

**2011-12
1st & 2nd Year
Undergraduate
Handbook**

Environment
THE UNIVERSITY *of* York



ENVIRONMENT DEPARTMENT UNDERGRADUATE HANDBOOK 2011/12

For 1st & 2nd Year Undergraduate Students

Welcome to the Environment Department at the University of York

We hope that your time in the Environment Department will be enjoyable, challenging and fulfilling.



To help you get the most from your undergraduate studies, this handbook is intended to be your first point of reference for the information you will need. It includes information on the University, the Environment Department, your course and student welfare.



This symbol highlights key pieces of information



This symbol highlights things you must do

The contents of this handbook can also be found on our web site
www.york.ac.uk/environment/

(printed September 2011)

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THE ENVIRONMENT DEPARTMENT

Who we are and what we do...

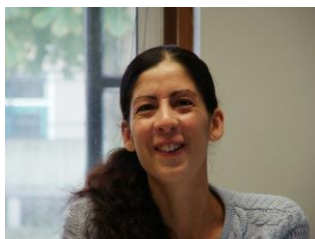
Environment is at the forefront of teaching and research on sustainable solutions to real environmental problems. These solutions need to be consistent with human aspirations, with global, regional and local institutions and markets. Our staff are committed to excellence in both environmental and socio-economic sciences, and over the past decade the department has become one of the leading centres in the UK for interdisciplinary teaching and research.

The Environment Department is situated at the heart of the University of York campus. In line with its modern and interdisciplinary nature, it houses a range of well-equipped science and computer laboratories. We have strong research links with the UK Food and Environment Research Agency (FERA), a few km outside York, which houses our eco-chemistry research group. The department is also the base for the Stockholm Environment Institute at York, a policy-based research centre. The department also houses the Centre for Ecology, Law & Policy (CELP) and the York Institute for Tropical Ecosystem Dynamics (KITE).

In its teaching and research programmes, the Environment Department collaborates closely with the Departments of Biology and Economics & Related Studies, which are among the best in the country. All three departments are involved in some teaching in our interdisciplinary courses at both undergraduate and graduate levels.

LINES OF COMMUNICATION

THE OFFICE



The Environment Department office can be found on the ground floor of the Environment building. In addition to our web site, the office is your main source of information and you can drop in just to ask for advice. Your first port of call if you need help should be Maroula Hill, the Departmental Secretary (maroula.hill@york.ac.uk).

The office is run by Kathryn Addison, the Departmental Administrator (left below) and Claire Hughes is the PA to the Head of Department (right below). Kathryn will be on maternity leave for part of the 2011/12 session. Her temporary replacement is Marianne MacNeill.



The office is usually open 9am – 4pm, except Wednesdays when it is open from 9am – 1pm. You can also contact our staff as follows:-

Postal address: Environment Department, University of York, Heslington, York, YO10 5DD

Telephone inquiries: + 44 (0)1904 324068 or +44 (0)1904 322999
Fax: + 44 (0)1904 322998

Email: environment@york.ac.uk
Web site: <http://www.york.ac.uk/environment>

ENVIRONMENT DEPARTMENT OFFICERS – E-MAILS

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PA to Head of Department	Ms Claire Hughes	claire.hughes@york.ac.uk
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Co-ordinator		
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Co-ordinator		
Board of Examiners Chair:	Prof Callum Roberts	callum.roberts@york.ac.uk
Board of Studies Chair:	Dr Colin McClean	colin.mcclean@york.ac.uk
Teaching Committee Chair:	Prof Dave Raffaelli	david.raffaelli@york.ac.uk
Research Committee Chair:	Prof Alistair Boxall	alistair.boxall@york.ac.uk
Departmental Manager:	Mr David Hay	dave.hay@york.ac.uk
Departmental Safety Officer:	Mr David Hay	dave.hay@york.ac.uk

The office and academic members of staff may contact you in several ways. We will regularly e-mail students with information and the Virtual Learning Environment (VLE) site is constantly being updated. You have only a limited amount of space in your email Inbox. This will fill up quickly – especially if your friends send you photos and videos as attachments. You must remember to check and empty your Inbox regularly otherwise you may miss important emails. This is your responsibility, not the department's. General and course-based information is also often posted on the student notice boards which are located along the ground floor corridor. **It is essential that you check your e-mail account daily: this is one of the key responsibilities of a diligent student.**



- Check and clear your e-mail account daily
- Check your student notice board regularly
- Check the departmental VLE site regularly
- Check the departmental web site regularly

YOUR SUPERVISOR

At the start of your university studies you will be allocated a supervisor. Your supervisor has responsibility for your general academic progress and pastoral care. You will meet each other many times and hopefully establish a friendly relationship. Your supervisor is also concerned with your overall welfare and if you have any problems you can either talk things over with him/her in confidence or they can advise you on whom to contact. For further details on the role of your supervisor please refer to 'Individual Supervision' in the section on Quality and Standards. Your supervisor will be one of the academic staff members listed below.

ACADEMIC STAFF

Members of staff with major teaching responsibilities in the Environment Department are listed in the following section. Details of their background and research interests are summarised and these may be of particular relevance when you are considering your final year individual project. If you wish to contact any member of staff or arrange to meet them in person, it is best to book a meeting either by e-mail, or by telephone. Contact details are provided below.

Dr Kathryn Arnold (32)2997 kathryn.arnold@york.ac.uk



Kathryn's research focuses on the impacts of social and environmental factors on behaviour, stress physiology, reproductive success, and susceptibility to oxidative damage. Her current projects are investigating the effects of pollution and pharmaceuticals in the environment on vertebrates. Kathryn is particularly interested in utilising state of the art techniques for measuring antioxidant levels, oxidative stress and disease prevalence in small vertebrates. Her work has included projects in Australia, Malaysia and Scotland. She is on the Editorial Board of

Biology letters and the Australian Journal of Zoology and has served on grant panels for the Royal Society.

Professor Mike Ashmore (32)4070 mike.ashmore@york.ac.uk



Mike is an environmental biologist with a particular interest in the effects of air pollution. His particular interests include the impacts of ozone and nitrogen deposition on vegetation communities; assessment of personal exposure to air pollution; development of risk assessment methods for metals; impacts of air pollution on agriculture in developing countries; impacts of urban air pollution on health. Mike also works in the Stockholm Environment Institute at York, primarily on air pollution risk assessment and policy issues. He has been actively involved in providing advice on air pollution issues to UK government and international bodies, for example through the Convention on Long-range Transboundary Air Pollution; the Defra Air Quality Expert Group and Review of Transboundary Air Pollution; the

Royal Society review on Ozone in the 21st Century, and the World Health Organisation.

Dr Bryce Beukers-Stewart (32)4789 bryce.beukers-stewart@york.ac.uk



Bryce is a fisheries biologist and ecologist whose work has ranged from temperate estuaries to tropical coral reefs and the deep-sea. The central thread in his research has been to gain an increased understanding of the factors regulating marine populations and communities so as to ensure their sustainable exploitation, primarily by fisheries. His work on deep-sea fishes was among the first to demonstrate their extreme longevity, and on coral reefs he proposed new mechanisms for community regulation of prey fish by predators. More recently his focus has been on how improve the management of scallop fisheries through the use of predictive recruitment models, marine protected areas and stock enhancement. Bryce has also been especially active in promoting the sale and consumption of sustainable seafood by working with everyone from government ministers to fishermen, restaurants and supermarket chains. He is regularly interviewed on this topic and other fisheries-related issues by national newspapers, radio and television.

Prof Alistair Boxall (32)4322 alistair.boxall@york.ac.uk



Alistair Boxall joined Environment in September 2004 and is a reader. He is an environmental chemist with research interests in the fate, behaviour and effects of pesticides, biocides, veterinary medicines, industrial chemicals and nanomaterials in the environment. He has worked in a number of areas including: environmental risk assessment; bioavailability of contaminants; environmental monitoring studies; toxicant identification evaluations; environmental fate modelling; and the use of molecular modelling techniques to predict toxicity. He is or has been a member of a number of professional bodies that include the UK Veterinary Products Committee, the UK Advisory Committee on Hazardous Substances, the UK Nanotechnology Research Co-ordination Group Task Force on Exposure Assessment, the EFSA *ad hoc* committee on risk assessment of feed additives, the RSC expert group on water, the Bioactives Group of the Society of Chemical Industry and the Society of Environmental Toxicology and Chemistry.

Professor Colin Brown (32)4322 colin.brown@york.ac.uk



Colin is Head of Department and appointed to a chair in Environment in September 2004. He has more than 20 years' experience of research into the fate and effects of organic contaminants in the environment and was previously Head of the Centre for EcoChemistry at Cranfield University. He jointly leads the EcoChemistry Research Group, a joint initiative of the University of York and the Food and Environment Research Agency. Colin advises UK Government on the environmental fate and behaviour of pesticides through membership of the Advisory Committee on Pesticides and he chairs its Environmental Panel. He has chaired a European working group on Environmental Risk Assessment, and the BioResources Group of the Society of Chemical Industry. He is currently a member of the European Food Safety Authority's Working Group on Ecotoxicology and of the Research Advisory Group to Defra's Demonstration Test Catchment Programme.

Dr Nic Carslaw (32)4777 nicola.carslaw@york.ac.uk



Nic is an atmospheric chemist specialising in the development of models to gain insight into the chemistry of outdoor and indoor air pollution. Her research involves participating in field campaigns that aim to study both polluted and clean atmospheres. More recently, she has been involved with investigating the atmospheric impact of increasing numbers of palm oil plantations in Borneo. The models are used to make predictions of various atmospheric constituents that can be compared with field measurements. The models can also be used to yield information about the detailed chemical reactions that occur in the atmosphere, reactions that underpin urban pollution,

global warming, acid deposition and stratospheric ozone loss. In the indoor environment, it is possible to use detailed chemical models to predict which pollutants may reach significant concentrations indoors and hence be potentially harmful to human health.

Julie Calkins (32)4058 julie.calkins@york.ac.uk



Julie joined the teaching staff in Autumn Term 2011. She is a geochemist with a background in volcanology, and research interests in relating health and geologic material, such as ash, soils, and dust. For her doctoral thesis, Julie examined the potential for fluoride exposure from volcanic activity with a special study of the bioaccessibility of fluoride in volcanic and environmental media. Prior to her PhD work, Julie worked in the Remote Sensing group at the National Oceanic and Atmospheric Administration (NOAA), developing and validating a novel monitoring network for human health impacts from harmful algal blooms (HABs).

Professor Malcolm Cresser (32)4065 malcolm.cresser@york.ac.uk



Malcolm is an environmental scientist with particular interests in modelling river water quality for catchment management purposes, biogeochemical cycling of nutrient elements (particularly in the context of long-term soil sustainability and environmental protection), predicting eco-toxicity from soil characteristics, quantifying effects of atmospheric and soil pollution on the functioning of the soil/plant/water system, especially in UK uplands, and science-based archaeology. His research is highly interdisciplinary, and as a consequence he is a Fellow of both the Royal Society of Chemistry and the Institute of Biology. He has written nine books and more than 330 research papers, serves on the editorial boards of a number of journals, including the Science of the Total Environment and Chemistry and Ecology, and has served on a number of DOE/DETR (now DEFRA) committees, national and international Research Council committees and visiting groups.

Melf-Hinrich Ehlers (32)2997 melf.ehlers@york.ac.uk



Melf-Hinrich Ehlers is an institutional economist with broad research interests in agricultural and resource economics, environmental values and conflict. Melf has a BSc in Agriculture from the University of Reading, a MSc in Ecological Economics from the University of Edinburgh and is completing a PhD from Humboldt-University Berlin. Melf has three main areas of research activity. The first encompasses agricultural bioenergy, renewable energy, water, rural economies, environmental conflict, and sustainability research. The second relates to institutional economics, action, behaviour and agency, property rights and transaction economics, (co-) evolutionary economics and economic sector (trans-)formation, and environmental values and

conflict. Finally, methodological work involves case-study approaches, qualitative methods and interview analysis, multi-objective programming, and energy accounting.

Dr Lisa Emberson (32)2925 l.emberson@york.ac.uk



Lisa has enjoyed a joint appointment with Environment since October 2000; she is also a senior research fellow in the Stockholm Environment Institute (SEI). Lisa performs research in the field of air pollution focussing on the effects of ground level ozone (O₃) and other air pollutants on agricultural yields, nutritive quality and food security, forest productivity and the functioning of terrestrial semi-natural ecosystems. This work is conducted across the globe but with a focus in south Asia, southern Africa and Europe. The work concentrates on modelling the physical impacts resulting from air pollution and incorporates socio-economic

impact assessments to ensure policy options consider both larger (national, international) scale economic impacts and the local scale livelihood vulnerability impacts. Lisa also retains an active research role in Europe, developing risk assessment methodologies for use within the UNECE LRTAP Convention to develop critical levels for ground level O₃ in relation to vegetation.

Adriana Ford-Thompson adriana.ford-thompson@york.ac.uk



Adriana joined the teaching staff in 2011, following on from her PhD at York. Her research interests are predominantly in the human dimensions of biodiversity conservation, with a particular interest in human-wildlife conflicts and community participation in conservation initiatives. For her PhD Adriana examined links between conservation and society, focusing on invasive species in Australia, particularly conflicts surrounding deer management. Prior to her research at York, Adriana worked for a conservation and development project in Tanzania.

Dr Julie Hawkins (32)4073 julie.hawkins@york.ac.uk



Julie's research focuses on human impacts on marine ecosystems and how to reduce the problems these create. Her recent work explores the impacts of fishing and how marine protected areas can help rectify the failings of other forms of fishery management. This has included work on extinction risk in the sea and how necessary it is to protect areas of the sea from fishing. She has repeatedly shown that complete protection for some areas of the sea is justified on

conservation grounds and her work provided the first proof that protection from fishing can increase catches in surrounding fisheries. Over the years her research on the effects recreational scuba diving on coral reefs has moved from firstly playing a major role in getting the issue recognised, to then seeing it become addressed throughout the tropics. The majority of Julie's field work has taken place in the Caribbean and Middle East.

Dr Claire Hughes



Claire is a marine biogeochemist specialising in understanding the processes that control the emission of environmentally-significant trace gases from the marine biosphere to the atmosphere. Her work involves measuring trace gas concentrations in seawater during ship- and land-based field campaigns and carrying out laboratory experiments to improve understanding of their sources and sinks. The ultimate aim of this work is to determine the magnitude of the oceanic source of key trace gases so that their impact on processes taking place in the atmosphere such as ozone depletion and secondary aerosol formation can be established. The majority of Claire's research has been done on the volatile halogens but she has also worked on the alkyl nitrates and dimethyl sulphide (DMS). Her most recent research has focussed on assessing the impact of a climate-induced change in phytoplankton community structure on biogenic bromine emissions from coastal waters of the western Antarctic Peninsula.

Dr Colin McClean (32)2995 colin.mcclean@york.ac.uk



Colin is a geographer specialising in the application of geographical information systems (GIS) to the analysis of environmental problems. His current research interests include: spatially modelling the effects of climate change on plants in the UK and Africa; spatial modelling and mapping of biodiversity for conservation aims (terrestrial and marine); the use of high resolution environmental data sets for environmental valuation; mapping and modelling land use patterns; the varied uses of digital elevation models for geomorphological, hydrological, ecological and environmental economic applications.

Dr Rob Marchant (32)4061 robert.marchant@york.ac.uk



Rob joined Environment in 2005, from the University of Leicester. His research focuses on vegetation dynamics and ecosystem change. In particular, he uses ecological modelling, archaeological and biogeographical data to determine the role of past events in shaping the present day composition of vegetation, especially in the tropics. He co-ordinates the KITE project, a Marie-Curie Excellence Centre at York, which will unravel the environmental history of Eastern Arc Mountains of Tanzania and Kenya, an area of high biodiversity and interesting socio-economic issues concerning their long-term management. Rob has worked in Amsterdam, Brazil, Colombia, Ecuador, Kenya, Ireland, Tanzania and Uganda. He is a Fellow of the Linnean Society, member of the Biogeography Research Group and Climate Change Research Groups (Institute of British Geographers with the RGS), the Association of Environmental Archaeology and the Quaternary Research Association.

Dr. Andrew Marshall (32) 4059 andy.marshall@york.ac.uk



Andy is a conservation biologist specialising in tropical forest systems in East Africa. Most of Andy's work has involved ecological survey of rare monkeys and forest trees in the Udzungwa Mountains of Tanzania. Research fields of interest include evidence-based conservation, restoration ecology, species distribution modelling and methods for estimating animal populations. The emphasis of Andy's work has been on using scientific survey to drive conservation decisions, through input to management plans and education of the general public. The public outreach element of Andy's work is further emphasised in his joint appointment with Flamingo Land, the UK's most visited zoo, where he is Director of Conservation Science and Director of CIRCLE (Centre for the Integration of Research, Conservation and Learning). Andy is also Associate Editor for the journal Tropical Conservation Science and a member of the Conservation and Sustainability Committee of the British and Irish Association of Zoos and Aquariums.

Professor David Raffaelli (32)4060 david.raffaelli@york.ac.uk



Dave has broad research interests in community and ecosystem ecology, in terrestrial, marine and freshwater systems. These include biodiversity and ecosystem function; inter-disciplinary approaches to environmental management; ecosystem health; marine food web dynamics; the relationships between catchment land-use, water quality and impacts on coastal receiving systems; applying manipulative field experiments to large-scale conservation and management issues; and issues of communication in environmental debate. He sits on the NERC college, and has acted in an advisory capacity to the Scottish Executive and other national bodies on a range of environmental issues. He has served on a number of UK Research Council and international research committees and is a member of the Scientific Steering Committee of UKPopNet, a major NERC initiative aimed at placing population ecology within the context of landscape change and sustainability.

Dr. David Rippin (32)4703 david.rippin@york.ac.uk



David joins the Environment Department in October 2010 from the Geography Department at the University of Hull. David was an RC-UK (Research Councils of the United Kingdom) Academic Fellow at the University of Hull Geography Department before coming to York in 2010. His research interests are focussed on the controls on the dynamics of glaciers and ice-sheets, and the use of ground-based and airborne radio-echo sounding (RES) techniques in exploring englacial and subglacial environments. He is also increasingly interested in supraglacial environments – specifically the role of supraglacial debris on energy and mass balance (and the use of remote techniques for assessing debris thickness) and the role of surface water on energy balance. He is editor of the Journal of Glaciology.

Professor Callum M Roberts (32)4066 callum.roberts@york.ac.uk



Callum is a marine conservation biologist with very broad research interests. He is best known for his work on marine reserves, areas that are off limits to all fishing. He has written widely on reserves including theoretical design issues, empirical studies of performance and implementation of management. He has supervised PhD students on many subjects, including artisanal fishery management, historical ecology of the sea, whale shark population dynamics and migration, juvenile coral ecology, coral-algal dynamics, economics of marine reserves and management of scuba diver and snorkeller impacts on coral reefs, and design of marine reserve networks. His own fieldwork has mostly involved fish on coral reefs. Callum also studies fisheries management, deep-sea conservation, marine biodiversity distribution and extinction risk in the sea. He has recently completed a book on the history of exploitation of the sea, from 1000AD to the present.

Dr Murray Rudd(32)4063 murray.rudd@york.ac.uk



Murray arrived in York in January 2010 from Memorial University of Newfoundland, where he held a Canada Research Chair (Tier II) in Ecological Economics. Prior to that he had worked as a senior economist for the Canadian Department of Fisheries and Oceans. Murray has also worked internationally in fisheries and aquaculture development (Philippines and Thailand) and was the Centre Director for the School for Field Studies in the Turks and Caicos Islands for 2 years. His PhD research focused on institutional analysis of MPAs and fisheries policy experiments in the Turks and Caicos. His current research focuses on the economic valuation of the environment, especially wetlands, coasts, and biodiversity issues. He is on the editorial board of Conservation Biology.

Dr Katherine Selby (32)4784 katherine.selby@york.ac.uk



Katherine is a physical geographer specialising in coastal environments and lacustrine systems. Her primary research interest is palaeo- and contemporary coastal environments and Holocene sea level change. Other areas of interest are palaeoenvironmental reconstruction using diatom, pollen and dinoflagellate microfossils. Current research projects include: The Churchill Barriers: A Large-Scale, Open-Air Marine Laboratory: Establishing recent North American relative sea level changes and saltmarsh accretion rates: Environmental change and climate history from lakes in central Italy using high resolution diatom analysis

Dr Samarthia Thankappan (32)4324 samarthia.thankappan@york.ac.uk



Samarthia joined the Environment Department in December 2007 from her previous post at the Centre for Business Relationships, Accountability Sustainability and Society (BRASS) at Cardiff University, Cardiff. Samarthia had worked at the School of Management and Economics, Queen's University of Belfast prior to joining Cardiff University. Samarthia has held various research positions in India and has extensive research experience in the field of Sustainable development & technological policy issues; Social & economic aspects of sustainability.

Dr Silvia Toet

sylvia.toet@york.ac.uk



As an environmental biogeochemist, Sylvia's research focuses on how environmental change, including air pollution (tropospheric ozone and nitrogen), climate change (warming, altered precipitation), elevated carbon dioxide and changes in management practices (e.g. blockage of draining channels) may affect ecosystem functioning. She is particularly interested in greenhouse gas emissions, often exploring novel field, stable isotope and molecular microbial approaches. The ecosystem responses observed in field manipulation studies and detailed process studies, are crucial for improving ecosystem carbon and greenhouse gas budget models

simulating different future environmental change scenarios. Her most recent project, studies the effects of elevated tropospheric ozone on methane and carbon dioxide fluxes in peatlands and grasslands, and their underlying plant, soil and microbial processes.

Professor Piran White (32)4062 piran.white@york.ac.uk



Piran has a wide range of research interests spanning (1) wildlife ecology, management and disease, (2) ecosystem functions, services and health, and (3) social impacts, environmental inequalities and justice. His current wildlife-related research includes projects on collaborative management of wildlife populations and disease transmission in mixed wildlife-livestock systems in the UK, Africa and Australia. This research also includes a long-term field-based study on the ecology and behaviour of badgers in the North York Moors National Park. His ecosystem-related research includes projects on biodiversity and ecosystem function in marine systems and the sustainability of coastal wetland ecosystem services in the face of environmental change. More socially-orientated research includes projects on social and environmental inequalities in rural areas in the UK and the social impacts of invasive species. Piran has served on the NERC Peer Review College and as Associate Editor of Journal of Animal Ecology. He is currently Editor of Wildlife Research journal.

ENVIRONMENT COURSES

What is available and how to customise your course

BSc ENVIRONMENTAL ECONOMICS AND ENVIRONMENTAL MANAGEMENT

UCAS code: CL91

Final award: BSc (Hons)

Length of programme: 3 years (full time)

Population growth, poverty, globalisation and economic development place ever increasing demands on Earth's environmental systems and natural resources. The EEEM course emphasises the ecological principles and human interactions which underlie environmental management to construct a strong, interdisciplinary knowledge base from which practical skills and applications are developed. The BSc in EEEM is unique in offering a comprehensive training in the economics, ecology, environmental science and the management of environmental resources, and in integrating the concepts and methods of these complementary disciplines.

BSc ENVIRONMENTAL SCIENCE

UCAS code: F900

Final award: BSc (Hons)

Length of programme: 3 years (full time)

Threats from the potential impacts of global climate change and from pollution of the atmosphere, soils, crops and water resources are serious, with governments now facing severe difficulties in meeting human aspirations and expectations for energy supply and lifestyle. Finding truly sustainable solutions to real-world problems requires a grasp of science across elements drawn from chemistry, physics, biology, astronomy, geology, hydrology, soil science, meteorology, climatology, agriculture and geography. The BSc in ES incorporates these disciplines to provide a fully integrated approach to Environmental Science. The course also embraces broader social and economic issues, helping students to use their scientific understanding and knowledge realistically in the context of policy formulation and environmental management.

BSc ENVIRONMENTAL GEOGRAPHY

UCAS code: F810

Final award: BSc (Hons)

Length of programme: 3 years (full time)

An integrated approach to physical and environmental geography is essential for addressing the potentially catastrophic environmental challenges facing the world today. The EG programme develops an understanding of fundamental environmental issues in geography focussing on the physical environment and its impact on humans, as well as human impacts on the environment and their management across a range of spatial and temporal scales. The EG course covers physical and environmental geography, environmental management, ecology and soil science, as well as providing opportunities to study natural resource management, environmental law and policy and economics. The course will equip you with the geographical knowledge, skills and techniques to help develop practical sustainable solutions to environmental problems.

EDUCATIONAL AIMS OF THE COURSES

The courses aim to:

- *Encourage students to develop an interdisciplinary approach to the environment*
The courses lay a broad foundation in the environmental, ecological and (for EEEM students) economic sciences in Year 1, recognising that students will come from a range of backgrounds. These foundations are built on in Years 2 and 3 with more advanced material to demonstrate how the different disciplines may be integrated successfully to guide environmental management and policy decisions.

- *Train students in the skills required for environmental management*
All academic staff members are research active and their research skills inform much of our subject-based teaching, showing how theory and concepts can be applied practically. Students receive training in both quantitative and qualitative approaches to problem-solving in the environmental sector, including relevant analytical and IT skills.

- *Prepare students for employment and further study*
Students need to be equipped with the knowledge base, flexibility and confidence to tackle problems that they will face in their careers. The courses encourage students to develop both independent and team-working skills for problem solving, time management and self-organization, as well as the written communication and presentational skills required by those professionally engaged in the environmental sector and the wider workplace. They also provide an excellent foundation for those wishing to move on to postgraduate research.

COURSE STRUCTURES

The EEEM, ES and EG courses are offered on a full-time (3 year) basis and integrate separate disciplines with an expanding level of choice as you progress. The courses are divided into modules based on 10, 20, 30 or 40 credit units. Each year, you must gain 120 credits. 10 credits are equivalent to 100 hours work, typically comprising 18-25 contact hours and 82-75 hours of private study for a lecture-based module. Field and laboratory based modules often involve a greater proportion of contact time. The independent research project in the final year is worth 40 credits. Modules may run over the autumn term, over the spring and summer terms or across all three terms. Timetabled teaching in the autumn and spring term runs through weeks 2-10 of these terms. The first week of autumn term is used for administration time for students. The first week of the spring term is used for examinations for some autumn term modules. Teaching in summer term runs through weeks 1-4, weeks 5-7 form a university-wide standard assessment period for examinations/assessments and weeks 8-10 may have a number of learning activities including employability activities and preparation for 3rd year projects.

Year 1 Material covered in the first year lays the foundation for your entire course, allowing you to draw together knowledge and skills from the different disciplines within your degree. All first year modules shown for each course are compulsory. The modules are assessed by various means that may include tutorials, coursework assignments and/or examinations. Year 1 modules do not contribute to the final degree mark: however, **you must meet the progression requirements to proceed to year 2.**

Year 2 In the second year you have more subject choice, allowing you to build on the skills and knowledge base from Year 1 and to specialise further. Environment Department modules are all assessed through a combination of internal assignments and/or examinations. Second year work contributes 40% to the final degree mark.

Year 3 In the third year, you may specialise by selecting a range of optional modules to suit your interests and employment objectives. The independent research project is compulsory, but the topic can be tailored to meet your specialist interests and aspirations. The Research Project is a 40 credit module which means that you must choose an additional 80 credits from taught modules. Environment Department modules are all assessed through coursework assignments and/or examinations. Year 3 contributes 60% to the final degree classification.

The BSc EEEM course comprises the following modules

We constantly try to improve our degree programmes on the basis of student and other feedback. We are also a growing department with new staff arriving. For these reasons, modules illustrated here may be subject to change. They reflect the anticipated situation for students entering in 2011.

Year 1	Year 2	Year 3
Current Topics in EEEM 20 credits (C)	Field Course 20 credits (C)	EEEM Research Project 40 credits (C)
Ecological Principles for the Environment 20 credits (C)	Economics of Resources and Environmental Policy 20 credits (C)	Environmental Policy & Valuation 10 credits (O)
Economics for the Environment 20 credits (C)	Environmental Policy 30 credits (C)	Atmospheric Change 10 credits (O)
Tools & Techniques for Studying the Environment 20 credits (C)	Micro- and macro-econ. for the Environment 10 Credits (C)	Advanced Environmental Economics 10 credits (O)
Environment Field Project 20 credits	Climate change 10 credits (O)	Agriculture and the Environment 10 credits (O)
Introductory Economics 20 credits (C)	Geographical Information Systems 10 credits (O)	Environment, Law & Policy 10 credits (O)
	Food, Space, Culture & Society 10 credits (O)	Coastal Zone Management 10 credits (O)
	Applied Ecology & Environmental Management 10 credits (O)	Wildlife Conservation & Management 10 credits (O)
	Environmental Monitoring and Assessment 10 credits (O)	Sustainable Societies 10 credits (O)
	Environmental Biology 10 credits (O)	Forest Management 10 credits (O)
	Energy and Environment 20 credits (O)	Dynamics of Social-Ecological Systems 10 credits (O)
	Population & Behavioural Ecology 20 credits (B)(O)	Ocean & Coastal Processes 10 credits (O)
	Ecosystems & the Environment 10 credits (B)(O)	Sustainable Development & Social Inclusion 20 credits (SPSW) (O)
		Green Politics 20 credits (P)(O)
		Environmental Change & Ecosystem Dynamics 10 credits (O)
		Global Change Ecology 10 credits (B)(O)

TOTAL of 120 CREDITS MUST BE SELECTED IN EACH YEAR

C = compulsory O = optional B= taught by Biology Department P=taught by Politics SPSW=taught by Social Policy and Social Work.

The BSc ES course structure offers the following modules

We constantly try to improve our degree programmes on the basis of student and other feedback. We are also a growing department with new staff arriving. For these reasons, modules illustrated here may be subject to change. They reflect the anticipated situation for students entering in 2011.

Year 1	Year 2	Year 3
The Earth: An Introduction to the Science of the Environment 20 credits (C)	Field Course 20 credits (C)	Research Project in Environmental Science 40 credits (C)
Tools & Techniques for Studying the Environment 20 credits (C)	Environmental Chemistry 20 credits (C)	Pollution Control & Waste Management 10 credits (O)
Environment Field Project 20 credits (C)	Climate Change 10 credits (C)	Environment & Health 10 credits (O)
Economics for the Environment 20 credits (C)	Energy & the Environment 20 credits (C)	Wildlife conservation and management 10 credits (O)
Ecological Principles for the Environment 20 credits (C)	Environmental Biology 10 credits (C)	Agriculture & the Environment 10 credits (O)
Current Topics in ES 20 credits (C)	Environmental Monitoring & Assessment 10 credits (O)	Glaciers, Ice Sheets & Climate Change 10 credits (O)
	Applied Ecology & Environmental Management 10 credits (O)	Coastal Zone Management 10 credits (O)
	Earth Processes & Landforms 20 credits (O)	Forest Management 10 credits (O)
	Geographical Information Systems 10 credits (O)	Atmospheric Change 10 credits (O)
	Ecosystems & the Environment 10 credits (B)(O)	Environmental Change and Ecosystem Dynamics 10 credits (O)
	Population & Behavioural Ecology 10 credits (B)(O)	Dynamics of Social-Ecological Systems 10 credits (O)
		Sea Level Change 10 credits (B)(O)
		Ocean & Coastal Processes 10 credits (O)
		Environmental Systems Project 10 credits (O)
		Global Change Ecology 10 credits (B)(O)

TOTAL of 120 CREDITS MUST BE SELECTED IN EACH YEAR

C = compulsory O = optional B = taught by Biology Department

The BSc EG course structure offers the following modules

We constantly try to improve our degree programmes on the basis of student and other feedback. We are also a growing department with new staff arriving. For these reasons, modules illustrated here may be subject to change. They reflect the anticipated situation for students entering in 2011.

Year 1	Year 2	Year 3
The Earth: An Introduction to the Science of the Environment 20 credits (C)	Field Course 20 credits (C)	Research Project in Environmental Geography 40 credits (C)
Tools & Techniques for Studying the Environment 20 credits (C)	Geographical Information Systems 10 credits (C)	Environmental Change and Ecosystem Dynamics 20 credits (O)
Environment Field Project 20 credits (C)	Energy & Environment 20 credits (C)	Sea Level Change 10 credits (O)
Economics for the Environment 20 credits (C)	Earth Processes & Landforms 20 credits (C)	Agriculture & the Environment 10 credits (O)
Introduction to Environmental Geography 20 credits (C)	Food, Space, Culture & Society 10 credits (C)	Glaciers, Ice Sheets & Climate Change 10 credits (O)
Ecological Principles for the Environment 20 credits (C)	Environmental Biology 10 credits (O)	Wildlife Conservation & Management 10 credits (O)
	Climate Change 10 credits (O)	Coastal Zone Management 10 credits (O)
	Environmental Monitoring & Assessment 10 credits (O)	Environment & Health 10 credits (O)
	Population & Behavioural Ecology 20 credits (B)(O)	Atmospheric Change 10 credits (O)
	Applied Ecology & Environmental Management 10 credits (O)	Forest Management 10 credits (O)
	Economics of Resources & Environmental Policy 20 credits (O)	Environment, Law & Policy 10 credits (O)
	Ecosystems & the Environment 10 credits (B) (O)	Dynamics of Social-Ecological Systems 10 credits (O)
		Sustainable Societies 10 credits (O)
		Environmental Systems Project 10 credits (O)
		Global Change Ecology 10 credits (B)(O)

TOTAL of 120 CREDITS MUST BE SELECTED IN EACH YEAR

C = compulsory O = optional B = taught by Biology Department

Information on the modules is posted and regularly updated on the VLE site each year. Some changes to the availability, timing and teaching of modules may occur from year to year. In the spring term of your first and second year, you will be given a module choice form for year 2 and year 3 respectively, to make your final selection of modules for the following year.

MODULE CHOICES

Module choices are made in the Spring term for the following academic year. Your course coordinator will provide you with the relevant forms and inform you of the deadline date for completion. Full details of most modules can be found on the VLE and you can also contact the relevant member of staff for more information if required. Module choices need to be signed off by your supervisor who will also be happy to provide advice. If you are still unsure about your choice, you can build in some flexibility by including an additional 20 credits worth of modules initially (i.e. to a maximum of 140 credits rather than 120) and then drop these extra credits later in the year once you have a better idea of what the various modules entail. You cannot drop a module for which you have already completed assessed coursework or taken the exam. The "Drop" procedure is described below.



When choosing your modules, think ahead to your final year and make sure that you select any pre-requisites for modules that you particularly wish to do later in your course.

DROP PROCEDURE

1. You may initially choose up to a maximum of 140 credits, and must choose a minimum of 120 credits, in Years 2 and 3.
2. You may drop a module from your selection up to the end of week 3 in the term in which that module runs, as long as your overall selection at any time includes at least 120 credits.
3. You cannot drop a module beyond week 3 of the term it is first taught in or once you have submitted any assessed coursework for that module or have taken the exam for that module.
4. Be aware that your choice over module selection in the spring and summer terms could be restricted inadvertently by submitting coursework for assessment, or sitting exams, for autumn and spring term modules. So think carefully about the consequences of committing yourself to autumn and spring term modules by the week 3 deadline.
5. For **all module changes**, a new module choice form (available from the office) must be completed and **signed off by your supervisor**. **The Department office staff will not accept any module changes without a supervisor's signature.**
6. If you have not reduced your credit loading to 120 credits by the end of week 3 of the summer term, the department may decide which of your selected modules you will have to drop and will then notify you of this decision.
7. Any requests by you to change module choices outside this procedure must be discussed with your supervisor in the first instance, who will then discuss with you whether or not a case can be made (in writing) to the Chair of the Board of Studies. Such changes are often not possible.

ELECTIVE MODULES

You are able to take 'elective' modules from a wide range offered by the University of York within our degree courses. In your second and third years of study you may, subject to the approval of the Chair of the Board of Studies, choose to take an elective module from another department instead of an optional module offered by Environment or Biology or Economics as shown in the module list. You can take up to a maximum of 20 credits of elective modules per year in years 2 and 3.

Elective modules can enhance your degree programme, assuming that they fit broadly within the bounds of your degree topic. However, there can be implications in terms of how you may cope with assessments in other departments that are geared towards different degree topics. Therefore, we ask that you go through the following procedure before making your final module choices.

1. Contact in writing the relevant department whose module you wish to take (and copy the letter or email to your supervisor) to see if this is feasible in terms of pre-requisites.
2. If it is possible for you to take the elective module, you should provide your Supervisor with a full module outline for the elective you wish to take.
3. You should also provide your supervisor with a filled in **Departmental Elective Module Application Form**, which can be found in the Board of Studies area of the departmental web page at the following address (<http://www.york.ac.uk/environment/current-students/board-of-studies/>). You should look under the Forms tab until you find the electives module form.
4. Once your supervisor has had time to digest this information, you should arrange to meet with him/her to discuss the implications of your choices.
5. If your supervisor agrees that the module is suitable, you will need to fill in a University elective module form for the relevant department (available from the office), which can be signed by the Chair of the Board of Studies during a designated form-signing session (you will have been notified about the timing of this session when module choice forms were handed out). You will need to get the relevant elective module convenor to sign your form before this meeting.
6. These forms will then be processed by the office on your behalf.

Note: Because of the diversity of electives that can be taken, we are unable to make adjustments to our timetable to fit with external modules. For this reason, **it is strongly recommended that you select sufficient additional credits to cover you if clashes prevent you from taking the elective(s) you have chosen.**

Module details can also be found on specific departmental and University web sites. Details of elective modules offered by other departments can be found at <https://www.york.ac.uk/students/studying/manage/programmes/modules/>.

EXCHANGE OPPORTUNITIES

The Environment Department participates regularly in a number of exchange schemes. These include a university-wide North American Exchange Scheme and a European Erasmus Exchange with the University of Leuven in Belgium. A limited number of students may elect to spend their second year at these locations with the approval of the Board of Studies. Entry to these schemes is by competition across all departments in the University. These exchange opportunities are a great challenge academically, but students returning from exchanges generally have more self-confidence and speak very highly of their experiences. The opportunities are detailed at:

<http://www.york.ac.uk/study/study-abroad/>

Your Supervisor should be able to help you with any application.

COURSE TRANSFER

If you wish to be considered for a transfer of degree course (as opposed to modules), then please note that the transfer must take place well before the start of the second year of the degree course for which you were initially registered, otherwise you are likely to lose funding support (entitlement to loans, etc.) for part of the new course.

Any student considering a course transfer or withdrawal with a view to restarting in higher education elsewhere and/or at a future date is advised to study the information available at the following link:

<http://www.york.ac.uk/students/support/academic/undergraduates/programme/>

Usually transfers between degrees within the department will only be allowed in the first half of your first term.

ATTENDANCE & RESIDENCE REQUIREMENTS

All students are required to attend University throughout term time. **If you require leave during term time (other than at weekends) you should apply in writing to your supervisor.**

While studying at the University of York students may live anywhere within 30 miles of York without special permission. If your residence is further from York then you will need permission from the Board of Studies and possibly the University Special Cases Committee.

Full details of attendance and residence requirements can be found in the University Ordinances and Regulations (regulation 6):

<http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/>

PROGRESSION FROM YEAR 1 TO YEAR 2 AND YEAR 2 TO YEAR 3 OF BSC

To progress from Year 1 to Year 2 or from Year 2 to Year 3 of the BSc programmes students must obtain a credit weighted mean of at least 40% across the 120 credits taken for the year. A student may have compensatable fails (marks between 30% and 39%) in 40 credits worth of modules as long as he/she obtains at least 40% overall. If a student has outright fails (less than 30%) in 50 credits worth or more of modules s/he will not be able to progress to the next year of the degree programme and will have to leave the University.

Students who do not achieve a 40% credit weighted mean mark overall, or who have compensatable fails in more than 40 credits, or who have had outright fails in less than 50 credits worth of modules may be reassessed in up to 90 credits worth of failed (0-39%) modules.

If, following reassessment, the student obtains a credit weighted mean of at least 40% across the 120 credits of the year's modules, with no more than 40 credits worth of compensatable fails, the student can progress to the next year.

It should be noted that after reassessment the credit-weighted mean will be capped at 40% for students who failed to gain 40% or more before reassessment. For students who gained a credit-weighted mean mark of 40% or more before reassessment, but who had failed modules outright, that original credit-weighted mean mark will be used as their final mark for the year.

If following reassessment, the student fails to obtain a credit weighted mean of at least 40% across the 120 credits of the year's modules, with no more than 40 credits worth of compensatable fails, the student will not be able to progress to the next year of the degree programme and will have to leave the University.

The Academic Support Office's "Student Guide to the University's Rules for progression and Award in Undergraduate Programmes (for students entering from 2010/2011)" is given in Appendix 1. This gives details on the University-wide system for awarding degrees, which the department adheres to.

Additionally, students should refer to the Environment Department's "Statement of Assessment Policies and Practices 2010/2011: version for students entering in October 2010" which is available on the department's web pages under the Board of Studies section at:

<http://www.york.ac.uk/environment/current-students/board-of-studies/>

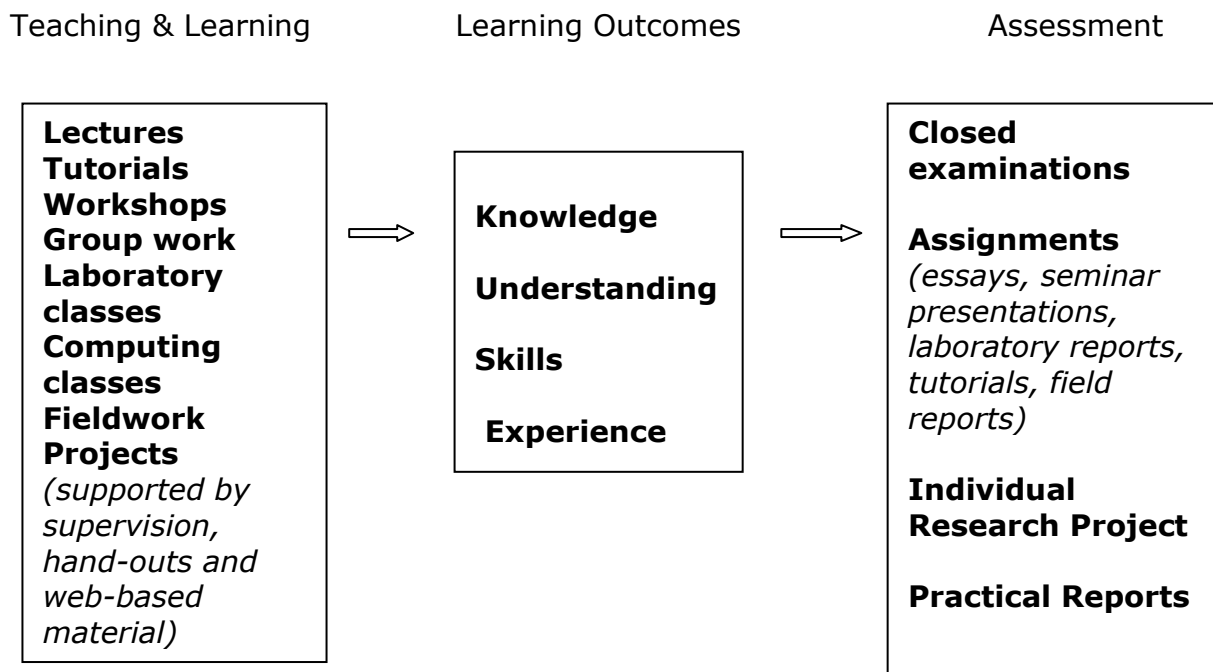


Students from EEEM, ES and EG must also complete the Academic Integrity Tutorial on the University's Virtual Learning Environment (VLE) in Year 1 in order to progress to Year 2. A certificate of completion for this tutorial must be attached to the first hand-in for the Current Topics / Introduction to Environmental Geography module due in Week 8 of the Autumn term

TEACHING, LEARNING AND ASSESSMENT METHODS

How we achieve learning outcomes and how these are assessed

The relationships between learning outcomes and our teaching and assessment methods are shown below:



Teaching & Learning methods

LECTURES

Teaching of the majority of modules typically includes a number of lectures arranged in one or two 50 minute blocks (with a break!), often supported by printed handouts and notes. Where appropriate, students may have access to electronic versions of these and/or the full PowerPoint presentation on the VLE following the lecture. Lectures are supported as required by reference to other literature. This background reading material is an essential part of your course. Lecture material may be assessed through in-course assignments, tutorials and/or by closed examination. There are bound to be times when you get confused. This is not unusual, so don't panic or get depressed. Usually a little time spent with a textbook will clear things up. If not, ask your supervisor for help or go and see the lecturer running the module. Chances are that if you are finding something difficult, others will too! Staff members are there to help and are friendly and approachable, so never be afraid to ask for assistance.

TUTORIALS

Some of the Year 1 modules include small group tutorial sessions in order to consolidate and further develop material and topics delivered in the lectures, to comment on returned assignments, to improve oral skills and numerical methods, and to permit numerical analyses of simple problems within a computer classroom environment. Tutorials, or associated coursework assignments, are usually marked by the tutor and returned to you for discussion. If you miss a tutorial because of illness or

other reasons, please tell your tutor in writing why you were absent, and find out about any work that will be required for the following tutorial.

GROUP PROJECTS

Many of the modules in all three years involve collaborative group work, where you gain experience of teamwork and may be required to report your findings in an oral presentation. This can be a workshop or part of a laboratory session or a field trip. Assessment of group work is often through a group oral presentation, with each student receiving a mark based on both their individual effort and perhaps group cohesion. The lecturer in charge of the module should make it clear to you how the work will be marked before setting it. You should ask for clarification if you are not sure how the marks will be weighted.

LABORATORY/COMPUTER CLASSES

These provide the opportunity to gain the practical skills required by environmental students and take the form of bench practical classes or sessions in computer classrooms. Laboratory classes are components of many modules. They are usually assessed through practical reports, the mark weighting of which varies from module to module according to their number and level. If you miss a practical session because of illness or other reasons, please tell your tutor in writing why you were absent, and find out about any work that will be required for the following tutorial.



Attendance at all timetabled teaching sessions is essential to ensure you miss no material upon which you may be assessed. If you miss sessions you endanger your chances of completing your degree.

FIELDWORK

Fieldwork is an important component of the degree courses. In all three years there are ecological, geographical and environmentally-orientated modules that include elements of fieldwork, such as the *Environment Field Project and Tools and Techniques for Studying the Environment* in Year 1, and a 20 credit field work module in Year 2. The Year 3 independent research project often includes a substantial field element. Fieldwork elements are assessed mainly through reports and/or oral presentations. Substantial elements of fieldwork are also embedded within modules to encourage specialist field skills of relevance to potential employers.

INDEPENDENT PROJECT

In Year 3, you will undertake an independent research project, threaded mainly through the autumn and spring terms (although you may also collect data over the previous summer). The project provides you with an opportunity to undertake an in-depth study of a specific topic. In doing so you will be able to apply much of what you have learnt over the previous two years and integrate between subject areas.

Your project will be assessed as a thesis and you will work largely independently, receiving regular guidance from your project supervisor. The first draft of your thesis will be commented on by your supervisor. The Research Project is worth 40 credits of the Year 3 mark and contributes 20% (40/120 of 60%) to your overall degree mark.

You will need to start thinking about your choice of Year 3 Research Project and Project Supervisor during your second year. During the spring term in Year 2, details about

the Year 3 Research Project will be distributed in a module outline during a meeting with the research project module coordinator. Students can either develop their own research ideas, or can select a topic from a list of staff-led projects. Between about weeks 6-10 of the spring term, you can discuss your own ideas for research projects with potential Research Project supervisors (see Environment Department Staff details on the web page or talk to your supervisor). During this period, students can confirm a project title and supervisor. For students who prefer to wait for the staff-led projects, a list of titles and brief outlines of these projects will be distributed in week 10 of the spring term. Again, students are expected to discuss their choice of projects with potential Research Project supervisors.

A project selection form will be distributed in week 10 of spring term to be returned in summer term. **EVERY student must fill in this form.** Those who have already confirmed a project with a supervisor during the consultation period between weeks 6-10 of spring term should confirm their title and supervisor. Those selecting a staff-led project should make a ranking of their choices. Note that in order to balance loads reasonably equally between supervisors, if members of staff become committed to their full quota of supervisees during the consultation period in weeks 6-10 of spring term, they will not contribute topics to the staff-led list distributed in week 10. Therefore, if you really want to work with a specific member of staff, it is worth trying to firm up a research idea with them during the consultation period, rather than waiting for the list of staff-led projects to be released at the end of spring term.

Your project title and supervisor will be confirmed later in the summer term, allowing you sufficient time to set up any summer research that may be necessary. It is also important to identify with your supervisor any Year 3 modules that may be required to support your project.

Intended learning outcomes

The inter-disciplinary nature of our degree courses provides a diverse range of learning experiences. Described below are the degrees' intended learning outcomes and the delivery methods used to encourage development of the requisite knowledge, understanding and skills.

KNOWLEDGE

On completing the course you will have gained knowledge of the theoretical basis for your chosen degree and the multidisciplinary areas that emerge from synthesis of its respective disciplines, specifically sustainable resource management, environmental management and environmental economics (EEEM course only).

UNDERSTANDING

On completing the course you will understand how interdisciplinary approaches drawing on the natural, physical and socio-economic sciences are best applied to environmental problems, and the need to integrate theory, modelling, experiment, laboratory analyses and field studies when addressing environmental issues.

SKILLS (DISCIPLINE RELATED)

Discipline-related skills include: numerical tools for analysing ecological, geographical and economic systems, including modelling and statistical analyses; geographic information systems and their application to large data sets; econometric techniques for the valuation and appraisal of resources (EEEM students only), laboratory bench skills appropriate for the analysis of environmental determinants; field techniques for the collection of biological and environmental samples and data; bibliographic and

other information retrieval techniques specific to the environmental disciplines; critical evaluation of research evidence and the critical interpretation of the interdisciplinary nature of environmental problems and their proposed solutions.

SKILLS (TRANSFERABLE)

Transferable skills include: communication in written reports on data analysis, in written reviews of information and in oral communication of both these aspects; problem-solving skills in a variety of theoretical and practical situations, both independent and as part of a team; the ability to manage time and prioritise workloads, especially in relation to externally imposed deadlines; ability to conduct critical statistical and mathematical analyses; information technology skills, including word processing, spreadsheet operations, use of advanced analytical packages, web-based skills and the Internet. In addition to skills developed through academic programmes, the university's York Award can help students to plan and reflect on their experience and gain certification for many extra-curricular activities (see below). Development of a broad range of transferable skills will be an important objective in your Personal Development Plan (PDP).

EXPERIENCE AND OTHER ATTRIBUTES.

There may be opportunities for some students to carry out field-based projects overseas (please refer to the section on 'Exchange Opportunities'). There are also opportunities for you to take courses in the University's 'Languages For All'

<http://www.york.ac.uk/inst/ltc/lfa/>

and IT training programmes

<http://www.york.ac.uk/it-services/training/students/>

You are encouraged to take a full part in the life of the department through attendance at the seminar programmes and events, look out for announcements on the web site.

Examinations and assessments

This section gives some key information about examinations and assessment during your degree. **Full details of the department's policies and procedures on assessment can be found at:**

<http://www.york.ac.uk/environment/current-students/board-of-studies/>

Under Statement of Assessment.

The University's guide to assessment can be found at:

<http://www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/>

You should expect to receive feedback on assessed work within the University regulation time of 6 weeks from submission. A statement of the department's policy on feedback can also be found at:

<http://www.york.ac.uk/environment/current-students/board-of-studies/>

under the Statement of Assessment.

MARKING

All marking is carried out according to the University guidelines (weblink above) and the department's Statement of assessment (links above).

The proportion of the overall mark for each module that is accounted for by examination varies from 0 (i.e. no exam) to 100 per cent (i.e. no assessed course work).

There is no exam for some taught modules and, of course, for the Research Project. You will be given details of the weights applied to the examination and coursework elements in the outline handed out on commencement of the module.

COURSE WORK



All your course work hand-ins have a deadline of 12 noon.

Hand-ins later than 12 noon will be treated as received after that day's hand-in deadline, and will be subject to the standard Environment Department penalty of 10% of the possible mark a day (see below). Please note that:

- all hand-ins are to be submitted via the relevant coursework **Post Box** in the Environment foyer.
- when posting coursework into the Post Boxes ensure the front page of your work contains your **examination number (not your name), module title**, and the **name of the lecturer** who should receive the coursework.
- work will be collected from the Post Box at 12 noon on the submission date.
- a 10% per day (including weekend days) penalty will be deducted from your mark for any Environment course work handed in late, i.e. after the 12 noon deadline, unless you have an adequate medical or compassionate reason. Thus, if you obtained 65% for a piece of work, but handed it in 5 days late, your final mark for that piece of work would be 15%. It is therefore very important to meet all the deadlines for your coursework.
- Communication in science is about being clear, accurate and concise. Writing to word limits is therefore an important part of the scientific training process, and this fact is recognised in the coursework exercises that support many modules in the department. A module coordinator can decide if he/she wishes to apply a word count for a particular piece of work. If a word count is specified, it will be in the form of a maximum word limit. In such instances, students must include a word count with their submitted work and failure to do so will result in a penalty of 5%. Should the piece of work be found to be over the word limit, the member of staff marking the work may ignore material beyond the word limit. A 5% penalty will be applied for exceeding the limit.



You must retain ALL returned coursework assessments carefully. You are required to submit all your assessed coursework

in a folder in the summer term of the final year. This allows our external examiners to see portfolios of work to assure them that our marking standards are fair and appropriate.

TIMING OF EXAMINATIONS

Autumn Term modules, if they have an examination, are examined in Week 1 of the Spring Term. Module with examinations that have teaching in the Spring and Summer Terms (including some year long modules that have teaching in all terms) are examined in weeks 5-7 of the Summer Term. It is your responsibility to make travel arrangements sufficiently far in advance so that you can arrive in time to take any required exams in Week 1 of the Spring Term.

You will need to check firm dates of your examinations when the official exam schedule is published each term. Bulletins of where and when examinations are to occur will be posted on the notice boards. The form of the examination will be explained during the module. **It is your responsibility to present yourself at the right time and place, with your student card as ID.**

EXAMINATION RULES AND ACADEMIC MISCONDUCT



You cannot take your own calculator, dictionary or mobile phone into centrally timetabled examinations.

During examinations, you are permitted to use only the calculators provided by the University of York Examinations Office. This is because most modern calculators are programmable and can store large amounts of information. The Departmental Manager, Dave Hay, has a number of calculators similar to those used by the Examination Office which you may borrow in order to familiarise yourself with them before exams.

Plagiarism, both intentional and unintentional is a growing issue. For much of your study, working in co-operation with others and sharing and discussing ideas and insights forms an essential part of learning. Yet there will be times when it is vital to distinguish, with scrupulous honesty, your own work from that of others. For example, in practical classes you may work in groups of two or more. However, any write-up or essay that you hand in must be your own work. If you need to include other people's words or acknowledge their assistance, then it is proper to do so provided that the piece to be copied is clearly indicated as such **by enclosure in quotation marks**, with a clear citation in the text and an accompanying attribution that is included in a reference list at the end of the paper, and that any assistance is identified and clearly described. All students are required to complete the VLE tutorial on Academic Integrity in the autumn term of Year 1. You will not be allowed to progress to Year 2 without completing this Academic Integrity tutorial satisfactorily.

You are responsible for ensuring that your work does not contravene the University's rules on academic misconduct which are set out in Regulation 5 of The University of York: Ordinances and Regulations:

<http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-5/>

The University takes a very serious view of such misconduct and penalties will be applied to students who are found to have attempted to mislead examiners. Forms of academic misconduct include:

- **cheating**: deliberate failure to comply with the rules governing examinations, e.g. by making arrangements to have unauthorised access to information
- **collusion**: assisting another individual to gain advantage by unfair means, or receiving such assistance yourself
- **fabrication**: misleading the examiners by presenting work for assessment in a way which intentionally or recklessly suggests that you have collected factual information which has not in fact been collected, or falsifies factual information
- **personation**: producing work to be submitted as that not of yourself but of another, or assuming the identity of another individual in order to deceive the examiners, or soliciting another individual to act or appear as yourself, or to produce work on your behalf
- **plagiarism**: incorporating within your work without appropriate acknowledgement material derived from the work (published or unpublished) of another



Plagiarism is becoming increasingly common amongst university students and the consequences are severe, ultimately leading to the student being asked to leave the university.

Use of other people's work and all references to it must be clearly identified and cited in a reference list. Referencing conventions to be used in Environment can be found on the Departmental VLE pages.

In many cases, plagiarism may be accidental or careless as opposed to malicious. For instance, a student might include some text that they have captured from a web site but forgotten to rewrite into their own words. This cannot be allowed however because markers are unable to assess whether the mechanism behind the plagiarism was accidental or deliberate.

It is bad practice to copy blocks of text: essays should be written, not assembled, so get into the habit of making notes in your own words.

If misconduct is suspected, the student would have to appear before a Departmental Investigative Committee and may receive a mark of zero, for that part of the work.

Plagiarism is extremely easy to detect by staff marking assessments and plagiarists are always caught. If you have any concerns about

what constitutes plagiarism, you must speak with a member of staff at the earliest opportunity.

The penalties for academic misconduct will depend on the seriousness of the offence. Students found guilty of academic misconduct may, for example, have their degree class reduced, fail their degree or be asked to leave the University. If you have any queries about what constitutes academic misconduct, and in particular about the proper attribution of material derived from another's work, you should seek advice from your supervisor or another member of staff.

INDIVIDUAL EXAMINATION ARRANGEMENTS

If you are unable to sit formal University examinations under normal examination conditions as a result of a disability or other condition, then individual arrangements can be made. These are designed to ensure that equitable examination conditions are provided for all students to demonstrate their knowledge and competence.

There are two main groups of students who may need alternative examination arrangements:

1. Students with a medically diagnosed disability (as defined by the Disability Discrimination Act), or other condition for which they have a recognised professional assessment (e.g. dyslexia).
2. Students with a temporary condition or illness. This condition may be of short duration, e.g. a sprained wrist on the writing hand, or it may last for much or all of the student's degree, e.g. chronic fatigue syndrome or upper limb disorder.

If you feel that you will need to have individual arrangements for examinations then please inform your supervisor and also read the Examination Office web page

<http://www.york.ac.uk/students/studying/assessment-and-examination/taking-an-exam/>

on the provision of individual arrangements. You will need to make a formal request for such arrangements, supported by medical documentation, well before the examinations.

MEDICAL AND COMPASSIONATE EVIDENCE OF DISABILITY DURING ASSESSMENTS

If you suffer from a physical or emotional disability during assessments that count towards your degree, you might either miss an assessment altogether or produce a performance which does not adequately reflect your competence. If you can produce medical evidence of physical disability, or compassionate reasons for emotional disability, then it may be possible to mitigate against the potential effects on your performance. The University's "Mitigating Circumstances Policy Guidance for Students" is given as appendix 2 at the end of this handbook. It gives details of how to submit a claim for mitigating circumstances to the department's Mitigating Circumstances Committee (MCC). Full details of the University's policy and relevant forms for applying for mitigating circumstances are given at:

<http://www.york.ac.uk/students/support/academic/>

Submissions to the MCC should be passed to Claire Hughes in the office. You should also approach your supervisor for advice and help on such matters.

Wherever possible mitigating circumstances claims should be made at least 24 hours before examinations/assessment deadlines.

PUBLICATION OF RESULTS

Year 1 and Year 2 exam results are posted either on the undergraduate notice boards, or by e-mail throughout the course of each academic year. The Board of Examiners meets late in the Summer term (week 8-10) to confirm the progression of students to the following academic year. You will be notified of all confirmed module marks by way of a transcript available through the E:vision webpages.

Final year degree classifications, as proposed by the Board of Examiners, are posted on the notice board in the foyer after the conclusion of the meeting of the Board of Examiners. Details of all confirmed module marks are provided in a final transcript.

Quality and Standards

The Environment Department operates a comprehensive quality management system which comprises:

INDIVIDUAL SUPERVISION

At the start of Year 1 you are assigned to a personal supervisor. Your supervisor is probably the first member of staff you will speak to at any length, and he/she has to combine two roles:

- your supervisor is expected to take an interest in your welfare and general progress, and to provide you with advice, encouragement or support, as may be necessary. Feel free to turn to your Supervisor with difficulties of whatever kind you may encounter – they are likely to have come across similar issues before. Your Supervisor may not be able to help directly, but should be able to steer you toward any help and advice you need.
- your supervisor also keeps an eye on your academic performance, discusses marks and feedback with you and advises you on your progress, for better or worse.

From 2011, supervisors will meet their students four to five times per year, depending on stage:

Year 1 students will meet supervisors:

1. at the beginning of the autumn term – to establish contact (wks 1-2).
2. briefly, at the end of the autumn term – to ensure students have settled in successfully (wks 8-10).
3. in weeks 5-6 of the spring term – to consider performance on the programme after the first set of assessments
4. week 1 of the summer term – to ensure students are aware of assessment process facing them during the summer term;
5. weeks 8-10 of the summer term – to allow reflection on the personal development/employability planning process.

Year 2 students will meet supervisors:

1. at the beginning of the autumn term (before the end of week 3)
2. in weeks 5-6 of the spring term
3. week 1-2 of the summer term
4. weeks 8-10 of the summer term – again, to allow reflection on the personal development/employability planning process


Year 3 students will meet supervisors:

1. at the beginning of the autumn term (before the end of week 3)
2. at the beginning of the spring term (before the end of week 3)
3. at the end of the spring term (wks 8-10)
4. week 1-2 of the summer term

The position of these meetings ensures: that contact is made between supervisor and supervisee at the beginning of the academic year; feedback from autumn term (and spring week 1) assessments can be discussed along with module choices procedures for the following year; progress before the summer term assessment period can be discussed; progress across the year and personal employability planning can be discussed. Supervisors complete paper records of meetings. These are filed by office staff and meetings missed by students are alerted to the Board of Studies.

If for some reason you must be absent from the University during term time, other than at weekends, you must seek permission through your supervisor first.

The department's Undergraduate Supervision Policy can be found at:
<http://www.york.ac.uk/environment/current-students/board-of-studies/>
under the Policies tab.

 Experience suggests that the sooner small problems are tackled, the easier they are to deal with, so don't keep worries to yourself. Supervisors are discrete and respect confidentiality.

If you should wish to change supervisor, then this can be arranged. You can raise the matter with any member of staff, with the Chair of the Board of Studies, or with the Head of Department directly. If you want to discuss an urgent problem with your supervisor and they are unavailable, please don't hesitate to ask another member of staff to help.

ENVIRONMENT BOARD OF STUDIES

The Board of Studies comprises all academic and teaching staff, the elected student representatives from each year of each undergraduate degree and of the taught masters and MPhil/PhD degree programmes, as well a nominated representative from the library. The Board is chaired by a senior Environment academic and meets once every term.

It is responsible for reviewing all areas relevant to teaching quality and standards relating to Environment programmes. Specifically it deals with: programme development, in particular the approval of new proposed elements and structures; implications for the Environment degree courses of developments in other departments we work with; new guidelines and procedures originating from the University Teaching Committee; recommendations from the Environment Teaching Committee (see below); student feedback from year representatives. All business concerning the academic progress and conduct of named individual students, including preliminary examination marks, is conducted in the absence of the student representatives.

STUDENT REPRESENTATIVES

Each year group of each of the degree courses elects one student to represent them on the Board of Studies. The elections of BSc representatives is run by YUSU and details can be found on their website:

<http://www.yusu.org/academic>

Representatives act as the voice of the students at Board of Studies meetings. Elections are held early in the Autumn Term and representatives normally serve for one academic year.

Student representatives raise general issues related to their courses at the Undergraduate Student Liaison Committee. Issues raised are then passed on to the relevant people or committees, such as Teaching Committee to consider. Once solutions to any problems have been found, these are reported back to the Board of Studies for scrutiny. Student representatives attend both meetings of the Undergraduate Student Liaison Committee (usually week 4) and the Board of Studies (usually Wednesday afternoon week 8). Representatives or indeed any student are also encouraged to approach the appropriate degree Co-ordinator, the Board of Studies Chair, the Head of Department, or any member of staff at any time to discuss items of concern.

Representatives have the responsibility of transmitting any general issues concerning any aspect of the department's activities back to their year group, although minutes of the meeting are also posted on the department's web site.

ENVIRONMENT TEACHING COMMITTEE

This is a small group of Environment teaching staff who have the specific responsibility to meet in advance of the Board of Studies in order to consider aspects of teaching quality and standards, including course development and student feedback, and to make specific recommendations to the Board of Studies on these matters. This arrangement permits a more considered response to all relevant items, including student feedback, at the Board of Studies.

EVALUATION QUESTIONNAIRES

At the end of each module, all students are required to complete a questionnaire covering teaching quality. These are usually completed within a scheduled session, collected by a nominated member of the class and taken to the Departmental Secretary for processing to ensure anonymity. The results of the evaluation are presented to the module convener, who produces a written response that is considered by the convener of the Teaching Committee. Any problems arising that have not already been covered in Board of Studies meetings are brought to the next Board of Studies.

COHORT MEETINGS

Course coordinators hold regular meetings for comments and discussion. These meetings typically occur twice annually with whole year groups.

BOARD OF EXAMINERS

The Environment Department's Board of Examiners meets at the end of the summer term to award BSc degrees. This Board includes representatives of the Environment Department and External Examiners. The Environment Department normally appoints

three External Examiners, with expertise in environmental science, ecology, environmental economics and environmental geography.

Their responsibilities are to:

- comment on and make recommendations about course structures and programme developments
- review and comment on draft examination papers
- read and moderate as appropriate samples of assessments spanning the mark range for particular modules
- comment on and make recommendations for our assessment procedures and methods
- attend the Board of Examiners meeting to ensure that the assessment procedures are fair, above-board and that degree class standards are comparable with those awarded elsewhere and consistent with the department's and the University's stated criteria
- convey the above to the University Teaching Committee, via their annual report to the Vice-Chancellor

ANNUAL PROGRAMME REVIEW

All departments carry out an annual documented review of all the courses taught. These reviews consider student feedback on the courses and also the reports of the department's external examiners. We then report back to the University Teaching Committee. Student representatives will be able to put forward any comments you have when they attend the review.

INTERNAL AND EXTERNAL REVIEW

The University Teaching Committee has a process of periodic review on a six-yearly cycle, which will complement its existing scheme of departmental visits to facilitate the exchange of views on the planning, organisation and development of teaching, and the sharing of good practice. In addition to this internal review, there is periodic review by a panel of external assessors.

FACILITIES

Supporting your studies

Facilities in the Environment Department

MANAGEMENT AND TECHNICAL SUPPORT



Management and technical support to all areas of the Environment Department are provided by Rebecca Sutton (rebecca.sutton@york.ac.uk), David Hay (dave.hay@york.ac.uk)



This includes use of laboratories, computing facilities, teaching rooms, all equipment, and welfare facilities as well as security.

COMPUTING FACILITIES

The Environment Department computing facilities are provided as a part of the University's central IT provision, but are managed in-house.

The department provides secure wireless networking to central servers and the Internet beyond. This is free for students who have wireless-enabled equipment of their own which they wish to use in the department.

Beyond the department, IT Services provides the Campus Network, classrooms of networked PCs, general purpose and research-oriented UNIX systems, administrative systems, a database server running Interbase, printing facilities and a self-service scanning facility.

The Campus Network is based on a gigabit Ethernet backbone and fast Ethernet switches connecting together PCs, workstations, host computers and other devices. The network extends to study bedrooms.

- A comprehensive range of software packages is available covering word-processing, databases, spreadsheets, graphics and many other areas;
- IT training programmes for students that are not part of the BSc programmes are detailed at <http://www.york.ac.uk/it-services/training/students/>
- Classrooms and study areas are located across the main campus and at King's Manor. Many are open 24/7.

In order that everyone can make best use of computing facilities we ask that you adhere to a series of regulations and guidelines which are part of the University's Ordinances and Regulations

<http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-11/>

The IT Services support is open Monday to Friday 09.00 - 17.00. The IT Services Information Desk is available during those times on the 1st floor of the Harry Fairhurst Building. However, details of support by phone and e-mail are given on the IT services' web page (<http://www.york.ac.uk/it-services/>)



For tasks such as changing your password, checking your charges, etc. you can use the My IT Account

<http://www.york.ac.uk/it-services/facilities/account/>

In addition to departmental resources, IT Services also provides student access to connection to the campus network from some study bedrooms on campus.

Details can be found at the IT Services webpages:

<http://www.york.ac.uk/it-services/connect/>

LABORATORY FACILITIES

The Environment Department laboratories are situated on the ground floor of the building. X/D001, the largest lab, is used for teaching and this is where most practical classes for individual modules will be held. X/D007 and X/D016 are intended primarily for use by students undertaking laboratory-based dissertations. They are used by undergraduate students during the autumn and spring terms and by postgraduate students.

X/D005 is a 'clean' laboratory, which houses analytical equipment. There is also a separate store of field equipment, surveying and GPS equipment as well as guides for field species identification, maps etc. for field work.

In addition to these facilities, you will have access to other advanced analytical facilities for your dissertation work. The department's Eco-chemistry group is based at the Food and Environment Research Agency, at Sand Hutton on the outskirts of York. The group has state-of-the-art analytical facilities for trace organic compounds and controlled environmental facilities for work on eco-toxicity and environmental pathways. Access to specialist laboratory facilities in the Departments of Chemistry and Biology is also possible for individual dissertation projects.

HEALTH AND SAFETY

Detailed information on health and safety is available through the relevant pages of the departmental website.

<http://www.york.ac.uk/environment/safety/>

A briefing on departmental policy on health and safety will be given to 1st years early in the autumn term by Professor Malcolm Cresser.

Health and safety in field and laboratory exercises is an important issue. **No procedures should be carried out in the field or laboratory without a risk assessment having been carried out and approved.** For class exercises, the risk assessment is carried out by the members of staff involved and is explained to students before the exercise begins. For individual project or dissertation work, it is the responsibility of the project supervisor to ensure that an appropriate risk assessment has been carried out and approved; since these may involve specific risks, it is also important that you are involved in carrying out the risk assessment and identify appropriate measures to minimise any risks to yourself.

The York Award

Through the York Award, the University offers students an opportunity to gain formal recognition for a wide range of activities not recognised directly through its degree programmes. Whether you are working in a bar or on a research project, an active volunteer in York or elsewhere, a member of a college Junior Common Room Committee or a student society, an athlete or an aesthete, you are developing skills and acquiring experience. The York Award can help you make the most of these experiences and provide recognition for them in the form of the University's unique York Award certificate. Central to the Award are the ideas of planning and learning by doing. Assessment is by portfolio and presentation.

In an increasingly competitive job market, employers are looking for highly able and articulate graduates, equipped with a range of skills and experience, and able to

demonstrate that they have 'added value' to their degree. These quotes from some well-known employers below exemplify this point:

"The York Award emphasises the importance of transferable skills and the development of the individual" Kerry Powell, Price Waterhouse Coopers.

"The knowledge and insight that the York Award gives students is vital to business success and means that graduates can make an immediate impact on entering work" Robert Flack, CBI.

The York Award represents a partnership between the University and major public, private and voluntary sector organisations and aims to help you prepare for life and work. Through the programme we offer an extensive menu of supplementary courses, in skills such as: team building, financial management, numeracy, planning a business, project management and communication. Many of these courses are supported by public or private sector organisations. For more information, contact the Award co-ordinator by sending an e-mail to careers@york.ac.uk or access the website at:

<http://www.york.ac.uk/students/work-volunteering-careers/skills/york-award/>

Books and the Library

The Library is currently undergoing a major refurbishment which is due to be completed in 2012. Further information can be found on the Library's refurbishment website: <http://www.york.ac.uk/library/libraryrefurbishment/>

BOOKS

Each term a list of books is prepared which lecturers may recommend for purchase, and we arrange with the University bookshop that they will carry stocks of these books. However, all major textbooks are available in the University Library, so do not rush into buying books when you first arrive.

THE LIBRARY

Our courses are broadly-based degrees and involve a great deal of reading, so the Library will be very important to you. Orientation tours are available in the first couple of weeks of the academic year to give you an introduction to Library services and facilities. Our subject librarian also runs a session on searching online bibliographic databases for 1st years.

The J.B. Morrell Library has a large stock of books and journals, and provides access to electronic information, mostly via the Web. Initially you will probably make more use of printed materials, i.e. books and articles, but during your first year you will be introduced to further resources that will support your studies throughout your time at York. We do our best to provide sufficient copies for any given class. Important references are put in the Key Texts Collection. Please contact your tutor, Martin Wilkinson (the Environment Department librarian, martin.wilkinson@york.ac.uk), or our Departmental Library Representative (Bryce Beukers-Stewart, bryce.beukers-stewart@york.ac.uk) if you have difficulty getting hold of any material.

FINDING BOOKS AND JOURNALS IN THE LIBRARY

All the books and journals in the Library are listed in the online Library Catalogue. You can search the catalogue without needing to go to the Library, as it is accessible on the campus network or via the Internet. You do not need to know all the details of a book to be able to find it, though the information on your reading lists is usually complete.

You can search for the author, the title or for key words in the title, or even on particular subjects.

The Catalogue shows you how many copies of a book are in the Library, or if there are extra copies in the College or Hospital libraries. The location on the shelves is displayed, as well as additional information telling you if any copies have been borrowed, are in Key Texts, are being bound, or have been ordered and not yet received etc. The Library now provides access to over 10,000 journals in an electronic format, via the web.

MY LIBRARY RECORD

The Library Catalogue allows you to view your own library record. You will need to log in using your library number and pin, which will be explained to you on your library tour. There are a number of self-service features that this allows you access to, including being able to renew your own books on line.

DAMAGE OR THEFT OF LIBRARY BOOKS

It is an offence to write in, mark, or otherwise deface Library books or journals. Doing so will be treated as a serious disciplinary offence.

WHERE DO I GET HELP?

The Library Enquiry Desk is staffed during office hours, and there is always a senior member of Library staff available on Saturdays and in the evenings.



The Environment Librarian is Martin Wilkinson. He is on hand to help you to find the materials you need or you can email martin.wilkinson@york.ac.uk

You can also e-mail (lib-enquiry@york.ac.uk) any general questions relating to the library, though often you will get a quicker response by contacting Martin directly.

Guides have been produced on all subjects covered by the Library and on all the services offered. Help yourselves to these when you are in the Library, or visit the Library's web pages.

University IT Services

The University IT Services provides classrooms of networked PCs spread around the campus. Access to electronic mail and Internet services such as Web access is available to everyone. The MS Office software is available on PCs, together with many other items of software including graphics and statistics packages.

All new students are automatically registered to use IT Services facilities; the IT Services guide that you received together with other information for new students explains how to use information on your University Card to log into the computers. You can get help and advice on all operational matters from the IT Services Information Desk. Here you can also obtain free documentation, consult reference manuals, and deposit money in your printing charge account.

For example, details of accessing classroom printers is available at:
<http://www.york.ac.uk/it-services/it/printing/classrooms/>



Undergraduates receive a free quota of printing equivalent to 30 pages of A4 black and white sheets per term

If you experience problems using any systems or software within the department, you should, in the first instance, refer to the range of printed and online help that is available. If this does not solve your problem, you should contact Dave Hay in Environment for further advice.

Careers

A Message from the Careers Service:

The Careers Service is about more than just getting a graduate job. We're here to help you to make the most of your time at York – developing skills, knowledge and experience which will be useful whatever you choose to do after graduation.

Some of the services we offer:

- Skills development courses
- Volunteering in local schools and the community
- Student business support and enterprise activities
- Access to part-time work, internship and graduate job opportunities
- Help with choosing and researching career ideas
- Access to careers information on your department, industry sectors, types of work and study opportunities
- Recognition of your achievements through the York Award
- Online Employability Tutorial to help you get the most out of your time at York and plan for your future
- Interactive Careers Service with online database of jobs and opportunities, events and appointment booking

We are located between Campus Central car park and the Berrick Saul Building, near the Market Square shops. Open Monday-Friday 10am-5pm during term time. Our website contains details of the above, as well as online resources:

<http://www.york.ac.uk/careers>

When students need help...

The Information for Students web site is an excellent resource and gives contact details for the many officers that provide student support across the University:

<http://www.york.ac.uk/np/students.htm>

The student Support Services Handbook, which is issued to all students, can be viewed on the website at:

<http://www.york.ac.uk/admin/sso/handbook/>

The University's Student Support Network is designed to provide students with quick and easy access to a variety of sources of help and advice on all aspects of life as a student. Personal supervisors in academic departments are responsible for overseeing both academic progress and general welfare. In addition each college has a welfare team which includes the Provost and a College Dean who has special responsibility for student welfare. Every full-time student is a member of a college and part-time students can request membership of a college. Students may approach their college welfare team for help and advice whether or not they are resident in the college at the time.

Central support services available to all students include the Accommodation Office, the Careers Office, the Disability Services, the Open Door Team, the Equal Opportunities Office (which offers support in cases of harassment), Financial Services, the International Office, the Nursery, the Student Administrative Services, the Student Financial Support Services and the Student Support Office. In addition administrative offices such as the Undergraduate and Graduate Offices and the Timetabling and Examinations Offices, provide information and advice. Welfare support is also available through the student-run organisations, particularly the Students' Union and the Graduate Students Association.

Information about the student support network and its co-ordination is widely disseminated, so that students seeking assistance in any quarter can, if necessary, be referred quickly to those with the specialist knowledge and skills to help them. The Student Support Services Handbook, describes the main contributors to the Student Support Network, and includes information about the Campus Nursery, the Health Centre, and the Chaplaincy, which offers a contact for all faiths.

Further information about support services can be found on the Student Support Office web-site:

<http://www.york.ac.uk/admin/sso/>

Accommodation Office

The office is situated on the lower ground floor of the Information Centre, Market Square. Reception is open from 9.00 am to 5.00 pm Monday to Friday (except Thursday from 10.00 am to 5.00 pm) and will give help and advice if you have any accommodation issues:

<http://www.york.ac.uk/about/departments/support-and-admin/accommodation/>

Chaplaincy

The main religious faiths have representatives either in York or Leeds. There are three full-time and several part-time Christian chaplains. There are chaplains for Buddhism, Hinduism, Islam, Judaism, and Sikhism in York and Leeds. Several student societies on

campus represent the main Christian faiths as well as Islam and Judaism. See the chaplaincy web site at:

<http://www.york.ac.uk/student-support-services/handbook/faith-and-religion/>

Counselling Service

The **Open Door Team** is the first point of contact for any student experiencing emotional, psychological or mental health difficulties. Being at university is often a very exciting, stimulating and enjoyable time. But, like other times in life, it can also be difficult and challenging. For many students it is their first time living away from home, friends or familiar surroundings and sometimes this can lead people to struggle. The University has a great deal of help available of all sorts, so if you find that you need help please ask. The Counselling Service for students has merged with the Open Door Team. Please contact the Open Door Team on 01904 433698, visit us in the Careers Building between 10am and 4pm, Monday to Friday, or email opendoor@york.ac.uk.

Data Protection

The University collects information about students for administrative, academic, statutory and health and safety reasons. It conforms with the Data Protection Act 1998 in its collection, processing and disclosure of personal data. It cannot operate effectively without processing information about you and requires your consent to do so. Your signature on your student registration form gives your agreement to the processing of your personal data for any purposes connected with your registration with the University, your health and safety or for any other legitimate reason. Further information on Data Protection issues can be found at <http://www.york.ac.uk/recordsmanagement/dpa/> or via dataprotection@york.ac.uk.

Disability Services

The University is committed to equal opportunities and believes that, if you have a disability, you should have access to the full range of academic, cultural and social activities which are on offer. The University will do everything possible to meet both your general needs for access and your specific needs if you wish to benefit from these activities and it will take positive action to allow you to play the fullest part in the University's life. It will ensure that you are adequately and appropriately consulted about your needs and that your views are taken into account. Please contact by telephone ((43)4785), by e-mail (disabilityservices@york.ac.uk) or view the website at: <http://www.york.ac.uk/students/support/disability/>

The Dyslexia Support Tutor can be reached on Tel: (43)4785 Or 434146.

Equal Opportunities

The department, along with the University, is strongly committed to equal opportunities and an environment free from bullying or harassment. Policies are in place to address

any issues. Further information is available on the website:
<http://www.york.ac.uk/admin/eo>

Health

Most students register with the University Health Centre but you are free to register with other medical practitioners if you prefer. **If you have a medical problem that affects your attendance or performance then it is your responsibility to inform the Departmental Office and provide a medical certificate.** The University Health Centre is familiar with the procedure. If you change your medical practitioner, then please inform the office so that we can keep your records up to date.

HEALTH CENTRE

Consultations are by appointment and are held Monday to Friday, 8:30 am to 6:00 pm. Telephone +44 (0)1904 721820 for enquiries or to book an appointment. **In the event of a serious accident or emergency, ring Security Control: 01904 433333 (3333 on the internal telephone system).**

See <http://www.york.ac.uk/students/support/health/> for further details on health.

SELF-CERTIFICATION

In cases where an illness is short-term (up to seven days), you may 'self-certify' rather than obtaining a medical note from the doctor. You should complete an 'illness self-certification' form which is available from the office or can be down-loaded from the website:

<http://www.york.ac.uk/students/support/health/selfcert/>

You should then submit the form to the Student Support Office no later than seven days after the first day of illness.

You can only self-certify for a maximum of ten days illness in one academic year. Self-certification is not possible when:-

- The period of absence is longer than seven consecutive days
- When you have been absent for more than 10 days in the same academic year
- When you wish the period of illness to be taken into consideration regarding performance in any assessment
- When the Board of Studies requires you to attend all teaching for disciplinary or probationary reasons.

International Students Association

If you find life in a strange country difficult or you are missing home then the ISA can help. The ISA represents **all** overseas students. Telephone (43)2718, email osa@york.ac.uk or visit the website at:

<http://www.y-osa.co.uk/>

Additional information can be found on the International Students web page at

<http://www.york.ac.uk/students/support/international/>

Leave of Absence

Occasionally, a student may need to take leave of absence for up to a year to resolve some medical or personal problem before completing their course. Generally, the University takes a sympathetic view of such cases, as long as your work is going well, but difficulties may arise if you are not in 'good academic standing'. Since difficulties that might provide good grounds for leave of absence can also affect your work, you should raise the question as soon as you foresee problems. The best plan is to discuss the matter with your supervisor, who will pass it on to the Board of Studies, and then to the University Special Cases Committee.

Money

The Finance Office deals with financial problems, such as those relating to grants and loans. It can arrange an emergency loan if your cheque has not arrived (see <http://www.york.ac.uk/students/housing-and-money/financial-support/emergency-loans/>). There are also hardship funds that can be applied for if you are in severe financial hardship. The details regarding these payments can be found at <http://www.york.ac.uk/students/housing-and-money/financial-support/hardship/>

You can find out more by contacting the Student Financial Support Unit in the Sally Baldwin building, Block B. Tel: (43)4043, e-mail: student-financial-support@york.ac.uk

Nightline

Nightline is a confidential phone line and chat room run for you by other students. It is open nightly during term time between 8.00pm and 8.00am. You can visit the Nightline flat in Goodricke College, room G/D038. Call on 01904 433735, or you can use 3735 to call free from an internal campus phone. Nightline also has a web page at: <http://www.yorknightline.org.uk/>

Sexual Harassment

If you feel that you are being sexually harassed then there are several people you can talk to. You should talk in the first instance with the Departmental Administrator. You can also talk to your supervisor, the Students Union Women's Officer or the University counsellors. All matters are dealt with in the strictest confidence.

Students Union

The students union has a number of officers who can help with a wide range of problems. Telephone (43)3724, e-mail: enquiries@yusu.org. A lot of information on welfare and other services can be found on the website <http://www.yusu.org>

Student Support Officers

There are several Student Support Officers who are the first point of contact for confidential advice if you have difficulties with such things as housing problems, council

tax, welfare benefits and money. Telephone (43)4140 or email student-support@york.ac.uk

<http://www.york.ac.uk/np/student/welfare.htm>

DIARY What's going on?

These are some of the important dates in the undergraduate's year.
 ~ indicates approximate date, to be confirmed later.

Autumn Term

Mon, Week 1	Start of term
Week 1	Induction Meeting for new students, BSc co-ordination Meetings
Mon, Week 2	Teaching begins
Thurs, Week 3	Year 2/3 Deadline for dropping excess Autumn modules
Week 4	Staff-Student Liaison Committee
Week 8	Board of Studies
Fri, Week 10	Final teaching sessions; end of term

Spring Term

Mon, Week 1	Start of term
Week 1	Year 1 and Year 2 Exams for Autumn Term modules
Mon, Week 2	Teaching begins
Thurs, Week 3	Year 2/3 Deadline for dropping excess Spring modules
~Week 4	Provisional Summer term exam timetable published
Week 4	Staff-Student Liaison Committee
Week 8	Board of Studies
Fri, Week 10	Final teaching sessions; end of term

Summer Term

Mon, Week 1	Start of term, teaching begins for year 1 and year 2
Week 2	Year 1/2 deadline for agreeing module choices for next year
~Fri, Week 2	Year 3 Hand in Research Project thesis
~Fri, Week 4	Year 2 Deadline for choosing topic and supervisor for your Year 3 Research Project
Week 4	Student Liaison Committee
Weeks 5-7	Exam period
Week 8	Board of Studies
~Fri, Week 8	Year 3 Hand in all assessed course work, and remain in reach of York until the examiners meeting
~Wed, Week 10	Board of Examiners; provisional final degree results published; all students can now leave York.
Fri, Week 10	End of term.
~Week 12	Degree Day Ceremony in Central Hall
~End June	Year 1 and Year 2 Examination and progression results.
August	Resits

APPENDIX 1

Student Guide to the University's Rules for Progression and Award in Undergraduate Programmes (for students entering from 2010 / 2011)

This guide sets out the University rules relating to assessment, progression and award for students starting undergraduate programmes from 2010/11 onwards.¹ The guide highlights the key rules and requirements concerning progression through your programme and your award² at the end of your programme. Full details of the assessment rules can be found at:

<http://www.york.ac.uk/admin/aso/teach/modular/assessandaward.pdf>

Details of how your work will be assessed and marked and how you will receive feedback will be included in your student handbook and departmental web pages. If you are ever in any doubt, please speak to your academic supervisor.

SUMMARY

To be eligible for an award from the University of York, you must:

- * undertake an approved programme of study,
- * obtain a specified number of credits at specified levels, and
- * meet any other requirements of the award as specified in the Award and programme specifications and other University regulations (e.g. payment of fees, completion of the Academic Integrity online tutorial, requirements of professional bodies).

Your programme of study is made up of stages. Each stage is made up of modules covering different topics. Modules are of different sizes and shapes and credits are awarded if assessment requirements are met. In each stage you will be registered on 120 credits worth of modules. Each module will be assessed and you need to pass enough of these assessments to pass the modules, accumulate the 120 credits and progress to the next stage of your programme.

If you badly fail a module assessment (below 30), you will have to be reassessed but there is a limit to the amount of reassessment allowed. If you marginally fail a module (39 – 30), you may not need to be reassessed if your overall performance in the stage is good enough to compensate. Again, there is a limit to the amount of compensation which is allowed. Higher pass marks apply to modules at Masters level.

If you are on a Bachelor's or Integrated Masters programme, your degree classification (1st; 2:1 ; 2:2; 3rd) will be calculated by the overall mark for the modules in Stages 2 and later, taking into account the size of the modules (through credit weighting) and the stage (through stage weighting - later stages are weighted more heavily).

This summary is explained further through the following questions and answers. These should be read thoroughly and in the order they are presented to fully understand the progression and award system.

¹ In addition, these rules apply to students who started in 2008/09 and in 2009 / 2010 in Music, TFTV and Law.

² By award, we mean Masters, Bachelors or Foundation degrees, Diplomas and Certificates of Higher Education.

PROGRESSING THROUGH YOUR PROGRAMME

1. What are stages?

An undergraduate programme of study is divided into a specified number of stages, each of which is equivalent to a year of full-time study.

Bachelors (e.g. BA / BSc)
Stage 1
Stage 2
Stage 3

Integrated Masters (e.g. MEng / MChem)
Stage 1
Stage 2
Stage 3
Stage 4

You must satisfy the requirements for one stage of your programme before being able to progress to the next stage. For a Bachelors degree, you need to get a credit-weighted average mark of 40 for each stage.

In an Integrated Masters, you need to get a credit-weighted average mark of 40 in Stage 1, 55 in Stage 2, 50 in Stage 3 and 50 in Stage 4.

If, after your marks have been calculated and any necessary compensation and reassessment procedures have been applied, you still do not reach the mark necessary for progression to the next stage, there are no other opportunities for continuing your studies. There are no opportunities for taking modules again.

2. How do modules and module credits relate to stages?

Each stage is made up of modules which you will take. Each of the modules you undertake will have a credit value³ (e.g. 10 credits – 20 credits – etc.) and a credit level.⁴ You will achieve the credit for a module by passing the module assessments. Modules are assessed by a range of methods which will result in a numerical module mark out of 100.

In order to satisfy the requirements for each stage, you must achieve 120 credits.

³ One credit involves a notional workload of 10 hours. So a 10 credit module involves a notional workload of 100 hours, a 20 credit module a total of 200 hours etc. By workload, we mean all work associated with the module taken, including teaching (i.e. lectures, seminars, tutorials, workshops, labs, practicals etc), private study, work required during vacations, the preparation for assessment and assessment task(s).

⁴ The credit level indicates the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. See <http://www.york.ac.uk/admin/aso/teach/modular/creditlevels.pdf>

3. What do module marks mean?

The University applies the following mark scale to **undergraduate** work:

First-class Honours:	70-100
Upper second-class Honours:	60-69
Lower second-class Honours:	50-59
Third-class Honours:	40-49
Fail:	0-39

A different mark scale is used for masters-level modules, including any taken as part of an undergraduate programme. The pass mark for masters-level modules is 50. If you are on an Integrated Masters programme, you will have to undertake some masters-level modules in the later stages of your programme. Some modules at this level may also be available as options in some Bachelors programmes. You should be aware of the higher level and pass mark for such modules when deciding whether to take them as options.

4. What does weighting mean?

During your programme, your module marks will be weighted in two different ways.

Credit-weighting means, in calculating your average stage mark, each module mark will be given more or less weighting according to the volume of credit (i.e. workload) that is associated with it. This can be done in two different ways to give the same result.

The first method is to multiply each of your module marks by the credits associated with the module, total the result and divide by 120 as seen in Column 1 below.

The second method is to take 20 credits as the base number for weighting and multiply higher or lower credit modules in relation to that base. The total is then divided by the number of 20 credit modules in 120 which is 6. This calculation can be seen in Column 2 below.

STUDENT X			
Column 1 – first method of calculation		Column 2 – second method of calculation	
Module A (20 credits)	Mark 55 x 20 = 1100	Module A (20 credits)	Mark 55 = 55
Module B (20 credits)	Mark 62 x 20 = 1240	Module B (20 credits)	Mark 62 = 62
Module C (30 credits)	Mark 60 x 30 = 1800	Module C (30 credits)	Mark 60 x 1.5 = 90
Module D (30 credits)	Mark 42 x 30 = 1260	Module D (30 credits)	Mark 42 x 1.5 = 63
Module E (10 credits)	Mark 70 x 10 = 700	Module E (10 credits)	Mark 70 x 0.5 = 35

Module F (10 credits) Mark 75 x 10 = 750	Module F (10 credits) Mark 75 x 0.5 = 38
Total 6850 ÷ 120 = 57	Total 343 ÷ 6 = 57
57 is the credit-weighted mean mark for the stage	57 is the credit-weighted mean mark for the stage

Your degree classification will also be subject to **Stage-weighting**. Later stages of your programme are given more importance in terms of the final classification than earlier stages. This is because the later stages of your programme represent higher levels of work and are the culmination of your achievements and abilities. See Question 6 below for an explanation of stage weighting.

5. How many credits do I need for a degree? **AWARD REQUIREMENTS**

A degree is awarded on the basis of credit acquired during your programme of study. In some circumstances, you may be eligible for an early exit award if you do not achieve the full requirements for the award for which you registered. The type of award you receive will be dependent on the number of credits you have achieved and at what level.

Award	Number of credits	Including.....
Integrated Masters degree	480	At least 120 Masters-level credits over stages 3 and 4
Bachelors Honours degree	360	At least 100 Honours-level credits
Ordinary degree	300	At least 60 Honours-level credits over stages 2 and 3
Foundation degree *	240	At least 90 credits at Intermediate-level (Stage 2)
Diploma of Higher Education	240	At least 90 credits at Intermediate-level (Stage 2)
Certificate of Higher Education	120	At least 90 credits at Certificate-level (Stage 1)

*Not available as an early exit award.

In some programmes you may be required to achieve more than the number of credits above (for example, where there is an additional year abroad or placement) or you will have achieved an additional 120 credits if you undertook a Foundation Year before stage 1.

6. How is my degree class calculated? **DEGREE CLASSIFICATION**

The Bachelors Honours and Integrated Masters awards are classified degrees (see Question 3 for the different classes available for a Bachelors Honours degree and an Integrated Masters degree. Note – Third Class Honours is not available as a classification in Integrated Masters Degrees).

Your degree classification is based on the overall average of marks from modules in Stages 2 and above, (weighted to take account of the number of credits in each module). When combining the marks for each of the stages, modules from Stage 2 are given a slightly lower weighting than later stages in a ratio of 2:3 for Bachelors (i.e. 40% of the grade is taken from Stage 2 and 60% from Stage 3) and 2:3:3 for Integrated Masters (i.e. 25% from Stage 2 and 37.5% each from Stages 3 and 4).

This calculation also applies to all combined (joint) degrees.

Stage 1 (and Foundation Year, if applicable) marks are excluded from the classification calculation, although you must still achieve 120 credits in Stage 1 (and also in the Foundation Year) to progress to the second stage of the programme.

Modules which are Pass / Fail do not contribute to the degree classification, although you must pass them to get the credit.

Ordinary degrees, Certificates and Diplomas of Higher Education are not classified. For these awards, you will be given either a Pass or a Fail. Foundation degrees are also awarded on a Pass / Fail basis with the final result being calculated on marks from Stage 2 modules only. If you have progressed from a Foundation degree to a University of York Bachelors programme, the final degree classification will be based solely on module marks from Stage 3.

A worked example for each of a Bachelors and an Integrated Masters degree is illustrated below.

Bachelors

Stage 2	Module A (20 credits) Mark = 57	Stage 3	Module G (20 credits) Mark = 66
	Module B (20 credits) Mark = 69		Module H (20 credits) Mark = 65
	Module C (20 credits) Mark = 56		Module I (30 credits) Mark = 69×1.5^5 = 103.5
	Module D (20 credits) Mark = 62		Module J (10 credits) Mark = 78×0.5^6 = 39
	Module E (20 credits) Mark = 70		Module K (40 credits) Mark = 60×2^7 = 120
	Module F (20 credits) Mark = 51		
Credit	$365 \div 6 = 60.8$		$393 \div 6 = 65.5$

5 Credit-weighting – a 30 credit module is worth 1.5 times that of a 20 credit module.

6 Credit-weighting – a 10 credit module is worth half that of a 20 credit module

7 Credit-weighting – a 40 credit module is worth twice that of a 20 credit module

weighted mean mark for the stage			
Weighting the stages (2:3)	$60.8 \times 0.40 = 24.32$		$65.5 \times 0.60 = 39.3$
Final degree calculation	$24.32 + 39.3 = 63.62^8 = \mathbf{64} = \mathbf{Upper\ second-class\ Honours}$		

For **Integrated Masters** programmes, your final mark is computed with the credit weighted total marks from stages 2, 3 and 4 weighted in the ratio 2:3:3.

Stage 2	Module A (20 credits) Mark = 51	Stage 3	Module G (20 credits) Mark = 76	Stage 4	Module L (30 credits) Mark = 65 $\times 1.5 = 97.5$
	Module B (20 credits) Mark = 70		Module H (20 credits) Mark = 68		Module M (30 credits) Mark = 68 $\times 1.5 = 102$
	Module C (20 credits) Mark = 55		Module I (30 credits) Mark = 69×1.5^9 $= 103.5$		Module N (30 credits) Mark = 68 $\times 1.5 = 102$
	Module D (20 credits) Mark = 75		Module J (30 credits) Mark = 68×1.5^{10} $= 102$		Module P (30 credits) Mark = 71 $\times 1.5 = 106.5$
	Module E (20 credits) Mark = 71		Module K (20 credits) Mark = 75		

8 If you have committed academic misconduct, any penalty points will be subtracted at this point and may have a negative impact on your degree classification

9 Credit-weighting – a 30 credit module is worth 1.5 times that of a 20 credit module

10 Credit-weighting – a 30 credit module is worth 1.5 times that of a 20 credit module

	Module F (20 credits) Mark = 69				
Credit weighted mean mark for the stage	$391 \div 6 = 65.1$		$424.5 \div 6 = 70.75$		$408 \div 6 = 68$
Weighting the stages (2:3:3)	$65.1 \times 0.25 = 16.27$		$70.75 \times 0.375 = 26.53$		$68 \times 0.375 = 25.5$
Final degree calculation	$16.27 + 26.53 + 25.5 = 68.3^{11} = 68 =$ Upper second-class Honours				

7. What happens if my marks are just below the mark needed for a higher classification? **BORDERLINE CASES**

In cases where you miss the classification above by 2 or fewer marks, using the weighting of stages described in Question 6, we look to see if you would have a higher classification if the weighting of the stages was in a different ratio. The next higher classification will be awarded if, and only if,

- for Bachelor's programmes and a higher classification band - the credit-weighted total marks for stages 2 above weighted in the ratios of 1:1 or 1:2 produce a final degree classification in a higher classification band.
- for Integrated Masters programmes and a higher classification band - the credit-weighted total marks for stages 2 above weighted in the ratios 1:1:1 or 1:2:2 produce a final degree classification in a higher classification band.

For example, in the Integrated Masters example given above, the student's final classification mark is 68 (i.e. a borderline 2:1 degree but only 2 marks below the marks for a 1st). If the stage weighting is re-calculated using a ratio of 1:1:1 OR 1:2:2, the following numbers result.

Weighting	$65.1 \times$		70.7×0.33		68×0.33
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¹¹ If you have committed academic misconduct, any penalty points will be subtracted at this point and may have a negative impact on your degree classification

the stages (1:1:1)	0.33 = 21.4		= 23.3		= 22.4
Final degree calculation	21.4 + 23.3 + 22.4 = 67.1 = 67 = Upper second-class honours				

Weighting the stages (1:2:2)	65.1 x 0.20 = 13.02		70.75 x 0.40 = 28.3		68 x 0.40 = 27.2
Final degree calculation	13.02 + 28.3 + 27.2 = 68.52 = 69 = Upper second-class honours				

In this case, the recalculation does not raise the mark above the 70 boundary, therefore this student will still be awarded an Upper second class honours degree.

No other conditions will be applied or assessments undertaken to determine the final calculation.

8. What happens if I fail one or more modules? **COMPENSATION AND REASSESSMENT.**

If you fail a module, don't panic! In most cases there will still be an opportunity to achieve the credit required for progression or an award either through compensation or reassessment.

Before reading the following section it should be noted that in some programmes due to the nature of the programme or module (e.g. where professional / vocational requirements have to be met) the following compensation and reassessment opportunities may not be available. This should be clear in the regulations for your programme but if you are not sure, speak to your academic supervisor.

COMPENSATION

For modules in levels 1, 2 and 3, the pass mark for module assessments is 40. However, if your mark for a module is in the 30 – 39 range, you may still be able to get the credits for the module if your performance in other modules is good enough to compensate. In other words, 'marginal' failure in one module may be compensated by achievement in others¹². There is, however, a limit to the amount of credit for which you can be compensated.

¹² Some modules in your programme may be designated as Pass / Fail. Marginal failure in these modules cannot be compensated for.

To be eligible for compensation, you must meet the University's compensation criteria, which are based on the module marks achieved and your credit-weighted mean for the stage. The University's compensation criteria vary depending on your intended award (Bachelors, Integrated Masters etc). For full details, see the Guide to the assessment rules (link given at the beginning of these notes). The following are provided purely as examples; - please consult the full guide and your programme's regulations for the exact rules that will apply to you.

In this example from a Bachelors programme, assuming no modules have been designated as non-compensatable, a maximum of 40 credits-worth of modules can be compensated if there are no modules with marks below 30 (after reassessment) and the credit-weighted mean over all modules taken in the stage is at least 40.

A student has the following profile of module marks:

Module A (20 credits): 38 (Fail)	In this example, none of the modules has been designated as non-compensatable, none of the module marks is below 30 and the credit-weighted mean over all modules in the stage is 46. Therefore, the marginal failure in Modules A and B can be compensated by the achievement in Modules C-G.
Module B (20 credits): 38 (Fail)	
Module C (20 credits): 50 (Pass)	
Module D (20 credits): 50 (Pass)	
Module E (20 credits): 50 (Pass)	
Module F (10 credits): 50 (Pass)	
Module G (10 credits): 50 (Pass)	

In **Stage 2 of an Integrated Masters programme**, assuming no modules have been designated as non-compensatable, 40 credits-worth of modules can be compensated provided that no module marks are lower than 30 and the credit-weighted mean over all modules taken in the stage is at least 55.

For example, a student has the following profile of module marks:

Module A (20 credits): 39 (Fail)	In this example, none of the modules has been designated as non-compensatable, none of the module marks is below 30 and the credit-weighted mean over all modules in the stage is 56. Therefore, the marginal failure in Modules A and B can be compensated by the achievement in Modules C-G.
Module B (20 credits): 38 (Fail)	
Module C (20 credits): 60 (Pass)	
Module D (20 credits): 65 (Pass)	
Module E (20 credits): 70 (Pass)	
Module F (10 credits): 70 (Pass)	
Module G (10 credits): 60 (Pass)	

REASSESSMENT

- If you get a module mark below 30 (or 40 for Masters-level modules) this cannot be compensated and you will have to be reassessed. However, there is a limit to the number of credits failed below 30 (or 40 for Masters level) in which you can be reassessed.
- If you get a mark between 30 and 39 (or 40 and 49 for Masters-level modules) and you are not eligible for compensation, you may also need to be reassessed in those modules. The amount of credit in which you can be reassessed is lower in stage 3 (and Stage 4 for Integrated Masters) than in the earlier stages. For details see the full guide to the assessment rules.
- Please note that not all modules can be reassessed – your department will give you this information.
- You can only be reassessed in a module once. If you fail a module and fail reassessment, you will not be able to progress and will fail the programme. You may, however, be eligible to receive a lower award.
- If you fail a module that cannot be reassessed or compensated, you will not be able to progress and will fail the programme. You may, however, be eligible to receive a lower award.
- Students who fail and are reassessed in a module will not be allowed to gain an advantage over those who passed the module first time. We do this by “capping” the stage mark (not the module mark) after reassessment, which therefore affects the degree classification calculation.
- The marks for all modules are included on student’s final transcripts.

The following are provided as examples.

In **Stage 1 of a Bachelors programme**, reassessment opportunities are available in modules up to a total of 90 credits, providing that no more than 50 credits have a module mark of less than 30.

For example, a student has the following profile of module marks:

Module A (20 credits): 29 (F)	This student must be reassessed on Modules A and B (marks below 30) and has the option to be reassessed in modules C and D because there are less than 50 credits with a mark below 30 and the total reassessment required is for 80 credits. In such cases, students should discuss their decision with their academic supervisor. It is possible that, if Modules A & B are passed on reassessment, then Modules C & D could be compensated for.
Module B (20 credits): 28 (F)	
Module C (20 credits): 38 (F)	
Module D (20 credits): 38 (F)	
Module E (20 credits): 65 (P)	
Module F (10 credits): 65 (P)	
Module G (10 credits): 60 (P)	

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In **Stage 3 of a Bachelors programme**, reassessment opportunities are available in modules up to a total of 40 credits. For example, a student has the following profile of marks:

Module A (20 credits): 29 (F)	This student must be reassessed in Module A because the mark is below 30 and therefore cannot be compensated.
Module B (20 credits): 46 (P)	
Module C (20 credits): 60 (P)	
Module D (20 credits): 60 (P)	
Module E (20 credits): 65 (P)	

If you have a marginal fail in a module (a mark between 30 - 39) and it can be compensated (see above), you can choose to be reassessed in that module (as long as it does not take you over the number of reassessment opportunities permitted in the stage). Please see your academic supervisor for guidance on this matter.

9. What if something happens that disrupts my studies and affects my ability to complete my modules? **MITIGATING CIRCUMSTANCES**

You may encounter circumstances which hinder your academic progress. For example, you have a serious illness, a family member dies, you have your laptop stolen, etc. It is vital that, should such circumstances arise, you consult your academic supervisor as soon as possible. It is important that any application for mitigating circumstances is submitted to the department before any assessment takes place or assessment deadlines occur.

Such circumstances are considered by the appropriate departmental committee (e.g. the Board of Studies) and the University Special Cases Committee. Further general guidance can be found in the Guide to Assessment Policies and Procedures.

10. What if I have a year away for **STUDY ABROAD OR AN INDUSTRIAL PLACEMENT?**

Some programmes include study abroad and placements or years in an employment setting. These may be additional years which will lengthen the normal period of study (e.g. resulting in a four year Bachelors programme) or years which replace time at York (replacement years). Details of how marks from study abroad and work placements will feed into your degree classification and details of any reassessment opportunities will be set out in the regulations for your programme. Further details are available in the Guide to Assessment Policies and Procedures.

11. What if I don't meet the progression or award requirements? **FAILURE AND EARLY EXIT**

If you do not meet the requirements for a stage, you will not be able to progress, and if in the final stage of your programme you do not achieve the required credits you will not be able to graduate with your intended award (Bachelors, Honours, Integrated

Masters etc). However, you may be eligible for an alternative award based on the credits that you have achieved. Similarly, if, for whatever reason, you choose to leave the University part way through your programme, you may be eligible for an early exit award based on credits achieved.

For example, if you do not meet the progression requirement from Stage 2 to 3 you may be eligible for a Certificate of Higher Education (based on the 120 credits you achieved in Stage 1). In Stage 3 of a Bachelors programme, if you do not achieve all 120 credits for the stage you may still be eligible for an Ordinary degree (300 credits) or a Diploma of Higher Education (240 credits).

APPENDIX 2

Mitigating Circumstances Policy Guidance for Students

What counts as a mitigating circumstance?

The University defines a mitigating circumstance as a problem that you have encountered which goes beyond the normal difficulties experienced in life and that has affected your academic performance adversely during the assessment period for which you are claiming.

The following guidance outlines the policy, procedure and evidence you need to submit if you want to make a claim for mitigating circumstances.

How and when do I make a claim?

You must notify your department of mitigating circumstances by submitting the Mitigating Circumstances Claim Form by the department's deadline (see your department's website for details). If you are requesting an extension you must submit your claim before the submission deadline. The form is available from your department and online. Information about who to contact will be in your student handbook and on your department's webpages, <http://www.york.ac.uk/environment/current-students/board-of-studies/>

In the unlikely event that your mitigating circumstances prevent you from submitting your claim at the appropriate time, you should submit your claim as soon as you are able to do so. The evidence should show clearly why you were unable to submit the claim before the date of the assessment or the deadline for submission of the assessment.

The claim form

You should use the University Mitigating Circumstances Form to inform your department about circumstances that have arisen and/or problems you have encountered that you believe may or have affected your academic performance in assessments. The form is available from your department or from:

<http://www.york.ac.uk/students/support/academic/>

Information to assist you to complete the mitigating circumstances form:

PART A:

Name, Student Number, Programme Title and Department - You must complete all these sections.

Brief details of your mitigating circumstances

You must describe briefly and clearly the relevant circumstances involved, and how you feel that these affected you in relation to any assessment, for example having taken an exam whilst ill or completed coursework whilst experiencing exceptional personal difficulties (see below for more details).

List supporting evidence submitted

Enter details here of the documentary evidence you are submitting. These details should show the mitigating circumstances involved, relevant dates and evidence source, for example your doctor. Securely attach your evidence to the form. **Without relevant supporting evidence it is likely that your claim will be rejected** (see below for details).

Details of assessments affected

You must list each assessment that you believe will be or has been affected by the mitigating circumstances you are claiming and complete all sections.

Student Declaration:

You must read and sign the declaration and insert the date you signed the declaration.

PART B: This is for official use and must NOT be completed by you.

Additional Information:

How is my claim considered?

Your circumstances will normally be considered by a Mitigating Circumstances Committee (MCC), which will meet when necessary. Students cannot attend these meetings.

The MCC can consider your claim only if you have both completed the Mitigating Circumstances Claim form and submitted relevant evidence supporting your claim. Your claim will remain confidential and will be disclosed only to the MCC and those administering the Committee. For this reason your claim cannot be anonymous. If, however, you appeal against the decision of the MCC, members of the University's Special Cases Committee and its administrator will see your claim and the associated evidence.

What are the possible outcomes of my claim?

If your claim is ACCEPTED, it is usual that either you will be permitted to attempt the assessment again, or you will be granted an extension to the submission deadline.

If you are permitted a new attempt and you accept this option, and you received a mark for your original attempt, the original mark becomes void and is replaced with the mark for the new attempt.

If your claim is NOT ACCEPTED, the original mark for the assessment will stand. This mark could be a mark of zero if you have not taken the original assessment.

How will I be notified of the MCC's decision?

You will receive written/email notification of the MCC's decision. You will be informed of the reason if your claim is rejected.

What evidence do I need to provide if I am ill?

If you fall ill and can go to the University's Health Centre, you can be seen by a Medical Advisor there. They will complete the 'Confirmation of Illness Affecting Assessment' form which you can use as evidence for your mitigating circumstances claim. This service is available for all students even if they are registered with another doctor.

If you cannot go to the University's Health Centre you can obtain evidence from another doctor. Please take a copy of the 'Confirmation of Illness Affecting Assessment' form found at <http://www.york.ac.uk/students/support/academic/> address with you.

Other third party medical evidence can also be considered, such as evidence of emergency treatment (e.g. from a dentist, Accident and Emergency doctor and others). This evidence should state the nature of your illness/injury and the length of time you will not be able to engage with academic work effectively.

If you have suffered from long-term illness you should provide a medical certificate or letter from your usual doctor or hospital consultant. Letters from the Open Door Team regarding medical conditions should **specifically state** that "the Open Door team is in possession of documentary medical evidence to support this request" and state who has provided the

evidence. (Letters from the Open Door Team regarding non-medical conditions are discussed below.)

What other circumstances are normally accepted and what evidence do I need to provide?

For all students:

Circumstances normally accepted	Examples of evidence that would support a claim based on this circumstance
Compassionate grounds	A letter from the Open Door Team, a counsellor or a relevant independent third-party explaining that, <i>in their professional opinion</i> , the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment period in question
Exceptional personal circumstances ¹³	A letter from the Open Door Team, a counsellor or a relevant independent third-party explaining that, <i>in their professional opinion</i> , the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment period in question
Close bereavement ¹⁴	A death certificate
Victim of a serious crime	A crime report and number
Disabilities for which reasonable adjustments are not yet in place and where the delay is not due to the student	A letter from the Disability Services
Serious and unforeseeable transport difficulties	A letter from the relevant transport company or evidence of a major road incident
Interviews for placements or for employment	Evidence showing that the interview date cannot be rearranged
Legal proceedings requiring attendance	A letter from a solicitor or a court

For part-time students and research students in their writing-up period:

Paid work commitments or constraints arising from paid employment	Evidence of employment explaining that the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment period in question
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¹³ For example, the illness of a dependent or the repossession of your accommodation.

¹⁴ The following relatives are accepted as 'close' without further evidence: spouse, child, parent, sibling, grandparent, and grandchild. For other bereavements, evidence of closeness in the form of a statement from a third party should also be provided. Additional evidence should be provided where mitigation is claimed for an extended period where the bereavement is not close, for example, for more than a fortnight following the death of the relevant person.

Note: The timing and nature of the above circumstances should have adversely affected your performance on the assessment(s) for which you are claiming mitigating circumstances.

What does not count as a mitigating circumstance?

1. Paid work commitments or constraints arising from paid employment for full-time students;
2. Minor illnesses, for example, those for which only self-certification under the University scheme is available;
3. Disabilities for which reasonable adjustments have been made or where you have experience or time to manage the situation;
4. Long-standing minor medical conditions such as hay fever;
5. Over-sleeping;
6. Holidays;
7. Minor everyday surmountable obstacles, for example, disruption to normal domestic routine
8. English being a second language;
9. Moving house;
10. Deadlines for work being set close together;
11. Planned health appointments;
12. Financial difficulties;
13. Breakdown of personal relationships unless leading to compassionate circumstances as described above;
14. Weddings;
15. Unavailability of course books/resources;
16. Attending or taking part in sporting or social events;
17. Voluntary work;
18. Unreasonable refusal to return to York for assessments scheduled in the vacation 're-sit' period.
19. Mitigating circumstances that affect an individual in relation to group assessed work cannot be claimed by other members of the group

What circumstances are never accepted

1. Loss of work not backed-up on disk or printing problems.
2. Misreading of the examination timetable.

Why might my claim be rejected?

1. The form is incomplete;
2. No independent documentary evidence has been supplied to support the request (letters from family, fellow students or academic supervisors are not normally sufficient on their own).
3. The timing of the circumstances cited would not have adversely affected the assessment(s);
4. The evidence submitted does not support the claim that the nature of the circumstances was over and above the normal difficulties.
5. The form was not submitted by the department deadline and the mitigating circumstances would not have prevented you making a claim by the deadline;
6. Sufficient mitigation has already been made for the same circumstances;
7. The mitigation is a disability for which reasonable adjustments have been made.
8. The circumstances are not, or not normally, accepted under Mitigating Circumstances Policy

How do you appeal against the decision of the MCC?

If the Board of Studies had not yet received the recommendation of the MCC you can ask the Board to consider your appeal. You should write to the Chair of the Board of Studies stating why you think the MCC has reached the wrong decision in your case.

If the Board of Studies has already received and approved the MCC's recommendation you will need to appeal to the Special Cases Committee. You should write to the Special Cases administrator stating why you think the MCC has reached the wrong decision in your case. You should do this within four weeks of receiving notice of the MCC's decision.

Information and advice on appeals is available from:
the administrator to Special Cases Committee: student-support@york.ac.uk and
YUSU/GSA – academic@yusu.org or advice@yorkgsa.org

The University's Academic Appeals Regulations can be found at:
<http://www.york.ac.uk/admin/aso/ordreg/r6.htm#6.4> (undergraduate students)
<http://www.york.ac.uk/admin/aso/ordreg/r2.htm#2.9> (postgraduate students)

July 2010

