



**SCHOOL OF ARCHITECTURE, PLANNING AND
LANDSCAPE**

**DEGREE PROGRAMME HANDBOOK
&
GUIDE TO REFERENCING**

**BA HONS GEOGRAPHY &
PLANNING (LK74)**

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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 Undergraduate Planning 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.

Average number of contact hours for this stage / programme:	This will depend on the selection of modules chosen by each student. Students should check individual module information on Canvas for the exact contact session length for each week - see https://my.ncl.ac.uk/students/ .
Mode of delivery:	Online synchronous and non-synchronous activity (digital talks, tasks, quizzes, workshops, seminars) and 'community building' via a central track with some in-person delivery, subject to government and local guidance at the time. (Students should check individual module information on Canvas for the exact format of each learning activity).
Normal notice period for changes to the timetable, including rescheduled classes:	See General handbook.
Normal notice period for changes to the curriculum or assessment:	See General handbook.
Normal deadline for feedback on submitted work (coursework):	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.
Normal deadline for feedback on examinations:	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.
Professional Accreditation:	None.

Assessment methods and criteria:	Essay, coursework, seminar, poster presentation, report, dissertation, design project, exams. These vary by module and should be checked via Canvas or the module catalogue: http://www.ncl.ac.uk/module-catalogue/ .
Academic guidance and support:	Your personal tutor, Dr Ruth Raynor as DPD (ruth.raynor@newcastle.ac.uk) and Dr Raymond Abdulai as Senior Tutor (raymond.abdulai@ncl.ac.uk). Please also refer to the General Handbook.

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/>
- **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/2020-2021/sapl.php>
- **Programme Specifications** provide the framework of a degree programme and can be found here <https://www.ncl.ac.uk/regulations/programme/2020-2021/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 Geography and Planning.

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 are programmed to involve **100/200 hours** of total student time. This will normally include 20 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:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2
GEO1010	Interconnected World	20	10	10
GEO1015	Human Geographies of the UK	20	10	10
GEO1018	Geographical Analysis	20	10	10
TCP1014	Planning Processes	10		10
TCP1019	Economics of Development I	10		10
TCP1027	Shaping Towns and Cities	20	20	
TCP1028	Disciplinary and Professional Perspectives on Planning	20	10	10

- (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 module:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
TCP2027	Research Skills	20		20	6	Core

- (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:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
GEO2047	Political Geography	20	10	10	5	
GEO2099	Economic Geography	20	10	10	5	
GEO2103	Development and Globalisation	20	10	10	5	
GEO2110	Social Geographies	20	10	10	5	

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

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
TCP2005	Houses and Homes	20	20		6	
TCP2006	Design and Neighbourhood	20	20		6	
TCP2025	Researching Local Economies	20	20		6	
TCP2028	Understanding Cities	20		20	6	
TCP2030	Urban Poverty: A Global Perspective	20	20		6	
TCP2036	Global course on Institutional Design for Spatial Planning	20		20	6	
APL2035	Participation: Theories & Practice	20		20	6	

(e) Candidates may select the following module:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
NCL2007	Career Development for 2nd year students	20	10	10	5	

4.3 Stage 3 Placement Year

On completion of Stage 2 and before entering Stage 3, candidates may as, part of their studies for the degree, spend a year in a placement with an approved organisation. Permission to undertake a placement is subject to the approval of the Degree Programme Director. Students who are required to re-sit their Stage 2 assessment must delay the start of their placement until they have done so. Students who fail Stage 2 may not complete a placement year.

NB. Placement opportunities will be guided by national and institutional policy at the time.

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
NCL3000	Careers Service Placement Year Module	120	60	60	6	

4.4 Stage 3

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

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
TCP3099	Dissertation	40	20	20	6	

(b) All candidates shall select modules to the value of 80 credits from the lists 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:

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
GEO3102	Geopolitics	20	10	10	6	
GEO3114	Local and Regional Development	20	10	10	6	
GEO3153	Geographies of Race and Nation	20		20	6	
GEO3158	Geographies of Sustainable Production and Consumption	20	20		6	
GEO3159	Displacement and Migration	20	10	10	6	
GEO3160	Crises of Economy: Money and Labour	20	20		6	

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

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
TCP3028	Strategies into Action: Planning	20	20		6	
TCP3053	Development Management	20		20	6	
TCP3054	Planning Theory and Politics	20	20		6	
TCP3059	Strategies into Action: Urban Design	20		20	6	
TCP3061	Contemporary Planning Issues	20		20	6	
APL3004	Chinese Cultural History and Urban Development					

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

Code	Descriptive title	Total credits	Credits Sem 1	Credits Sem 2	Level	Type
NCL3007	Career Development for Final Year Students	20	10	10	6	

4.5 Assessment Methods

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 assessment. Further information of the assessment pattern for each module is explained in the module outline.

4.6 Honours Performance

The final degree classification shall be worked out at a 1:2 weighting across stage 2 and 3

Outline information regarding these modules can be found on the 'Module Catalogue by following this link: 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/>.

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>.

For timetable information see: <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 Stages 2 and 3 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 student's 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 (<http://www.ncl.ac.uk/regulations/docs/>) 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.

For all of the modules, the assessment of the module will occur within the Semester in which the module takes place. This means, for example, that where written examinations form an element of a Semester 2 module, these examinations will take place during Semester 2.

Assessment by written examination will take place during the 'Assessment Period' identified in Semester 2. Exceptionally, written exams may occur during normal teaching weeks. There will be no exams in Semester 1. For 2020-21 the **provisional** assessment periods will be:

- **Semester One** – no assessment period
- **Semester Two** - Monday 24 May to Friday 11 June 2021 (including Saturday 29 May and Saturday 5 June)
- **Resits** – Monday 23 August to Friday 3 September 2021 (including Saturday 28 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.

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 Board of Examiners 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.

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:

Mark	Equivalent Degree Classification
<40%	Fail
40-49%	Third Class
50-59%	Second Class, Lower Division
60-69%	Second Class, Upper Division
70+	First

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 Stage 1 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. The re- assessment will be in August.

6.6.2 EXAMINATIONS IN THE SECOND YEAR - STAGE 2

In Geography and Planning 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 for 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 means 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>.

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/>

6.9. COURSEWORK ASSIGNMENTS

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

- ***In Planning.*** The School requires that students submit **ONE** copy electronically via TurnitinUK on Canvas. Submissions should be made by 12 noon on the date stipulated. If you make a mistake, or cannot up-load your coursework, contact your module tutor.
- ***In Geography.*** You must submit **ONE** electronic copy using TurnitinUK on Canvas. Submissions should be made by 12 noon on the date stipulated.

Give yourself time to up-load 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 up-loaded. 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, marks and feedback are released to students. The ruling for our Faculty is that this is within **20 working days of submission**.

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 Professional Services (PS) staff if you are contacting them near the deadline. There may be times when high numbers of students are submitting work and PS staff may be very busy answering queries.

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 Learning and Teaching Coordinator (Student Support) via saplpecforms@ncl.ac.uk

Where there are personal extenuating circumstances (PEC) 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 University website

(<https://www.ncl.ac.uk/media/wwwnclacuk/studentprogress/files/PEC%20Policy%20and%20Procedure%2020-21.pdf> and to the School guidance <https://www.ncl.ac.uk/apl/students/pec/>) on PEC for further details.

6.12 ATTENDANCE REQUIREMENTS

The University wishes to support all students to the completion of a programme of study and we know that good engagement with their programme plays an important part in successful outcomes. It is important that all students adhere to the terms of the Student Charter (<https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter>) and interact with learning activities and attend all timetabled sessions provided in a punctual manner. The University also has an obligation to monitor the attendance of international students and to report to UK Visa and Immigration, any student who is located in the UK who is not engaging with their studies and may be presumed to have withdrawn.

Attendance at classes and engagement with the Canvas activities is monitored to help us to identify, contact and support at an early stage any student who lack of interaction gives us cause for concern. On some degree programmes most or all in-person classes are monitored, and in others just a proportion. We use the SMART card scanners located throughout campus to record attendance and your attendance at timetabled classes is recorded whenever you are asked to scan your SMART card. Different degree programmes record attendance at different types of classes and your programme's policy on which types of classes it monitors should be made clear to you at induction.

If you are unable to attend for any length of time (more than 3 days absence), you should notify your School by promptly submitting an absence request form along with any necessary evidence. You can do this through S3P. <https://www.ncl.ac.uk/students/progress/student-resources/s3p/absencereq.htm>

International students should also seek approval for vacations or plans to leave the UK in the summer period, as this may have implications for your visa. A significant number of absences could mean that your School may consider that you are not making 'satisfactory progress' and action may be taken under the University General Regulations that could result in termination of your programme of study. International students should note that persistent and unauthorised/unexplained absence, even for compassionate and compelling reasons, may be communicated to UK Visas and Immigration which could result in your UK visa being curtailed.

See <http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/> for more information on University attendance requirements.

6.13 APPEALS

Students can appeal against the results of the examination through the Student Academic Appeals Procedure (see General Handbook).

School of Architecture, Planning and Landscape

Newcastle University



ESSENTIAL GUIDE TO REFERENCING

7. A GUIDE TO REFERENCING (PLANNING)

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.

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 t h a t 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 Krathwohl 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. Krathwohl's 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:

Blackman T. (1995) *Urban Policy in Practice*, Routledge, London
Peters T. J. & Waterman R. H. (1986) *In Search of Excellence*, Harper and Row, New York

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:

Hill, A. (1995) 'Personal and Self-Management Skills', in Waterhouse, M. and Crook, G. (eds.), *Management and Business Skills in the Built Environment*, E & FN Spon, London.

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 Wadhams, below)

Examples:

Bright, J. 1992, 'Hulme, sweet Hulme', *Inside Housing*, Vol. 9, No 35, 11th September, pp. 8-9
Inside Housing (1992). 'Rutland invites private tenders', *Inside Housing*, Vol. 9, No. 35. 11th September, p.5.
Wadhams C, 1992, 'A European opportunity', *Voluntary Housing*, May, pp.12-15.

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:

DETR, 2000, *Best Value*, Department of Environment, Transport and the Regions. Available from: <http://www.localregions.detr.gov.uk/bestvalue/bvindex.htm> [Accessed 17-February 2000]

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:

Krathwohl, D. R., Bloom, B. S. & Masia, B. B. (1964) *Taxonomy of Educational Objectives. Book 2*, Longman, New York

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 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:

Thickett, A. (2014) Appeal decision letter ref. T2350/A/14/2193882 Proposed installation of three endurance 20kw wind turbines at Carr Hall Garden Centre, Bristol, The Planning Inspectorate, 20th August

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:

- Barzun, J. and Graft, H. F. (1970) *The Modern Researcher*, Revised edition, Harcourt, Brace and World Inc., New York.
- Blackman T. (1995) *Urban Policy in Practice*, Routledge, London
- Bright J, (1992). 'Hulme, sweet Hulme', *Inside Housing*, Vol. 9, No. 35, 11, September, (pp8-9).
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- DETR (2000) *Best Value*, Department of Environment, Transport and the Regions.
Available from: www.local-regions.detr.gov.uk/bestvalue/bvindex.htm [Accessed 17 February 2000].
- Fullan, M. (1993) *Change Forces, Probing the Depths of Educational Reform*, The Falmer Press, London.
- Gibbs, G. (1981) *Teaching Students to Learn, A student-centred approach*, The Open University Press, Milton Keynes.
- Gibbs G., Rust C., Jenkins, A., Jacques, D. (1994) *Developing Students' Transferable Skills*, Oxford Centre for Staff Development, Oxford..
- Hill, A. (1995) 'Personal and Self-Management Skills', in Waterhouse M and Crook G (ed), *Management and Business Skills in the Built Environment*, E & FN Spon, London.
- Housing Act 1988 (c.50) London, HMSO Inside Housing, (1992) 'Rutland Invites private tenders', *Inside Housing*, Vol. 9, No. 35. 11th September, p.5.
- Jones, B. & Johnson, R. (1990) 'Making the Grade: a study programme for adult students', *Reading and Learning*, Vol .1, Manchester University Press, Manchester.
- Krathwohl, D. R., Bloom, B. S. & Masia, B. B. (1964) *Taxonomy of Educational Objectives. Book 2*, Longman, New York. Localism Act 2011 (c.20) London, TSO
- McNamee, S. (1995) 'Bridging Gaps: An Analysis of Access Programmes for Persons of Disadvantaged Backgrounds', *Innovations in Education and Training International*. May, Vol. 32, p. 2, Kogan Page, London.
- Wadhams C. (1992) 'A European opportunity', *Voluntary Housing*, May, pp.12-15. Young, M. and Lemos, G. (1997), *The Communities We Have Lost and Can Regain*, Lemos and Crane, London.

School of Geography, Politics and Sociology

Newcastle University

**GPS
ESSENTIAL GUIDE TO REFERENCING**

8. A GUIDE TO REFERENCING (GEOGRAPHY)

WHY THIS GUIDE?

Writing essays, projects or dissertations is an important element of the Geography discipline.¹ 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, quotation 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:

<http://www.worldbank.org/poverty/strategies/overview.html>

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 and the map as figure 1. 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 [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

Alastair Bonnett, White Identities: Historical and International Perspectives (Harlow: Prentice Hall, 2000), 35-42.

Second Edition

Malcolm D. Newson, Land, Water and Development: Sustainable Management of River Basin Systems 2nd edition (New York: Routledge, 1997), 1.

Multiple Authors

Helen Jarvis, Andy C. Pratt and Peter Cheng-Chong Wu, The Secret Life of Cities: The Social Reproduction of Everyday Life (New York: Pearson Education, 2001), 57.

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 [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

Kevin Healy and Elayne Zorn, "Taquile's Homespun Tourism" in Charles David Kley Meyer, ed., Cultural Expression and Grassroots Development: Cases from Latin America and the Caribbean (Boulder and London: Lynne Rienner Publishers, 1994), 135-47.

Single author, multiple editors

Alan Thomas, "Modernisation Versus the Environment? Shifting Objectives of Progress" in Tracey Skelton and Tim Allen, eds., Culture and Global Change (London and New York: Routledge, 1999), 45.

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 Volume (number) year of publication, page reference.

Examples: Single author

Nina Laurie, "From Work to Welfare: The Response of the Peruvian State to the Feminisation of Emergency Work" Political Geography 16 (8) 1997, 691-92.

Multiple authors

Chris Brunsdon, Stewart Fotheringham and Martin C. Charlton, "Geographically Weighted Regression- Modelling Non-Stationarity" The Statistician 47 (3) 1998, 431-443.

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 Date of Publication, page reference (including section reference, if necessary)

Examples:

Anthony Browne, "Third World Boom Raises Hopes of End to Poverty" *The Observer* 8 July 2001, 23.

David Beresford, "De Klerk Says White Homeland Could Be Up for Discussion" *The Guardian Weekly* 2 February 1992, 9.

Raphael Samuel, "Little Englandism Today" *The New Statesman and Society* 21 October 1988, 27.

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:

James D. Wolfensohn, "A Proposal for a Comprehensive Development Framework" *World Bank Group Official Home Page* (<http://www.worldbank.org/cdf/cdf-text.htm>, 22 June, 1999).

"Campaigns- Change the World" *Oxfam Official Home Page* (http://www.oxfam.org/what_does/advocacy/default.htm, 22 July, 2001).

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

<i>Medium human development (HDI rank 49-126)</i>	HDI	HPJ	GDI	GEM
Mauritius	63	16	60	59
Cape Verde	91	36	84	--
South Africa	94	33	85	--
Gabo	109	--	--	--
Equatorial Guinea	110	--	99	--
Namibi	111	56	100	--
Swaziland	113	--	102	60
Botswana	114	--	103	--
Zimbabwe	117	61	106	--
Ghana	119	46	108	--
Lesotho	120	42	111	--
Kenya	123	51	112	--
Comoros	124	47	113	--
Cameroon	125	49	114	--
Con2:o, Reo.	126	48	115	--
<i>Lowhumall devetopme 11t (HDI rank 127-126)</i>				
To2:0	128	63	116	--
Madagascar	135	64	122	--
Nigeria	136	59	123	--
Sudan	138	58	129	--
Mauritania	139	82	126	--
Tanzania	140	53	124	--
Uganda	141	69	125	--
Colg t: Dem. Rep.	142	67	128	--
Zambia	143	68	127	--
Coted'Ivoire	144	72	132	--
Senega	145	80	130	--
Angola	146	--	--	--
Benin	147	79	134	--
Eritrea	148	75	133	58
Gambia	149	85	136	--
Guine	150	--	--	--
Malawi	151	74	137	--
Rwanda	152	76	135	--
Mali	153	83	138	--
Central. Afr. Rep.	154	81	139	--
Chad	155	87	140	--
Guinea-Bissau	156	86	143	--
Mozambique	157	84	141	--
EthioPi	158	88	142	--
Burkina Faso	159	--	144	--
Burund	160	--	145	--
Niger	161	90	146	--
Sierra Leone	162	--	--	--

Source: United Nations Development Programme (UNDP), Human Development Report 2001: Making New Technologies Work for Human Development (New York and Oxford: Oxford University Press, 2001).

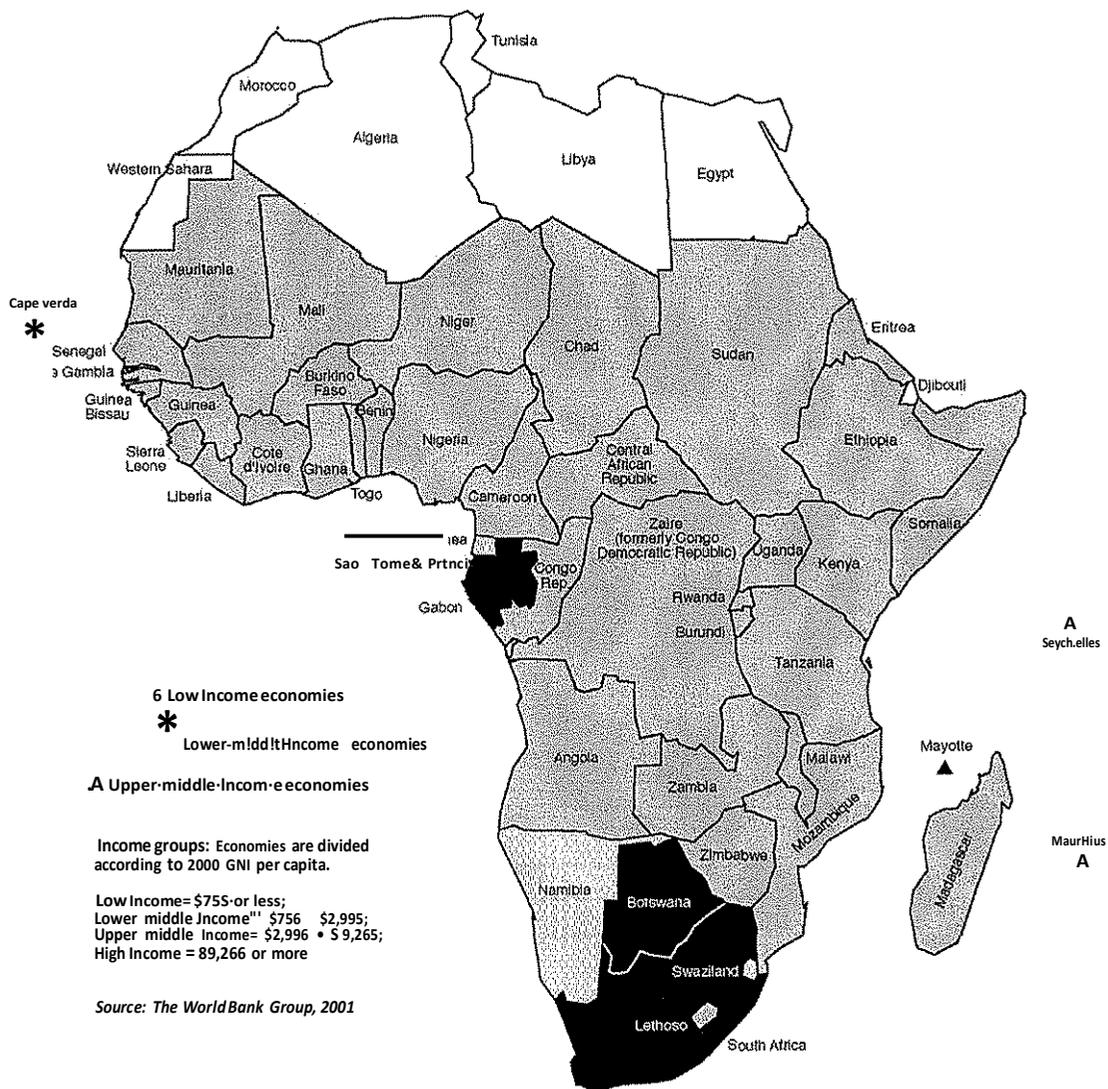


Figure 1: Classification of Sub-Saharan Africa by Gross National Income (GNI) per capita.

Source: World Bank Group, "Classification of Economies" World Bank Group Official Home Page (<http://www.worldbank.org/data/databytopic/class.htm>, 23 July, 2001).

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:

John Pilger, "The New Rulers of the World" Channel3 (ITV), 19 June 2001. "Secret

History: Slavery" Channel 4, 28 September 2000.

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. _____

Healy and Zorn, "Taquile's Homespun Tourism", 135-147. Thomas, "Modernisation Versus the Environment", 45. Laurie, "From Work to Welfare", 691-92.

Brunsdon, Fotheringham and Charlton, "Geographically-Weighted Regression", 431-443.

Browne, "Third World Boorne Raises Hopes of End to Poverty", 23. Beresford, "De Klerk Says White Homeland Could Be Up for Discussion", 9. Samuel, "Little Englandism Today", 27.

Wolfensohn, "A Proposal for a Comprehensive Development Framework". "Campaigns - Change the World".

UNDP, "Human Development Report 2001".

World Bank Group, "Classification of Economies". Pilger, "The New Rulers of the World".

"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

Bonnett, Alastair. White Identities: Historical and International Perspectives (Harlow: Prentice Hall, 2000).

Newson, Malcolm D. Land, Water and Development: Sustainable Management of River Basin Systems 2nd edition. (New York: Routledge, 1997).

Jarvis, Helen, Andy C. Pratt and Peter Cheng-Chong Wu. The Secret Life of Cities: The Social Reproduction of Everyday Life. (New York: Pearson Education, 2001).

Chapter in an edited volume

Healy, Kevin and Elayne Zorn. "Taquile's Homespun Tourism." In Charles David Kleymeyer, ed. Cultural Expression and Grassroots Development: Cases from Latin America and the Caribbean. Boulder and London: Lynne Rienner Publishers, 1994, 135- 47.

Thomas, Alan. "Modernisation Versus the Environment? Shifting Objectives of Progress." In Tracey Skelton and Tim Allen, eds. Culture and Global Change London and New York: Routledge, 1999,45-57.

Journal Articles

Laurie, Nina. "From Work to Welfare: The Response of the Peruvian State to the Feminisation of Emergency Work" Political Geography 16(8) 1997, 691-714.

Brunsdon, Chris, Stewart Fotheringham and Martin C. Charlton. "Geographically• Weighted Regression - Modelling Non-Stationarity" The Statistician 47 (3) 1998, 431- 443.

Newspapers and Magazines

Browne, Anthony. "Third World Boom Raises Hopes of End to Poverty" The Observer 8 July 2001,23.

Beresford, David. "De Klerk Says White Homeland Could Be Up for Discussion" The Guardian Weekly 2 February 1992, 9.

Samuel, Raphael. "Little Englandism Today" The New Statesman and Society 21 October 1998, 27-30.

Internet Resources

Wolfensohn, James D. "A Proposal for a Comprehensive Development Framework" World Bank Group Official Home Page <http://www.worldbank.org/cdf/cdf-text.htm>, 22 June, 1999.

"Campaigns- Change the World" Oxfam Official Home Page http://www.oxfam.org/what_does/advocacy/default.htm, 22 July, 2001.

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

Tables, figures and videos

United Nations Development Programme (UNDP) Human Development Report 2001: Making New Technologies Work for Human Development (New York and Oxford: Oxford University Press, 2001).

World Bank Group. "Classification of Economies" World Bank Group Official Home Page <http://www.worldbank.org/dataldatabytopic/class.htm>, 23 July, 2000.

Pilger, John. "The New Rulers of the World" Channel3 (ITV), 19 June 2001. "Secret History: Slavery" Channel 4, 28 September 2000.

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 [Edition or Volume if required] City of Publication: Name of Publisher.

Example:

Blaut, J.M. (1993) The Coloniser's Model of the World: Geographical Diffusionism and Eurocentric History. New York: Guilford Press.

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 Volume (number), complete page numbers.

Example:

Heppe, L. (1998) "Context, Social Construction and Statistics: Regression, Social Science and Human Geography," Environment and Planning A 30 (3), 225-234.

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 [Edition or Volume if required] City of Publication: Name of Publisher.

Example:

Manzo, K. (1999) "The 'New' Developmentalism: Political Liberalism and the Washington Consensus," in D. Slater and P.J. Taylor eds., The American Century: Consensus and Coercion in the Projection of American Power, Oxford: Blackwell.

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:

Browne, A. (2001) "Third World Boom Raises Hopes of End to Poverty" The Observer 8 July, 23.

Samuel, R. (1988) "Little Englandism Today" The New Statesman and Society 21 October, 27-30.

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:

Wolfensohn, J.D. (1999) "A Proposal for a Comprehensive Development Framework" World Bank Group Official Home Page (<http://www.worldbank.org/cdf/cdf-text.htm>, 22 June, 1999).

"Campaigns- Change the World" Oxfam Official Home Page (http://www.oxfam.org/what_does/advocacy/default.htm, 22 July, 2001).

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

<i>Medium human development (HDI rank 49-126)</i>	HDI	HPJ	GDI	GEM
Mauritius	63	16	60	59
Cape Verde	91	36	84	--
South Africa	94	33	85	--
Gabo	109	--	--	--
Equatorial Guinea	110	--	99	--
Namibi	III	56	100	--
Swaziland	113	--	102	60
Botswana	114	--	103	--
Zimbabwe	117	61	106	--
Ghana	119	46	108	--
Lesotho	120	42	III	--
Kenya	123	51	112	--
Comoros	124	47	113	--
Cameroon	125	49	114	--
Con2:o, Reo.	126	48	115	--
<i>Lowhumall devetopme 11t (HDI rank 127-</i>				
To2:0	128	63	116	--
Madagascar	135	64	122	--
Nigeria	136	59	123	--
Sudan	138	58	129	--
Mauritania	139	82	126	--
Tanzania	140	53	124	--
Uganda	141	69	125	--
Col]g t:- Dem. Rep.	142	67	128	--
Zambia	143	68	127	--
Cote d'Ivoire	144	72	132	--
Senega	145	80	130	--
Angola	146	--	--	--
Benin	147	79	134	--
Eritrea	148	75	133	58
Gambia	149	85	136	--
Guine	150	--	--	--
Malawi	151	74	137	--
Rwanda	152	76	135	--
Mali	153	83	138	--
Central. Afr. Rep.	154	81	139	--
Chad	ISS	87	140	--
Guinea-Bissau	156	86	143	--
Mozambique	157	84	141	--
EthioPi	158	88	142	--
Burkina Faso	159	--	144	--
Burund	160	--	145	--
Niger	161	90	146	--
Sierra Leone	162	--	--	--

Source: United Nations Development Programme (UNDP), Human Development Report 2001: Making New Technologies Work for Human Development (New York and Oxford: Oxford University Press, 2001).



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

Source: World Bank Group (2001)

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

United Nations Development Programme (UNDP) (2001) Human Development Report 2001: Making New Technologies Work for Human Development, New York and Oxford: Oxford University Press.

World Bank Group (2001) "Classification of Economies" World Bank Group Official Home Page (<http://www.worldbank.org/data/databytopic/class.htm>, 23 July, 2001).

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

Pilger, J. (2001) "The New Rulers of the World" Channel3 (ITV), 19 June. "Secret History: Slavery" (2000) Channel 4, 28 September.

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

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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).

Further information on the referencing of electronic materials *other than Internet sources discussed above* can be found in Xia Li and Nancy B. Crane, Electronic Styles: A Handbook for Citing Electronic Information 2nd edition (Medford NJ: Information Today, Inc., 1996). Along with the Chicago Manual of Style, the book is available in the Robinson Library's Quick Reference section.

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

ENDNOTES

¹This 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.