



DEPARTMENT OF GEOGRAPHY

BSC ENVIRONMENT & SOCIAL CHANGE

# UNDERGRADUATE STUDENT HANDBOOK

2024/2025

# Welcome to the Department of Geography

This handbook covers key points about the department, and study advice for your BSc Environment & Social Change degree.

## Disclaimer

This document was published in September 2024 and was correct at that time. The department\* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of courses of study, to discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the University. 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 course should check both departmental handbooks.

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# 1 Introduction to your department

## 1.1 Welcome

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

Welcome to the Department of Geography at Royal Holloway which is the home department of the BSc Environment & Social Change degree. This is an interdisciplinary degree, with Geography, Earth Sciences and Psychology modules in year 1, but the administration of this degree and support for students is based in Geography.

We hope that you find Royal Holloway an exciting, stimulating and friendly place to study. We place great emphasis on the importance of the culture and social life of the Department. Remember that this is a two-way process – a happy and successful Department depends on the active involvement of students and staff alike. To this end, there are some key 'basics' which we expect all students to follow:

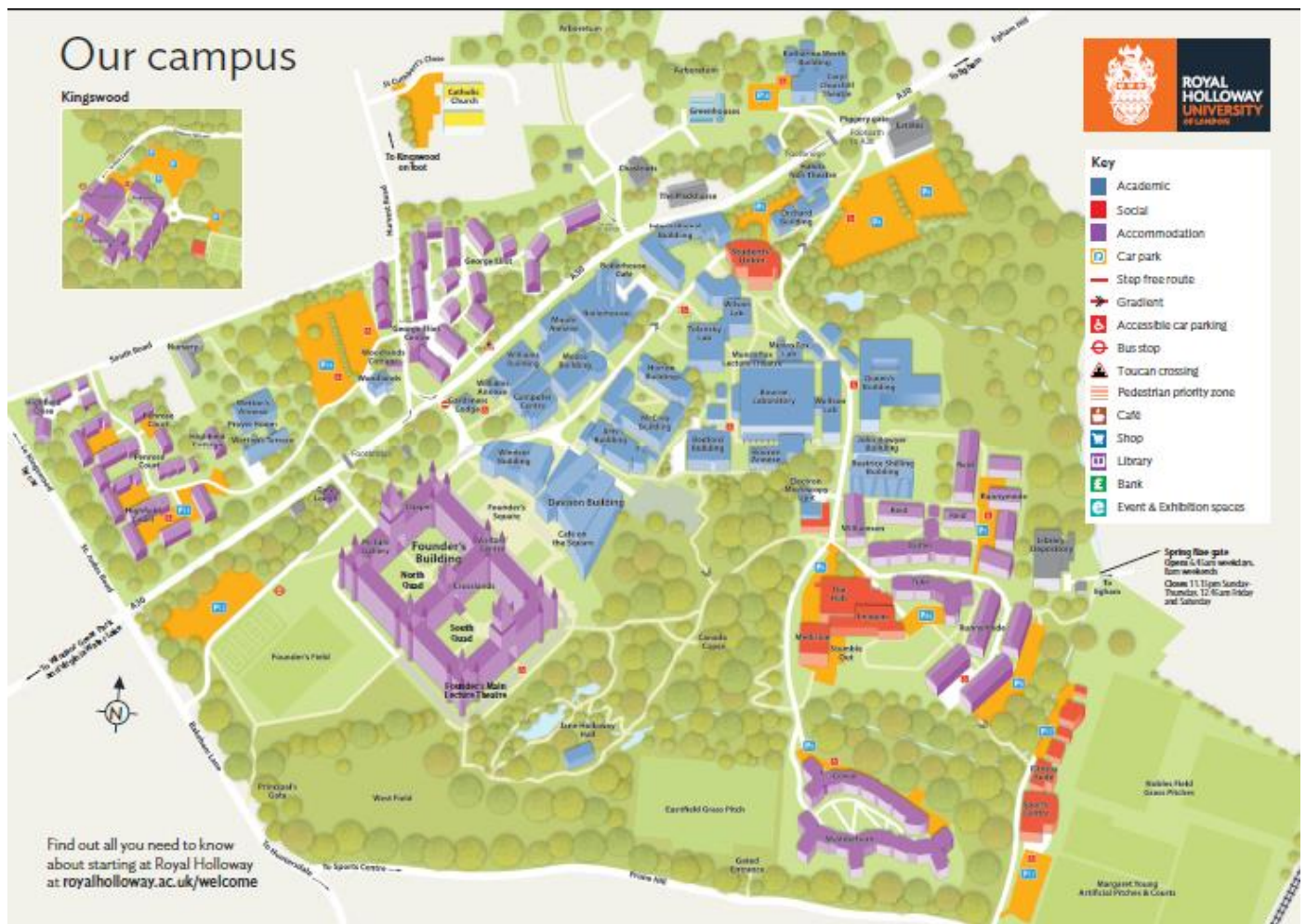
1. Attend all timetabled classes and tutor meetings. By this, we mean more than 'turning up'. To get the most out of your studies here, you need to turn up having prepared by doing the relevant reading or background work. We aim for you to be active learners rather than passive receivers of information, so preparation is vital whether you are in an on-campus or online class. For on-campus classes you should make every effort to arrive before the start of the lecture and to take your seat before the start time. Late arrival at classes impacts the learning environment and affects all those participating in it. Students arriving after the start of the class should enter only if they can do so without disrupting the teaching and learning. Students must make every effort to enter the teaching room as discretely as possible to minimize disruption.
2. Meet all submission deadlines: whether summative or formative, deadlines need to be met. By doing this, we can get you feedback in time for you to improve your work before the next deadlines. All deadlines are published at the start of the academic year.
3. Respect all staff and fellow students. Free speech underpins our democratic society and British universities have a long and proud history of being places where students and academics can express themselves freely, challenge views and cultivate an open inquiring mind. We believe that along with this right of freedom of speech there is also individual responsibility in respecting all members of the RHUL community. Our student and staff come from diverse backgrounds and may have different perspectives on issues raised in class. As part of this degree we cover a range of topics which may be seen as contentious, as we are seeking to understand a complex and unequal world. Part of university study is developing an understanding of different perspectives and being able to present clear arguments to support your position. It is important that we respect each other's perspectives and experiences, and communicate effectively and sensitively as responsible citizens, so that everyone feels able to participate in class activities.

Our approach to teaching relies on you being motivated. If you are set a presentation topic, it is meant not just to benefit you, but your co-students as well. Your tutor will have designed a session in the expectation that you will make your contribution to the learning process. This means focusing on what is being said, and not being distracted by your phones or using laptops for any purpose other than the learning process.

## 1.2 How to find us: the Department

The Geography department is mainly located on the ground floor of the Queen's Building (QB). The Earth Sciences department is on the first floor of the Queen's Building, and the Psychology Department is in the Wolfson Building opposite. This can be found on the University [campus map](#).

### 1.3 Map of the Egham campus



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

## 1.4 How to find us: the staff

### CONTACT DETAILS

		Code (01784)	
<b>Executive Dean of School of Life Sciences and the Environment</b>	Professor Klaus Dodds <a href="mailto:k.dodds@rhul.ac.uk">k.dodds@rhul.ac.uk</a>	44 3580	Wolfson 114
<b>Head of Department of Geography:</b>	Professor Simon Blockley <a href="mailto:Simon.Blockley@rhul.ac.uk">Simon.Blockley@rhul.ac.uk</a>	44 3405	QB161
<b>Head of Department of Earth Sciences:</b>	Dr Christina Manning <a href="mailto:C.J.Manning@rhul.ac.uk">C.J.Manning@rhul.ac.uk</a>	443835	QB246
<b>Head of Department of Psychology</b>	Professor Hanna Zagefka <a href="mailto:Hanna.Zagefka@rhul.ac.uk">Hanna.Zagefka@rhul.ac.uk</a>	44 3715	Wolfson 114
<b>Undergraduate Education Lead Geography</b>	Professor Katie Willis <a href="mailto:Katie.Willis@rhul.ac.uk">Katie.Willis@rhul.ac.uk</a>	44 3643	QB160
<b>Director BSc Environment &amp; Social Change (Geography)</b>	Dr Laurie Parsons <a href="mailto:Laurie.Parsons@rhul.ac.uk">Laurie.Parsons@rhul.ac.uk</a>	44 3564	QB173
<b>Director BSc Environment &amp; Social Change (Psychology)</b>	Dr Michal Chmiel <a href="mailto:Michal.Chmiel@rhul.ac.uk">Michal.Chmiel@rhul.ac.uk</a>	91 7661	Wolfson 343/4
<b>School Manager:</b>	Michelle Jux		Wolfson 118
<b>School Helpdesk:</b>	44 6884 <a href="mailto:LSE-School@rhul.ac.uk">LSE-School@rhul.ac.uk</a>		Wolfson 118
<b>Disability &amp; Neurodiversity: (Wellbeing Lead):</b>	Dr Mike Dolton 44 3575 <a href="mailto:M.Dolton@rhul.ac.uk">M.Dolton@rhul.ac.uk</a>		QB152A
<b>Information Consultant (Library)</b>	<a href="mailto:Debbie.Phillips@rhul.ac.uk">Debbie Phillips: Debbie.Phillips@rhul.ac.uk</a>		

## 1.5 How to find us: the School office

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

## 1.6 The Department: practical information

The Department occupies modern purpose-built accommodation on the ground floor of the Queen's Building. Here you will find a lecture theatre, teaching rooms, Geography staff offices, 'Library@Geography' (Q174), and research and teaching laboratories. Additional teaching laboratories are located in the nearby Munro Fox Laboratories. The map below details the location of Geography department buildings, with a further diagram giving details of the location of staff offices within the Queen's Building.

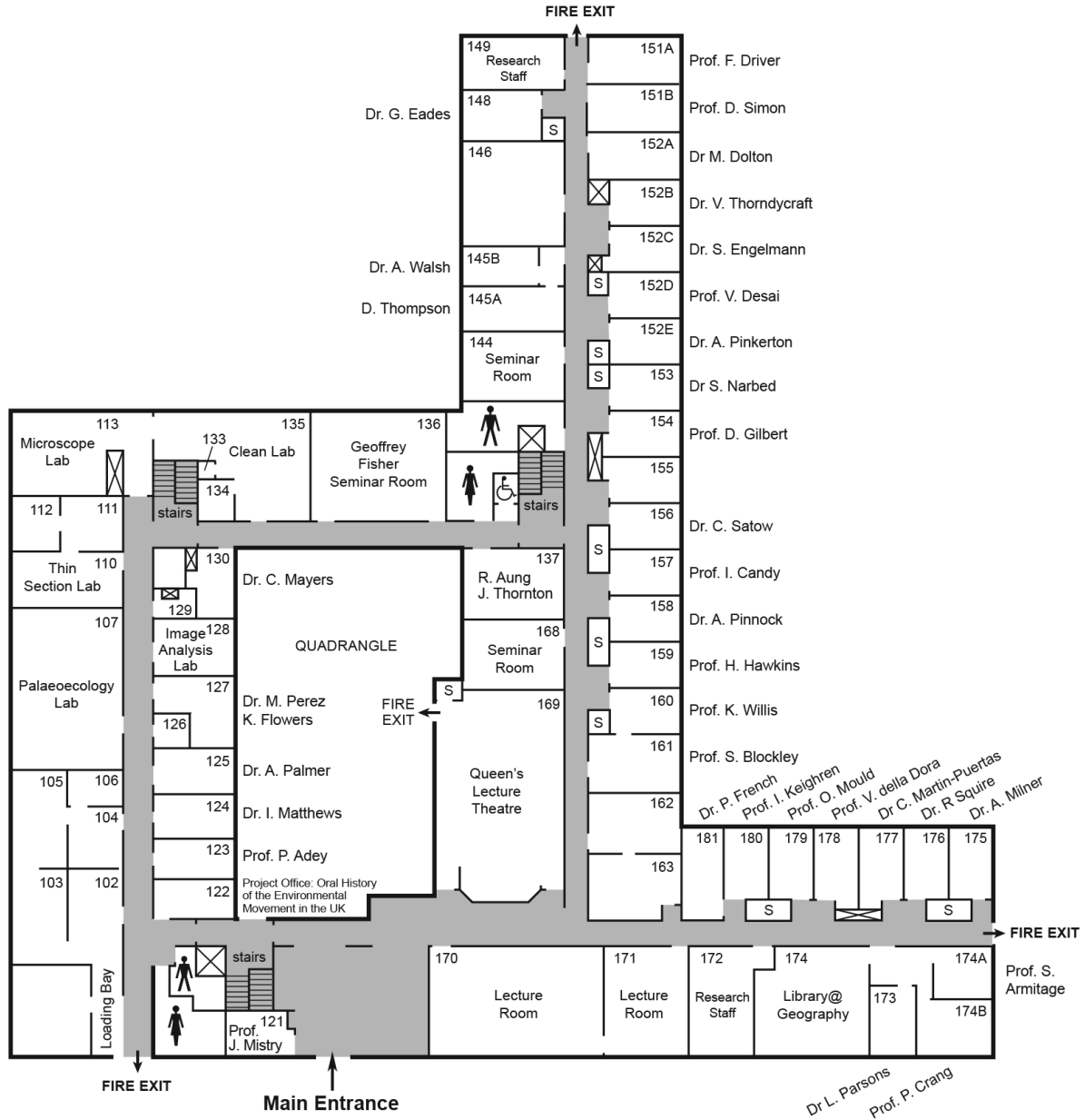


Extract from the main campus plan showing location of Geography Department buildings



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

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



September 2024

### 1.7 Staff research interests

Royal Holloway has an international reputation for its world-leading research. In the 2021 UK Research

Excellence Framework, the departments of Geography and Psychology were both ranked in the top 5 departments in the country in their respective disciplines according to the Times Higher Education. Nearly 88% of the research outputs from the Earth Sciences department were judged as world-leading or internationally excellent. This means that you will be taught by leading researchers in the field, helping you understand cutting-edge issues relevant to your degree.

You can find a list of staff research interests in [Appendix A](#).

## 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 the Wolfson building main entrance on the left-hand side. Opening hours are 10:00am to 4:00pm. The Helpdesk is staffed throughout these opening hours. You can call in person during opening hours, ring 01784 276 884 or email [LSE-School@rhul.ac.uk](mailto:LSE-School@rhul.ac.uk), the inbox is monitored from Monday to Friday from 9:00am to 5:00pm and they aim to respond to all queries within one working day.

Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find out the answer and get back to you. If you wish, you may also talk to them in private and they will make sure you receive the support you require.

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

- With a topic in an individual module: see the lecturer concerned
- With the administration or examination of an individual module: see the Module Leader
- With examination arrangements more generally: see the Exams Officers, Dr Peter French, Dr Gwilym Eades or Mr Don Thompson
- With module selection: see the Undergraduate Education Lead, Professor Katie Willis
- With general academic organisation: see the Undergraduate Education Lead, Professor Katie Willis
- With personal difficulties: see your Personal Tutor, Dr Mike Dolton (Wellbeing Lead) or the Wellbeing Service
- With general non-academic queries or fees: Please see [ASK Royal Holloway](#) or alternatively you can go to the Student Services Centre in the Emily Wilding Davison building.
- With a problem worrying many students: ask your year rep to raise it at the Staff-Student Action Meeting or, for urgent issues, see Professor Katie Willis
- With English as a second language: contact your Personal Tutor or the Centre for Development of Academic Skills (CeDAS)
- With writing skills in general: Contact CeDAS
- With issues relating to specific learning difficulties: see Dr Mike Dolton (Wellbeing Lead) or the Wellbeing Service

### 2.2 Equality, Diversity and Inclusion

Royal Holloway is committed to being an inclusive and supportive environment for all students and staff, respecting each other and our diverse perspectives and experiences. The Department has a staff member

who is the Equality, Diversity and Inclusion (EDI) Lead, and there is student representation on the Department's EDI Committee.

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 lead, Dr Agostinho Pinnock, or the Student representative on the EDI Committee. Students can also contact the Head of Department. There are details about staff contacts and student reps on the Geography Undergraduate Moodle page.

### 2.3 Study Skills Resources

To help you develop your study skills for university, you will have tutorials in the Geography department in Year 1. The Department is also developing new study skills resources with input from existing students. Information is provided on the Geography Undergraduate Moodle page. You can also get support from the Centre for the Development of Academic Skills (CeDAS).

### 2.4 Departmental Buddy System

To help year 1 students in their move to university study, the Department runs a 'buddy system'. Each Year 1 tutorial group will be allocated one or two students from Year 2 or 3. The buddy will meet the group early in term and will act as a useful source of information about being a Geography student at RHUL.

### 2.5 Staff-Student Action Meeting

As part of the University's student representation system, the Department runs Staff-Student Action Meetings (SSAM) at least once a term. These meetings play an important role in the Department as a forum for airing student views and discussing changes to teaching and learning provision.

All students are eligible to volunteer for course rep and senior course rep positions. The process is run by the Students' Union. The Department encourages all students to consider putting themselves forward for these positions.

A full list of student representatives is posted on the student noticeboard and on the Geography Undergraduate Moodle page. All students can submit items for discussion at Staff-Student Action Meetings through the representatives. Feedback on discussions at the SSAMs is circulated by student reps online, through Moodle and through notices in the Department.

There will also be a rep from the BSc Environment & Social Change degree on the Psychology Staff-Student Action Meeting

### 2.6 The Geography Society

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

### 2.7 Lyell Geoscience Society

This important feature of departmental activity in Earth Sciences is organised by undergraduate students with the assistance of postgraduate students and academic staff. The Lyell Geoscience Society Committee organises a programme of lectures by distinguished speakers, a social programme and occasional field excursions. The Society also arranges an annual symposium and dinner in mid/late February. The Lyell Geoscience Society is recognised by the Students' Union and, as such, is an official part of the activities of the College. The Society has a notice board in the foyer of the Department on which details of committee membership, future meetings and social events are displayed, and a website:

<https://www.su.rhul.ac.uk/societies/a-z/lyellgeosciencesoc/>

## 2.8 Psychology Society

The Psychology Society is a fun-packed group who offer both academic and social events. To join visit: <https://www.su.rhul.ac.uk/societies/a-z/psychology/>. You can also follow the society via [Instagram](#).

## 2.9 Careers Support

All students are encouraged to use the [University's Careers Service](#) from the start of their degree. There is significant material available online, there are regular on campus and online events, and you can book one-to-one meetings with members of the Careers Service.

The Department also runs regular careers events, alongside its placement activities (see below). There is a section on Careers and Employability on the Geography Undergraduates Moodle page. The Department's Careers and Employability Lead is Dr Amy Walsh.

Students are encouraged to keep a record of their skills development to help them enhance their CV and help with job or further study applications. The CVStac system can help students navigate this process. Further information will be given in careers sessions in Term 1 and you can also discuss this with your Personal Tutor.

## 3 Communication

### 3.1 Post

All post addressed to you at the Geography department is kept in the Undergraduate pigeonhole in the post room (Queen's 163) situated in the Queen's Building. At the end of each term this is cleared of accumulated mail which is then destroyed.

### 3.2 Notice boards

The official student notice boards are on the walls in foyer of the Queen's Building. All general course notices and general student notices will be displayed on the year notice boards outside the main Queen's lecture theatre.

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

### 3.3 Moodle pages

Moodle (our online learning platform) is an important site for module-specific information. There are also Moodle pages which provide more general information. For the BSc Environment & Social Change students, key pages are:

#### **Geography Undergraduate Moodle Page**

All Geography undergraduates have access to the [Geography Undergraduate Moodle page](#). This contains details of assessment deadlines and other general departmental information.

#### **Psychology Student information page**

You will also have access to this page which provides information about teaching and learning in the Department of Psychology: <https://moodle.royalholloway.ac.uk/course/view.php?id=4098>

**Earth Sciences Student Moodle pages** Depending on your year of study you will have access to either the [Earth Sciences Year 1 Moodle page](#), [Earth Sciences Year 2 Moodle page](#) or [the Earth Sciences Year 3 Moodle page](#). These pages contain information about the department.

### 3.4 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). A list of Personal Tutors and their tutees is prepared before the beginning of the academic year and displayed on Year Notice boards and the Geography Undergraduate Moodle Page

#### First-Year Students

Your Personal Tutor will be introduced to you during the first week at Royal Holloway. They have particular responsibility for your welfare and academic development during your degree course. You will have an initial meeting with your Personal Tutor during your first week in the Department to help you settle into life at RHUL. Thereafter you and his or her other personal tutees (usually a group of 6-7 students) meet frequently during the first term. In the first few weeks tutorials will concentrate on what we call 'study skills' – teaching you the basics of university life and ways of studying effectively. For the rest of the first term, and the second, you will have tutorials to support the lecture modules GG1001 and GG1003 in term 1, and GG1002 and GG1004 in term 2. Some of these will be held by your Personal Tutor, depending on their subject area, whilst others will be held with another member of staff.

Environment & Social Change students will also have two tutorials a term which will focus on the challenges of studying across disciplines.

You will also see your Personal Tutor at the start and end of each term, to discuss details of academic progress and preparation for examinations. A short report of this meeting will be entered on your Departmental record. At the end of May/ start of June, your Personal Tutor will discuss your choice of modules for next year (preliminary registration), and your overall performance and progress.

Your Personal Tutor will also be involved in monitoring and reviewing your personal and employability skills and also to help you think about how these can be developed through your module choices. You are strongly encouraged to keep a written record of your modules, activities and acquired skills during your degree course, to help you write a CV and focus on your career choices. The CVStac approach works well for this.

#### Second Year Students

In the second year you will meet with your personal tutor at the beginning of the year to discuss module registrations and receive feedback on first-year exams. Thereafter you will see your Personal Tutor at the start and end of each term to discuss academic progress, careers, and preparation for examinations. A short report of each meeting will be entered on your Departmental record. At the end of May/ start of June, your Personal Tutor will discuss your module choices for your third year (preliminary registration), and your overall performance and progress. You are encouraged to participate in career-oriented activities run in the Department, and to use the services and facilities of the Careers Service and other opportunities for skills development on campus (e.g. through the Languages for All programme).

#### Third Year Students

At the beginning of the third year you see your Personal Tutor to discuss module registrations and receive feedback from second year exams. Thereafter you will see your Personal Tutor at the start and end of each term, to discuss details of academic progress, career possibilities, activities outside of the Department and preparation for examinations. A short report of these meetings will be entered on your Departmental record. Your Personal Tutor is usually the best person to write you an academic reference, and you should keep them informed as your career develops.

**Reminder: It is a Departmental requirement that you see your Personal Tutor at the beginning and end of each term. Failure to attend these meetings may lead to formal warnings being issued to you. You should also keep your Tutor informed of any issues which may affect your progress during the year.**

If for any reason you wish to change your Personal Tutor, you should consult Professor Katie Willis as Undergraduate Education Lead who will treat the matter in confidence should you wish. If Katie Willis is your Personal Tutor you should contact Professor Simon Blockley as Head of Department.

### 3.5 Questionnaires

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

All questionnaires are seen by the Head of Department, the Undergraduate Education Lead and Teaching Excellence Lead, and are analysed as part of the College's Annual Monitoring process. Constructive criticism is always welcomed and plays an important role in module 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 modules and degree course through the Staff-Student Action Meetings.

### 3.6 Space

The Geography Department has its own study space supported by the library: 'Library@Geography' (QB174) containing work space and maps. Library@Geography offers a quiet place for students to work – consumption of food, drink and the use of mobile phones is not permitted. Library@Geography is sometimes booked for small group teaching, when it will be unavailable for general use by Geography students. Teaching bookings will be indicated on the door.

## 4 Teaching

Because of the diversity of the degree course at Royal Holloway, and the nature of the BSc Environment & Social Change degree, you will find that you are taught in a variety of ways, including lectures, tutorials, seminars and practical classes. We would emphasise that success at degree level is also about the work that you do outside of the formal teaching programme. For all modules you must spend a substantial amount of time reading, and in preparation and writing of assignments. In this respect the learning environment at a university is unlike that at school. As a rough "rule of thumb" we recommend that you spend at least the equivalent of a 35-hour working week on your studies. In a normal week you will usually have between 8 and 12 hours of formal teaching (contact hours) either in person on campus, or online. This means that you should be spending about 25 hours a week working independently.

University-style working is not something that comes easily to everyone - it is, for example, very different from school or working for a company. In the first few weeks in the Department we will take you carefully through the basics of what we call 'study skills'.

### 4.1 Study weeks

The Geography and Earth Sciences departments do not have study weeks, however, Psychology does. Please ensure you have checked your timetable to see when your classes are taking place.

### 4.2 Types of Teaching

There is a range of different teaching styles used across the BSc Environment & Social Change degree. Each requires you to develop different learning approaches and skills, and adopt different forms of preparation. Teaching methods used will vary from module to module depending on the nature of the material being taught and the views of the lecturer on how best to teach it. Thus, some modules will have a heavy focus on

lectures, some may have a greater reliance on small group work or class discussion based on directed reading, whilst others may involve a high proportion of laboratory, field or group work. Lecturers are always willing to help and advice on particular problems associated with their module. All staff have two student drop-in sessions per week (sometimes called 'office hours') or you can see them at other times by arrangement.

## Lectures

The most common form of teaching is the lecture. Lectures are helpful for introducing you to a theme or topic, and of giving you an overview of the most significant themes and arguments. Lectures are not the best means of conveying large amounts of detail or factual material - most lectures are accompanied by suggested reading, and use the 'Moodle' system for giving additional information. It is, therefore, important that you treat lectures as the starting places for your study, not as the whole course. Such an approach in exams and essays will, inevitably, lead to poorer marks than if you fully engage in the topic with additional study and reading. The marking criteria in Appendix B detail the level of engagement needed to achieve higher marks in assessments. It can be difficult for lecturers to know whether a group of students has understood particular points - we encourage you to ask questions either during the lectures, at the end, or during a lecturer's student drop-in sessions.

## Tutorials

These are commonly used in Year 1 and typically consist of a lecturer or teaching assistant working with a small group of students. A tutorial where the lecturer does all the talking isn't really working. Try to make sure that you make a contribution to the discussion (making sure you've done the preparatory work really helps!)

In the first year you spend the first few weeks of the first term working with your Personal Tutor, developing study skills. For the remainder of the first term, and the second, both your Personal Tutor and another named member of staff (Academic Tutor) will work on aspects of the modules that you are currently studying. In this way you get to know at least two members of staff well in the first year. If your Personal Tutor has expertise in an aspect of human geography your Academic Tutor will be a physical geographer, and vice-versa. In each term you'll be set two assignments to support each two of the modules that run in that term (GG1001 and GG1003 in term 1; GG1002 and GG1004 in term 2). **Completion of these assignments is a requirement of the modules. For each module you will have a formative assessment (to help you develop your understanding and skills) and a summative assessment (which will contribute to your module mark).**

## Seminars

These are interactive sessions where the focus is on students contributing to discussions and/or presenting their work. It is vital that you complete the preparatory work in advance of the seminar. This preparatory work may include activities such as a reading task, watching online lecture material, completing exercises on Moodle, or doing a small piece of research.

## Practicals

Year 1 modules on the BSc Environment & Social Change degree do not involve practical work, but in Year 2 as part of the GG2080 Social Change Toolkit and GG2082 Applied Methodologies there will be practical activities. You may also choose modules which have practical elements in the field, in the laboratories, or in the computer suites.

**For all practical work it is vital that you follow the Health and Safety guidelines set out later in this Handbook, and all additional safety instructions given by the module leaders.**

## Use of Teams

All modules have a Team set up through MS Teams. Some module leaders may use these Teams for online teaching sessions. If you have a Teams session on your timetable, then you should join the Teams meeting at the start of the session. Non-attendance at compulsory Teams teaching sessions will be dealt with in the same way as non-attendance at on-campus classes.

Some module leaders run optional Teams sessions. These are often used to provide coursework support or answer questions about the module.

Teams may also be used for individual meetings with staff e.g. project supervision or start/ end of term meetings. In such cases staff will send students individual Teams invites.

For small group online sessions or one-to-one meetings, students should switch their cameras on. Information about how to change the background for a Teams call is available on the Geography Undergraduate Moodle page.

## 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 course. Individual modules use Moodle in varying ways as most appropriate to the broader module learning ethos and curriculum. However, all modules use Moodle to support your learning in at least five ways:

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

Some modules 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.

## Independent Reading & Research

University study is not about learning a set package of facts that have been dictated to you in a lecture, and regurgitated in an exam. It should be a process for which you take responsibility. Success in your studies is ultimately dependent on independent reading and research. You cannot expect to do well in your degree without supplementing the formal teaching (lectures, tutorials etc.) by reading the recommended materials. By not undertaking extensive reading, and fully engaging in the topics you are studying, you are unlikely to gain more than a basic degree, and unlikely to do yourself justice in module assessment and examinations. This ultimately affects the final degree you obtain, and your future career prospects.

It is up to you to do this additional work to flesh out the basic material you will be given in lectures. Formal teaching occupies about 10 – 12 hours per week, which represents between a quarter to a third of a working week (we assume you will be studying about 35 hours a week). You will also need to work for module assessments, but there will still be a considerable amount of time available for private study. During this time you should plan to cover the basic reading for all your modules, follow up ideas or issues which interest you in more depth (your lecturers can advise on further



reading if you need help), read more widely than just material which covers your own modules (if you find a book or scientific paper of interest that is not on a reading list, there is no reason why you shouldn't read it anyway), and plan and write essays and coursework. Ultimately, though, it is important to think about what you have been reading, do not just try to cover masses of ground without checking whether you are taking it in and understanding it and how it applies to your modules. Importantly, make sure you understand what you read. In addition, one of the skills to develop is to read widely and to take in the material which you are learning. Inevitably, you will read material which presents differing viewpoints, and may even present a different message. In such cases, you need to consider which you favour by thinking carefully and critically about the arguments presented. If you are unsure, discuss the issue with your lecturer.

You are unlikely ever again to have such flexibility and time available to plan your own work schedule, and to pursue your own interests as you have over the three years of a degree, and we hope you will make the most of this opportunity. This also raises the issue of time management, which is covered below. The degree you put together is yours; it may sound clichéd to say that you get out what you put in, but it is very true in this case. Our job in that context is to help you do it. To help you achieve this, you'll be given practical training in searching for information in the library. If you need to refresh these skills, or you need further advice on searching for information (perhaps to support your dissertation) contact your [Subject's Information Consultant](#) or the Centre for the Development of Academic Skills (CeDAS) who can provide support in effective writing, statistics or presentation.

## Time Management

One key skill that you should learn early in your career is time management, and how to plan your workload effectively to enable you to attend your modules fully prepared; to allow you to complete adequate follow-up reading; and to allow you to prepare for effective production of assessments. This can be difficult to develop as one of the overriding principles is to identify the times to work and to make sure that at these times, you work effectively.

A basic starting point is to identify when your formal teaching sessions are, and to find out what is involved in each. You may be expected to complete preparatory work in advance of sessions, so you need to ensure that you have scheduled time for this.

The deadlines for all your coursework are available at the start of the academic year on the student noticeboards and on Moodle. Most deadlines fall in the last 2-3 weeks of term as you need to have completed work and had time to do the assessment. Make sure that you plan your work carefully to avoid stress as the deadlines approach.

Don't be daunted, set yourself targets for each study session, e.g. to read a number of pages, complete a number of exercises, draft an essay etc. Make sure you have enough slots to cover all of your modules; you may find it easier to put the most difficult module first, do some basic work for this and come back to it later. Resources on time management are available through the Study Skills resources section on the Geography Undergraduate Moodle page.

## Meetings

You are likely to be 'invited' to meet with a member of academic staff in the department if you fail to attend all learning activities in two consecutive weeks without providing an explanation, or where your pattern of absence is:

- considered to be having an effect your work or causing concern for your well being
- pointing to a possible disability/problem that you may not have disclosed
- where your attendance is approaching the minimum attendance level

You should take any meeting 'invitation' seriously. If you should have problems you are being offered an opportunity to seek advice and assistance. At the meeting the Department's expectation of you will be made clear and the formal disciplinary process will be outlined to you.

## Conduct during teaching sessions

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

- Eating and drinking (except water) in class is not permitted by the University, 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;
- 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. Most lectures are recorded by the lecturer and then made available on Moodle through the RePlay function
- Students are welcome to use laptops in class for the purpose of note-taking. Web browsing should only be done as part of an organised class activity. Gaming and social networking in class is prohibited.
- We understand that for some neurodivergent students, classroom situations can be stressful and stimming is used as a coping mechanism. Please do not worry if this helps you. You can talk to the module leader and/or Mike Dolton as Wellbeing Lead if you are worried about stimming in class.
- Respect for the perspectives of everyone in the class. This means listening to other contributions and making your own well-informed points. Remember that this is an educational environment, not a social media platform.

Students are expected to treat the learning environment and everyone within it 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 the Undergraduate Education Lead, Professor Katie Willis, with details of the incident. She will raise the matter with the lecturer in charge or Head of Department as appropriate.

## 5 Degree structure

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

### 5.1 Department specific information about degree structure

To help you make good progress in your studies at RHUL, we have a simple on-line module SS1001 in 'Academic Integrity' which will guide you through preparing your assignments using the best academic standards. You will need to successfully complete this short module in your first year, and you can have as many attempts as you like before the deadline to pass it.

The BSc Environment & Social Change is an exciting interdisciplinary degree designed to address 21st-century issues facing humanity and our planet. It provides the theoretical knowledge and skillset about our environments and environmentalisms for motivated individuals to develop their careers, as policy-makers, environmental experts and scientists, and advocates for change across diverse fields.

**First-Year:** This year provides students with an understanding of environmental and social processes, as well as debates within social psychology about group behaviour and communication. During the first term you will take two general Geography modules: GG1001 Physical Geography I: Atmosphere, Oceans & Geosphere and GG1003 Human Geography I: Cultures, Economies, History. You will also take the Psychology module PS1030 Understanding Individuals and Groups. There is also the degree-specific module GG1040 Contested Politics of Climate Change.

In the second term you take two Geography modules: GG1002 Physical Geography II: Biogeography, Ecology & Scales of Change, and GG1004 Human Geography II: Politics, Society, Development & Environment. You also take the Earth Sciences module GL1350 Introduction to Climate Change. The degree-specific module in Term 2 is PS1222 Communicating for Social Change.

In both terms you have tutorials supporting your study skills development, understanding of Geography modules and approaches to studying across disciplines.

**Second Year:** In the second year you have a great deal of flexibility to take different combinations of modules to reflect your interests. All BSc Environment & Social Change students have to take GG2080 Social Change Toolkit, GG2082 Applied Methodologies and PS2030 Social Psychology. You can then choose from a range of modules both within the School of Life Sciences and the Environment, and from other schools.

**Third Year:** The third year of the course is also extremely flexible. You have to take the GG3008 Independent Project in Environment & Social Change. This is a substantial independent piece of work on a research topic of your choice. In many ways this is seen as the culmination of what you have learnt about research design, research techniques, analysis, and the presentation of your work. You then have to choose modules to the value of 90 credits.

## First Year

All modules are mandatory

Code	Title	Term	Credits	Module Coordinator
GG1001	Physical Geography I: Atmosphere, Oceans & The Geosphere	1	15	Professor Ian Candy
GG1002	Physical Geography II: Biogeography, Ecology & Scales of Change	2	15	Dr Peter French
GG1003	Human Geography I: Cultures, Economies, History	1	15	Professor David Gilbert
GG1004	Human Geography II: Politics, Society, Development & Environment	2	15	Dr Katie Willis
GG1040	Contested Politics of Climate Change	1	15	Dr Laurie Parsons
GL1350	Introduction to Climate Change	2	15	Dr Alex Dickson
PS1030	Understanding Individuals and Groups	1	15	Dr Samuel Fairlamb
PS1222	Communicating for Social Change	2	15	Dr Michal Chmiel

## Second Year

Mandatory modules

Code	Title	Term	Credits	Module Coordinator
GG2080	Social Change Toolkit	1 & 2	30	Professor David Simon
GG2082	Applied Methodologies	2	15	Dr Sofie Narbed
PS2030	Social Psychology	2	15	Professor Marco Cinnirella

Students then need to take 60 credits of relevant option modules. These can be taken from any department within the School of Life Sciences and the Environment. There are also optional modules in departments in other schools.

## Module registrations

You can only register for 120 credits' worth of modules in each academic year (this excludes modules which are being re-sat). You will have the option of changing optional modules up to the end of the second week after the start of teaching (excluding Welcome week). Details of all modules can be found on Moodle and are provided to you at preliminary registration in May/ start of June.

If you wish to change modules after you have registered for them, you should first discuss the matter with your Personal Tutor. You should then complete a Change of Module form available from the Geography Undergraduate Moodle page. This should be sent to Professor Katie Willis, Undergraduate Education Lead. **Because of room capacity issues, some modules may be full so you will be unable to change. First-Year registration is compulsory, therefore, no changes can be made.**

### 5.2 BSc Environment & Social Change with an Optional Placement Year (OPY)

The University offers students the opportunity to study abroad for a year through the International Exchange programme, or to have a year's placement in business or a volunteering opportunity. Students who are interested in one of these schemes apply in Term 1 of the second year. If they are successful, their degree registration will change to reflect the year spent away from campus (between Years 2 and 3 of the degree).

Further details on participating in these programmes will be available on the Geography Undergraduate Moodle page in Term 1. You can also contact the Undergraduate Education Lead, Professor Katie Willis for specific queries.

## 6 Facilities

### 6.1 Facilities and resources within your department

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

### 6.2 The Library

One of the most important resources for you as a student at Royal Holloway is the Library Service. The Library is housed in the **Emily Wilding Davison Building**, located on the east side of Founder's Square. Details, including Library Search, dedicated subject guides and opening times can be found online from the [Library home page](#).

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

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

The library is always happy to consider students' suggestions for more books. If you think that the Library does not have a book useful for a course you are following, or for a dissertation you are writing, or if you feel more copies of a book are required, please contact the library's [Information Consultant](#) for your subject (and let your module leader 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.

## Using other Libraries

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

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

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

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

### Other libraries

You may also be able to register as a reader at the libraries of other universities if you can demonstrate that you need to use their collections. Please check the respective university library's web pages before visiting. More information about using other libraries can be found [here](#).

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

## 6.3 Photocopying and printing

The departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are located in the Library, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available [here](#).

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.

## 6.4 Computing

### [How to find an available PC](#)

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 use for our online teaching. You can find information about IT support, free software, cybersecurity and on-campus printing through the [IT Service](#).

The Department also has postgraduate computing facilities which it shares with the Department of Earth Sciences. In special circumstances these facilities may be made available for undergraduate use if either: a) software is required as part of a taught course; or b) if specialist software is required for project/dissertation work that is not available elsewhere on campus. Ray Aung (QB137) is the Computer Technician responsible for day-to-day running of the Departmental computing facilities.

## 7 Assessment Information

### 7.1 Anonymous marking and cover sheets

You'll find that your work is assessed in a variety of ways throughout the degree. This reflects the different kinds of knowledge, skills and abilities that you are developing through the degree course. We are also keen to give students with different strengths a chance to demonstrate their full potential.

Because the degree structure is progressive (that is to say, you are building each year on the knowledge and skills that you acquired in previous years), the weighting of each year is also progressive. The first year is not weighted as part of your final degree, as it is designed to introduce important skills, and to bring all students to a common standard. The second year will count for one third of your final mark, and the third year for two-thirds. The progressive structure and weighting are standard across the college, and so are the same for all students, irrespective of their degree course.

In the first year some of the work that you submit to your tutors is for what we call formative assessment - that's to say, this work does not count towards your end of year marks, and hence, towards progression into year 2; but is marked intensively to help you improve the ways in which you work. Do not be tempted to regard this work as non-essential - getting the most out of these assessments, and the feedback provided to you, is vital for your development as a geographer. **Non-submission of tutorial work may lead to the issuing of an informal or formal warning.** Later in the degree the balance shifts towards summative assessment - pieces of work which we use to give you grades and contribute towards your final degree classification.

### 7.2 Submission of work

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

Students should check that they have submitted the correct document to Turnitin. If you have submitted the wrong document before the deadline, you can just submit the correct one before the deadline. Turnitin only holds one document per student per submission box, so any submission replaces an earlier one. You cannot resubmit after the deadline without incurring late penalties.

Ensure that you check the deadline for each assessment including the time as departments have different submission times.

**Submission of Geography assessments:** Unless otherwise specified, submitted coursework must be accompanied by a Geography coursework cover sheet. This is available on the Geography Undergraduate Moodle page. Please ensure that you follow instructions about formatting.

**Submission of Psychology assessments:** Unless otherwise specified, submitted coursework must be in a standard Word document format (doc or docx) and be less than 5MB in size. Further details and instructions for electronic coursework submission can be found on the Psychology student information page in Moodle. If you are using a program other than Word on your personal computer, it is your responsibility to convert this to a Word format (by opening, formatting, and saving it using a campus computer, or one in the Psychology entrance prior to submission).

Please note that it is your responsibility to check that you have submitted the correct file and that the coursework was successfully uploaded to the correct module (acknowledged by an electronic receipt emailed to you once the file is uploaded). Make sure you read and follow the online submission instructions carefully.

For further information on how to upload and submit your work, refer to the guides on Psychology student information page in Moodle: <https://moodle.royalholloway.ac.uk/course/view.php?id=4098>

**Submission of Earth Sciences assessments:** Deadlines for assessed projects and reports will be given at the time the work is set. All modules in all years have elements of coursework which form part of the assessment of the module. You will receive notification of the submission dates for all other assessed. Unless otherwise stated all work should be submitted via Turnitin by the day of the deadline. All coursework is now paperless except for work produced in the field. For all other paper-based submissions, students are expected to scan their work (most mobile phones have a camera app that will do this) for submission via Turnitin. If the submission is image only (no typed text), Turnitin will require a short-written statement (20 words), e.g. 'This submission is a scanned copy of my own original work, this has been added to allow the twenty-word count for submission', to allow submission. Any changes to these dates and deadlines for submission of work will be posted on Moodle and/or students will be informed by e-mail. It is your responsibility to ensure that the correct files are submitted by the time of the deadline.

### 7.3 Penalties for over-length work

The BSc Environment & Social Change requires you to develop skills in communicating in different formats, including assessments of different lengths. In all cases, clear, succinct writing is required.

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

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

#### Section 13 (7)

*Any work may not be marked beyond the upper limit set. The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations, films or performance. In the case of presentations, films or performance these may be stopped once they exceed the upper time limit.*

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

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

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

**Please note:** Not every assessment is eligible for an extension. You cannot receive an extension for online quizzes or examinations.

All Geography written assessments are eligible for extensions apart from the take home examinations in Term 3 and the online quizzes. Non-written assessments are not eligible for extensions through the University extension system.

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

Please note: Not every assessment is eligible for an extension.



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

**Please note for Earth Sciences:**

The following assessment types are exempt from the extensions process:

- University invigilated exams
- Department invigilated exams (in-class tests)
- Open Book Exams
- Online exams
- Online tests
- Practical exams (group and individual) – lab-based, performance, presentations
- Components of a portfolio

The following assessment types may be exempt from the extensions process:

Weekly/ iterative coursework

Dissertations or Projects

Students can apply for a **two working day** extension for all coursework **except**:

- In-class assessments
- Assessments submitted during a fieldtrip
- Moodle Quizzes

Students can apply for a five working day extension only for coursework (not exams) which is weighted 50% or above of the module total.

## 7.5 Support and exam access arrangements for students requiring support

Some students at the University 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 Neurodiversity team (previously DDS) can put in place adjustment, support and access arrangements following an assessment.

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

## 7.6 Academic misconduct

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.

### Plagiarism

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

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

to in your bibliography. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your Tutor if you are in any doubt about what is permissible.

Examples of what constitutes plagiarism include:

- Lengthy word-for-word phrases or sentences taken from a piece of work without placing inside quotation marks and without acknowledgement of the source (see section 7.7 on Referencing)
- summary of text in your own words which follows the structure of the original but fails to acknowledge the source (section 7.7, Referencing)
- use of web sites to obtain material that are not acknowledged (see section 7.7 on Referencing)
- downloading of 'ready-made' essays from the web. Don't be fooled by companies who claim to check essays against 'Turnitin'. To do this they have to check them through the system, thus they become a part of it. When you submit the essay, it will return a high percentage match.
- use of 'good' essays which may be circulating within the student body from previous years. Note, these would have already been submitted to 'Turnitin', and therefore will come up as a close match when checked. The same applies to essays submitted at other universities
- in statistical or quantitative exercises, one student carrying out the exercise and circulating copies of computer output to others.

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.

### 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 module or when repeating a module, is classed as **duplication** or 'recycling'. This is also regarded as an assessment offence, as serious as any other form of plagiarism, and thus governed by the same rules as the above. If you are repeating the whole or part of a year and have any concerns about this, you should speak to Peter French as the Chair of the Department Assessment Board.

### Collusion

This can take place 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

### Commissioning (including use of AI tools)

This is where a student pays to have work written for them by someone else or uses software such as ChatGPT or Copilot. This is a particularly serious offence as it obviously done intentionally. During your degree, you may have assessments where the use of AI tools such as ChatGPT are allowed for certain tasks. Unless this is explicitly allowed in the coursework instructions, you should not use these tools for any assessments (including formative assessments).

There are stringent penalties for cases of plagiarism, set out in the University's "Regulations Governing Examination and Assessment Offences", which also contains details of the procedures to be followed should a case of plagiarism be suspected. Where a case is identified, all of your assessed work (including

the Independent Research Project) would be examined for possible plagiarism. Furthermore, if writing a reference, a member of staff is required to inform prospective employers that an assessment offence was committed.

### Finding out more about plagiarism

We cover plagiarism in the study skills tutorial sessions early in Term 1. To help you understand the process we use to assess a piece of work for plagiarism, you will also be able to see how one of your formative tutorial essays appears in the Turnitin software.

All Year 1 students must successfully complete the SS1001 'Academic Integrity' module. You can have as many attempts as you like before the deadline to pass it. Further details will be provided in your tutorials.

## 7.7 Referencing & Bibliographies (Reference lists)

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

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

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

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

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

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

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

A recent study has shown a series of possible causes that "result from changes in environmental factors" (Jones and Chan, 2002, p.2).

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', 'Reference List' or 'Bibliography'. This should be comprehensive and detailed enough to allow the reader to trace all items you have used. There are a range of referencing and bibliographic conventions, examples of which may be seen in current academic geography journals. There are also often different conventions adopted for human and physical geography subjects, and you will come

across both in your time here. Which you use will depend on the work being assessed, but the most important rule is to be consistent within any one assessment. 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 by Pears and Shields *Cite them right: the essential referencing guide* (2022), multiple copies of which can be found in the library and is also available online through the library catalogue.

- 1) References in the text should give the surname of the author and the year of publication in brackets, for example, Collins (1970) or (Smith and Jones, 2001). When there are two or more references to work by one author for the same year, the year is followed by the letter a, b, c, etc. - e.g. (Harris, 1996c). Text references to multi-authored work should include the first author's name, followed by 'et al.' then the year of publication e.g. Collings *et al.* (2012). The reference list must contain all of the authors of the paper.
- 2) Page numbers should be given for quotes, for example, (Collins, 1970, p.42).
- 3) Examples of references for different types of publication are given in Appendix C. 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 C. Please note that different disciplines have different referencing conventions. As your degree involves working across disciplines, you will need to navigate the referencing conventions of each discipline. In Psychology they use APA Style rules for citations and references, summarised in [Appendix C](#) of this handbook.

## 7.8 Illustrations

The use of illustrations in your work is important, as these can convey a lot of information and replace text. It is important, however, to obey a few rules:-

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

## 7.9 Grade Descriptors & Marking Criteria

See [Appendix B](#) for the assessment criteria that are used by examiners in marking work within the Geography, Psychology and Earth Sciences departments, 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. The feedback provides information about what you did well, and also where you could improve. Think about how you could improve each of these aspects of your work.
- These criteria give general models of assessment criteria. Your module leaders will also discuss the specific assessments for their courses, particularly where these are not standard essays.

## 7.10 Feedback

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

The most obvious form of feedback is the returned coursework feedback, which is usually delivered online. This contains important detail of the areas in which your work has succeeded in its aims, and also comments on how you could improve for the next assessment. The feedback will always include comments in the form of a feedback summary, 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 for Geography assessments are available alongside the assessment deadlines on the student noticeboards and on the Geography Undergraduate Moodle page. You will be sent an email to inform you when the feedback is available online.

The comments on the feedback are based on the marking criteria in Appendix B. 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 40% are regarded as fails. The significance of failing a module are detailed in the [University regulations](#).

Marks between 30-39% may allow a candidate to resit the failed elements of that module or be granted a condoned fail (depending on UG 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 classes.
- 2) Discussion in first-year tutorial classes.
- 3) Discussion with module leaders in student drop-in sessions
- 4) Critique of dissertation draft material by your allocated advisor.
- 5) Discussion in seminars.
- 6) Start and end of term Tutor meetings.
- 7) Generic, group feedback to a whole class.
- 8) Moodle self or group assessment.
- 9) Start of year meetings dealing with exam feedback

## 7.11 The Role of the Geography Exams Team & the Department Assessment Board

This section outlines the principal procedures for collating marks and the processes by which candidates' final degree classifications are confirmed and our assessment procedures are monitored. Please note that this is a summary, intended for your information and to assure you that we have a rigorous, robust and fair system in place. Not all the details of our procedures are covered. The assessment process for the BSc Environment & Social Change degree is overseen by the Department of Geography.

### Exams and Coursework Marks

Below is a summary of key steps taken for compiling marks:

- All assessment marks are derived from single marking with moderation. This means that every piece of assessment is marked by an Internal Examiner (usually the Module Leader), then a sample of work, including scripts from across the full range of marks, including all Fail marks, is then additionally marked by a second Internal Examiner to confirm standards.
- The work related to the GG3008 Independent Research Project is double marked. This means that two Internal Examiners mark the work and agree a mark.
- All final course outcomes are moderated by Visiting Examiners, (a human and physical geographer from other universities) with particular reference to borderline outcomes, Fail outcomes and the distribution of marks across the cohort. Exceptionally, Visiting Examiners may be asked to mark a piece of student work where internal examiners are unable to agree.
- The module leader, through the electronic marking process, submits marks to be uploaded to the centralised exam system.
- During the exams period, the Exams team checks that there haven't been any transcription errors. In addition, there is a check to make sure any mark penalties (e.g. late submission or over-length work) are subtracted.

### Pre Department Assessment Board Meeting (Extenuating Circumstances)

Prior to the meeting of the Department Assessment Board, extenuating circumstances, submitted in line with the procedures set out in the Instructions to Candidates, and detailed in the University Student Handbook, are considered by the Department Exams Team and recommendations made to the School Progression and Awards Review Meeting (SPAR) .

The key role of this meeting is to assess the extent to which a student's performance is deemed to have been affected by the extenuating circumstances presented, taking into account their severity, duration and the perceived impact on academic performance. It is for the academic judgment of this committee to determine an appropriate course of action in line with University regulations, as a result of the extenuating circumstances presented, which in many cases will be to take no action because none of the options available would improve the module outcome .

### Department Assessment Board

All module mark profiles are discussed at the Department Assessment Board meeting, which usually convenes in mid-June. This involves a discussion of the mark profile for all modules, with consideration of any issues which may have arisen over the year. This board comprises the following members: Chair, all academic staff who have taught and marked courses during the academic year (Internal Examiners), and the two Visiting Examiners.

In these tasks the role of the Visiting Examiner is fundamental. They provide an independent opinion on our procedures which includes checking that our standards are commensurate with other Geography degrees in the UK; that we are being fair to all students; and that our marking processes are robust and comparable across the range of courses within the department.

### Confirmation of Progression/ Graduation

All student mark profiles are formerly ratified by the School Progression and Award Board. This meeting comprises senior School exam officials, as well as all DAB chairs. At this meeting progression from years 1 and 2 are confirmed, as are the final graduation classifications of final year students.

## 8 Attendance and Engagement Requirements

Attending all your classes and actively engaging in your studies is likely to lead to greater academic success. This means that preparing for classes (e.g. doing any preparatory reading), contributing to classroom

discussions and reviewing class material afterwards will help deepen your understanding of the subject and enhance your skills. Reading more widely, engaging with Moodle resources and attending optional sessions will also help.

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

We also use the monitoring for wellbeing purposes, helping us identify students who may be facing difficulties. If you are having health or other problems that are affecting your studies, then please let your personal tutor or Mike Dolton know (see Section 2.1).

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

## 9 Health and safety information

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

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

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

<b>Dr. Claire Mayers - QB130 - ext. 3808</b> Queen's Building	<b>Mr. Iñaki Valcarcel – MF001 – ext.4683</b> Munro-Fox Lab Geochronology Lab
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### 9.1 Code of practice on harassment for students

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

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

### 9.2 General Safety in the Department

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

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

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

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

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

### 9.3 Emergencies

**First Aid.** The main first aid kit is situated in the Departmental Post Room, (QB163). If you suffer an injury, or find someone injured, call a qualified First Aider. Posters displaying the room and extension number of the closest first aiders are located throughout the department. In the event that no staff can be found call Security on 01784 443063.

**Fire Alarm.** If the fire bell rings continuously:

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

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

**Dealing with fires.** If you discover a fire:

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

### 9.4 Lone working policy and procedures

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

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Geography department runs a range of different rooms, from general teaching, reading and computer facilities, to technical laboratories and analysis suites. Access to Queen's Building is available from 0800 to 1700. Geography undergraduate students can swipe into the building on weekdays up to 10pm in order to access rooms for quiet study.

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

- Lone working is only permitted in teaching rooms. **Students may not work alone in any Laboratory area at any time.** Use of laboratories for individual project work, such as dissertations, should be arranged with the relevant member of technical staff.
- Inspections/risk assessments of work areas are carried out by the Departmental Health and Safety Coordinator or Laboratory Manager to ensure that hazards have been identified, risks



controlled and provisions for emergencies are in place (e.g. escape routes open, firefighting equipment, first aid).

- In the field, students will work in groups when possible. Staff will brief all students undertaking these activities on relevant health and safety issues. For dissertations, we advise you to have a second person with you wherever possible in the field, or if this is not possible, to obey basic rules of leaving contact details and details of return times, etc. Matters regarding health and safety for dissertation fieldwork will be dealt with on an individual basis with your dissertation advisor.

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

## 9.5 Field trips

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

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

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

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

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

### Independent Fieldwork (Research Project)

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

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

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

## 9.6 Practicals

There are many laboratories in the Geography Department. Our main teaching lab houses the Munro Fox Laboratory Building. Most group practicals will be held here and close attention should be given to any health and safety instructions provided by supervising staff. For any independent work in laboratories a laboratory induction is required prior to any work commencing. **You should not commence work until you have signed the necessary paperwork with the supervising technician.**

**A laboratory is a potentially dangerous area** as it contains many hazardous materials, e.g. acids, alkalis, gases, flammables, sharps, electrical and many other hazards. Great care must be taken by all who use these facilities and the rules must be complied with: Anyone failing to comply with the rules will be asked to leave the laboratory to prevent them causing harm to themselves and others.

- Always wash your hands before leaving the laboratory, for any reason.
- Never try to repair broken equipment yourself - ask a member of staff. If you attempt to carry out a repair you could do more damage and/or hurt yourself.
- Do not sit on laboratory benches - you never know what you may be sitting on.
- Make sure to clean and tidy your work area before leaving the laboratory.
- Put all rubbish in the bins, as labelled.
- Food and drink must not be consumed in, or even brought into, any laboratory.

### General Laboratory Guidelines

**Supervision.** A student may use laboratory facilities in the Department ONLY under the direct supervision of one of the members of staff. Any lone working must be approved by the Lab Manager.

**Independent Project Work** must be approved beforehand by the member of academic staff responsible for the appropriate course.

**Accidents.** Relevant emergency action is displayed in each laboratory. Before starting work, you should make sure you know the precise location of:

- Fire extinguishers and blankets
- First aid kit
- Spill kit

### Chemical laboratories:

**Protective clothing.** Laboratory coats must be worn at all times. Safety glasses and gloves, supplied by the department, must be worn when indicated, and long hair tied back. Open toed shoes and shorts are not permitted in labs.

**Chemicals.** All users **MUST** wear eye protection and disposable gloves and pay close attention to any instructions given by staff. Extremely dangerous chemicals must not be handled by students.

**CoSHH Forms** must be read and signed before using any chemical.

**Lone working** is not permitted for undergraduate students. Postgraduate students must be trained and show that they are competent before being allowed to work alone and without supervision.

**Other hazards.** Laboratory apparatus can also be dangerous if used improperly. Do not tamper with

anything unless specifically authorised and instructed in operating procedures.

**Overnight use.** Some types of equipment are designed to run unattended overnight. Such use must be authorised by a staff member beforehand, and appropriately labelled with name and contact number.

**Breakages and spills.** Major spills should be reported immediately to supervising staff. Switch off all electrical equipment - at the equipment first - in the affected area. Do not attempt to switch off at the mains if overheating or smoking is taking place. If acids or solvents are involved, evacuate the laboratory. Please report all breakages and defective or leaking containers to supervising staff immediately.

**Samples.** All samples should be labelled with your name, your supervisors/advisor's name, site location and date collected. Similarly, any chemical solutions made up as part of a set of analyses should be labelled with what they are, their concentration, and date of mixing. Any unlabelled samples or solutions are a hazard as it will not be clear to anybody else what these are.

#### **Non-Chemical Laboratories:**

These laboratories contain very expensive equipment. While the general rules apply, do not move the equipment for any reason whatsoever. If this needs to be done, ask a member of staff. Do not attempt to repair, modify, or carry out maintenance on any piece of equipment.

Make sure that any equipment that you have used is switched off (using the correct shutting-down procedure) before leaving the laboratory (unless it is marked that it should be left on). Always switch equipment off at the machine first, then the electrical supply.

#### **Radiation Laboratories:**

Students needing to use the Geochronology Laboratory must receive training and authorisation from the supervising staff member for that Laboratory or the Laboratory Manager.

## **10 Core Student Handbook**

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

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

# Appendices

## APPENDIX A

### Staff research interests

#### Earth Sciences

**Prof Jürgen Adam** - Coupled tectonic, climate and surface processes; Geodynamic modelling of thrust belts, accretive and non-accretive convergent margins; Salt Tectonics in passive margin sedimentary basins; Physical simulation of rock deformation from basin to fracture scale; Fault & fracture mechanics, Tectonic modelling of structurally complex basins and reservoirs; Neotectonics and geohazards at continental margins and intra-continental strike-slip faults.

**Dr Queenie Chan** - is a planetary scientist. Her research focuses on understanding the earliest chemical reactions involving liquid water in the solar system, and how the individual events turned simple life's building blocks into increasingly complex molecules that ultimately yielded life.

**Dr Domenico Chiarella** – Sedimentology. Tidal deposits, mixed siliciclastic-bioclastic sediments, sedimentary petrography and provenance analysis, tectonic and sedimentation of coarse-grained deltas, seismic interpretation and attribute analysis, reservoir characterisation.

**Dr Kevin Clemitchaw** - Sources, sinks and trends of gaseous air pollutants that impact on health and climate. Tropospheric chemistry and measurements of nitrous acid. Atmospheric chemistry, transport and impacts of organic nitrates.

**Prof Margaret Collinson** - Tertiary floras, vegetation and climate; floras of the Cretaceous/Tertiary boundary event; evolution of wetland communities; fossil history of mammal/plant interactions; megaspore ultrastructure and the evolution of heterosporous plants; palynofacies; organic geochemistry and chemical composition of plant fossils and their role in kerogen formation.

**Dr Alex Dickson** – Trace metal geochemistry and isotope geochemistry of marine sedimentary deposits, palaeoclimate and palaeocenoaography, environmental change during the Cenozoic and Mesozoic climate events.

**Dr Rebecca Fisher** - Modern climate change, measurement of greenhouse gases in the atmosphere, emissions calculations, stable isotope analysis of methane for source identification.

**Dr James France** - Determination of sources and quantification of greenhouse gases from a local, regional and global perspective. Snow and sea-ice chemistry and physics.

**Dr Richard Ghail** – Radar investigations of tectonic processes on Venus and Earth's continental areas, especially the London platform, applied to Civil Engineering activities. Lead Scientist on EnVision, an ESA/NASA mission to use radar to determine rates of geological activity on Venus and learn why it has evolved so differently to Earth.

**Dr Nathalie Grassineau** - Early life and the rise of oxygen in the Archaean, by determining microbial activity using carbon and sulphur isotopes. Volcanic activity and hydrothermal vents in spreading ridges, using stable isotopes. Director of the Wet Geochemistry laboratory, analysing geological, environmental and archaeological materials for major and trace elements.

**Prof Agust Gudmundsson** - Volcanotectonics, dyke emplacement and caldera formation; Seismotectonics, development of seismogenic faults; Reservoirs of oil, gas, ground water, and geothermal water; Rock

fractures in geological processes

**Prof Martin King** – Snow, ice and atmospheric chemistry and physics; the effect of atmospheric aerosol on modern climate change; the calibration of Earth observing satellites using sea ice and desert dust.

**Dr David Lowry** – Use of stable isotopes to understand geological, environmental and atmospheric problems, including sources of greenhouse gases in the atmosphere, formation of mineral deposits and intrusions, and development of the Neoproterozoic rocks of Scotland. Development of new instrumentation for greenhouse gas analysis.

**Dr Christina Manning** – Application of whole rock and mineral geochemistry to better understand open system processes occurring in shallow level magma storage systems and how they affect eruptive behaviour.

**Dr Jonathon Paul** - Geohazard mitigation using new technology and social science approaches; hydrogeology and sustainable groundwater management; fluvial geomorphology and landscape development; effects of sub-lithospheric mantle convection on topography and the sedimentary record.

**Dr Nicola Scarselli** - Seismic geomorphology, structural geology and petroleum geology.

**Prof Dave Waltham** - Numerical modelling of seismic data, hanging wall and footwall deformation; carbonate platforms; evaporites; simple clastic systems.

**Dr Ian Watkinson** – Structural geology, particularly active tectonics, ductile shear zones, exhumation of metamorphic rocks and the major strike-slip faults of SE Asia. Geohazards and urban seismic vulnerability.

## Geography

Professor Peter Adey, BA Aberystwyth, MA Aberystwyth, PhD Aberystwyth

*Borders and mobility; Space; Political Geography*

Professor Simon Armitage, BA Oxford, PhD Wales

*North African climate; OSL; late Quaternary evolution of SE African coast*

Professor Simon Blockley, BSc Bradford, PhD Bradford

*Palaeoenvironment & abrupt climate change; Paleolithic archaeology; geochronology*

Professor Ian Candy, BSc London, MRes Reading, PhD Reading

*Quaternary geomorphology & sedimentology; uranium series geochronology; palaeoclimatic reconstruction*

Professor Phil Crang, BA Cambridge, PhD Cambridge

*Cultural Globalisation; geographies of consumption; geographies of work*

Professor Veronica della Dora, BA Ca'Foscari, Venice, PhD UCLA

*Cultural and historical geography; history of cartography; landscape studies; sacred space*

Professor Vandana Desai, BA Bombay, BSL Poona, MPA Liverpool, DPhil Oxford

*NGO's & civil society; gender; ageing; water; community participation; slums; India & sub-Saharan Africa*

Professor Klaus Dodds, BSc Bristol, PhD Bristol

*Geopolitics and security; Antarctica and Arctic; geopolitics of contemporary cinema*

Dr Mike Dolton, BA OU, MA Sussex, PhD London

*Democratisation through local participatory networks; UK urban policy & regeneration*

Professor Felix Driver, MA Cambridge, PhD Cambridge

*Exploration & empire; museums; exhibitions & collections; popular geographical publishing; history of geographical film*

Dr Gwilym Eades, BSc Victoria, MA Ottawa, PhD Montréal

*Critical GIS; Memetics of place; Indigenous toponymy; Geoweb*

Dr Sasha Engelmann, BA Stanford, MPhil Oxford

*Geographies of Art; Art-Science collaboration*

- Dr Peter French, BSc Kingston, PhD Reading  
*Coastal & estuarine management; public attitude to coastal risk*
- Professor David Gilbert, BA Cambridge, DPhil Oxford  
*Geographies of 20<sup>th</sup> century London; imperialism; tourism and the modern city*
- Professor Harriet Hawkins, BA Nottingham, PhD Nottingham  
*Geographies of contemporary art, histories of creative geographies, art/science collaboration*
- Professor Innes Keighren, BSc Edinburgh, MSc. Edinburgh, PhD. Edinburgh  
*Cultural and historical geography; historical geographies of science; history and geography of the book; history of travel and exploration*
- Dr Celia Martin Puertas, BSc Cadiz, MSc Cadiz, PhD Cadiz  
*Palaeolimnology; climate change; lake ecosystems*
- Dr Ian Matthews BSc London, PhD London  
*Geochronology; Environmental Archaeology; palaeoecology*
- Dr Alice Milner BSc Leeds, PhD Leeds  
*Mediterranean biogeography, peatland ecosystems, climate change*
- Professor Jay Mistry, BSc London, PhD London  
*Fire management in the tropics; Savanna management; Tropical ecology*
- Professor Oli Mould, BA Leicester, MSc Leicester, PhD Leicester  
*Urban studies; Creative industries; Urban sub-cultures*
- Dr Sofie Narbed, BA Nottingham, MA RHUL, PhD London  
*Geographies of dance; Latin America; Creativity*
- 
- Dr Adrian Palmer, BSc London, MSc London,, PhD London  
*Quaternary sedimentology; varve chronology; landscape response to rapid climate change*
- Dr Laurie Parsons, BA Durham, MA Phnom Pehn, PhD London  
*Climate change and inequality; Modern slavery, Cambodia*
- Dr Alasdair Pinkerton, MA St Andrews, MA London, PhD London  
*Critical geopolitics; communications research; central & South Asia*
- Dr Agostinho Pinnock, BA UWI Mona, MPhil UWI Mona, PhD Loughborough  
*Postcolonial and Black/ Feminist Geographies; Caribbean artmaking; Performance cultures*
- Dr Chris Satow, BSc Edinburgh, MSc London, PhD London  
*Palaeoceanography, volcanology, climate change*
- 
- Professor David Simon, BA Cape Town, BA Reading, DPhil Oxford  
*Development-environment theory, policy & practice; sustainability; urbanisation; cities and climate change;*
- Dr Rachael Squire, BA London, MA London, PhD London  
*Geopolitics of oceans and seas*
- Mr. Don Thompson, BSc London  
*River and hill slope processes; water supply in the developing world*
- Dr Varyl Thorndycraft, BSc Sheffield, MSc Liverpool, PhD Exeter  
*Late Quaternary palaeohydrology; floods & climate change; GIS and digital terrains*
- Dr Amy Walsh BSc London, MSc London, PhD London  
*Tephrochronology; palaeoecology; environmental Archaeology*
- Professor Katie Willis BA Oxford, MPhil Oxford, DPhil Oxford  
*Gender; households; migration & development; child refugees*

## Psychology

### Professors

#### **Anat Bardi BA, PhD (Hebrew University of Jerusalem)**

Personal values (what is important in the lives of a person), their change and their effects (e.g., on behaviour, on attention). Cultural values (what is important in a culture) and their effects.

**Victoria Bourne BA, DPhil (Sussex)**

Understanding and alleviating anxiety about statistics and mathematical ability in psychology students, and exploring the relationships statistics anxiety has with academic performance, prior educational experiences, individual differences and wellbeing.

**Marco Cinnirella BSc, PhD (London)**

National identity and patriotism; prejudice; identity and self in online environments; human factors in cyber-security; behaviour change; group processes in business/organisational settings; conspiracy theories

**Polly Dalton BA (Oxford), PhD (London)**

The mechanisms of attention and perception in vision, hearing and touch, including: attentional capture; the relationship between attention and awareness; attentional allocation during real life tasks, such as driving cars, piloting aircraft and experiencing immersive technologies such as virtual reality.

**Szonya Durant MSci, PhD (London)**

The study of the mechanisms of human visual perception, especially focussing on the first steps of selecting information. The use of eye tracking and virtual reality environments to investigate visual processes, and the application of these methods in human computer interaction and design settings.

**Michael Evangeli MA (Oxford), MSc (LSHTM), ClinPsyD (Birmingham), CPsychol**

1. HIV/STI prevention and behaviour change interventions. 2. Psychological elements to individuals' engagement with HIV care. 3. Well-being and adjustment in HIV. 4. HIV disclosure.

**Rob Hughes BSc (Royal Holloway, London), PhD (Cardiff)**

Selective attention, particularly the mechanisms underpinning various forms of auditory distraction and the cognitive control of such distraction. Short-term sequence memory and longer-term sequence learning, particularly the role of 'peripheral' perceptual and motor processes in putatively memorial performance.

**Saloni Krishnan BSc, MSc (London), PhD (London), CPsychol**

Neural organisation for language processing and how organisation this might differ in neurodevelopmental conditions like DLD, dyslexia, autism, or stuttering. Reward and motivation for language learning.

**Dawn Langdon MA (Oxford), MPhil, PhD (London), CPsychol, AFBPS**

Psychological aspects of MS, including effects of medication, mood, cognitive dysfunction. Effective communication of benefits and risks of medication. Measurement and models of cognition. Adherence to medication.

**Andrew MacLeod MA (Aberdeen), PhD (Cambridge), Dip.Clin.Psychol.**

Future-directed thinking and its relationship to well-being and emotional disorders. Conceptual issues in well-being. Brief, positive, future-focused interventions to enhance well-being and reduce distress.

**Ryan McKay M ClinPsych, PhD (Macquarie University)**

Irrational beliefs and behaviour, e.g., delusions, self-deception, and certain "ritualistic" practices. Another key interest is the relationship between religion and morality.

**Amina Memon BSc (Lond) PhD (Nott) CPsychol FBPsS**

Eyewitness memory, false memories, child and adult recollections of traumatic events. The impact of cognition, emotion and social context on memory and decision making in legal and forensic settings.

**Helen Pote BSc (London), MSc (London), DClinPsy-postqual (Canterbury Christchurch)**

Child mental health and behaviour, adolescent cognitive processes, family functioning and mental health literacy. Process and outcomes of systemic and cognitive-behavioural interventions for young people. Development and evaluation of digital interventions to support mental health for young people, families and schools.

**Narender Ramnani BSc (Birkbeck, London), MSc (IoP), PhD (UCL)**

1. Neuroimaging methods for studying the evolution, structure and function of the brain. 2. The neuroscience of cognition, action and decision-making. More specifically: (i) Interactions between areas in the cortico-cerebellar system that support the acquisition of cognitive and motor skills; (ii) the processing of error feedback and reward (iii) the social cognition of action (vi) The evolution of the cortico-cerebellar system.

**Kathleen Rastle BA (California), PhD (Sydney)**

Language processing, especially visual word recognition, speech production, the perception- production relationship, and bilingual or bialphabetic reading; computational modelling of language processes; language learning and the role of sleep in this process.

**Jessie Ricketts BSc (Bristol), MSc (Oxford), DPhil (Oxford)**

Reading and oral language development in childhood and adolescence, with a focus on the role of vocabulary in reading (word-level reading and reading comprehension), and reciprocally, the role of reading in oral vocabulary acquisition. Developmental disorders of reading, language and communication; in particular, poor comprehenders, dyslexia, specific language impairment and autism spectrum disorders.

**Danijela Serbic BSc (Andrews), MSc (Open), PhD (Royal Holloway, London) CPsychol, SFHEA**

Psychological aspects of chronic pain, including: diagnostic uncertainty, guilt, depression, anxiety, acceptance and cognitive biases. Relationship between chronic pain, mental health and psychological, social and academic functioning in young adults.

Manos Tsakiris BSc (Athens); MSc Philosophy of Mental Disorder (London); MSc Cognitive Neuropsychology (London); PhD (London).

The neurocognitive processes that underpin our sense of self-identity in action and body-perception; self-recognition, body-image, body-awareness and multisensory integration; action awareness and sensorimotor integration. Methods: psychophysics, fMRI, TMS.

**Robin Walker BSc (Newcastle), PhD (Durham)**

Cognitive neuroscience in relation to the human eye movement (oculomotor) system including functional brain imaging. Reading in people with macular degeneration and the development of technological reading aids.

**Dawn Watling MSc, DPhil (Sussex)**

Understanding of reputation management, cybersecurity, and link between engagement with nature and biodiversity to feelings of self and connection to nature. Understanding the role of individual differences in mental health and wellbeing for online (social media) and offline (nature) risks and benefits.

**Hanna Zagefka MSc, PhD (Kent)**

How do people relate to each other, and how is this impacted by intergroup and interpersonal processes? For intergroup processes this includes ethnic identity, acculturation, and intergroup helping. For interpersonal processes, this includes romantic love and family relationships.

**Johannes Zanker Diplom (Tübingen), PhD, Higher Doctorate (Tübingen)**

Visual perception, eye movements, and visual arts. Psychophysics and computational modelling of the human visual system. Comparative aspects of motion vision and navigation in biological and artificial sensory systems. Image deformations perceived in Age-related Macular Degeneration (AMD). Experimental aesthetics in computer-generated patterns, Galleries, and Virtual Reality – how can we study a subjective experience as individual as the sense of beauty with objective, scientific, and computational methods?

**Readers**

**Shiri Lev-Ari MA (Tel-Aviv), MA, PhD (Chicago)**

The influence of social network properties (network size, network heterogeneity) on language learning, language processing and language use; The influence of community structure on language evolution including understanding how differences in community structure lead to cross-linguistic differences.



## Senior Lecturers

### **Rebecca Brewer BA (Oxford), MSc (Birkbeck, University of London), PhD (King's College, London)**

Social and emotional abilities and interoception (sensing the physical state of the body) across typical and clinical groups. The relationship between alexithymia (difficulties identifying one's own emotions) and emotional and interoceptive abilities. Face processing (emotion and identity) in those with Autism Spectrum Disorder and Prosopagnosia.

### **Gary Brown BA, MSc (Pennsylvania), PhD (UCLA), CPsychol**

Identification of mechanisms of worsening and improvement of emotional problems in everyday contexts and in response to psychotherapy Approaches to assessment and formulation within the cognitive behavioural and emotion regulation models that complement or can potentially replace clinical diagnosis. Development and application of methods for bridging individual and group level knowledge relevant to the broad range of emotional problems.

### **Michał Chmiel MSc, PhD (Kraków), SFHEA**

Psychology of fake news, psychology of public relations, consistency of promotional communication. Gender portrayal in media. Attitudes towards climate change and sustainability communication.

### **Nicholas Furl BA (Illinois), MSc, Ph.D. (Texas)**

Social perception and decision making, with an emphasis on hierarchical brain mechanisms, face perception and brain imaging data analysis.

### **Scott Glover BSc (Lethbridge), PhD (Alberta)**

Cognitive neuroscience of action. Planning versus on-line control of action, in particular with regards to the relevant neural circuitry. Motor imagery in comparison to overt actions. Joint action, specifically comparing cooperative vs. competitive movements. Transcranial magnetic stimulation, brain imaging, and neuropsychology. Evolution of brain structures involved in action.

### **Steve Hammett BSc, PhD (Cardiff)**

Vision, particularly speed encoding, computational models of vision, driving simulators. The effect of creatine on memory and lower level processes. The functional role of GABA in sensory and cognitive processes.

### **Carl Hodgetts BSc (Cardiff), PhD (Cardiff)**

How does the brain construct representations of places and events? How can this help us navigate the spatial and social world around us? How are individual differences in our ability to remember the past reflected in how the brain is organised/connected? How are these connections affected in old age, or in people at risk of Alzheimer's disease? Methods: Behavioural experimentation, neuropsychology, functional MRI (3T and 7T), diffusion MRI, imaging genetics.

### **Luke Kendrick, BSc, MSc (Bangor), PhD (Reading)**

Interested in cognitive psychology, neuropsychology, and neuropsychological assessment. Specifically, using experimental psychology to explore how both neurotypical adults and individuals with acquired brain injury perform on cognitive tasks (that tap into learning, memory, executive functioning abilities) under different conditions.

### **Jessica Kingston BSc, MSc, PhD (Southampton & DHUFT), DClinPsy (RHUL)**

Acceptance and Commitment Therapy and Mindfulness-based approaches to psychological difficulties across the spectrum of experience, from experiences in the non-clinical population (special interest in paranoia, low mood, well-being) to client with enduring mental health difficulties (e.g., recurrent mental health difficulties, psychosis, acquired brain injury). Clinical trials, analogue studies and the use of digital technologies in mental health care.

### **Robert Lachlan BA (Cambridge) PhD (St. Andrews).**

Cultural evolution and communication in comparative context. The evolution of vocal learning abilities and the evolutionary consequences of culture. Models of cultural change and diversity. Psychologically-inspired computational methods for the comparison of vocal signals. Categorical perception and its interaction with

cultural evolution. Animal communication, in particular bird song.

**Jonas Larsson MSc (Stockholm/Uppsala), PhD (Karolinska Institute)**

Mechanisms of early and intermediate vision; human visual cortical organization; models of visual processing; neuroimaging methods (particularly fMRI).

**Olga Luzon BSc (UAM), DClInPsy (RHUL)**

My research interests include cognitive processes in psychosis and anxiety disorders. In particular, I am interested in understanding the contributing role of anxiety processes in positive symptoms of psychosis. I am currently looking into the role of responsibility beliefs in psychosis, and specifically in acting or not on command hallucinations. Part of my research investigates these processes on postpartum psychosis, and its impact on the mother/infant relationship. I am also interested in cognitive and behavioural processes involved in obsessive compulsive disorder, and in particular, the role of morality, interoception and imagery, in driving distress and associated compulsions.

**Sam McCormick MA, MSc (Edinburgh), PhD (Royal Holloway)**

Visual word recognition, vocabulary development and reading processes in adults; social-cognitive development in young children and its influence on children's emerging reading comprehension.

**Nuno Nodin MSc (Lisbon), PhD (Lisbon)**

Human sexuality and relationships; Lesbian, gay, bisexual, trans and other sexual minorities' (LGBT+) wellbeing; LGBT+ inclusivity in higher education; psychosocial implications of digital communication technologies, with a focus on online dating and sexual networking.

**Gemma Northam BSc (Keele), MSc (UCL), PhD (UCL)**

My research uses detailed neuropsychological assessment to identify deficits in various cognitive domains (e.g. speech, language, general intelligence) and combines this with advanced neuroimaging techniques to quantify long-term changes in brain structure, connectivity and function. I am particularly interested in structural and functional neuroanatomy, the potential limits of cerebral plasticity - and addressing the question 'do children really recover better?' following early brain injury.

**Jeanne Shinskey BA (Providence), MSc, PhD (Massachusetts)**

Cognitive development in infancy and early childhood, especially the development of symbolic thought: Object representation, learning from symbolic media (e.g., picture books, touchscreen devices), word learning, numerical cognition, body representations, drawing.

**Jakke Tamminen BSc (Bangor), MSc, PhD (York)**

Impact of sleep on cognition; neural and cognitive bases of memory consolidation during sleep and wake; learning and memory; language learning; word learning; word recognition; impact of music on memory.

**Kate Theodore BSc (RHUL), DClInPsy (RHUL)**

Adults with intellectual (learning) disabilities, particularly in the areas of relationships, sexuality and people with learning disabilities who are parents. Service user and carer involvement in clinical psychology services and training.

**Lecturers**

**Joe Barnby MSc (Clinical Mental Health; UCL), PhD (Cognitive Neuroscience; KCL)**

How does the brain construct mental representations of our sense of self and other? I am interested in the computational and cognitive neuroscientific mechanisms that support our mental architecture of the social world in health and disorder. My research involves building and testing formal theoretical models of social representations, psychopharmacology, and psychiatric (e.g., psychosis) and neurological disorder (e.g., Corpus Callosum Dysgenesis).

**Katharina Matke-Bauer BSc (Salzburg), MSc Neurocognitive Psychology (Oldenburg), PhD Experimental Psychology (Oldenburg)**

Neural mechanisms underlying auditory and multisensory perception, with a focus on the interplay between auditory and visual systems. Changes in neural mechanisms across ageing and clinical populations. The role of attention and temporal expectations in shaping auditory processing. Social and cognitive aspects of music perception and interaction. Methods: psychophysics, EEG, MEG.

**Gabriele Bellucci BA (Rome), MA (Hulmboldt University Berlin), MSc (Berlin School of Mind and Brain), PhD (Berlin Free University)**

Neuropsychological and computational processes underlying social behaviors and learning and their relationship with mental illnesses (e.g., psychoses, loneliness). Both theoretical and empirical work with following methods: behavioural studies, computational models, neuroimaging (fMRI).

**Anna Crabtree BSc (Exeter), MSc (Bath), DCLinPsy (Exeter), PGDip Clinical Neuropsychology (Bristol)**

My main area of research interest is in the practice of clinical psychology with older people, both in terms of mental health difficulties and also the neuropsychology of dementia/other neurodegenerative conditions. Specifically, I am interested in the experience of complex emotional needs in later life, including how presentations of emotional distress may differ in later life and exploring the effectiveness of interventions for these populations. I am also interested in how eating disorders present in later life, and in identifying the key factors in the development, maintenance and/or recurrence of eating disorders in later life. A further research interest is in how older adults live with cognitive change; dementia may be understood as a “fundamental threat to self”, and I am interested in exploring the ways in which people can be supported to live well with dementia and/or mild cognitive impairment. I am also interested in how people make sense of and understand cognitive changes, particularly executive functioning difficulties.

**Kyle Jasmin BA, MA, PhD (UCL)**

The psychology and cognitive neuroscience of speech, language, music, social interaction, and related disorders and conditions. <http://soundmindlab.com>

**Matteo Lisi MSc, PhD (Padova)**

How do people represent and use information about uncertainty when making decisions? I am interested in addressing this question both for simple perceptual decisions – that is, decisions about interpreting the sensory signals that reach our brains – as well as more complex decisions, e.g. deciding what news to believe and what to dismiss. I am interested in the metacognitive aspects of decision-making (e.g. what determine our confidence in a decision we have made) and in how decision-making changes during cognitive development and is affected by adverse life experience. I am also interested in visual perception, attention, and eye movements and in the prediction mechanisms that these use to work efficiently. Methods: Computational modelling, psychophysics and behavioural experiments, eye-tracking.

**David Plans**

Digital therapeutics design for smartphone and game-scale interventions. Neurophysiology and symptoms of stress and burnout and real-time predictive systems for their detection. Interoception (the perception of the internal state of one's body) measurement and relationship with mental health.

**Nura Sidarus BSc (London South Bank University), MSc, PhD (UCL)**

Neurocognitive and computational processes underlying voluntary action, metacognition, sense of agency, and learning. Assessing the relation between these (meta) cognitive processes and mental illness, e.g. depression, using a transdiagnostic and computational psychiatry approach. Methods: behavioural studies, computational models, neuroimaging (EEG, fMRI).

**Ashley Symons BA (University of California, Davis), MSc (University of York), PhD (University of Manchester)**

My research explores how people perceive and interpret communicative signals – such as speech and music. I have a strong focus on individual differences and am particularly interested in how different people adapt

their communication strategies in response to challenging listening environments. Methods used include behavioural testing/psychophysics and electroencephalography (EEG).

### Senior Teaching Fellows

#### **Sam Fairlamb BSc, PhD (Royal Holloway, London)**

The psychological function of the symbolic self in the protection against deep-rooted anxieties that concern the inevitable demise of the physical self. How this need for symbolic systems of self-worth and immortality may be used to explain a diverse array of human phenomena including prejudice, attitudes towards the environment, and difficulty in maintaining sound mental health.

### Teaching Fellows

#### **Deirdre Birtles BSc (Waikato, NZ), MSc, PhD (UCL)**

Early visual, cognitive and motor development in neurodiverse and neurotypical children and children with acquired brain injury. Sensory processing difficulties in neurodiverse adults. Neurodiversity in the Criminal Justice System.

#### **Vanita Chamdal BSc, MSc (Keele), PhD (Leicester)**

The media representation and public perception in the mental health of healthcare professionals.

#### **Beatrice Hayes BSc, PGCE (Keele), PhD (RHUL)**

Social, developmental, educational, mixed methods, cyberpsychology, online risks and benefits, social media use, perceptions, behaviours, online self-disclosure. perceptions, behaviours, university students' use of technology and online platforms, the use of online platforms in HE teaching.

#### **Juliet Holdstock BSc (Royal Holloway, London), PhD (St Andrews)**

Memory and learning including the following: eyewitness memory; memory changes over the lifespan, with a particular interest in older age; and the use of technology, such as augmented reality, in learning.

#### **Isabella Vainieri MSc, PhD (King's College London)**

Psychological, cognitive, and social factors affecting lifestyle choices (e.g., diet, physical activity). Neurocognitive development across the lifespan in individuals with neurodevelopmental disorders (e.g., ADHD) and other mental health conditions (e.g., mood disorders).

### Postdoctoral Teaching Associate

#### **Natasha Baxter BSc (Brunel, London), MSc (York), PhD (York)**

Facial processing and gaze behaviour in Autism Spectrum Conditions, specifically facial emotion recognition abilities. The contributions of alexithymia, anxiety, and depression to face processing and gaze behaviour in Autism Spectrum Conditions.

#### **Aysha Bellamy**

I am interested in understanding human decision-making from a gene-culture coevolutionary perspective, meaning that I am interested in both evolutionary and social factors to our behaviour. My main research interest is understanding social norms through this lens, including cooperation (i.e, when and why we help others) and sexual/romantic behaviours (i.e, when we perceive interest in others and when we act upon this). I study this with a mixture of surveys, economic games and agent-based modelling simulations.

Adnan Levent BSc (Turkey); MSc (Kingston University); PhD (Birkbeck, University of London)

Exploring the possible consequences of recreational drug use (e.g., alcohol, cannabis, ecstasy) on cognition, including prospective memory, retrospective memory, executive functions, attention, and metacognition. The research expands on the risk factors that contribute to the transition from recreational drug use to drug addiction, such as poor cognitive inhibition and autobiographical memory impairments.

## APPENDIX B

### Marking Descriptors & Criteria

#### Earth Sciences Marking Descriptors and Criteria

Specific marking criteria for each assessment will be made available on Moodle but all work will be marked in accordance to the following departmental marking descriptions.

#### Marking descriptors and criteria for long answer exam questions and essays

Class	Examinations: long (essay) answer	%	Marking Criteria
1st	Deep understanding; near comprehensive knowledge; high levels of ability in analysis; significant originality; direct focus on question; answer complete for the time available; coherent structure; intensive, critical, independent reading beyond reading lists; extensive referencing; fluent style; no or very minor errors of spelling, punctuation or grammar	90+	An exemplary piece of work
		85	Outstanding in most criteria 1-7
		78	Evidence of excellence in most criteria 1-7
		72	Evidence of excellence in some criteria, particularly 1-5
2:1	Clear understanding; wide-ranging knowledge; effective analysis; coherent structure; focus on question; answer adequate for the time available; evidence of directed reading; may have some referencing; adequate style; few errors of spelling, punctuation or grammar. An adequate answer, shows reasonable competence, some errors or	68	A good performance in most criteria 1-7
		65	A good performance in most criteria 1-5
		62	Does sufficiently well in criteria 1-5 to show evidence of clear understanding
2:2	Some general understanding and knowledge; some errors in analysis; adequate structure; may not focus on question; answer nearly adequate for the time available; little evidence of reading; little or no referencing; simple style; some errors of spelling, punctuation or grammar	58	A good attempt but insufficient critical analysis (2 + 6) for a 2:1
		55	Usually an adequate performance in most criteria
		52	May be weaknesses but sufficiently competent in criteria 1-5 for a 2:2
3rd	Limited general understanding and knowledge; errors in analysis; sketchy structure; poor focus on question; answer deficient for the time available; little or no evidence of reading; no referencing; simple style; significant errors of spelling, punctuation or grammar	48	Likely to be a lack of focus on the question (criteria 4) with insufficient performance in criteria 1-5 to merit a 2:2
		45	Weak performance in some criteria, especially 1-5
		42	Weak performance across all criteria but sufficient material to pass
Fail	Inadequate understanding and knowledge; numerous errors in analysis; poor structure; poor focus on question or has mis-interpreted question; answer deficient for the time available; no evidence of reading; no referencing; poor style; significant errors of spelling, punctuation or grammar Very poor understanding and knowledge; numerous errors in analysis; very poor structure; very poor focus on question; no evidence of reading; no referencing; inadequate style; significant errors of spelling, punctuation or grammar Little or no understanding or knowledge; evidence of confusion in analysis; chaotic or fragmentary structure; lack of focus on question; no evidence of reading; no referencing; inadequate style; numerous errors of spelling, punctuation or grammar No understanding of subject; fails to offer any analysis; fails to answer the question; zero mark awarded where no significant attempt has been made to answer question	30-39	Criteria 1-5 not addressed to a sufficient level. Some elements of criteria 6-10 may be OK
		20-29	Poor performance in most criteria
		10-19	Very poor performance in most criteria.
		0-9	Answer largely irrelevant to question, minimal, possibly incomplete. 0 if work submitted 24 hours after deadline.

## Marking descriptors and criteria for scientific reports and dissertations

Class	Report and Dissertation	%	Marking Criteria
1st	Deep understanding of the subject area; significant originality of ideas; significant originality in research aims; originality in data collection or methodology; high levels of ability in appropriate techniques of analysis; critical commentary on research design and methodology; clear evidence of intensive, critical, independent reading; extensive referencing and professional bibliography; fluent, accessible style; professional standard of presentation with no or very minor errors of spelling, punctuation or grammar; likely to be of publishable quality.	90+	An exemplary piece of independent research; may be publishable as a journal article with further editing
	Deep understanding of the subject area; significant originality of ideas; may show originality in research aims or originality in data collection or methodology; high levels of ability in appropriate techniques of analysis; may have critical commentary on research design and methodology; clear evidence of intensive, critical, independent reading; extensive referencing and professional bibliography; fluent, accessible style; professional standard of presentation with few errors of spelling, punctuation or grammar; may be of publishable quality.	85	Outstanding in most criteria 1-7, approaching professional standards
		78	Evidence of excellence in most criteria 1-7
		72	Evidence of excellence in some criteria, particularly 1-5
2:1	Clear understanding of the subject area; clear statement of research aims and methodology; possible originality of ideas; shows some originality in data collection or analysis; shows ability in appropriate techniques of analysis; some commentary on research design and methodology; evidence of independent reading; adequate referencing and professional bibliography; adequate structure and style; moderately professional standard of presentation with some errors of spelling, punctuation or grammar.	68	A good performance in most criteria 1-7
		65	A good performance in most criteria 1-5
		62	Does sufficiently well in criteria 1-5 to show evidence of clear understanding
2:2	Some general understanding of the subject area; adequate statement of research aims and methodology; little or no originality of ideas; shows some familiarity in appropriate techniques of analysis; limited originality in data collection or analysis; lacks commentary on research design and methodology; limited evidence of independent reading; adequate referencing and adequate bibliography; adequate structure and style; moderately professional standard of presentation with errors of spelling, punctuation or grammar.	58	A good attempt but insufficient critical analysis (2 + 6) for a 2:1
		55	Usually an adequate performance in most criteria
		52	May be weaknesses but sufficiently competent in criteria 1-5 for a 2:2
3rd	Limited understanding of the subject area; vague statement of research aims and methodology; no originality of ideas; shows limited familiarity in appropriate techniques of analysis; limited originality in data collection or analysis; lacks commentary on research design and methodology; little evidence of independent reading; adequate referencing and adequate bibliography; adequate structure and style; poor to moderate standard of presentation with errors of spelling, punctuation or grammar.	48	Generally a weak dissertation but with some areas of better quality in criteria 1-5
		45	Weak performance in some criteria, especially 1-5
		42	Weak performance across all criteria but sufficient material to pass
Fail	Very limited understanding of the subject area; vague or confused statement of research aims and methodology; shows only basic familiarity in appropriate techniques of analysis; very limited originality in data collection or analysis; lacks commentary on research design and methodology; little evidence of independent reading; poor referencing and adequate bibliography; poor structure and style; poor to moderate standard of presentation with significant errors of spelling, punctuation or grammar.	30-39	Criteria 1-5 not addressed to a sufficient level. Some elements of criteria 6-10 may be OK
	Little or no understanding of the subject area; vague or confused statement of research aims and methodology; lacks basic familiarity in appropriate techniques of analysis; little or no originality in data collection or analysis; lacks commentary on research design and methodology; very little or no evidence of independent reading; very poor referencing and poor bibliography; poor structure and style; poor standard of presentation with significant errors of spelling, punctuation or grammar.	20-29	Poor performance in most criteria
	Little or no understanding of the subject area; no clear statement of research aims and methodology; lacks basic familiarity in appropriate techniques of analysis; no originality in data collection or analysis; lacks commentary on research design and methodology; no evidence of independent reading; lacks referencing and lacks bibliography; very poor structure and style; very poor standard of presentation with significant errors of spelling, punctuation or grammar.	10-19	Very poor performance in most criteria.
	No significant attempt has been made to carry out the piece of work or present a report on it.	0-9	Answer largely irrelevant to question, minimal, possibly incomplete. 0 if work submitted 24 hours after deadline.

## Marking descriptors and criteria for seminars, oral and poster presentations

Class	Seminar, oral and poster presentation	%	Marking Criteria
1st	Evidence of excellent understanding of topic; material presented accurately and in depth; very clearly structured; excellent use of highly effective diagrams, very professionally presented; all sources acknowledged; oral presentations very clear, audible, concise and thoroughly rehearsed; excellent ability to answer questions	90+	An outstanding presentation
		85	Outstanding in most criteria 1-7, approaching professional standards
	Evidence of very good understanding of topic; material presented accurately and in depth; very clearly structured; very good use of effective diagrams, very professionally presented; all sources acknowledged; oral presentations very clear, audible, concise and thoroughly rehearsed; very good ability to answer questions	78	Evidence of excellence in most criteria 1-7
		72	Evidence of excellence in some criteria, particularly 1-5
2:1	Evidence of good understanding of topic; material presented generally accurate and in adequate depth; well structured; some effective diagrams, near-professionally presented; most sources acknowledged; oral presentations generally clear, audible, concise and rehearsed; reasonable ability to answer questions	68	A good performance in most criteria 1-7
		65	A good performance in most criteria 1-5
		62	Does sufficiently well in criteria 1-5 to show evidence of clear understanding
2:2	Evidence of adequate understanding of topic; material presented generally accurate and in adequate depth; adequately structured; adequate diagrams, adequate presentation; some sources acknowledged; oral presentations adequate in terms of clarity and audibility; limited ability to answer questions	58	A good attempt but insufficient critical analysis (2 + 6) for a 2:1
		55	Usually an adequate performance in most criteria
		52	May be weaknesses but sufficiently competent in criteria 1-5 for a 2:2
3rd	Little evidence understanding of topic; material presented often inaccurate and inadequate in depth; poorly structured; poor diagrams, adequate presentation; few sources acknowledged; oral presentations poor in terms of clarity and audibility; little ability to answer questions	48	Generally a weak presentation but with some areas of better quality in criteria 1-5
		45	Weak performance in some criteria, especially 1-5
		42	Weak performance across all criteria but sufficient material to pass
Fail	Very poor understanding of topic; material presented generally inaccurate and inadequate in depth; very poorly structured; very poor diagrams, poor presentation; sources not acknowledged; oral presentations poor in terms of clarity and audibility; little ability to answer questions	30-39	Criteria 1-5 not addressed to a sufficient level. Some elements of criteria 6-10 may be OK
	Little understanding of topic; material presented inaccurate and inadequate in depth; very poorly structured; very poor diagrams, poor presentation; sources not acknowledged; oral presentations poor in terms of clarity and audibility; no ability to answer questions	20-29	Poor performance in most criteria
	No understanding of topic; material presented inaccurate and inadequate in depth; very poorly structured; very poor diagrams, very poor presentation; sources not acknowledged; oral presentations very poor in terms of clarity and audibility; no ability to answer questions	10-19	Very poor performance in most criteria.
	No significant attempt has been made to carry out the piece of work or make a presentation on it.	0-9	Presentation largely off topic, minimal, possibly incomplete. 0 if work submitted 24 hours after deadline.



### Marking descriptors and criteria for short answer or numerical questions and course work exercises.

Mark (%)	Class	Examinations: short or numerical answer	Coursework exercises
90-100	1st	A complete answer to the question	A complete answer to the question or questions; displays full understanding of the topic; shows complete competence at the skills tested.
80-89		A near-complete answer with a few trivial errors or omissions	An almost complete answer to the question or questions; displays full understanding of the topic; shows very high level of competence at the skills tested.
70-79		A near-complete, competent answer with only minor errors or omissions	A very good answer to the question or questions; displays a good understanding of the topic; shows a high level of competence at the skills tested.
60-69	2:1	An adequate answer, shows reasonable competence, some errors or omissions	A good answer to the question or questions; displays an adequate understanding of the topic; shows a reasonable level of competence at the skills tested.
50-59	2:2	Adequate understanding, answer competent but incomplete a few errors or omissions	An adequate answer to the question or questions; displays an adequate understanding of the topic; shows a moderate level of competence at the skills tested.
40-49	3rd	Limited understanding, basic, limited answer, some errors or omissions	Only a basic answer to the question or questions; displays very limited understanding of the topic; shows a little competence at the skills tested.
30-39	Fail	Some evidence of understanding or competence, errors and omissions, fails to provide an adequate answer	Fails to satisfactorily answer the question or questions; displays very limited understanding of the topic; shows very limited competence at the skills tested.
20-29		Little evidence of understanding the question or being able to provide an adequate answer; errors and omissions; perfunctory attempt at answer	Fails to answer the question or questions; displays almost no understanding of the topic; shows little or no competence at the skills tested.
10-19		Perfunctory attempt at answer, largely erroneous	Fails to answer the question or questions; displays no understanding of the topic; shows no competence at the skills tested.
0-9		No significant attempt has been made to answer the question	No significant attempt has been made to carry out the coursework

\* To be used in conjunction with quantitative markschemes for coursework and short answer exam questions.



## Geography Grade Descriptors and Marking Criteria

Class	Grade Descriptors for Coursework Essays	Grade	%	Marking criteria	
1st	Deep understanding; near-comprehensive knowledge; significant originality in interpretation or analysis; coherent structure (may show significant innovation in its organisational form); intensive, detailed and critical use of literature with independent reading beyond reading lists; deep awareness of key debates in the literature; Approaching professional standards of presentation	High 1st	100	An exemplary piece of work	
			98 95 92	Outstanding performance in most criteria 1-7	
			88 85 82	Evidence of excellence in most criteria 1-7	
1st	Deep understanding; detailed knowledge; coherent structure (may show some innovation in organisational form); in-depth reading (with <i>either</i> independent reading beyond reading lists <i>or</i> intensive, detailed and critical reading of suggested material); Clear awareness of most key debates in the literature; excellently presented; referencing and bibliography of near-exemplary standard; incisive and fluent style, excellent spelling and grammar; high levels of ability in the analysis of quantitative or qualitative information (where appropriate).	Mid 1st	78 75 72	Sufficient evidence of excellence in criteria, 1-4	
			78 75 72	Sufficient evidence of excellence in criteria, 1-4	
2:1	Clear understanding; wide-ranging knowledge; direct focus on question; evidence of critical thought in the analysis of literature; in-depth reading; clear awareness of some key debates in the literature; detailed referencing; properly formatted bibliography; coherent structure; well-presented; figures/tables (if presented) are relevant to the topic and may strengthen the arguments made in the essay; fluent style; good spelling and grammar; generally effective analysis of quantitative or qualitative information (where appropriate).	High 2.1	68	A good performance in most criteria 1-7	
			Mid 2.1	65	A good performance in some criteria, particularly 1-3
			Low 2.1	62	Does sufficiently well in criteria 1-4 to show evidence of clear understanding
2:2	Demonstrates a general understanding and knowledge, with a focus on the question, but is mainly descriptive with insufficient critical insight or depth for a 2:1, likely to draw heavily on lectures or other direct teaching; may be some evidence of reading and referencing but its use is descriptive rather than critical and likely to be focused on case study descriptions with limited awareness of wider debates; adequate structure and presentation; If figures/tables are presented they may not be the most relevant short bibliography for the level; straightforward style; some errors in spelling and grammar; familiarity with correct strategies for analysis of quantitative or qualitative information, but possibly with errors in the process of analysis (where appropriate).	High 2.2	58	A good attempt but insufficient critical analysis (criteria 2-4) for a 2:1.	
			Mid 2.2	55	Usually an adequate performance in most criteria
			Low 2.2	52	May be weaknesses but sufficient evidence in criteria 1-4 for a 2.2

3 <sup>rd</sup>	Some understanding and knowledge of the topic but likely to lack detail and a clear focus on the question; simple structure, usually drawing heavily on lectures or other direct teaching; may show misunderstanding of lecture material. No/very limited reading; little or no/poor referencing/bibliography; significant weaknesses in presentation; Irrelevant figures/tables used; simple style; numerous errors in spelling or grammar; familiarity with correct strategies for analysis of quantitative or qualitative information, but with significant errors in the process of analysis (where appropriate).	High 3 <sup>rd</sup>	48	Likely to be a lack of focus on the question (criteria 1) with insufficient evidence in criteria 2-4 to merit a 2:2.
		Mid 3 <sup>rd</sup>	45	Weak performance in some criteria, in particular 1-4
3 <sup>rd</sup> or Pass	Weak understanding; a lack of focus on the question; sketchy coverage, with some significant errors in factual details; sketchy structure, drawing exclusively on lectures or other direct teaching, but with significant weaknesses; no evidence of reading; poorly presented; little or no referencing; inadequate or absent bibliography; sketchy style; numerous errors in spelling or grammar; bare familiarity with correct strategies for analysis of quantitative or qualitative information, but with substantial errors in the process of analysis (where appropriate).	Low 3 <sup>rd</sup>	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass.
Fail	V limited understanding of the question with limited or no focus, possibly containing sections with no relevance; likely to be no referencing or referencing/evidence of reading. Brief signs of understanding and some basic knowledge but containing serious errors; weak in detail. Limited sense of logical argument; significant errors in spelling/grammar.	Condonable Fail		
			38 35 32	Criteria 1-4 not addressed to a satisfactory level. Some elements of criteria 5-7 may be ok.
	As condonable fail but the lack of focus and poor engagement with course materials indicate that the candidate would benefit from redoing the piece of work. Student may have completely misunderstood the question.	Non-Condonable fail		
			28 25 22	Poor performance in most criteria.
			18 15 12	V poor performance in most criteria. May have inadequate structure; or work is too short
			8 5 2	May be largely irrelevant to the question, show minimal effort or be an incomplete piece of work
Work is unacceptable for the level. May be some vague knowledge of subject but likely to be irrelevant or confused. The examiner will have to search for material that is relevant to the question. Work may be unacceptably short. Usually poorly written and badly presented.		0	No work submitted within 24 hours of the deadline	

### Marking criteria for Coursework Essays

1. Focus on the question/assignment
2. Level of critical understanding
3. Extent to which arguments are supported by in-depth reading
4. Evidence of independent thought in argument or analysis
5. Appropriate bibliography and referencing style
6. Effective communication
7. Presentation of work

Class	Grade Descriptors for Dissertations	Grade	%	Marking criteria
1st	Deep understanding of subject area; significant originality in the construction of its main research aims and questions; substantial original fieldwork or other independent research; excellent use of appropriate data-gathering and analytical techniques ; incisive critical analysis of results and excellent, logical development of argument; clear and concise conclusions presented; critical commentary on research design and methodology; coherent structure; in-depth reading; professionally presented, with referencing and bibliography of exemplary standard; incisive and fluent style. <b>A high first class dissertation should approach professional standards of research.</b>	High 1st	100	An exemplary piece of independent research; may be publishable as a journal paper with further editing and revision
			98 95 92	Outstanding performance in all criteria 1-7, approaching professional standards of research
		Mid 1st	88 85 82	Evidence of excellence in most criteria 1-7
2:1	Clear understanding of subject area; clear statement of research aims and questions; significant original fieldwork/other independent research; good use of appropriate data-gathering and analytical techniques; commentary on research design and methodology; effective analysis of results; logical arguments developed; appropriate conclusions clearly stated; coherent structure; in-depth reading; well-presented, with referencing & properly formatted bibliography; good spelling & grammar and written style	High 2.1	78 75 72	Sufficient evidence of excellence in criteria 1-4
			68	A good performance in most criteria 1-7
			65	A good performance in some criteria, in particular 1-4
2:2	Demonstrates a general understanding of subject area. Dissertation is mainly descriptive, with insufficient critical analysis of the results, wider literature and/or research methods to merit a 2:1. Simple statement of research aims and questions; adequate original fieldwork/other independent research. Greater logical development of argument needed; familiarity with appropriate techniques (but some errors in application); basic account of methods; appropriate conclusions stated though may miss some aspects of the wider context; adequate structure, but may be weaknesses in linking aims, methodology and analysis; some evidence of reading; adequately presented; usually some referencing & short bibliography; straightforward style; some errors in spelling or grammar.	High 2.2	62	Shows sufficient quality in criteria 1-4 to merit a 2:1
			58	A good attempt but insufficient critical analysis (criteria 3-4) for a 2:1.
			55	Usually an adequate performance in most criteria
3rd	Some understanding of subject area; confused or vague research aims or questions; limited original fieldwork or other independent research; very general familiarity with appropriate	High 3rd	52	Despite weaknesses, shows sufficient evidence for a 2:2 standard within criteria 1-4.
			48	Generally a weak dissertation but may show glimpses of something better within criteria 1-4.

	techniques (significant errors in application); basic analysis of results; simple account of methods; methods unlikely to achieve stated aims; poor development of arguments; inappropriate conclusions and/or poorly expressed conclusions; limited evidence of reading; significant weaknesses in presentation; little or no referencing and an inadequate or absent bibliography; simple style; numerous errors in spelling and grammar.	Mid 3 <sup>rd</sup>	45	Weak performance in some criteria, in particular 1-4
3 <sup>rd</sup> or Pass	Limited understanding of subject area; confused or vague research aims or questions; very limited original fieldwork or other independent research but deemed to be sufficient for a pass; bare familiarity with appropriate techniques (substantial errors in application); vague or confused discussion of methods; limited analysis of results; limited development of argument; weak conclusions; sketchy structure; very little evidence of reading; poorly presented; little or no referencing and an inadequate or absent bibliography; sketchy style; numerous errors in spelling or grammar.	Low 3 <sup>rd</sup>	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass.
Fail	Very limited understanding of the subject area; research aims unclear; findings may be insignificant for the level of an undergraduate dissertation; insufficient evidence of original fieldwork or other independent research to merit a pass; serious confusion over techniques and/or analysis of results; limited sense of logical argument; inadequate discussion of methods; likely to be insufficient use of the wider literature; confused conclusions; very poor referencing; weak structure; poor or inadequate presentation; significant errors in spelling or grammar;	Condonable Fail		
			38 35 32	Criteria 2-3 not addressed to a satisfactory level for an undergraduate dissertation
		Non-Condonable Fail		
			28 25 22	Criteria 1-4 not addressed to a satisfactory level for an undergraduate dissertation
			18 15 12	V poor performance in all criteria. Likely to be no original data presented
	Work is extremely poor for an undergraduate dissertation. May be some vague knowledge of subject but likely to be irrelevant or confused. No evidence of original fieldwork or other independent research; no appropriate analysis; work may be unacceptably short; likely to be poorly written and badly presented, with an inappropriate structure for a dissertation; examiner has to search for relevant material.	F-	8 5 2	Likely to be an incomplete piece of work.
			0	Dissertation submitted more than 24 hours late

### Marking criteria for Dissertations

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

Class	Grade Descriptors for Fieldwork and Laboratory Reports	Grade	%	Marking criteria
1st	Clear, well-structured and achievable aims; near comprehensive awareness of relevant research agenda; well detailed field context, wide literature base and contextualisation of the study within the wider themes and debates identified in literature; excellent research design (where appropriate), combined with critical approach to methodological issues; sufficient data to allow detailed analysis and achievement of aims; thorough discussion with results properly contextualised in the light of literature; limitations and suggestions for improvement of methodology or research questions; excellent structure, incisive and fluent style, clear, informative graphics which clearly enhance the interpretation of research questions and achievement of project aims.	High 1 <sup>st</sup>	100	Approaching professional standards of research reports.
			98 95 92	Outstanding performance in all criteria 1-7
		Mid 1 <sup>st</sup>	88 85 82	Evidence of excellence in most criteria 1-7
2:1	Clear, well-structured and achievable aims; awareness of relevant research agenda; clear field context, wide literature base and contextualisation of the study within the wider themes and debates identified in literature; excellent research design (where appropriate), combined with critical approach to methodological issues; sufficient data to allow detailed analysis and achievement of aims; detailed discussion with results properly contextualised in the light of literature; limitations and suggestions for improvement of methodology or research questions; excellent structure, incisive and fluent style, clear, informative graphics which clearly enhance the interpretation of research questions and achievement of project aims.	Low 1st	78 75 72	Sufficient evidence of excellence in some criteria, 1-4
			B+	68
		B	65	A good performance in some criteria, in particular 1-4
		B-	62	Does sufficiently well in criteria 1-4 to show evidence of clear understanding

2:2	Clear aims with reasonable scope, but could be better structured; reasonable awareness of literature on the topic and clear field context; may lack clarity on relevant debate in the literature; adequate research design/choice of topic (where appropriate); adequate methodology for the aims of the project, but limited or inappropriate sampling strategy; data quantity allows descriptive approach but sample sufficient only for limited inference; data/materials have reasonable descriptive and interpretative value; clear attempt to describe, order and classify materials using a limited number of methods; clear descriptive content relating back to research questions to some extent; limited critical appraisal of project results and methodologies; reasonable progression of ideas and logical organisation; appropriate conclusions but may not sufficiently link to wider debates some errors in spelling, grammar or written style; relevant illustrations, maps and diagrams (where appropriate) cover essentials but could be clearer.	C+	58	A good attempt but insufficient critical analysis (criteria 2-4) for a 2:1.
		C	55	Usually an adequate performance in most criteria
		C-	52	May be weaknesses but sufficient evidence in criteria 1-4 for a 2.2
3rd	Aims unclear and/or address a trivial research question; limited field context for study and limited literature review with relevant debates not discussed; poor research design/choice of topic (where appropriate), methodology allows only partial achievement of project aims; limited data quantity, allowing description only; data/materials have limited descriptive and/or analytical value; limited use of relevant methods, but some attempt to order/classify data; some useful descriptive material, but little attempt to interpret results; some attempt to summarise main findings but limited critical appraisal; weak conclusions with no consideration of wider debates; numerous errors in spelling, grammar or written style; illustrations are basic but aid understanding of the results/findings	D+	48	Generally a weak report but may show glimpses of something better within criteria 1-4.
		D	45	Weak performance in some criteria, in particular 1-4
3 <sup>rd</sup> or Pass		D-	42	Likely to be weak in all criteria there is sufficient material for the work to merit a pass
Fail	No statement of aims or they are unachievable; poor justification of aims and no literature base; no clear methodology or sampling scheme; inadequate sample size to allow achievement of project aims; data/materials inadequate for reasonable analysis/interpretation in terms of research question; basic description only, with no analytical content; no attempt to interpret data and evaluate against research questions; no conclusions, or perfunctory; some attempt to summarise the project but no critical content; poor structure and organisation, significant errors in spelling, grammar or written style; few or no illustrations, maps or diagrams (where appropriate), uninformative or irrelevant, poor captions	Condonable Fail		
			38 35 32	Criteria 2-3 not addressed to a satisfactory level for an undergraduate field or lab report
		Non-Condonable Fail		
			28 25 22	Criteria 1-4 not addressed to a satisfactory level for an undergraduate field or lab report
			18 15 12	V poor performance in all criteria. Likely to be no data presented
			8 5 2	Likely to be an incomplete piece of work.
	0	Report submitted more than 24 hours late		
	Work is unacceptable for an undergraduate field or laboratory report. May demonstrate some vague knowledge of subject but likely to be irrelevant, confused, or simplistic. No appropriate data analysis; work may be unacceptably short; likely to be poorly written and badly presented, with an inappropriate structure for a field or laboratory report.			

#### Marking criteria for fieldwork and laboratory reports

1. Clarity of aims and research questions
2. Clarity and appropriateness of methodology
3. Quantity and quality of data
4. Analysis and engagement with the wider literature on the topic
5. Structure and presentation of work
6. Appropriate bibliography and referencing style
7. Effective communication.



Class	Grade Descriptors for Oral Presentations	Grade	%	Marking criteria	
1st	Original and thought-provoking presentation, identifying subtleties in details of the assignment; clear and original structure of content and conclusions; ideas linked coherently and conducted with confidence; evidence of comprehensive research and original thought in evaluations; deep awareness of key debates in the literature; pitch of voice and audio-visual aids used to near-professional standard; appropriately paced and on time; eye contact and body language used to full effect; gauged the needs of the audience and encouraged appropriate involvement and questioning, answering with authority and/or originality	High 1 <sup>st</sup>	100	Approaching professional standards of presentation	
			98 95 92	Outstanding performance in most criteria 1-7	
		Mid 1st	88 85 82	Evidence of excellence in most criteria 1-7	
2:1	Presentation explicitly addresses the topic, identifying subtleties in assignment details; evidence of original thought with respect to structure, content or conclusions; clear and appropriate presentation of ideas coherently linked; clear awareness of key debates in the literature; explicit, well-structured and relevant analysis; consultation and evaluation of a broad range of relevant sources; clearly audible presentation, audio-visual aids used to a very high standard; appropriately paced and on time; eye contact and body language used to engage audience; gauged audience needs and encouraged involvement and questioning, answering with knowledge and understanding	Low 1st	78 75 72	Sufficient evidence of excellence in criteria 1-5	
			High 2.1	68	A good performance in most criteria 1-7
			Mid 2.1	65	A good performance in some criteria 1-5
2:2	Addressed the set topic; structure evident, though could be improved; evidence of coherent links between most ideas but largely descriptive with lack of critical insight; limited awareness of wider debates in the literature; commencement and conclusion could have been more appropriate; evidence that some relevant sources consulted, and could have been	Low 2.1	62	Does sufficiently well in criteria 1-5 to demonstrate a 2:1 level	
		High 2.2	58	A good attempt but insufficient critical analysis (criteria 2-4) for a 2:1.	
		Mid 2.2	55	Usually an adequate performance in most criteria	

	evaluated more effectively; audible for all the presentation, and audio-visual aids were used, although some lack of planning; pace not always appropriate and ran over/under time; more use of eye contact and body language could have been made; audience needs not well gauged, and limited encouragement to participate/question, answering with basic understanding	Low 2.2	52	May be weaknesses but sufficient evidence in criteria 1-5 for a 2.2
3 <sup>rd</sup>	Partially addressed the set topic; some evidence of an appropriate structure, but presentation partially rambling or unfocused; ideas could have been linked more coherently; commenced and concluded with some hesitation or confusion; included little or no analysis; few relevant sources consulted and little evaluation made; presenter slightly inaudible, and audio-visual aids not very effective; presentation ran over/under time; presentation paced too fast or too slow to be completely effective; little use of eye contact and body language; audience needs not taken into account in design of the presentation; no attempt made to encourage appropriate audience involvement and questioning, and some weaknesses in basic understanding indicated in answers	High 3 <sup>rd</sup>	48	Generally a weak presentation; may show glimpses of something better but insufficient for a 2:2
		Mid 3 <sup>rd</sup>	45	Weak performance in some criteria, in particular 1-4
3 <sup>rd</sup> or Pass		Low 3 <sup>rd</sup>	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass
Fail	Largely failed to address the set topic; rambling or unfocused; commenced and concluded with hesitation or confusion; included little or no analysis; few relevant resources consulted, and little valuation made of them; partially inaudible; equipment used ineffectively; presentation ran severely over/under time; presentation paced too fast or too slow to be completely effective; did not make engaging use of eye contact or body language; no attempt to gauge audience needs in design of the presentation; no attempt to encourage audience participation and questioning, and answers largely erroneous or had little or no relevance to the topic	Condonable Fail		
			38 35 32	Criteria 1-4 not addressed to a satisfactory level to pass. Some elements of criteria 5-7 may be ok.
		Non-Condonable Fail		
			28 25 22	Poor performance in all criteria.
Fail	Presentation failed to address topic; very rambling and unfocused; commenced and concluded with hesitation or confusion; included no analysis; no resources consulted; presenter was fully or partially inaudible; equipment and/or audio-visual aids were not used, presentation severely over/under time; insufficient content for an oral presentation at this level; paced too fast or too slow to be completely effective; presenter did not engage eye contact or body language; audience needs not taken into account in designing presentation; no attempt made to encourage appropriate audience involvement and questioning, and unable or unwilling to answer question		18 15 12	V poor performance in all criteria; shows minimal effort
			8 5 2	May completely fail to address the topic and/or is an incomplete presentation
			0	Did not present

### Marking criteria for oral presentations

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

Class	Grade Descriptors for Poster Presentations	Grade	%	Marking criteria	
1st	Aim of poster very apparent from immediate impressions; excellent summary of main ideas demonstrating deep awareness of key debates; significant evidence of in-depth reading, with well synthesised supporting information; text excellently presented, quantity and font size extremely effective; clear, relevant illustrations that enhance purpose and interest of poster; fluent style; innovative poster design, allows rapid communication of message; very neat and presentable; good source of further information and excellently presented bibliography.	High 1 <sup>st</sup>	100	Approaching professional standards for a poster presentation.	
			98 95 92	Outstanding performance in most criteria 1-7	
			88 85 82	Evidence of excellence in most criteria 1-7	
2:1	Aim of poster clearly apparent; clear summary of main ideas demonstrating detailed awareness of key debates; evidence of in-depth reading, with well synthesised supporting information; text excellently presented, quantity and font size extremely effective; clear, relevant illustrations that enhance purpose and interest of poster; fluent style; excellent poster design, allows clear communication of message; very neat and presentable; good source of further information and excellently presented bibliography.	Low 1 <sup>st</sup>	78 75 72	Sufficient evidence of excellence in criteria 1-4	
			High 2.1	68	A good performance in most criteria 1-7
			Mid 2.1	65	A good performance in some criteria 1-7, in particular criteria 1-2
2:2	Aim of poster clear, main ideas appropriate to topic, and presented correctly; some evidence of reading but likely to be focused on case study descriptions with limited awareness of wider debates, with general supporting information given; text adequately presented, quantity and font size appropriate; some illustrations that add to purpose of poster; some errors in spelling and grammar; simple style; good poster design, allows communication of message; neat and presentable; some further information and adequate bibliography	Low 2.1	62	Does sufficiently well in criteria 1-3 to demonstrate a 2:1 level	
			High 2.2	58	A good attempt but insufficient critical analysis (criteria 2-3) for a 2:1.
			Mid 2.2	55	Usually an adequate performance in most criteria
3 <sup>rd</sup> or Pass	Title given, but unclear what the poster is about; main ideas appropriate to topic; little evidence of reading, little supporting information given; text reasonably presented, quantity and font size adequate; few illustrations, some appropriate; numerous errors in spelling, grammar or written style; reasonable poster design, allows communication of message; basically presentable; little further information and inadequate bibliography	Low 2.2	52	May be weaknesses but sufficient evidence in criteria 1-4 for a 2.2	
			High 3 <sup>rd</sup>	48	Generally a weak poster; may show glimpses of something better but insufficient for a 2:2
			Mid 3 <sup>rd</sup>	45	Weak performance in some criteria, in particular 1-4
		Low 3 <sup>rd</sup>	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass	

Fail	Main ideas inappropriate to topic with evidence of error and confusion; no evidence of reading, little supporting information given; text may be ineffective, too small, unclear; few or no illustrations, uninformative or irrelevant; significant errors in spelling or grammar; sketchy style; poor poster design, hinders communication of message; untidy, messy; no bibliography or further information included	Condonable Fail	
		38 35 32	Criteria 1-3 not addressed to a satisfactory level to pass
		Non-Condonable Fail	
	May lack title; main ideas inappropriate to topic; error and confusion throughout; no supporting information given; text ineffective, too small, unclear; few or no illustrations, uninformative or irrelevant; significant errors in spelling, grammar or written style; poor poster design, hinders communication of message; untidy, messy; no bibliography or further information included	28 25 22	Poor performance in most criteria.
		18 15 12	V poor performance in most criteria; or insufficient work shown for this level; shows minimal effort
		8 5 2	May completely fail to address the topic, and/or is clearly an incomplete poster
0		Submitted 24 hours after deadline	

### Marking criteria for poster presentations

1. Focus on the assignment
2. Level of critical understanding
3. Evidence of in-depth reading
4. Aim of poster clear from first impressions
5. Design and layout of poster
6. Use of illustrative material enhances poster
7. Clarity and succinctness of text

Class	Grade Descriptors for Take-home Examination Essays	Grade	%	Marking criteria
1st	Deep understanding; near-comprehensive knowledge of relevant debates; significant originality and independent thought in interpretation or analysis; coherent structure (may show significant innovation in its organisational form); intensive, detailed and critical use of literature with independent reading beyond reading lists;; referencing of exemplary standard; incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar; high levels of ability in analysis of information (where appropriate).	High 1 <sup>st</sup>	100	As good as could be expected under examination conditions
			98 95 92	Outstanding performance in most criteria 1-6
		Mid 1 <sup>st</sup>	88 85 82	Evidence of excellence in most criteria 1-6
	Sufficient evidence for deep understanding; detailed knowledge of relevant debates; evidence of originality and independent thought in interpretation or analysis; coherent structure; in-depth reading (with <i>either</i> independent reading beyond reading lists <i>or</i> intensive, detailed and critical reading of suggested material); referencing of a high standard; incisive and fluent style, high levels of ability in the analysis of quantitative or qualitative information (where appropriate).	Low 1st	78 75 72	Sufficient evidence of excellence in criteria 1-4
2:1	Clear understanding; wide-ranging knowledge of relevant debates; direct focus on question; sufficient evidence of independent and critical thought; coherent structure; in-depth reading; detailed referencing; fluent style; good spelling and grammar; generally effective analysis of quantitative or qualitative information (where appropriate).	High 2.1	68	A good performance in most criteria 1-6
		Mid 2.1	65	A good performance in some criteria, particularly 1-3
		Low 2.1	62	Does sufficiently well in criteria 1-4 to show evidence of clear understanding
2:2	Demonstrates a general understanding and knowledge, with a focus on the question, but is mainly descriptive with insufficient critical insight for a 2:1; may draw heavily on lectures or other direct teaching; may be some reading and referencing but its use is descriptive rather than critical and is likely to be focused on case study descriptions with limited awareness of wider debates; adequate structure; straightforward style; some errors in spelling, grammar or written style; familiarity with correct strategies for analysis of quantitative or qualitative information, but possibly with errors in the process of analysis (where appropriate).	High 2.2	58	A good attempt but insufficient critical analysis (criteria 2-4) for a 2:1
		Mid 2.2	55	Usually an adequate performance in most criteria
		Low 2.2	52	May be weaknesses but sufficient evidence in criteria 1-4 for a 2.2
3rd	Some understanding and knowledge of the topic but likely to lack detail and a clear focus on the question; simple structure, usually drawing exclusively on lectures or other direct teaching; may show some misunderstanding of lecture material; no or very limited evidence of reading; little or no referencing; simple style; numerous errors in spelling or grammar; familiarity with correct strategies for analysis of quantitative or qualitative information, but with significant errors in the process of analysis (where appropriate).	High 3 <sup>rd</sup>	48	Likely to be a lack of focus on the question (criteria 1) with insufficient evidence in criteria 2-4 to merit a 2:2
		Mid 3 <sup>rd</sup>	45	Weak performance in some criteria, in particular 1-4

3 <sup>rd</sup> or Pass	Limited understanding; a lack of focus on the question; sketchy coverage, with some significant errors in factual details; sketchy structure, drawing exclusively on lectures or other direct teaching, but with significant weaknesses; no evidence of reading; little or no referencing; sketchy style; numerous errors in spelling, grammar; bare familiarity with correct strategies for analysis of quantitative or qualitative information, but with substantial errors in the process of analysis (where appropriate).	Low 3rd	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass
Fail	V limited understanding of the question for the level; limited or no focus on the question (there may be sections with no relevance to the question); likely to be no referencing or bibliography (there could be referencing and evidence of reading but the student has completely misunderstood the question); there may be brief signs of understanding and some basic knowledge but likely to contain errors; weak in detail. Limited sense of logical argument. Significant errors in spelling, grammar or written style	Condonable Fail		
			38 35 32	Criteria 1-4 not addressed to a satisfactory level
		Non-Condonable Fail		
			28 25 22	Poor performance in most criteria
			18 15 12	V poor performance in most criteria.
	Work is unacceptable for the level. May be some vague knowledge of subject but likely to be irrelevant or confused. May have inadequate structure; or work is too short for this level The examiner will have to search for material that is relevant to the question. Work may be unacceptably short. Usually poorly written and badly presented.		8 5 2	Answer may be largely irrelevant, show minimal effort or be incomplete
			0	Exam not sat

### Marking criteria

1. Focus on the question
2. Level of critical understanding
3. Extent to which arguments are supported by in-depth reading
4. Evidence of independent thought in argument or analysis
5. Effective communication
6. Appropriate bibliography and referencing style

Class	Grade Descriptors for Dissertation Proposals	Grade	%	Marking criteria	
1st	<p>Deep understanding of proposed subject area; significant originality in the construction of its main research aims and questions; detailed justification of fieldwork or other independent research; excellent justification of appropriate data-gathering and analytical techniques; in-depth preparatory reading; exemplary use of figures, tables and maps (where appropriate) professionally presented, with referencing and bibliography of exemplary standard; incisive and fluent style;</p> <p><b>A high first class dissertation proposal should approach professional standards of research.</b></p>	High 1st	100	An exemplary piece of research planning; close to professional grant application standards	
			98 95 92	Outstanding performance in all criteria 1-7, approaching professional standards of research	
		Mid 1st	88 85 82	Evidence of excellence in most criteria 1-7	
2:1	<p>Sufficient evidence for deep understanding of proposed subject area with detailed research aims/ questions; sufficiently detailed justification of original fieldwork or other independent research with thoughtful use of appropriate data-gathering and analytical techniques; in-depth reading; excellently presented, with referencing and bibliography of a high standard; figures, tables and maps (where appropriate) clearly set the context for the research proposal; incisive and fluent style;</p>	Low First	78 75 72	Sufficient evidence of excellence in criteria 1-4	
			High 2.1	68	A good performance in most criteria 1-7
			Mid 2.1	65	A good performance in some criteria, in particular 1-4
2:2	<p>Clear understanding of proposed subject area; clear statement of research aims and questions; clear justification of fieldwork or other independent research; good use of appropriate data-gathering and analytical techniques; in-depth reading; figures, tables and maps (where appropriate) add to the proposal; well-presented, with referencing in acceptable style &amp; properly formatted bibliography; good spelling &amp; grammar and written style</p>	<p>Demonstrates a general understanding of proposed subject area but is mainly descriptive, with insufficient critical analysis. Simple statement of research aims and questions; adequate justification of original fieldwork or other independent research; some evidence of reading; adequate figures, tables and maps (where appropriate) chosen; adequately presented; usually some referencing &amp; short bibliography; straightforward style; some errors in spelling or grammar.</p>	Low 2.1	62	Shows sufficient quality in criteria 1-4 to merit a 2:1
			High 2.2	58	A good attempt but insufficient critical analysis (criteria 3-4) for a 2:1.
			Mid 2.2	55	Usually an adequate performance in most criteria
3rd	<p>Some understanding of proposed subject area; confused or vague research aims or questions; limited justification of fieldwork or other independent research; limited evidence of reading; significant weaknesses in presentation; little or no referencing and an inadequate or absent bibliography; limited use of figures, tables and maps (where appropriate); simple style; numerous errors in spelling and grammar.</p>	<p>Despite weaknesses, shows sufficient evidence for a 2:2 standard within criteria 1-4.</p>	Low 2.2	52	
			High 3rd	48	Generally a weak dissertation but may show glimpses of something better within criteria 1-4.
		Mid 3rd	45	Weak performance in some criteria, in particular 1-4	

3 <sup>rd</sup> or Pass	Limited understanding of proposed subject area; confused or vague research aims or questions; very limited justification of fieldwork or other independent research but deemed to be sufficient for a pass; very little reading; poorly presented; little or no referencing and an inadequate or absent bibliography; sketchy style; numerous errors in spelling or grammar. Unlikely to lead to a good dissertation.	Mid 3rd	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass.
Fail	Very limited understanding of proposed subject area; research aims or questions unclear; likely to be insufficient use of the wider literature; very poor referencing; weak structure; poor or inadequate presentation; significant errors in spelling or grammar; Unlikely to lead to a successful dissertation	Condonable Fail		
			38 35 32	Criteria 2-3 not addressed to a satisfactory level for an undergraduate dissertation
	As condonable fail but quality considered too poor to allow a student to potentially pass the piece of work. Needs to be redone to aid dissertation production.	Non-Condonable Fail		
			28 25 22	Criteria 1-4 not addressed to a satisfactory level for an undergraduate dissertation
	Work is extremely poor for an undergraduate dissertation. May be some vague knowledge of subject but likely to be irrelevant or confused. No evidence of appropriate justification for fieldwork or other independent research; likely to be poorly written and badly presented, with an inappropriate structure for a dissertation proposal; examiner has to search for relevant material. Will not lead to a successful dissertation		18 15 12	V poor performance in all criteria.
			8 5 2	Likely to be an incomplete piece of work.
		0	No work submitted within 24 hours of the deadline	

### Marking criteria for dissertation proposals

1. Clear research design: clear research aims; appropriate methodology
2. Justification original fieldwork or other independent research
3. Use of appropriate analytical methods
4. Analysis and engagement with the wider literature on the topic
5. Structure and presentation of work
6. Appropriate bibliography and referencing style
7. Effective communication



Class	Grade Descriptors for Policy Briefings	Grade	%	Marking criteria	
1st	Deep understanding; near-comprehensive knowledge; significant originality in interpretation or analysis. Intensive, detailed and critical use of literature and data with independent reading beyond reading lists. Deep awareness of all key debates in the literature and policy context. High levels of ability in effective communication with excellent use of language, structure and design; incisive and fluent style. Excellently presented (may show significant innovation in presentation); excellent choice of figures/tables that clearly strengthen the communication of the briefing. Referencing and bibliography usually of exemplary standard.	High 1 <sup>st</sup>	100	An exemplary piece of work	
			98 95 92	Outstanding performance in most criteria 1-7	
			88 85 82	Evidence of excellence in most criteria 1-7	
2:1	Deep understanding; detailed knowledge. In-depth reading (with <i>either</i> independent reading beyond reading lists <i>or</i> intensive, detailed and critical reading of suggested material). Clear awareness of most key debates in the topic and policy context. High levels of ability in effective communication with good use of language, structure and design; incisive and fluent style. Excellently presented (may show some innovation in presentation); good choice of figures/tables that strengthen the communication of the briefing. Referencing and bibliography of near-exemplary standard.	Low 1 <sup>st</sup>	78 75 72	Sufficient evidence of excellence in criteria 1-5	
			High 2.1	68	A good performance in most criteria 1-7
			Mid 2.1	65	A good performance in some criteria, particularly 1-4
2:2	Clear understanding; wide-ranging knowledge; direct focus on assignment. In-depth reading; evidence of critical thought in the analysis of literature and data. Clear awareness of some key debates in the literature and policy context. Generally effective communication with effective use of language, structure and design; fluent style. Well-presented; figures/tables are relevant to the topic and strengthen the communication of the briefing; good spelling and grammar. Detailed referencing; properly formatted bibliography.	Low 2.1	62	Does sufficiently well in criteria 1-5 to show evidence of clear understanding	
			High 2.2	58	A good attempt but insufficient performance in criteria 2-5 for a 2:1.
			Mid 2.2	55	Usually an adequate performance in most criteria
2:2	Demonstrates a general understanding and knowledge, with a focus on the assignment, but is mainly descriptive with insufficient critical insight or depth for a 2:1. May be some reading and referencing but likely to draw heavily on lectures or other direct teaching. Limited awareness of wider debates and policy context. Familiarity with correct strategies for effective communication but possibly with errors in the use of language, structure and design; straightforward style. Adequate presentation; figures/tables are not the most relevant; some errors in spelling and grammar. Short bibliography for the level.	Low 2.2	52	May be weaknesses but sufficient evidence in criteria 1-5 for a 2.2	

3 <sup>rd</sup>	Some understanding and knowledge of the topic but likely to lack detail and clear focus on the assignment; may show misunderstanding of lecture material. No or very limited evidence of reading, usually drawing exclusively on lectures or other direct teaching. Limited awareness of wider debates and policy context. Familiarity with correct strategies for effective communication but poorly executed with significant errors in the use of language, structure and design of briefing; simple style. Significant weaknesses in presentation; irrelevant figures/tables used; numerous errors in spelling or grammar. Little or no referencing; inadequate or absent bibliography.	High 3 <sup>rd</sup>	48	Likely to be a lack of focus on the question (criterion 1) with insufficient evidence in criteria 2-5 to merit a 2:2.
		Mid 3 <sup>rd</sup>	45	Weak performance in some criteria, in particular 1-4
3 <sup>rd</sup> or Pass	Weak understanding; lack of focus on the assignment; sketchy coverage, with some significant errors in factual details. No evidence of reading, drawing exclusively on lectures or other direct teaching, but with significant weaknesses. Lack of awareness of wider debates and policy context. Bare familiarity with correct strategies for effective communication, with substantial errors in use of language, structure and design of briefing; sketchy style. Poorly presented; numerous errors in spelling or grammar. Little or no referencing; inadequate or absent bibliography.	Low 3 <sup>rd</sup>	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass.
Fail	V limited understanding of the topic; limited or no focus on the assignment (may be sections with no relevance). Brief signs of understanding and some basic knowledge but likely to contain serious errors and lack of awareness of wider policy context. There could be referencing and evidence of reading but the student has completely misunderstood the assignment. Ineffective communication, inappropriate use of language, structure or design of briefing. Poorly presented; significant errors in spelling or grammar.	Condonable Fail		
			38 35 32	Criteria 1-4 not addressed to a satisfactory level. Elements of criteria 5-7 may be ok
		Non-Condonable Fail		
			28 25 22	Poor performance in most criteria.
			18 15 12	V poor performance in most criteria. May have inadequate structure; or work is too short
			8 5 2	May be largely irrelevant to the question, show minimal effort or be an incomplete piece of work
	0	No work submitted within 24 hours of the deadline		
	Work is unacceptable for the level. May be some vague knowledge of subject and policy context but likely to be irrelevant or confused. The examiner will have to search for material that is relevant to the assignment. Work may be unacceptably short. Usually poorly written and badly presented.			

### Marking criteria for policy briefs

1. Focus on the assignment
2. Level of critical understanding of the topic
3. Effective communication including clarity, succinctness & appropriateness of language
4. Extent to which information is supported by understanding of the illustrative data
5. Awareness of wider debates and the policy context
6. Effective presentation and design of briefing
7. Appropriate referencing and bibliography style.

Class	Grade Descriptors for Blog Assessment	Grade	%	Marking criteria	
1st	Deep understanding of the task and topic; near-comprehensive knowledge; significant originality in interpretation or analysis; intensive, detailed and critical use of literature and/or appropriate sources with independent reading beyond reading lists; excellent use of language, structure and design; written with an incisive and fluent style; visual presentation of a professional standard; excellent and inventive use of limited space to communicate complex ideas; sophisticated understanding of audience and purpose; excellent choice of images/videos/figures that enhance communication, referencing and bibliography appropriate to the task (e.g. use of hyperlinks in text) and of an exemplary standard.	High 1 <sup>st</sup>	100	An exemplary piece of work	
			98 95 92	Outstanding performance in most criteria 1-7	
		Mid 1 <sup>st</sup>	88 85 82	Evidence of excellence in most criteria 1-7	
2:1	Deep understanding of the task and topic; comprehensive knowledge; originality in interpretation or analysis; detailed and critical use of literature and/or appropriate sources with independent reading beyond reading lists; excellent use of language, structure and design; written with an incisive and fluent style; visual presentation of a near professional standard; excellent use of limited space to communicate complex ideas; thorough understanding of audience and purpose; excellent choice of images/videos/figures that enhance communication, referencing and bibliography appropriate to the task (e.g. use of hyperlinks in text) and of an near exemplary standard.	Low 1 <sup>st</sup>	78 75 72	Sufficient evidence of excellence in criteria 1-5	
			High 2.1	68	A good performance in most criteria 1-7
			Mid 2.1	65	A good performance in some criteria, particularly 1-4
2:2	Demonstrates a general understanding and knowledge of the task and topic; limited evidence of reading and the writing is largely descriptive with insufficient critical analysis for a 2:1; limited awareness of wider debates; some errors in language, structure and design; some thought has been paid to visual presentation, some understanding of how to use limited space	Low 2.1	62	Does sufficiently well in criteria 1-5 to show evidence of clear understanding	
		High 2.2	58	A good attempt but insufficient performance in criteria 2-5 for a 2:1.	
		Mid 2.2	55	Usually an adequate performance in most criteria	

	and words to communicate complex ideas; some understanding of audience and purpose but may not be clear; some thought to images but may not aid communication of post, some errors in spelling and grammar, bibliography and referencing for the level.	Low 2.2	52	May be weaknesses but sufficient evidence in criteria 1-5 for a 2.2
3rd	Some understanding and knowledge but lacks a clear focus and understanding of the task; may show misunderstanding of lecture and/or source material; limited evidence of reading and awareness of key debates; may rely heavily on lecture material; may show awareness of conventions of a blog but errors in language, structure, and design; limited thought paid to visual presentation, very little understanding of how to use limited space and words to communicate complex ideas, limited understanding of audience and purpose; errors in spelling and grammar; little or no referencing, inadequate or absent bibliography.	High 3 <sup>rd</sup>	48	Likely to be a lack of focus on the question (criterion 1) with insufficient evidence in criteria 2-5 to merit a 2:2.
		Mid 3 <sup>rd</sup>	45	Weak performance in some criteria, in particular 1-4
	Weak knowledge and understanding of the topic and task; errors in detail; relies solely on lecture material or other direct teaching; lack of awareness of wider debates; very little engagement with appropriate language, structure, and design, errors throughout; poorly presented; limited thought paid to visual presentation, very little understanding of how to use limited space and words to communicate complex ideas, very limited understanding of audience and purpose; little/no thought to use of visuals to aid communication; significant errors in spelling and grammar; little or no referencing, inadequate or absent bibliography.	Low 3rd	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass.
Fail	V limited understanding of the topic and task with a lack of focus; there may be brief signs of knowledge but likely to contain significant errors; no engagement with reading or some evidence but sources misunderstood; poor use of language, poorly structured and presented; Little –no understanding of how to use limited space and words, little-no understanding of audience and purpose; significant errors in spelling and grammar; little or no referencing, inadequate or absent bibliography.	Condonable Fail		
			38 35 32	Criteria 1-4 not addressed to a satisfactory level. Elements of criteria 5-7 may be ok
		Non-Condonable Fail		
			28 25 22	Poor performance in most criteria.
			18 15 12	V poor performance in most criteria. May have inadequate structure; or work is too short
			8 5 2	May be largely irrelevant to the question, show minimal effort or be an incomplete piece of work
		0	No work submitted within 24 hours of the deadline	

### Marking criteria for Blogs

1. Focus on the assignment
2. Level of critical understanding of the topics discussed
3. Effective communication including clarity, succinctness, and appropriate language
4. Extent to which the posts are supported by wider academic literature and/or appropriate sources
5. Awareness of wider debates and contexts (both in academic scholarship and beyond)
6. Effective presentation and design of blog & posts
7. Appropriate referencing and bibliography style.

## Psychology Coursework Marking Criteria

Degree class (marking scale)	Writing and presentation	Answering the question	Knowledge and evidence	Evaluation and critique
<b>1<sup>st</sup></b> (72,75,78,82,85, 88,92,95,98)	Very good writing style and structure, with accurate referencing and the assignment adheres to APA style.	A very good answer that explicitly addresses the question (or learning outcomes) throughout the assignment.	Clear evidence of relevant wider reading and shows full understanding of key issues/concepts/ methods. Use of evidence shows originality of thought.	Arguments are clearly constructed and well justified, with strong evidence of analytical skill and/or problem solving.
<b>2.1</b> (62, 65, 68)	Good writing style and structure, with referencing and APA style only having minor errors.	A good answer that addresses the question (or learning outcomes) throughout the assignment.	Evidence of wider reading and good understanding of key issues/concepts/ methods. Some originality of thought shown.	Arguments are well constructed and logical, with good evidence of analytical skill and/or problem solving.
<b>2.2</b> (52, 55, 58)	Adequate writing style and structure, with some errors in referencing and APA style.	An answer that addresses the question (or learning outcomes), but with some irrelevant/omitted/ poorly expressed material.	Evidence for limited and/or tangential wider reading, with a satisfactory understanding of key issues/concepts/methods. Limited originality of thought.	Arguments are mainly well constructed and logical, with some evidence of analytical skill and/or problem solving.
<b>3<sup>rd</sup></b> (42, 45, 48)	Weak writing style and structure, with frequent errors in referencing and APA style.	An answer that partially addresses the question (or learning outcomes), but with significant sections being irrelevant/omitted/poorly expressed.	Little evidence of relevant wider reading, with some flaws in understanding of key issues/concepts/methods. Little originality of thought.	Arguments are poorly constructed, and evidence of analytical skill and/or problem solving is weak, with unsupported assertions.
<b>Fail</b> (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)	Poor writing style and structure, with inadequate referencing and major errors in APA style.	A limited answer, with major omissions and/or errors, with little or no attempt to address the learning outcomes.	Minimal (or no) evidence of wider reading, with major flaws in understanding of key issues/concepts/methods. Lacks originality of thought.	Arguments are weak and lack logical structure, with limited evidence of analytical skill and/or problem solving.

*Additional note:* Any figures included in the coursework will be assessed on the basis of the extent to which they enhance the reader's understanding, are clearly explained and integrated with the arguments being developed in the text and are clearly labelled and captioned.

## Psychology Exam Marking Criteria (online and in-person)

Degree Class (Marking scale)	Exam marking criteria
<b>1<sup>st</sup></b> (72,75,78,82,85, 88,92,95,98)	<p>An excellent answer displaying very good understanding of the topic and/or very good problem-solving skills. The arguments are clearly constructed, and the answer is well organised and presented. There is clear evidence of originality of thought and analytical skill.</p> <p><i>Referencing: The main citations will include the correct names and dates. Some of the additional citations may have small errors or omissions.</i></p> <p><i>Writing: Structure will be clear, writing style mainly fluent, and only minor errors in writing (e.g. typos, grammatical errors).</i></p>
<b>2.1</b> (62, 65, 68)	<p>The answer displays a good understanding of the central issues and/or problem solving skills and is well organised. The arguments are well constructed, most key points are addressed and there are few significant errors. Good grasp of relevant concepts / terminology.</p> <p><i>Referencing: The main citations will mainly include the correct names and dates. Some of the additional citations may have errors or omissions.</i></p> <p><i>Writing: Overall structure will be clear, writing style fluent in most of the answer, some minor errors in writing (e.g. typos, incomplete sentences).</i></p>
<b>2.2</b> (52, 55, 58)	<p>The answer displays an understanding of the main issues and demonstrates generally adequate grasp of relevant ideas. There may be some irrelevant material, errors, omissions, poorly expressed ideas or partial understanding of some areas of the topic.</p> <p><i>Referencing: The main citations will be referenced, although with some errors or omissions. Additional citations are given, but with errors or omissions.</i></p> <p><i>Writing: Overall structure is not clear throughout and writing style may not be fluid in places. Some errors in writing (e.g. typos, incorrect word use).</i></p>
<b>3<sup>rd</sup></b> (42, 45, 48)	<p>The answer shows evidence of partial understanding of the key issues but is poorly constructed and displays some flaws in understanding. There are some significant omissions or inaccuracies. The essay may not be fully focused on the question asked. There may be unsupported assertions and opinions.</p> <p><i>Referencing: An attempt to include the main citations, although with some errors or omissions. Some additional citations are given, but with errors.</i></p> <p><i>Writing: Overall structure is not clear, and writing style lacks fluidity, possibly relying on notes. Errors in writing (e.g. typos, incorrect word use).</i></p>
<b>Fail</b> (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)	<p>Either no answer is given, or the answer shows some minimal understanding of the topic although there may be at least some attempt to address the question. There are major errors and/or omissions that indicate poor understanding.</p> <p><i>Referencing: A small number of references are included, and these may contain errors or missing information (e.g. first author name only).</i></p> <p><i>Writing: Structure and writing style is not clear. Writing may be in note form/ bullet points with several errors in writing (e.g. typos, incorrect word use).</i></p>

## APPENDIX C

### Geography: Referencing & Bibliographies Examples

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

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

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

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

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

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

#### Example of a Book (Edited)

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

#### Example of a Chapter in Edited Book

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

#### Example of a Research Report

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

Or, without an author cited:

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

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

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

#### Example of an Unpublished Thesis

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

#### Example of an Official Publication

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

#### Example of an Unpublished Conference Paper

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

### Example of a Published Conference Paper

Sharp, J.I. and Kiyari, J.R. (2007) 'Geographic variation of truth claims: reporting on Iraq', *Papers of the Applied Geography Conferences*. Indianapolis, Indiana, 17–20 October. Binghampton: Applied Geography Conferences Inc., pp. 215–225.

### Example of a Newspaper Article

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

Or, without an author cited:

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

Or, from an online edition:

Neville, S. (2012) 'Prize fund for carbon capture projects shrinks by £800m', *The Guardian*, 5 August [Online]. Available at: <http://www.guardian.co.uk/environment/2012/aug/05/value-carbon-capture-fund-declines> (Accessed: 6 August 2012).

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

Haszeldine, S. (2011) *Diagenesis at Edinburgh*.

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

### Example of a WWW page from an organization

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

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

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

Department of Geography, Royal Holloway, University of London. *PDS research themes*. Available at: <http://www.rhul.ac.uk/geography/research/researchgroups/pds/themes.aspx> (no date) (Accessed: 6 August 2012)

### Example of an episode of a TV series

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



## Psychology: Referencing & Bibliographies Examples

In Psychology we use the APA style for referencing. This includes both for in text citations and the reference list at the end of your papers. Note that in Psychology we do not include a bibliography (unless explicitly requested as a part of an assignment). Bibliographies are used as a method of referencing all the sources you have read but not that you have necessarily cited within your essay. As with empirical papers, we want you to reference **only** those sources which you have cited from in your paper within your reference list.

Below are some of the key points of APA style referencing both for in text citations and for the reference list. This is not an exhaustive list but are the types of citations and referencing that you will use most often. For more information you should see the APA Publication Manual, which is available in the library:

[https://librarysearch.royalholloway.ac.uk/permalink/f/1ivlu00/44ROY\\_ALMA\\_DS21125437600002671](https://librarysearch.royalholloway.ac.uk/permalink/f/1ivlu00/44ROY_ALMA_DS21125437600002671)

An important point to note is that every few years the APA publish a new Publication Manual. The below information follows the most recent version of the APA referencing style rules (as per the APA Publication Manual 7th Edition). Students are expected to follow the 7th Edition guidelines in their work. Please note that the APA referencing guidelines can change over time – if the guidelines are updated during the academic year, then either the most up to date rules or those in the 7th Edition outlined below can be used in your work.

In text citations

When you make a point that involves one or more pieces of literature you have read, you give the authors' surnames and year of publication next to that point in the text. Depending on the flow of your paragraph, you may wish to do this either in brackets or within the text, as in the following examples.

- **It has been found that the brain is generally white and sticky (Smith & Davis, 2003).**
- **Smith and Davis (2003) found that the brain is generally white and sticky.**

Note in those examples that the ampersand (&) is only used when the authors' surnames are within the brackets. Also, note the placement of commas before the date. The date is always presented in brackets. The citation is included within the relevant sentence, before the full stop. Round brackets, not square or triangular, are used. The authors' surnames are presented in the same order as in the article's header.

**Citations:** When you have only 1 or 2 authors, be sure to cite all authors' surnames each time you cite the piece of work, followed by the year (see the example above). When you have 3+ authors, cite the first author's surname and then put "et al." or "and colleagues", followed by the year (as in the examples below).

- **... brains are white and sticky (Bhatt et al., 2007).**  
**Bhatt and colleagues (2007) found that brains ...**
- **Bhatt et al. (2007) found that brains ...**

The only exception to this happens when including only the first author means that it is unclear which article you are writing about (e.g., if two papers have first-listed authors with the same name). In these cases, list as many names as needed to differentiate the papers, followed by "et al."

- **Fannon, Chan, Ramirez, Johnson, and Grimsdottir (2019) and Fannon, Chan, Montego, Daniels, and Miller (2019) can be cited as (Fannon, Chan, Ramirez, et al., 2019) and (Fannon, Chan, Montego, et al., 2019), respectively.**

(Note that when 'et al' is not in brackets it has a full stop but not a comma after it).

**Citing multiple papers to support a point:** If you are citing more than one work at a time (e.g., at the end of the same sentence), the citations to the different works should be placed in alphabetical order and separated by a semicolon. If you are referring to multiple papers by the same author(s), these must be placed in chronological order and separated with a comma. If both the author(s) and the year-of-publication for two or more different works are the same, distinguish the works by letter after the year (a, b, c, etc.) (see example

below). Note that you must also include the letter in the reference list at the end.

- ... successful if intrinsically motivated (Bhatt et al., 2007; Scott, 1998).
- ... type of motivation influences one's study strategies (Davis, 1983; Lee et al., 2006, 2007a, 2007b).

**Citations from secondary sources:** Wherever possible you should try to obtain the original version of any work you wish to refer to in your essay. However, it is not always possible to do so (e.g., the library does not have a hard copy, we don't have access to the on-line journal, and the author does not have a copy on their website). If you want to reference a piece of research (the primary source) that is itself cited in the text, you are reading (the secondary source) then you must refer to both the primary source and the secondary source in your citation (demonstrated below).

- ...if intrinsically motivated (Firooz, 1998, as cited in Lee et al., 2007).
- .. Wann and Ibrahims's study (1991, as cited in Galligani et al., 2020) showed...

This will be the case if you are citing a study described in a textbook. You would only list the textbook reference in the reference list.

**Citations for quotes:** In general, you should try to paraphrase quotes (i.e., put into your own words). However, if this is not possible, or the particular way in which the author(s) expressed something is important for the point you want to make, you must always have the reference information, as well as the page number where the quote was found (see below). It is important to enclose direct quotations in double quotation marks rather than as in the example below.

- ... "students should focus on understanding material, rather than rote memorisation" (Smith et al., 2008, p. 134).

## References

The reference list appears at the end of your essay or report. You should start your reference list on a new page at the end of your assignment with the heading "References". It includes all of the full reference details for the pieces of work that you have cited throughout your paper and is compiled in alphabetical order according to the first author's surname. If there are multiple papers with the same first author, the references are given alphabetically according to the second author's name. If there are multiple papers with the same author/s, then they are presented from the oldest to the most recently published.

References should **not** include articles, books, etc., that you have read but then decided not to include in your paper. It appears at the end of your assignment, before any appendices. There is only one list – do not have a separate list for journals, books, and websites. It is a block of text, double-spaced like the rest of your essay, and bullet points should not be used. You should use hanging indentation for each reference. This means that the first author's name is in line with the left-hand margin, but if there is more text it will automatically appear indented by 1.27cm. (MS Word Instructions: Windows [here](#), Mac [here](#)). Different kinds of work have different styles for referencing them correctly, as outlined below. In the examples, pay close attention to the use of punctuation marks, as well as where italics and capital letters are used. For example:

Smith, A. & Davis, L. (2007). Consistency and colouring of the human brain: A review. *Journal of Brainiatrics*, 23, 91-102. <https://doi.org/123.456.789.0>

Note the following important elements:

- There are **commas** after surnames, the author's initial (if an author only has one initial) or blocks of initials (if an author has more than one) except for the last-listed author, after the journal name, and after the journal volume number. There are **full stops** after each initial, after the date, after the title, and after the reference as a whole.
- There are **spaces** between initials.

- There are **brackets** around the date.
- The journal name is in **italics**.
- **Capitals** for each key word in the journal name (note that function words like 'of', 'and' etc. are not capitalised however).
- **No capitals** for the title, other than for the first word or for any proper nouns, and except for the first word following any colon.
- After the journal name, you will see the **volume number**, which is **italicised**. You may sometimes then see the issue number in brackets. You should include it if it is available, but it should not be italicised.
- A DOI is a Digital Object Identifier, which is a unique code given to all journal articles. Many journals only started assigning DOIs to articles around 2000, so not all journal articles will have a DOI. Older APA standards did not require the DOI to be included, so you will not always see the DOI in the references list of published papers. **If an article has a DOI you should include it in your reference in the format "<https://doi.org/.....>".**

Some of these requirements vary for each element depending on the kind of work you are referencing (e.g., journal article, book, website), so pay close attention to the examples. These small details may seem insignificant and frustrating to get right, but it must be emphasised that these are important skills to perfect as a professional psychologist, and the accuracy of your referencing will be checked by markers.

Note that no matter how many authors wrote a paper, they are all included in the reference list **except** when there are more than twenty authors. In this case, list the first **nineteen** then "...", then the **last author**, e.g.:

Wiskunde, B., Arslan, M., Fischer, P., Nowak, L., Van den Berg, O., Coetzee, L., Juárez, U., Riyaziyyat, E., Wang, C., Zhang, I., Li, P., Yang, R., Kumar, B., Xu, A., Martinez, R., McIntosh, V., Ibáñez, L. M., Mäkinen, G., Virtanen, E., . . . Kovács, A. (2019). Indie pop rocks mathematics: Twenty-One Pilots, Nicolas Bourbaki, and the empty set. *Journal of Improbable Mathematics*, 27(1), 1935–1968. <https://doi.org/10.0000/3mp7y-537>

When citing a work from a secondary source, in your reference list, only reference the secondary source. So, from the example above under '**Citations from secondary sources**', you would provide a reference for Lee et al. (2007) but not Firooz (1998).

Refer to the following examples for how to construct each reference correctly.

### Journal Articles

In general, this is the format for a journal article reference, which will be the most common type to appear in your list

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number (issue number), pages. <https://doi.org/xx.xxx/yyyy>

Note that in the following example we have the volume number (7) and the issue number (2). For some journals no issue number is available, and in these cases, you will just have the volume number. You should include issue numbers if available. Also, note that the volume, like the journal title, is in italics, while the issue number is not. Include the doi in the format '<https://doi.org/...>' as in the example below

Wimberley, T. E., Mintz, L. B., & Suh, H. (2016). Perfectionism and mindfulness: Effectiveness of a bibliotherapy intervention. *Mindfulness*, 7(2), 433-444. <https://doi.org/10.1007/s12671-015-0460-1>

Some journals are only published in electronic form with no corresponding printed journal article. In this case you write Article followed by the article number. This also applies to articles which will later be published in paper format but are currently marked "Online first".

Aggrey, S. E., Milfort, M. C., Fuller, A. L., Yuan, J., & Rekaya, R. (2019). Effect of host genotype and *Eimeria acervulina* infection on the metabolome of meat-type chickens. *PLoS One*, 14(10), Article e0223417. <https://doi.org/10.1371/journal.pone.0223417berley>.

## Books

Here the date in brackets is the copyright date rather than the year of publication. You can find this in the first few pages of a book. Note that in the following example we have the edition number. This is only required when there is more than one edition. Note also that book titles, unlike Journal titles, do not involve capitalising any letters other than for the first word or the first word after a colon.

Berkowitz, L. (1980). *A survey of social psychology* (3rd ed.). Holt.

## Book chapter

Jones, B., Brookes, C. B., & Smith, A. L. (1992). Problem patients. In *Psychotherapy research* (Vol. 2, pp. 34-55). Erlbaum.

## Edited book

Wall, T. D. (Ed.). (1987). *The human side of manufacturing technology*. Wiley.

## Edited book chapter

Petrie, K. (1981). Life stress and illness: Formulation of the issue. In B. S. Dohrenwend & B. P. Dohrenwend (Eds.), *Stressful life events and their context* (Rev. ed., pp. 345-401). Wiley.

## Reports

Association of Chief Officers of Probation. (1997). *Position statement on electronic monitoring*. London: HMSO.

Klaasen, C. (1996). *Predicting aggression in psychiatric inpatients using ten historical risk factors: Validating the 'H' in the HCR-20*. Burnaby, British Columbia, Canada: Simon Fraser University, Department of Psychology.

## Informally published work, from a preprint archive or an institutional repository

Sometimes this published work may not be peer reviewed, as with the example shown below, which has been made available in a preprint archive. Here the article title is italicised and since there is no journal title, it is not included.

Millidge, B., Seth, A., & Buckley, C. L. (2021). *Predictive Coding: a Theoretical and Experimental Review*. PsyArXiv. <http://arxiv.org/abs/2107.12979>

Sometimes institutional repositories will include the author's own final accepted manuscript for download. In this case it would be more practical to use the subsequent journal article reference.

## Unpublished theses/dissertations

Beck, G. (1992). *Bullying amongst incarcerated young offenders*. Unpublished master's thesis, Birkbeck College, University of London.

## Conference papers

Note that if proceedings are published regularly, treat them as a periodical reference.

Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self. Integration in personality. In R. Dienstbier (Ed.). *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (pp. 237-288). University of Nebraska Press.

## In press

Note that you will sometimes see articles cited within a paper that are referenced as "in press". By the time you are reading the paper there is a good chance that the research has already been published, and the full details will now be available. Always check on "in press" publications to see if this article now has a full citation available.

Smith, A. B., & Clark, E. (in press). Unlimited thinking. *Cognitive Psychology*.

### Unpublished/Submitted

Black, P. T. (1999). *Educational level as a predictor of success*. Unpublished manuscript.

Black, P. T. (1999). *Educational level as a predictor of success*. Manuscript submitted for publication.

### Electronic sources

In some cases, you may need to use information you found on the internet. Generally, websites should only be used when they are from a reliable source (e.g., newspaper, government sites). In this case you would want the author surname(s), date of publication, title of piece (journal or book title if appropriate), and the full URL. You only need the date for something that keeps changing. You only cite something as a webpage if it does not fit into any of the other categories.

Department for Children, Schools, and Families. (n.d.). *Don't suffer in silence*. <http://www.education.gov.uk/>

American Psychological Association. (n.d.). Motivational interviewing. In *APA dictionary of psychology*. Retrieved October 30, 2019, from <https://dictionary.apa.org/motivational-interviewing>

### Other general points

In some cases (for all references) it may be difficult to find some of the required information. If the date is missing, use the abbreviation "n.d.". If the author is missing give the rest of reference including the source (and URL). Do not use "Anonymous" unless the source says that the author is "Anonymous". For other missing elements please refer to the examples on the APA site [here](#) but in general you should try to provide complete references and avoid those without full information. Remember that the overall purpose of the list is for the reader to find your sources.

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