



Department of Geography

MSc Global Futures

MRes in Cultural Geography

**MRes in Geopolitics, Development,
Sustainability and Justice**

Student Handbook

2024/25

Disclaimer

This document was published in September 2024 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 courses of study, to discontinue courses, or merge or combine courses 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 courses should check both departmental handbooks.

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1 Introduction to your department

1.1 Welcome

Welcome 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.

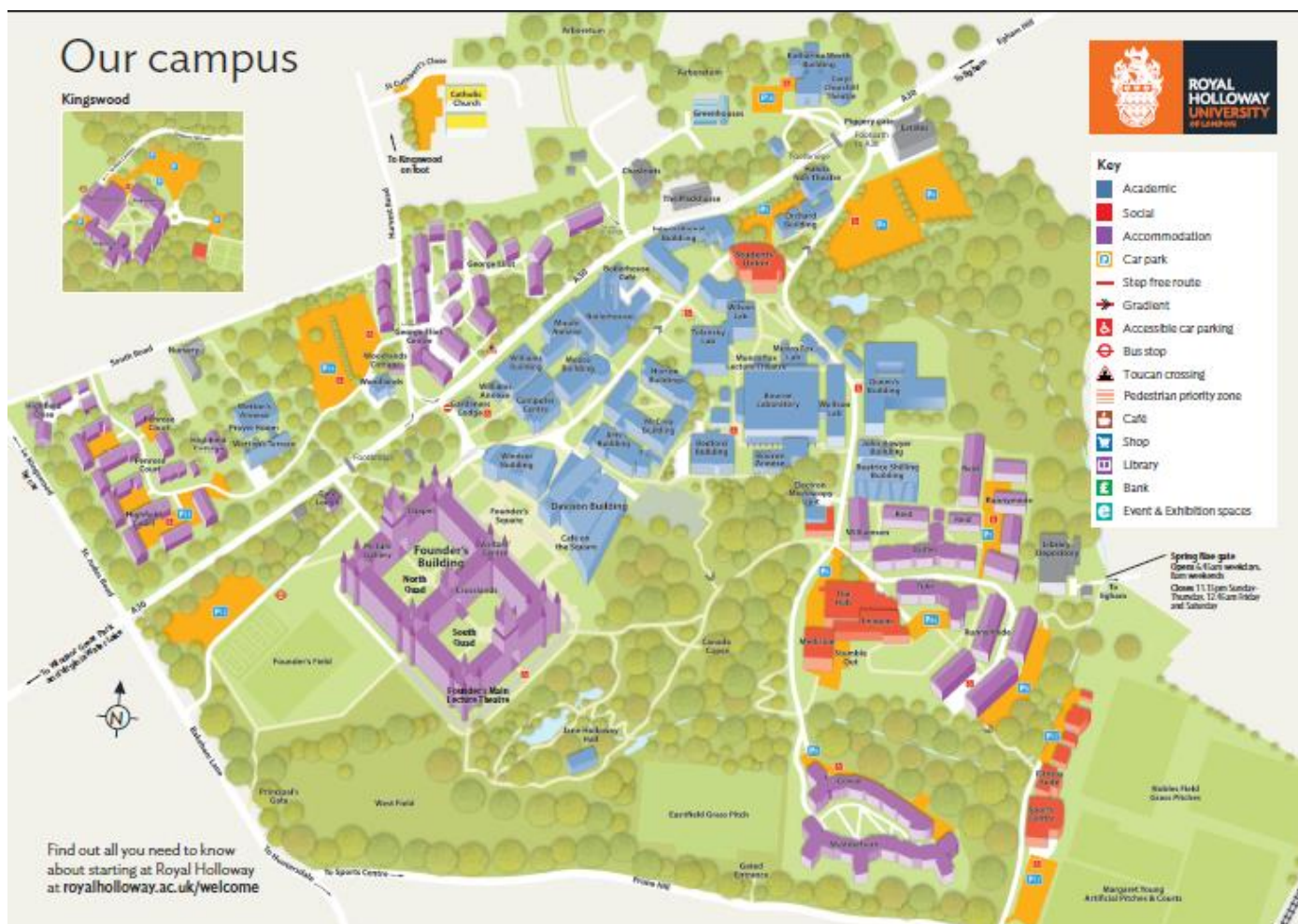
This handbook should be read in conjunction with the *College Postgraduate Taught Student Handbook*, which is available on the Geography PGT Students Moodle page.

1.2 How to find us: the Department

The Geography department is mainly located in the Queen's Building (QB), additional staff and teaching space is located in the Munro Fox laboratory, EMU (postgraduate centre) and the geochronology laboratories (section 1.6). Staff offices can be found in the Queen's Building (section 1.6 for maps and individual staff offices).

This can be found on the University campus map.

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

CONTACT DETAILS

	Email	Code (+44 01784)	
Executive Dean of School of Life Sciences and the Environment	Professor Klaus Dodds k.dodds@rhul.ac.uk	44 3580	Wolfson 114
Head of Department:	Professor Simon Blockley simon.blockley@rhul.ac.uk	44 3405	QB161
Academic Staff:	Professor Peter Adey peter.adey@rhul.ac.uk	44 3640	QB123
	Professor Simon Armitage simon.armitage@rhul.ac.uk	27 6124	QB174A
	Professor Ian Candy ian.candy@rhul.ac.uk	44 3649	QB157
	Professor Phil Crang P.Crang@rhul.ac.uk	44 3645	QB174B
	Professor Veronica della Dora veronica.delladora@rhul.ac.uk	44 3642	QB178
	Professor Vandana Desai v.desai@rhul.ac.uk	44 3650	QB152D
	Dr Mike Dolton m.dolton@rhul.ac.uk	44 3575	QB152A
	Professor Felix Driver f.driver@rhul.ac.uk	44 3572	QB151A
	Dr Gwilym Eades Gwilym.Eades@rhul.ac.uk	44 3657	QB148
	Dr Sasha Engelmann Sasha.Engelmann@rhul.ac.uk	44 3567	QB152C
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	Professor David Gilbert d.gilbert@rhul.ac.uk	44 3653	QB154
	Professor Harriet Hawkins harriet.hawkins@rhul.ac.uk	41 4673	QB159
	Professor Innes Keighren innes.keighren@rhul.ac.uk	44 3722	QB180

Dr Celia Martin-Puertas Celia.MartinPuertas@rhul.ac.uk	27 6043	QB177
Dr Ian Matthews i.p.matthews@rhul.ac.uk	27 6530	QB124
Dr Alice Milner alice.milner@rhul.ac.uk	27 6468	QB175
Professor Jay Mistry j.mistry@rhul.ac.uk	44 3652	QB121
Professor Oli Mould Oli.Mould@rhul.ac.uk	41 4011	QB179
Dr Sofie Narbed Sofie.Narbed@rhul.ac.uk	27 6825	QB153
Dr Adrian Palmer a.palmer@rhul.ac.uk	44 3507	QB125
Dr Laurie Parsons Laurie.Parsons@rhul.ac.uk	44 3564	QB173
Dr Alasdair Pinkerton a.d.pinkerton@rhul.ac.uk	27 6441	QB152E
Dr Agostinho Pinnock Agostinho.Pinnock@rhul.ac.uk	27 6259	QB158
Dr Chris Satow Chris.Satow@rhul.ac.uk	91 7110	QB156
Professor David Simon d.simon@rhul.ac.uk	44 3651	QB151b
Dr Rachael Squire Rachael.Squire@rhul.ac.uk	27 6223	QB176
Mr Don Thompson d.thompson@rhul.ac.uk	44 3576	QB145A
Dr Varyl Thorndycraft Varyl.Thorndycraft@rhul.ac.uk	27 6122	QB152B
Dr Amy Walsh Amy.Walsh@rhul.ac.uk	91 7111	QB145B
Professor Katie Willis Katie.Willis@rhul.ac.uk	44 3643	QB160

Technical/Operations Staff:

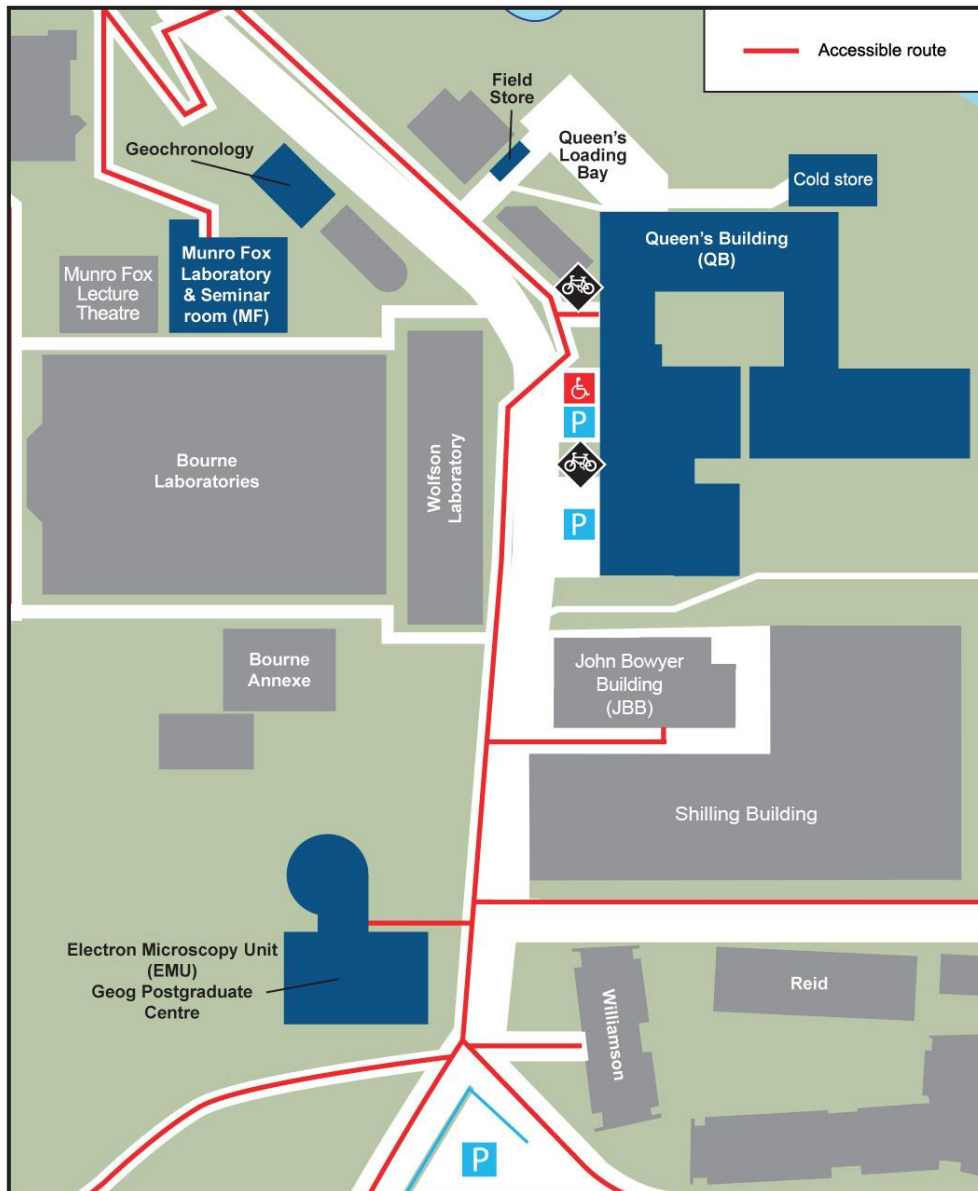
	Dr Claire Mayers (Technical Operations Manager) Claire.Mayers@rhul.ac.uk	44 3808	QB130
	Raymond Aung (Computer Technician) Raymond.Aung@rhul.ac.uk	44 3613	QB137
	Katy Flowers (Laboratory Technician) Katy.Flowers@rhul.ac.uk	44 3566	QB127
	Dr Marta Perez (Laboratory Technician) m.perez-2@rhul.ac.uk	44 3566	QB127
	Jen Thornton (Cartographic Technician) jen.thornton@rhul.ac.uk	44 3568	QB137
	Iñaki Valcarcel (Laboratory Technician) jose.valcarcel@rhul.ac.uk	41 4683	MFox Lab
School Manager:	Michelle Jux		Wolfson 118
School Helpdesk:	LSE-School@rhul.ac.uk	44 6884	Wolfson 118
Disability & Neurodiversity: (Wellbeing Lead):	Dr Mike Dolton M.Dolton@rhul.ac.uk	44 3575	QB152A
Information Consultant (Library)	Debbie Phillips Deborah.Phillips@rhul.ac.uk		

1.5 How to find us: the School office

The school office is located in the Wolfson Building, Room 118 on the ground floor. The Wolfson building is opposite the Queen's Building.

1.6 The Department: practical information

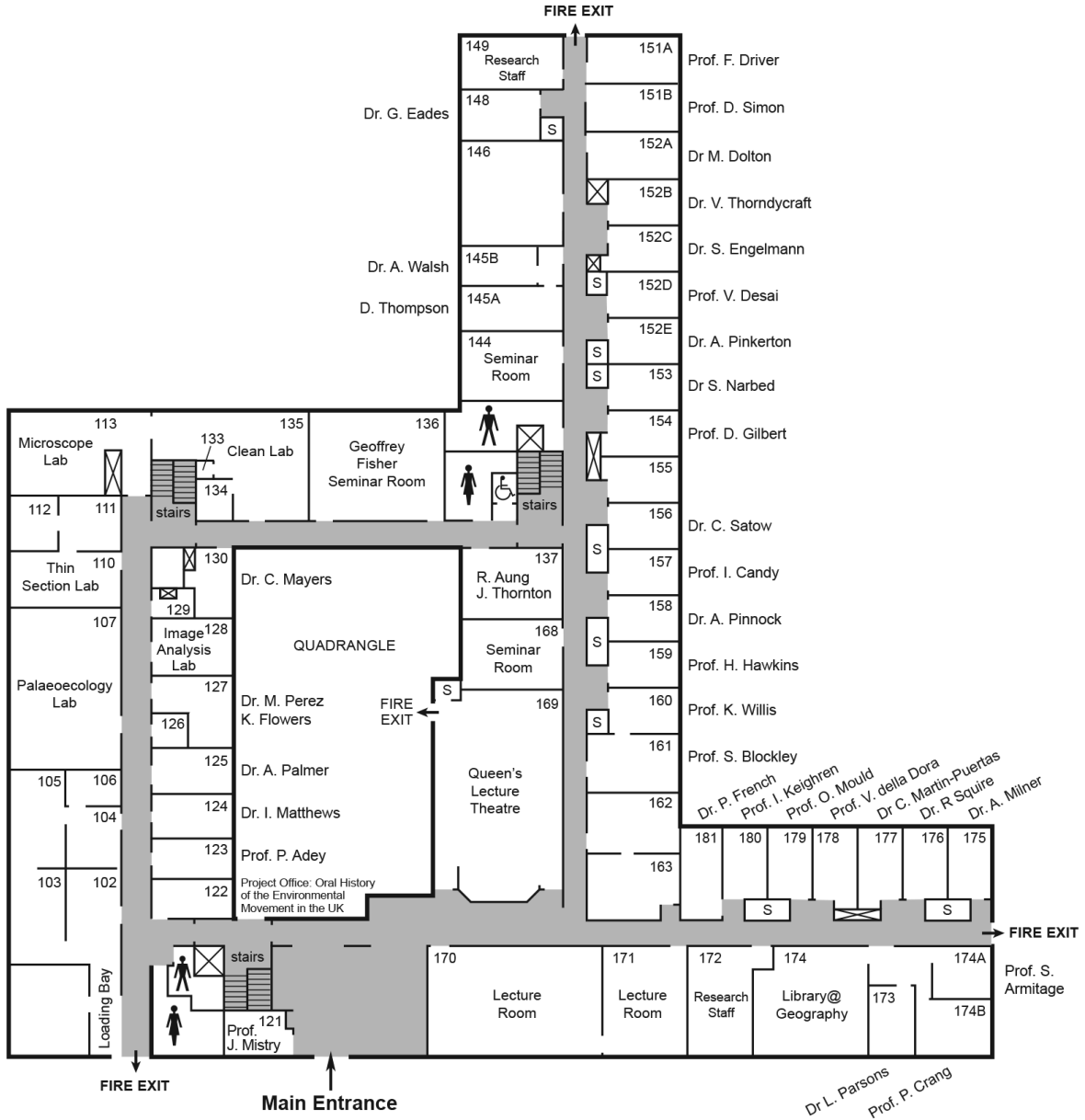
The Department occupies modern purpose-built accommodation on the ground floor of the Queen's Building. Here you will find a lecture theatre, teaching rooms, Geography staff offices, 'Library@Geography', and research and teaching laboratories. Additional teaching laboratories are located in the nearby Munro Fox Laboratories. The map below details the location of Geography department buildings, with a further diagram giving details of the location of staff offices within the Queen's Building.



Extract from the main campus plan showing location of Geography Department buildings

Department of Geography - Queen's Building (Level 1)

<u>Room</u>	<u>Room</u>
Head of Department..... 161	Technical Operations Manager and Health & Safety Co-ordinator..... 130
Undergraduate Education Lead..... 160	IT and AV Support; Graphics, Cartography and Printing..... 137
Postgraduate Research Student Lead..... 152C	
Postgraduate Taught Lead..... 180	
Wellbeing Lead..... 152A	



September 2024

1.7 Staff research interests

- Professor Peter Adey, BA Aberystwyth, MA Aberystwyth, PhD Aberystwyth
Borders and mobility; Space; Political Geography
- Dr Simon Armitage, BA Oxford, PhD Wales
North African climate; OSL; late Quaternary evolution of SE African coast
- Professor Simon Blockley, BSc Bradford, PhD Bradford
Palaeoenvironment & abrupt climate change; Paleolithic archaeology; geochronology
- Professor Ian Candy, BSc London, MRes Reading, PhD Reading
Quaternary geomorphology & sedimentology; uranium series geochronology; palaeoclimatic reconstruction
- Professor Phil Crang, BA Cambridge, PhD Cambridge
Cultural Globalisation; geographies of consumption; geographies of work
- Professor Veronica della Dora, BA Ca'Foscari, Venice, PhD UCLA
Cultural and historical geography; history of cartography; landscape studies; sacred space
- Professor Vandana Desai, BA Bombay, BSL Poona, MPA Liverpool, DPhil Oxford
NGO's & civil society; gender; ageing; water; community participation; slums; India & sub-Saharan Africa
- Professor Klaus Dodds, BSc Bristol, PhD Bristol
Geopolitics and security; Antarctica and Arctic; geopolitics of contemporary cinema
- Dr Mike Dolton, BA OU, MA Sussex, PhD London
Democratisation through local participatory networks; UK urban policy & regeneration
- Professor Felix Driver, MA Cambridge, PhD Cambridge
Exploration & empire; museums; exhibitions & collections; popular geographical publishing; history of geographical film
- Dr Gwilym Eades, BSc Victoria, MA Ottawa, PhD Montréal
Critical GIS; Memetics of place; Indigenous toponymy; Geoweb
- Dr Sasha Engelmann, BA Stanford, MPhil Oxford
Geographies of Art; Art-Science collaboration
- Dr Peter French, BSc Kingston, PhD Reading
Coastal & estuarine management; public attitude to coastal risk
- Professor David Gilbert, BA Cambridge, DPhil Oxford
Geographies of 20th century London; imperialism; tourism and the modern city
- Professor Harriet Hawkins, BA Nottingham, PhD Nottingham
Geographies of contemporary art, histories of creative geographies, art/science collaboration
- Professor Innes Keighren, BSc Edinburgh, MSc. Edinburgh, PhD. Edinburgh
Cultural and historical geography; historical geographies of science; history and geography of the book; history of travel and exploration
- Dr Ian Matthews BSc London, PhD London
Geochronology; Environmental Archaeology; palaeoecology
- Dr Alice Milner BSc Leeds, PhD Leeds
Mediterranean biogeography, peatland ecosystems, climate change
- Professor Jay Mistry, BSc London, PhD London
Fire management in the tropics; Savanna management; Tropical ecology
- Professor Oli Mould, BA Leicester, MSc Leicester, PhD Leicester
Urban studies; Creative industries; Urban sub-cultures
- Dr Adrian Palmer, BSc, MSc, PhD London
Quaternary sedimentology; varve chronology; landscape response to rapid climate change
- Dr Laurie Parsons, BA Durham, MA Phnom Penh, PhD London
Climate change and inequality; Modern slavery, Cambodia
- Dr Alasdair Pinkerton, MA St Andrews, MA London, PhD London
Critical geopolitics; communications research; central & South Asia
- Professor Danielle Schreve, BSc London, PhD London
Quaternary mammals; palaeoenvironments; palaeolithic archaeology
- Professor David Simon, BA Cape Town, BA Reading, DPhil Oxford
Development-environment theory, policy & practice; sustainability; urbanisation; cities and climate

change;

Dr Rachael Squire, BA London, MA London, PhD London

Geopolitics of oceans and seas

Mr. Don Thompson, BSc London

River and hill slope processes; water supply in the developing world

Dr Varyl Thorndycraft, BSc Sheffield, MSc Liverpool, PhD Exeter

Late Quaternary palaeohydrology; floods & climate change; GIS and digital terrains

Professor Katie Willis BA Oxford, MPhil Oxford, DPhil Oxford

Gender; households; migration & development; child refugees

2 Research Groups and Interdisciplinary Activities

2.1 Social, Cultural and Historical Geography Research Group

RHUL's Social, Cultural and Historical Geography Research Group (SCHG) is one of the world's largest collectives of staff and post-graduates working on issues of social, cultural and historical geography. As postgraduates you are full members of this group, and play an active part in our research culture.

2.2 Landscape Surgery

Landscape Surgery is a fortnightly post-graduate workshop and seminar series, led largely by PhD students. For 20/21 year, Landscape Surgery will be held online. The timetable, and details of other events can be found on the blog: <http://landscapesurgery.wordpress.com> as well as on the SCG events page: <http://www.rhul.ac.uk/geography/events/scgeventsarchive.aspx>

It is expected that students on the MA course will contribute to the blog (for GG5035 blogging is a requirement). This will take the form of blog postings and the production of podcasts during the courses (detailed later in this handbook), but you can also post to the blog about activities that you think would be of interest to the cultural geography community.

2.3 London Group of Historical Geographers (LGHG)

The London Group of Historical Geographers meets fortnightly on Tuesdays after Landscape Surgery. Since 1981 the group has provided a forum for the discussion of current research in historical geography.

Up to date information about the events is available from the website,

<https://www.royalholloway.ac.uk/geography/events/lghg.aspx>

These seminars will be conducted online for 20/21.

2.4 The Centre for the GeoHumanities (CGH)

The Royal Holloway Centre for the GeoHumanities is a major initiative linking arts and humanities scholars and practitioners, geographers and the creative, cultural and heritage sectors across RHUL. It showcases and fosters work with an arts and humanities orientation on issues that have a strong geographical resonance, such as space, place, landscape and environment. The SCHG staff are all members of CGH and their work contributes to its output.

CGH focuses in particular on six cross-cutting interdisciplinary themes:

- The Environmental GeoHumanities, encompassing arts and humanities scholarship on environment, nature and environmental change;

- The Creative GeoHumanities, encompassing practice-based arts research engaging themes of place, space, landscape and environment;
- The Historical GeoHumanities, encompassing humanities research on past landscapes, places and spaces, and the making of geographical knowledges;
- The Spatial GeoHumanities, encompassing arts and humanities research on imaginative geographies and the production of space, past and present;
- The Digital GeoHumanities, including the use of Geographic Information Systems (GIS), geo-coded data and digital mapping within arts and humanities scholarship;
- The Public GeoHumanities, encompassing the place-based and spatial understandings of the cultural, creative and heritage sectors as well as community and participatory work.

The MA in Cultural Geography (Research) course has content which reflects the Centres themes and will, from time-to-time, participate in activities related to the CGH.

2.5 Geopolitics, Development, Security and Justice Research Group

GDSJ works on a range of vitally important issues across political, development and social geography and has interdisciplinary reach in its connections to international relations, development studies, anthropology, sociology, disaster studies; health and gerontology. We have also built interdisciplinary links across RHUL with the Information Security Group (ISG), Centre for Research into Sustainability (CRIS) and The ICT4D Collective.

GDSJ's 20 academic researchers and 25+ PhD students are committed to research both in and across the Global North and Global South including the UK and Overseas Territories, the Arctic and Antarctica, South and Southeast Asia, and Latin America.

GDJS organises a range of events including research theme and praxis workshops, 'brown bag' lunches and seminars.

2.6 Information Security Group

The Information Security Group (ISG) is a world-leading interdisciplinary research group dedicated to research and education in the area of information (cyber) security.

The ISG comprises more than fifteen full-time academic faculty members, including a mix of computer scientists, mathematicians and social scientists. They are supported by visiting academics, research assistants and a large number of research students, making the ISG one of the largest academic information security teams in the world.

The ISG was formed in 1990 with the intent of providing an academic institution which understood and collaborated with government and industry in the area of information security. Today the ISG continues to attract some of the best minds in the world working in the field of cyber security, helping to shape the National Cyber Security Strategy and develop the talent and services of tomorrow.

2.7 The Centre for Research into Sustainability

The Centre for Research into Sustainability (CRIS) is a multidisciplinary, international group of researchers and educators at Royal Holloway, University of London, UK. We are actively engaged with the understanding of social/ethical, economic and environmental sustainability in contemporary society.

We understand sustainability in broad terms as relating to economic, social/ethical and environmental perspectives. We do this through research, teaching, and collaboration with external organisations.

Our purpose, ultimately, is to advance scholarship and contribute to positive social change in terms of the contemporary challenges of poverty alleviation, social injustice and climate change.

3 Support and advice

3.1 Support within your School

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. It is situated in Room 118 on the ground floor of the Wolfson Building. Opening hours are 10:00am to 4:00pm. The Helpdesk is staffed throughout these opening hours. You can call in person during opening hours, ring 01784 276884 or email LSE-school@rhul.ac.uk. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find out the answer and get back to you. If you wish, you may also talk to them in private and they will make sure you receive the support you require.

If you have a problem or concern, approaching the right person in the first instance will allow the problem to be dealt with quickly and efficiently. For many issues, your personal tutor is the first point of contact, but for others, you should see the following:

- With a topic in an individual module: see the lecturer concerned
- With the administration or examination of an individual module: see the Module Convenor
- With general academic organisation: see Dr Oli Mould, MSc Global Futures Director
- With personal difficulties: see your Personal Tutor, Dr Mike Dolton (Wellbeing Lead) or the Counselling Service
- With general non-academic queries or fees: Please see [ASK Royal Holloway](#) or alternatively you can go to the Student Services Centre in the Emily Wilding Davison building.
- With English as a second language: contact your Personal Tutor or the Centre for Development of Academic Skills (CeDAS)
- With writing skills in general: Contact CeDAS
- With issues relating to specific learning difficulties: see Dr Mike Dolton (Wellbeing Lead) or the Disability and Dyslexia Services Liaison officer.

3.2 Equality, Diversity and Inclusion

The Department is committed to being an inclusive and supportive environment for all students and staff, respecting each other and our diverse perspectives and experiences. Dr Vandana Desai is the Department's Equality, Diversity and Inclusion Lead.

Any student who has concerns about equality, diversity and inclusion issues in general, or relating to a specific incident, is encouraged to contact Dr Desai. Students can also contact the Head of Department or Oli Mould as Director of the MSc Global Futures.

3.3 Student representation

A student representative is identified via volunteering, and is invited to all staff-student committee meetings. Usually, this student will collate any concerns from their cohort and present these at the meeting for feedback.

3.4 The Geographical Society (GeogSoc)

The Geographical Society is run by students. It provides a programme of both academic and social events across all three terms. Elections for the GeogSoc Committee take place towards the end of each academic year, with a further election in October to choose a first-year representative. All events are publicised on the GeogSoc noticeboard and the GeogSoc Facebook page. Postgraduate students are very welcome to join.

4 Communication

4.1 Post

All post addressed to you at the Geography department is kept in the Postgraduate pigeonhole in the post room (Queen's 163) situated in the Queen's Building. At the end of each term this is cleared of accumulated mail which is then destroyed. Important information from Academic Services is often sent by internal post and you are advised to check them regularly.

4.2 Geography Master's Student Moodle Page

All Geography taught postgraduates have access to the Geography Master's Students Moodle page. A copy of this Handbook is kept there, along with details of assessment deadlines and other general departmental information.

It is your responsibility to make sure you are informed of the times and places of all classes, meetings and of any requirements (e.g. essay deadlines) relating to your courses; so, if in doubt, please ask.

4.3 Personal Tutors

Your personal tutor is your first point of contact in the Department if you have any concerns or problems. You will normally remain with the same tutor for the duration of your studies, although at times staff are awarded a period of sabbatical research leave, in which case, another member of staff will act as temporary personal tutor for the duration of leave (normally one term).

If for any reason you wish to change your Personal Tutor, you should consult your MSc Director who will treat the matter in confidence should you wish.

4.4 Questionnaires

We take student feedback very seriously, and welcome your comments on the Department and all taught courses. In order to obtain your feedback on taught courses, you are asked to complete an anonymous questionnaire at the end of each course. The feedback you give us helps in making changes to courses and to increase the effectiveness of our teaching and teaching resources.

All questionnaires are seen by the Head of Department, the MSc/ MRes Director and Director of Teaching, and are analysed as part of the College's 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!)

You can also make comments throughout the year about the quality of your courses and degree programme through the Course Rep system.

4.5 Space

The Department has its own study space supported by the library: 'Library@Geography' (QB174) containing work space and maps. Library@Geography offers a quiet place for students to work – consumption of food, drink and the use of mobile phones is not permitted.

For academic year 2020-21, because of the hygiene requirements due to Covid-19, we are not allowing students to use Library@Geography for independent study. This decision will be reviewed for Term 2. Library@Geography will be used for small group teaching instead.

Postgraduate students can use the kitchen facilities in the Department, which are found next to QB144. Please ensure that you keep the kitchen and fridge clean if you use them.

5 Teaching

5.1 Study weeks

The Geography Department does not have study weeks, however visiting students, European Studies students, or those taking electives in Geography, may find that other departments do have reading weeks. Such students should still attend all Geography lectures and seminars during any study weeks in other Departments.

5.2 Use of Moodle

All class sessions are supported by virtual learning tools, in particular Royal Holloway's 'Moodle' platform. All courses have designated Moodle sites that are made accessible to the students registered on that course. Individual courses use Moodle in varying ways as most appropriate to the broader course learning ethos and curriculum. However, all courses use Moodle to support your learning in at least five ways:

- The *digital provision of core information* for courses such as handbooks, reading lists, session timetables, coursework guidance, links to past exam papers, and so on;
- The provision of information, materials and resources to be used by students in *preparation* for class sessions, including the uploading of lecture powerpoints ahead of class sessions;
- The *archiving* of materials from class sessions, such as powerpoint slides, class handouts, etc.;
- The supporting of students' *independent research after class* sessions, through guided reading, other activities, links to good quality media on relevant issues, etc.
- *Communication* with students via the Course Forum tools.

Some courses and lecturers use other online learning tools, as appropriate to their materials and activities. In such cases, the lecturer will introduce the tools, explain how and why they are being used, and support your engagement with them.

5.3 Conduct during teaching sessions

Teaching sessions include all lectures, seminars, tutorials, practicals and fieldwork both in person and online. As such, these sessions should be carried out in such a manner as to encourage learning and study. To enable this to happen, the following should be observed:

- Eating and drinking (except water) in class is not permitted by the College, in compliance with current Health and Safety legislation. Not even water may be drunk in laboratories.
- Students must not engage in conversation with one another during a lecture or class unless it is part of an organised class activity.
- When wishing to ask a question or contribute a comment students should draw the lecturer's attention by putting their hand up.
- Mobile phones and other electronic devices must be switched off at the beginning of the lecture unless these devices are directly related to the lecture; for instance, laptops for note-taking or authorised recording devices for students registered with the Dyslexia and Disability Services and will not cause disruption to the class.
- Personal electronic recording of lectures is discouraged and should only be requested for good reason (e.g. specific learning difficulty). Permission to record classes should be sought in advance from the lecturer in charge. Some sessions will be recorded by the lecturer and then made available on Moodle.
- Students are welcome to use laptops in class for the purpose of note-taking. Web browsing should only be done as part of an organised class activity. Gaming and social networking in class is prohibited.

Abuse of these rules, particularly in respect of the use of phones/laptops/tablets, could lead to them being banned from the room.

Students are expected to treat the learning environment with respect and to adhere to the points detailed above. Lecturing staff will remind individuals of their responsibilities to others as class members when

breaches to this code of conduct are identified. In exceptional circumstances, persistent individuals may be asked to leave. Where students are concerned about the behaviour of others, in that it is disturbing their ability to concentrate, and this is not noticed by the lecturer, this should be brought to the attention of the lecturer in charge during a break or at the end of a class. Lecturing staff will be proactive in reminding individuals to be respectful of the needs of other members of the class.

If lecturing staff themselves fail to adhere to these principles, or if students have other concerns relating to staff teaching or conduct, students can contact their MSc Director with details of the incident. They will raise the matter with the lecturer in charge or Head of Department as appropriate.

6 Degree structure

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

6.1 Department specific information about degree structure

The **MSc Global Futures** has three pathways:

Culture & Creativity

Geopolitics & Security

Justice, Development and Sustainability

The **MSc in Global Futures** course consists of three 'strands': conceptual, research and engagement.

Each strand goes across Terms 1 and 2 (with the Term 3 given over to your dissertation). Depending on which pathway you are in, you will take either pathway A (Culture and Creativity), B (Geopolitics & Security) or C (Justice, Development and Sustainability). The breakdown can be seen in the table below, which also outlines the assessment.

Term 1:

Conceptual (30 credits)	Research (15)	Engagement (15)
Core Concepts A. Key Concepts in Culture & Creativity (GG5010) B. Key Concepts in Geopolitics and Security (GG5011) C. Key Concepts in Justice, Development and Sustainability (GG5012)	Research Methods for Social Science (GG5020)	Social Media & Audiencing (GG5035)
<i>Essay</i>	<i>Group Presentation</i>	<i>Social Media Output</i>

Term 2:

Conceptual (30)	Research (15)	Public Engagement (15)
Global Futures (GG5013)	Advanced Research Methods for Global Futures (GG5021)	Work-Based Learning (GG5036)
<i>Manifesto</i>	<i>Dissertation Proposal</i>	<i>Diary Essay</i>

Term 3:

Dissertation (60)

For the MRes courses, it consists of 3 taught modules taken in combination with the MSc in Global Futures students, and a long-form dissertation. **MRes in Cultural Geography** students (combining with Strand A) will take GG5010, GG5020 and GG5021. The **MRes in Geopolitics, Development, Security and Justice** students (combining with Strand B or C) will take GG5011 or 5012, GG5020 and GG5021.

The breakdown can be seen in the table below (designed to show which modules you will take with the MSc in Global Futures students and when), which also outlines the assessment.

Term 1	
ONE OF: (A) Key Concepts in Culture & Creativity (GG5010)	5,000 word essay
(B) Key Concepts in Geopolitics & Security (GG5011)	5,000 word essay
(C) Key Concepts in Justice, Development & Sustainability (GG5012)	5,000 word essay
AND Research Methods for Social Science (GG5020)	Group Presentation
Term 2	
Advanced Research Methods for Global Futures (GG5021)	Dissertation proposal
Term 3	
Long form dissertation (GG5041)	20,000 word dissertation and presentation

The conceptual and research strands are taught through weekly discussion-based seminars and praxis days led by staff members specialist in those areas. The engagement strand is taught through 3 seminars at the beginning of the term, with workshops and site visits (often in London).

You are expected to complete readings in advance for each session. The key readings for each session will be identified by module leaders, and they should be read before the relevant session. Links to these readings will be uploaded onto the course's Moodle page at least a week in advance of the sessions.

Further information about teaching formats and assessments are found later in this handbook.

7 Facilities

7.1 Facilities and resources within your department

'Library@Geography'

The Department has its own study space supported by the library: 'Library@Geography' (QB174) containing work space and maps. Library@Geography offers a quiet place for students to work – consumption of food, drink and the use of mobile phones is not permitted.

For academic year 2020-21, because of the distancing requirements due to Covid-19, we are having to use this space for small group teaching more than usual. If you are using the space for independent study, then please ensure you follow the distancing guidelines.

7.2 The Library

One of the most important resources for you as a student at Royal Holloway is the Library Service. The Library is housed in the **Emily Wilding Davison Building**, located on the east side of Founder's Square.

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 undergraduate 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. There is a significant collection of online material, including e-books and electronic journals.

Books heavily in demand may be on short loan. Please consult the course tutor in good time if there are particular works which you would like to see on short loan.

The library is always happy to consider students' suggestions for more books. If you think that the Library does not have a book useful for a course you are following, or for a dissertation you are writing, or if you feel more copies of a book are required, please contact the library's Information Consultant for your subject (and let your course tutor know). Be aware, however, that not all requests can be satisfied and that there is sometimes a delay between ordering and receipt depending on our supplier's stock.

The Information Consultant for Geography is Debbie Phillips. She can be contacted if you have particular issues around accessing library resources.

Using other Libraries

Senate House Library (University of London), Senate House, Malet Street, London, WC1E 7HU (020 7862 8462) <https://www.senatehouselibrary.ac.uk/>

As a student of the University of London, you have access to the University of London Library (Senate House Library), which is situated in Central London. This central Library has large reference collections and facilities for borrowing and is an important resource for print and online material for the Arts & Humanities and Social Sciences (with limited Science coverage). In order to obtain a Senate House Library card you must present your College ID card at the Senate House Library and complete a short application form. You also have access to SHL's online resources and these can be accessed via the Library Subject Guides.

The British Library, 96 Euston Road, London, NW1 2DB (020 7412 7000) <http://www.bl.uk>.

Please check the BL's web pages for registration and access regulations, or contact the Royal Holloway Library for advice.

Other libraries

You may also be able to register as a reader at the libraries of other Colleges if you can demonstrate that you need to use their collections. Please check the respective College Library's web pages before visiting.

You are strongly advised to familiarise yourself with the Library and its resources as early as possible in your degree.

7.3 Photocopying and printing

The departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are 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.

Occasionally, students are expected to produce posters, or other printed material beyond the A4 size typical of open access printers. Such printing can be arranged through the Cartographic Technician, Jen Thornton (QB137), for a charge (charge depends on page size). Department facilities allow for standard printing to A0, or special sizes on request.

7.4 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. At College registration you will be given details of induction procedures, user accounts and password procedures. This will also include discussion of MS Teams which we will be using for our online teaching. All Geographers are expected to have basic information technology skills by the end of the first term of the first-year (operation of Windows, word-processing, spreadsheet use and basic web skills). We expect you to have at least the basic competence in information technology as provided by some of the IT Training sessions run by the Computer Centre.

[How to find an available PC](#)

There are a range of self-study packs designed to enhance your current IT skills, these can be found by visiting the [Skills Gateway](#). The Department recommends that you give consideration to courses relating to the use of Microsoft Office. Of particular use are courses relating to Word, Excel spreadsheets and PowerPoint. Other courses are available for later years, including data presentation, managing large documents, referencing and advanced Word for dissertations. Further advice will be given during the Geographical Techniques module.

The Department also has postgraduate computing facilities in the Geospatial and Visual Methods Laboratory (GVML)(QB146). Ray Aung (QB137) is the Computer Technician responsible for day-to-day running of the Departmental computing facilities.

8 Assessment information

8.1 Anonymous marking and cover sheets

In order to maintain fairness across all students, all coursework and examinations are submitted for marking with only your candidate number for identification. These numbers are issued by the College early in the first term. Examiners do not have access to any means by which they can match up names to numbers, this is not done until after the final sub board in June of the academic year.

When submitting your work, please complete a cover sheet. You can find this on the Geography PGT Students Moodle Page. The words on the cover sheet are not included in the word count for your assessment.

8.2 Submission of work

Submission of all coursework (formative and summative) should be through Turnitin, via each module's Moodle page, unless advised otherwise. Marking, wherever possible, will be done electronically. The nature of some assessments make electronic marking impractical, and so for these pieces of work, a hard copy submission will be made via the School Helpdesk (Wolfson 118). Turnitin submission may still be required for plagiarism detection purposes. Please assume that all work should be submitted for plagiarism checking unless advised otherwise.

8.3 Penalties for over-length work

This MSc degree develops your skills in communicating in different formats, including assessments of different lengths. In all cases, clear, succinct writing is required.

All pieces of course work have maximum word lengths, and you will be informed of these when assessment information is given to you.

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (7) of the University's [Academic Taught Regulations](#):

Section 13 (7)

Any work may not be marked beyond the upper limit set. 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, films or performance. In the case of presentations, films or performance these may be stopped once they exceed the upper time limit.

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. In addition, for field reports and dissertations the title page, abstract, acknowledgments, contents page, list of plates, figures and tables are also excluded from the word count.

*Figure/table/plate captions should be of reasonable length and should only provide a title and source. You should avoid explanatory detail in these captions (narrative captions).

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

Please refer to the Extensions Policy and guidance on the University's webpage about [Applying for an Extension](#).

All Geography Postgraduate assessments are eligible for extensions. Please note, that deadlines are published on Moodle at the beginning of the term. Please make sure you are aware of them and if communicate with the module leader or course director if you are unsure.

8.5 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). The Disability and Dyslexia Service (DDS) can put in place adjustment, support and access arrangements following an assessment.

All students can contact the DDS directly to set up a meeting and assessment. Alternatively if you are not sure whether that is appropriate for you, you can discuss your concerns with your Personal Tutor or the Wellbeing Lead Dr Mike Dolton.

8.6 Academic misconduct - Plagiarism

The Department takes allegations of academic misconduct very seriously. Academic misconduct comes in a range of forms, (see [Attendance and Academic Regulations page](#) of the student intranet). The most common form of academic misconduct is plagiarism. This is rarely done intentionally, but even if it is done by accident it is still an offence.

Avoiding Plagiarism

The following guidelines, based on those of the Academic Registrar of the University of London, outline how plagiarism can be avoided:

All work submitted as part of the requirements for any examination of the University of London must be expressed in your own words and incorporate your own ideas and judgments. Plagiarism must be avoided, with particular care being necessary in coursework and essays and reports written in your own time. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form (section references section). Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise another person's ideas or judgements, you must refer to that person in your text, and include the work referred to in your bibliography. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your Tutor if you are in any doubt about what is permissible.

Examples of what constitutes plagiarism include:

- Lengthy word-for-word phrases or sentences taken from a piece of work without placing inside quotation marks and without acknowledgement of the source (see section 7.7 on Referencing)
- summary of text in your own words which follows the structure of the original but fails to acknowledge the source (see section 7.7, Referencing)

- use of web sites to obtain material that are not acknowledged (see section 7.7, Referencing)
- downloading of 'ready-made' essays from the web. Don't be fooled by companies who claim to check essays against 'Turnitin'. To do this they have to check them through the system, thus they become a part of it. When you submit the essay, it will return a high percentage match.
- use of 'good' essays which may be circulating within the student body from previous years. Note, these would have already been submitted to 'Turnitin', and therefore will come up as a close match when checked. The same applies to essays submitted at other universities
- collusion in group project work or techniques exercises - this may range from group use of diagrams produced by one student, to the circulation of texts between members of the group which are either (in crude examples) copied verbatim or reworded by individual members of the group
- in statistical or quantitative exercises, one student carrying out the exercise and circulating copies of computer output to others.

Duplication of Work (Self Plagiarism)

In addition to the above, submitting the same, or essentially the same, piece of work on more than one occasion, whether for different courses or when repeating a course, is classed as **duplication** or 'recycling'. This is also regarded as an examination offence, as serious as any other form of plagiarism, and thus governed by the same rules as the above. If you are repeating the whole or part of a year and have any concerns about this, you should speak to Peter French as the Chair of the Department Assessment Board.

There are stringent penalties for cases of plagiarism, set out in the College's "Regulations Governing Examination and Assessment Offences", which also contains details of the procedures to be followed should a case of plagiarism be suspected. Where a case is identified, all of your assessed work (including the Dissertation) would be examined for possible plagiarism. Furthermore, if writing a reference, a member of staff is required to inform prospective employers that an examination offence was committed.

Please note that the plagiarism issue should not be a negative one from your point of view - the ability to express your own ideas in your own words, to synthesise and evaluate information from a range of sources, to acknowledge the work of others correctly and put your own work in relation to it, and to cooperate in a group without simply copying each other's work, are valuable skills for your degree and for the world of work beyond. Employers, for example, value the ability to make constructive contributions to a group project, so it will help to demonstrate that you have done this during your degree programme. Coursework is not just for picking-up marks to get through the course, it is for acquiring marketable skills in researching, summarising and presenting material from a variety of sources.

8.7 Referencing & Bibliographies (Reference lists)

A reference is the way in which you tell the reader where you have got the information from which you have used in your work. It also tells the reader that the information you are using was produced by someone else. For this reason, acknowledging all such sources of information is critical, not least because failure to do so can lead to accusations that you are trying to use someone else's information as your own (Plagiarism, [section 7.6](#)).

All assessed coursework, therefore, should be properly referenced and have a full bibliography at the end, including all of the sources you have cited in your work. In some cases, you may not have been able to find the original source. For example, you may have read a paper in which the author cites another, for example a paper by Smith (2009) may include a statement that 'Hunt (2006) showed that there was a correlation between variable A and B'. If you want to quote Hunt's results, you should, ideally, go to Hunt's paper and check that Smith has cited correctly. If this is not possible, you should acknowledge the secondary reference by acknowledging this correlation as 'Hunt, (2006), quoted in Smith, (2009)'. In formal 'unseen' examinations you are expected to provide references in your answers, and show that you know the sources of the facts and

arguments that you are presenting, but you are not expected to produce a bibliography.

When you cite (identify) references in the text of your assignment, you should include the author's surname (or name of editor or organisation responsible), the year of publication (or, in the case of an Internet site, when it was last updated), and actual page numbers if appropriate (such as when citing quotes), and where available. There are two approaches to citing references. The first gives prominence to the information, with all the required referencing details in brackets:

'It has been suggested that the relative seriousness of the two kinds of errors differs from situation to situation (Black 2009).'

The second approach gives prominence to the author by using the author's name as part of your sentence, with the date and page number in round brackets:

'Black (2009) has suggested that the relative seriousness of the two kinds of errors differs from situation to situation.'

Page numbers are necessary when you directly quote a passage, or when you copy tables or figures:

'A recent study has shown a series of possible causes that "result from changes in environmental factors"' (Jones and Chan, 2002: p2).'

Having written your assignment and included a range of citations, it is important to list all of these, in alphabetical order, by authors' surname, in a bibliography at the end of your work. This bibliography is typically titled 'References' or 'Reference List'. This should be comprehensive and detailed enough to allow the reader to trace all items you have used. There are a range of referencing and bibliographic conventions, examples of which may be seen in current academic geography journals. There are also often different conventions adopted for human and physical geography subjects, and you will come across both in your time here. Which you use will depend on the work being assessed, but the most important rule is to be consistent. Particular lecturers or your dissertation advisor may suggest you use certain conventions because of the particular materials you are working with.

The following is suggested as an appropriate standard format, based on the so-called 'Harvard' or author-date referencing system. The following guidance is based on the book *Cite them right: the essential referencing guide* (2010), multiple copies of which can be found in the Bedford Library:-

- 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 and Jones, 2001). When there are two or more references to work by one author for the same year, the year is followed by the letter a, b, c, etc. - e.g. (Harris, 1996c). Text references to multi-authored work should include the first author's name, followed by 'et.al.' then the year of publication e.g. Collings *et.al.* (2012). The reference list must contain all of the authors of the paper.
- 2) Page numbers should be given for quotes, for example, (Collins, 1970 p42).
- 3) Examples of references for different types of publication are given in Appendix B. Please note that the bibliography **should not be divided** according to these categories (i.e. with sub-sections for journal articles, books, chapters etc). Many more examples, including guidance on how to cite audio, visual, and digital material, can be found in *Cite them right: the essential referencing guide* (2010).

A summary of this reference and a guide to correct referencing style, can be found [here](#). Examples of referencing & bibliographies can be found in [Appendix B](#).

8.8 Illustrations

The use of illustrations in your work is important, as these can convey a lot of information and replace text. These should be scanned and cut and pasted into the essay, avoid cutting out photocopies and sticking them onto the relevant page with glue. Colour is fine. It is important, however, to obey a few rules:-

- All illustrations should be numbered consecutively, and referred to in the text. This can be sequentially, e.g. Figure 1, Figure 2, etc; or by sections, Figure 1.1, Figure 1.2, Figure 2.1, etc.
- Refer to graphs and diagrams as 'Figures'; tables as 'Tables', and Photographs as 'Plates'
- All should have a title and a source (reference from where they are obtained). If you use a web site, such as Google image, then you should acknowledge this.
- Make sure that after scanning, the quality of the image is still readable at the size you reproduce it.

8.9 Grade Descriptors & Marking Criteria

See [Appendix A](#) for the assessment criteria that are used by examiners in marking work within the Department, and show the general criteria that are used to calculate grades and marks. They are general models of the characteristics that are expected of work being awarded particular grades.

When looking at these tables you should keep the following points in mind:-

- Many pieces of work will have characteristics that fall between two or more classes. Your examiners retain the ultimate decision (academic judgement) as to the mark given to a particular piece of work, and your mark may be amended following consultation with second markers or visiting examiners.
- Look at the full range of assessment criteria, rather than just those that correspond to your own judgement of your abilities. When marking your work, examiners look at a range of different aspects of your work. For example, the form for comments on coursework essays shows the most important aspects of essay writing as a series of tick- boxes. Think about how you could improve each of these aspects of your work.
- These criteria give general models of assessment criteria. Your course leaders will also discuss the specific assessments for their courses, particularly where these are not standard essays.

8.10 Feedback

Feedback is an important part of your learning process as it allows us to communicate with you regarding the quality of work you are producing and to suggest ways in which you can improve your work in future. It should not be regarded purely as a means of communicating your mark. You should be aware that feedback occurs in many different ways throughout the duration of a course, and your time in the Department in general.

The most obvious form of feedback is the returned coursework feedback, which is usually delivered online. This contains important detail of the areas in which your work has succeeded in its aims, and also comments on how you could improve for the next assessment. The feedback will always include a comment sheet, but it may also include comments on the actual text of the assessment, either in the form of comment bubbles, or in text comments.

It is important that you understand this form of feedback and take it on board. If there is any aspect that you don't understand, then please contact the marker for clarification. Feedback dates are available alongside the assessment deadlines on the student noticeboards and on the Geography Undergraduate Moodle page. You will be sent an email to inform you when the feedback is available online.

The comments on the feedback are based on the marking criteria in [Appendix A](#). Different sets of marking criteria apply to different forms of work, but in general, there are a set of common criteria which the marker is looking for. These are detailed on each of the relevant tables. You are advised to study the marking criteria before completing assignments, in order to understand the differences between the different marks.

Marks below 50% are regarded as fails. The significance of failing a course are detailed in the [College regulations](#).

Marks between 40-49% may allow a candidate to resit the failed elements of that course or be granted a condoned fail (depending on PG regulations).

The return of coursework feedback represents only one form of feedback. There are also other forms of feedback which you should also consider. This may take different forms, and may be 'informal' in nature, but is still important to you as a way of finding out how your work can be improved. Such feedback includes:

- 1) Comments and discussion with staff and demonstrators in lab and field classes.
- 2) Discussion with course leaders in office hours
- 3) Critique of dissertation draft material by your allocated advisor.
- 4) Discussion in seminars.
- 5) Generic, group feedback to a whole class.
- 6) Moodle self or group assessment.

9 Attendance and Engagement Requirements

Attending all your classes and actively engaging in your studies is likely to lead to greater academic success. This means that preparing for classes (e.g. doing any preparatory reading), attending all your classes and actively engaging in your studies is likely to lead to greater academic success. This means that preparing for classes (e.g. doing any preparatory reading), contributing to classroom discussions and reviewing class material afterwards will help deepen your understanding of the subject and enhance your skills. Reading more widely, engaging with Moodle resources and attending optional sessions will also help.

Being present and engaged also helps to foster a dynamic and supportive learning environment for other students. This is particularly true at master's level, where small-group teaching is commonplace and where absence and lack of engagement can negatively affect other students.

The University monitors attendance, submission and Moodle engagement as part of its attendance and engagement requirements. While poor attendance and/or engagement can lead to informal or formal warnings, we would encourage students to see this monitoring as a clear indication of what will help you in your studies, rather than just as a disciplinary mechanism.

We also use the monitoring for wellbeing purposes, helping us identify students who may be facing difficulties. If you are having health or other problems that are affecting your studies, then please let the course director know., contributing to classroom discussions and reviewing class material afterwards will help deepen your understanding of the subject and enhance your skills. Reading more widely, engaging with Moodle resources and attending optional sessions will also help.

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We also use the monitoring for wellbeing purposes, helping us identify students who may be facing difficulties. If you are having health or other problems that are affecting your studies, then please let the course director know.

Please refer to the central [Engagement web pages](#) and [Attendance and Engagement Policy](#) for full details

10 Health and Safety Information

The university's [Health and Safety webpage](#) provides general information about our health and safety policies. There are additional rules and regulations that are specific to particular departmental activities, and every person who is working in or visiting departmental areas must make sure that they are acquainted with these regulations. Ignoring such provisions means not only putting yourself at risk, but those around you also.

The Department of Geography is committed to providing a healthy and safe environment for staff and students to work in. Risk assessment is an ongoing part of departmental activity to ensure that all procedures, courses (including the dissertation) and field trips are implemented with the minimum risk to all concerned. Whilst the Department will do all that is reasonably practicable to reduce any risk to health and safety, it is also the responsibility of individuals to ensure that their working environment, procedures and actions are safe. **Safety is everyone's responsibility.**

Health and safety concerns or suggestions should be submitted to the Departmental Health & Safety Coordinator. The Department has facilities located across several buildings. Persons with specific responsibilities for each site are:-

Dr. Claire Mayers - QB130 - ext. 3808
Queen's Building

Mr. Iñaki Valcarcel – MF001 – ext.4683
Munro-Fox Lab
Geochronology Lab

10.1 Code of practice on harassment for students

The University 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 University's [Code of Practice on personal harassment for students](#) should be read in conjunction with the [Student Disciplinary regulations](#) and the [Complaints procedure](#).

10.2 General Safety in the Department

Working hours. Queens Building is open between the hours of 8am-5pm. Outside of these hours access to the building is by swipe card only. Students are permitted to work quietly in department study spaces until 10pm, Monday to Friday. Laboratories in the Department of Geography are open from 0900-1300 and 1400-1650 each weekday. Special arrangements must be made with the relevant Laboratory Manager for access outside these hours. There is no guarantee that work outside normal hours will be permitted. Unsupervised work by undergraduates in the laboratories is not permitted.

Conduct. Always behave in a responsible manner when in the Department. Never run in the corridors or on the stairs, you could cause an injury or spillage. Mobile phones should be on silent in all study areas and should not be used in class.

Belongings. Do not leave your belongings unattended at any time. They should also not be left:

- In corridors or stairwells
- Near exits, particularly fire exits
- Near to emergency equipment, such as fire extinguishers
- Near to electrical equipment or sources of heat

Safety Provisions. Be aware of the fire exit routes, fire extinguishers, fire alarms and first aid kits in the Department. Maps are displayed around the Geography buildings showing the location of these items.

10.3 Emergencies

First Aid. The main first aid kit is situated in the Departmental Post Room, (QB163). If you suffer an injury, or find someone injured, call a qualified First Aider. Posters displaying the room and extension number of the closest first aiders are located throughout the department. In the event that no staff can

be found call Security on 01784 443063.

Fire Alarm. If the fire bell rings continuously:

- Leave the building immediately, by the nearest safe route. Note: This may not be the door you used to enter the building.
- Muster at the Assembly Point straight away. Fire Marshalls will be on hand to assist with any evacuation.
- Do not enter the building again until authorised to do so.

Fire alarms are routinely tested. The test days/times are posted in the building foyer. You should familiarize yourselves of the arrangements for all buildings in which you have classes.

Dealing with fires. If you discover a fire:

- Activate the nearest fire alarm immediately - this is your main priority
- Leave the building by the nearest safe route
- Report to the Assembly Point and let a Fire Marshall know the location of the fire
- Do not fight fires unless trained to do so - the incorrect choice or use of a fire extinguisher could put your life at risk and/or make the fire worse.

10.4 Lone working policy and procedures

The University 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 Geography department runs a range of different rooms, from general teaching, reading and computer facilities, to technical laboratories and analysis suites. Access to Queen's Building is available from 0800 to 1700. Geography postgraduate students can swipe into the building outside of opening hours in order to access rooms for quiet study.

The risk associated with using Departmental facilities varies, and thus there are different rules in force for different rooms. These are detailed below:

- Lone working is only permitted in teaching rooms. Use of laboratories for individual project work, such as dissertations, should be arranged with the relevant member of technical staff.
- Inspections/risk assessments of work areas are carried out by the Departmental Health and Safety Coordinator or Laboratory Manager to ensure that hazards have been identified, risks controlled and provisions for emergencies are in place (e.g. escape routes open, firefighting equipment, first aid).
- In the field, students will work in groups when possible. Staff will brief all students undertaking these activities on relevant health and safety issues. For dissertations, we advise you to have a second person with you wherever possible in the field, or if this is not possible, to obey basic rules of leaving contact details and details of return times, etc. Matters regarding health and safety for dissertation fieldwork will be dealt with on an individual basis with your dissertation advisor.

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

10.5 Field trips

Whilst every effort is made to ensure that fieldwork provided by the University is safe, it has, by its nature some inherent risks. Severe weather conditions may be encountered in all seasons, especially near coasts or in upland areas. In accordance with the Health & Safety at Work Act 1974, module leaders have a responsibility to ensure that correct precautions are taken and have a duty to inform you of all health & safety issues relating to the work they are supervising. In law, **YOU** have a duty of care to yourself and others whilst engaged in any activity related to your studies at Royal Holloway. It is **imperative that students cooperate fully and behave responsibly** whilst on any fieldtrip or when doing fieldwork for personal study requirements

(e.g. dissertations). **Potential dangers make it imperative that students cooperate by behaving responsibly in order to minimise the risk of accidents. Each individual is responsible for their own safety.**

Pre-trip meetings will be held where all relevant health and safety information will be passed on by the trip leader. Students will also be required to read and sign an appropriate Risk Assessment prior to all fieldwork. Instructions should always be observed by all members of the group. Anyone not conforming to the standards required may be disciplined and dismissed from the course. Such action could jeopardize continuation on the relevant course(s). If a member of your group should act in an unsafe manner, endangering themselves or others, you have a duty to report this to the field leader – you could save the person, or others, from serious injury. Relevant inoculations, including anti-tetanus, are advised – anyone who does not have the relevant vaccinations attend fieldtrips at their own risk. Safety equipment, such as hard hats and high visibility wear, will be provided by the Department where required.

Ethical considerations forbid the Health Centre from passing on relevant health information regarding individual students to the Department. Students must therefore complete the School Health and Safety Form which includes a medical questionnaire. This information will be shared with field trip leaders so that adequate safety measures can be put in place.

All department-led fieldtrips are covered by University insurance. There may be some exemptions for students with particular health conditions. For independent fieldwork the University does **NOT** include personal accident cover for students.

All students are expected to carry their own basic first aid kit containing items such as plasters and any preferred painkillers and personal medication required. Staff will also carry first aid kits but they are not permitted to provide any form of medication to students.

Independent Fieldwork (Dissertation)

Students undertaking independent fieldwork are responsible for their own safety in the field. Anyone planning independent field work will need to complete pre-trip risk assessments. Your supervisor will help you do this. **You are not permitted to carry out any independent fieldwork until this is complete and no equipment can be borrowed from the department until a risk assessment has been approved.**

Plan your work carefully, bearing in mind your experience and training, the nature of the terrain, and the weather. Be careful not to over-estimate what can be achieved in a given time period.

Do not carry out fieldwork in countries or regions if the British Government, or other bodies, have advised against travel to, holiday or work in, that country or region. Information can be obtained from the Foreign Office [web site](#).

10.6 Specialist equipment

Equipment for field work can be borrowed from the department. A [Field Equipment Request form](#) must be submitted to the technical team well in advance of the date the equipment is needed. A cash deposit of £100 is required. This will be returned when the borrowed equipment is handed back to the department. A small selection of audio/visual items of kit can also be borrowed (eg cameras, voice recorders). Requests for this kit must be sent to Ray Aung using the [Audio & Visual Equipment Request form](#). Both of the equipment request forms can also be found on the department's student webpage.

11 Course Structures and Module Information

11.1 Conceptual Strand

TERM 1

GG5010: Key Concepts in Culture & Creativity

GG5011: Key Concepts in Geopolitics & Security

GG5012: Key Concepts in Justice, Development and Sustainability

TERM 2

GG5013: Global Futures

These modules consist of a series of seminars on the key concepts of your chosen pathway. They comprise two-hour discussion seminars, most running weekly through the first term. The Global Futures course is when all students will congregate in the second term for seminars and discuss issues relating to 'global futures'.

Please also see Moodle for further details of the course where all the sessions are detailed further and links to the readings are pasted.

For details on this assessment and on the module aims and learning outcomes please see the course specification document online at

<http://www.rhul.ac.uk/coursecatalogue/home.aspx>

11.1.1 Assessment

Code	Assessment	Limit	Weight
Term 1: ONE OF THE BELOW (dependent upon pathway)			
GG5010	Essay	5000 words	30 credits
GG5011	Essay	5000 words	30 credits
GG5012	Essay	5000 words	30 credits
Term 2			
GG5013	Manifesto	5000 words	30 credits

In consultation with staff, students produce **one essay in term 1** addressing selected ideas and approaches in key approaches to your chosen pathway. Students also produce a **manifesto in term 2**. This is slightly different to an essay format; it has more policy recommendations for example and can be formatted differently. You will be encouraged to be more adventurous and creative with your format, and it can include digital, sketched, drawn, video and audio material if desired. This will be discussed during the module (including how to include that material in with the formal handing-in process).

Topics: The choice of topics for your work is up to you, but you should consult with staff members who are specialist in the area, and also with your mentor or the course director, to help devise your title. You **MUST** be careful that your topics **do not overlap** thematically with other areas of your work for the rest of the course. While this will not be penalised, we encourage you to explore the huge range of topics that human geography has to offer!

Draft Process: As part of this process we offer you the chance to write plans of **your essay and your manifesto**. They will be read and commented upon by a staff member who you have chosen to work with closely on your essay. They will send you comments via tracked changes in the document, and you can request a meeting if you want to discuss your work further.

Format: What you write for the **essays** is up to you, but you might want to model your essays on academic book review forums (see examples in *Geography Compass*, *Cultural Geography* or *Environment and Planning D*:

Society and Space) or on papers in *Progress in Human Geography* (i.e. reviews of a particular field of study/ topic, and the identification of a way forward).

For the manifesto, the content is more structured, as you will need to cover more areas of the course within it. However, the broad scope will be up to you, and will be discussed fully within specific assessment-based seminar(s).

11.2 Research Strand

GG5020: Research Techniques for Social Scientists (Term 1)

GG5021: Advanced Research Methods for Global Futures (Term 2)

11.2.1 Assessment

Code	Assessment	Limit	Weight
GG5020	Group Presentation	15 mins	13 credits
	Peer Review	c.4 pages	2 credits
GG5021	Dissertation Proposal	2500 words	15 credits

For **GG5020** you will give one **group presentation** in Term 1. There is also a requirement to conduct '**peer review**' where you grade your fellow group members. This is a **summative** piece of work that counts for 20% of the final module mark so it **MUST** be completed.

GG5021 you will submit a 2,500-word **dissertation proposal** that helps you to prepare the research component of your dissertation for GG5040.

The format of the proposal not prescribed, but you are advised to make sure you have the following information/sections in some format:

- Dissertation Title
- Literature Review
- Research aim(s)
- Research questions
- Potential Methodologies
- Ethical considerations
- Health and Safety considerations
- References

You will need to pay careful consideration to methods, ethics and health and safety. These will be discussed with you by your dissertation supervisor and form an important part of the proposal process.

Topics: For **GG5020** you will be split into groups in the first session and given a topic that you will run with for the rest of the term. This will form the basis of your group presentation.

For **GG5021**, you *can* prepare the proposal based on the ideas of your dissertation, but it is first and foremost an exercise in putting together a proposal that is robust, ethically sound and addresses health and safety concerns.

Draft Process: As part of this process we offer you the chance to write drafts of **your dissertation proposal**. It will be commented upon by staff members. They will send you comments via tracked changes in the document, and you can request a meeting if you want to discuss your work further.

11.3 Engagement Strand

GG5035: Social Media & Audiencing
GG5036: Work-Based Learning

GG5035 consists of writing social media output (blog posts) individually, and within groups, creating a video or podcast that is academically relevant to the course.

The assessment for GG3056 depends on your pathway. For Culture & Creativity it is a placement diary, for Geopolitics & Security it is a scenario diary, and for Justice, Development and Sustainability it is a volunteer's diary.

The sessions run weekly for the first few weeks of each term, after which students engage in independent learning, so please check the timetable (Section 3) for details.

11.3.1 Assessment

Code	Assessment	Limit	Weight
GG5035	Blog posts and video/podcast (equally weighted, 50/50)	4000 words/10 mins/20 mins	15 credits
GG5036	Placement/Scenario/Volunteer diary	2500	15 credits

For **GG5035**, the assessment is a blog post and an edited video/podcast that are academic in content (such as a video abstract for a book or journal article, or a group discussion on a particular theme). **The blog post is written individually, but the video/podcast is group work.** There is an **equal weighting** on each of the media (so the blog is worth half and the video or podcast is worth half). Within the blog post you also need to have an infographic and/or an explainer video.

For the group work part of this module, there is also a requirement to draw up a '**group contract**' that needs to set out specific tasks for individuals. This is a **formative** piece of work, but **must be passed** to complete the module.

For **GG5036**, the assessment is a 2500 word reflective diary on the placement, scenario or volunteering. You will be assigned a member of staff as a liaison depending on the related institution.

Topics: You should select a topic or placement that interests you and in consultation with the course director you should approach staff members with the appropriate research specialisms to help shape your titles and devise your work.

Draft Process:

For **GG5035**, each blog post will be commented on directly online in turn by other students, thereby providing peer-review feedback iteratively. The video/podcast will also be an iterative process with your peers given that it is group work.

For **GG5036**, a plan of the reflective diary can be submitted to the relevant member of staff directly with the **deadline at their discretion**, with verbal and written feedback offered.

Format:

For **GG5035**, the blog post should take a more 'accessible' written format (and are usually between 500 – 1000 words each). Consult other posts on the departmental blogs as examples (a list will be provided). It is also worth checking other outlets – many members of staff have a blog, as do other geography academics. You are also encouraged to pitch work to other online outlets such as The Conversation, Guardian, OpenDemocracy and other media platforms. It will be up to you to source emails and editor(s) information.

The video should be **no longer than 10 minutes** and be shot and edited yourself/yourselves. You are

encouraged to be creative and use a variety of locations or imagery, but the video must contain information on a human geography theme (this can be discussed with the course director or other member of academic staff). The podcast should be **no longer than 15 minutes** and be based on a discussion of an academic content of your choosing (this could be a recent module you enjoyed as a group or academic paper/book). Do think creatively about how you develop the idea and present it though, there is reward for innovation.

You will need to draw up a **group contract** for the video and podcast work. This piece of work is formative, but needs to be completed. This is done so as to ensure fairness and equal distribution of work within the group. This is submitted to the course director.

For **GG5036**, the style and format of this essay is not a traditional academic essay, but should contain discussion of the relevant academic issues and concepts related to your placement, volunteering role or scenario (e.g. if the placement was conducted at Kew Gardens, then a section of the geographies of museum collections will be important). The essay should also contain information on your role and any projects you worked on (ensuring you do not break any confidentiality that the institution imposed). It should also contain any relevant evidence from your work (e.g. photos, email exchanges, diary entries etc.). If necessary, it should be signed off by the relevant individual at the institution where the placement took place. It is a diarised essay, not a research piece so you cannot have appendices, any information from the placement must be used in the essay itself.

There is a separate document that further details GG5035 and GG5036 that will be circulated later in the year.

NB: If this email is not received by then, it will go down as a late submission, even if they have been posted online by then.

11.4 Dissertation

Code	Assessment	Limit	Weight
GG5040	Dissertation	15000 words	60 credits

The aim of GG5040 is to produce a substantive (**15,000 word**) written thesis based upon individual research in human geography. The precise topic, research methodology and objectives of the dissertation (including preparation of the dissertation proposal in the second term) are developed in discussion with the student's advisor, and there is a formative piece of work in the form of a substantial extract (**5,000 words**) This is not a formal piece of work and is not required to pass, but it is important as you will receive feedback on it from staff (see below for details). The deadline for this is to be agreed with your dissertation supervisor. As this may be over the summer vacation, make sure you organise this in good time. Regular meetings and communication with your supervisor will be crucial in this.

Long form Dissertation

Code	Assessment	Limit	Weight
GG5041	Dissertation	20000 words	100 credits
	Presentation	15 mins	20 credits

The aim of GG5041 is to produce a major and substantive (**20,000 word**) written thesis based upon individual research in Cultural Geography or Justice, Development & Sustainability. You will also need to give a presentation on your research as part of the assessment.

The precise topic, research methodology and objectives of the dissertation (including preparation of the dissertation proposal in the second term) are developed in discussion with the student's advisor, and there is a formative piece of work in the form of a substantial

11.4.1 Year Schedule

First Term

Students consider topics for possible dissertations and discuss these with appropriate members of staff. By the end of term, you will have been assigned a dissertation supervisor.

Second Term

It is up to you to organise **fortnightly meetings** with your individual advisor for the preparation of dissertation proposal. It is up to you to make contact with your supervisor to arrange these.

For the assessment of **GG5021** (see Section 4.1.2.1) you will put together a research proposal that can go towards this dissertation. Clearly, you will need to ensure no self-plagiarism, but you will use the preparation that you conducted for piece of assessment as a lead in to the dissertation proper.

Third Term

There is a dissertation preparatory session on the **TBC** (location TBC) in which details of how to prepare for the research and the logistical issues will be discussed.

Later in the third term there will also be a short viva with your supervisor to make sure that you are ready to perform the data collection and write up during the summer vacation. This is an informal process and will be organised between you and your supervisor, but it must be completed. In this meeting, you will need to have completed your **Health and Safety form**, as well as your **ethics**. These are all completed online; please consult the departmental PGT handbook for details.

Summer Vacation:

There is no scheduled contact with advisors during this period, although it is expected that students will consult them as appropriate to discuss progress of their research and writing. During the writing stage, advisors may be asked to comment on research quality, general structure, layout and style of presentation. Detailed editorial commentary is restricted to one draft chapter (to a **maximum of 3000 words for GG5040, and a maximum of 5000 words for GG5041**).

The dissertation should normally be typed double-spaced on A4 paper. The dissertation must include a title page, an abstract, full contents page, a clear chapter structure, an alphabetical bibliography, and where appropriate, illustrations and appendices. All source material must be clearly identified.

The dissertation should be bound using machines available in the Drawing Office, for which a nominal charge will be made. A **declaration** that the dissertation has been prepared on the basis of the candidate's own work, and that where other source materials have been used this has been acknowledged as well as the word length, should be included after the title page. This declaration will be available on Moodle for you to download, print and sign.

In exception circumstances, students may be required to attend a viva voce examination.

11.4.2 Word Count

The maximum word limit for an MSc dissertation is 15,000 words (excluding material in tables, text boxes, appendices, bibliography, contents, abstract, figure list, acknowledgements and other front matter). **The precise word-length must be stated at the start.** The dissertation is worth 60 credits of your final degree.

A **suggested** format and word length for the final MSc dissertation is:

Abstract (250 words – not counted in final word count)
Acknowledgements
Introduction (which includes research aims and questions) (1000 words)
Literature Review (4000 words)
Methods and ethics (2500 words)

Analysis chapters (7000 words)
 Conclusion (500 words)
 Bibliography
 Appendices

Please do use this as a guide though. Creativity and innovative structures are rewarded; so if there is a more appropriate way to segment your dissertation do use it.

The maximum word limit for an MRes dissertation is 20,000 words (excluding material in tables, text boxes, appendices, bibliography, contents, abstract, figure list, acknowledgements and other front matter). **The precise word-length must be stated at the start.** The dissertation is worth 100 credits of your final degree. The presentation counts towards the remaining 20 credits of this module.

A **suggested** format and word length for the final dissertation is:

Abstract (400 words – not counted in final word count)
 Acknowledgements
 Introduction (which includes research aims and questions) (1000 words)
 Literature Review (5000 words)
 Methods and ethics (4,000 words)
 Analysis chapters (9000 words)
 Conclusion (1000 words)
 Bibliography
 Appendices

Please do use this as a guide though. Creativity and innovative structures are rewarded; so if there is a more appropriate way to segment your dissertation do use it.

11.5 Global Futures Research Symposium

In **mid-May (exact date TBC)** the MSc and MRes cohorts will – with the help of the course director – convene the **Global Futures Research Symposium**, where you will present you have the opportunity to present your work in an academic conference format.

The format will be up to the cohort to decide, but it will consist of keynotes and parallel sessions (if needed).

Importantly, students undertaking the **MRes in Cultural Geography** or the **MRes in Geopolitics, Development, Sustainability and Justice** will be required to present as part of their **GG5041** assessment.

11.6 Degree programme weighting

The programme(s) totals **180 credits**. The following table details all the work you will do, and how it counts towards your final degree mark for the **MSc in Global Futures**

Code	Assessment	Limit	Credits
GG5010	Essay (A)	5000 words	30
OR			
GG5011	Essay (B)	5000 words	30
OR			
GG5012	Essay (C)	5000 words	30

GG5013	Manifesto	5000 words	30
GG5020	Group Presentation	15 mins	13
	Group Contract and Work log	5 pages	2
GG5021	Dissertation Proposal	2500 words	15
GG5035	Blog post	1000 words	7.5
	Video	10 mins max	7.5
	OR		
	Podcast	20 mins max	7.5
GG5036	Diary	2500 words	15
GG5040	Dissertation	15000 words	60
TOTAL			180

The following table details all the work you will do, and how it counts towards your final degree mark for the **MRes in Cultural Geography**

Code	Assessment	Limit	Credits
GG5010	Essay (A)	5000 words	30
GG5020	Group Presentation	15 mins	13
	Group Contract and Work log	5 pages	2
GG5021	Dissertation Proposal	2500 words	15
GG5041	Dissertation	20000 words	100
	Dissertation presentation	15 mins	20
TOTAL			180

The following table details all the work you will do, and how it counts towards your final degree mark for the **MRes in Geopolitics, Development, Sustainability & Justice**

Code	Assessment	Limit	Credits
GG5011/2	Essay (B or C)	5000 words	30
GG5020	Group Presentation	15 mins	13
	Group Contract and Work log	5 pages	2
GG5021	Dissertation Proposal	2500 words	15
GG5041	Dissertation	20000 words	100
	Dissertation presentation	15 mins	20
TOTAL			180

12 Marking Criteria

Please note, that **non-submission** for any assessed piece of work results in a **mark of zero**.

Work submitted for assessment will be graded by using a set of marks with the pattern X2, X5 or X8. This means that a merit piece of work 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, for marks in the distinction range, the following marks are intended to be allocated in the same pattern (e.g. 72, 75, 78, 82 etc.) all the way up to 100.

Criteria for GG5010, GG5011 and GG5012 Essays

Upper Distinction	92+	Nearing publishable quality in peer-review journals. Exceptionally deep, analytical reflective and critical understanding of the main and tangential issues, concepts and underlying principles, demonstrating significant subtlety and sophistication. Pervasive evidence of originality or imaginative insights, making an original contribution to existing literatures. Breadth, internal consistency, organisation and presentation are excellent. Outstanding ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material.
High Distinction	82 - 88	Exceptionally deep and critical understanding of the main issues, concepts and underlying principles, demonstrating significant subtlety and sophistication. Pervasive evidence of originality or imaginative insights, making an original contribution to existing literatures. Breadth, internal consistency, organisation and presentation are excellent. Outstanding ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material.
Distinction	72 - 78	Critical understanding of the main issues, concepts and underlying principles. Evidence of originality or imaginative insights. Breadth, internal consistency, organisation and presentation are very good or excellent. Substantial evidence of ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material. Work of distinction/high distinction quality will be fluently written, and may show evidence of particular sophistication or originality in composition and style.
Merit	62 - 68	Clear understanding of the main issues, concepts and underlying principles. Breadth, internal consistency, organisation and presentation are good. Source material is carefully selected, interpreted and evaluated. Clear evidence of ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material. Merit standard work will be fluently written. A merit mark is particularly appropriate where limited sections or aspects of the work demonstrate distinction-level characteristics.
Pass	52 - 58	The main issues and concepts are discussed coherently, with some demonstration of understanding of key underlying principles. Breadth, internal consistency, organisation and presentation are satisfactory. Interpretation and evaluation of source material is attempted, though not pursued in depth. All work of pass standard and above should be properly referenced, and should include a full, properly formatted bibliography.

Fail	42 - 48	Inadequate or partially erroneous discussion of the main issues and concepts, with no or very limited understanding of underlying principles. Serious weaknesses in scope, coverage, contextual reading, organisation, presentation or style. Inadequate or superficial use of source materials.
Fail (Poor)	- 38	Wholly inadequate or seriously erroneous discussion of the main issues and concepts, with no understanding of underlying principles. Profound weakness in scope, coverage, contextual reading, organisation, presentation or style. Little or no evidence of engagement with source materials.

Criteria for GG5013 Manifesto

Upper Distinction	82+	Nearing publishable and professional quality. Exceptionally deep, reflective and critical understanding of the main issues, concepts and underlying principles, demonstrating significant subtlety and sophistication. Academically astute but also accessibly written. Pervasive evidence of originality or imaginative insights, making an original contribution to existing literatures and policy. Breadth, internal consistency, organisation and presentation are of a professional standard. Outstanding ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material. Creatively and originally presented at a professional level.
High Distinction	82 - 88	Exceptionally deep and critical understanding of the main issues, concepts and underlying principles, demonstrating significant subtlety and sophistication. Pervasive evidence of originality or imaginative insights, making an original contribution to existing literatures. Breadth, internal consistency, organisation and presentation are excellent. Outstanding ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material. Creatively and originally presented to a near professional level.
Distinction	72 - 78	Critical understanding of the main issues, concepts and underlying principles. Evidence of originality or imaginative insights. Breadth, internal consistency, organisation and presentation are very good or excellent. Substantial evidence of ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material. Work of distinction/high distinction quality will be fluently written, and may show evidence of particular sophistication or originality in composition and style. Creatively and originally presented.
Merit	62 - 68	Clear understanding of the main issues, concepts and underlying principles. Breadth, internal consistency, organisation and presentation are good. Source material is carefully selected, interpreted and evaluated. Clear evidence of ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material. Merit standard work will be fluently written. A merit mark is particularly appropriate where limited sections or aspects of the work demonstrate distinction-level characteristics. Good evidence of being creatively and originally presented.
Pass	52 - 58	The main issues and concepts are discussed coherently, with some demonstration of understanding of key underlying principles. Breadth, internal consistency, organisation and presentation are satisfactory. Interpretation and evaluation of source material is attempted, though not pursued in depth. All work of pass standard and above should be properly referenced, and should include a full, properly formatted bibliography. Some evidence of being creatively and originally presented.
Fail	42 - 48	Inadequate or partially erroneous discussion of the main issues and concepts, with no or very limited understanding of underlying principles. Serious weaknesses in scope, coverage, contextual reading, organisation, presentation or style. Inadequate or superficial use of source materials. No evidence of being creatively and originally presented.
Fail (Poor)	- 38	Wholly inadequate or seriously erroneous discussion of the main issues and concepts, with no understanding of underlying principles. Profound weakness in scope, coverage, contextual reading, organisation,

presentation or style. Little or no evidence of engagement with source materials. Presented in a sub-standard format.

Criteria for GG5020 Group Presentation, Group Contact and Work log

High Distinction	92+	Presentation addressed explicitly the research scenario, identifying subtleties in details; evidence of original thought with respect to structure of content or conclusions; clear and appropriate structure of presentation ideas linked coherently; clear awareness of key debates in the literature; explicit, well-structured and relevant detailed research questions; consultation and evaluation of a broad range of relevant methods; ethical and health & safety considerations of professional standard; clearly audible presentation, audio-visual aids used to a professional standard; appropriately paced and on time; eye contact and body language used to engage audience; gauged audience needs and encouraged involvement and questioning, answering with knowledge and understanding. Group contract is highly detailed with clearly defined goals for all team members. It will be professionally presented. Work log is full, detailed and of a professional standard, and outlines the case for any changes in marks.
High Distinction	82 - 88	Presentation addressed explicitly the research scenario, identifying subtleties in details; evidence of original thought with respect to structure of content or conclusions; clear and appropriate structure of presentation ideas linked coherently; clear awareness of key debates in the literature; explicit, well-structured and relevant research questions; consultation and evaluation of a broad range of relevant methods; ethical and health & safety considerations of very high standard; clearly audible presentation, audio-visual aids used to a very high standard; appropriately paced and on time; eye contact and body language used to engage audience; gauged audience needs and encouraged involvement and questioning, answering with knowledge and understanding. Group contract is highly detailed with clearly defined goals for all team members. It will be nearing professional standard of presentation. Work log is full, detailed and outlines the case for any changes in marks.
Distinction	72 - 78	Explicitly addressed set topic; structure evident, but could be more focused; evidence of coherent links between ideas, commenced and concluded appropriately; included relevant research questions; evidence of a wide range of relevant sources, and evidence of some evaluation of methods; awareness of some key debates in the literature; ethical and health & safety considerations of high standard; clearly audible and audio-visual aids used to increase effectiveness; almost entirely appropriately paced and ran closely 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. Group contract is detailed with defined goals for all team members. It will be well presented. Work log outlines the case for any changes in marks.
Merit	62 - 68	Addressed the set scenario; structure evident, though could be improved; evidence of coherent links between most ideas with some critical insight; awareness of wider debates in the literature; focused research questions; ethical and health & safety considerations of high standard; commencement

and conclusion could have been more appropriate; evidence that some relevant methods consulted, and could have been evaluated more effectively; audible for all the presentation, and audio-visual aids were used; pace not always appropriate and ran over/under time; more use of eye contact and body language could have been made; audience needs not well gauged, and limited encouragement to participate/question, answering with some understanding. Group contract is detailed with defined goals for team members; well presented. Work log is detailed and outlines the case for any changes in marks.

Pass	52 - 58	Partially addressed the set scenario; some evidence of an appropriate structure, but presentation partially rambling or unfocused; ideas could have been linked more coherently; commenced and concluded with some hesitation or confusion; included little or no methodological awareness; poor research questions; ethical and health & safety considerations standard or weak; few relevant sources consulted and little evaluation made; presenter slightly inaudible, and audiovisual aids not very effective; presentation ran over/under time; presentation paced too fast or too slow to be completely effective; little use of eye contact and body language; audience needs not taken into account in design of the presentation; no attempt made to encourage appropriate audience involvement and questioning, and some weaknesses in basic understanding indicated in answers. Group contract is incomplete with ill-defined goals for team members; poor presentation. Work log is partial and no clear outline for any changes in marks.
Fail	42 - 48	Largely failed to address the set scenario; rambling or unfocused; commenced and concluded with hesitation or confusion; included little or no methodological awareness; few relevant resources consulted, and little valuation made of them; poor research questions; ethical and health & safety considerations weak; partially inaudible; equipment used ineffectively; presentation ran severely over/under time; presentation paced too fast or too slow to be completely effective; did not make engaging use of eye contact or body language; no attempt to gauge audience needs in design of the presentation; no attempt to encourage audience participation and questioning, and answers largely erroneous or had little or no relevance to the topic. Group contract is missing, or incomplete with ill-defined goals for team members; poor presentation. Work log is missing or partial and no clear outline for any changes in marks.
Fail (Poor)	- 38	Presentation failed to address scenario; very rambling and unfocused; commenced and concluded with hesitation or confusion; included no analysis; no resources consulted; no research questions; no ethics or health & safety considerations; presenter was fully or partially inaudible; equipment and/or audio-visual aids were not used, presentation severely over/under time; insufficient content for an oral presentation at this level; paced too fast or too slow to be completely effective; presenter did not engage eye contact or body language; audience needs not taken into account in designing presentation; no attempt made to encourage appropriate audience involvement and questioning, and unable or unwilling to answer question. Group contract and work logs are missing.

Criteria for GG5021 Dissertation Proposal

High Distinction	92+	Exceptionally deep and critical understanding of the subject area demonstrating significant subtlety and sophistication; exceptional levels of originality in the construction of its main research aims and questions; detailed justification of fieldwork or other independent research; excellent justification of appropriate data-gathering and analytical techniques; in-depth preparatory reading; exemplary use of figures, tables and maps (where appropriate); professionally presented, with referencing and bibliography of exemplary standard; incisive and fluent style; A high first class dissertation proposal should approach professional standards of research. Ethics must be of professional standards.
High Distinction	82 - 88	Exceptionally deep and critical understanding of the subject area demonstrating significant subtlety and sophistication; significant originality in the construction of main research aims and questions; detailed justification of fieldwork or other independent research; excellent justification of appropriate data-gathering and analytical techniques; in-depth preparatory reading; exemplary use of figures, tables and maps (where appropriate); professionally presented, with referencing and bibliography of exemplary standard; incisive and fluent style; Ethics must be of professional standards.
Distinction	72 - 78	Critical understanding of the subject area demonstrating some subtlety and sophistication; some originality in the construction of main research aims and questions; detailed justification of fieldwork or other independent research; detailed justification of appropriate data-gathering and analytical techniques; in-depth preparatory reading; excellent use of figures, tables and maps (where appropriate); professionally presented, with referencing and bibliography of exemplary standard; incisive and fluent style; Ethics must be of high / professional standards.
Merit	62 - 68	Clear understanding of the subject area; clear statement of research aims and questions; clear justification of fieldwork or other independent research; thorough justification of appropriate data-gathering and analytical techniques; in-depth preparatory reading; good use of figures, tables and maps (where appropriate); professionally presented, with referencing and bibliography of high standard; good spelling and grammar; ethics of high standards.
Pass	52 - 58	Coherent discussion of the subject area with some understanding of underlying principles; basic formulation of main research aims and questions; coherent justification of fieldwork or other independent research but may lack detail; good / coherent justification of data-gathering and analytical techniques; adequate preparatory reading; appropriate use of figures, tables and maps; adequately presented. All work of pass standard and above should be properly referenced, should include a full, properly formatted bibliography and should be ethically sound.
Fail	42 - 48	Inadequate or partially erroneous discussion of the subject area; confused or vague research aims and questions; limited justification of fieldwork or other independent research; limited preparatory reading; limited / poor use of figures, tables and maps; some ethical issues; simple style; weaknesses in spelling and grammar.
Fail (Poor)	- 38	Wholly inadequate or seriously erroneous discussion of the subject area; no evident research aims or questions; no or very limited justification of fieldwork or other independent research; no / little reading; major ethical flaws; profound weaknesses in scope, coverage, organisation, presentation or style; very poor spelling and grammar.

Criteria for GG5035 Blog posts

Upper Distinction	92+	Exceptionally written and concisely argued, with professional level journalistic competence. Conveys a deep, academic, and rigorous understanding of the topic in accessible language. Relevant hyperlinks used, with professional use of other media. Blog posts of upper distinction will often be in commercial outlets. Contains easy to follow and professionally presented infographics and explainer videos
High Distinction	82-88	Exceptionally well written and concisely argued. Conveys a deep understanding of the topic in accessible language. Relevant hyperlinks used, with creative use of other media. Blog posts of high distinction will often be in commercial outlets. Contains easy to follow and near professionally presented infographics and explainer videos
Distinction	72-78	Very well written and concisely argued with a very good level of journalistic competence. Conveys a deep understanding of the topic in accessible language. Relevant hyperlinks used, with creative use of other media. Contains easy to follow and very well presented infographics and explainer videos
Merit	62-68	Well written and concisely argued with a good level of journalistic competence. Conveys a good understanding of the topic in a non-academic language. Relevant hyperlinks used, with use of other media. Contains infographics and explainer videos
Pass	52-58	Adequately written and not concisely argued, displays only an adequate grasp of journalistic competence. Limited understanding of the. No hyperlinks used, and no use of other media. May not contains infographics nor explainer videos
Fail	42-48	Poorly written with inaccessible style. Very limited understanding of the topic and no use of hyperlinks and other media. Contains no infographics nor explainer videos
Fail (Poor)	- 38	Very poorly written with totally inaccessible style. No understanding of the topic and no use of hyperlinks and other media. Contains no infographics nor explainer videos

Criteria for GG5035 Video/Podcast

High Distinction	92+	Exceptionally produced video/podcast that has been made to a professional standard. Outstanding and publishable understanding of the academic content that is concisely delivered. Professional and creative use of other media with a very high competence of videography/audio skills.
High Distinction	82-88	Exceptionally produced video/podcast. Excellent understanding of the academic content that is concisely delivered. Professional and creative use of other media with a very high competence of videography/audio skills.
Distinction	72-78	Very well produced video/podcast that has been edited to an excellent standard. Very good understanding of the academic content that is concisely delivered. Creative use of other media with a high competence of videography/audio skills.
Merit	62-68	Well produced video/podcast that has been edited to a good standard. Good understanding of the academic content that is largely concisely delivered. Creative use of other media with a good competence of videography/audio skills.
Pass	52-58	Video/podcast produced and edited to a satisfactory standard. Limited understanding of the academic content and is not concisely delivered. Limited use of other media with poor competence of videography/audio skills.
Fail	42-48	Video/podcast produced and edited to an unsatisfactory standard. Very limited to no understanding of the academic content and is not concisely delivered. No use of other media with very poor competence of videography/audio skills.
Fail (Poor)	- 38	Video/podcast produced and edited to an unsatisfactory standard. No understanding of the academic content and is not concisely delivered. No use of other media with very poor competence of videography/audio skills.

Criteria for GG5036 Diary Essays

High Distinction	92+	Exceptionally deep and critical understanding of the main methodological and/or commercial issues, concepts and underlying principles of the placement. Professionally produced. Outstanding practical application of this understanding in the workplace demonstrated. Evidence of institutional-changing ideas implemented. Internal consistency, organisation and presentation are excellent. Exceptional self-reflexivity and awareness of positionality. Excellent use of material and data gathered during placement.
High Distinction	82-88	Exceptionally deep and critical understanding of the main methodological and/or commercial issues, concepts and underlying principles of the placement. Exceptional practical application of this understanding in the workplace demonstrated. Internal consistency, organisation and presentation are excellent. Exceptional self-reflexivity and awareness of positionality. Excellent use of material and data gathered during placement.
Distinction	72-78	Deep and critical understanding of the main methodological and/or commercial issues, concepts and underlying principles of the placement. Excellent practical application of this understanding in the workplace demonstrated. Internal consistency, organisation and presentation are mostly excellent. Very good self-reflexivity and awareness of positionality. Very good use of material and data gathered during placement.
Merit	62-68	Clear understanding of the main methodological and/or commercial issues, concepts and underlying principles of the placement. Good practical application of this understanding in the workplace demonstrated. Good Internal consistency, organisation and presentation. Good self-reflexivity and awareness of positionality. Good use of material and data gathered during placement.
Pass	52-58	Generalised understanding of the main methodological and/or commercial issues, concepts and underlying principles of the placement. Some practical application of this understanding in the workplace demonstrated. Some Internal consistency, organisation and satisfactory presentation. General self-reflexivity and awareness of positionality. Some use of material and data gathered during placement.
Fail	42-48	Inadequate understanding of the main methodological and/or commercial issues, concepts and underlying principles of the placement. Limited to no practical application of this understanding in the workplace demonstrated. Limited to no internal consistency, organisation and inadequate presentation. Limited self-reflexivity and no awareness of positionality. No use of material and data gathered during placement.
Fail (Poor)	-38	Wholly inadequate understanding of the main methodological and/or commercial issues, concepts and underlying principles of the placement. No practical application of this understanding in the workplace demonstrated. No internal consistency, organisation and inadequate presentation. No self-reflexivity and no awareness of positionality. No use of material and data gathered during placement.

Criteria for GG5040 Dissertation

High Distinction	92+	Exceptionally deep and critical understanding of the subject area demonstrating significant subtlety and sophistication that is of publishable quality; exceptional levels of originality in the construction of its main research aims and questions and throughout; analysis or interpretation shows outstanding evidence of originality and imaginative insight; substantial independent research conducted at a very high level of professional competence; critical understanding of research design and methodology; coherent structure; in-depth reading; presentation and style are excellent. Ethics must be of professional standards. A dissertation graded at 'upper distinction' contains work of publishable quality and makes a significant and original contribution to existing literatures.
High Distinction	82 - 88	Exceptionally deep and critical understanding of the subject area demonstrating significant subtlety and sophistication; exceptional levels of originality in the construction of its main research aims and questions; analysis or interpretation shows exceptional evidence of originality and imaginative insight; substantial independent research conducted at a very high level of professional competence; critical understanding of research design and methodology; coherent structure; in-depth reading; presentation and style are excellent. Ethics must be of professional standards. A dissertation graded at 'high distinction' contains work of publishable quality and makes an original contribution to existing literatures.
Distinction	72 - 78	Critical understanding of the subject area; significant evidence of originality in the construction of its main research aims and questions; analysis or interpretation shows sustained evidence of originality or imaginative insights; substantial independent research conducted at a very high level of professional competence; critical understanding of research design and methodology; coherent structure; in-depth reading; excellent or very good presentation. Work of distinction/high distinction quality will be fluently written, and may show evidence of particular sophistication or originality in composition and style. Ethics must be of professional standards. A dissertation graded at distinction may contain some sections of publishable quality.
Merit	62 - 68	Clear understanding of the subject area, with either some originality in the construction of its main research aims, questions and interpretations, or evidence of strong professional implementation of standard approaches; substantial independent research conducted with professional competence; clear understanding of research design and methodology; coherent structure; in-depth reading; presentation is good. Merit standard work will be fluently written. Ethics of high/professional standards. A merit mark is particularly appropriate where limited sections or aspects of the work demonstrate distinction-level characteristics.
Pass	52 - 58	Coherent discussion of the subject area with some demonstration of understanding of underlying principles; clear formulation of main research aims and questions; coherent but limited interpretation / analysis; significant independent research conducted at an adequate level of competence; a clear research design and methodology; evidence of satisfactory reading; satisfactory structure, presentation and style. All work of pass standard and above should be properly referenced, and should include a full, properly formatted bibliography and should be ethically sound.
Fail	42 - 48	Inadequate or partially erroneous discussion of the subject area; confused or vague research aims and questions; limited interpretation of source material relying on description rather than analysis; limited independent research; ethical issues; serious weaknesses in scope, coverage, contextual reading, organisation, presentation or style.
Fail (Poor)	- 38	Wholly inadequate or seriously erroneous discussion of the subject area; no evident research aims or questions; no or very limited interpretation of source material; inadequate independent research; ethical flaws; profound weaknesses in scope, coverage, contextual reading, organisation, presentation or style.

Criteria for GG5041 Long-form Dissertation

High Distinction	92+	Exceptionally deep and critical understanding of the subject area demonstrating significant subtlety and sophistication that is of publishable quality; exceptional levels of originality in the construction of its main research aims and questions and throughout; analysis or interpretation shows outstanding evidence of originality and imaginative insight; substantial independent research conducted at a very high level of professional competence; critical understanding of research design and methodology; coherent structure; in-depth reading; presentation and style are excellent. Ethics must be of professional standards. A dissertation graded at 'upper distinction' is fully publishable as it is and makes a significant and original contribution to existing literatures.
High Distinction	82 - 88	Exceptionally deep and critical understanding of the subject area demonstrating significant subtlety and sophistication; exceptional levels of originality in the construction of its main research aims and questions; analysis or interpretation shows exceptional evidence of originality and imaginative insight; substantial independent research conducted at a very high level of professional competence; critical understanding of research design and methodology; coherent structure; in-depth reading; presentation and style are excellent. Ethics must be of professional standards. A dissertation graded at 'high distinction' will be of publishable quality and makes an significant and original contribution to existing literatures.
Distinction	72 - 78	Critical understanding of the subject area; significant evidence of originality in the construction of its main research aims and questions; analysis or interpretation shows sustained evidence of originality or imaginative insights; substantial independent research conducted at a very high level of professional competence; critical understanding of research design and methodology; coherent structure; in-depth reading; excellent or very good presentation. Work of distinction/high distinction quality will be fluently written, and may show evidence of particular sophistication or originality in composition and style. Ethics must be of professional standards. A dissertation graded at 'distinction' contains work of publishable quality and makes an original contribution to existing literatures.
Merit	62 - 68	Clear understanding of the subject area, with either some originality in the construction of its main research aims, questions and interpretations, or evidence of strong professional implementation of standard approaches; substantial independent research conducted with professional competence; clear understanding of research design and methodology; coherent structure; in-depth reading; presentation is good. Merit standard work will be fluently written. Ethics of high/professional standards. A merit mark is particularly appropriate where limited sections or aspects of the work demonstrate publishable qualities.
Pass	52 - 58	Coherent discussion of the subject area with some demonstration of understanding of underlying principles; clear formulation of main research aims and questions; coherent but limited interpretation / analysis; significant independent research conducted at an adequate level of competence; a clear research design and methodology; evidence of satisfactory reading; satisfactory structure, presentation and style. All work of pass standard and above should be properly referenced, and should include a full, properly formatted bibliography and should be ethically sound.
Fail	42 - 48	Inadequate or partially erroneous discussion of the subject area; confused or vague research aims and questions; limited interpretation of source material relying on description rather than analysis; limited independent research; ethical issues; serious weaknesses in scope, coverage, contextual reading, organisation, presentation or style.
Fail (Poor)	- 38	Wholly inadequate or seriously erroneous discussion of the subject area; no evident research aims or questions; no or very limited interpretation of source material;

inadequate independent research; ethical flaws; profound weaknesses in scope, coverage, contextual reading, organisation, presentation or style.

Criteria for GG5041 Dissertation Presentation

High Distinction	92+	Presentation addressed explicitly the research proposal, identifying subtleties in details; evidence of original thought with respect to structure of content; clear and appropriate structure of presentation ideas linked coherently; clear awareness of key debates in the literature; explicit, well-structured and relevant detailed research questions; consultation and evaluation relevant methods; ethical and health & safety considerations of professional standard; clearly audible presentation, audio-visual aids used to a professional standard; appropriately paced and on time; eye contact and body language used to engage audience; gauged audience needs and encouraged involvement and questioning, answering with knowledge and understanding.
High Distinction	82 - 88	Presentation addressed explicitly the research proposal, identifying subtleties in details; evidence of original thought with respect to structure of content; clear and appropriate structure of presentation ideas linked coherently; clear awareness of key debates in the literature; explicit, well-structured and relevant research questions; consultation and evaluation of relevant methods; ethical and health & safety considerations of very high standard; clearly audible presentation, audio-visual aids used to a very high standard; appropriately paced and on time; eye contact and body language used to engage audience; gauged audience needs and encouraged involvement and questioning, answering with knowledge and understanding.
Distinction	72 - 78	Explicitly addressed proposal; structure evident and mostly focused; evidence of coherent links between ideas, commenced and concluded appropriately; included relevant research questions; evidence of a wide range of relevant sources, and good evidence of relevant methods; awareness of some key debates in the literature; ethical and health & safety considerations of high standard; clearly audible and audio-visual aids used to increase effectiveness; almost entirely appropriately paced and ran closely 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.
Merit	62 - 68	Addressed the proposal; structure evident, though could be improved; evidence of coherent links between most ideas with some critical insight; awareness of wider debates in the literature; focused research questions; ethical and health & safety considerations of high standard; commencement and conclusion could have been more appropriate; evidence that some relevant methods consulted, and could have been evaluated more effectively; audible for all the presentation, and audio-visual aids were used; pace not always appropriate and ran over/under time; more use of eye contact and body language could have been made; audience needs not well gauged, and limited encouragement to participate/question, answering with some understanding.

Pass	52 - 58	Partially addressed the proposal; some evidence of an appropriate structure, but presentation partially rambling or unfocused; ideas could have been linked more coherently; commenced and concluded with some hesitation or confusion; included little or no methodological awareness; poor research questions; ethical and health & safety considerations standard or weak; few relevant sources consulted and little evaluation made; presenter slightly inaudible, and audiovisual aids not very effective; presentation ran over/under time; presentation paced too fast or too slow to be completely effective; little use of eye contact and body language; audience needs not taken into account in design of the presentation; no attempt made to encourage appropriate audience involvement and questioning, and some weaknesses in basic understanding indicated in answers.
Fail	42 - 48	Largely failed to address the proposal; rambling or unfocused; commenced and concluded with hesitation or confusion; included little or no methodological awareness; few relevant resources consulted, and little valuation made of them; poor research questions; ethical and health & safety considerations weak; partially inaudible; equipment used ineffectively; presentation ran severely over/under time; presentation paced too fast or too slow to be completely effective; did not make engaging use of eye contact or body language; no attempt to gauge audience needs in design of the presentation; no attempt to encourage audience participation and questioning, and answers largely erroneous or had little or no relevance to the topic.
Fail (Poor)	- 38	Presentation failed to address proposal; very rambling and unfocused; commenced and concluded with hesitation or confusion; included no analysis; no resources consulted; no research questions; no ethics or health & safety considerations; presenter was fully or partially inaudible; equipment and/or audio-visual aids were not used, presentation severely over/under time; insufficient content for an oral presentation at this level; paced too fast or too slow to be completely effective; presenter did not engage eye contact or body language; audience needs not taken into account in designing presentation; no attempt made to encourage appropriate audience involvement and questioning, and unable or unwilling to answer question.

13 Core Student Handbook

The [University's Core Student Handbook](#) has further information about the following: -

- Support and Advice
 - Communication
 - Teaching
 - Attending Classes and Engaging with your Studies
 - Degree Structure
 - Facilities
 - Assessment Information
 - Careers information
 - Complaints and academic appeals procedure
 - Equal opportunities statement and University codes of practice
-

APPENDIX

Referencing & Bibliographies Examples

Example of a Journal Article (Single Author)

Trudgill, S. (2012) 'Do theories tell us what to see? The 19th-century observations of Darwin, Ramsay and Bonney on glacial features', *Progress in Physical Geography*, 36(4), pp. 558–566.

Example of a Journal Article (Multiple Authors)

Fedman, D. and Karacas, C. (2012) 'A cartographic fade to black: mapping the destruction of urban Japan during World War II', *Journal of Historical Geography*, 38(3), pp. 306–328.

Example of a Book (Single Author)

Cottrell, S. (2008) *The study skills handbook*. 3rd edn. Basingstoke: Palgrave Macmillan.

Example of a Book (Edited)

Driver, F. and Gilbert, D. (eds) (1999) *Imperial cities: landscape, display and identity*. Manchester: Manchester University Press.

Example of a Chapter in Edited Book

Willis, K. (2010) 'Gender, poverty and social capital: the case of Oaxaca City, Mexico', in Chant, S. (ed.) *The international handbook of gender and poverty*. Cheltenham: Edward Elgar Publishing, pp. 385–390.

Example of a Research Report

Brisley, R., Welstead, J., Hindle, R., and Paavola, J. (2012) *Socially just adaptation to climate change* [Online]. Available at http://www.jrf.org.uk/sites/files/jrf/climate-change-adaptation-full_o.pdf (Accessed: 6 August 2012).

Or, without an author cited:

European Commission (2010) *Europe's ecological backbone: recognising the true value of our mountains*. Luxembourg: Office for Official Publications of the European Communities.

Example of an Article in an Online-Only Journal (NOTE: This is different from a printed journal which is available electronically, which should follow the conventions of a journal article)

Davidson M. (2012) 'Sustainable city as fantasy', *Human Geography*, 5(2) [Online]. Available at: http://www.hugeog.com/index.php?option=com_sectionex&view=category&id=5&Itemid=64#catid47 (Accessed: 6 August 2012).

Example of an Unpublished Thesis

Whittall, D.J. (2012) *Creolising London: black West Indian activism and the politics of race and empire in Britain, 1931–1948*. Unpublished PhD thesis. Royal Holloway, University of London.

Example of an Official Publication

Department of Energy and Climate Change (2011) *National policy statement for renewable energy infrastructure*. London: The Stationery Office.

Example of an Unpublished Conference Paper

Brickell, K. (2012) "'Plates in a basket will rattle": gendered experiences of abandonment, separation and divorce in Cambodia', RGS-IBG Annual Conference. University of Edinburgh, 3–5 July.

Example of a Published Conference Paper

Sharp, J.I. and Kiyani, J.R. (2007) 'Geographic variation of truth claims: reporting on Iraq',

Papers of the Applied Geography Conferences. Indianapolis, Indiana, 17–20 October. Binghampton: Applied Geography Conferences Inc., pp. 215–225.

Example of a Newspaper Article

McCracken, K. (2011) 'Danger in the demographics', Otago Daily Times, 26 May, p. 17.

Or, without an author cited:

The Times (2008) 'Bank accounts', 14 June, p. 7.

Or, from an online edition:

Neville, S. (2012) 'Prize fund for carbon capture projects shrinks by £800m', The Guardian, 5 August [Online].

Available at: <http://www.guardian.co.uk/environment/2012/aug/05/value-carbon-capture-fund-declines> (Accessed: 6 August 2012).

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

Haszeldine, S. (2011) Diagenesis at Edinburgh.

Available at: <http://www.geos.ed.ac.uk/research/subsurface/diagenesis/> (Accessed 6 August 2012) [Reference in text as (Haszeldine, 2011) where the date is the date of last update.]

Example of a WWW page from an organization

Department of Geography, Royal Holloway, University of London (2012) Arctic geopolitics researcher to join Department of Geography. Available at:

<http://www.rhul.ac.uk/geography/research/researchgroups/pds/news/newsarticles/professorphilsteinberg,arcticgeopoliticsresearcherjoinsroyalholloway.aspx> (Accessed: 6 August 2012)

Example of a WWW page from an organisation, no clear date of last update

Department of Geography, Royal Holloway, University of London. PDS research themes. Available at:

<http://www.rhul.ac.uk/geography/research/researchgroups/pds/themes.aspx> (no date) (Accessed: 6 August 2012)

Example of an episode of a TV series

'The Arctic' (2008) Wilderness Explored. BBC Four, 28 October.