportunity to choose a particular aspect of planning or geography for more intensive work. The options offered relate to staff interests and research and consultancy expertise. The main aims for the options are:

1. To develop students depth of understanding in a specific area.
2. To further develop research abilities.

5.2 SKILL DEVELOPMENT

The breadth and diversity of both geography and planning gives students numerous opportunities to develop and improve a wide range of discipline-specific and generic skills and abilities. In combination, these skills are intended not only to improve student’s academic performance, but also to enhance career prospects and provide the basis for lifelong learning. Specific skills addressed in the GAP programme are detailed below.

5.3 STUDY SKILLS

It is important that you recognise the need to develop your study skills to meet the challenges of undergraduate education. You will be introduced to study skills in stage 1, and explored in TCP1027 Shaping Towns and Cities. We aim to ensure, through diagnostic testing, learning exercises, formative and summative assessment that you are equipped with the study skills, which you require in the degree programme.

5.4 INTELLECTUAL (THINKING) SKILLS

Engagement with the theory and practice of geography and planning will develop competence in:

1. Abstraction and synthesis of information from a variety of sources.
2. Assessment, reflection and critical evaluation of the merits of contrasting theories, explanations and policies, including ethical judgements.
3. Critical analysis and interpretation of data, text and (for some students), designs.
4. Developing reasoned arguments.
5. Understanding and solving problems and making reasoned decisions.

5.5 PRACTICAL / PROFESSIONAL SKILLS

The GAP programme provides opportunities to develop the ability to:

1. Plan, design, execute and report research both individually and as part of a team.
2. Employ a variety of technical and other methods for the analysis and presentation of spatial and environmental information (e.g. GIS, spreadsheets/databases etc.).
3. Collect, interpret and synthesise different types of quantitative and qualitative geographical and planning data.
4. Recognise the ethical issues involved in debates and enquiries.
5.6 KEY / TRANSFERABLE AND PERSONAL SKILLS

As a result of taking the GAP degree students will develop the ability to:

1. Learn in familiar and unfamiliar situations.
2. Communicate effectively (in writing, verbally and through graphical presentations).
3. Apply numerical and computational skills to spatial information.
4. Use information technology effectively (including use of spreadsheet, database and word processing programmes; internet and e-mail).
5. Identify, retrieve, sort and exchange geographical and planning information using a wide range of sources (including online computer searches).
6. Work as part of a team and to recognise and respect the viewpoints of others.
7. Manage their time and organise their work effectively.

All students should be aware that they are expected to improve their level of ‘skill’ over the degree programme and to develop new skills in response to new learning situations.

5.7 PRIZES

A first year, second year and third year prize will be awarded to the highest achieving student in Stage 1, Stage 2 and in final degree award. There is also the Social Science Dissertation Prize, which is awarded to the highest achieving social science dissertation of all Planning (Urban Planning, MPlan, Architecture & Urban Planning, and Geography & Planning) students. There are other prizes which are dependent on student module choices.
6. REGULATIONS AND EXAMINATION CONVENTIONS

Under the modular system, each of the modules constitutes a unit of assessment, weighted by its credit value.

Students are responsible for making themselves familiar with the regulations and rules affecting them, all notices posted on public notice boards throughout the University, as well as with all dates appearing in the University Calendar which affect them. In particular they are required to note the times and places at which the University examinations are to be held.

The official rules can be found in the University's Regulations (http://www.ncl.ac.uk/regulations/docs/) and information on the assessment arrangements for individual modules will be provided by module leaders.

If you think you might need special requirements in examinations, please consult the document on the Student Progress web page: http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm

6.1. PRINCIPLES OF ASSESSMENT

The principles that guide the assessment strategy for the Geography and Planning degree are:

- The approach to assessment will be fair and equitable to all students.
- Assessment will be characterised by transparency and openness.
- Assessment will be reasonable in terms of the workload demanded of students, and in terms of its timing during the year.
- The schools will ensure that all their assessment procedures are reliable and consistent.
- The nature of assessment will reflect the aims and objectives and learning outcomes of teaching, both within particular modules and stages, and in the degree programme as a whole.
- The schools will use a variety of methods of assessment (e.g. essays, posters or presentations) for both formative (involving feedback) and summative (contributing solely to degree results) purposes.
- Assessment loads will not vary widely between individual modules.
- Assessment will aim to test the ability of students across a wide range of skills including research techniques, and also transferable skills which are relevant to employers.
- Assessment will be based on clear publicly available criteria that will be developed specifically for particular assessment methods.
- The schools will publish such information on examination results to students as is permitted by University guidelines.
- The schools will continuously monitor their assessment standards.
- All assessment will be open to external scrutiny.
- Any appeal will be handled in a fair, impartial and proficient manner.
6.2 FORMATIVE AND SUMMATIVE ASSESSMENT

You should be aware that some assessment is purely formative, i.e. it is solely designed to help you understand the level of your achievement and how your performance may be improved. Some assessment is however purely summative, i.e. designed to assess the standard you have achieved. Your final degree examinations fall into this category. Much of your assessment will however perform both a formative and summative role, e.g. the comments we make about your coursework should help you to understand how to improve your work and the marks you obtain will contribute towards our assessment of your performance.

6.3 TIMING OF ASSESSMENT

Students often find it helpful to have an informal statement which summarises various non-confidential information about examination procedures. The information provided here is for guidance only and is liable to alteration at the discretion of the Board of Examiners. The official rules can be found in the University's Regulations (https://www.ncl.ac.uk/regulations/docs/2019/) and information on the assessment arrangements for individual modules will be provided by module leaders.

Towards the end of each semester there will be an assessment period for modules completed during the semester. Students are required to pass each module and, in the case of failures, re-assessment is in August before the next stage of the degree.

Assessment by written examination will take place during the 'Assessment Period' identified in each semester. Exceptionally, written exams may occur during normal teaching weeks. For 2019-20 the provisional assessment periods will be:

- **Semester One** - Monday 13 January 2020 to Friday 24 January 2020 (including Saturday 18 January)
- **Semester Two** - Monday 18 May 2020 to Friday 5 June 2020 (including Saturday 23 May and Saturday 30 May)
- **Resits** – Monday 17 August 2020 to Friday 28 August 2020 (including Saturday 23 August)

Assessment by coursework may be undertaken and submitted throughout the semester, as indicated in the module descriptions.

Progress from stage to stage, and the award and classification of the final degree, are based on these module assessments.
6.4. FORMS OF ASSESSMENT

The following assessment methods will be used: unseen written examination papers; take-away examination papers; project work and seminar presentations; assessment of submitted essays; assessment of fieldwork reports; dissertation.

In general modules will be assessed by either coursework or examinations. In some modules however there is a mixture of forms of assessment, for example a combination of written examination and coursework. The mark for the module is the aggregate mark for these elements. An aggregate mark confirmed at 40% or more by the Examination Board will constitute a pass for that module, even if a mark of less than 40% has been recorded for some element of the assessment. This means, for example, that a student gaining 37% in an exam might pass the module if the coursework element was passed at 43% or greater (if each component was worth 50% of the module mark).

In the case of the aggregate mark for a module constituting a fail, any re-assessment of the module will usually involve only that element of the assessment, which did not achieve a pass mark. Using the same example a student gaining 37% in an exam and 40% in the coursework element would need to resit the examination element. Note however that the form of assessment at any stage may vary from the original, at the discretion of the Board of Studies.

Please note that you should check with the module tutor the exact nature of the assessment for each module.

6.5. ASSESSMENT STANDARDS

The University Undergraduate Examination Conventions specify a common scale for marks, as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Equivalent Degree Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;40%</td>
<td>Fail</td>
</tr>
<tr>
<td>40-49%</td>
<td>Third Class</td>
</tr>
<tr>
<td>50-59%</td>
<td>Second Class, Lower Division</td>
</tr>
<tr>
<td>60-69%</td>
<td>Second Class, Upper Division</td>
</tr>
<tr>
<td>70+</td>
<td>First</td>
</tr>
</tbody>
</table>

Note that the Pass Mark for all modules is 40%.

Coursework varies substantially in form between modules. Guidance regarding this will be given during teaching sessions.

In addition, expectations in terms of the extent and rigour of inputs into assessed work will also rise. Again, this will vary between modules, but an indication might be given by the following:

**Stage 1**: Essay-type assessments will normally require some degree of additional reading - reliance on lecture notes will not be sufficient - and material referred to should be identified in a bibliography.

**Stage 2**: More substantial reading will be expected, together with referencing of the sources of information for sections within an essay or report.

**Stage 3**: In essays, reports, and especially in the Dissertation, formal academic referencing of material and data sources will be expected. Use of primary or original secondary data (e.g.
original statistical publications) will be expected in some cases.

Notwithstanding the above, students should adhere to the specification of the form and the scale of assessment in the detailed assignment description provided by the module leader.

For all assessments, students should follow the relevant guidance with the geography or planning reference guides. A failure to do so will mean a loss of marks.

Students will normally be expected to adhere to specified word limits (within a limited range of flexibility). Assignments over the word limit may have the advantage of being able to say more than assignments written to the word limit. Pieces of work which substantially exceed the specified limit (generally 10% or more) will normally be penalised in terms of marks. Therefore, in fairness to students who have complied with word restrictions, the School has developed the following policy in relation to excessive word length.

- On works expected to be between 10,000 and 20,000 words a penalty of 1%/ 1000 words be applied for excessive length.
- On works expected to be between 5,000 and 10,000 words a penalty of 2%/ 1000 words applied for excessive length.
- On works expected to be 5,000 words or less a penalty of 3%/ 1000 words be applied for excessive length.

Students must write the number of words on all coursework.

6.6. EXAMINATIONS AND RE-ASSESSMENT

The examinations are arranged by the University’s examination office.

If you think you might need special requirements in examinations, please consult the document on the Student Progress web page: http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm.

The Undergraduate Progress Regulations and Examination Conventions specify the regulations governing failure and re-assessment of modules.

If students fail a module they are entitled to be re-assessed on one further occasion. The re-assessment will be during the summer vacation. Re-assessment by written examination and coursework will be in mid to late August (please refer to the Examinations website for exact dates of the re-assessment period). All students will have only one resit attempt.

If all failed modules are passed at this time the student can then proceed to the next stage. Students who obtain a mark of less than 40 in one or more modules in stages 1 or 2 during assessment or reassessment, may be considered to have passed all modules at that stage and be allowed to proceed to the next stage through compensation, provided that:

- The average mark over all modules at that stage is not less than 40;
- No single mark is below 35;
- Module marks less than 40 to be compensated have a total credit value that does not exceed 40 and do not include core modules.
6.6.1. EXAMINATIONS IN THE FIRST YEAR - STAGE 1

These examinations are important because you are required to reach a satisfactory level of performance before progressing to Stage 2. In the first year the modules are valued at either 10 or 20 credits. Assessment in the modules will either be towards the end of the appropriate semester or will be based on coursework which will be continuously assessed, or both.

At the end of the year the Board of Examiners will offer an Honours course to all students who have passed the first year examinations. For entry to Stage 2 Honours Geography and Planning it is normally expected that candidates will have passed all 120 credits. Students who fail any module will have to resit the assessment.

Students will have only one resit attempt.

6.6.2 EXAMINATIONS IN THE SECOND YEAR - STAGE 2

In Geography and Planning Honours examination papers in the second year constitute the first part of the final examination and the results are taken into account along with those of the third year by the Boards of Examiners when awarding Classes in the final degree. Second year examinations should therefore be taken no less seriously than those in the third year.

If you fail the assessment of any modules counting towards Honours under the relevant Degree Programme Regulations at Stage 2 of the degree programme for which you are registered, you shall have the right to be re-assessed in those modules without any re-assessment in any other modules counting towards Honours which may have been passed at the same stage.

Students will only have one resit attempt. The re-assessment will be in August.

6.6.3. EXAMINATIONS AT THE END OF THE THIRD YEAR - STAGE 3

In the case of Geography and Planning students, the result of the final examination, including the award of classes, is determined by the appropriate Board of Examiners. Subject External Examiners are involved at all stages of the examining procedure from vetting the draft papers to signing the class lists. They are invited to read some of the work of each candidate (to satisfy themselves about the standard and consistency of the internal marking).

In determining the overall result of each candidate, account is taken of the performance in all the written papers, including those sat at the end of the second year, and the Dissertation. Assessments of any 'additional' work which may be set - 'extended essays', projects, seminar papers etc. - are incorporated in the mark returned for that module. The award of degree classes takes account of the general level of performance over all this spectrum of work, and may also consider the spread of marks.

If you fail modules with a value of not more than 20 credits at Stage 3 you shall not for that reason be debarred from the award of Honours. Failing over 20 credits the consequences may be more severe.

6.7. DISCLOSURE OF MARKS

General Regulations state that marks for all modules are subject to confirmation by the Board of Examiners with the External Examiners in attendance. This meeting will take place at the end of Semester 2. The final marks for all modules in a Stage will be released to you following the Board of Examiners and official ratification of results. Marks awarded for coursework will be reported
to you when available (as indicated on the module descriptions) but will be provisional marks, subject to confirmation by the Board of Examiners. Similarly, marks awarded for written examinations held during Semester 1 will be released to you when they are available, but will also be provisional and subject to review and confirmation.

Module marks for Semester 1 will be made available to students in the form of a transcript available to download via the Student Self Service Portal (S3P) system: [https://s3p.ncl.ac.uk/login/index.aspx](https://s3p.ncl.ac.uk/login/index.aspx).

**6.8. ASSESSMENT OF THE DEGREE AWARD**

All Stage 2 and 3 modules will contribute towards Honours performance - that is towards the final degree classification. Stage 2 modules will contribute at a weighting of 33.33% towards Honours performance, whilst Stage 3 modules will contribute at a weighting of 66.66%.

Where a student has been re-assessed in any stage 3 Honours module, the mark obtained at reassessment of the module shall be used by the Board of Examiners in determining the student’s performance, except in cases where such re-assessment is deemed to be the first attempt. For reassessments of Honours modules at Stages 1 and 2 it is the highest mark achieved whether first or second attempt that will be used by the Board of Examiners to determine a student’s performance.

If you have not been awarded Honours you may be considered by the Board of Examiners for the award of a Pass Degree. This will be awarded by the Board of Examiners provided you have 300 credits (of which 60 credits must be at FHEQ level) and the average mark is not less than 35%. However, you may also request a resit for your Honours degree. If successful on re-assessment, you will be recommended for an Honours degree of the class indicated by your final programme average following your first attempt at the final stage, provided the average you achieve is at least 40. If the first attempt was below 40, you will be recommended for a third class Honours degree, provided that your final programme average following your second attempt at the final stage is at least 40. Please refer to the regulations for further details: [http://www.ncl.ac.uk/regulations/docs/](http://www.ncl.ac.uk/regulations/docs/)

**6.9. COURSEWORK ASSIGNMENTS**

The procedure and location of submission of work differs between schools.

- **In planning.** The School requires that, where possible, students submit to the APL School Reception ONE printed copy of coursework which will be returned to the student with feedback and ONE copy electronically via TurnitinUK on Blackboard. When you submit electronically you will be able to print out a receipt to say that you have done this. If you make a mistake, or cannot upload your coursework, contact your module tutor. The hand-in time relates to both the electronic and paper copy and these will be given within the assignment handout.

- **In geography.** You must submit two copies of your written work: ONE printed copy and ONE electronic copy using TurnitinUK on Blackboard. Submissions should be made to the GPS School Office by 12 noon on the date stipulated. A certificate for TurnitinUK will also be required before you submit.

Give yourself time to upload your electronic copy as failure to upload it by the deadline will result in a late/non-submission. There will be particular instances where the nature of the work does not lend itself to being uploaded. In these instances the module tutor will tell you what the alternative arrangements for submission will be.
When any item of coursework has been assessed it is returned to the students. The ruling for our Faculty is that this is within **20 working days of submission**. When the assignment is returned to you it will include an Assessment Form recording the provisional mark and comments. This 'rolling' or continuous pattern of assessment and feedback forms an important and constructive part of the learning process.

**A brief note on TurnitinUK**: Newcastle University is committed to encouraging good academic conduct and fair assessment. To these ends, the University subscribes to TurnitinUK (the JISC Plagiarism Detection Service). This software permits academic staff to carry out comparisons of students’ work with that of other students and with other print and electronic sources. **Both schools require that all written assessments are uploaded to TurnitinUK** so that we can attempt to ensure that no student gains an unfair advantage over another by plagiarising someone else’s work, submitting the same work for more than one assessment or by purchasing or downloading assessments over the internet.

### 6.10 RETENTION AND RETURN OF ASSESSED WORK

Assessment and auditing of teaching is a developing feature of all universities. For this reason there is an increasing need for the School to be able to make available samples of student work, of all kinds, to External Examiners and for purposes of both external and internal quality assessments. Exact details of requirements vary between years and Schools.

Always submit in the format requested by the module tutor/leader; there are always good reasons for being asked to submit in a particular way. If you do submit work in a format other than that specified there is every likelihood it will not be marked.

Always ensure that your student number, the module number, the title of the assessed piece of work and in the case of written work, the word count are on the front cover of the work.

Always be considerate to the support staff if you are submitting work by hand to the APL School or GPS School office. There may be times when several different groups of students are submitting work or when students are handing in a number of pieces of work and Reception will be very busy. Try avoiding rushing in at the last minute before a submission; it only makes support staffs’ workload even harder.

After you have submitted remember to check your e-mails for a receipt, so that you can demonstrate you submitted your work on time and to the right place, in the unlikely event that it is necessary.

### 6.11 LATE OR NON-SUBMISSION OF COURSEWORK

Students who fail to submit work on time are subject to late submission policy rules which state that students who submit work within 7 days of the deadline date will receive a capped mark of no more than 40%. Students who fail to submit within 7 days from the deadline date will receive a mark of 0%. Students who submit late for a re-sit assessment will receive a mark of 0%.

If you have a genuine reason why you cannot meet your deadline you must inform us ASAP. You can let your personal tutor or DPD know and/or you can also contact the Student Wellbeing Manager via **SAPLPECFORMS@ncl.ac.uk**

Where there are personal extenuating circumstances which have affected your ability to submit work on time you need to complete a PEC form and supporting evidence in request of an extension via the S3P system. Where there are genuine reasons why you cannot submit on time an
extension will usually be granted. The length of extension given will depend on the circumstances and will be considered on a case by case basis. Normally extensions will not exceed 2 weeks unless there are exceptional circumstances which deem a longer extension period. Please refer to the Student PEC Guide obtainable from the Student Wellbeing Manager for further details.

6.12 ATTENDANCE REQUIREMENTS

Recording your attendance at class

All students are asked to record their attendance by simply swiping their SMART card at every class.

Card readers installed in all classrooms scan the microchip in your SMART card so close contact with the reader is required, remove cards from wallets and purses (to avoid the reader scanning any other contactless cards you may carry) and have them ready before arriving at class.

5 things you need to know to successfully record your attendance:

1. Swipe your card EVERY TIME you enter a room which has a scanner – place your card against the card reader and watch for the green light flashing!
2. Make sure you always carry your card
3. Attend your timetabled classes to avoid being marked as absent
4. Remember you only need to swipe ONCE if classes follow each other in the same room
5. Thirty minutes before your class and up to thirty minutes before the end is your time to scan.

Further information can be found on posters displayed in building foyers and located next to card readers www.ncl.ac.uk/timetable/Recordingyourattendance.pdf

PLEASE READ CAREFULLY

1. Only scan your own card. If you are found to be scanning another student’s card, for any reason, this will be treated as misconduct and can result in disciplinary action.

2. Always carry your smart card. If you forget it, or have lost it, you will be marked as absent. Remember to bring it next time or get a replacement from the Library or Student Services as soon as possible.

3. The card reader’s green light will flash to indicate a successful swipe, place your card against the lower part of the front face of the reader so that the green light is visible. Always scan your card as you arrive for class, not on the way out.

Lost your SMART card? http://www.ncl.ac.uk/itservice/smartcards/newreplacementcards/

A student who is not able to attend University should inform the School and submit a Student Notice of Absence Form online through S3P. For absences longer than 7 days, a medical certificate/other evidence must also be submitted. http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/

If you miss classes then you should also ensure that you consult the module leader to catch up
on the work you have missed.

6.13 APPEALS

Students can appeal against the results of the examination through a University procedure. Students will be directed to the Student Progress Office.
PLANNING AND GEOGRAPHY GUIDES TO REFERENCING

If you are writing course work on a planning module you should refer to the Planning Referencing Guide and if you are writing course work for a geography module you should use the School of Geography, Politics and Sociology handbook. Although this may sound complicated, there is much overlapping between both guides.

Planning Referencing Guide – Introduction: Every time you take an idea from someone else’s writing, quote the work of another author or use data from their research, you must give credit to the original author or source. Using the work of others is part of what makes up academic activity and we expect you to draw upon policy and academic literature in making your arguments. However, not to give your sources credit, or pretend that they are your ideas, is to commit a serious breach of academic and University rules, called ‘plagiarism’.

Important Note on Plagiarism: Plagiarism is taken very seriously by the University and if you are found to have plagiarised you will be subject to disciplinary proceedings, which could result in you leaving the University without a degree.

So don’t do it! To avoid any suspicion of plagiarism, reference the sources of your ideas and quotations.

The Techniques: Referencing is carried out in three stages:

1. A short reference in the main body of your writing;
2. A full reference at the end of the text in a list so that the reader of your work can follow up your sources;
3. Finally, you must check to ensure all the references used in the text have been correctly sourced in the reference list at the end of your document.

There are a number of ways to reference your work. At Newcastle we prefer the 'Harvard' system. There may be times when lecturers ask you for other methods in particular cases, and these will be explained, but in general Harvard is the default system.

What follows is a guide to how to reference almost anything! If you start doing this properly from the start, referencing need never be difficult or mysterious.

1. Referencing in the Text:

In the text there are various options for referencing material. You can use a direct quotation (using the actual words the author used), you can refer to an author whose ideas you have paraphrased or interpreted or you can cite the work they refer to.

Author’s surname and date of publication: You reference in the text, using the ideas or information supplied by the writer and crediting these, putting the author’s name and the year of publication in brackets () at the end of the sentence. Note that the reference comes before the full stop denoting the end of the sentence.

Example:
There has recently been a great focus on quality in managing organisations. A skilled workforce able to see the relevance of ideas and select, implement and review strategies, transferring ideas from one circumstance or situation into another is argued as essential to the successful implementation of quality in organisations (Catterick, 1992).
You do not need to change the font you are using, highlight in bold or add the author’s initials. You do not need to put the book title in the text. The detail of Catterick’s work – the what and where - is given at the end in the bibliography.

You can refer to the author by name, quoting them as your authority, and put the date of the text used in brackets after the name. The example below uses both ways of referencing as discussed so far.

**Example:**
For such organisations to succeed, they also have to manage change and again the emphasis is on the development of skills to enable transition to happen (Burns, 1993). Fullan (1993) argued that the role of educationalists was essential in order to develop such skills in every learner.

**Dating newspaper articles, journals and periodicals:** If you use a magazine, newspaper or periodical, you can put the full date rather than just the year in the brackets with the source. This is because the frequency of publication means you need to be able to find the 'right' copy.

**Example:**
According to some new research, spending money on improving housing conditions has a beneficial effect on health and wellbeing (The Guardian, 11 October 2000).

**Reports without specified authors:** Occasionally you will wish to quote from a report, which doesn't have an author’s name. In this case you list the agency as if it is the author.

**Example:**
BTEC stated that its business is to help people of any age to acquire and maintain the up to date and relevant knowledge, understanding and the skills needed in future years in Britain (BTEC, 1994).

**Using direct quotations:** If you use a direct quote you can use quotation marks “...” for a short quote (a phrase or one sentence).

**Example:**
Social housing for those who cannot afford to access or afford a home of their own has been "one of the great post-war social innovations” (Young and Lemos, (1997, p. 1)

For a longer quotation you should use an indented paragraph. You will not need to use quotation marks with an indented paragraph.
Example: Accordingly, the initially narrow focus on skills related only to industry, work placements and short courses in finance and management gave way to the advocacy of active learning strategies and an emphasis on enterprise, creativity and initiative. Education is one of the principal means for individuals to achieve independence, economic advantage, personal growth and the industrial skills required in the labour market.

When individuals do not participate in higher education, they are nearly always excluded from participation in the professions and from enjoying the associated social benefits.

(McNamee, 1995, p. 107)

In each case you should put the number of the page where you found the exact words used. There are two ways to denote the page numbers. You can use 'p' for one page, 'pp' for two pages, where the quote travels across pages. Alternatively you can use a colon (:) to separate the year from the page number.

Examples:
(McNamee. 1995, p. 107) or (McNamee, 1995: 107)

Convention has it that no more than 10% of your work should be direct "quotations or sourced from the Internet. When in doubt read the work through, if it appears to be joined up quotes with scant commentary between you are relying too heavily on quotation.

Short cuts: If you want to refer to the same text again, in the next sentence or paragraph, and before you use any other references, you can use another Latin phrase as a 'short cut'. The word you use, in brackets, is (ibid.). This means 'in the same book.' In the example given below you can see that 'ibid' is used twice but refers the first time to Gibbs work and in the second to Northedge. Ibid refers to the last author cited. Use with caution or you will confuse the reader.

Example:
Gibbs (1981) also recognised the difficulties of the transition between school and in higher education, as students become responsible for their own learning. He argued that students need to learn how to learn, but there are as many methods for learning as there are individuals. It was further debated that study skills course wouldn't actually teach students the skills they need; rather it would be a process which continued throughout their course (ibid.). Northedge (1990) reported that the development of study skills was a matter of trial and error. This means trying approaches out, reflecting upon the results and consequences and testing again, armed with the knowledge gained through reflection. Learning and developing the skills is not a once and for all process, but requires constant practice and refinement (ibid).

If there are only one or two authors you note them all (see Jones and Johnson, 1990). If there are two or more authors you usually put the first name in the list and add “et al” (meaning and all others). In the reference list at the end you always list all the authors.

Example 1:
Jones & Johnson (1990) asserted that secondary education has focused on
content rather than method and although students have a reasonable knowledge base they do not have the necessary skills to apply their earlier learning or to express themselves adequately.

**Example 2:**
In the 1980s there was awareness throughout business and industry that the studying and learning skills students needed to have to succeed in their courses were very similar to those used in the world of work. They were broadly categorised as communication skills, information skills, time and task management (Gibbs et al., 1994).

**Referencing an author quoted in another’s text:** Sometimes you read an idea which has been used and referenced by another author. You should reference this as follows.

**Example:**
Bloom (1960) cited in Krathwoh1 et al (1964) characterized the study of knowledge as the recall of specifics and universals, of methods and processes, or of a pattern, structure or setting.

You must exercise care here and not suggest that you have read Bloom first hand. As a point of good scholarship always try to track down the initial source. Krathwoh1 et al’s reading of Bloom may be a poor interpretation or may be challenged now in the light of new evidence. You cannot challenge unless you have read Bloom first hand.

**Referencing from the Internet:** You can reference the Internet as if it was any other published source. You use the name of the agency or author in the text. If there is no date for the paper or no date given when the site was last updated then say ‘undated’. Do not give the web address (called a URL) in the essay. Treat this like the full details of any publication and leave it for the bibliography.

**Example:**
The Department of Environment, Transport, and the Regions (DETR) has explained the concept of New Deal for Communities (DETR, 2000)

**What if there are a number of texts by the same author in one year?** You label each publication, using the year plus a, b, c etc. make sure that you label correctly and match these up in the bibliography.

**Tables or charts:** If you use tables, charts or maps extracted from reports, textbooks or internet sites, you must label these and credit the sources.

**2. The ‘References’ List (Bibliography)**

At the end of your text you must list in full all the references you have used. Sometimes you will see the list referred to as a ‘bibliography’.

You should get into the habit of developing a reference list as you research and write. This will ensure you don’t lose the details and you will be building your list as you progress your work. If you edit out a reference it is easy enough to remove it from the list.

**Do not** divide the references into sub sections entitled books, journals, web sites etc. Make one list only and sort all the authors into alphabetical order to make the sources easier for your reader to check.
The majority of publishers and journals have slightly different layouts when using the Harvard system, but the principle for listing references remains as outlined below and these are the guidelines you should follow:

**Notes for all types of references:**
- The convention is to put book titles in *italics*. For book chapters, newspapers, periodicals and journals it is the *publication* that is italicised, not the title of the article. An easy way to remember this is to imagine you are looking at a shelf. The title on the outer wrapper is italicised so the name of the book, the name of the journal. Goes into italics. What is inside the wrapper: the article title, the chapter heading etc. are given “” - quote marks.
- If the author is a government department or another agency and there are no credited authors, use the name of the agency in place of the author.
- Please use the same font (i.e, Times New Roman, Arial, etc. in 11 or 12 point) as you use in the essay, report or dissertation.

**Books:** Author, (Date of Publication), *Title of Book*, Publisher, where published.

**Examples:**

**Chapters in books, essays collected in a book format, edited conference proceedings:**
Author of Chapter (Year of Publication) “Title of Chapter”, 'in' Name of Editors or Compilers. *Name of Book or Collection*, Publisher, where published

**Example:**

**Newspaper, journal or periodical articles:** Author if known or publication if not (year of publication), 'title of article' (in single inverted commas to denote quoted title), *journal title or publication*, volume number or edition if known, date of publication (actual calendar date if known), (page no(s)).

**Note:** Academic journals have a volume number and you only list the year of publication, as with books. Some professional publications have a month or season name rather than an issue number (see Wadhamns, below)

**Examples:**
Referencing internet sources:
In your bibliographic list you should add: Available from: http://www.nameofsite.co.uk/etc. [Accessed dd/mm/yy]. By doing this you are reminding the reader that such electronic information is often updated but this was the content when you looked on this particular date.

Example:

Referencing one author quoted in another's text:
Just put the text you have actually read here, not the full reference for the author quoted in the text. Look back to the discussion of the use of Bloom’s work.

Example:

Referencing Legislation
If you reference an Act of Parliament you must include this in your bibliography. This is slightly different to other sources as there is no author (in the text you would just use the name of the Act). In the bibliography you just put the Name of the Act (which includes the year, there is no need to put this in brackets as it is part of the title, the chapter and the publisher. For UK legislation after 1996 the publisher is The Stationary Office (often abbreviate to TSO), prior to that the publisher is Her Majesty’s Stationary Office (often abbreviated to HMSO), both are located in London. The chapter number for legislation can be found by searching www.legislation.gov.uk

Example:
Localism Act 2011 (c.20) London, TSO
Housing Act 1988 (c.50) London, HMSO

Miscellaneous reports and planning documents
Sometimes it will not be clear whether a source of information should count as a book, magazine, article or some other source. In these cases you should use your own judgement as to how the source should be referenced in the bibliography (for examples, which bits should be italicised, whether to use commas, full stops or colons). However, you should ensure that all the usual, core bits of information are included such as author, date, title, publisher and publisher’s location. Sometimes you may have to make up a title for a document that reflects its role as clearly as possible. Some examples of this are shown below: these relate to documents produced as part of the planning application system in England.

Example:

Thorpe, G. (2014) LPA Appeal statement for APP/T2350/A/14/2193882/ Proposed installation of three endurance 20kw wind turbines at Carr Hall Garden Centre, Lancashire, Ribble Valley Borough Council
3. Cross Checking Your References in the Text and in the References List:
The final stage in the referencing process is to check your work and ensure all the references you have used are listed correctly, in alphabetical order, by surname of first author. Below are the references used in this document.

Bibliography:
School of Geography, Politics and Sociology

University of Newcastle

GPS
ESSENTIAL GUIDE TO REFERENCING
WHY THIS GUIDE?

Writing essays, projects or dissertations is an important element of the Geography discipline. Chemistry students begin by learning how to use Bunsen burners and test tubes, physics students learn lab technique and formulas. Geography is advanced largely through the written word using common techniques which make authors' sources transparent so that conclusions and evidence can be scrutinised by readers.

Students are required to use proper essay techniques. This includes the correct use of books, periodicals, Internet resources and referencing style (comprising endnotes or author-date citations, and bibliographies).

Proper writing techniques are required for all writing exercises in all modules. In this guide, the Department of Geography (like other departments in the University, such as Politics) offers two referencing styles- the Endnotes system and the Author-Date system – for students to choose from. Students are strongly encouraged to adopt one of these styles for each piece of work submitted, and apply it comprehensively and consistently.

To explain and illustrate proper writing techniques, this guide provides a basic background about why and how essays are written, and the proper way to reference them.

Please read it very carefully.

WHAT IS REQUIRED IN AN ESSAY?

Geography essays are intended to provide an opportunity for students to write analyses on important questions using a variety of source materials. They are not editorials for recitation of your personal views on the subject. Rather, you are given extensive reading lists which should be used to provide information and arguments from which you will draw your own conclusions. Your conclusions should be supported by evidence taken from the resources you have used, and that evidence must be acknowledged with proper referencing (as explained below). You are encouraged, of course, to use your own ideas and arguments as well, but the point is to make arguments which are supported by evidence.

WHAT DO I DO, IN TECHNICAL TERMS?

Essay writing is a fundamental skill which can be learned. One reason you are at university is to develop writing skills. Your writing, like most things, improves with practice and with reading. Those who read little rarely write well. Style and presentation are important. Good essays are not only a function of what you say, but also how you say it. Tutors do not mark essays on whether they agree with the views expressed in an essay, but on how well researched, documented, reasoned, and formulated they are. Therefore, correct grammar, punctuation, spelling, references and a bibliography are not optional extras: they are essential elements of a properly presented essay.

You must give yourself enough time to do research for an essay: often, serious reading is
required above and beyond your normal lecture and tutorial preparation. After doing some reading and thinking about the subject, start by constructing an outline which organises what you intend to do. It should include: a concise and clear introduction; supporting points which provide the evidence and demonstrate what you set out to do in the introduction; a conclusion which sums up clearly how you demonstrated the argument which you presented in the introduction. You should expect an essay to go through some drafts. You should not submit a work which is obviously sloppy or prepared in haste.

**BASIC POINTS ABOUT STYLE**

Your writing style will improve with practice. Aim to write as directly as possible: say what you mean as clearly and with as few words as possible. Here are some basic points that will aid your writing style:

Essays should be typed or word-processed, leaving generous margins with the text double spaced.

Pages must be numbered.

Direct quotations, whether they be one or two distinctive words from a source, or a lengthy sentence, must be marked with quotation marks and an endnote or citation indicating the source.

However, if direct quotations run for six or more lines of double spaced text, they should be indented as a block quotation in a hanging paragraph [like this one], with an endnote or citation at the end of the last sentence [though none appears here]. When direct quotations are indented in this manner, quotations marks are not used at the beginning or end of the quote

- the indentation signifies instead that it is a quote.

Spell out all acronyms in full the first time you use them, including the acronym in brackets. For example: Department for International Development (DFID). Subsequent references can then use just the acronyms.

Identify your characters when you introduce them in an essay. Example: James Wolfensohn, President of the World Bank Group,…

An essay must have references and a separate bibliography page at the end (details of this requirement are set out in the section on referencing).

**USING INTERNET MATERIALS**

The Internet, especially the World Wide Web (WWW), increasingly contains documents and information that can be of use in researching and writing Geography essays. However, the Internet also contains a lot of rubbish. The trick is to distinguish between what is good and useful, and what is not.

To make this distinction, you need to use materials from the Internet as you would materials from articles or books. You need to critically evaluate the materials in terms of their argument, their evidence, their logic and any relationship between what is being argued and who is presenting the argument. The fact that materials are on the Internet does not mean
they are necessarily accurate or legitimate. As with any research, you have to use your critical reading skills to make that judgement yourself.

As one element in critically evaluating a WWW site, the Uniform Resource Locator (URL) of the site provides important information. The URL is the electronic address of a WWW site's "server" (the computer on which it is located) and usually the "home page" (the equivalent of a book's title and contents page). 2 URLs generally follow a pattern:

Beginning with http:// to indicate that this is an Internet site, they then include www. to signify the World Wide Web (a very few sites will not have this). 3

Next comes the name of the site, either as a complete title or a recognisable acronym. After that and always separated by a period[,] with no spaces- comes an abbreviation for the domain that designates the type of site- whether it belongs to an institution, organisation or company. Then there is a country code.

However, if the site is located in or run for an institution, organisation or company in the United States there is no country code. The Internet originated in the US so the first sites on the Internet did not require a country code. But with the Internet's recent expansion, codes for countries other than the US have become essential. Note, though, that country codes are absent also from the .org domain used by international and non-governmental organisations around the world, and that corporations outside the US are starting to use just the .com domain.

Finally, the address is often ended with a forward-slash [/], indicating that there are other documents and sections on the site beyond the home page.

The standard format of a basic URL can therefore be summarised as follows:
http://www.sitename.sitetype.country code (if applicable)/

Examples:

http://www.whitehouse.gov/
This is the home page for the President of the United States office and residence, the White House. Note the sitename [.whitehouse], the sitetype [.gov-meaning government] and, being the US, the absence of a country code.

http://www.fco.gov.uk
This is the home page for the British government’s Foreign and Commonwealth Office. Note the sitename [the acronym, .fco], the sitetype [.gov-meaning government] and the country code [.uk].

http://www.icj-cij.org/
This is the home page of the International Court of Justice in the Hague, Netherlands. Note the sitename [the acronym- .icj-cij- in its English and French versions], the sitetype [.org-meaning organisation] and the absence a country code (regardless of their location, international and non-government organisations often omit this code).

http://www.oneworld.org/actionaid
This is the home page of the non-government organisation, Action Aid. This address indicates that its site is hosted by a network organisation [oneworld.org] that provides Internet access for organisations of this type. As a result, the URL for Action Aid is longer and more detailed than those above.

http://www.amazon.com
The home page of the American on-line book store, Amazon. We know it is an American company because the URL ends with .com and has no country code.

http://www.bookshop.co.uk/
This is the home page of Amazon.com's British competitor, the Internet Bookshop, signified as a UK company by .co.uk at the end of the URL.

http://www.jhu.edu
This is the home page of Johns Hopkins University in the US. It is recognisable as an American university site because the URL ends with .edu and has no country code.

http://www.gsb.uct.ac.za/
This is the home page of the Graduate School of Business [.gsb] at the University of Cape Town [.uct] in South Africa [.za]. The .ac signifies an academic or university site outside of the US.

URL's can be, and often are, much longer. The extra details which follow the above basic URL, and separated by forward-slashes [/] indicate specific sections and/or pages on a Web site.

For example, the URL for the Poverty Reduction Strategies (PRSs) of the World Bank is:


The details of specific URL addresses can be seen in your Internet browser (e.g. Netscape for Internet Explorer), at the top of the page you are viewing. If you are making notes from a site you are viewing, be sure to write down these details. When you print from the Internet, these details are often automatically included in the print-out, along with the date and time you accessed the information. Check if this is the case. The date and time are important details to record for references because WWW sites are frequently up-dated, and the information you obtained one day (even one hour) may have changed by the next.

These extra details are essential for proper referencing (see below). Just as you must provide specific page numbers for referencing particular points or quotations, so to you must provide specific URL addresses for the documents or information you get from the Internet. But remember: URL addresses are like the addresses of book publishers. While they must appear in the list of references or bibliography accompanying an essay, URL addresses should never appear in the text of an essay itself.

Details on how to properly reference Internet materials in your essays are given in the section on referencing.
USING TABLES, FIGURES AND VIDEOS

As Geography students you are encouraged - indeed expected - to produce work containing tables and figures. Tables typically contain columns of numbers while the term figure normally refers to materials such as maps, charts, graphs, and photographs.

Maps, in particular, are Geography tools of trade (think of the sub-discipline of Cartography). Maps are representations of space that are socially produced and change over time. They can (and should be) analysed critically rather than presented unproblematically.

The value of tables and figures of any variety is that they provide information and evidence while saving words. When analysed effectively, this information can provide succinct evidence to support accompanying arguments.

All tables and figures are accompanied by numbers, captions and sources. Tables and figures are numbered separately. In works of more than one chapter, the number of the table comes after the number of the chapter and a decimal point. So for example, if an essay contains one table and one map then the table will be given as table 1.1 and the map as figure. If a dissertation (a work of more than one chapter) contains a table in chapter one and a map in chapter three then the table will be given as table 1.1 and the map as figure 3.1.

A caption is simply a title; a short description of the contents of the table or figure. After this comes a crucial piece of information, namely the source. Whether you have personally created the table or figure from information collected, or lifted the table or figure wholesale from published work, you must cite the source of the information immediately after the caption. Precisely how you cite that source will depend on which referencing style you are adopting. Details on how to properly reference tables and figures are given in the following section.

Finally, a number of Geography modules use videos as the basis of seminar discussion. You may wish to refer to these when writing essays. You may also wish to refer to videos of your own making - such as programmes taped from television.

Videos are like any other source of information, evidence and argument; they must be cited accurately and referenced properly. Further details are given in the following section.

REFERENCING
When you are writing essays, projects or dissertations, you are not expected to rely on original ideas or have some mystical, unmediated access to data. What you are expected to do is to develop your own argument with reference to a variety of sources. In other words, you are expected to assemble ideas, arguments and evidence to make a case, which you then argue. It is absolutely essential, therefore, that you provide clear references to the sources you use!

The essence of referencing is to provide your reader with a clear, concise guide to the sources upon which you have drawn in developing your argument. This means that any ideas, argument, information or language (including distinctive terms or full quotations) which you have drawn from a source must be attributed to that source. In order to do this, you must indicate in the text -- at the point at which you have used an idea, argument, information or language from one of your sources -- the source or sources on which you have drawn.

There are many formats for referencing the sources of your material. If you look at the books and articles you are reading, you will notice numerous variations in style. The Department of Geography, however, strongly encourages you to choose one of the two following styles for each piece of writing.

Once you have chosen which of the two styles you will employ in your essay, project or dissertation, you must follow that style completely and comprehensively. Do not blend the two styles or modify either of them.

*If you have any questions about how to successfully reference your written work you should consult your personal tutor or module leader.*

**REFERENCING STYLE NUMBER 1 -- ENDNOTES**

In order to use endnotes, you place a superscript number at the end of the section (either a sentence or paragraph) containing whatever it is you are referencing. All word-processors have the facility to do this technical function. And remember- you have to reference ideas, argument, information or language (including distinctive terms or full quotations) which is not your own.

At the end of your essay, on a separate page headed "Endnotes", you place an equivalent number, followed by the bibliographic information of your source, including the page number(s) from which your information is drawn. The page reference is absolutely essential. Again, all word-processors will generate endnotes for you quickly and easily.

Although their primary purpose is to provide details of references, endnotes can also be used to discuss points which, while relevant to the argument you are making, are not central to the argument but might be worth exploring. If you use endnotes for this purpose, be sure to ask yourself whether the information you wish to convey is related to your argument, and whether it would be better placed in the main part of the essay. If these explanatory endnotes contain information which needs to be referenced, then bibliographic information should be placed in the notes.

*Providing Bibliographic Information in the Notes*
The bibliographic information allows the reader to find the source of the information for which you are providing reference. There are, therefore, a number of pieces of information with which the reader must be provided:

- the name of the author or authors
- the title of the article, chapter, book or other piece
- the name of the editor of the book, if it is an edited volume
- the title of the book, journal, newspaper, or electronic source
- the name of the site and the URL if it is an Internet source
- the edition, if there is more than one, and the volume, if there is more than one
- page numbers

This information can be found mostly on the title page and the publication details page near the front of articles and books, and on the home page of Internet sites.

**Books**

For a book by a single or multiple authors, provide the information in the following style:

First-name Last-name [of the author or authors], *Title of the book* underlined [Edition or Volume if required] (City of Publication: Name of Publisher, Year of publication), page reference.

It is important that even the punctuation is consistent. All words, other than prepositions (such as 'of', 'the' etc., unless they are at the beginning of the title), should be in capital letters. Please follow the form carefully.

*Examples: Single Author*


*Second Edition*


*Multiple Authors*


Chapter in an edited volume

When you make reference to a work in an edited volume, it is essential to provide the full details about the author and title of the essay or chapter, not just the book in which it is found. Provide the information in the following style:

First-name Last-name [of the author or authors of the chapter], "Title of the chapter or essay"
in First-name Last name [of the editor or editors], ed. [eds. for multiple editors], Title of the book underlined. [Edition or Volume if required] (City of Publication: Name of Publisher, Year of publication), page reference.

You should notice that the part following the word 'in' is essentially the same as that for a book, except that the authors are identified as editors by the 'ed.' or 'eds.' following their names.

Examples:

Multiple authors, single editor

Single author, multiple editors

Journal Articles

For journal articles, as with contributions to edited volumes, it is essential to provide the name of the author and the title of the article, as well as the information about the journal, with the titles in capital letters. You must provide the information in the following form:

First-name Last-name [of the author or authors of the article], "Title of the article" Title of the Journal underlined Volume (number) year of publication, page reference.

Examples: Single author

Multiple authors

Newspapers and Magazines

It is often necessary to make reference to newspapers and magazines. Sometimes you will have authors' names, and other times you will not. If an article has a by-line (a sub-heading with the author's name), please include the author's name, and always include the title of the article. Provide the information in the following form:

First-name Last-name [if there is a by-line], "Title of the article" Title of the Newspaper or Magazine underlined Date of Publication, page reference (including section reference, if necessary)

Examples:

Internet Resources

Following on from previous discussion, please use the following form for WWW resources you use:

First-name Last-name [of the author of the page, if it is provided], "Title of the article or page", Title of the Web-Site underlined_(URL of the site, date consulted).

Examples:


For Internet resources other than Webpages, consult the sources listed at the end of this guide.

Tables, figures and videos

In the endnote style of referencing, complete bibliographic information about the source of material in a table or figure is placed immediately below it, after the number of the table or figure in question and an accompanying caption. The source does not appear in a separate endnote.

Examples of tables and figures on next page.
Table I:

Human Development Rankings for Sub-Saharan Africa

<table>
<thead>
<tr>
<th>Medium human development (HDI rank 49-126)</th>
<th>HDI</th>
<th>HPJ</th>
<th>GDI</th>
<th>GEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mauritius</td>
<td>63</td>
<td>16</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>91</td>
<td>36</td>
<td>84</td>
<td>--</td>
</tr>
<tr>
<td>South Africa</td>
<td>94</td>
<td>33</td>
<td>85</td>
<td>--</td>
</tr>
<tr>
<td>Gabo</td>
<td>109</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Equatorial Guinea</td>
<td>110</td>
<td>--</td>
<td>99</td>
<td>--</td>
</tr>
<tr>
<td>Namibia</td>
<td>111</td>
<td>56</td>
<td>100</td>
<td>--</td>
</tr>
<tr>
<td>Swaziland</td>
<td>113</td>
<td>--</td>
<td>102</td>
<td>60</td>
</tr>
<tr>
<td>Botswana</td>
<td>114</td>
<td>--</td>
<td>103</td>
<td>--</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>117</td>
<td>61</td>
<td>106</td>
<td>--</td>
</tr>
<tr>
<td>Ghana</td>
<td>119</td>
<td>46</td>
<td>108</td>
<td>--</td>
</tr>
<tr>
<td>Lesotho</td>
<td>120</td>
<td>42</td>
<td>111</td>
<td>--</td>
</tr>
<tr>
<td>Kenya</td>
<td>123</td>
<td>51</td>
<td>112</td>
<td>--</td>
</tr>
<tr>
<td>Comoros</td>
<td>124</td>
<td>47</td>
<td>113</td>
<td>--</td>
</tr>
<tr>
<td>Cameroon</td>
<td>125</td>
<td>49</td>
<td>114</td>
<td>--</td>
</tr>
<tr>
<td>ConZ-o, Reo.</td>
<td>126</td>
<td>48</td>
<td>115</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lowhumall developopme IIr (HDI rank 127-</th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
<td>ToZ o</td>
</tr>
<tr>
<td>Madagascar</td>
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<tr>
<td>Nigeria</td>
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<tr>
<td>Sudan</td>
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<tr>
<td>Mauritania</td>
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<tr>
<td>Tanzania</td>
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<tr>
<td>Uganda</td>
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<tr>
<td>Cigl, T&gt; Dem. Rep.</td>
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<tr>
<td>Zambia</td>
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<tr>
<td>Coted'Ivoire</td>
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<td>Senega</td>
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<td>Angola</td>
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<td>Benin</td>
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<td>Eritrea</td>
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<td>Gambia</td>
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<td>Malawi</td>
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<td>Rwanda</td>
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<tr>
<td>Mali</td>
</tr>
<tr>
<td>Central Afr. Rep.</td>
</tr>
<tr>
<td>Chad</td>
</tr>
<tr>
<td>Guinea-Bissau</td>
</tr>
<tr>
<td>Mozambique</td>
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<tr>
<td>Ethiopia</td>
</tr>
<tr>
<td>Burkina Faso</td>
</tr>
<tr>
<td>Burund</td>
</tr>
<tr>
<td>Niger</td>
</tr>
<tr>
<td>Sierra Leone</td>
</tr>
</tbody>
</table>

Figure 1: Classification of Sub-Saharan Africa by Gross National Income (ONI) per capita.


Videos are like newspapers, magazines and the internet; sometimes you will have authors' names, and other times you will not. If video material has a presenter, please include the presenter's name. Always include the title of the programme. Provide the information in the following form:

First-name Last-name [if there is a presenter], "Title of the programme" Channel or producer, Date of issue or broadcast.
Examples:


Subsequent citations to the same source

The above details provide the way in which the full details must be set out the first (or only) time you reference a particular source.

It is only necessary to provide the full details for a source once. After the first note in which you refer to the source, you need only provide a brief citation which will allow the reader to identify the source, and which will provide the page references for your new reference to that source.

Subsequent references are easy. All you need to do is provide the last name of the author or authors, a short title of the work (usually the section before the colon in the full title), and the page references:

Here are the examples above given in subsequent reference form: Bonnett,

White Identities, 35-42. __________
Newson, Land, Water and Development, 1. Jarvis, __________
Pratt and Wu, The Secret Life of Cities, 57. __________
Brunsdon, Fotheringham and Charlton, "Geographically-Weighted Regression", 431-443.
UNDP, "Human Development Report 2001".
"Secret History: Slavery".

Do NOT use ibid., op cit., lac cit. or any of the other Latin derivatives that have been commonly used for this purpose.
Bibliographies

In addition to providing references in endnotes, you must provide a list of the sources you used. This is a separate section at the end of an essay, project or dissertation called a bibliography. The bibliography should include only those sources you referenced in your endnotes, even though you may have read and used other sources in the preparation of your essay.

In the bibliography you must list your sources alphabetically by author. Again, you must provide this in a consistent, standard style.

There are three major differences between the style used for notes and that for bibliographies:

1. Because entries are listed by author's last name, that name comes first. In the case of multiple authors, only the first author's last name comes first, the others remain with the first name first;
2. You are providing reference to the work as a whole, not to a particular piece of information from that work, and so you do not provide a page reference, except:
3. For articles which are taken from edited volumes or journals, you must provide the page references for the whole article and not just the page(s) you cited in the endnotes.

Here are the examples given above for references in endnotes, presented as they should appear in your bibliography. Please pay careful attention to the changes in organisation and punctuation:

Books


Chapter in an edited volume


**Journal Articles**


**Newspapers and Magazines**


**Internet Resources**


For Internet resources other than Web pages, consult the sources listed at the end of this guide.

**Tables, figures and videos**


REFERENCING STYLE NUMBER 2 --THE AUTHOR-DATE SYSTEM

The second referencing style recommended for work submitted to Geography modules is what is called the author-date (or Harvard) system.

The author-date system relies on the same principles as the endnote system - in terms of where the reference goes, and the range of information that notes and a bibliography will record - but it presents that information in a different manner. In this system there are no notes for references, just a reference in the text that corresponds to details in the bibliography at the end of the essay.

However, this system can also have endnotes if and only if you want to discuss points which, while relevant to the argument you are making, are not central to the argument. If you use endnotes for this purpose, be sure to ask yourself whether the information you wish to convey is related to your argument, and whether it would be better placed in the main part of the essay. If these explanatory endnotes contain information which needs to be referenced, then author-date references can be placed in the notes.

The basis of this system is the placement of the author's last name, the year of the article or book's publication, and - if applicable - the page reference for the material you are using, all contained in brackets, just prior to the nearest punctuation break immediately after the quoted material. For example:

"The idea that tropical climates are nasty, and inhibit the forward march of civilisation, is a very old one in European thought" (Blaut 1993, 69).

There is no punctuation between the author's name and the date, and only a comma between the date and the page reference.

If you are referencing the source of a general point or an author's entire argument rather than a specific quote (and therefore do not need a particular page reference), then the author-date system works like this:

Throughout the book, Butchart (1998) takes issue with those who treat repression as the central problematic of South African race relations.

Globalisation has been associated with progressive growth in market relations (Amin 1997) and with global integration (Yusuf 2001).

In this referencing system, "author" means the name of the person who wrote the material (regardless of whether it is an article, book or paper), the editor of an edited collection (assuming you are citing the entire edited work and not a chapter from it by a different author) or the organisation responsible for publishing the material (such as the International Committee of the Red Cross, the World Bank and the like). In each of these cases nothing other than the name of the person or the organisation goes in the brackets.

If two or more references provided the general material in a sentence or paragraph, they can all be inserted into one set of brackets at the appropriate point, with a semi-colon separating each reference. For example:
The spatial focus of developmental state theory is typically Asia, especially East Asia (Johnson 1982; White 1988; Wade 1990; Appelbaum and Henderson 1992; Clark and Roy 1997).

**Bibliography using the Author-Date system**

With the author-date system it is essential that the bibliography lists every work cited by you in the text. *Only with a comprehensive bibliography will the author-date references make sense.*

Bibliographies are organised in alphabetical order, by the author's last name, with single author entries coming before multi-author entries beginning with the same name.

Where there are two or more works by one author in the same year, distinguish them as Tooze 1988a, Tooze 1988b, etc.

**Books**

Each book entry in the bibliography includes the following information in the following order:

- Last-name, initials [of the author or authors], (Year of publication) Title of the book **underlined** [Edition or Volume if required] City of Publication: Name of Publisher.

**Example:**


**Journal Articles**

Each article entry in the bibliography includes the following information in the following order:

- Last-name, initial [of the author or authors of the article], (Year of publication) "Title of the article" Title of the Journal **underlined** Volume (number), complete page numbers.

**Example:**


**Chapter in an Edited Volume**

Each entry of a chapter in an edited book includes the following information in this order:

- Last-name, initials [of the author or authors of the chapter], (Year of publication)

"Title of the chapter or essay" in Initial Last name [of the editor or editors], ed., [eds. for multiple editors], Title of the book **underlined** (Edition or Volume if required) City of Publication: Name of Publisher.

**Example:**

Newspapers and Magazines

For newspapers and magazines, each entry looks like this:

Last-name, initials [if there is a by-line], (Year of publication) "Title of the article" Title of the Newspaper or Magazine underlined Day and Month of Publication, page reference (including section reference, if necessary)

Examples:


Internet Resources

For Internet resources, please use the following form for WWW sites:

Last-name Initial [of the author of the page, if it is provided], (Date of document, if available) "Title of the article or page", Title of the Web-Site underlined, (URL of the site, date consulted).

Examples:


For Internet resources other than Webpages, consult the sources listed at the end of this guide.

Tables, figures and videos

In the author-date system, complete bibliographic information about the source of material in a table or figure is placed in the bibliography, not immediately below the table or figure itself. Previous examples of tables and figures would look as follows in the text:

Table 1:
Human Development Rankings for Sub-Saharan Africa

<table>
<thead>
<tr>
<th>Medium human development (HDI rank 49-126)</th>
<th>HDI</th>
<th>HPJ</th>
<th>GDI</th>
<th>GEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mauritius</td>
<td>63</td>
<td>16</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>91</td>
<td>36</td>
<td>84</td>
<td>--</td>
</tr>
<tr>
<td>South Africa</td>
<td>94</td>
<td>33</td>
<td>85</td>
<td>--</td>
</tr>
<tr>
<td>Gabo</td>
<td>109</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Equatorial Guinea</td>
<td>110</td>
<td>--</td>
<td>99</td>
<td>--</td>
</tr>
<tr>
<td>Namibi</td>
<td>111</td>
<td>56</td>
<td>100</td>
<td>--</td>
</tr>
<tr>
<td>Swaziland</td>
<td>113</td>
<td>--</td>
<td>102</td>
<td>60</td>
</tr>
<tr>
<td>Botswana</td>
<td>114</td>
<td>--</td>
<td>103</td>
<td>--</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>117</td>
<td>61</td>
<td>106</td>
<td>--</td>
</tr>
<tr>
<td>Ghana</td>
<td>119</td>
<td>46</td>
<td>108</td>
<td>--</td>
</tr>
<tr>
<td>Lesotho</td>
<td>120</td>
<td>42</td>
<td>III</td>
<td>--</td>
</tr>
<tr>
<td>Kenya</td>
<td>123</td>
<td>51</td>
<td>112</td>
<td>--</td>
</tr>
<tr>
<td>Comoros</td>
<td>124</td>
<td>47</td>
<td>113</td>
<td>--</td>
</tr>
<tr>
<td>Cameroon</td>
<td>125</td>
<td>49</td>
<td>114</td>
<td>--</td>
</tr>
<tr>
<td>ConZo, Reu.</td>
<td>126</td>
<td>48</td>
<td>115</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low human development (HDI rank 127-230)</th>
<th>HDI</th>
<th>HPJ</th>
<th>GDI</th>
<th>GEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tojo</td>
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<td>63</td>
<td>116</td>
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<tr>
<td>Madagascar</td>
<td>135</td>
<td>64</td>
<td>122</td>
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<tr>
<td>Nigeria</td>
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<tr>
<td>Sudan</td>
<td>138</td>
<td>58</td>
<td>129</td>
<td>--</td>
</tr>
<tr>
<td>Mauritania</td>
<td>139</td>
<td>82</td>
<td>126</td>
<td>--</td>
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<tr>
<td>Tanzania</td>
<td>140</td>
<td>53</td>
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<td>--</td>
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<td>Uganda</td>
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<td>69</td>
<td>125</td>
<td>--</td>
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<tr>
<td>Colg, t&gt; Dem, Rep.</td>
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<td>67</td>
<td>128</td>
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<tr>
<td>Zambia</td>
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<td>68</td>
<td>127</td>
<td>--</td>
</tr>
<tr>
<td>Coted'Ivoire</td>
<td>144</td>
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<td>132</td>
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<tr>
<td>Senega</td>
<td>145</td>
<td>80</td>
<td>130</td>
<td>--</td>
</tr>
<tr>
<td>Angola</td>
<td>146</td>
<td>--</td>
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<tr>
<td>Benin</td>
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<td>Eritrea</td>
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<tr>
<td>Gambia</td>
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<tr>
<td>Guinea</td>
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<tr>
<td>Malawi</td>
<td>151</td>
<td>74</td>
<td>137</td>
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<tr>
<td>Rwanda</td>
<td>152</td>
<td>76</td>
<td>135</td>
<td>--</td>
</tr>
<tr>
<td>Mali</td>
<td>153</td>
<td>83</td>
<td>138</td>
<td>--</td>
</tr>
<tr>
<td>Central Afr. Rep.</td>
<td>154</td>
<td>81</td>
<td>139</td>
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</tr>
<tr>
<td>Chad</td>
<td>155</td>
<td>87</td>
<td>140</td>
<td>--</td>
</tr>
<tr>
<td>Guinea-Bissau</td>
<td>156</td>
<td>86</td>
<td>143</td>
<td>--</td>
</tr>
<tr>
<td>Mozambique</td>
<td>157</td>
<td>84</td>
<td>141</td>
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<tr>
<td>Ethiop</td>
<td>158</td>
<td>88</td>
<td>142</td>
<td>--</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>159</td>
<td>--</td>
<td>144</td>
<td>--</td>
</tr>
<tr>
<td>Burundi</td>
<td>160</td>
<td>--</td>
<td>145</td>
<td>--</td>
</tr>
<tr>
<td>Niger</td>
<td>161</td>
<td>90</td>
<td>146</td>
<td>--</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>162</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Income groups: Economies are divided according to 2000 GNP per capita.

- Low Income: $755 or less;
- Lower middle Income: $756 - $2,995;
- Upper middle Income: $2,996 - $9,265;
- High Income: $9,266 or more

Source: The World Bank Group, 2001
Figure 1: Classification of Sub-Saharan Africa by Gross National Income (GNI) per capita.


In the bibliography, citations to the sources indicated in table I and figure I would look as follows:


Citations in the bibliography to the videos mentioned previously would look as follows:

N.B.: You must list in a bibliography only those things which you have cited or consulted: do not list sources which other authors have cited if you have not seen them - this is a form of plagiarism. For more on plagiarism, see the following section.

PLAGIARISM

Plagiarism is presenting someone else’s ideas (e.g. lectures) or written work (e.g. books, articles, theses, dissertations, essays, Internet resources) as one’s own by not providing proper acknowledgement through appropriate references and quotation marks.

Plagiarism is a serious offence – indeed, perhaps the most serious academic offence for a student - and will be dealt with in accordance with the University’s General Regulations (section KS), as explained in the Geography handbooks. Penalties range from having the piece of work in which there is plagiarism fail to being unable to graduate altogether.

Being guilty of plagiarism is not dependent on the amount of material that is improperly acknowledged. While the greater the amount the more grave the offence, improperly acknowledging as little as a distinctive word, a phrase or a sentence can comprise plagiarism.

The sections above provide clear direction on how to reference your material properly, depending upon which of the two approved and required styles you choose. To avoid plagiarism you must show from where you got the information, ideas and language you use in your argument. Only by following the Department of Geography’s referencing requirement to the last detail can you be sure of avoiding this problem.

Proper referencing is made easier if you keep good records of your sources when you read and take notes from material you are using in your research:

When you take notes, always record with those notes the name of the author, title, place and date of publication, publisher and the relevant page(s).

When quoting directly from an article, book or other source ensure that you have used quotation marks- or, where applicable (see page 4), an indented quotation• in addition to an endnote or author-date reference.
When you paraphrase material in your notes, *always* make sure that when you reproduce this in the essay, you cite the source.

If you are reading about one writer in another writer’s piece, always cite the piece (the secondary source) you are actually using; do not cite the original unless you have consulted it.

**CONCLUSION**

In order to do Geography modules and graduate with a degree, all students must have a sound grasp of the basic techniques which are essential to the Geography discipline. It is a skill which is a professional requirement. By mastering these you will not only be better writers in general, but will gain useful techniques which are likely to hold you in good stead whatever your ultimate career.

**Acknowledgements and further sources**

This guide was prepared for the Department of Geography at the University of Newcastle by Dr. Kate Manzo.

Thanks are due to the Department of Politics at Newcastle University, especially Professor David Campbell, for a guide from which this one has been adapted.

Additional guidance was taken from the *Chicago Manual of Style 13th edition*, revised and expanded (Chicago: University of Chicago Press, 1982).


And don’t forget to ask your tutor and/or module leader if anything is unclear.

**ENDNOTES**

1 This guide applies to all written work submitted by students in the Geography Department. Throughout the guide the term "essay" applies to all these forms of written work, including projects and dissertations (both undergraduate and postgraduate), even though those terms have specific meanings for specific modules and stages.

2 If the home page has a different address from the server, you will see /home.html or /index.html after the initial forward slash.

3 Http stands for Hyper Text Transfer Protocol.