



Department of Health Studies

**MSc Global Health: Food Security,  
Sustainability and Biodiversity**

**Student Handbook**

2023/2024

## Disclaimer

This document was published in September 2023 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

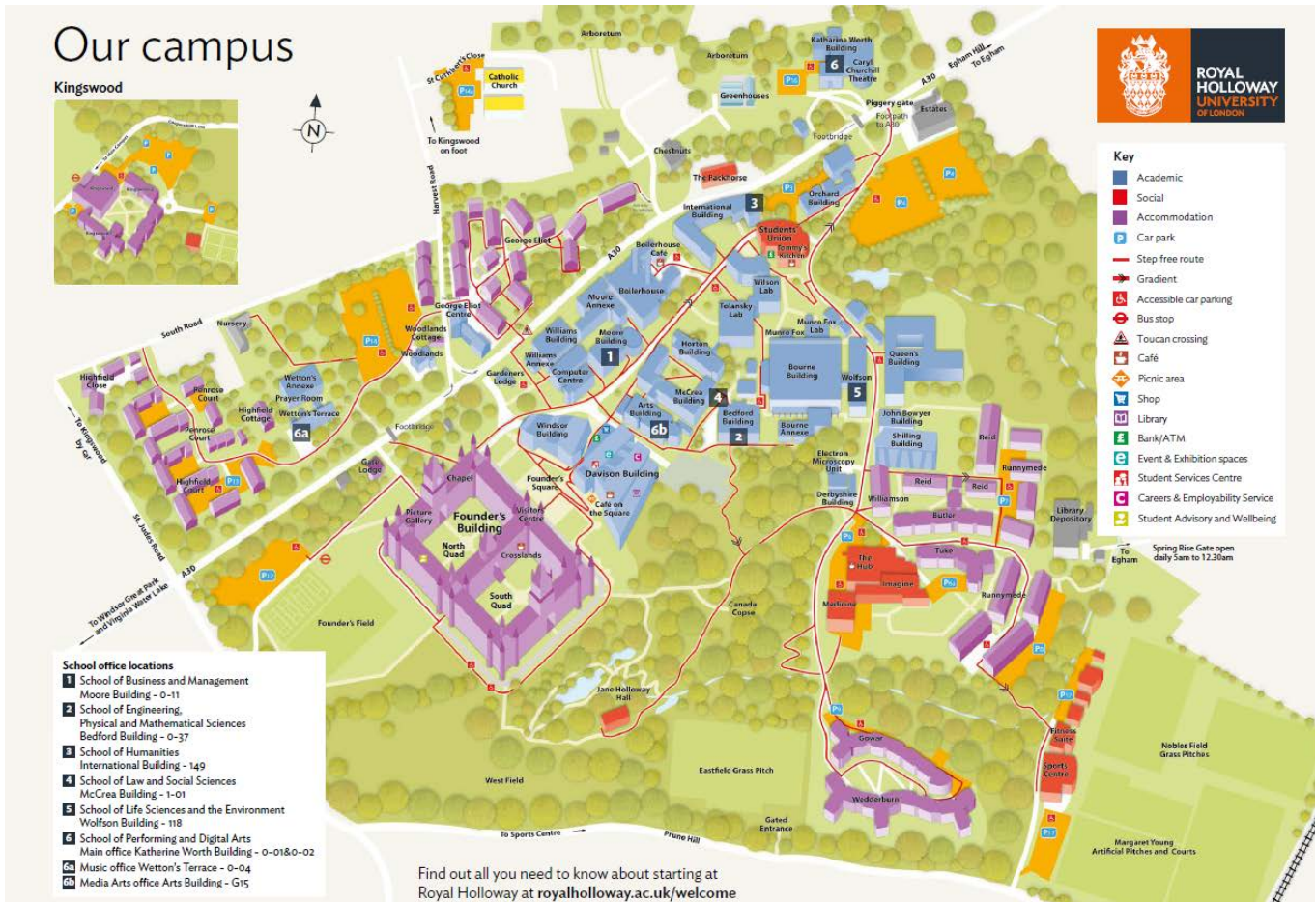
Welcome to the Department of Health Studies at Royal Holloway. We very much hope that your year with us will be enjoyable and productive, and we look forward to working with you on the course. This handbook aims to give you all the basic information you will require for your academic studies. This includes 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 Health Studies Postgraduate Teaching (PGT) Students Moodle page.

## 1.2 How to find us: the Department

The administrative team is based in the Wolfson Laboratory (LF1-18), and our technical staff and the academic staff are in the Shilling Building (Floor 2, Staff Offices).

## 1.3 Map of the Egham campus



<https://intranet.royalholloway.ac.uk/aboutus/documents/pdf/locationmap/campusplan.pdf>

Please note, student parking is 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

		<b>Code (01784)</b>	
<b>Head of School:</b>	Klaus Dodds <a href="mailto:k.dodds@rhul.ac.uk">k.dodds@rhul.ac.uk</a>	443580	Wolfson 114
<b>Head of Department:</b>	Professor Alex Palombi <a href="mailto:Alexandra.Palombi@rhul.ac.uk">Alexandra.Palombi@rhul.ac.uk</a>		Shilling Building (Floor 2)
<b>MSc Global Health: Human Health and the Environment and MA Global Health: Society, Culture and Behaviour:</b>			
Course lead	Dr Jennifer Cole <a href="mailto:Jennifer.Cole@rhul.ac.uk">Jennifer.Cole@rhul.ac.uk</a>	44 3648	Shilling Building (Floor 2)
<b>MSc Global Health: Food Security, Sustainability and Biodiversity:</b>			
RHUL course lead	Dr Mark lee <a href="mailto:Mark.Lee@rhul.ac.uk">Mark.Lee@rhul.ac.uk</a>	44 6434	Shilling Building (Floor 2)
Kew course lead (Kew email TBC)	Dr Aryo Feldman <a href="mailto:Aryo.Feldman@rhul.ac.uk">Aryo.Feldman@rhul.ac.uk</a>		Shilling Building (Floor 2)
Kew MSc coordinator	Sayo Li <a href="mailto:S.Li2@kew.org">S.Li2@kew.org</a>		Science Jodrell Laboratory
Kew education lead	Dr Richard Gianfrancesco <a href="mailto:R.Gianfrancesco@kew.org">R.Gianfrancesco@kew.org</a>	020 8332 3813	Science Jodrell Laboratory
<b>Academic Staff:</b>			
	Dr Fabrizia Ratto <a href="mailto:Fabrizia.Ratto@rhul.ac.uk">Fabrizia.Ratto@rhul.ac.uk</a>		Shilling Building (Floor 2)
	Dr Preeti Mahato <a href="mailto:Preeti.Mahato@rhul.ac.uk">Preeti.Mahato@rhul.ac.uk</a>		Shilling Building (Floor 2)
	Dr Barbara Herring <a href="mailto:Barbara.Chinyani@rhul.ac.uk">Barbara.Chinyani@rhul.ac.uk</a>		Shilling Building (Floor 2)
	Dr Mahmoud El Tholth <a href="mailto:Mahmoud.Eltholth@rhul.ac.uk">Mahmoud.Eltholth@rhul.ac.uk</a>		Shilling Building (Floor 2)
<b>Equality, Diversity and Inclusion (EDI) lead</b>	Dr Fabrizia Ratto <a href="mailto:Fabrizia.Ratto@rhul.ac.uk">Fabrizia.Ratto@rhul.ac.uk</a>		As above
<b>School Manager:</b>	Michelle Jux	44 3763 <a href="mailto:Michelle.Jux@rhul.ac.uk">Michelle.Jux@rhul.ac.uk</a>	Wolfson 118
<b>Help desk:</b>		44 6884 <a href="mailto:LSE-School@rhul.ac.uk">LSE-School@rhul.ac.uk</a>	Wolfson 118
<b>Disability &amp; Dyslexia Services</b>		41 4621 <a href="mailto:disability-dyslexia@royalholloway.ac.uk">disability-dyslexia@royalholloway.ac.uk</a>	FE153
<b>Information Consultant (Library)</b>	Greg Leurs	41 4065 <a href="mailto:greg.leurs@rhul.ac.uk">greg.leurs@rhul.ac.uk</a>	ED Library
<b>Centre for the Development of Academic Skills (CeDAS)</b>	David Channon	44 3240 <a href="mailto:David.Channon@rhul.ac.uk">David.Channon@rhul.ac.uk</a>	Founders(W) FW128

### 1.4.1. How to find us: the School office

The school office is in the Wolfson Building, Room 118 on the ground floor (left as you enter the building).

## 1.5 The Department: Key Staff

Day-to-day administration of the Programme is carried out primarily by the Administration Team and the Programme Director.

If you find a particular piece of work difficult, or experience health, financial, emotional or family problems that are affecting your performance and/or your ability to meet deadlines, you should notify one of your Course Directors, the Head of Department or a member of the Administration Team as soon as possible so that they can advise you on how to minimise the impact of such problems on your performance.

**Academic Staff** may include teaching fellows, lecturers, senior lecturers, readers, professors and visiting lecturers. Many staff teach and conduct their own research.

**Module Coordinators** are responsible for the organisation, content, delivery and assessment of the module(s) that they lead. If you have any questions relating to these, please make an appointment to see the relevant coordinator.

### Head of Department

The Head of Department has ultimate responsibility for all the activities within the Department of Health Studies. They are responsible for dealing with any disciplinary matters, appeals or complaints that have not been successfully addressed by the appropriate procedures.

### Course Director

The Course Director has the overall day to day responsibility for your degree programme. They ensure that close contact with our students is maintained and you are encouraged to make your concerns about the degree programme, the Department plus anything else that is relevant to your studies known at the earliest opportunity, by making an appointment to see the Course Director. They are also your point of contact regarding requests for changes to your degree programme, suspending or withdrawing from your studies.

Meetings with the Course Director: All students will have the opportunity to have meetings with the Course Director to discuss matters relating to the teaching, delivery and content of the Modules on the Programme. These are informal meetings in-person or online that students can attend, organised on a regular basis. We want to know your experiences, views, problems you want us to address, and keep in touch with you throughout each term.

### Personal Tutors

Your Personal Tutor will be allocated in your first week. They are the first port of call for pastoral matters and will guide you through your programme of studies. Please see Personal Tutors below for more details. If you would like an alternative tutor please discuss this with your Course Director who can facilitate this.

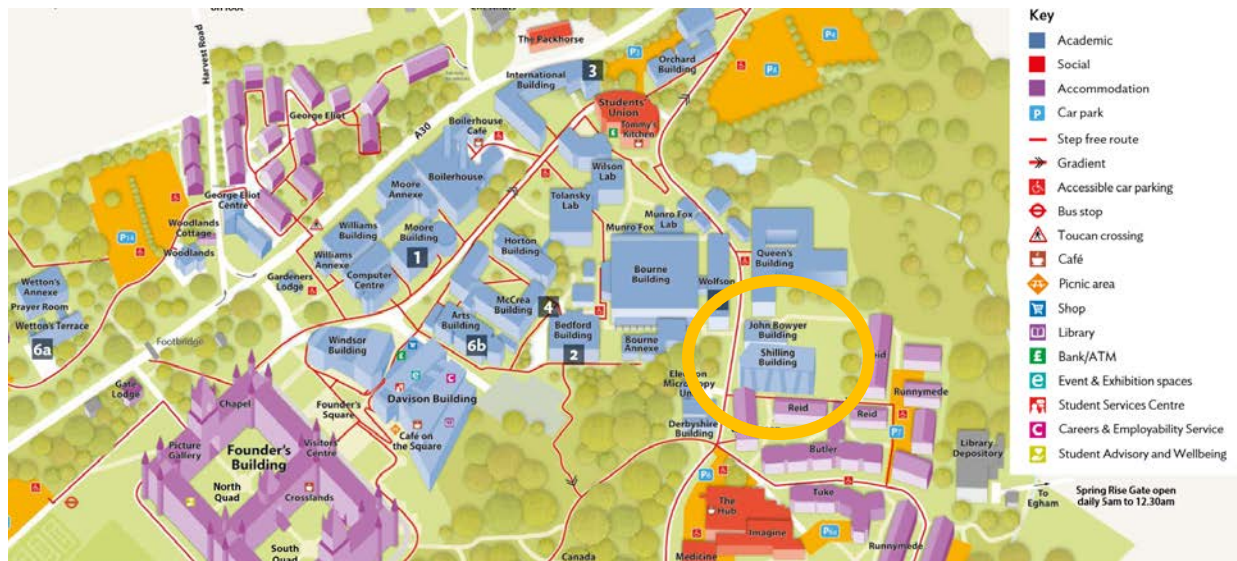
### Educational Support Officer

An Educational Support Officer is a member of the Disability and Dyslexia network and is your port of call if you have an issue that affects your learning needs. If you have not already declared to the Disability and Dyslexia office a long-term condition that you may require support for, you should do so at the earliest opportunity.



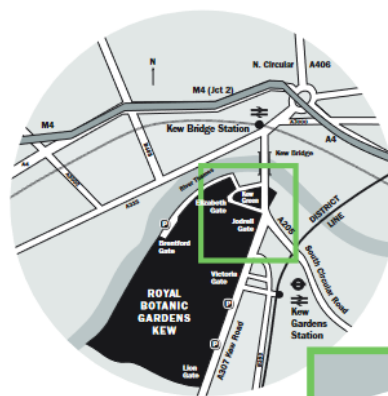
### 1.5.1. The Department: practical information

The Beatrice Shilling building, named after the pioneering British aeronautical engineer and motor racer, is our state-of-the-art **home** during your time at Royal Holloway. There are a number of communal areas in the Shilling building. You are welcome to use sofas, desks and booths on the ground floor, floor 1 and floor 2.

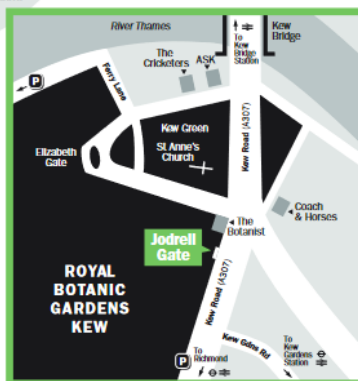


Note, that teaching will occur across the campus so please check your timetable for the locations of specific classes.

During your time at the Royal Botanic Gardens Kew, the majority of teaching will be in the Jodrell Laboratory (P: TW9 3AE, T: 020 8332 5000). Note, a separate handbook will be provided for your time at Kew. There is a direct train service that runs between Egham and Kew Bridge station. For Egham to Kew Gardens station you must change at Richmond. Alternatively, take the train to Richmond and then the 65 bus which will take you directly to the Jodrell gate. You can take the 65 bus from outside Richmond station. Car parking at the herbarium can be arranged subject to availability. Please contact your Course Director.



### How to get to Jodrell Gate





## 1.6 Staff research interests

Prof Alexandra Palombi

Community Health Interventions, Parkinson's disease, Stroke, Leadership.

Dr Jennifer Cole

Health risks and health security, Socioeconomic and ecological determinants of health, Planetary Health.

Dr Mark Lee

Agriculture, Ecology and Ecosystems, Food Security, Greenhouse gas emissions, Nature based solutions, Statistics.

Dr Fabrizia Ratto

Agroecology, Pollination, Biological Control, Ecosystem services, Meta-analysis, Sustainable Agriculture.

Dr Aryo Feldman

Agroecology, Neglected and underutilised crops, Political ecology of food, Local and community-led food systems, Participatory action research.

Dr Preeti Mahato

Global health, Child and maternal health, Sexual and reproductive health, Migration and mental health, Health services.

Dr Barbara Herring

Migration; Digital health; Digital anthropology; Youth and community work; Education in emergencies; and Reflective practice

Dr Mahmoud El Tholth

Epidemiology and public health; Health economics; Antimicrobial resistance (AMR); Risk analysis at the human/animal/environmental interface; Transboundary zoonotic disease

Dr Anne Majumdar

BAME Health, Health inequalities, Improving prevention and management of chronic disease, Integrative health, Nutrition, and Dietetics.

## 2 Support and advice

### 2.1 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 8:30am to 5:30pm in term time and 10:00am to 4:00pm during vacation. 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](mailto: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.

During term time the Disability & Neurodiversity team offer a confidential drop-in service from 11am to 2pm each day. They offer face to face and online sessions and online sessions are available Monday, Wednesday and Friday. Disability Drop-in (11am to 2pm weekdays during term-time) and face to face sessions take place in FE153 on Tuesday and Thursday 11am to 2pm. Please note you may be required to wait for either service. A disability adviser will let you into the drop-in as soon as they are available.

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 or Module Convener.
- With the administration or examination of an individual module: see the Module Convenor.
- With general academic organisation: see Dr Mark Lee (Royal Holloway) or Dr Aryo Feldman (Kew).
- With personal difficulties: see your Course Director or the Counselling and Wellbeing Service.
- With general non-academic queries or fees: go to the Student Services Centre in the Emily Wilding Davison building.
- With English as a second language: contact your Course Director or the Centre for Development of Academic Skills (CeDAS).
- With writing or mathematics skills in general: Contact CeDAS. Email [CeDAS@royalholloway.ac.uk](mailto:CeDAS@royalholloway.ac.uk) or phone +44 (0)1784 443368.
- With issues relating to specific learning difficulties: Contact the Disability and Dyslexia Services. You can email or phone. If you would like to organise a meeting, Disability and Dyslexia Services can offer this via Microsoft Teams.

## 2.2 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.

Any student who has concerns about equality, diversity and inclusion issues in general, or relating to a specific incident, is encouraged to contact the EDI representative for the department, which is Dr Fabrizia Ratto. Students can also contact the Head of Department or Course Director at any time.

## 2.3 Student representation

A volunteer student representative or multiple representatives will be invited to all staff-student committee meetings. Usually, students will collate any concerns from their cohort and present these at the meeting for feedback. The current student representative will be indicated on the Course Moodle pages.

## 2.4 The Health Studies Student Society

We will support the creation of a Health Studies Student Society. In particular to support the organisation of social events or external trips which are outside of timetabled activities. Please contact your Course Director or Head of Department to express an interest.

# 3 Communication

## 3.1 Your contact information

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

Further information about maintaining your contact information is available [here](#).

You can find out about how the College processes your personal data by reading the [Student Data Collection notice](#).

### 3.2 Email

The Department will only use the address in the College Global Address. We will not email you at a private or commercial address. Students who prefer to use commercial email services are responsible for making sure that their College email is diverted to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting <http://help.outlook.com/> and searching for forwarding. This process is very easy, but you do have to maintain your College account. When you delete a forwarded message from, for example, Hotmail, it will not be deleted from the Royal Holloway account.

You will also receive a Kew email address. Note that auto-forwarding from this address will not work and you will not receive any emails in this way.

### 3.3 Microsoft teams

You can contact members of staff via the chat function in MS Teams if you wish. Our staff will respond as soon as possible.

### 3.4 Health Studies Postgraduate Student Moodle Page

All Health Studies taught postgraduates have access to the **Health Studies PGT** Moodle page. A copy of this Handbook is kept there, along with details of assessment deadlines and other general departmental information. Moodle pages generally include a Q&A forum and a general topic related forum for questions and discussions with staff and students.

**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.

### 3.5 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). You will be allocated a Personal Tutor at the start of the course.

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

### 3.6 Questionnaires

We take student feedback very seriously and we welcome your comments on the Department and all taught courses. 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 resources. You are also welcome to provide us with informal feedback directly.

All questionnaires are seen by the Head of Department, the MSc/MA 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 Student Rep system.

### 3.7 Space

The sofas and footstools outside the staff offices on the 1<sup>st</sup> and 2<sup>nd</sup> floor of Shilling Building also provide an informal space for students to gather and relax. Please be mindful of others using this space and keep it tidy and clean by clearing away your own rubbish into the waste bins provided – it is not the job of the cleaning staff to do this for you.

There are number of cafés, informal social spaces and study spaces across the university. If you would like directions to such spaces but are not sure which is most appropriate, please ask.

## 4 Teaching

### 4.1 RBG Kew/Royal Holloway

Teaching is split between Royal Holloway (RHUL, Egham campus) and RBG Kew (Richmond, Surrey). Students are responsible for travel to each institution for their classes. Trains run between Egham and Kew Bridge every 30 minutes (duration = 29 minutes). Alternatively, car parking can be arranged. Please contact your Course Director. Study visits, field trips and the residential course will be considered external visits and travel will be provided at no cost. Travel, accommodation, and food will be provided for the two-week residential course at Wakehurst (Wakehurst field course module).

Term 1 locations

Week commencing	Week	Kew (Richmond)	RHUL (Egham)
18/09/2023	1	✓	✓
25/09/2023	2		✓
02/10/2023	3		✓
09/10/2023	4	✓	
16/10/2023	5	✓	
23/10/2023	6	✓	
30/10/2023*	7	Study Week	
06/11/2023	8		✓
13/11/2023	9		✓
20/11/2023	10		✓
27/11/2023	11		✓
04/12/2023	12		✓

Term 2 locations

Week commencing	Week	Kew (Richmond)	RHUL (Egham)
15/1/2024	1	✓	
22/1/2024	2	✓	
29/1/2024	3	✓	
05/02/2024	4		✓
12/02/2024	5		✓

19/2/2024*	6	Study Week	
26/2/2024	7		✓
04/03/2024	8	✓	
11/03/2024	9	✓	
18/3/2024**	10	✓	
25/3/2024**	11	✓	

\*Study/reading weeks (see below)

\*\*Residential trip to Wakehurst (travel provided from Kew)

## 4.2 Study weeks

There are two study weeks (often called reading weeks) in terms 1 and 2. These weeks are to allow time for the completion of assessments and for private study.

## 4.3 Use of Moodle

All class sessions are supported by virtual learning tools, in particular Royal Holloway's 'Moodle' platform. All modules have designated Moodle sites that are made accessible to the students registered on that module. 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, 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.

## 4.4 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. We acknowledge that you are postgraduate students and that classroom conduct advice may not be needed. However, it is general college policy to highlight that 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 notetaking. 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 Course Director with details of the incident. They will raise the matter with the Lecturer in charge or Head of Department, as appropriate.

## 5 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 document which is available through the Course Specification Repository.

### 5.1 Department specific information about degree structure

**MSc in Global Health: Food Security, Sustainability and Biodiversity (awarding body Royal Holloway and Bedford New College).** Our food, health and livelihoods depend on a healthy, biodiverse environment. However, our environment faces many threats, including climate change, poor air quality, urbanisation, unsustainable farming practices and a growing human population. This joint MSc between Royal Holloway, University of London (RHUL), and the Royal Botanic Gardens (RBG) Kew will train the next generation of scientists, policymakers, and business leaders to address these global sustainability challenges, as recognised by researchers, governments, and international agencies.

Module code	Module title	Credits
HE5022	The role of biodiversity in human and environmental health	30
HE5023	Sustainability and human livelihoods	30
HE5024	Innovations in food security	30
HE5025	Data analysis and research skills	15
HE5026	Wakehurst field course	15
HE5021	Independent research project	60
Total		180



## 6 Facilities

### 6.1 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 Director 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 Health Studies is Debbie Phillips. She can be contacted if you have particular issues around accessing library resources.

Please note that the vast majority of items on the reading list is available via the Library online. For an online search of the Library resources, click [here](#).

### Using other Libraries

**Herbarium Library** (Royal Botanic Gardens Kew), The Herbarium, Kew, Richmond, London, TW9 3AE (020 8332 5655) <https://www.kew.org/science/collections-and-resources/collections/library>.

Kew has one of the largest collections of published botanical information in the world. Their main subject area is the taxonomy and systematics of wild plants, including collections of herbaria in microform. Materials are generally postgraduate level or above. There are no restrictions on language or country of origin and items are collected in whatever format they are issued: books, serials, microforms, CD-ROMs and other electronic media, videotapes and audiotapes. For more information about accessing the library, click [here](#).

**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.

## 6.2 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.

At Kew, there is a printer available within the MSc suite for your use.

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.

## 6.3 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 students 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.

At Kew, there is a computer suite available for your use. These computers and desks can be used outside main teaching hours for your use.

### 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 consider 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 data analysis and research skills module.

# 7 Assessment information

## 7.1 Anonymous marking and cover sheets

In order to maintain fairness for everyone, 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 Health Studies PGT Students Moodle Page. The words on the cover sheet are not included in the

word count for your assessment.

## 7.2 Submission of work

Submission of formative coursework (work on which feedback will be provided but which will not be formally marked) and summative coursework (formally assessed) 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 makes 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.

## 7.3 Penalties for late submission

Work which is submitted after the deadline stipulated in the assessment brief will be penalised in line with Section 13, paragraph (5) of the College's [Postgraduate Taught Regulations](#):

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

- (a) for work submitted up to 24 hours late, the mark will be reduced by ten percentage marks.
- (b) for work submitted more than 24 hours late, the maximum mark will be zero.

## 7.4 Penalties for over-length work

This master's 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 coursework 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 (6) of the College's [Postgraduate Taught Regulations](#):

### Section 13 (6)

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

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

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

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: cover sheet, candidate number, title, module title, figure/table/plate captions\*, tables, figures, references/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).

## 7.5 What to do if things go wrong – Extensions to deadlines

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

All Health Studies Postgraduate assessments are eligible for extensions. It is usually the case that students are allowed two 2 day and two 5 day extensions per year.

## 7.6 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 Course Director.

## 7.7 Academic misconduct - Plagiarism

Plagiarism is defined by The Oxford English Dictionary as "the action or practice of taking someone else's work, idea, etc. and passing it off as one's own". An example of plagiarism would be presenting the definition in the previous sentence and not crediting it to The Oxford English Dictionary. Another, more extreme example, would be taking an essay or academic paper someone else had written and handing it in as your own work. Copying even small parts of another essay or paper – an entire paragraph or even a few lines – or using a quote without crediting who said it, can still be considered plagiarism. All work that is handed in for summative and formative marking is subjected to sophisticated plagiarism detection software that will identify text that has been copied from other bodies of work.

It is important to consider that attitudes towards plagiarism can vary at different institutions. The university or college where you took your undergraduate degree, or at the company where you have worked between your undergraduate degree and your master's course, may have an approach that is different from the one Royal Holloway takes.

For instance, consider this article, 'The Unhealthy Geopolitics of a Sovereign Europe', published in the Green European Journal and available online at: <https://www.greeneuropeanjournal.eu/the-unhealthy-geopolitics-of-a-sovereign-europe/>. The article discusses the geopolitics of health security, and how the COVID19 pandemic has influenced these politics.

Large sections of it, however, are taken virtually word-for-word from the article 'Unhealthy geopolitics? Bordering disease in the time of coronavirus', in the journal Geographical Research, available online at <https://onlinelibrary.wiley.com/doi/10.1111/1745-5871.12457>. Even though, in this case, the authors of the original article have been credited and acknowledged, at Royal Holloway this level of similarity would be considered plagiarism. This would be unacceptable in a piece of coursework presented for formative or summative assessment. This level of reuse may, however, be perfectly acceptable at a more journalistic publication, such as the one for which the author works. It is, therefore, important to familiarise yourself with Royal Holloway's approach and regulations. Specific skills training on how to avoid plagiarism will be included in your course. If you are in any doubt as to what would be considered plagiarism, please discuss this with your course tutors.

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 (see 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 references. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your Course Director or a Lecturer 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)
- Acquiring assessments from an external agent or company.
- 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 Professor Alex Palombi 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 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.

## 7.8 Referencing & Bibliographies (Reference lists)

A reference is the way in which you tell the reader where you have got the information 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](#)). Students are encouraged to use referencing software, such as Mendeley.

For independent research projects then the format of references should follow the guidelines of the chosen academic journal.

All assessed coursework, therefore, should be properly referenced and have a full bibliography at the end, including all 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 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 the 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 journals. There are also often different conventions adopted for different 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 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 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).

Examples of referencing & bibliographies can be found in [Appendix B](#).

## 7.9 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 the original source of the image.
- Make sure that after scanning, the quality of the image is still readable at the size you reproduce it.
- If images have been produced in Excel, then JPG or TIFF high quality images are preferable.
- For images produced in R then PDF images or images transferred to Microsoft Publisher and then saved as TIFF images are preferable.

## 7.10 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.

## 7.11 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 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 Health Studies 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 practical sessions.
- 2) Discussion with course leaders in office hours
- 3) Critique of dissertation draft material by your allocated advisor.
- 4) Discussion in seminars and debates.
- 5) Generic, group feedback to a whole class.
- 6) Moodle self or group assessment.

## 8 Health and Safety Information

The [Health and Safety webpage](#) provides general information about our health and safety policies.

The Departmental Health & Safety Co-ordinator oversees health and safety procedures in the Department, to ensure that all persons working in the Department do so in a healthy and safe environment. There are rules and regulations that are specific to particular Departmental activities, and every person who is working in or visiting these 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 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 in the Department, 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:

<b>Dr Jennifer Cole</b> Shilling Building Staff Office, Level 2	<b>Diane Serpant</b> Wolfson Building LF1-18
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### 8.1 Code of practice on harassment for students

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

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

### 8.2 General Safety in the Department

**Working hours.** Teaching laboratories are open from 0900-1300 and 1400-1650 each weekday. Special arrangements must be made with the 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, as you could cause an injury or spillage. Mobile phones should be switched off in all study areas and should only be used in the foyer.

**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.

**Medical Conditions.** Students will be asked to 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. Ethical considerations forbid the Health Centre from passing on relevant health information regarding individual students to the Department.

**Infectious diseases.** The department is following all College Guidelines with regards to measures to mitigate against the risk of the spread of Covid-19. Hand sanitiser is available in the foyer of the Shilling Building and most other buildings. Hand washing facilities are also available in the toilets and in some of the laboratories.

Some teaching spaces may have designated exit routes. You should follow any instructions given to you by teaching staff and pay attention to all signage in rooms notifying you of the correct route to take to leave the building.

### 8.3 Emergencies

The [Health and Safety webpage](#) provides general information about our health and safety policies.

The Technical Operations Manager oversees health and safety procedures in the Shilling Building. There are rules and regulations that are specific to particular Departmental activities and every person who is working in or visiting these areas must make sure that they are acquainted with these regulations. Ignoring such provisions means not only putting yourself at risk, but also those around you.

The Department 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, modules (including projects), laboratory experiments, fabrication laboratory work and field trips are implemented with the minimum risk to all concerned.

**First Aid.** First aid kits are located in several locations across all buildings. 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. If no staff can be found call Security on x3063.

**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. Do not stop to collect belongings.
- Meet at the designated assembly point; do not wander off without reporting to a Fire Marshall.
- Do not enter the building again until authorised to do so.

Fire alarms are routinely tested. The test days/times are posted in the Department 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 if it is safe to do so
- Leave the building by the nearest safe route (usually the fire escape stairwell)
- Report to assembly point A (located in The Hub car park)
- 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.

### 8.4 Lone working policy and procedures

The College has a 'Lone Working Policy and Procedure' that can be found [here](#).

Lone working is defined as working during either normal working hours at an isolated location

within the normal workplace or when working outside of normal hours. There is a range of different rooms in the Shilling Building, from general teaching, reading and computer facilities, to technical laboratories and analysis suites. Access to the Department is available from 0900 to 1700.

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

- Inspections/risk assessments of work areas are carried out by the Departmental Health and Safety Coordinator 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 should work in groups when possible, such as when on field trips and study visits. 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, locations (e.g., what3words) 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 and Course Director.

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

## 8.5 Wellbeing

Please note that the College provides a full range of student support and counselling should you feel you need this support. If you are facing personal difficulties from a multitude of reasons, then it is very important that you talk to the Programme Director or the Head of Department or individually make an appointment to meet professionals in the [Student Wellbeing Services](#) of the University, who will be happy to help.

## 8.6 Field trips and work-based placements

All students attending field trips should read the 'Fitness for field studies' Guide which outlines their responsibilities in relation to their ability to carry out fieldwork. This is available from the Department H&S Co-ordinator but will also be made available on field trip Moodle pages.

Whilst every effort is made to ensure that fieldwork provided by the College is safe, it has, by its nature some inherent risks, for example at exposed rural locations, industrial sites or at sites of high pollution. Severe weather conditions may be encountered in all seasons, especially in rural locations. In accordance with the Health & Safety at Work Act 1974, course 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 to minimise the risk of accidents. Everyone is responsible for their own safety.**

A course leader, or dissertation advisors, will outline safety instructions. These will be clear and precise as to the fieldwork involved and should be observed by all members of the group at all times. 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 strongly advised. For overseas field trips, please discuss the appropriate inoculation requirements with your GP. Safety equipment, such as hard hats and high visibility wear, will be provided by the Department if required.

A medical questionnaire must be completed by all students. This will be requested annually at the beginning of each academic year, but you should also update your details if anything changes. Students will also be required to read and sign an appropriate Risk Assessment prior to all fieldwork.

All department-led fieldtrips are covered by college insurance. There may be some exemptions for students with health conditions. Students will be informed of this by the Trip Leader and will then need to arrange their own additional insurance. For independent fieldwork the College does not include personal accident cover for students. However, basic overseas insurance can be provided by the College for a small charge.

**The following guidelines should be observed during all field trips and work-based placements:**

**Observe all safety instructions** given by course leaders. Anyone not conforming to the standards of behaviour required may be excluded from the field trip. Stay with the party, except by clear arrangements with the leader(s). Assemble where requested in order to receive specific guidance on likely hazards. Observe instructions for reporting after completion of the visit.

**Report any injury or illness immediately, regardless of how trivial it may appear.**

**Wear adequate clothing and footwear** for the terrain and weather to be encountered. For rural areas, the following will generally be required:

- Waterproof jacket and over-trousers.
- Stout footwear (trainers are not appropriate for most field trips),
- Warm sweater, hat and gloves for upland or winter trips.

Leaders may refuse to allow ill-equipped students to participate in field trips.

**Wear personal protective equipment** when advised to do so by the field trip leader. It is obligatory to wear a helmet and high visibility vest when visiting building sites, working quarries and mines.

**Beware of traffic.**

## 8.7 Independent Fieldwork (Dissertation)

All the provisions in **the Field Work section** also apply to independent fieldwork. The nature of the training, however, involves an important element of self-reliance, and students undertaking independent fieldwork (e.g., as part of their Dissertation) are necessarily responsible for their own safety in the field. The following guidelines must be followed where applicable.

**Discuss likely safety problems and risks**, and the equipment required, with your supervisor beforehand and complete a Risk Assessment Form. **You are not permitted to carry out any independent fieldwork until this is complete. Failure to complete this paperwork can lead to the failure of your dissertation.** 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.

**Ensure you are familiar with your chosen study location.** We appreciate that international students may choose to undertake field study in their country of origin, which may be a region with which course leaders are unfamiliar. In such cases, students will be expected to provide a safety brief to their supervisor setting out, for example, levels of street crime, recent disease outbreaks, road safety conditions and all other relevant risks for the region before the study will be approved. Similarly, students may decide to undertake study in regions of the UK with they are unfamiliar. It is strongly suggested that students



have visited and familiarised themselves with suggested UK study sites before writing their project proposal.

**Leave information about your route** each day with a colleague or a local person that you trust. Never break arrangements to report your return. If camping, it is desirable to do so near habitation. Check in regularly with your chosen person. We recommend communicating your position using the app 'what3words'. This converts your location into three words to allow for geolocation.

**Check weather forecasts.** Keep a constant look-out for weather changes and make contingency plans should a change to the planned timetable become necessary. Do not hesitate to turn back if the weather deteriorates.

**Carry relevant equipment with you. These will depend on the type and location of field work being done but consider the following:**

- A first aid kit
- A mobile phone with good network coverage or a satellite phone
- Adequate clothing and waterproofs
- Emergency food (chocolate, mint cake, glucose tablets, etc.)
- A survival (bivouac) bag or emergency blanket
- Map, compass and watch
- Torch and whistle

**Always obtain permission** before entering private property. Follow recognised procedures for visits to building sites, quarries, mines, etc. Be careful to report on leaving the site.

**Always obtain permission** with the landowner if you plan to install equipment or take samples from a site (for example, soil or plant material). This will need to be arranged in advance. We recommend contacting the landowner as early as possible to avoid delays in data collection.

**Working offshore requires special precautions.** Small boats should only be used in the company of an experienced boatman or colleague. **Always wear a life jacket.** Aqualung equipment should only be used by experienced trained divers. Any activity requiring these activities must be fully discussed with your advisors well before the fieldwork is due to start, as they require additional risk assessment activities at College Level.

**Make sure that you are conversant** with health and safety requirements in environments with which you are unfamiliar, such as underground, or abroad in tropical, desert or arctic conditions.

**Know the International Distress Signal;** six whistle blasts, shouts, or flashes of a torch; pause for one minute; repeat six whistle blasts, shouts or torch flashes. Continue until answered by three whistle blasts, shouts or flashes, followed by three more after an interval of one minute; the answering signal is repeated several times. When in distress, do not exhaust yourself by shouting or blowing a whistle for too long a period - take a break and then start again.

**When working on mountains** or other exposed areas, familiarise yourself with the mountain safety code. Be aware of the effects of exposure and hypothermia. Know, in advance, what to do in the case of an emergency. The safety code can be found on many web sites, the following [link](#) being typical.

**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](#).

**When working in residential settings** if your independent project involves interviewing people

in their own homes or private places of work, you will need to ensure that your environment will be safe for you and that you know what to do if you start to feel unsafe. You should familiarise yourself with lone worker safety protocols and discuss this as part of the risk assessment with your supervisor prior to commencing data collection.

**Working with vulnerable adults** if your independent project involves contact with or observation of vulnerable adults, including elderly people, people with disabilities, people who have suffered abuse, people with addictions, refugees or displaced people, homeless people, or prisoners (currently incarcerated or recently released), you will be required to undertake the UK Government's Disclosure and Barring Check (see [here](#) for further information). This should be discussed with your supervisor during the project planning phase.

**Working with children** if your independent project involves contact with or observation of children, whether they or their families are considered vulnerable or not, you will be required to undertake the UK Government's Disclosure and Barring Check (see [here](#) for further information). This should be discussed with your supervisor during the project planning phase.

**Working with NHS patients** an independent project involving contact with, or observation of NHS patients recruited through the NHS, or conducted within NHS facilities, will require several months for ethics approval and clearance which is likely to be impractical within the one-year timeline of a master's course. Whilst this is not impossible it is recommended that students consider alternative ways of recruiting study participants or undertaking observational studies.

**Study participant privacy and confidentiality** since the COVID-19 pandemic, remote and home working have become much more common. It is perfectly possible to recruit and interview study participants online without meeting in-person. However, students need to be mindful of where they are interviewing the participant from; for instance, a computer in a shared office or student house, where the interview could be overheard by others, may breach privacy and confidentiality. This needs to be considered when planning the project and should be discussed with the supervisor.

**Medical ethics self-certification** though it is not a formal requirement of the course and will not be marked, students who are planning to work directly with human participants will be strongly encouraged to undertake Safeguarding training (offered internally by Royal Holloway) and TRREE medical ethics training, a self-certification course available online [here](#). This can be taken at any time before the commencement of data collection for the independent project but is recommended to be taken during Term 2.

## 9 Course Structures and Module Information

### 9.1 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 Health: Food Security, Sustainability and Biodiversity**.

Module code	Module title	Assessment	Limit	Credits	Total credits
HE5022	The role of biodiversity in human and environmental health	Review paper Infographic	3,000 words 1,000 words	21 9	30
HE5023	Sustainability and human livelihoods	Sustainability challenges report Crop wikipeage	2,000 words 2,000 words	15 15	30
HE5024	Innovations in food security	Product/funding presentation Product/funding proposal Design a crop concept note	10 minutes 2,000 words 2,000 words	3 12 15	30
HE5025	Data analysis and research skills	Open book quiz Stats report Map production and report	20 questions 1,500 words 1,500 words	3 6 6	15
HE5026	Wakehurst field course	Field study report Group presentation	2,000 words 15 minutes	12 3	15
HE5021	Independent research project	Independent research project Research presentation Practical skills	5,000 words 10 minutes N/a	42 6 12	60
Total				180	180

## 9.2 Summary of deadlines

The following table gives a summary of all the deadlines. Please also refer to the year timetable in Section 3 for how these fit in with the rest of the activities.

Module title	Assessment	Deadline
The role of biodiversity in human and environmental health	Review paper	30/10/2023
	Infographic	02/11/2023
Sustainability and human livelihoods	Sustainability challenges report	19/02/2024
	Crop wikipedia	22/02/2024
Innovations in food security	Product/funding presentation: food security innovation	*TBC
	Product/funding proposal: food security innovation	15/03/2024
	Design a crop concept note	29/04/2024
Data analysis and research skills	Open book quiz - stats	*23/11/2023
	Stats short write up	15/01/2024
	Map production and write up	19/01/2024
Wakehurst field course	Field study report	03/05/2024
	Group presentation	*w/c 25/03/2024
Independent research project	Research project interview	*w/c 30/5/2024
	Independent research project	17/08/2024
	Research presentation	*26/8/2024
	Practical skills	N/a - continuous
*Precise date TBC		

### 9.3 Independent research project

Independent final research projects will be supervised in most cases by a member of staff at Royal Holloway and/or Kew. In some cases, where appropriate, an alternative qualified supervisor will be found from another institution, though with at least one supervisor from Royal Holloway or Kew. This research project will involve the collection of data to test novel hypotheses that are relevant to the themes of the MSc course. These will be designed and developed by the students or chosen from a list of potential projects submitted by Kew and Royal Holloway staff. Prior approval for research projects will be required by the course leaders. Students will be required to submit a project plan for approval and will receive feedback on that plan from their supervisors and course leads. This will be a formative activity. Students should meet with their supervisors on a weekly basis to discuss their progress. Students will write their project up in the form of an academic paper, with the journal style and format to be agreed with their supervisors and course leaders prior to submission. Students will be expected to write an ethics plan and to have obtained ethics review board approval through Royal Holloway's internal review board before research commences (only if relevant to the project). This will be necessary should people or animals be involved in the research project. Research projects will be presented to peers and course tutors in a research symposium which will mark the conclusion of the course.

## 10. Marking Criteria (See Appendix A for general 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.

Essay / Reflective essay / Review paper

Level 7

92% +	Upper Distinction	<p>An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research, and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary.</p> <p>Nearing publishable quality in peer reviewed journal. Outstanding academic writing and structure.</p>
88-82%	High Distinction	<p>An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.</p> <p>Excellent academic writing and structure.</p>
78-72%	Distinction	<p>A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.</p> <p>A very good level of academic writing and structure.</p>
68-62%	Merit	<p>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and</p>



		<p>some evidence of originality. Good understanding of main concepts/current issues/developments but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.</p> <p>A good level of academic writing and structure.</p>
58-52%	Pass	<p>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved. A coherent structure of an academic piece of work.</p>
48-42%	Marginal Fail	<p>Little evidence of understanding and overall, not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.</p> <p>Writing not all non-academic and structure incoherent. Limited engagement with the literature and little evidence of appropriate referencing.</p>
38-32%	Limited piece of work -Fail	<p>Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.</p> <p>Writing is not academic and overall poor structure. Poor engagement with the literature and insufficient evidence of referencing.</p>

Below 28%	Insufficient piece of work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.
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Policy Brief / Manifesto		
Level M/FHEQ Level 7		
92% +	Upper Distinction	An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research, and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. Nearing publishable and professional quality. Academically astute but also accessibly written. Original contribution to existing literatures and policy. Creatively and originally presented at a professional level.
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge. Academically astute but also accessibly written. Original contribution to existing literatures and policy. Creatively and originally presented at a near professional level.
78-72%	Distinction	A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.

		Fluently written and may show evidence of sophistication or originality in composition and style, creatively and originally presented.
68-62%	Merit	<p>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts/current issues/developments but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.</p> <p>Fluently written. Limited section or aspects of work demonstrate distinction level characteristics. Creatively and originally presented.</p>
58-52%	Pass	<p>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.</p> <p>Properly referenced and should include a properly formatted bibliography. Some evidence of being creatively and originally presented.</p>
48-42%	Marginal Fail	<p>Little evidence of understanding and overall, not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.</p> <p>Serious weaknesses in scope, coverage, contextual reading, organisation, presentation, or style. Superficial use of source materials. No evidence of being creatively or originally presented.</p>

38-32%	Limited piece of work -Fail	Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.  Profound weaknesses in scope, coverage, contextual reading, organisation, presentation, or style. Little or no evidence of engagement with source materials. Presented in a sub standards format.
Below 28%	Insufficient piece of work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.

## Presentation

### Level M/FHEQ Level 7

92% +	Upper Distinction	An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research, and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. Clear awareness of clear debates in the literature. Explicit, well structured, detailed research questions. Consultation and evaluation of a broad range of relevant methods. Ethical considerations of professional standard. Clearly audible presentation. Audio visual aids used to a professional standard. Appropriately paced and on time. Gauged audience needs and encourages involvement and questioning. Answering with knowledge and understanding.
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced

		<p>scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.</p> <p>Clear awareness of clear debates in the literature. Explicit, well structured, detailed research questions.</p> <p>Consultation and evaluation of a broad range of relevant methods. Ethical considerations of very high standard. Clearly audible presentation. Audio visual aids used to a very high standard. Appropriately paced and on time. Gaged audience needs and encourages involvement and questioning. Answering with knowledge and understanding.</p>
78-72%	Distinction	<p>A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.</p> <p>Awareness of some clear debates in the literature. Explicit, well structured, detailed research questions.</p> <p>Consultation and evaluation of a broad range of relevant methods. Ethical considerations of high standard. Clearly audible presentation. Audio visual aids used to increase effectiveness. Almost appropriately paced and on time. Obvious attempt to gage audience needs and encourage involvement and questioning. Demonstrating knowledge and understanding in answers. Well presented.</p>
68-62%	Merit	<p>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop</p>

		<p>critiques at an advanced level and some evidence of originality. Good understanding of main concepts/current issues/developments but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.</p> <p>Awareness of wider debates in the literature. Focused research questions. Ethical considerations of very good standard. Commencement and conclusion could have been more appropriate. Evidence of some relevant methods consulted and could have been evaluated more effectively. Audible for all the presentation and all audio-visual aids have been used. Pace not always appropriate and ran over/under time. Audience needs not well engaged and limited encouragement to participate/questioning. Answering with some understanding. Well presented.</p>
58-52%	Pass	<p>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.</p> <p>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 considerations weak. Presenter slightly inaudible and audio-visual aids not very effective. Presentation run over/under time. Presentation paced too fast or too slow to be completely effective. Audience needs not taken into account in the design of the presentation. No attempt made to engage appropriate audience involvement in questioning and some weaknesses in basic</p>



		understanding indicated in answers. Adequate presentation.
48-42%	Marginal Fail	<p>Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.</p> <p>Presentation rambling or unfocused. Commenced and concluded with some hesitation or confusion. No methodological awareness demonstrated. Poor research questions. Ethical considerations weak. Presenter partially inaudible and audio-visual aids ineffective. Presentation run over/under time. Presentation paced too fast or too slow to be completely effective. No attempt to gauge audience needs or audience involvement in questioning. Answers largely erroneous with little relevance to topic. Poor presentation.</p>
38-32%	Limited piece of work -Fail	<p>Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.</p> <p>Presentation very rambling or unfocused. Commenced and concluded with hesitation or confusion. No methodological awareness demonstrated. Poor research questions. No ethical considerations. Presenter fully inaudible and audio-visual aids ineffective or not used. Presentation run severely over/under time. Presentation paced too fast or too slow to be effective. No attempt to gauge audience needs or audience involvement in questioning. Unable to answer questions.</p>
Below 28%	Insufficient piece of work	<p>Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.</p>

Blog/ Media article

Level M/FHEQ Level 7

92% +	Upper Distinction	An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research, and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. Exceptionally written and concisely argued with professional level journalistic competence. Conveys a deep, rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with professional use of other media. Contains easy to follow and professionally presented infographics and explainer videos.
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge. Exceptionally written and concisely argued with near professional level journalistic competence. Conveys a deep, rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with creative use of other media. Contains easy to follow and creatively presented infographics and explainer videos.
78-72%	Distinction	A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.

		Very well written and concisely argued with very good level of journalistic competence. Conveys a rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with very good use of other media. Contains easy to follow and very well-presented infographics and explainer videos.
68-62%	Merit	<p>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts/current issues/developments but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.</p> <p>Well written and concisely argued with good level of journalistic competence. Conveys a good understanding of the topic in accessible language. Relevant hyperlinks used with use of other media. Contains easy to follow and infographics and explainer videos.</p>
58-52%	Pass	<p>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.</p> <p>Adequately argued with adequate level of journalistic competence. Conveys a limited understanding of the topic. Limited hyperlinks used with no use of other media. May not contain infographics and explainer videos.</p>
48-42%	Marginal Fail	Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in

		<p>presentation, argument or structure. Limited critique and evaluation.</p> <p>Poorly written with inaccessible style. Very little understanding of the topic. No hyperlinks used with no use of other media. Does not contain infographics and explainer videos.</p>
38-32%	Limited piece of work -Fail	<p>Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.</p> <p>Very poorly written with inaccessible style. No understanding of the topic. No hyperlinks used with no use of other media. Does not contain infographics and explainer videos.</p>
Below 28%	Insufficient piece of work	<p>Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.</p>

### Wikipedia/ Infographic/ Poster

#### Level M/FHEQ Level 7

92% +	Upper Distinction	<p>An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. Exceptionally written and concisely presented with professional level competence. Conveys a deep, rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with professional use of other media. Contains easy to follow and professionally presented infographics and explainer videos.</p>
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88-82%	High Distinction	<p>An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.</p> <p>Exceptionally written and concisely presented with near professional competence. Conveys a deep, rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with creative use of other media. Contains easy to follow and creatively presented infographics and explainer videos.</p>
78-72%	Distinction	<p>A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.</p> <p>Very well written and concisely presented with very good level of competence. Conveys a rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with very good use of other media. Contains easy to follow and very well-presented infographics and explainer videos.</p>
68-62%	Merit	<p>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts/current issues/developments but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate</p>

		<p>reading. Accurately and appropriately referenced.</p> <p>Well written and concisely presented with good level of competence. Conveys a good understanding of the topic in accessible language. Relevant hyperlinks used with use of other media. Contains easy to follow and infographics and explainer videos.</p>
58-52%	Pass	<p>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.</p> <p>Adequately presented with adequate level of competence. Conveys a limited understanding of the topic. Limited hyperlinks used with no use of other media. May not contain infographics and explainer videos.</p>
48-42%	Marginal Fail	<p>Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.</p> <p>Poorly written with inaccessible style. Very little understanding of the topic. No hyperlinks used with no use of other media. Does not contain infographics and explainer videos.</p>
38-32%	Limited piece of work -Fail	<p>Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.</p> <p>Very poorly written with inaccessible style. No understanding of the topic. No hyperlinks used with no use of other media. Does not contain infographics and explainer videos.</p>



Below 28%	Insufficient piece of work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.
Below 28%	Insufficient piece of work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.

Project proposal		
Level M/FHEQ Level 7		
92% +	Upper Distinction	An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. Exceptional levels of originality in the construction of the main aims and questions. Detailed justification of methodology or another 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. Should approach professional standards.
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.

		High levels of originality in the construction of the main aims and questions. Detailed justification of methodology or another 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 excellent standard. Incisive and fluent style.
78-72%	Distinction	A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension. Some levels of originality in the construction of the main aims and questions. Very good justification of methodology or another independent research. Very good justification of appropriate data gathering and analytical techniques. Very good preparatory reading. Very good use of figures, tables, and maps where appropriate. Professionally presented with referencing and bibliography of very good standard. Fluent style.
68-62%	Merit	<p>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts/current issues/developments but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.</p> <p>Thorough justification of methodology or another independent research. Thorough justification of appropriate data gathering and analytical</p>

		techniques. In depth preparatory reading. Good use of figures, tables, and maps where appropriate. Professionally presented with referencing and bibliography of high standard. Incisive and fluent style.
58-52%	Pass	<p>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.</p> <p>Coherent justification of methodology or another independent research. Coherent justification of appropriate data gathering and analytical techniques but may lack detail. Adequate preparatory reading. Appropriate use of figures, tables, and maps where appropriate. Adequately presented with properly formatted referencing and bibliography and ethically sound.</p>
48-42%	Marginal Fail	<p>Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.</p> <p>Limited justification of methodology or other independent research. Limited justification of appropriate data gathering and analytical techniques but may lack detail. Limited preparatory reading. Limited use of figures, tables and maps where appropriate. Unstructured presentation with poorly formatted referencing and bibliography. Some ethical issues addressed.</p>
38-32%	Limited piece of work -Fail	Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.

		Inadequate justification of methodology or other independent research. Inadequate justification of appropriate data gathering and analytical techniques and incomplete. Poor preparatory reading. No use of figures, tables, and maps where appropriate. Referencing and bibliography inadequate. Ethical flaws.
Below 28%	Insufficient piece of work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.

Independent/group research project		
Level M/FHEQ Level 7		
92% +	Upper Distinction	<p>An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research, and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary.</p> <p>Demonstrating significant subtlety and sophistication that is of publishable quality. Exceptional level of originality in its construction of main research aims and questions throughout. 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 outstanding. A dissertation of upper distinction contains work of publishable quality and makes a significant and original contribution to existing literature.</p>
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most

		<p>areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.</p> <p>Demonstrating significant subtlety and sophistication that is of excellent quality. Exceptional level of originality in its construction of main research aims and questions throughout. 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. A dissertation of high distinction contains work of near publishable quality and can make an original contribution to existing literature.</p>
78-72%	Distinction	<p>A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.</p> <p>Demonstrating significant subtlety and sophistication that is of very good quality. Very good level of originality in its construction of main research aims and questions throughout. 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 very good. A dissertation of distinction may contain some sections of publishable quality.</p>
68-62%	Merit	<p>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts/current issues/developments but could be</p>

		<p>further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.</p> <p>Some originality in its construction of main research aims and questions throughout. Substantial independent research conducted with professional competence. Clear understanding of research design and methodology. Coherent structure. In depth reading. Presentation and style are good. A dissertation of merit mark is appropriate where some sections of work demonstrate distinction characteristics.</p>
58-52%	Pass	<p>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.</p> <p>Clear formation of main research aims and questions. Significant independent research conducted at an adequate level of competence. Clear understanding of research design and methodology. Satisfactory structure, presentation and style. Adequate reading. Ethically sound.</p>
48-42%	Marginal Fail	<p>Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.</p> <p>Confused or vague research aims and questions. Limited interpretation of source material relying on description rather than analysis. Limited independent research. Serious weakness in scope, coverage, contextual reading, organisation, presentation, or style. Ethical issues.</p>
38-32%	Limited piece of work -Fail	<p>Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or</p>

		<p>discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.</p> <p>Wholly inadequate or seriously erroneous discussion of subject area. No or very limited interpretation of source material. Inadequate independent research. Ethical flaws. Profound weaknesses in scope, coverage, contextual reading, organisation, presentation, or style.</p>
Below 28%	Insufficient piece of work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.

Practical skills / research project		
Level M/FHEQ Level 7		
92% +	Upper Distinction	<p>An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary.</p> <p>Demonstrating significant subtlety and sophistication in data collection. Outstanding level of originality in the construction of methodology and research questions throughout. Substantial independent research conducted at a very high level of professional competence. Critical understanding of research design and methodology. Exceptional time management. In depth background reading.</p>
88-82%	High Distinction	<p>An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new</p>



		<p>sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.</p> <p>Demonstrating significant subtlety and sophistication in data collection that is of excellent quality. Exceptional level of originality in the construction of methodology and questions throughout. Substantial independent research conducted at a very high level of professional competence. Critical understanding of research design and methodology. In depth reading. Exceptional time management.</p>
78-72%	Distinction	<p>A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.</p> <p>Demonstrating significant subtlety and sophistication in data collection that is of very good quality. Very good level of originality in the construction of methodology and questions throughout. Substantial independent research conducted at a very high level of professional competence. Critical understanding of research design and methodology. In depth reading. Very good time management.</p>
68-62%	Merit	<p>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts/current issues/developments but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.</p>

		Some originality in its construction of main research methodology and questions throughout. Substantial independent research conducted with professional competence. Clear understanding of research design and methodology. In depth reading. Some good time management. A merit mark is appropriate where some sections of work demonstrate distinction characteristics.
58-52%	Pass	<p>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.</p> <p>Clear formation of main methodology and questions. Significant independent research conducted at an adequate level of competence. Clear understanding of research design and methodology. Adequate reading. Occasionally good time management.</p>
48-42%	Marginal Fail	<p>Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.</p> <p>Confused or vague research methodology and questions. Limited interpretation of source material relying on description rather than analysis. Limited independent research. Serious weakness in scope, coverage, contextual reading, organisation.</p>
38-32%	Limited piece of work -Fail	Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.

		Wholly inadequate or seriously erroneous methodology and data collection. No or very limited interpretation of source material. Inadequate independent research. Profound weaknesses in scope, coverage, or organisation.
Below 28%	Insufficient piece of work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.

## APPENDIX A

Department of Health General Marking Descriptors PGT based on QAA benchmark for PGT as follows:

QAA descriptor for a higher education qualification at Level M

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
  -

**Interdisciplinary appreciation for all PGT courses in the Department of Health Studies at Royal Holloway is embedded throughout the curriculum and also defined here in the marking criteria.**

Defining Interdisciplinary:

1. *Cross Disciplinary* – is researchers from 2 or more disciplines work collaboratively on a common problem without modifying disciplinary approaches.
2. *Interdisciplinary* – Involves the use of an innovative conceptual framework to synthesise and modify 2 or more disciplinary approaches to deal with a common problem (Gray Bill et al, 2006).
3. *Trans Disciplinary* – Moves beyond disciplinary approaches to address a common problem (Harvard University)

### Level 7 General Marking Descriptors for Department of Health Studies PGT

92% +	Upper Distinction	An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary.
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating trans-disciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.

<b>78-72%</b>	Distinction	<i>A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions; negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.</i>
<b>68-62%</b>	Merit	<i>A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts/current issues/developments but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.</i>
<b>58-52%</b>	Pass	<i>Meets the relevant learning outcomes. Some basic cross - disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.</i>
<b>48-42%</b>	Marginal Fail	<i>Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.</i>
<b>38-32%</b>	Limited piece of work -Fail	<i>Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.</i>

<p><b>Below 28%</b></p>	<p>Insufficient piece of work</p>	<p><i>Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.</i></p> <p><i>Significant deficiencies. Likely to have insufficient, irrelevant or incorrect material. Likely to have very poor structure and no discussion.</i></p> <p><i>Insufficient material presented. No evidence of sufficient preparation.</i></p> <p><i>Zero is reserved for failure to attempt an answer but where a submission has been made.</i></p>
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## APPENDIX B

### Referencing & Bibliographies Examples

#### Example of a Journal Article (Single Author)

Petrikova, I. (2019) 'Food-security governance in India and Ethiopia: A comparative analysis' *Third World Quarterly*, 40(4), pp.743-762.

#### Example of a Journal Article (Multiple Authors)

Lin, Y.H., Jen, M.H. and Chien, K.L. (2017) 'Association between life-course socioeconomic position and inflammatory biomarkers in older age: a nationally representative cohort study in Taiwan', *BMC Geriatrics*, 17(1), pp.1-11.

#### Example of a Book (Single Author)

Cole, J. (2019), *Planetary Health: Human Health in an Era of Global Environmental Change*. CABI.

#### Example of a Book (Edited)

Adey, P., Bowstead, J.C., Brickell, K., Desai, V., Dolton, M., Pinkerton, A. and Siddiqi, A. (eds) (2020). *The Handbook of Displacement*. Palgrave Macmillan.

#### Example of a Chapter in Edited Book

Foster, A., (2020). Chapter 17. Bodies of the Anthropocene: Health, Ontology, Ecology. In Zywert, K. and Quilley, S. (eds). *Health in the Anthropocene*. Toronto: University of Toronto Press. pp. 339-356

### 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\\_0.pdf](http://www.jrf.org.uk/sites/files/jrf/climate-change-adaptation-full_0.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](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

Shah, R.S. (2010) *Global Health Inequality: Justice and Public Health Ethics*. Unpublished PhD thesis. Keele University.

*[An unpublished thesis has been completed, submitted and the candidate may have been awarded a PhD, but the work has not been published in an academic journal or commercial publication outside of the thesis or, if it has, the form of the work referenced is more similar to the version in the thesis].*

### 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

Cole, J., Kleine, D. and Watkins, C. (2016) 'Internet discussion forums: Maximizing choice in health-seeking behaviour during public health emergencies'. *Proceedings of the International Conference On Cyber Situational Awareness, Data Analytics And Assessment (CyberSA)*. London, UK. 14-16 June 2016. IEEE. pp 99-104

### 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

Pongsiri, M. (2016) *Tackling Air Pollution and Non-Communicable Diseases*. Available at: <https://www.planetaryhealth.ox.ac.uk/2019/04/16/tackling-non-communicable-diseases/> (Accessed 1 April 2022) [Reference in text as (Pongsiri, 2016) where the date is the date of last update.]

### Example of a WWW page from an organization

Department of Health Studies, Royal Holloway, University of London. 7 February 2022. New



Department of Health Studies Opens at Royal Holloway. Available at: <https://www.royalholloway.ac.uk/about-us/more/local-community/news/new-department-of-health-studies-opens-at-royal-holloway/> (Accessed: 1 April 2022)

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

Department of Health Studies Advisory Board, Royal Holloway, University of London. Available at: <https://www.royalholloway.ac.uk/research-and-teaching/departments-and-schools/health-studies/about-us/department-of-health-studies-advisory-board/> (no date) (Accessed: 1 April 2022)

**Example of an episode of a TV series**

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

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