Disclaimer

This document was published in September 2019 and was correct at that time. The department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term ‘department’ is used to refer to ‘departments’, ‘Centres and ‘Schools’. Students on joint or combined degree programmes will receive two departmental handbooks.

An electronic copy of this handbook can be found on the departmental website (https://intranet.royalholloway.ac.uk/geography/currentstudents/home.aspx) where it will be possible to follow the hyperlinks to relevant webpages.
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1.1 Welcome

Welcome to Royal Holloway. Royal Holloway, University of London (hereafter ‘the College’) is one of the UK’s leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences and sciences.

Welcome also to the Department of Geography at Royal Holloway. We very much hope that your year with us will be enjoyable and challenging, and we look forward to working with you on the programme. This handbook aims to give you all the basic information you will require for your academic studies. This includes information on the structure and organisation of the degree programme, teaching arrangements and assessment.

This handbook should be read in conjunction with the Department of Geography Postgraduate Taught Student Handbook, which is available on the departmental website.

An electronic copy of this handbook can be found on the departmental website:
https://intranet.royalholloway.ac.uk/geography/currentstudents/home.aspx#tabbedareaC

1.2 How to find us: the Department

The Department of Geography is located in the Queen’s Building. This can be found on the College campus map as building 35.

1.3 Map of the Egham campus

Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with College. Find more information about the Parking Permit portal here.
### 1.4 How to find us: the staff

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<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Room</th>
<th>Email</th>
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<tbody>
<tr>
<td><strong>School Manager</strong></td>
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<tr>
<td>Michelle Jux</td>
<td>01784-443763</td>
<td>Wolfson118</td>
<td><a href="mailto:Michelle.Jux@rhul.ac.uk">Michelle.Jux@rhul.ac.uk</a></td>
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</table>

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### School Manager

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<tr>
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<tbody>
<tr>
<td>Michelle Jux</td>
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<td>Wolfson118</td>
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</tr>
</tbody>
</table>
Technical Operations Manager

<table>
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<tr>
<th>Name</th>
<th>Telephone</th>
<th>Room</th>
<th>Email</th>
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<tbody>
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</tbody>
</table>

Technical Staff

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<tr>
<th>Name</th>
<th>Telephone</th>
<th>Room</th>
<th>Email</th>
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<tbody>
<tr>
<td>Ray Aung</td>
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</tr>
</tbody>
</table>

External course lecturer

<table>
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<tr>
<th>Name</th>
<th>Telephone</th>
<th>Institution</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

1.5 How to find the School of Life Sciences and the Environment

The School Office can be emailed on: LSE-school@rhul.ac.uk
The office and Helpdesk for the School of Life Sciences and the Environment is located in Wolfson 118 (ground floor).
The School telephone number is: 01784 276 884.

1.6 The Department: practical information

If you have any questions, please contact the Programme Director (Peter Adey), or the administrators at the School Helpdesk will be able to answer general queries.

A map of Queen’s Building is provided below.
2 The MSc Geopolitics and Security

2.1 Aims of the programme

Both geopolitics and security are defining issues of our era. We, as a global community, face unprecedented challenges relating to environmental catastrophe, resource shortages, economic meltdown, terrorism and infrastructural failure. We need to understand the conditions that make our daily lives vulnerable and develop strategies to manage risk and mitigate the impact of crisis. Innovative, up to date, and grounded in real-life skills and experiences, this programme is designed for both ambitious young graduates and experienced professionals working in commercial or political organisations such as banking, energy, media, think tanks and government, where risk management is critical to strategic policy development. The course will attract students from a diverse range of backgrounds.

The aims of the MSc in Geopolitics and Security are:

To provide a systematic understanding and knowledge of theories, institutions, and practices across the fields of Geography and International Relations more generally and in specific sub-disciplines related to Geopolitics and Security. This means that students will be able to understand and select theoretical tools and methodological techniques relevant to the creation and interpretation of knowledge in Geopolitics and Security in order to examine and assess contemporary political thought, policy and practice.

To provide a rigorous programme of research training, in both qualitative and quantitative methods for the analysis of Geopolitics and Security. The aim is to enable students to carry out independent primary fieldwork and research-based dissertations, to undertake further postgraduate study under current Economic and Social Research Council guidelines, and equip students to fulfil professional research roles in Geopolitics and Security related fields, including both governmental and non-governmental departments and agencies, consultancies and the private sector. The programme will provide training in theoretical insights and methodological techniques relevant to the creation and interpretation of knowledge in Geopolitics and Security and to the critical evaluation of current research and advanced scholarship in that field.

To have ‘key competencies’ (i.e. skills, but ‘skills’ as practical intelligence rather than in their simplistic form) as the core theme of student employability and improvement. These key competencies include advanced analytical, communication and dissemination skills, ability to manage complexity, change and unpredictability, critical awareness, group working, reflectiveness and empathy. In addition, we aim to develop students’ personal qualities, encompassing self-awareness regarding the student’s learning i.e. ‘learning how to learn’, and the capacity to reflect on, in and for action.

The MSc in Geopolitics and Security is distinctive in four main ways:

1. Taught between the Department of Geography and the Department of Politics and International Relations, we are in a unique position to combine expertise from two world-leading research departments with strong research cultures, encompassing a vibrant postgraduate community. The partnership will promote the benefits of interdisciplinary conversations and different approaches towards the study and practice of geopolitical and security work.

2. The Masters is both research and professionally focused. We provide practical focussed research skills training and guidance in order to enable students to carry out and complete independent primary fieldwork and research-based dissertations, ideal preparation for further doctoral research, whilst helping students develop and hone the knowledge, skills and capacities appropriate to developing further careers in these areas.

3. The Masters combines cutting edge developments in critical geopolitics and critical security research in order not to neglect more traditional geopolitical concerns, but to interrogate them differently. The programme explores rising powers, resource conflict, cybersecurity and contemporary instances of territorial dispute through critical and insightful perspectives.

4. Within Geography, the MSc is housed with Geopolitics, Development, Security and Justice research group, a leading research centre in the fields of development, environment, politics and sustainable development, linking natural and social science theories, policies, tools and methodologies. From 2013 we began a new collaboration with the Centre for Doctoral Training (CDT) in Cyber Security, one of only two centres in the UK funded by the government. Through this unique context, we are in an unparalleled position to convey research knowledge, experience and skills.

Learning outcomes
At the end of the programme, students should be able to demonstrate:

Knowledge and understanding
an advanced knowledge and critical understanding of key concepts, theoretical debates, and developments applicable to Geopolitics and Security;
a sound knowledge of the texts, theories and methods used to enhance understanding of the issues, processes and phenomena associated with Geopolitics and Security;
an advanced knowledge and critical understanding of research methods within Geopolitics and Security;
knowledge of advanced scholarship in the chosen area of the discipline to a level appropriate for an MSc degree.

Skills and other attributes
the ability to evaluate relevant critical, theoretical and contextual research at the forefront of the field;
the ability to articulate knowledge and the understanding of texts, concepts and theories at an advanced level, demonstrating self-direction and originality;
the ability to assess the nature and value of a wide variety of source materials – including, where appropriate, academic commentaries, research-based literature, official publications and statistics, journalistic sources, political biographies – and make effective use of such materials;
the ability to develop their own lines of criticism and argument;*
the ability to conduct research independently at an advanced level using traditional and electronic resources;*
the ability to assess the merits of contrasting theories, explanations and policies;*
the ability to develop reasoned and balanced arguments;*
the ability to manipulate precise and intricate ideas, construct logical arguments and use technical terminology correctly;*
the ability to deal with complex issues, both systematically and creatively, and make sound judgments;*
the ability to identify, investigate, analyze, formulate and advocate solutions to problems;*
the ability to communicate complex information and ideas effectively, both orally and in writing;*
the ability to write up a substantial dissertation project, using the appropriate methodological and bibliographical skills;*

* transferable skills

2.2 Course registrations

You can only register for 180 credits’ worth of courses in each academic year (this excludes courses which are being re-sat). You will have the option of changing courses up to the end of the second weeks after the start of teaching (excluding Welcome week). Any courses that you wish to take on an extracurricular basis (that is, not counting towards your degree) must be identified at the start of the academic year or before any assessment has been completed for the course.
### Programme Structure

All courses are worth 11.1% or 20 credits except for the Dissertation which is worth 33% or 60 credits. Your units must add up to 100% or 180 credits (90 ECTS). This equates to 6 courses over the Autumn and Spring terms, with the Dissertation over the Summer.

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Theory and Methods</th>
<th>Free Options</th>
<th>Dissertation 33%</th>
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<tbody>
<tr>
<td>Autumn</td>
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<td>Autumn</td>
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<tr>
<td>Principles of Geopolitics and Security</td>
<td>Choose one</td>
<td>*Resilience and the Governing of Emergency</td>
<td>Dissertation on an aspect of Geopolitics and Security</td>
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<tr>
<td>Autumn</td>
<td>Research Methods For Political Geography</td>
<td>US Foreign Policy</td>
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<td>Spring</td>
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<td>Democracy and Citizenship in Europe</td>
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<td>Research Design in Geopolitics and Security</td>
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<td>International Security</td>
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<td>International Public Policy</td>
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<td>Political Economy of Development</td>
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<td>Islam and West Asia in International Relations</td>
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<td>Spring Choose two</td>
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<td>*Climate Change, Governance and the Seas</td>
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<td>*Military and the Media</td>
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<td>Contemporary Anglo-American Political Theory</td>
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<td>Israel-Palestinian Conflict: A Global Perspective</td>
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<td>Analysing Public Opinion</td>
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<td>Strategic Political Communication</td>
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<td>Development Politics in Sub-Saharan Africa</td>
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<td>International Public Policy Practice</td>
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<td>Global Food Security</td>
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<tr>
<td>Contemporary Political Thinkers</td>
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*Options taught in Geography*
<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Coursework</th>
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<tbody>
<tr>
<td>Monday 28th October – 4pm</td>
<td>GG5605 Scenario Evaluation</td>
</tr>
<tr>
<td>Monday 25th November – 4pm</td>
<td>GG5605 Scenario</td>
</tr>
<tr>
<td>Friday 6th December – 11.00-14.00</td>
<td>GG5601 Presentations</td>
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<tr>
<td>Friday 13th Dec – 11.00-14.00</td>
<td>GG5601 Presentations</td>
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<tr>
<td>Monday 13th Jan – 4pm</td>
<td>GG5601 Reflective Diary</td>
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<tr>
<td>Monday 13th Jan – 4pm</td>
<td>GG5605 Essay</td>
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<tr>
<td>Monday 20th Jan – 4pm</td>
<td>GG5608 (GG5020) Project report</td>
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<tr>
<td>Monday 3rd Feb – 4pm</td>
<td>GG5602 Presentation pack</td>
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<tr>
<td>Friday 14th February – 10am</td>
<td>GG5602 Project Presentation</td>
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<tr>
<td>Friday 21st February – 4pm</td>
<td>GG5606 Blog Post</td>
</tr>
<tr>
<td>Tuesday 10th March</td>
<td>GG5606 Scenario group participation and presentation</td>
</tr>
<tr>
<td>Thursday 12th March – 4pm</td>
<td>GG5407 Slide Pack</td>
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<tr>
<td>Wednesday 25th March 2pm</td>
<td>GG5602 Dissertation Presentation</td>
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<tr>
<td>Monday 23rd March – 4pm</td>
<td>GG5606 Scenario report</td>
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<td>Monday 29th April – 4pm</td>
<td>GG5602 Dissertation Proposal</td>
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<td>Monday 31st August – 4pm</td>
<td>GG5600 Dissertation</td>
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</tbody>
</table>

4 Assessment and Coursework Deadlines (Geography, GG codes)
Assessments;
Term One

GG5601 Principles of Geopolitics and Security
1: up to 5000 word Reflective Diary
2: 10 minute Presentation

GG5605 Resilience and the Governing of Emergency
1: 1000 word scenario evaluation.
2: 1000 word scenario
3: 3000 word essay.

GG5608 (GG5020) Social Science Methods for Political Geography
1: two part 5000 word report

Term Two:

GG5602 Research Design in Geopolitics and Security
1: 20 slide PPT presentation pack
2: Security mapping project presentation (usually 1.5 hrs)
3: 15 minute Dissertation Proposal
4: 2000 word dissertation proposal

GG5407 Climate Change Governance and the Seas
1: One slide pack

GG5606 Media and the Military
1: 600-800 word blog post
2: Scenario participation and presentation
3: 3000 word scenario report

Term 3:
GG5600 Dissertation
Up to 15,000 word dissertation project

5 The dissertation

Students are required to prepare a dissertation of up to 15,000 words on a topic approved by their Supervisor. The dissertation must be based on primary research; an extended literature review is inadequate. More detailed advice and instructions will be provided during the autumn and spring terms, while the Research Training modules are designed to equip students with appropriate methods and techniques for undertaking this work. In the first term students should consider topics for possible dissertations and discuss these with appropriate members of staff. We would encourage students to consider linking their dissertation work with relevant external organisations either in the UK or abroad. It is essential that you contact the appropriate organisation as early as possible so that dissertation research can be developed in collaboration and for the needs of those organisations. Some students may already have contacts with particular
organisations; however staff will be able to advise and give guidance to students needing help with this.

During this process, each student will be allocated a main supervisor for their dissertation who will advise students on the topic, research methodology and objectives of the dissertation. The decision of adviser will depend on the best fit in terms of staff research interests and the nature of the dissertation.

At the end of the second term, as part of Research Design in Geopolitics and Security, the dissertation proposal form and a 2000-word dissertation research proposal, which should include a literature review, must be submitted to the director of the programme (see Appendices for proposal form, declaration form and marking proforma).

Please note: you will not be permitted to proceed with your dissertation until you have satisfied the requirements of the research proposal. This will be determined by your advisor, and you may be asked to re-submit your research proposal should it be deemed unsatisfactory.

The dissertation supervisor

Your department will assign you a dissertation supervisor who will oversee your work. In most cases students are happy with the supervisory relationship. However, there are occasions where for some reason the supervisory relationship does not work and breaks down. If this happens, you should speak as soon as possible with the Programme Director or your Personal Advisor to see whether the problem can be resolved informally, e.g. through mediation, changing supervisor. You should not wait until after you have received your final degree results to raise the matter as it is very difficult for the College to resolve such matters or take remedial action at that point.

The dissertation supervisor will meet with you monthly during scheduled meetings following allocation of an advisor in the Spring term. During the summer term advisers will be available on a more ad-hoc basis to be arranged by email. Advisers who will be available to discuss the dissertation and read over no more than one whole draft of the dissertation once, or the equivalent volume in chapters and sections. **No drafts of dissertations should be read less than two weeks before the deadline.** Topics for discussion will include:

- the specific title;
- academic context/literature review;
- aims/objectives of the research;
- research methodology;
- ethical issues relating to the research;
- proposed timetable for the research;
- full budget for the research;
- risk assessment for the research.

Each student will be expected to give an oral presentation outlining their research ideas and fieldwork plan in Research Design in Geopolitics and Security (students cannot proceed with fieldwork until after this date). Please note that you should use your extended research proposal as the basis for the presentation and you should use previous oral presentation feedback for putting together the presentation. Students will be expected to talk for 10 minutes with another 10 minutes for questions and discussion.

**Students who have not submitted their research proposal will not be allowed to proceed to do their fieldwork and dissertation. Students will not be able to proceed with fieldwork unless they have satisfactorily completed risk assessment and ethical forms.**

You should work with your dissertation adviser who will be happy to look over drafts of the project before submission. Your adviser will expect to read no more than the equivalent of one whole draft of the project. So you could submit several (for instance problem) chapters a number of times, or the whole dissertation once. As with submitting most drafts for feedback, you should expect light comments, guidance and advice, and with enough reasonable time for the supervisor to get those comments back to you in advance of the deadline. Anything submitted in the last week before the deadline is probably cutting it too fine.

The completed dissertation should be submitted to School Helpdesk on or before **4:00pm on Monday 31st of August 2020.**

On completion of the examination and the posting of the provisional results in late September or early October, one copy of the dissertation is returnable to candidates if it is not required for the Departmental Library.
6 Support and advice

6.1 Student Charter

The College aims to bring all students into a close, harmonious relationship with each other and with the wider community. The Student Charter outlines how you can support the College in achieving these goals and also seeks to encourage you to act as an effective ambassador for the College, during your time as a student and later as part of the College’s alumni.

This Charter is not intended to constitute a binding agreement but is offered as a framework of aspirations, designed to be of benefit primarily to you as a student and to underpin the College’s aim of ensuring that you have a highly enjoyable and rewarding experience during the course of your degree.

6.2 PGT Degree Regulations

The Postgraduate Taught Regulations set out the various standards that shape the regulatory framework of your Postgraduate Taught degree with the College. These include a variety of essential information, ranging from admissions to academic progression and examination. Some frequently used elements of the regulations are covered in this handbook.

Details of course conduct are outlined later on in this PGT handbook, including details of registration, attendance, extenuating circumstances, visas and misconduct.

More information about Academic Regulations is found here: https://intranet.royalholloway.ac.uk/staff/teaching/aqpo/academic-regulations-and-policies/academic-regulations-and-policies.aspx

The Postgraduate Taught regulations can be found here: https://intranet.royalholloway.ac.uk/students/assets/docs/pdf/academic-regulations/academic-regulations-2019-20/13.-postgraduate-taught-regulations-2019-20fv.pdf

The MSc includes mandatory modules in which a fail mark may be condoned or non-condoned. Students must pass all non-condonable courses in order to progress. The dissertation is mandatory and non-condonable, and so must be passed to qualify for the award.

The following is excerpted from the Postgraduate taught regulations (Section 15 (4)):

(4) The following minimum criteria shall apply for the award of Taught Masters Degrees and Postgraduate Diplomas:

a) for the award of Pass, a weighted average of 50.0% or above, calculated to one decimal place, save for the provisions of paragraph (5) below;

b) for the award of Merit, a weighted average of 60.0% or above, calculated to one decimal place, in the final assessment save for the provisions of paragraph (5) below;

c) for the award of Distinction, a weighted average of 70.0% or above, calculated to one decimal place, in the final assessment save for the provisions of paragraph (5) below;

For the award of a Postgraduate Certificate with a Pass, Merit or Distinction a pass mark of 50% in each course unit is required, in addition to the weighted averages outlined in (a) –(c) above.

(5) For students first registered on Taught Masters and Postgraduate Diplomas with effect from September 2014, the examiners may, at their discretion and with the agreement of the External Examiner(s), condone a mark of Fail in taught courses constituting up to a maximum of 40 credits, except that the percentage score in any such course may not normally be below 40%.

For students first registered on such programmes prior to September 2014 the examiners may, at their discretion and with the agreement of the External Examiner(s), condone a mark of Fail in taught courses constituting up to one quarter of the final assessment, or a maximum of 40 credits, except that the percentage score in any such course may not normally be below 40%. Taught courses in which a mark of Fail may not be condoned will be specified in the programme specification. A Fail in the dissertation/research project cannot be condoned for the award of a Taught Masters degree. The examiners will not condone failure in credits leading to the award of a Postgraduate Certificate.
(6) A candidate for the award of MSc who satisfies both the following criteria will automatically be raised into the next class:

a) the Final Average must fall within 2.0% of one of the classification boundaries above;

b) The mark for the dissertation/research project is above the classification boundary.

6.3 Support within your department

Your first point of reference for advice within the Department is your Programme Director. Inevitably, problems will sometimes arise that the Programme Director is not qualified to deal with. The College offers a high level of student welfare support which, includes a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of student wellbeing, financial, career and other advice. There is also an NHS GP practice (the Health Centre) on campus located in Founder’s East. Further details of each service can be found on the College web on the Student Welfare page: https://www.royalholloway.ac.uk/students/help-support/help-and-support.aspx.

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Departmental Disability and Dyslexia Service (DDS) representative is Mike Dolton (QB173). You must also contact the DDS (Founders West 143; tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.ac.uk) who advise on appropriate sources of help. Further information is available on the College web on the Support, health and welfare page https://www.royalholloway.ac.uk/students/help-support/disabilities-and-dyslexia/home.aspx.

6.4 Students' Union Royal Holloway University of London (SURHUL)

The Students’ Union Royal Holloway University of London (SURHUL) is a registered charity (Registered No: 1141998) and actively represents the students of Royal Holloway University of London. SURHUL promotes your needs and interests by offering employment, participation, entertainment, support and advice, your clubs and societies, catering, transport, volunteering, campaigning and advocacy.

The SU Advice and Support Centre, situated on the first floor of the Students' Union, is a free service that offers you the opportunity to discuss any concerns you may have and receive impartial advice and information from the team of experienced and professional advisers. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment.

Phone: 01784 24 6700
Email: helpdesk@su.rhul.ac.uk

Find out more about the Students’ Union

6.5 Student-staff committee

We want to hear your views on the way the department operates. There is a student-staff committee on which both taught and research students are represented. Course representatives are elected by you to represent your views and ultimately, to help improve the quality of education provided by the College.

The Students’ Unions take the lead in training and supporting course representatives, working with the department and professional services to help you make as many positive changes as possible.

The Student-Staff Committee meets at least once a term and plays an important role in the department as a forum for airing student views. For more information see the Course Reps page on the SURHUL website.

You can use the Committee to raise any issues which concern students. Notices will appear on departmental notice boards giving details of forthcoming elections or the names of current representatives.

Course Reps also represent MSc Geopolitics and Security students at the termly Periodic Review Committee meetings, where they are able to discuss the course directly with teaching staff.
6.6 **Student Services Centre**

The Student Services Centre is located in the Davison Building and provides a single point of contact for all non-academic related queries including accommodation, fees, enrolment and graduation.

Phone: 01784 27 6641
Email: studentservices@royalholloway.ac.uk

Find out more about the Student Services Centre

6.7 **Support Advisory & Wellbeing**

The College offers a high level of student wellbeing support which includes triage and support through Student Wellbeing, a BACP accredited Counselling Service, dedicated disability & dyslexia support, financial and budgeting advice and support for international students. There is also access to an NHS run Health Centre on campus.

Phone: 01784 44 3394
Email: wellbeing@royalholloway.ac.uk

Find out more about Support Advisory & Wellbeing

6.8 **Student Wellbeing**

Student Wellbeing provides advice and guidance to all students on personal and emotional wellbeing, to assist you in maintaining a healthy balanced lifestyle and to support you from transition to university and then in the continuation of your studies towards graduation. The Student Wellbeing team actively encourages all members of the campus community to alert them to concerns or signs of vulnerability to enable proactive engagement with intervention.

Phone: 01784 44 3395 / 44 3132 / 27 6757
Email: wellbeing@royalholloway.ac.uk

Find out more about Student Wellbeing

6.9 **Disability & Dyslexia Services (DDS)**

If you have a disability, long standing medical condition or specific learning difficulty, it is important that you bring it to the College’s attention as soon as possible.

The College Disability & Dyslexia Services support dyslexic and disabled students and those with mental health or chronic medical conditions to demonstrate their academic abilities by arranging support packages, dyslexia assessments and study skills sessions.

Phone: 01784 27 6473
Email: disability-dyslexia@royalholloway.ac.uk

Find out more about Disability & Dyslexia Services

Your first point of contact for advice and guidance is your Disability & Dyslexia Services Network Member in your department:

Name: Dr Mike Dolton
Phone: 01784 443575
Email: M.Dolton@rhul.ac.uk

6.10 **International Student Support Office (ISSO)**

The International Student Support Office offers advice to international students on visa issues, working in the UK, opening a bank account, processing federal loans and police registration.

Phone: 01784 27 6168
Email: internationaladvice@royalholloway.ac.uk

Find out more about the International Student Support Office
6.11 Academic Skills Support

The Centre for the Development of Academic Skills, CeDAS, offers a variety of courses, workshops, 1:1 tutorials, online resources that aim to ensure all students at Royal Holloway reach their full academic potential in a range of areas, including academic writing, oral communication skills and maths and statistics.

Whatever your needs, CeDAS is there to ensure that you can perform to the best of your ability, whether it be through a workshop that introduces you to a crucial academic skill, a session within your department that focuses on writing in the discipline, a course that develops your confidence and competence in academic English language, or a 1:1 tutorial with a specialist to help you master a maths technique or sharpen your essay skills.

The CeDAS Office can be found on the ground floor of the International Building, room IN002, and you can follow them on Twitter: @cedasrhul.

6.12 IT Services Desk

The College IT Service Desk offers a range of support covering all aspects of IT services, such as email access, connecting to the College's wireless network, connecting devices such as iPads and making use of College printing facilities. The IT Service Desk will also be able to provide expert advice and guidance on a range of more specific IT issues, should you experience any problems. They also offer a range of free software, including Microsoft Office 365, Sophos Antivirus, NVivo and SPSS.

Phone: 01784 41 4321
Email: itservicedesk@royalholloway.ac.uk
In person: Visit the IT support office in the Davison Library (ground floor)

Find out more about IT Services

7 Communication

It is vitally important that you keep in touch with us and we keep in touch with you. Members of staff will often need to contact you to inform you of changes to teaching arrangements, special preparations you may have to make for a class, or meetings you might be required to attend. You will need to contact members of the Department if, for example, you are unable to attend a class, or you wish to arrange a meeting with your Personal Tutor.

7.1 Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the campus-wide portal, CampusNet, or direct via Outlook.com.

We will routinely email you at your College address and you should therefore check your College email regularly (at least daily). We will not email you at a private or commercial address. Do not ignore emails from us. We will assume you have received an email within 48 hours, excluding Saturdays and Sundays.

If you send an email to a member of staff in the department during term time you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

7.2 Post

All post addressed to you in Geography department is delivered to the student pigeonholes (alphabetical by surname) in the Post Room (QB163). At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed. Important information from Academic Services is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them regularly.

7.3 Your Contact Information

There can be occasions when the Department needs to contact you urgently by telephone or send you a letter by post. It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date. Further information about maintaining your contact information is available here.

You can find out about how the College processes your personal data by reading the Student Data Collection notice.
7.4 Notice boards

The official PGT student notice boards are on the walls in corridor adjacent to Q162. Every effort is made to post notices relating to classes well in advance.

It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g. essay deadlines) relating to your courses, so, if in doubt, please ask.

7.5 Personal Tutors

Each student on the MSc is assigned a Personal Tutor who has responsibility for their pastoral care for the duration of the course. You will have a 1:1 meeting with them each term. Personal tutors are available for support and guidance, can advise on mitigating circumstances and can be requested to write letters of reference.

7.6 Questionnaires

It is important that we gain feedback from you on how the programme has been delivered and what your experience has been. At the end of each term college questionnaires will take place during lectures. All questionnaires are anonymous. Please take some time to give your response to the course - these questionnaires form an important part of the way we monitor the quality of teaching and learning in the Departments. All questionnaires are seen by the Head of Department and Programme Director, and are analysed as part of the College’s 14 Page Annual Monitoring process. Constructive criticism is always welcomed and plays an important role in course development. Deserved praise is also very welcome and can make a tremendous contribution to the job satisfaction of your lecturers.

Issues, comments, observations and key recommendations raised by the Visiting Examiner and minutes of the examination sub-board meeting are recorded and reviewed by the Programme Director at the end of each academic year and are discussed with the teaching staff for future development of the programme. Key summaries of these are submitted to the College for annual monitoring of postgraduate taught courses. Annual Review of the programme takes place at the end of the academic year to enable staff to identify points for action where necessary, and to plan programme developments from a sound knowledge base.

On-going feedback from students is achieved through student representation on the Staff-Student Committee as a formal liaison and feedback mechanism. A student from each programme will be encouraged to volunteer as the Staff-Student Committee Liaison. From time to time you may find another lecturer sitting in one of your classes. The Departments operate a system of ‘peer-observation’ of teaching - members of the teaching staff observe and comment on each other’s teaching during the year.

7.7 Space

Students can use the study spaces in Founder’s Library and the Emily Wilding Davison Library. In the Department, students can use the Library @ Geography.
8 Teaching

8.1 Dates of terms

Term dates for the year are as follows.

- **Autumn term**: Monday 23 September to Friday 13 December 2019
- **Spring term**: Monday 13 January to Friday 27 March 2020
- **Summer term**: Monday 27 April to Friday 12 June 2020

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/or miss lectures/seminars/practicals etc., you are expected to inform your department and fill in a Notification of Absence Form (explained further below).

During the summer term, after the examination period, you are expected to attend all required academic activities organized by the department and to be available should you be required to meet with College staff for any reason. Furthermore, as Master’s programmes run for one calendar year from September to September you are required to engage with your studies and be available to meet with staff after the end of the Summer Term until your programme end date in September. For Master’s programmes there is no summer vacation period.

8.2 Academic Timetable

Your individual student timetable will be available via the Your Timetable page on the Student Intranet. Log in with your College username and password and view your timetable via the system or download to a personal calendar. In September you will receive communications by email about exactly how to access and download your timetable, so keep any eye out for these. Timetables are subject to change during the course of the academic year, so you should check yours regularly, (as a minimum every two days) to ensure you are using the most up to date timetable. The college will endeavour to notify you via an e-mail to your RHUL account for late changes to your timetable that will affect teaching within the next two working days, so please also check your emails regularly.

All classes start on the hour. They end ten minutes before the hour to allow you to move between classes.
The College has a responsibility to ensure that all students are attending classes regularly and progressing with their studies. We also have legal obligations placed on us under the Equality Act (2010), UK Visa and Immigration (UKVI) and Student Finance to ensure we monitor your attendance and engagement with studies.

Your regular attendance in class and consistent engagement with your studies are essential to your learning experience with the College. If you encounter difficulties with this, do please tell your tutor or another member of staff as soon as you can. They will put you in contact with Disability and Dyslexia Services (D&DS) who will advise on what support can be offered. Failure to attend and/or absence without permission from the College can result in serious consequences and may lead to disciplinary action, including the termination of your registration.

9.1 Attendance requirements

Your classes are the learning activities deemed essential to your programme of study. These could include a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings with your Personal Tutor.

While you are expected to attend all the classes related to your programme of study, the College understands that emergencies may occur at any time throughout the year. In light of this, the attendance threshold is set at 80% of monitored activities as set by College. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements. You can find out more about attendance policy here.

It is vital that you manage your time effectively, so that any paid employment, voluntary work, extracurricular activities or social commitments do not interfere with periods where you are required to attend classes. The Postgraduate Taught Programme Regulations stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis must not exceed 20 hours per week during term time. You may not undertake paid work which may conflict with your responsibilities as a student of the College. International students must ensure that any working restrictions, as stated on their visa, are also adhered to.

9.2 Monitoring attendance

It is your responsibility to make sure that your attendance has been recorded. It is also essential that you arrive at your classes in good time, as you will be marked absent if you turn up late without good reason.

You will be contacted in the event that:

i. you display a pattern of absence that the department feel is affecting or is likely to affect your work, i.e. failure to attend for two weeks without providing a valid reason or your attendance percentage drops close to or below the threshold

ii. you display a pattern of absence that causes concern over your wellbeing or which may point to an undisclosed disability

The Geography Department will monitor your attendance at lectures, seminars, workshops & laboratory work. It is your responsibility to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities at which your attendance is monitored may vary depending upon the discipline in which you are studying or the department in which you are taking courses in the case of electives, for example.

It is important that you attend all the learning activities related to your programme of study. Whilst attendance is compulsory at all learning activities, it is recognised that emergencies may occur at any time throughout the year and therefore as indicated above a minimum attendance requirement has been set.

Your responsibilities around attendance and engagement include:

- attending all classes necessary for the pursuit of your studies (including lectures, seminars, practicals and personal tutorials);
- undertaking all summative and formative assessment requirements for your courses;
- attending all meetings and other activities as required by the department(s) in which you are studying;
where you experience any form of difficulty in attending classes, for whatever reason, contacting the department(s) in which you are studying to notify them of your circumstances at the earliest possibility.

You are expected to fully engage in your classes, undertaking any reading, research or further preparation identified between these sessions alongside punctual attendance. It is essential that you make suitable arrangements for travel to your classes and plan to arrive in good time, as teaching starts on the hour and finishes at ten minutes before the hour. You will be marked absent if you turn up late without good reason.

9.3 Formal Warnings

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, you may be issued with a formal warning which can escalate to the termination of your registration at the College. You are strongly advised to read the guidance on the formal warning process and the consequences of receiving such a warning in section 17 of the Postgraduate Taught regulations.


In situations where you are experiencing documented severe difficulties the Department and College will make every effort to support you and counsel you as to the best course of action. However, there may be cases where, although non-attendance is explained by an acceptable reason, your level of attendance falls to a level which compromises educational standards and/or your ability to reach the learning outcomes of the course. In such cases it will be necessary to implement disciplinary procedures as detailed above.

9.4 Withdrawal of visa

If you are sponsored by Royal Holloway on a Tier-4 (General) Student visa, should your registration at the College be terminated for non-attendance, general lack of engagement with your studies or any other disciplinary matter you will be reported to the UK Visa and Immigration (UKVI) and your Tier 4 (General) Student visa will be withdrawn. Alternatively, in line with the College’s legal obligations to UKVI, if you fail to meet the requirement of your Tier 4 (General) Student visa, including attendance and completion of assessments, the College may terminate your student registration without following the disciplinary procedures outlined in the Academic Regulations. This decision would not be open to appeal as it is part of the College’s obligations to the UKVI. Please see our Postgraduate Taught Regulations.

9.5 Missing classes

If you face difficulty in attending any classes or undertaking an assessment it is very important that you inform Student Administration as early as possible, giving the reasons for your non-attendance. Student Administration will decide whether or not to authorise your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Tutor. In addition, an extensive range of additional support, guidance and advice is available from the College’s Student Advisory & Wellbeing teams. As explained in section 2 above, the Students’ Union also operate an Advice and Support Centre.

If you are unable to attend classes for whatever reason you must tell the department in which you are taking the course(s) in question and follow the Notification of Absence Procedure to notify Student Administration. You must submit a Notification of Absence Form together with any supporting documentation either before your absence begins or within five working days of the end of the period of absence. The exact form to submit depends on the reason for your absence, as explained in the online guidance.

If you are absent for a prolonged period it is essential that you keep in touch with the Department (e.g. through regular emails with your Personal Tutor). The Department will monitor the frequency of self-certified absences and the Head of Department may request a doctor’s medical certificate from you in the event of multiple and/or sustained instances of self-certified illness. If you are sponsored by Royal Holloway on a Tier-4 (General) Student visa please be aware that if you do not follow the process to submit a notification of absence or have an acceptable reason for absence you are putting your Tier 4 visa at risk of withdrawal. Therefore, it is very important that you continue to communicate with the College through your Department and the Advisory & Wellbeing teams if you are struggling to attend.

9.6 Missing an examination

If you are unable to attend an exam (e.g. through reasons of sudden illness) then there are two steps to follow.

Step 1
You must notify the Student Services Centre at the earliest possibility. Wherever possible, please e-mail them at
studentservices@royalholloway.ac.uk before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email why you cannot attend the exam. The Student Services Centre will then forward this information to your department so that we are aware of your non-attendance.

Step 2
Read the Extenuating Circumstances Guidance and, if your circumstances meet the criteria outlined in the guidance, complete and submit the Extenuating Circumstances application form with your supporting evidence. Section 8 below provides further details about Extenuating Circumstances.

10 Degree Structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through the Programme Specification Repository.

10.1 Department Specific information about degree structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through the Programme Specification Repository.

10.2 Change of programme

Where provision is made for this in the programme specification, you may transfer to another programme, subject to the following conditions being met before the point of transfer:

(a) you must satisfy the normal conditions for admission to the new programme;
(b) you must satisfy the requirements in respect of mandatory courses and progression specified for each stage of the new programme up to the proposed point of entry;
(c) the transfer must be approved by both the department(s) responsible for teaching the new programme and that for which you are currently registered.
(d) if you are a student with Tier 4 sponsorship a transfer may not be permitted by Tier 4 Immigration rules.
(e) you may not attend a new programme of study until their transfer request has been approved.

Further information about changing programmes is available in Section 8 of the Postgraduate Taught Regulations. If you hold a Tier 4 (General) student visa, there may be further restrictions in line with UKVI regulations.
11 Facilities

11.1 Facilities and resources within your department

11.1.1 ‘Library@Geography’
In addition to the central library facilities, the Department has its own study space supported by the library: ‘Library@Geography’ (QB174) containing work space, maps and some reference material. Library@Geography offers a quiet place for students to work – food, drink and the use of mobile phones are not permitted.

There are times when Library@Geography is used for small group teaching, during which use by other students is not possible. These are kept to a minimum, with times posted on the door at the start of each week.

Masters students have use of a PG photocopier in the post room (QB163). It has the facility to copy and print. The annual allocation for copies is 750 pages for full time students and 400 pages for part time or joint department students.

All Full-time Masters students are eligible for £75 free printing credit in each academic year and part time or joint department students are eligible for £40. This credit is only for use in the Geography department and cannot be transferred to another student account. If the credit is used up before the end of the academic year students can pay to top it up. Any remaining balance from the top up can be transferred to the next academic year. The credit is applied to all accounts in September at the beginning of the academic year.

PG students can use the facilities in the geography common room (QB144) which consists of a small kitchen and seating area.

11.2 The Library
The Library is housed in the Emily Wilding Davison Building. Details, including Library Search, dedicated subject guides and opening times can be found online from the Library home page.

The Ground Floor of the Library contains a High Use Collection which includes many of the books assigned for Postgraduate Taught courses. The rest of the Library collections are on the upper floors. There are plenty of study areas and bookable rooms to carry out group work, as well as many areas to work on your own. The Library contains a large number of PCs and has laptops to borrow on the ground floor to use in other study areas.

The Information Consultant for Geography is Dr. Mike Dolton, who can be contacted at M.Dolton@rhul.ac.uk.

11.3 Photocopying and Printing
The department have a PG photocopier (QB163). You will require a photocopying code which can be obtained from the school helpdesk. Full time students will be allocated 750 copies for the year and 400 copies for part time students or if the programme is delivered across two departments. You can use copier-printers (MFDs) located in the Library, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available online: https://www.royalholloway.ac.uk/it/printing/home.aspx

There are computers and copier-printers available for your use in the Library and Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available [here](https://www.royalholloway.ac.uk/it/printing/home.aspx).

The photocopier in QB163 also has a print function and students can print from the Geospatial & Visual Methods Lab (QB146) and retrieve the printed documents from the PG photocopier. All Full-time master students are eligible for £75, part time and joint department students are eligible for £40 per year. Any unused credit will not be carried over, but if students use their free credit and pay to top up their credit this can be carried over to the following year. There is also use of a scanner in the Geography GVML (Q146). Departmental staff are unable, in any circumstances, to print anything out on your behalf.

Copier-printers (MFDs) for students are located in the Library, and the Computer Centre.
Binding

Once your work is printed binding is available in QB137 with Malcom Kelsey or Ray Aung. One bound piece of work will cost 50p inclusive of the comb and covers. Binding is on a first come first served basis and is available Monday to Friday 9-11am, 11.30am – 1pm and 2-5pm. Please ensure you allow plenty of time ahead of your deadline as during busy periods there may be a queue.

11.4 Computing

There are ten open access PC Labs available on campus which you can use, including three in the Computer Centre. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your College card.

How to find an available PC

There is a Geospatial & Visual Methods Lab (GVML) in the department Q146. The GVML is a post-graduate human and physical geography research space and facility. It provides hardware and software for: Geographic information Systems (GIS), including ArcGIS and QGIS; digital earth and geospatial analysis; qualitative research (video and audio editing); illustration; cartography; and quantitative data analysis.

Familiarisation with the laboratory facilities and its associated field equipment will be provided as part of MA/MSc research training programmes.
12 Assessment Information

12.1 Anonymous marking and cover sheets
It is a College requirement that in respect to individual written coursework, all assignments remain anonymous until marking has been completed. You should only write your candidate numbers on individual written work, not your name. Candidate numbers will be issued to you in the first weeks of the degree programme. All summatively assessed written work is double marked.

12.2 Submission of work
It is normally expected that you will word-process all assessed written work, unless a prior agreement has been made with the course leader. All assessed work should be handed in at the Departmental Office/Helpdesk (QB162) in person by 4.15 pm on the specified deadline date for each course. Dependent on your programme, the dissertation may have an earlier deadline and other notified elements may have separate arrangements (Please refer to the Programme Module Handbook).

Please ensure your work is anonymous (i.e. do not put your name anywhere on it) but do include your candidate number. Please note your candidate number (7 digits) is different to your student number (which begins 10xxxxxxx).

You can view your candidate number by going to the “My studies” tab in Campus Connect and then “My exams info”.

Your candidate number is normally allocated around mid-October. Postgraduate students get just one candidate number for the duration of your programme. If for any reason you start later in the academic year you’ll be assigned a candidate number shortly after you start your programme.

If you need to submit a piece of work and you haven’t yet been allocated a candidate number then please email the Student Services Centre and we’ll create one for you.

We use candidate numbers to ensure that your assessments are marked anonymously. That means it’s important that you don’t use your candidate number with anything that identifies you, like your name or student ID number. All members of staff who are authorised to see your candidate number will already be able to look it up so you should never have to give it to anyone.

Coursework in most cases will be submitted electronically on Turnitin. Some pieces of coursework (namely the Dissertation and the A3 Poster for GG5293) have separate submission requirements.

Please check with course convenors if coursework should be submitted in any other way.

12.3 Stepped Marking
Work submitted for assessment will be graded by using a set of marks with the pattern X2, X5 or X8, with a value ranging from 0 to 100%. This means that a piece of work awarded Merit would be awarded 62%, 65% or 68%. This approach, which is called stepped marking, has been found to help in better aligning grades with marking criteria and for providing greater clarity to students about the standard of their work and how close they are to lower and upper grade boundaries. For example, a 62% represents a low Merit, while a 68% indicates a high Merit.

Assessed work which is quantitative (e.g. numerical or multiple-choice tests), where there are ‘right or wrong’ answers, e.g. language tests/ exercises and/ or where there is a detailed mark scheme under which each question is allocated a specific number of marks will be exempt from stepped marking.

12.4 Research ethics
All MA and MSc students should complete a research ethics form before embarking on their dissertation research. The ethics form can be found on the Departmental webpage at: https://www.royalholloway.ac.uk/geography/currentstudents/home.aspx

Completed forms (including signature of dissertation supervisor) should be emailed to the Chair of the Ethics Committee (GeographyEthics@rhul.ac.uk) at least two weeks before research is due to commence. You can also contact the Ethics Committee on the email address if you have any queries about the ethical aspects of your research which your supervisor is unable to answer.
Policy on the return of marked student work and feedback

12.5 Policy on the return of marked student work and feedback

The full policy on the return of marked student work and feedback is available here.

Return of marked student work and feedback

All assessed work (other than formal examinations) should be returned with feedback within 20 working days of the submission deadline, except in cases where it is not appropriate to do so for exceptional and/or pedagogic reasons. These may include the assessment of dissertations, final year projects, taped case studies, audio visual submissions, where the marking has been delayed due to staff illness and/or where an extension to the submission deadline has been granted.

The deadline for the return of the marked work with feedback will be made clear to students when they receive their assignments. In the event that the intended deadline cannot be met for reasons such as those listed, the revised deadline will be communicated to students as soon as possible.

*Working days are Mondays to Fridays inclusive when the College is open for normal business. This includes periods outside of College term dates (vacation periods). Weekends, Bank holidays and College closure days around Easter and Christmas/New Year are not regarded as working days (even if the Library is open on some of these days for study purposes).

Please note that even if annual leave is being taken the requirement to return assessed work with feedback within 20 working days of the submission deadline applies. This will mean that when taking annual leave, colleagues may have to manage return of assessments with feedback within a shorter period than 20 days.

Forms of feedback

Feedback should be available for all assessments/assignments, including dissertations, projects and examinations (see guidance below).

Feedback can be provided in a variety of formats. In addition to written/typed/online feedback on assignments, feedback can be audio/video recorded, provided verbally in classes/tutorials, etc. Feedback is typically provided by teachers on individual assignments, but can be an overview of the attainment of a group of students, for dissemination to students and possibly to Personal Tutors. Feedback can take the form of both comments relating to specific issues (e.g. marginal comments on written work), and general comments bringing the main points together.

Peer feedback can be a valuable activity for both provider and recipient in developing reflection and understanding.

Opportunities to compare feedback across a number of assessments should be provided to students periodically, e.g. through the Personal Tutor system.

Feedback should be clear about academic performance

The language used in feedback should explicitly match the assessment/marking criteria and attainment level descriptors, which should be provided to the students in advance of completing the assignment. Marking ‘rubrics’ can be helpful in many circumstances, while also recognising that it will not always be appropriate to deduce a mark mathematically from performance in each of the criteria.

Activities that help students to understand the assessment criteria in advance of being assessed can be extremely helpful. This might include self-assessment, peer-assessment, or assessing ‘model’ work. Activities that help students to understand the feedback, for example group discussions, can also be extremely valuable.

Feedback should be constructive

Feedback should carry a respectful tone, and contain a balance of both affirmative and developmental comments. Affirmative comments foster confidence and identify good practices that should be continued. Developmental (feed-forward) comments should always be provided, and clearly identify attainable goals to improve performance in future assignments.

Feedback pro formas etc. should be designed to ensure that ‘feed-forward’ comments, and other good practices, are included. The structure of the feedback might constitute a ‘feedback sandwich’. Potentially negative feedback can be framed in a constructive way, for example by commenting on the merits of features that nonetheless warrant further development.

There should be careful consideration of the number of developmental comments in a piece of feedback, avoiding over-long lists, and identifying an attainable number of targeted actions to raise attainment from the current level in a structured feedback section. Comments on less central issues could be made elsewhere (e.g. marginal comments on written work).

Where an assignment has multiple markers, there should be explicit mechanisms to promote consistency in academic expectations, and in feedback approaches/volume.

Feedback timing
Assessment/feedback timings should be planned such that students receive feedback soon enough after the task for it to retain its relevance, and sufficiently in advance of upcoming related assignments to allow students to act upon the feedback. Feedback should be returned within the College’s stipulated maximum feedback deadline (with the exception of specifically exempted assignments), see first section above.

Students’ use of feedback
Students should engage with the feedback provided on their assignments at the earliest possible opportunity, to ensure that they understand its relevance to their work, and that they can apply it to their subsequent assignments. Students should take all of the opportunities provided to obtain and benefit from feedback on their work, and be aware that it may take many forms (e.g. written, verbal, recorded, on line, from peers).

12.6 Referencing & bibliography
You are expected to reference your sources in the text, and produce a bibliography (list of your sources) at the end of your work. All assessed coursework should be properly referenced and have a bibliography. There are a range of referencing and bibliographic conventions, examples of which may be seen in current academic journals (e.g. Transactions of the Institute of British Geographers, Progress in Human Geography). The most important rule is to be consistent.

The following is suggested as an appropriate standard format, based on the so-called ‘Harvard system’-

1. References in the text should give the surname of the author and the year of publication in brackets, for example, Collins (1970) or (Smith & Jones, 2001), followed by a, b, etc. when two or more references to work by one author are given for the same year - e.g. (Harris, 1996c).

2. Page numbers should be given for quotes, for example, (Collins, 1970: 42).

3. At the end of the text the references should be listed in a single bibliographical list, in alphabetical order of authors’ names and in chronological order for each author.

4. The format of references listed in the bibliography should be as follows. Please note that the bibliography should not be divided according to these categories (i.e. with sub-sections for journal articles, books, chapters etc). The following list merely indicates the appropriate format for each kind of reference.

Example of a Journal Article

Example of a Book

Example of a Chapter in Edited Book

Example of an Unpublished Working Paper

Example of an Article in On-line Journal (e.g. a journal that only exists online)
Example of an Unpublished Thesis

Example of an Official Publication

Example of an Unpublished Conference Paper

Example of a Newspaper Article

Without author cited:

Example of a WWW page with obvious author and clear date of last update

Example of a WWW page from an organisation, no clear date of last update
SDSU Department of Geography, n.d. The Geography of Film Theatre [online]. Available from: http://typhoon.sdsu.edu/Film/Geography@SDSU.html [Accessed 18 Jan 2009].

Archival material should be cited and referenced in much the same way as the above, with the inclusion of the archival catalogue number and name and location of the archive at the end of the reference. E.g. Name, Year, Title, Place of Publication and Publisher if available, Archival details (e.g. INF/54/89H, The National Archives, Kew (thereafter TNA)).

12.7 Illustrations
Figures and tables should be used to support the text. Maps and diagrams may be of any size, but preferably within A4 and should be drawn using proper cartographic pens or produced using a computer graphics application. Photographic materials should not exceed A4 size. Be sure that illustrations are adequately explained, e.g. include such essentials as scales, orientation, etc., as well as captions. You must not download figures from the Internet and use them where copyright is held on them. Similar constraints apply to figures and tables in academic journals, books or reports. To use them you must obtain permission from the authors and/or publishers. If you re-draw the figure or adapt a table, thus significantly altering them, you can use the caption ‘based on/modified from’ giving the author and reference.

Some text may be used as illustrative, such as a selection of quotes from interviews, or a long excerpt from a focus group, for example. By illustrative it is meant that the detailed content of the text may not be referred to directly or in-detail within the body of the dissertation as you would a quote. If that is the case they should be placed within a ‘box’ and will not be counted towards the word-count. More substantive support material, for example an interview topic-guide or schedule, may form the appendices (see below).

12.8 Appendices
Appendices should only contain supporting material; all substantive material germane to the core discussion should be included in the main body of text. Where appropriate the following may be included within the appendices: illustrations of the tools used in the data collection process, correspondence items including letters, a sample of (blank) questionnaires, data collection proformas, summary data, information pamphlets. All other items to be considered for inclusion in the appendices should have the prior approval of the supervisor.

12.9 Word count
All pieces of course work have maximum word lengths, and you will be informed of these when assessment information is given to you. You should be aware that the Department, in line with College policy, penalises over length work (Please see Penalties section 12.13 below).

12.10 Progression and award requirements
The Regulations governing progression and award requirements are set out in your Programme Specification Programme Specification Repository (and also more generally in the Postgraduate Taught Regulations).

Summer resits are available. Unless there are relevant mitigating circumstances, these are usually capped at the passmark
For details on the requirements governing the level of award please see the section on the Consideration and Classification of Candidates for the Award in the Postgraduate Taught Regulations.

12.11 Examination results

Please see the Examinations & Assessments website for details of how you will be issued with your results.

The Examinations & Assessments website is the place where you can access the “Instructions to Candidates” and details of the examinations appeals procedures.


12.12 Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section 13, paragraph (5) of the College’s Postgraduate Taught Regulations.

Section 13 (5)

‘In the absence of acceptable extenuating cause, late submission of work will be penalised as follows:

- for work submitted up to 24 hours late, the mark will be reduced by ten percentage marks;*
- for work submitted more than 24 hours late, the mark will be zero.’

*eg. an awarded mark of 65% would be reduced to 55% and a mark of 42% would be reduced to 32%.

If you believe that you will be unable to submit coursework on time because of illness or other acceptable causes then you should apply for an extension to allow you to submit the work late without suffering a penalty. If you did not request an extension but then miss a deadline due to factors which have affected your ability to submit work on time, then you may submit a request for extenuating circumstances to be considered. Please note however that if you do so, you will have to provide convincing reasons why you had been unable to request an extension.

12.13 Penalties for over-length work

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (6) of the College’s Postgraduate Taught Regulations:

Section 13 (6)

Any work (written, oral presentation, film, performance) which exceeds the upper limit set will be penalised as follows

(a) for work which exceeds the upper limit by up to and including 10%, the mark will be reduced by ten percent of the mark initially awarded;

(b) for work which exceeds the upper limit by more than 10% and up to and including 20%, the mark will be reduced by twenty percent of the mark initially awarded;

(c) for work which exceeds the upper limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.

The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations or films.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.

12.14 What to do if things go wrong – Extensions to deadlines

You are expected to manage your time appropriately and hand in your coursework assessments on time. However, occasionally unforeseeable or unpreventable circumstances arise which prevent you from submitting your work on time. If this is the case you may be able to apply for an extension to your submission deadline without suffering a penalty.

Please refer to the Extensions Policy and guidance on the College’s webpage about Applying for an Extension.
Please note: Not every assessment is eligible for an extension.

12.15 What to do if things go wrong – the “Extenuating Circumstances” process.

If you are unable to submit coursework because of unforeseeable or unpreventable circumstances please refer to section 12.14: ‘What to do if things go wrong – Extensions to Deadlines’. If an extension is not possible, you may be able to apply for extenuating circumstances.

The policy is explained in full in the Extenuating circumstances – Guidance for students.

What is an Extenuating Circumstance?

Extenuating circumstances are defined as unforeseen circumstances which are outside a student's control and which may temporarily prevent a student from undertaking an assessment or have a marked/significant detrimental/adverse impact on their ability to undertake assessment by coursework or examination to the standard normally expected. You can read more about them here.

This means that such circumstances rarely occur. They are outside your control if they are:

- Unforeseeable - you would not have prior knowledge of the event (e.g. you cannot foresee whether you will be involved in a car accident);
- Unpreventable – you could not reasonably do anything in your power to prevent such an event (e.g. you cannot reasonably prevent a burst appendix.)

It is these short-term (temporary) circumstances that the College normally regards as extenuating circumstances.

Absence from an examination

Section 5 above explains what to do on the day you miss an examination if it was due to extenuating circumstances.

Applying for extenuating circumstances

Before going ahead, you should check that your circumstances meet the criteria. These are explained in full in the Extenuating circumstances – Guidance for students. You should also read the section Illness & absences from an examination and departmental assessments and extenuating circumstances in the Instructions to Candidates issued by Student Administration.

If you apply for extenuating circumstances, you will need to supply a full explanation of your situation together with any supporting documentation.

Deadlines for submission of extenuating circumstances

Extenuating circumstances applications should be submitted as close to the affected piece of assessment/exam as possible.

The deadlines for submitting extenuating circumstances are listed in the Instructions to Candidates and the College webpages for Exams, Assessments and Results.

Ongoing circumstances

If you have ongoing circumstances that you believe are adversely affecting your performance during the year, these should be raised with your department and with the College's Student Advisory & Wellbeing teams as soon as possible. This will allow us to consider strategies that will help you manage the situation. Examples might be that you have an illness that does not constitute a disability, a close family member is ill and needs your support, or you have suffered an adverse life event.

It may be that the circumstances are severely affecting your ability to study by causing you to repeatedly miss scheduled teaching and/or affecting your ability to complete assessments. If this is the case and there is no reasonable way to help you to manage the situation, then you may need to consider, in consultation with your department and Student Advisory & Wellbeing, if it would be in your best interests to interrupt until the issues have been resolved and you are able to fully commit to and benefit from your academic studies.

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases may be preventable. As such, it is unlikely that the Extenuating Circumstances Committee will be able to take...
action to mitigate such circumstances. For further information, please read the Extenuating circumstances – Guidance for students.

12.16 Support and exam access arrangements for students requiring support

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010) that is, “a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities”. It is for such conditions and SpLDs that Disability and Dyslexia Services (DDS) can put in place adjustments, support and exam access arrangements. Please note that a “long-term” impairment is one that has lasted or is likely to last for 12 months or more.

If you have a disability or SpLD you must register with the Disability and Dyslexia Services Office for an assessment of your needs before adjustments, support and exam access arrangements (\*) can be put in place. There is a process to apply for special arrangements for your examinations – these are not automatically put in place. Disability and Dyslexia Services can discuss this process with you when you register with them. Please see section 2 above for further guidance about registering with the Disability and Dyslexia Services Office.

Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Sub-board will not make further allowance in relation to your disability or SpLD.

12.17 What to do if you have difficulty writing legibly

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in writing by hand which would lead to your scripts being illegible you should contact Disability and Dyslexia Services. Please note the deadline for making an application for Examination Access Arrangements is in January each year. Therefore it is in your interest to contact DDS as soon as you are able in the Autumn Term in order that you have time to get any necessary evidence required for the application.

12.18 Academic Misconduct

The College regulations on academic misconduct (also known as assessment offences) can found on the Attendance and Academic Regulations page of the student intranet.

Academic misconduct includes, but is not limited to plagiarism (see below), commissioning, duplication of work, (that is, submitting work for assessment which has already been submitted for assessment for the same or another course), falsification, impersonation, deception, collusion, (for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work), failure to comply with the rules governing assessment, including those set out in the ‘Instructions to candidates’.

The Regulations set out some of the types of academic misconduct in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Tutors or other members of staff in their department should they have any queries about what constitutes academic misconduct. The College treats academic misconduct very seriously and misunderstanding about what constitutes academic misconduct will not be accepted as an excuse. Similarly, extenuating circumstances cannot excuse academic misconduct.

What is Plagiarism?

‘Plagiarism’ means the presentation of another person’s work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet. Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.

Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student’s work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student’s work alone, without reference to further evidence.
12.19 COURSEWORK ASSESSMENT CRITERIA

Coursework is marked slightly differently between the two departments so it is important to bear in mind minor differences in expectation between coursework submitted for different course codes and refer to module specific guidance where available.

12.20 Coursework essays and reports

<table>
<thead>
<tr>
<th>Class</th>
<th>%</th>
<th>Grade description for Coursework essays and reports</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>100</td>
<td>Deep understanding; near-comprehensive knowledge; significant originality in interpretation or analysis; coherent structure (may show significant innovation in organisation); intensive, detailed and critical reading with independent reading beyond reading lists; excellent presentation; referencing and bibliography of publishable standard; incisive and fluent style with no or very minor errors of spelling, punctuation or grammar; high levels of ability in analysis of quantitative or qualitative information (where appropriate) Worthy of retention for future reference in teaching or research.</td>
<td>An exemplary piece of work</td>
</tr>
<tr>
<td>Mid</td>
<td>88</td>
<td>Deep understanding; very detailed knowledge; substantial originality in interpretation or analysis; coherent structure (may show some innovation in organisational form); in-depth and detailed reading (with either independent reading beyond any reading list given or intensive, detailed and critical reading of suggested material); excellent presentation; referencing and bibliography of publishable standard; incisive and fluent style with no of very minor errors of spelling, punctuation or grammar; high levels of ability in analysis of quantitative or qualitative information (where appropriate).</td>
<td>Evidence of excellence in most criteria 1-7</td>
</tr>
<tr>
<td>Low</td>
<td>78</td>
<td>Deep understanding; detailed knowledge; may show some originality in organisational form; in-depth reading (with either independent reading beyond any reading list given or intensive, detailed and critical reading of suggested material); excellent presentation; referencing and bibliography close to publishable standard; incisive and fluent style with no significant errors of spelling, punctuation or grammar; high levels of ability in analysis of quantitative or qualitative information (where appropriate).</td>
<td>Evidence of excellence in some criteria, particularly 1-4</td>
</tr>
<tr>
<td>Merit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>68</td>
<td>Good understanding; wide-ranging knowledge; direct focus on subject; coherent structure; evidence of in-depth reading; well-presented with detailed referencing and properly-formatted bibliography; fluent style, few errors of spelling, punctuation or grammar, generally effective analysis of quantitative or qualitative information (where appropriate)</td>
<td>A good performance in most criteria 1-7</td>
</tr>
<tr>
<td>Mid</td>
<td>65</td>
<td></td>
<td>A good performance in some criteria, particularly 1-3</td>
</tr>
<tr>
<td>Low</td>
<td>62</td>
<td></td>
<td>Does sufficiently well in criteria 1-4 to show evidence of good understanding</td>
</tr>
<tr>
<td>Pass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>58</td>
<td>Basic understanding and awareness of the main issues, concepts, underlying principles and of some key literature but lacking in-depth reading; maintains focus on question; satisfactory organisation and presentation but may have some errors of spelling, punctuation or grammar; familiarity with correct strategies for analysis of quantitative or qualitative data (where appropriate) but possibly with errors in process of analysis; analysis and/or synthesis not well developed.</td>
<td>A good attempt but insufficient critical analysis (criteria 2-4) for a Merit</td>
</tr>
<tr>
<td>Mid</td>
<td>55</td>
<td></td>
<td>Usually an adequate performance in most criteria</td>
</tr>
<tr>
<td>Low</td>
<td>52</td>
<td></td>
<td>May be weaknesses but sufficient evidence of understanding for a pass</td>
</tr>
</tbody>
</table>

PASSMARK 50%

<table>
<thead>
<tr>
<th>Class</th>
<th>%</th>
<th>Grade description for Coursework essays and reports</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Condnonnable Fail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>48</td>
<td>Some general understanding and knowledge; weakness in detail; may lack clear focus on the assignment; simple structure; content drawing exclusively on lecture material; no or very limited evidence of outside reading; significant weakness in presentation; little or no referencing; inadequate or missing bibliography; simple style; significant errors in grammar, spelling, and punctuation; familiarity with correct strategies for analysis of quantitative data, but significant errors in the process of analysis.</td>
<td>Likely to be a lack of focus on the assignment (criteria 1) with insufficient evidence in criteria 2-4 to merit a Pass</td>
</tr>
<tr>
<td>Mid</td>
<td>45</td>
<td>Limited general understanding; sketchy coverage, with some significant errors in factual details; lack of clear focus on question; poor structure, drawing exclusively on direct teaching, but with significant weaknesses; no evidence of further reading; poorly presented; little or no referencing; inadequate or absent bibliography; sketchy style; significant errors of spelling, punctuation or grammar; bare familiarity with correct strategies for analysis of quantitative data, with substantial errors in the process of analysis.</td>
<td>Weak performance in some criteria, particularly 1-4</td>
</tr>
<tr>
<td>Low</td>
<td>42</td>
<td></td>
<td>Likely to be weak in all criteria</td>
</tr>
</tbody>
</table>

Non | 35 | No understanding of the subject; fails to address the topic in any meaningful way; information largely erroneous or has little or no relevance to the question; inadequate structure, with no sense of logical argument; no evidence of further criteria 1-4 not addressed to a satisfactory level. |
Marking criteria for coursework essays and reports:
1. Focus on the question/assignment
2. Level of critical understanding
3. Extent to which arguments are supported by further reading
4. Evidence of independent thought in argument or analysis
5. Appropriate bibliography and referencing style
6. Effective communication
7. Presentation of work

### 12.21 Oral presentations

<table>
<thead>
<tr>
<th>Class</th>
<th>%</th>
<th>Grade description for Oral Presentations</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>100</td>
<td>Original and thought-provoking presentation, identifying subtleties in detail of research presented; clear and original structure of content and conclusions; ideas linked coherently and authoritatively; evidence of comprehensive research and original thought in evaluation; pitch of voice and audio-visual aids used to a professional standard; appropriately paced and perfectly to time; eye contact and body language excellent; gauged the needs of the audience and encouraged appropriate involvement and questioning, answering with authority and/or originality. <strong>Standard of a first-rate conference presentation</strong></td>
<td>An exemplary piece of work</td>
</tr>
<tr>
<td>High</td>
<td>98</td>
<td>Presentation addresses explicitly the topic, identifying subtleties in detail of research presented; clear and effective structure of content or conclusions; ideas linked coherently; evidence of original thought with respect to structure of content or conclusions; explicit, well-structured and relevant analysis; consultation and evaluation of a broad range of relevant sources; clearly audible presentation, audio-visual aids used to very effectively; appropriately paced and ran close to time; eye contact and body language used throughout the presentation; obvious attempt to gauge audience needs; encouraged appropriate involvement and questioning, demonstrating extensive knowledge and understanding in answers. <strong>Standard of a professional conference presentation</strong></td>
<td>Outstanding performance in most criteria 1-7</td>
</tr>
<tr>
<td>High</td>
<td>95</td>
<td>Presentation addresses explicitly the topic, identifying subtleties in detail of research presented; clear and effective structure of content or conclusions; ideas linked coherently; evidence of original thought with respect to structure of content or conclusions; explicit, well-structured and relevant analysis; consultation and evaluation of a broad range of relevant sources; clearly audible presentation, audio-visual aids used to increase effectiveness; almost entirely appropriately paced and ran close to time; eye contact and body language used throughout the presentation; obvious attempt to gauge audience needs; encouraged appropriate involvement and questioning, demonstrating extensive knowledge and understanding in answers. <strong>Standard of a professional conference presentation</strong></td>
<td>Evidence of excellence in most criteria 1-7</td>
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<tr>
<td>High</td>
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<td>Presentation addresses explicitly the topic, identifying subtleties in detail of research presented; clear and effective structure of content or conclusions; ideas linked coherently; evidence of original thought with respect to structure of content or conclusions; explicit, well-structured and relevant analysis; consultation and evaluation of a broad range of relevant sources; clearly audible presentation, audio-visual aids used to increase effectiveness; almost entirely appropriately paced and ran close to time; eye contact and body language used throughout the presentation; obvious attempt to gauge audience needs; encouraged appropriate involvement and questioning, demonstrating extensive knowledge and understanding in answers. <strong>Standard of a professional conference presentation</strong></td>
<td>Evidence of excellence in some criteria, particularly 1-4</td>
</tr>
<tr>
<td>Mid</td>
<td>88</td>
<td>Presentation addresses explicitly the topic, identifying subtleties in detail of research presented; clear and effective structure of content or conclusions; ideas linked coherently; evidence of original thought with respect to structure of content or conclusions; explicit, well-structured and relevant analysis; consultation and evaluation of a broad range of relevant sources; clearly audible presentation, audio-visual aids used to increase effectiveness; almost entirely appropriately paced and ran close to time; eye contact and body language used throughout the presentation; obvious attempt to gauge audience needs; encouraged appropriate involvement and questioning, demonstrating extensive knowledge and understanding in answers. <strong>Standard of a professional conference presentation</strong></td>
<td>Evidence of excellence in some criteria, particularly 1-4</td>
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<tr>
<td>Mid</td>
<td>75</td>
<td>Explicitly addresses the topic, structure evident but could be more focussed; evidence of coherent links between ideas; commenced and concluded appropriately; included relevant analysis; evidence of a broad range of relevant sources, and evidence of some evaluation; clearly audible and audio-visual aids used to increase effectiveness; almost entirely appropriately paced and ran close to time; eye contact and body language used for most of the presentation; obvious attempt to gauge audience needs; encouraged appropriate involvement and questioning, demonstrating knowledge and understanding in answers</td>
<td>A good performance in most criteria 1-7</td>
</tr>
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<td>Mid</td>
<td>72</td>
<td>Explicitly addresses the topic, structure evident but could be more focussed; evidence of coherent links between ideas; commenced and concluded appropriately; included relevant analysis; evidence of a broad range of relevant sources, and evidence of some evaluation; clearly audible and audio-visual aids used to increase effectiveness; almost entirely appropriately paced and ran close to time; eye contact and body language used for most of the presentation; obvious attempt to gauge audience needs; encouraged appropriate involvement and questioning, demonstrating knowledge and understanding in answers</td>
<td>A good performance in some criteria, particularly 1-3</td>
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<tr>
<td>Low</td>
<td>68</td>
<td>Addresses the topic; evidence of structure but could be improved; evidence of coherent links between most ideas; commencement and conclusion could have been more appropriate; included some analysis; evidence that some relevant sources were consulted but could have been evaluated more effectively; audible</td>
<td>Does sufficiently well in criteria 1-4 to show evidence of good understanding</td>
</tr>
<tr>
<td>Low</td>
<td>65</td>
<td>Addresses the topic; evidence of structure but could be improved; evidence of coherent links between most ideas; commencement and conclusion could have been more appropriate; included some analysis; evidence that some relevant sources were consulted but could have been evaluated more effectively; audible</td>
<td>Does sufficiently well in criteria 1-4 to show evidence of good understanding</td>
</tr>
<tr>
<td>Low</td>
<td>62</td>
<td>Addresses the topic; evidence of structure but could be improved; evidence of coherent links between most ideas; commencement and conclusion could have been more appropriate; included some analysis; evidence that some relevant sources were consulted but could have been evaluated more effectively; audible</td>
<td>Does sufficiently well in criteria 1-4 to show evidence of good understanding</td>
</tr>
<tr>
<td>Low</td>
<td>58</td>
<td>Addresses the topic; evidence of structure but could be improved; evidence of coherent links between most ideas; commencement and conclusion could have been more appropriate; included some analysis; evidence that some relevant sources were consulted but could have been evaluated more effectively; audible</td>
<td>A good attempt but insufficient critical analysis (criteria 2-4) for a Merit</td>
</tr>
</tbody>
</table>
### Marking criteria for oral presentations:

1. Focus on the topic/assignment
2. Level of critical understanding
3. Level of detailed knowledge
4. Evidence of wider reading
5. Use of illustrative materials
6. General body language and engagement with literature
7. Pacing and timing of presentation

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Low 52</strong></td>
<td>May be weaknesses but sufficient evidence of understanding for a pass</td>
</tr>
<tr>
<td><strong>Mid 55</strong></td>
<td>Usually an adequate performance in most criteria</td>
</tr>
<tr>
<td><strong>High 48</strong></td>
<td>Likely to be a lack of focus on the assignment (criteria 1) with insufficient evidence in criteria 2-4 to merit a Pass</td>
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<tr>
<td><strong>Condonable Fail 45</strong></td>
<td>Weak performance in some criteria, particularly 1-4</td>
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<tr>
<td><strong>Non-condonable Fail 42</strong></td>
<td>Likely to be weak in all criteria</td>
</tr>
<tr>
<td><strong>Low 35</strong></td>
<td>Criteria 1-4 not addressed to a satisfactory level.</td>
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<tr>
<td><strong>Non-condonable Fail 25</strong></td>
<td>Poor performance in all criteria; shows minimal effort</td>
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<tr>
<td><strong>Non-condonable Fail 15</strong></td>
<td>Very poor performance in most criteria</td>
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<td><strong>0</strong></td>
<td>Did not present</td>
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<tr>
<td>Class</td>
<td>%</td>
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<td>-------------</td>
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<td>Distinction</td>
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</tbody>
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15

Marking criteria for Dissertations:
1. Research design: clear aims and appropriateness of methodology
2. Amount of original fieldwork or other independent research
3. Critical analysis of results
4. Analysis and engagement with wider literature on the topic
5. Structure and presentation of the work
6. Appropriate bibliography and referencing style
7. Effective communication

0

Did not present

13 Careers information

The College’s Careers & Employability Service is based in the Davison Building. The careers service run a number of industry themed weeks and a range of standalone events during the academic year including a careers fair in October. Our events are open to all students. One to one appointments are available all through the year where you can talk over your career ideas or get your CV, cover letter or application checked. You can also book a practice, in person or video interview.

Our website and Careers Moodle has a wide range of help and information including interview skills, writing CVs and applications, assessment centres & psychometric tests.
For more information about all Careers events and appointments visit their website or come along and speak to their friendly and helpful staff.

14 Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Personal Tutor or with another member of staff in the Department. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the College Complaints Procedures for students. You should raise your complaint as soon as possible.

If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedure and permitted grounds for appeal can be found on the Academic Appeals webpage.
The Health and Safety webpage provides general information about our health and safety policies.

15.1  **Code of practice on harassment for students**

The College is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The College's Code of Practice on personal harassment for students should be read in conjunction with the Student Disciplinary regulations and the Complaints procedure.

15.2  **Lone working policy and procedures**

The College has a 'Lone Working Policy and Procedure' that can be found here.

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Department and the type of work conducted by students (other than laboratory work where specific guidance will be issued prior to the commencement of work) is classified as a low risk activity and as such the following advice is relevant.

Working out of hours counts as lone working - and the rule is the usual "If you arrive and leave the department outside of 9-5 then you must call security on 3063 to let them know you are in the building and again to let them know when you leave." There is an open access phone in the Queens foyer to use for this purpose.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

15.3  **Specialist equipment**

The Geography Department has equipment you might want to borrow for your fieldwork, video cameras, stills cameras, voice recorders and sound recorders. These are held by Ray Aung (QB137).

Please note there is often a high demand so please book equipment in advance and be ready to share it. Please be aware whilst every effort will be made to allow you to borrow the equipment during your preferred dates, we reserve the right to amend these during peak equipment use. Where necessary this will be discussed in advance of equipment collection.
16 Equal Opportunities Statement and College Codes of Practice

16.1 Equal opportunities statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter ‘the College’) is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that:

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins
- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential
- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity
- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity
- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material
- it creates a positive, inclusive atmosphere, based on respect for diversity within the College
- it conforms to all provisions as laid out in legislation promoting equality of opportunity.
APPENDIX 1: DISSERTATION PROPOSAL FORM

Candidate no. .................................................................................................................................

Title of Dissertation: .........................................................................................................................

Outline of Research Aims and Scope

Context of Research & Literature Review

Methodology and Sampling Strategy

Overall evidence of critical understanding

Plan for Fieldwork

Ethical awareness

Budget

Risk assessment

Use of Visual Aids/Illustrations/Maps

Grade Awarded:

Please note: this grade is indicative of the assessment of the first examiner. The final mark awarded is subject to revision by either the second internal examiner or the external examiners.

Further comments:
APPENDIX 2 DISSERTATION MARKING PROFORMA

Candidate no: ........................................................................................................................................................

Title: ..........................................................................................................................................................................

If you supervised this dissertation, please give an indication of the approximate wordage of draft material read:

Please comment under the following headings:

Research aims and scope

Context of research and literature review

Methodology and data collection

Analysis and interpretation

Presentation and use of visual material/illustrations/maps/other

OVERALL IMPRESSION:

Mark/Grade Awarded:

Please note: this grade is indicative of the assessment of the first examiner. The final mark awarded is subject to revision by either the second internal examiner or the external examiners.
DECLARATION

I hereby declare that this independent dissertation entitled:

..........................................................................................................
..........................................................................................................
..........................................................................................................
..........................................................................................................

has been composed by myself from my own work and that where other source material has been used, this has been acknowledged.

This Dissertation comprises no more than 15,000 words (including abstract, acknowledgements, table of contents lists, text boxes and references, but excluding appendices and illustrative material), and complies with the relevant regulations in respect of length.

Signed .................................................................

Name (block capitals) .............................................................

Date .................................................................
MSc Geopolitics & Security 2019 – 20 Full Time Student Option Form

Name: ___________________________ Student Number: ___________________________

Please complete the form following the PIR induction. Please submit to the programme director by 16.00 Thursday.

**Autumn Term 1**

<table>
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<th>Choose One</th>
<th>Choose one course from the list of free options (see below):</th>
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<tbody>
<tr>
<td>GG5601 Principles in Geopolitics &amp; Security</td>
<td>GG5608 Social Science Methods for Political Geography</td>
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**Spring Term 2**

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**Summer Term 3**

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