Disclaimer

This document was published in September 2017 and was correct at that time. The Department reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

An electronic copy of this handbook can be found on the Geography Department website where it will be possible to follow the hyperlinks to relevant webpages.
WELCOME TO THE DEPARTMENT OF GEOGRAPHY

This handbook covers key points about the department, and study advice for your degree in the department

Degree Programmes covered:

BA Geography
BSc Geography
BA Human Geography
BSc Physical Geography
BSc Geography, Politics & International Relations*

* Students registered for this joint degree should also consult the student handbook from their partner department.
All single honours Geography degree programmes have been accredited by the Royal Geographical Society (with IBG). Accredited degree programmes contain a solid academic foundation in geographical knowledge and skills, and prepare graduates to address the needs of the world beyond higher education. The accreditation criteria require evidence that graduates from accredited programmes meet defined sets of learning outcomes, including subject knowledge, technical ability and transferable skills.
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10.1 Equal Opportunities

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1 INTRODUCTION TO THE DEPARTMENT

1.1 WELCOME

Welcome to the Department of Geography. Geography is an important and dynamic discipline, which stretches from the concerns of the humanities and social sciences to the scientific study of the natural world. Recent developments, such as growing interest in environmental change and geopolitics, and those changes in the human world which have been described as ‘globalisation’, mean that the importance of a geographical education has never been greater. The Department provides an excellent teaching and learning environment for geographers keen to develop their knowledge and skills in these, and other, key areas of the discipline.

We hope that you find Royal Holloway an exciting, stimulating and friendly place to study Geography. We place great emphasis on the importance of the culture and social life of the Department. In part, because of the importance of fieldwork, the Geography Department is probably more closely-knit than other academic departments, and you are likely to get to know both staff and other students very well. 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. 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 lectures impacts the learning environment and affects all those participating in it. Students arriving after the start of the lecture should enter only if they can do so without disrupting the lecture. Students must make every effort to enter the lecture theatre 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 have been published on student noticeboards, so you will know when they are for the whole of the academic year. All work, whether summative or formative, is submitted via the Department office.

3. **Respect all staff and fellow students.** 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 in the Queen’s Building (QB), which can be found on the main campus map as building 35. Additional staff and teaching space is located in the Munro Fox laboratory (building number 33), EMU (postgraduate centre) (building number 37), and the geochronology laboratories (see section 1.5) (not numbered). Staff offices can be found in the Queen’s Building (see section 1.5 for maps and section 1.3 for individual staff offices).
1.3 HOW TO FIND US: THE STAFF

Staff offices are listed below, and shown on the map of the Queen’s Building (prefixed ‘QB’) on page 6. Staff rooms, email addresses and internal telephone numbers are given below. To call staff on an internal line, use only the last 4 digits of the phone number.

Head of Department
Professor Katie Willis
(Contact: Katie.Willis@rhul.ac.uk; Tel: 443643)

Director of Undergraduate Programmes
Dr. Peter French (Senior Lecturer)
(Contact: p.french@rhul.ac.uk; Tel: 443571)

Director of Teaching
Professor Phil Crang
(Contact: p.crang@rhul.ac.uk; Tel: 443645)

Departmental Education Support Officer
Dr. Mike Dolton (Senior Lecturer)
(Contact: m.dolton@rhul.ac.uk; Tel: 443575)

Examinations Officers
Dr. Ian Matthews (Senior Lecturer)
(Contact: i.p.matthews@rhul.ac.uk; Tel: 276530)
Mr. Don Thompson (Senior Lecturer)
(Contact: d.thompson@rhul.ac.uk; Tel: 443576)

Other Academic Staff
Professor Peter Adey
(Contact: peter.adey@rhul.ac.uk; Tel: 443640)
Dr. Simon Armitage (Reader)
(Contact: simon.armitage@rhul.ac.uk; Tel: 276124)
Professor Simon Blockley
(Contact: simon.blockley@rhul.ac.uk; Tel: 443405)
Dr. Katherine Brickell (Reader) (Research Leave all year)
(Contact: katherine.brickell@rhul.ac.uk; Tel: 276259)
Professor Ian Candy
(Contact: ian.candy@rhul.ac.uk; Tel: 443649)
Dr. Daniele Colombaroli (Lecturer)
(Contact: Daniele.Colombaroli@rhul.ac.uk; Tel: 443647)
Dr. Emil Dauncey (Lecturer)
(Contact: Emil.Dauncey@rhul.ac.uk; Tel: 276259)
Dr. Bethan Davies (Lecturer) (Sabbatical Term 2)
(Contact: bethan.davies@rhul.ac.uk; Tel: 414682)
Professor Veronica della Dora
(Contact: veronica.delladora@rhul.ac.uk; Tel: 443642)
Dr. Vandana Desai (Senior Lecturer)
(Contact: v.desai@rhul.ac.uk; Tel: 443650)
Professor Klaus Dodds (Research Leave all year)
(Contact: k.dodds@rhul.ac.uk; Tel: 443580)
Professor Felix Driver (Research Leave all year)
(Contact: f.driver@rhul.ac.uk; Tel: 443572)
Dr. Gwilym Eades (Lecturer)
(Contact: Gwilym.Eades@rhul.ac.uk; Tel: 276530)
Dr. Sasha Engelmann (Lecturer)
(Contact: Sasha.Engelmann@rhul.ac.uk; Tel:443567)
Professor David Gilbert
(Contact: d.gilbert@rhul.ac.uk; Tel: 443653)
Professor Harriet Hawkins (Research Leave all year)
(Contact: harriet.hawkins@rhul.ac.uk; Tel: 414673)
Dr. Anna Jackman (Lecturer)  
(Contact: Anna.Jackman@rhul.ac.uk; Tel: 443586)  
Dr. Innes Keighren (Reader)  
(Contact: innes.keighren@rhul.ac.uk; Tel: 443722)  
Dr Alice Milner (Lecturer) (Sabbatical Term 2)  
(Contact: alice.milner@rhul.ac.uk; Tel 276468)  
Prof Jay Mistry  
(Contact: jmistry@rhul.ac.uk; Tel: 443652)  
Dr Oli Mould (Lecturer)  
(Contact: Oli.Mould@rhul.ac.uk; Tel: 4414011)  
Dr Sofie Narbed (Teaching Fellow)  
(Contact: Sofie.Narbed@rhul.ac.uk)  
Dr Alasdair Pinkerton (Senior Lecturer) (Sabbatical Term 1)  
(Contact: g.d.pinkerton@rhul.ac.uk; Tel: 276441)  
Prof Danielle Schreve  
(Contact: Danielle.schreve@rhul.ac.uk; Tel: 443569)  
Dr Ayesha Siddiqi (Lecturer)  
(Contact: Ayesha.siddiqi@rhul.ac.uk; Tel: 443648)  
Professor David Simon (Leave all year)  
(Contact: d.simon@rhul.ac.uk; Tel: 443653)  
Dr Rachael Squire (Lecturer)  
(Contact: Rachael.Squire@rhul.ac.uk; Tel: 276223)  
Dr Varyl Thomdyrcraft (Senior Lecturer) (Sabbatical Term 2)  
(Contact: varyl.thomdyrcraft@rhul.ac.uk; Tel: 276122)  

Technical/Operations Staff  
Dr Claire Mayers (Technical Operations Manager)  
(Contact: Claire.Mayers@rhul.ac.uk; Tel: 443808)  
Raymond Aung (Computer Technician)  
(Contact: Raymond.Aung@rhul.ac.uk; Tel: 443613)  
Katy Flowers (Laboratory Technician)  
(Contact: Katy.Flowers@rhul.ac.uk; Tel: 443659)  
Jenny Kynaston (Cartographic Technician)  
(Contact: jenny.kynaston@rhul.ac.uk; Tel: 443568)  
Dr Adrian Palmer (Senior Research Officer)  
(Contact: a.palmer@rhul.ac.uk; Tel: 443507)  
Dr Marta Perez (Laboratory Technician)  
(Contact: m.perez-2@rhul.ac.uk; Tel: 443659)  
Iñaki Valcarcel (Laboratory Technician)  
(Contact: jose.valcarcel@rhul.ac.uk; Tel: 414683)
We think it is important that staff members are available to see students. If you have a problem or a query about a course you are encouraged to discuss this with the lecturer concerned. However, all members of staff are also active in research, undergraduate and postgraduate teaching, and administration. For this reason all members of the teaching staff set aside one hour on each of two separate days each week to be available to deal with any matters relating to academic or personal issues. A register of these "office hours" is posted on the notice board outside the main office. This doesn’t mean that you can’t see members of staff outside these hours, but you may need to make an appointment. It does help the teaching staff if you use their office hours for routine enquiries. In an emergency you should contact members of staff through the Departmental Office, or via email. Where a member of staff is unavoidably unable to be present at their scheduled office hours, substitute times will be posted as far as possible beforehand.

1.3.1 KEY STAFF: POINTS OF CONTACT

The Head of Department, Prof Katie Willis has the ultimate responsibility for all the activities of the Department, including the undergraduate programme. She feels that it is important that she maintains close contact with our students, and you are encouraged to make an appointment, by email, to discuss any matter concerning the Department or the degree courses.

The Director of Undergraduate Programmes (Dr. Peter French) has overall day-to-day responsibility for the undergraduate degree programmes. The Director of Teaching (Prof Phil Crang) has responsibility for wider pedagogy of the Department degree programmes. The Department Education Support Officer (DESO) (Dr. Mike Dolton) has overall responsibility for the pastoral side of the Department and student welfare as it affects the Department during the period of a student’s studies. You may need to see the Director of Undergraduate Programmes if you have queries about registration, degree changes, suspending or withdrawing from the degree programmes, or other academic issues which cannot be handled by your personal tutor. For welfare or pastoral issues you should see your personal tutor in the first instance, or you can get advice from the DESO, who provides a vital interface between the Department and its students. There is also a member of staff responsible for each joint degree, who is usually (depending on numbers) also the Personal Tutor of students doing that joint degree. For 2016/17, these positions are held by the following staff:

**Joint Degree Programme Coordinators:**
- Geography/Politics & International relations: Dr Alasdair Pinkerton (Geography)
  Dr Nicholas Allen (PIR)
- European Studies Liaison: Dr Varyl Thorndycraft
- Visiting Students: Dr Varyl Thorndycraft

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Administrative Staff

Moya Watson (Department Manager) QB160
(Contact: moya.watson@rhul.ac.uk; Tel: 443564)

Laura Filtney (Undergraduate administrator) QB162
(Contact: Laura.Filtney@rhul.ac.uk; Tel: 443563)

Liz Hamilton (Postgraduate administrator; Mon-Tue) QB162
(Contact: liz.hamilton@rhul.ac.uk; Tel: 443563)

Dr. Rupert Housley (Department finance officer) QB125
(Contact: Rupert.housley@rhul.ac.uk; Tel: 443656)

Karen Oliver (Postgraduate administrator; Wed-Fri) QB162
(Contact: Karen.oliver@rhul.ac.uk; Tel: 443563)
1.4 HOW TO FIND US: THE DEPARTMENTAL OFFICE

The Departmental Office is located in QB162, and the Departmental administrators are usually able to answer questions concerning undergraduate information. Any official Departmental forms that you may need to obtain are available either from them or the Departmental website. If you want to leave messages for members of staff, these can be left in staff pigeonholes in the room adjacent to the Departmental Office.

The office is also the location to hand in coursework (you should always assume that coursework is handed into the Department office unless told differently by the course tutor concerned).

Useful numbers:
Departmental Office 01784 443563 (Internal number 3563)
Departmental Fax 01784 276647
Departmental email address geography@rhul.ac.uk

1.5 THE DEPARTMENT: PRACTICAL INFORMATION

The Department occupies modern purpose-built accommodation on the ground floor of the Queen’s Building. Here you will find a lecture theatre, teaching rooms, Geography staff offices, ‘Library@Geography’, and research and teaching laboratories. In addition, teaching laboratories are located in the nearby Munro Fox Laboratories. The map on page 5 details the location of Geography department buildings, with page 6 giving details of staff offices.
Map of the Geography Department (Queens’ building), showing staff offices and key teaching rooms.
1.6 PRACTICAL INFORMATION: DEALING WITH PROBLEMS

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

- With a topic in an individual module: see the lecturer concerned
- With the administration or examination of an individual module: see the Module Convenor
- With examination arrangements more generally: see the Exams Officer, Dr Ian Matthews
- With module selection: see the Director of Undergraduate Programmes, Dr. Peter French
- With general academic organisation: see the appropriate Academic Coordinator
- With personal difficulties: see your Personal Advisor, Dr Mike Dolton (DESO) or the Counselling Service
- With general non-academic queries or fees: go to the Student Services Centre in the Emily Wielding Davison building
- With a problem worrying many students: ask your year rep to raise it at the Staff-Student Committee
- With English as a second language: contact your Personal Advisor 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 (DESO) or the Disability and Dyslexia Services Liaison officer

1.7 STAFF RESEARCH INTERESTS

Prof. Peter Adey, BA Aberystwyth, MA Aberystwyth, PhD Aberystwyth
Borders and mobility; Space: Political Geography

Dr. Simon Armitage, BA Oxford, PhD Wales
North African climate; OSL: late Quaternary evolution of SE African coast

Prof. Simon Blockley, BSc Bradford, PhD Bradford
Palaeoenvironment & abrupt climate change; Paleolithic archaeology; geochronology

Dr. Katherine Brickell, BA London, MSc Sussex, PhD London
Gender, violence and injustice: home and domestic life; South-east Asia

Prof. Ian Candy, BSc London, MRes Reading, PhD Reading
Quaternary geomorphology & sedimentology; uranium series geochronology; palaeoclimatic reconstruction

Dr. Daniele Colombaroli, BSc, MSc Milan, PhD Bern
Impact of disturbance on ecosystem structure and function; environmental proxies

Prof. Phil Crang, BA Cambridge, PhD Cambridge
Cultural Globalisation; geographies of consumption; geographies of work

Dr. Emil Dauncy, BA UEA, MRes UEA, PhD UEA
Gender & Development, social change

Dr. Bethan Davies, BA Nottingham, MSc London, PhD Durham
Glacial geology & glaciology in Britain, Patagonia & Antarctica;

Prof. Veronica della Dora, BA Ca’Foscari, Venice, PhD UCLA
Cultural and historical geography; history of cartography; landscape studies; sacred space.
Dr. Vandana Desai, BA Bombay, BSL Poona, MPA Liverpool, DPhil Oxford  
**NGO’s & civil society; gender; ageing; water; community participation; slums; India & sub-Saharan Africa**

Prof. Klaus Dodds, BSc Bristol, PhD Bristol  
**Geopolitics and security; Antarctica and Arctic; geopolitics of contemporary cinema**

Dr. Mike Dalton, BA OU, MA Sussex, PhD London  
**Democratisation through local participatory networks; UK urban policy & regeneration**

Prof. 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**

Prof. Scott Elias, BSc Colorado, PhD Colorado  
**Environmental reconstruction from insect fossil studies.**

Dr. Peter French, BSc Kingston, PhD Reading  
**Coastal & estuarine management; public attitude to coastal risk**

Prof. David Gilbert, BA Cambridge, DPhil Oxford  
**Geographies of 20th century London; imperialism; tourism and the modern city**

Prof. Harriet Hawkins, BA Nottingham, PhD Nottingham  
**Geographies of contemporary art, histories of creative geographies, art/science collaboration**

Dr. Anna Jackman, BA Exeter, MRes Exeter, PhD, Exeter  
**Geographies of contemporary warfare,**

Dr. Innes Keighren, BSc Edinburgh, MSc. Edinburgh, PhD. Edinburgh  
**Cultural and historical geography; historical geographies of science; history and geography of the book; history of travel and exploration**

Dr. Ian Matthews, BSc London, PhD London  
**Geochronology; Environmental Archaeology; palaeoecology**

Dr. Rachael Squire, BA London, MA London, Geopolitics of oceans and seas

Dr. Ayesha Siddiqi, BSc Lahore, MA Sussex, PhD London  
**Climate disasters & political space; climate change adaptation, environment, politics & security**

Prof. Danielle Schreve, BSc London, PhD London  
**Quaternary mammals; palaeoenvironments; palaeolithic archaeology**

Dr. Ayesha Siddiqi, BSc Lahore, MA Sussex, PhD London  
**Climate disasters & political space; climate change adaptation, environment, politics & security**

Prof. David Simon, BA Cape Town, BA Reading, DPhil Oxford  
**Development-environment theory, policy & practice; sustainability; urbanisation; cities and climate change; transport geography**

Dr. Rachael Squire, BA London, MA 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**

Prof. Katie Willis BA Oxford, MPhil Oxford, DPhil Oxford  
**Gender; households; migration & development; Latin America**
2 COMMUNICATION

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

2.1 Email

The College provides an email address for all students free of charge and stores the address in a College email directory. Your account is easily accessed, both on and off campus, via the student portal (Campus Connect) or direct via Outlook.com. Email to this address will be used routinely for all communication. This is the ONLY email address that the Department will use to contact you. Email may be used for urgent communication and by course tutors to give or confirm instructions or information related to teaching so it is important that you build into your routine that you check your emails once a day. Any communication concerning individual courses made via the Moodle system are also directed to your College email accounts. Email communications from staff and all the Faculty Administrators should be treated as important and read carefully. Do not ignore Departmental emails. It will be assumed that any email will have been received and read by you.

The College provides a number of PC Labs around Campus for student use, and you can also use your own laptop/smart phone etc, so the Department expects you to check your email regularly. It is also important that you regularly clear your College account of unwanted messages or your in-box may become full and unable to accept messages. Just deleting messages is not sufficient; you must clear the ‘Sent Items’ and ‘Deleted Items’ folders regularly. It is your responsibility to make sure your College email account is kept in working order. If you have any problems contact the IT Service Desk (http://itservicedesk.rhul.ac.uk/)

Students who prefer to use commercial email services are responsible for making sure that their College email is diverted to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting (http://help.outlook.com/) and search for Forwarding (you may need to use IE browser to access this as the link does not work on some browsers). This process is very easy, but you still have to maintain your College account. When you delete a forwarded message it will not be deleted from the RHUL account. It is your responsibility to log on to your College account occasionally and conduct some account maintenance or your account may become full and therefore will not forward messages. A full inbox is not a valid excuse for missing teaching-related activities communicated to you via email.

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

2.1.1 Guidance for emailing staff

Whilst online means of communication—particularly social media and instant messaging—often encourage informality, it can sometimes be difficult to know what is expected when emailing a member of staff on Department business. The following tips will help you compose suitable emails:

- **Include a formal salutation.** When emailing a member of staff, particularly when writing to them for the first time, it is preferable to remain formal in your salutation: “Dear Dr Smith” or “Dear Jane” will be greeted more favourably than “Hey there”. Whilst most staff are happy to be addressed on a first-name basis, it is always appreciated if you use their title and surname (which you can find in section 1.3) in the first instance. You will be able to gauge the formality which a member of staff expects from their reply to you.
Introduce yourself and provide a context. With more than 400 undergraduate students in the department, it is helpful if you can remind the member of staff of who you are and the context in which you are writing: “I am a second-year undergraduate student taking GG2001: Geographical Techniques II and have a query about one of today’s readings...” is better than “I have a query about one of today’s readings...”.

Be succinct and provide a descriptive subject line. To allow a member of staff (who may well receive more than 100 emails a day) to address your query as quickly and fully as possible, make sure that it is clearly phrased and succinct. Your email should also always be accompanied by a clear and intelligible subject line (e.g., “Query regarding GG2001 reading list” or “Absence due to illness”).

Include a formal ending. In keeping with the polite and formal tone of your email, you should sign off in an appropriate way: “Yours sincerely”, “With best wishes”, or “I look forward to hearing from you” are preferred to “Cheers”.

Proofread before clicking “send”. You should always take a moment before sending your email to read through it to check for grammatical errors or spelling mistakes. As with all formal writing, you should avoid ‘text speak’ and other colloquialisms. Also, if you are including an attachment, make sure this is actually attached!

Sit back, relax, and be patient. Members of staff will always endeavor to answer emails in a timely fashion, but their teaching, administrative, and research commitments will occasionally mean that an instantaneous response is not possible. You should allow between 3 and 4 working days (i.e., Mondays to Fridays, 9 a.m. to 5 p.m. only) for a reply. Responses may be somewhat slower outside of term, when members of staff are at conferences, on fieldwork, or engaged in research (in such cases, an out-of-office notification will let you know when you can expect a response to your email). Staff are not expected to deal with emails during the evenings or over the weekend.

You should also recognise that e-mail is not a substitute for face-to-face meetings in the Department, and that both academic and welfare issues are best dealt with in person. You should not use staff e-mail addresses to check routine information about courses, timetables and examinations which are published on Department notice boards and on the Department website; nor should you email to ask questions where the answer is easily available to you, such as in this handbook! It is impossible for staff to write detailed replies to academic queries. Again, the appropriate way to discuss these issues is in person during office hours or formal classes. Therefore, unless staff have explicitly made other arrangements, undergraduates should normally restrict the use of e-mail to short queries and the arrangement of meetings with staff.

2.2 POST
Any post addressed to students will be held in the main office, who will advise you of its arrival.

2.3 TELEPHONE AND POSTAL ADDRESS
It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term time and forwarding) is kept up to date on the student portal (Campus Connect). There may be occasions when the department needs to contact you urgently by telephone or send you a letter by post. You should also inform both the College and Department office if any of the above details change during the course of a term, so that office staff can update your Department records.

The Department will not disclose students’ addresses and telephone numbers to anybody else (including relatives and fellow students) without the student’s specific permission to do so.

2.4 NOTICE BOARDS
The official student notice boards are on the walls in foyer of the Queen’s Building. Every effort is made to post notices relating to class times, etc., well in advance, but occasionally changes have to be made at short notice and in that case e-mail will be used. In the case of
last minute cancelling due, for example, to staff illness, notices will be posted on the door of
the relevant lecture room.

All general course notices and general student notices will be displayed on the year notice
boards outside the main Queen’s lecture theatre. General timetable and course detail
information are posted on the boards outside QB171.

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

2.5 PERSONAL TUTORS

Your personal tutor is your first point of contact in the Department if you have any concerns
or problems. You will normally remain with the same tutor for the duration of your studies,
although at times staff are awarded a period of sabbatical 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.

2.5.1 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 a couple of initial meetings with your Personal Tutor during your
first week in the Department. He or she will help you complete your course registration, and
departmental record card. Thereafter you and his or her other personal tutees (usually a
group of 7-8 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. These sessions will follow up on material covered in the first year
‘techniques’ lecture course. In addition, there will also be tutorial sessions on employability
and career planning. For the rest of the first term, and the second, you will have tutorials to
support the lecture courses 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 staff (see section 3.5.2).

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 card. At the end of May, your Personal Tutor will
discuss your choice of courses for next year (preliminary registration), and they will discuss
your overall performance and progress at the end of the academic year, following
publication of your exam results. This is normally on the last day of term.

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 course choices. You are strongly encouraged to keep a written record of your courses,
activities and acquired skills during your degree course, to help you write a CV and focus on
your career choices. This process is known as Personal Development Planning and allows
you to plan for your personal education and career development. You are strongly advised
to visit the careers center website for further details of CV preparation and PDP.

2.5.2 SECOND YEAR STUDENTS

In the second year you will meet with your personal tutor at the beginning of the year to
complete course 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 card. In January, you will meet with your personal tutor at the
start of the dissertation process, at the end of May, your Personal Tutor will discuss your course
choices for your third year (preliminary registration), and, at the end of the year, they will
discuss your overall performance and progress. This is normally on the last day of term. You
are encouraged to participate in career-oriented activities run in the Department [see
section 8.6), and to use the services and facilities of the Careers Service and other opportunities for skills development on campus (e.g. through the Computer Centre or Language Centre).

2.5.3 THIRD YEAR STUDENTS
At the beginning of the third year you see your Personal Tutor to complete course 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 card. 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. After being issued with two such warnings, the Department can request the termination of your registration at College. You should also keep your Tutor informed of any issues which may affect your progress during the year (see section 7.1).

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

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

In addition to this, the Department also produces a questionnaire on the Department in general, and on how it runs many of its student-related processes. You will be asked to complete these at the end of the academic year, normally coinciding with preliminary registration in May.

All questionnaires are seen by the Head of Department and Director of Teaching, and are analysed as part of the College’s Annual Monitoring process. Constructive criticism is always welcomed and plays an important role in course development. (Deserved praise is also very welcome and can make a tremendous contribution to the job satisfaction of your lecturers!)

You can also make comments throughout the year about the quality of your courses and degree programme through the Staff-Student Committee (see Section 8.3).
3 TEACHING

Because of the diversity of the degree programme at Royal Holloway, and the nature of our discipline, you will find that you are taught in a variety of ways, including lectures, tutorials, seminars, practical classes and field classes (see Section 3.5). We would emphasise that success at degree level is also about the work that you do outside of the formal teaching programme. For all courses you must spend a substantial amount of time reading, and in preparation and writing of assignments (see sections 3.6 & 3.7). 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). 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, the Geographical techniques course, with additional support from your Personal Tutor, will take you carefully through the basics of what we call 'study skills'. You may feel you need more help after these initial sessions - your Personal Tutor should be your first port of call for advice, but it may be worth getting hold of any of the following, either from the bookshop or the library (finding books in the library is, of course, an essential study skill in itself):

P. Kneale (2011) Study Skills for Geography, Earth & Environmental Science Students, Hodder

3.1 DATES OF TERM

Term dates for 2017-18 are:
Autumn Term: 18th September 2017 – 8th December 2017
Spring Term: 8th January 2018 – 23rd March 2018
Summer Term: 23rd April 2018 – 8th June 2018

These dates are also available from the College web site:
(http://www.royalholloway.ac.uk/aboutus/collegecalendar/home.aspx)

You are expected to be in the UK (unless on an overseas fieldtrip) and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/or miss lectures/ seminars/ practical’s etc., you are expected to keep the department informed and fill in a Notification of Absence Form (see section 3.4.4). During the summer term, after the summer examination period, you are expected to attend all required academic activities organised by the department and to be available should you be required to meet with staff for any reason.

3.1.1 KEY DATES WHICH MAY AFFECT YOU:
First year
• Spain fieldtrip: Leaves on Sunday 21st and returns on Sunday 28th January 2018,
• End of year exam meeting: You MUST be in the department on Friday 8th June 2018

Second year
• Fieldtrips take place in the week of 19th – 23rd March 2018. The exact dates for each trip will be confirmed to students at the start of the academic year. The Malawi trip may run into the first week of the Easter vacation.
• End of year exam meeting: You MUST be in the department on Friday 8th June 2018

Third year
• Graduation ceremonies will take place in the week of 9th - 13th July 2018.
3.2 ACADEMIC TIMETABLE
Your individual timetable is available to see online via Campus Connect. You can download this to a personal calendar if you wish. You should check your timetable regularly as it links to the live Timetabling system, so will update automatically to reflect any changes. Timetable changes within two working days will be notified by email to your RHUL account. You will receive separate communications by email and on Campus Connect about exactly how to access and download your timetable.

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

3.4 ATTENDING CLASSES AND ENGAGING WITH YOUR STUDIES
The College has a responsibility to ensure that all students are attending regularly and progressing with their studies. Whilst it is important that you attend all the learning activities related to your programme of study, we do realise that emergencies may occur at any time throughout the year and therefore allow absence where this is previously notified (in the case of medical appointments, etc.), or subsequently explained in the case of illness. This may necessitate the provision of medical notes. Students who accumulate unexplained absences will be referred to the Director of Undergraduate Programmes. You should be aware that if you also study courses in other Departments, different attendance requirements may be required, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements.

Your regular attendance in class and consistent engagement with your studies are fundamental requirements of your learning experience with the College. As such, failure to attend and/or absence without permission can result in serious consequences and may lead to disciplinary action, including the termination of your registration (see 3.4.6). Your ‘classes’ are any learning or teaching activity deemed essential to your programme of study. The term is used to encompass a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings your Personal Advisor.

It is vital that you manage your time effectively, so that any paid employment, voluntary work, extracurricular activities or social commitments do not interfere with periods where you are required to attend classes. With regard to paid employment during the course of your programme of study with the College, the Undergraduate Regulations (http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 20 hours per week during term time. No student may undertake paid work which may conflict with his/her responsibilities as a student of the College.

If you face difficulty in attending any classes or undertaking an assessment it is very important that you inform the department(s) in which you are studying as early as possible, citing the reasons for your non-attendance. The department will make a decision on whether or not to authorize your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Adviser. In addition, an extensive range of additional support, guidance and advice is readily available from the College’s Welfare and Wellbeing Services (Academic Service Directorate) (https://www.royalholloway.ac.uk/students/help-support/help-and-support.aspx). The Students’ Union also operate an Advice and Support Centre, details on which can be found here http://www.surhul.ac.uk/advice/.
3.4.1 YOUR RESPONSIBILITIES IN RELATION TO ATTENDANCE:
Your responsibilities around attendance and engagement include:

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

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

If you are having any problems that are causing you to miss classes, you should talk to your Personal Adviser, Department Education Support Officer (Dr. Mike Dolton), or Director of Undergraduate Programmes (Dr. Peter French); or visit the Student Welfare and Wellbeing Service or Students’ Union before your problems get out of control. There are many people who can provide support (see Support on http://www.royaltholloway.ac.uk/ecampus/welfare/home.aspx and http://www.su.rhul.ac.uk/support/) but remember - they cannot help if you do not ask.

3.4.2 DEPARTMENT’S RESPONSIBILITIES IN RELATION TO ATTENDANCE:
The Geography department will monitor your attendance at all classes. It is your responsibility to complete any attendance register that is circulated and to make sure that your attendance has been noted. You will be contacted in the event that:

i. you fail to attend for two weeks without providing notification of your absence;
ii. you display a pattern of absence that the department feel is affecting or is likely to affect your work
iii. you display a pattern of absence that the department feel is a cause for concern over your wellbeing or may point to a disability which you may not have disclosed.

Continued unexplained absence, or absence for unacceptable reasons may be followed up with a formal warning unless evidence, deemed acceptable by the Department, of extenuating circumstances can be provided. After receiving two formal warnings, the Department can request that a student’s registration at College be terminated.

3.4.3 COLLEGE’S RESPONSIBILITIES IN RELATION TO ATTENDANCE:
The College has a number of important obligations in relation to monitoring your attendance and engagement, including legal responsibilities under the Equality Act (2010). As a result, the College may adjust the attendance requirement for your programme but will only do this when such adjustment does not compromise competence standards or your ability to reach the learning outcomes of your programme. Any need to adjust attendance requirements will be treated case by case and discussed by the department with the Disability and Dyslexia Services (DDS) and Academic Quality and Policy Office (AQPO).

The College also has obligations places on it by UK Visas and Immigration (UKVI) – see 3.4.7 below.

3.4.4 MISSING CLASSES:
If you are unable to attend College for whatever reason you must advise the department in which you taking the course(s) in question and complete the relevant Notification of
Absence Form, which is available online:  
https://www.royalholloway.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx

This must be submitted to the relevant department(s) together with the relevant supporting documentation either before your absence or within five working days of the end of the period of absence.

You must:

a. advise the department. For absences from taught classes you should submit a notification of absence form to the Department office. For prolonged absence, or absence affecting several courses, the Department office should be informed directly. Please feel free to discuss any concerns with your personal tutor, Director of Teaching, or DESO in confidence.

b. complete the Notification of Absence Form

c. submit the paperwork to your department(s) either before your absence or within TWO working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level

This table shows the documentation that is required should you be absent for any reason.

<table>
<thead>
<tr>
<th>Reason for absence</th>
<th>Documentation required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays)</td>
<td>Completed Notification of Absence Form – Self Certification</td>
</tr>
<tr>
<td>Illness for more than 5 consecutive term-time days (excluding Saturdays and Sundays)</td>
<td>Completed Notification of Absence Form - Self Certification plus Formal Medical Certification signed by the Health Centre, your GP or hospital consultant</td>
</tr>
<tr>
<td>Unrelated to sickness</td>
<td>Notification of Absence Form plus supporting evidence</td>
</tr>
<tr>
<td>Leave of absence request</td>
<td>Notification of Absence Form plus any departmental requirement must be met</td>
</tr>
</tbody>
</table>

Note:
- If you should be absent for a prolonged period it is important that you keep in touch with your department.
- Departments will monitor the frequency of self-certified absences and the Director of Teaching may request that you provide a doctor’s medical certificate in multiple and sustained instances of self-certified illness.
- It is at the discretion of the Department as to whether any absence is deemed acceptable or unacceptable (see http://www.royalholloway.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx for details of what constitutes ‘acceptable’ and ‘unacceptable’ circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against the minimum attendance level.

For further details on the kinds of circumstances where absence may be deemed as ‘acceptable’ and ‘unacceptable’ and for the type of supporting evidence that you may be required to provide as justification of absence, please click on ‘Studying’ tab on the Student Home page.
http://www.royalholloway.ac.uk/ecampus/academicsupport/attendance/home.aspx

3.4.5 MISSING AN EXAMINATION:

In the event that you are unable to attend an exam (e.g. through reasons of sudden illness), it is essential that you notify Student Administration at the very earliest possibility. Wherever possible, please try to ensure you contact them at student-enquiries@royalholloway.ac.uk before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email outlining the reasons for the non-attendance.

This notification will then be forwarded by Student Administration to your department so that
they are aware of your non-attendance. Please note, this notification is not a substitute for formally notifying your department of Extenuating Circumstances. It is essential that you inform your department and Chair of the Sub-board of Examiners by completing the Extenuating Circumstances form. For further information, please refer to the website https://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/extenuatingcircumstances.aspx.

In the event that you do not complete the Extenuating Circumstances form, the department will be unable to consider the reasons for your non-attendance at the departmental Sub-Board of Examiners.

3.4.6 CONSEQUENCIES OF FAILING TO ATTEND:
As indicated in 3.4.2 above the Department may contact you if there are concerns about your attendance

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, the Department may issue you with a formal warning which can escalate to the termination of your registration at the College. You are strongly advised to read the guidance on the formal warning process and the consequences of receiving such a warning on http://www.royalholloway.ac.uk/ecampus/academicsupport/formalwarnings/formalwarnings.aspx and in the relevant regulations, http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx.

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

3.4.7 WITHDRAWAL OF VISA:
If you are in receipt of a Tier-4 (General) Student Visa sponsored by Royal Holloway, it is a requirement of your Visa that you attend classes and complete assessments. This is also a requirement of the College’s academic regulations. The College has a legal responsibility to report any student admitted to the College who does not appear to be in attendance to UK Visas and Immigration (UKVI). Therefore if you fail to meet UKVI visa requirements and/or fail to respond to informal and formal warnings from the College in this regard you could have your sponsorship withdrawn, your Visa cancelled and your registration with the College terminated. The termination of registration due to a breach in Visa requirements is conducted independently of the College’s formal warning process and the decision is not open to appeal.

Please see the College Undergraduate Regulations (http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx)

3.5 TYPES OF TEACHING
There is a range of different teaching styles used by the Department. 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 advise
on particular problems associated with their module – see them during their office hours or at other times by arrangement.

3.5.1 LECTURES
The most common form of teaching in the Department is the lecture. The lecture is a good way of 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 handouts and 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 section 6.12 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 dedicated office hours.

3.5.2 TUTORIALS & SEMINARS
These are the main forms of support teaching, and typically consist of a lecturer or teaching assistant working with a small group of students. The emphasis here is very much that you should treat learning Geography like learning a language - you need to speak ‘Geography’ yourself as well as listen to it being spoken. 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!)

First Year: Tutorials are an essential and compulsory part of your undergraduate programme. 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 courses 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 lecture course run in that term (GG1001/GG1003 in term 1; GG1002/GG1004 in term 2). COMPLETION OF THESE ASSIGNMENTS IS A REQUIREMENT OF THE LECTURE COURSES. FAILURE TO COMPLETE ASSIGNMENTS MAY RESULT IN YOU BEING GIVEN A FORMAL WARNING. AFTER TWO FORMAL WARNINGS, YOUR TERMINATION FROM THE COLLEGE WILL BE REQUESTED. If you are a Joint Honours student you will be allocated a tutor in your specialist area, and you’ll undertake assignments for the lecture courses which you are taking. A similar tutor will be allocated in your other Department.

Second and Third Year: In the second and third years, you see your Personal Tutor for general advice on academic development and welfare, but academic tutorials are given by the member of staff responsible for the course, or by another specialist in the subject area. These are organised to fit the shape of individual courses and details are provided by the course lecturer and posted on your year notice board. Courses vary in their teaching structures, but for courses taught mainly through lectures you will probably have 2 or 3 tutorials for a half unit course, and 4 – 6 for a whole course unit. Some of these classes may take the form of seminars, somewhat larger groups (10-20 students), where you may be asked to make a short presentation.

3.5.3 PRACTICALS
Geographical Techniques (GG1011/3) in the first year, GG2001/2, GG2013, GG2021, GG2041, GG2043 in the second year, and other individual courses in year three, will involve a series of practical exercises, either in the field, in the laboratories, or in the computer suites. In most practical classes the lecturer is supported by demonstrators, who are on hand to help you with the work and to discuss issues arising from it.

For all practical work it is vital that you follow the Health and Safety guidelines set out in Section 9, and all additional safety instructions given by the course leaders.
3.5.4 FIELDWORK

You’ll find that fieldwork is a very important aspect of the degree programme at Royal Holloway. We feel that it is something that makes Geography a very distinctive undergraduate experience, and as such, it forms an important element of the compulsory research training strand of the degree programme. We believe that fieldwork provides you with a unique opportunity to learn new techniques and to apply those methods already learned. Fieldwork is also important in getting you to identify a problem or research question, and to develop approaches designed to solve or answer it. We see our fieldwork programme as vital training for your independent research work (Dissertation). We hope that fieldwork also opens your eyes to the wider world, developing your sense of place, awareness of difference, and tolerance for others. We have also found that many regard fieldwork as both one of the most enjoyable aspects of their degrees, and as a time when they acquired important skills and sensitivities which have been important to them in later life.

In the second term of the first year, a week-long field course takes place in southern Spain (GG1032/4), where work in physical, environmental and human geography is undertaken. This is assessed on return to College by a formal field report and an individual poster. In the second year students choose from a series of destinations related to different interests and specialisms (GG2003 or GG2004 for Geography/PIR students). These courses run at the end of the second term, and run for between a week and ten days. In 2017-18 the courses go to: New York and London (urban, historical and cultural geography); Cyprus (political and social geography); Sicily (landscape evolution, biogeography and physical processes); London (physical geography); and Malawi (development & environmental geography). Whichever trip you choose, it is assessed by a written report.

Some third year courses also involve fieldwork elements, full details of which are indicated on the course outlines displayed on notice boards.

Fieldtrip costs

The cost of attending the first year Spanish fieldtrip will be met by the Department. Second year trips will be funded by individual students, although financial assistance may be available from College in special circumstances. The cost of attending the different second year fieldtrips varies from year to year depending on exchange rates, transportation costs, inflation etc. You will be advised of the cost at the start of the academic year and given a deadline for the payment of a non-returnable deposit and another for the balance. The two London-based trips are free to students. Failure to meet payment deadlines without prior approval from the fieldtrip leader may result in the cancellation of your transport, accommodation and other arrangements. If you do not attend a fieldtrip, unless you have extenuating circumstances acceptable to the Department, you will be unable to complete the work for the associated coursework. In consequence, you will receive a mark of zero for the course, which will have a detrimental effect on your year average and may result in you having to repeat the year. Students with outstanding debt to College may be prevented from graduating and receiving official notification of their degree results. If you have genuine difficulties in paying the deposit, please advise the Department as soon as possible. Help may be available from the Financial Counseling service. Appointments can be arranged by emailing ‘financialadvice@royalholloway.ac.uk’. Further details are available at https://www.royalholloway.ac.uk/ecampus/finance/financialsupport.aspx.

Fieldwork Safety (See also section 9.4)

Safety on fieldwork is of paramount importance. Before every field trip that you participate in, you must sign to acknowledge the appropriate risk assessment and associated health and safety information. You should also be familiar with the ‘Fitness for Field Studies’ document. This also applies to the independent dissertation (GG3001/GG3005). These will be issued to you by the member of staff responsible for the field class. You must also make sure that your health form is updated to include any medical conditions, problems that may be relevant in the field.
3.6 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 course 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 working between 35 and 40 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 (section 3.7). 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, via the Web and other bibliographic software. If you need to refresh these skills in the second or third year, or you need further advice on searching for information (perhaps to support your dissertation) contact the Bedford Library, where there is a subject librarian for Geography, or CeDAS who can provide support in effective writing, statistics or presentation.

3.7 TIME MANAGEMENT

One key skill that you should learn early in your career is time management, and how to plan your work load 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. For example, for each hour lecture, you should identify around 2 hours of reading time. This shouldn’t be too long after the lecture. There may also be preparatory reading before the lecture too, for morning lectures, this may be best done the day before. Other key questions relevant to time management include: when are your tutorials/practicals? Are they likely to result in reports/essays? When will you do the reading for these? What are the deadlines? All deadlines are published at the start of the academic year (section 6.7).
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 courses; you may find it easier to put the most difficult module first, do some basic work for this and come back to it later.

3.8 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.

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

• Eating and drinking (except water) in class is not permitted by the College, in compliance with current Health and Safety legislation. Not even water may be drunk in laboratories.
• Students must not engage in conversation with one another during a lecture or class unless it is part of an organised class activity.
• When wishing to ask a question or contribute a comment students should draw the lecturer’s attention by putting their hand up.
• Mobile phones and other electronic devices must be switched off at the beginning of the lecture unless these devices are directly related to the lecture; for instance, laptops for note-taking or authorised recording devices for students registered with the Dyslexia and Disability Services and will not cause disruption to the class.
• Personal electronic recording of lectures is discouraged and should only be requested for good reason (e.g. specific learning difficulty). Permission to record lectures should be sought in advance from the lecturer in charge.
• Students are welcome to use laptop computers 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.
• Students should sign any paper register with their original signature (the one given as sample signature in registration documents). Late arrivals should locate and sign the register in the break or at the end of the lecture. Fraudulent recording of attendance will be investigated as a disciplinary offence.

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

Students are expected to treat the learning environment with respect and to adhere to the points detailed above. Lecturing staff will remind individuals of their responsibilities to others as class members when breaches to this code of conduct are identified. In exceptional circumstances, persistent individuals may be asked to leave. Where students are concerned about the behavior 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 lecture. 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 Director of Undergraduate programmes with details of the incident. The Director of Undergraduate programmes will raise the matter with the lecturer in charge or Head of Department as appropriate.
4 DECISION STRUCTURE

Geography degree schemes at Royal Holloway give a sound and extensive introduction to the study of Geography, they provide the possibility for specialisation in a wide range of topics, and are characterised by progression and flexibility. Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through Course Finder or the Programme Specification Repository.

We offer Geography as a Single Honours Geography degree (BA or BSc); BA Human Geography and BSc Physical Geography; or as part of Joint Honours BSc Geography with Politics & International Relations.

Our degree courses aim to:

- Give a sound and extensive basis for the study of Geography, meeting the requirements of the national subject benchmarking statement in the development of knowledge, understanding, and intellectual, discipline-specific and key skills.
- Provide a flexible and progressive structure in which students are able to gain knowledge, understanding and appropriate skills relating to distinctive research specialisms.
- Produce graduates with a range of personal attributes relevant to the world beyond Higher Education, who are able to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.

4.1 THE COURSE UNIT SYSTEM

All of the degree courses at Royal Holloway are based on a course credit, being either a 15 credit course (formerly called half units) or 30 credit courses (formerly a whole course unit). The full regulations for progression are set out in the College Student Handbook, (see also section 7.11). The maximum number of course credits that can be taken in any one year is 120 (4 units). All full-time Geography students are expected to take the full120 course credits in each year.

4.2 DEGREE PROGRAMMES IN GEOGRAPHY

The Department offers a range of degree programmes. All undergraduates are registered for one programme and should follow the requirements for this. These are detailed in the programme specification documents, although the key points relating to course modules, etc can be found in this section.

4.2.1 SINGLE HONOURS GEOGRAPHY

(BA Geography, BSc Geography, BA Human Geography, BSc Physical Geography)

The structure of the Single Honours Degree Programmes is set out in the tables below. Each year of the degree is quite distinctive.

First Year: There are four main lecture courses which are designed to give a firm grounding in major aspects of the discipline, two of which are taught in each term. During the first term you will take GG1001 Physical Geography I: Atmosphere, Oceans & Geosphere and GG1003 Human Geography I: Cultures, Economies, History. In the second term you take GG1002 Physical Geography II: Biogeography, Ecology & Scales of Change, and GG1004 Human Geography II: Politics, Society, Development & Environment. These courses are supported by work you do in your tutorial groups in the form of ‘formative’ coursework, completion of which is a requirement of completing these courses. You also take a broad-ranging core course in Geographical Techniques (GG1011), which provides training in methods and skills used in geographical analysis, such as field methods, statistical analysis, and physical, cultural and social research methods. Students also take an introductory course in GIS and remote sensing (GG1015), and also attend a field course in January in southern Spain (GG1032).

Second Year: In the second year you have a great deal of flexibility to take different combinations of courses to reflect your interests. All Single Honours students have to take two
half unit core courses; GG2001 Geographical Techniques II, and GG2003 Geographical Field Training which requires students to attend one of five field courses to be held in late March. GG2001 also provides preparation for the third year dissertation. You must then take three of the other courses on offer in the degree programme (or two plus a unit outside the Department - see the note on electives in section 4.4). The second year courses are integrated courses on substantial parts of the discipline. They take you beyond the introductions provided in the first year, and provide a basis for the specialist options in the third year.

Course requirements for Major Degree programmes
(BA/BSc Geography, BA Human Geography, BSc Physical Geography)

<table>
<thead>
<tr>
<th>First Year</th>
<th>BSc Geography</th>
<th>BSc Physical Geography</th>
<th>BA Human Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>GG 1001 (15)</td>
<td>GG 1001 (15)</td>
<td>GG 1001 (15)</td>
<td></td>
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<tr>
<td>GG 1002 (15)</td>
<td>GG 1002 (15)</td>
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<tr>
<td>GG 1003 (15)</td>
<td>GG 1003 (15)</td>
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<td>GG 1004 (15)</td>
<td>GG 1004 (15)</td>
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<td>GG 1011 (30)</td>
<td>GG 1011 (13)</td>
<td>GG 1011 (30)</td>
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<tr>
<td>GG 1015 (15)</td>
<td>GG 1015 (15)</td>
<td>GG 1015 (15)</td>
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<tr>
<td>GG 1032 (15)</td>
<td>GG 1032 (15)</td>
<td>GG 1032 (15)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>BSc Geography</th>
<th>BSc Physical Geography</th>
<th>BA Human Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>GG 2001 (15)</td>
<td>GG 2001 (15)</td>
<td>GG 2001 (15)</td>
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<tr>
<td>GG 2003 (15)</td>
<td>GG 2003 (15)</td>
<td>GG 2003 (15)</td>
<td></td>
</tr>
<tr>
<td>3 from:</td>
<td>2 from:</td>
<td>2 from:</td>
<td></td>
</tr>
<tr>
<td>GG 2013 (30)</td>
<td>GG 2013 (30)</td>
<td>GG 2052 (30)</td>
<td></td>
</tr>
<tr>
<td>GG 2021 (30)</td>
<td>GG 2021 (30)</td>
<td>GG 2053 (30)</td>
<td></td>
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<tr>
<td>GG 2041 (30)</td>
<td>GG 2041 (30)</td>
<td>GG 2061 (30)</td>
<td></td>
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<tr>
<td>GG 2043 (30)</td>
<td>GG 2043 (30)</td>
<td>GG 2071 (30)</td>
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<td>GG 2052 (30)</td>
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<tr>
<td>GG 2053 (30)</td>
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<td></td>
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<tr>
<td>GG 2061 (30)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>GG 2071 (30)</td>
<td></td>
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</tr>
<tr>
<td>or 2 courses from the above list and 30 credits from another department</td>
<td>+ 1 other geography course* or 30 credits from another department</td>
<td>+ 1 other geography course* or 30 credits from another department</td>
<td></td>
</tr>
</tbody>
</table>

Key to courses

GG 1001 Physical Geography I: Atmosphere, oceans & the geosphere
GG 1002 Physical Geography II: Biogeography, ecology & scales of Change
GG 1003 Human Geography I: Cultures, Economies, History
GG 1004 Human Geography II: Politics, Society, Development & Environment
GG 1011 Geographical techniques
GG 1015 Digital Geographies: Introduction to remote sensing & GIS
GG 1032 Geographical research & field Methods I

Key to courses

GG 2001 Geographical Techniques II
GG 2003 Geographical Field Training
GG 2013 Environmental Systems: Processes & Sustainability
GG 2021 Earth surface processes & hazards
GG 2041 Environmental change
GG 2043 Biogeography
GG 2052 Political Geography
GG 2053 Cities: Economies & Ecologies
GG 2061 Cultural geographies
GG 2071 Perspectives on development

Note:
* Choice of other geography options is from the full second year geography list.
### Third Year

<table>
<thead>
<tr>
<th>BSc Geography</th>
<th>BSc Physical Geography</th>
<th>BA Human Geography</th>
</tr>
</thead>
</table>

6 x 15 credit geography options [see key for availability] or 4 or 5 x 15 credit geography options + 15 or 30 credits of options from another department

<table>
<thead>
<tr>
<th>Third Year Options</th>
<th>BSc Human Geography</th>
<th>BA Human Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 from:</td>
<td>GG 3013 (15)</td>
<td>GG 3035 (15)</td>
</tr>
<tr>
<td></td>
<td>GG 3018 (15)</td>
<td>GG 3056 (15)</td>
</tr>
<tr>
<td></td>
<td>GG 3019 (15)</td>
<td>GG 3060 (15)</td>
</tr>
<tr>
<td></td>
<td>GG 3021 (15)</td>
<td>GG 3065 (15)</td>
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<tr>
<td></td>
<td>GG 3028 (15)</td>
<td>GG 3065 (15)</td>
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<tr>
<td></td>
<td>GG 3034 (15)</td>
<td>GG 3068 (15)</td>
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<tr>
<td></td>
<td>GG 3046 (15)</td>
<td>GG 3076 (15)</td>
</tr>
<tr>
<td></td>
<td>GG 3047 (15)</td>
<td>GG 3083 (15)</td>
</tr>
<tr>
<td></td>
<td>+ 2 other geography options* or 1 unit from another department</td>
<td>+ 2 other geography options* or 1 unit from another department</td>
</tr>
</tbody>
</table>

Key: (Note module weightings in brackets)

### Key to courses
- GG 3001 Independent dissertation
- GG 3005 Independent placement linked dissertation
- GG 3013 Coastal & wetland Management
- GG 3018 Global Warming
- GG 3019 Wetland environments: Process & policy
- GG 3021 Managing river environments
- GG 3026 Glaciers
- GG 3028 Digital Landscapes
- GG 3034 Arid Africa
- GG 3046 Mammals in a changing world
- GG 3047 Volcanoes
- GG 3053 Regeneration and urban policy
- GG 3056 Geography of commodities
- GG 3060 Post capitalist cities
- GG 3061 Geopolitics of media & communications
- GG 3064 Exploration, science & the making of History
- GG 3065 Geography of museums & collections
- GG 3068 Creative geographies
- GG 3076 Gender & Development
- GG 3083 Cities and development in the global south
- GG 3084 Mobilities
- GG 3085 Challenging Development? Disasters, conflict & human (in) security
- GG 3090 Critical GIS
- GG 3161 Atmosphere: Nature, culture, politics
- GG 3162 Remote control: Geographies of contemporary warfare

### Third Year

The third year of the programme is also extremely flexible. All Single Honours students have to take either GG3001 or GG3005. This is a substantial independent dissertation 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 must then take six of the other half unit courses on offer in the degree programme (or up to a unit outside the Department - see the note on electives in section 4.4). Our third year courses are specialist options based closely on the expertise and research of individual members of staff.

### BA Geography or BSc Geography

The overall structure of the Single Honours degree programme is the same for BA Geography and BSc Geography. The BA or BSc prefix largely reflects the balance of options taken and the wishes of the individual student. It is possible to change the degree programme during the year if you wish (see section 4.5).

The BA Human Geography and BSc Physical Geography programmes provide designated human and physical geography streams through the existing programme structure. Each has a core first year which is the same as the BA/BSc Geography programme. Thereafter you follow a pathway of either human or physical geography options as described in the Programme Specifications, and in the tables above. Your options are explained to you at pre-registration by the Director of Teaching, and your Personal Tutor is always available to give further advice. Students taking the BA/BSc Geography programmes may change to a Human or Physical Geography degree providing they have the right combination of courses (see section 4.5).
4.2.2 JOINT HONOURS GEOGRAPHY (BSc Geography, Politics & International Relations)
Dr Alasdair Pinkerton acts as the designated degree programme coordinator in Geography, and any issues should be directed to him in the first instance. Dr. Nicholas Allen has the corresponding role in the PIR Department. The list of modules is outlined in the table below.

First Year: This year includes a compulsory set of geography courses, including 2 lecture courses (GG1003 and GG1004), a Human geography techniques training course (GG1013), and a field course (GG1034), currently to Spain early in the spring term. Students will also select 2 from 4 courses from PIR.

Second Year: All students study a second year techniques courses (GG2002), which builds on the training received in year one, and attend a field trip towards the end of the spring term (GG2004). In addition students select a further 3 courses, at least one of which needs to be in the Department of PIR. In the second year, students can begin to focus their interests by choosing courses linked to 5 distinct areas of specialisation: Globalisation & International political economy; Global development; Geopolitics & International conflict; Comparative urban politics; or Politics of the Network Society. Preliminary selection of courses will be made in discussion with the course directors in May of the first year.

Third Year: The final year represents a great diversity of options which allow you to specialise further in a particular area. Your dissertation may be based in either Geography or PIR, depending on the topic and approach you choose. The discussion about selection of topics will be overseen by the course directors. The choice of department in which you take your dissertation in no way affects the balance of options which you subsequently choose. As well as the dissertation, you need to select a further 3 units of courses. These may be from the full range of human geography and PIR courses, with the only proviso being that no more than 2 of these 3 units can be taken in any one department. Preliminary selection of courses will be made in discussion with the course directors in May of the second year.

Course requirements for BSc Geography, Politics & international Relations

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>GG 1003 (15)</td>
<td>GG 2002 (15) &amp; GG 2004 (15)</td>
<td>GG 3001 (1) or PR 3000 (1)</td>
</tr>
<tr>
<td>GG 1004 (15)</td>
<td>At least 1, but no more than 2 from: GG 2052 (30) GG 2053 (30) GG 2061 (30) GG 2071 (30)</td>
<td>At least 2, but no more than 4 from: GG 3053 (15) GG 3054 (15) GG 3060 (15) GG 3061 (15) GG 3064 (15) GG 3065 (15) GG 3068 (15) GG 3076 (15) GG 3083 (15) GG 3084 (15) GG 3085 (15) GG 3090 (15) GG 3161 (15) GG 3162 (15)</td>
</tr>
<tr>
<td>GG 1013 (15)</td>
<td>+ 2 from PR 1400 (30) PR 1450 (30) PR 1500 (30) PR 1520 (30)</td>
<td>+ at least 1, but no more than 2 from: PR 2420 (30) PR 2430 (30) PR 2440 (30) PR 2480 (30) PR 2490 (30) PR 2500 (30) PR 2520 (30) PR 2530 (30)</td>
</tr>
<tr>
<td>GG 1034 (15)</td>
<td>+ at least 2, but no more than 4 from the PIR department list</td>
<td>+ at least 1, but no more than 4 from the PIR department list</td>
</tr>
</tbody>
</table>

Note: total of options should equal 3 units

Key to courses

For Geography courses, except for those listed below – See table for BA/BSc Geography, above

- GG 1013 Geographical techniques (for Geog/PIR students)
- GG 1034 Geographical research & field methods I (for Geog/PIR students)
- GG 2002 Geographical Techniques II (for Geog/PIR students)
- GG 2004 Geographical Field Training

For other PIR courses, see PIR department
4.3 REGISTERING FOR COURSES

Each year, you are required to register for 4 course units (120 credits), comprising individual courses worth either 0.5 units or 1 unit (15 or 30 credits). Details of all courses are posted on the course notice board outside Q171, and are provided to you at preliminary registration in May.

At the beginning of each academic year, you should attend the introductory meeting given by the Director of Undergraduate Programmes, who will confirm details of the modules on offer and the registration process. (Note, second and third year students should have completed pre-registration last May). You will then be asked to register formally for your modules, by completing your registration form in consultation with your Personal Tutor. Courses outside the Department (joint degree students or electives, see section 4.4) need to have a counter-signature from the host Department. This should be obtained from the relevant Departmental Administrator or Director of Teaching. Registration forms must be signed and returned to your personal tutor by 1600 on 2nd October 2017.

4.3.1 CHANGING COURSE REGISTRATION

If you wish to change courses after you have registered for them, you should first discuss the matter with your Personal Tutor. You should then get a change of course unit registration form from either the Departmental Office or Department website. Please complete the form, stating the course you wish to leave, and the one you wish to change into, before bringing it to the Director of Teaching for signing. The deadline for changing a first term course (third years), or full unit course (second years) is 13th October 2017. Third years may change second term courses up to 26th January 2018 (although this cannot be for a course already completed in the first term). First year registration is compulsory, therefore, no changes can be made. If you are unsure about your course choices we recommend that you attend the introductory classes for a range of courses.

4.3.2 COURSE REGISTRATION & EXAMINATION ENTRY

A statement of the examinations that you are entered for will appear on the College portal towards the end of the first term. You must check this carefully. Examination entries are finalised by the end of January (allowing third year students to change second term courses if they wish). College Regulations do not allow withdrawal from modules after this date, as this may seriously affect your final mark and degree classification. Exceptional medical or personal circumstances which might be partially resolved by withdrawing from a course should always be discussed with the Director of Undergraduate Programmes.

4.3.3 PRELIMINARY REGISTRATION

After the exams in May, first and second years will be asked to give a provisional indication of the courses that they may wish to take in the following year. The Director of Undergraduate Teaching gives an introduction to the courses available, and you then complete a preliminary registration form with your Personal Tutor which, on completion, must be returned by your tutor to the Departmental Office. If you are interested in elective modules (see section 4.4) you are advised to contact the host Department at this point.

4.4 ELECTIVES

Electives are non-geography modules which may be selected from other College departments, which you may opt to do as part of your own degree course. (NOTE: joint degree students are not allowed to take electives). Any electives have to be approved by both Geography (through your personal tutor) and by the Department in which the course is taken. Taking electives will not alter the title of your degree.

To ensure that all our students have a firm grounding in degree level Geography, we do not allow you to take courses outside the Department in your first year. Because of the diverse nature of Geography and the importance of developing career-related skills, we are happy to sanction relevant options in the second and third years, subject to the agreement of the host Department. Courses are weighted according to the year in which you take them (e.g. any external courses you take in the second year are given second year weighting.)
irrespective of what year they are designed for in their host department). However, in order to maintain standards, we do not permit third year students to enroll for first year courses in other departments. For this reason you should think carefully about your choice of any electives and their place in your final degree profile. In years two and three, you may take up to one course unit in each year outside the Department.

4.5 CHANGING YOUR DEGREE PROGRAMME
You are only permitted to change your degree programme up to 13th October 2017 with the following exceptions:

- if the change is only in degree pathway title, which does not affect the course units taken and you are still taking the correct course units (worth 120 credits in total) as detailed in the relevant programme specification, i.e. from BA to BSc Geography.
- if the change affects the course units taken and you have to pick up an extra half unit in the Spring term but you would be taking the correct course units as detailed in the relevant programme specification and would have no less than 120 credits.

Students wishing to change their degree programme should discuss this with the Director of Undergraduate Programmes, from whom a form to make this change is available.

First year students who, after completing a first year of a joint degree programme, may request to change to a single honours Geography degree at the start of their second year. Such changes will be considered by the Director of Undergraduate Teaching based on performance in the first year, and following discussion with your personal tutor(s).

4.6 PROGRESSION AND PATHWAYS
We have designed our degree courses to be as flexible as possible after the first year to allow you to develop your own interests through your studies. However in your course choices you should recognise that courses follow on from each other, creating different pathways through the degree.

With one or two exceptions Geography does not operate a system of rigid prerequisites, but it is normally expected that you will have taken appropriate preceding modules. You should discuss your options with your Personal Tutor at preliminary registration.

4.7 EXCHANGE PROGRAMMES
The College offers students the opportunity to study abroad for a year through the International Exchange programme and the Erasmus programme. Students are able to apply to study abroad in Europe or at one of 28 international institutions in the USA, Canada, Australia, New Zealand, Hong Kong, Korea, Japan and Singapore. In practice, this involves spending a year abroad between your second and third years. Work taken during this year will count in your overall degree profile and will modify your degree title by the addition of ‘...with international year’ to your final degree title.

Further details on participating in such programmes and restrictions placed on students in different departments are available at http://www.royalholloway.ac.uk/international/studyabroadandexchanges/outgoing/home.aspx
5.0 FACILITIES

5.1 THE LIBRARY
One of the most important resources for you as a student at Royal Holloway is the Library Service. The Library is housed in the newly opened ‘Emily Wilding Davison Building’ located on the east side of Founders Square.

Details, including Library Search, dedicated subject guides and opening times can be found online from the Library home page: http://www.royalholloway.ac.uk/library/home.aspx

The Ground Floor of the Library contains a High Use Collection bringing together much of the course reading into one area. 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 to use in other study areas.

If you cannot find the specific items that you require in the libraries, it is possible to order items from other libraries by inter-library loan or to gain access to the Senate House Library or other university libraries. You can obtain further information on this by asking at the library helpdesks. In addition, each department has a dedicated Information Consultant. For Geography, this is Emma Burnett (emma.burnett@rhul.ac.uk).

The Library provides a range of training sessions designed to enhance your existing library and research skills. These are available in both class-based and self-study formats. For information on available sessions and to book a place, go to: http://www.royalholloway.ac.uk/library/helpandsupport/findinginformation.aspx

5.1.1 Books
Library books tend to be heavily in demand at certain times (notably at essay deadlines and in the run-up to examinations) and to be under-used at others. Careful timing in your use of them (e.g. during the Summer and Christmas Vacations, or early in each term) will pay dividends. The Library has multiple copies of many of the most frequently-used works as well as a large collection of eBooks.

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

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

5.1.2 Online resources
The Library provides access to an extensive online collection of journal titles in electronic, full-text format (eJournals), eBooks, online databases and an online library of multi-media material (texts, images, audio, films and mixed-media). All of these ‘eResources’ are available via an extensive suite of student PCs in the libraries and around the campus (all connected to printers), laptops & most mobile devices (via the CampusNet Wi-Fi), as well as from off-campus (see below).

You will need to get used to consulting the key eResources (such as the collections of primary sources, research material & online databases), eBooks, online reference material and electronic journal collections relevant to your subject area. These can be accessed online using the E-resources A-Z lists & the ‘LibrarySearch’ service via links on the Library’s homepage (http://www.royalholloway.ac.uk/library/) or via the dedicated Library Subject Guides: http://libguides.rhul.ac.uk/
In order to access the Library’s extensive and growing collection of eResources off campus (e.g. from home) you will need to use the College’s CampusAnywhere (VPN) service (in some cases you may need to login direct to the e-resource). Details of how to use these services can be found on the Library Subject Guides or the Library’s ‘Help & Support’ webpages.

Ask the Library’s Information Consultant for your subject for details of how to use these eResources (there is also plenty of help information on the Library Subject Guides). For Geography, this is Emma Burnett (Emma.Burnett@rhul.ac.uk).

Past exam papers can be useful as a guide to focusing your study as well as being an essential part of revision for your exams. The library provides online versions and you can search using LibrarySearch, from the Exam Papers service on the Library home page, or from individual course pages on Moodle.

5.1.3 Study space
There are large silent study areas, group study areas & bookable group study rooms available in the Library (some group study rooms are equipped with projectors, smart boards, white boards and/or flip charts). If you wish to book space for group study (such as to practice a presentation), this can be done through the library web site.

5.1.4 Training
All First Year Undergraduates receive an induction session about Library Services during Welcome Week, but you will also have a training session scheduled in Autumn Term covering how to find and use the Library’s online resources for your subject area and also how to quickly and easily create effective searches that will help you find the information you need for your essays, projects & dissertations. You will also receive training on referencing and creating bibliographies using online tools & software.

It is essential that you attend these timetabled sessions as they will help you navigate through the wide array of resources available to you and be able to use the right ones for your study & research. In Geography, these are arranged as part of module B in the first year techniques course (GG1011/3).

5.1.5 Using other libraries:
**Senate House Library** (University of London), Senate House, Malet Street, London, WC1E 7HU (020 7862 8462) [http://www.shl.lon.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 Senate House, Malet Street, in Central London. This central Library has large reference collections and facilities for borrowing and is an important resource for print and online material for the Arts & Humanities and Social Sciences (with limited Science coverage). In order to obtain a Senate House Library card you must present your College ID card at the Senate House Library and complete a short application form. You also have access to SHL’s online resources and these can be accessed via the Library Subject Guides.

**The British Library**, 96 Euston Road, London, NW1 2DB (020 7412 7000) [http://www.bl.uk].
Please check the BL’s web pages for registration and access regulations, or contact the Royal Holloway Library for advice.

**Other libraries**
You may also be able to register as a reader at the libraries of other Colleges if you can demonstrate that you need to use their collections. Please check the respective College Library’s web pages before visiting. More information about using other libraries can be found on the ‘Beyond RHUL’ section of the Library Subject Guides: [http://libguides.rhul.ac.uk/]

You are strongly advised to familiarise yourself with the Library and its resources as early as possible in your degree.
5.2 ‘Library@Geography’
In addition to the central library facilities, the Department has its own study space supported by the library: ‘Library@Geography’ (QB174) containing work space and maps.

Library@Geography offers a quiet place for students to work – food, drink and the use of mobile phones are not permitted.

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

5.3 PHOTOCOPYING, PRINTING AND COMPUTING

5.3.1 PHOTOCOPYING
The department photocopiers are in constant use by office staff and lecturers. For this reason, we cannot allow undergraduate students to use them. Instead, you can use copier printers located in the libraries, Computer Centre, and many of the PC labs, which allow copies to be made in either black and white, or colour. Further information is available at: http://www.royalholloway.ac.uk/library/usingourlibraries/photocopyingandprinting.aspx

If you require material to be copied for a seminar presentation, your course tutor can arrange this for you. Please plan ahead and give the materials to the tutor in food time.

5.3.2 PRINTING
General computer printing may be done through the college computing facilities. Many of the PC labs are open 24 hours a day, 7 days a week. Alternatively, there are computers available for your use in the libraries and Computer Centre.

Departmental staff are unable, in any circumstances, to print anything out on your behalf. Copier-printers (MFDs) are located across the campus in the PC labs, libraries and Computer Centre. Further information on printing is available online: https://www.royalholloway.ac.uk/it/printing/home.aspx

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, Jenny Kynaston (QB137), for a charge (charge depends on page size). Department facilities allow for standard printing to A0, or special sizes on request.

5.3.3 COMPUTING
The main facilities for undergraduate computing are the PC laboratories run by the central Computer Centre. At College registration you will be given details of induction procedures, user accounts and password procedures. All Geographers are expected to have basic information technology skills by the end of the first term of the first year (operation of Windows, word-processing, spreadsheet use and basic web skills). We expect you to have at least the basic competence in information technology as provided by some of the IT Training sessions run by the Computer Centre.

The Computer Centre provides a range of IT training sessions designed to enhance your current IT skills. These are available in both class-based and self-study formats, and successful completion of the course is rewarded by a College IT Skills certificate. For details of these sessions, and to participate in them, go to http://www.royalholloway.ac.uk/it/training/home.aspx.

The Department recommends that you give consideration to courses relating to the use of Microsoft Office. Of particular use are courses relating to Word, Excel spreadsheets and PowerPoint. Other courses are available for later years, including data presentation, managing large documents, referencing and advanced Word for dissertations. Further advice will be given during the Geographical Techniques module.
The Department also has postgraduate computing facilities in the Geospatial and Visual Methods Laboratory (GVML) (QB146) which, in special circumstances 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.
6 COURSEWORK ASSESSMENT AND DISSERTATION

Coursework is a key part of the assessment of the modules you take. The weighting given to coursework and examinations may vary between modules due to the nature of the material being studied, and how this work is assessed (see section 6.1). Regulations concerning all assessed coursework whether summative or formative are detailed in section 7.

6.1 WEIGHTING OF COURSEWORK AND EXAMS

All coursework is designed to test students against a series of skills and learning outcomes. To achieve this, emphasis is put on the most appropriate form of assessment which allows students to demonstrate their full potential. The table below details how each course is assessed and how this is split between coursework and examination.

<table>
<thead>
<tr>
<th>Course</th>
<th>Weighting (%)</th>
<th>Value</th>
<th>Cwk.</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>GG1001 Physical Geography I: Atmosphere, Oceans &amp; the Geosphere</td>
<td>0.5</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>GG1002 Physical geography II: Biogeography, Ecology &amp; scales of change</td>
<td>0.5</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>GG1003 Human Geography I: Cultures, economies, histories</td>
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<td>0</td>
<td>100</td>
<td></td>
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<tr>
<td>GG1004 Human Geography II: Politics, society, development &amp; environment</td>
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<tr>
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<tr>
<td>GG1013 Geographical Techniques (Geog/PIR)</td>
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<td>100</td>
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<tr>
<td>GG1015 Digital Geographies: Introduction to remote sensing &amp;GIS</td>
<td>0.5</td>
<td>100</td>
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<tr>
<td>GG1032 Geographical Research &amp; Field methods I</td>
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<tr>
<td>GG1034 Geographical Research &amp; Field methods I (Geog/PIR)</td>
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<tr>
<td>GG1036 Geographical Techniques II</td>
<td>0.5</td>
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<tr>
<td>GG1037 Geographical Techniques II: Human geography</td>
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<tr>
<td>GG2003 Geographical Field Training</td>
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<td>0</td>
<td></td>
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<tr>
<td>GG2004 Geographical Field Training: Human Geography</td>
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<tr>
<td>GG2013 Environmental Systems: Processes &amp; Sustainability</td>
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<tr>
<td>GG2021 Earth Surface Processes &amp; Hazards</td>
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<tr>
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<td>GG2043 Biogeography</td>
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<tr>
<td>GG2052 Political Geography</td>
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<td>50</td>
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<tr>
<td>GG2053 Cities: Economies &amp; Ecologies</td>
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<tr>
<td>GG2061 Cultural geographies of the modern World</td>
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<tr>
<td>GG2071 Perspectives on Development</td>
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<tr>
<td>GG3001 Dissertation</td>
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<tr>
<td>GG3005 Placement linked dissertation</td>
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<td>0.5</td>
<td>33</td>
<td>67</td>
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<tr>
<td>GG3014 Savannas</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
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<tr>
<td>GG3018 Global Warming</td>
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<td>67</td>
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<tr>
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<td>60</td>
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<tr>
<td>GG3021 Managing River Environments</td>
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<td>33</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>GG3026 Glacial Environments</td>
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<td>50</td>
<td></td>
</tr>
<tr>
<td>GG3028 Digital Landscapes</td>
<td>0.5</td>
<td>60</td>
<td>40</td>
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<tr>
<td>GG3034 Arid Africa</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
<td></td>
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<tr>
<td>GG3035 Regeneration and urban policy</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>GG3036 Geography of commodities</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>GG3061 Geopolitics of Media &amp; Communication</td>
<td>0.5</td>
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<tr>
<td>GG3062 Images of Earth: from Homer to Google</td>
<td>0.5</td>
<td>40</td>
<td>60</td>
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<tr>
<td>GG3064 Exploration, science &amp; making of Geography</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
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<tr>
<td>GG3065 Geography of museums and collections</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
<td></td>
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<tr>
<td>GG3067 Geopolitics on film</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>GG3068 Creative Geographies</td>
<td>0.5</td>
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<td>67</td>
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<tr>
<td>GG3069 Geographies of home</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
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<tr>
<td>GG3080 Fair Trade</td>
<td>0.5</td>
<td>33</td>
<td>67</td>
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<tr>
<td>GG3083 Cities and development in the global south</td>
<td>0.5</td>
<td>50</td>
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<td>GG3084 Mobilities</td>
<td>0.5</td>
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<td>GG3085 Challenging Development? Disasters, Conflict &amp; human (in)security</td>
<td>0.5</td>
<td>50</td>
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<tr>
<td>GG3090 Critical GIS</td>
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<td>0</td>
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<tr>
<td>GG3161 Atmopshere: Art, Science, Politics</td>
<td>0.5</td>
<td>100</td>
<td>0</td>
<td></td>
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<tr>
<td>GG3162 Remote Control: Geographies of contemporary warfare</td>
<td>0.5</td>
<td>50</td>
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</table>

Table showing relative weighting of coursework and exams in module assessment
6.2 COURSEWORK ESSAYS
One of the commonest forms of assessment is the essay. Essay writing is an important skill which you develop during your studies, starting with tutorial support in the first year, into the second and third through practice and feedback. Such a skill is important to develop because it allows you to consolidate your understanding of, and to thoroughly analyse, a topic through interrogation of the relevant literature. Through this process, you will ultimately argue a strong enough case to persuade your reader that the point of view you have developed is well supported by the ideas and information you present.

When writing essays, it is vital that you understand what you are being asked to write about. One of the most frequent mistakes made by students is not fully understanding the task set. You can present an excellent essay but if it doesn’t address the key points of what is being asked, then much of your effort will be wasted. Think about the title carefully and look for the key words. If you are unsure, ask the person who set the title for clarification.

A good essay should demonstrate a series of points. Firstly, it must answer the question through presenting the key points and a balanced range of arguments. Secondly, it must demonstrate a good knowledge base, achieved through wide reading and thorough preparation. Finally, it must be well structured, well-argued and logical in its ordering of content. In order to achieve this, there are typically three main parts or stages to consider. Firstly, an initial statement of the point of view that you have developed in response to the topic. This part of the essay is typically referred to as the introduction. Secondly, you need to present the argument or arguments which you have discovered to support this point of view. This part is the body of the essay. This information comes from detailed reading of the literature (see section 3.6). Finally, you need to bring together your arguments and restate the overall point of view that has been developed. This part of the essay is the conclusion. Finally, you should compile all of your cited literature into a reference list (see section 6.8).

This writing process is often preceded by a clear planning stage which can involve a series of steps:
1) Choosing a question if you have a choice (not always the case).
2) Analysing the question and determining what you are being asked to do, e.g. ‘compare’, ‘contrast’, ‘examine’, etc.
3) Making an initial plan of your ideas and what information you need. This helps to clarify your arguments and to identify more accurately the kind of information and resources you will need.
4) Locating resources through literature searches. Try the module reading list as a starter. If an author has written relevant material on your topic, try typing their name into a search engine and find out if they have written anything else of relevance. Try also searching by the key words in the title. Also look through the reference list of all useful articles you find to widen your resources.
5) Read relevant literature, make notes and think about how the information may fit into your essay. Don’t forget the importance of diagrams and photographs (plates) in your essay. Importantly, when making notes from the literature, don’t forget to attribute these notes to the source from whence they have come. You will need this information for referencing when you write your essay.
6) Return to your plan - does it still ‘work’ given the reading you have done? Decide on where your resources fit, and how they may be ordered effectively. It may be easier if you divide your resources into general background, used for informing the reader about the general principles of the topic, and case studies, used to illustrate these general issues in more detail.
7) Writing the first draft by referring to your plan. It is often useful to leave the introduction for now and go straight to the main body of the essay. Use each main idea that you want to communicate as a paragraph in your essay, and use the first sentence of each paragraph to state clearly the main point you want to make. Other sentences in the paragraph then expand on this topic sentence by giving evidence to support it, explaining it more fully and/or giving examples. When you have done this, the introduction is often easier to write. It contains background to the topic and an outline of
the main issues that you are writing about, it should also provide a context for the essay and an outline of what you are going to do. Finally, the conclusion should summarise the arguments made (not repeat them) and demonstrate how they relate to the question. It should also indicate any implications of this view.

8) Revising and redrafting should consider both the essay structure and presentation. Ask some important questions. Have you answered the question, do the main sections ‘work’ in the context of the essay. Do you need to use sub headings to divide the text? Finally, is all the material you obtained from your reading properly cited and referenced (see section 7.8 for discussion on plagiarism), have you spell/grammar checked your work and, importantly, have you proof read it. Spell checking is not enough, as it only checks the words you have used for correct spelling, not whether you have used the right words in the first place!

9) References. All the information you cite must be recorded in a reference list/bibliography (see section 6.8). This includes references for all figures, tables and plates.

All of this takes time and underlies the importance of planning your writing over a suitable time period.

6.3 FIELD & LABORATORY REPORTS

A report is a more highly structured document than an essay that presents information about an investigation that you have undertaken into events, organisations, situations, issues and processes. Typically, this form of assessment is used following field work or laboratory investigations (e.g. GG1011/3, GG1032/4, GG2001/2, GG2003/4, as well as some other option modules). Importantly, the structure and convention in written reports stresses the process by which the information was gathered as much as the information itself. Hence, you need to discuss the methods used and the processes involved in gathering the information you are going to use as the basis of the report.

There are typically five stages in the writing of a report. These should be observed in sequence:

1) Clarifying the purpose of the report. You should consider the potential reader(s) and the requirements of the course in question; this should include a clear indication of the scope, breadth and depth of the report. You will need to present details of how you carried out the research/data gathering, how you processed and analysed your data, what is already known about the topic (literature review, see section 6.5), and how your data fits with this, and your recommendations.

2) Carrying out all necessary research. What are your research questions? What are you investigating? In some cases, these are presented to you as part of the original practical or field work, but in others, notably the dissertation (see section 6.4), you will need to develop your own research questions and hypotheses. Your research may include your primary investigation via fieldwork, or the analysis of data gathered by another person (secondary data). Whichever is the case, you need to consider your data in the context of existing knowledge, and for this you need to consider the literature, using similar approaches to the data gathering you employ for essays.

3) Planning the structure and content of the report. This is a crucial stage in the writing process as it is at this stage that you plan and organise your existing information, your remaining research and the required structure within the report will be written.

4) Drafting the report. In general the process of writing reports is the same as for essays (section 6.2), although given the nature of reports, their structure is typically more closely defined. When writing reports, the following is a general structure to adopt. You will be given further guidance as to structure for each report you need to write.

a) Title Page: The report title, and sub title if necessary. You candidate number should also be included, along with module number/name and the date.

b) Acknowledgements: Acknowledge help given. This could be in the field (field assistants), suppliers of secondary information, laboratory support, or advisors.

c) Contents: A list of all main sections, in sequence, with page numbers. Figures (diagrams, graphs), tables, and plates should be shown in separate lists, titled, ‘List of figures’, ‘List of tables’, ‘List of plates’.
d) Abstract: A short paragraph summarising the main parts of the report – what was done, how and where, main conclusions reached. You should be able to read an abstract and learn what the report is about, without reading the whole report. This is often better written last.

e) Introduction: Provides the context and scope of the report, including terms of reference (research questions). You should outline your objectives, and give a general background to the topic (literature review).

f) Methodology: Details how you carried out the research, and how you collected your data. For example, ‘river transects were taken every 10m using a total station.’ or ‘Questionnaires were sent to 100 individuals, randomly selected from …’ This section should also include any laboratory, analytical and data handling techniques. Critically, the methods section should provide enough detail for the reader to be able to replicate your procedures.

g) Results: A simple presentation of your data. Graphs are ideal for this. You don’t need large tables of raw (unprocessed) data (see (k) appendices), but include processed data only.

h) Discussion: An analysis of what the data mean and how they link to existing information. For this, you need to refer back to the information you discussed in the literature review. Critically, do your findings reinforce or contradict the ideas of others?

i) Conclusions: Draw together the main issues. This section should summarise the key findings and emphasise your research questions and how they have been met. No new information is introduced in this section.

j) References: As for essays, all references cited must be presented in the reference list (see section 6.8).

k) Appendices: These contain additional, related information which doesn’t form an essential part of the report, but are necessary to include. Such things include large data tables, copies of questionnaires, etc.

5) Reviewing, revising and completing the report. After you have produced a complete draft of your report, leave it for a day or so then read it through, reviewing and revising it accordingly. Take particular notice of structure, content and style.

6.4 THE DISSERTATION

In many ways the dissertation is the culmination of your learning experience on the degree programme. The dissertation is an opportunity to study, in depth, a topic or problem that appeals to you. It is also an opportunity to demonstrate what you’ve learnt about posing research questions, formulating problems, designing and executing research and analysing or interpreting your data. Perhaps most importantly, a successful dissertation shows that you can put together a substantial and sustained literate report with appropriate graphical, numerical and bibliographic materials. Many potential employers see the dissertation as a very important piece of evidence about your abilities, and a successful dissertation makes it easier for us to write a strongly supportive reference for you.

It is important that you start thinking about your dissertation as early as possible, particularly if it involves extensive field research or work overseas. Ideally, this thought process should begin at the start of your second year. Guidance will be given during GG2001/2, but you are encouraged to discuss ideas with relevant staff at any time.

6.4.1 DISSERTATION BASICS

Full details of the dissertation, its structure, the planning process, and timetable for production and submission, are provided in a supplementary booklet referred to as the ‘Dissertation Handbook’. This booklet introduces you to GG3001 (Independent Dissertation) and GG3005 (Independent placement-linked dissertation), and will be issued to you in the dissertation module within GG2001/2 lectures. To summarise the key points here:

(1) Students are required to undertake a geographical dissertation of an original and independent kind. This should be based on original fieldwork or some other independent research, such as the analysis of primary published data, original laboratory research, archival research, or independent computer-based research.
will usually involve analysis of some kind of qualitative or quantitative data. Extended essays based largely on secondary material and without original independent analysis do not satisfy the requirements of a dissertation. You may also opt to carry out this work as part of a placement with an external organisation (GG3005).

(2) Students receive training in the design of a dissertation research proposal in the course GG2001/2. Further details concerning how the dissertation process is run and the allocation of tutors, together with a dissertation handbook, will also be given as part of the GG2001/2 lecture course.

(3) Students intending to undertake laboratory work as part of their dissertations must discuss their intentions not only with advisers, but also with the laboratory staff concerned, before the end of the third term of their second year. Such lab work may be undertaken in the final few weeks of the summer vacation, on arrangement with relevant technical staff.

(4) Field equipment, as available, may be borrowed from the Department to support fieldwork. A deposit will be charged. All such equipment must be returned in the first week of the first term of the third year, or when otherwise arranged with technical staff, or the deposit will be forfeit.

(5) Before the end of the second year, all students are required to complete a risk assessment, and to submit all required documentation detailed in the Dissertation Handbook. Failure to do so may lead to a mark of zero for the dissertation, a mark which cannot fail to have serious implications for your overall degree classification.

Full details about supervision, contact with your advisor and proof reading of draft material can be found in the Dissertation Handbook.

6.5 LITERATURE REVIEWS

In some of your assessment, notably laboratory and field reports, and dissertation, you will be asked to produce a literature review. This is a critical and evaluative account of the literature available on a particular topic, in effect, discussing and assessing the ideas of others on a particular topic, without adding anything new yourself.

It is important to avoid just producing a list of sources and descriptions, but rather to produce a piece of work organised around a series of ideas which relate to the topic in question. Producing a literature review involves a series of stages.

1) Models: Looking at other literature reviews will help you to determine how best to establish your own. A good starting place for this would be to look at past dissertations (available in the undergraduate dissertation archive: https://www.royalholloway.ac.uk/protected/geography/index.htm. Journals also publish such reviews from time to time, and these can be found by using search engines, often by including ‘literature review’ or ‘review’ in the search criteria.

2) Formulating the problem: Construct a statement that forms the basis of the review. This will help narrow your search field. There are thousands of possible sources out there, so it is important to do this. Given that you tend to write these as part of research reports, the statement will inevitably be a derivation of your working title.

3) Literature searching: We have discussed this already in the context of essays. However, with essays you have a title to focus your reading on. Here, you have a topic. As you read, consider what themes or issues connect your sources together. Do they present one or more solutions? Is there an aspect of the field that is missing? How well do they present the material and do they portray it according to an appropriate theory? Do they reveal a trend in the field? A raging debate? You could select one of these themes to basis for the organisation of your review. Once you start to find relevant material, look at other materials by these authors, and the reference lists they produce.

4) Evaluating your findings: By reading extensively on the same topic, you start to gain detailed knowledge of the topic, and can start to arrange the literature review. It may be necessary to read articles several times to fully understand them.

5) Analyse the findings: By identifying the major themes, you can start to see how different authors might have different opinions and ideas. These now form parts of the discussion.
in your review. Don’t ignore conflicts in the literature, these can be important and often highlight a key area in which further research is necessary, imagine, for example, writing a literature review on the current debates on the role of humans in climate change.

6.6 POLICY BRIEFS
A slightly different form of assessment involves the preparation of a policy brief. A policy brief is a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. It is aimed at government policymakers and other individual or organisations who are interested in formulating or influencing policy. The readers are unlikely to be specialists in your area and you need to think carefully about how you communicate the key message and detail in the briefing. Policy briefs can take different formats. A typical format is a short document that is easy and quick to read, looks attractive and appears interesting (for example, with a catchy title, engaging summary or highlights). Policy briefs often have one or more photographs or figures.

6.7 ASSESSMENT PRESENTATION GUIDELINES
The Department offers a range of different assessment techniques and so guidelines for preparation vary between courses. You should consult your course documentation before you start to ensure that you are using the correct format.

There are, however, several aspects common for most forms of assessment:
- All coursework should be word-processed, unless a prior agreement has been made with the course lecturer.
- Work should be submitted double sided. Computer center printers default to double sided printing.
- Pages should be stapled together. All forms of paper clips, etc. should be avoided as pages can come loose and be lost.

6.8 DEADLINES
All coursework should be submitted to the Departmental Office by the specified deadline. Work that is submitted after the deadline will be penalised according to the penalties outlined in section 7.4. Details of deadlines for assessed work will be published at the beginning of the academic year and posted on year notice boards. On submission to the department office, coursework receipts are issued by the Undergraduate Administrators (QB 162), and you should retain these until the examination process is completed each year (i.e. when you receive formal notification of your performance from the College, usually in July). Unless otherwise informed, you will also be required to submit an electronic copy of assessed work via ‘Turnitin’, which will be subject to checks for plagiarism (see Section 7.8). This must also be completed by the submission deadline. All coursework (both hard copy and electronic) must be submitted in order for students to complete the course, regardless of whether it is classed as summative or formative. Non submission may result in you being given a formal warning. This also applies to first year tutorial work which serves as formative assessment for the first year lecture courses.

6.9 REFERENCING & BIBLIOGRAPHIES (REFERENCE LISTS)
A reference is the way in which you tell the reader where you have got the information from which you have used in your work. It also tells the reader that the information you are using was produced by someone else. For this reason, acknowledging all such sources of information is critical, not least because failure to do so can lead to accusations that you are trying to use someone else’s information as your own (Plagiarism, see section 7.8).

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

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

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

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

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

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

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

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

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

1. References in the text should give the surname of the author and the year of publication in brackets, for example, Collins (1970) or (Smith and Jones, 2001). When there are two or more references to work by one author for the same year, the year is followed by the letter a, b, c, etc. - e.g. (Harris, 1996c). Text references to multi-authored work should include the first author’s name, followed by ‘et.al.’ then the year of publication e.g. Collings et.al. (2012). The reference list must contain all of the authors of the paper

2. Page numbers should be given for quotes, for example, (Collins, 1970 p42).

3. Examples of references for different types of publication are given below. Please note that the bibliography should not be divided according to these categories (i.e. with sub-sections for journal articles, books, chapters etc). Many more examples, including guidance on how to cite audio, visual, and digital material, can be found in Cite them right: the essential referencing guide (2010).

A summary of this reference, and a guide to correct referencing style, can be found at http://www.rhul.ac.uk/geography/documents/pdf/currentstudents/referencingguide.pdf
Example of a Journal Article (Single Author)

Example of a Journal Article (Multiple Authors)

Example of a Book (Single Author)

Example of a Book (Edited)

Example of a Chapter in Edited Book

Example of a Research Report

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)

Example of an Unpublished Thesis

Example of an Official Publication

Example of an Unpublished Conference Paper

Example of a Published Conference Paper

Example of a Newspaper Article

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

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

Example of an episode of a TV series

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

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

6.11 LENGTH OF ASSESSMENTS (Word count)
All pieces of course work have maximum word lengths, and you will be informed of these when assessment information is given to you. You should be aware that the Department, in line with College policy, penalises over length work (see Section 7.5)

6.12 GRADE DESCRIPTORS & MARKING CRITERIA
The following tables show the assessment criteria that are used by examiners in marking work within the Department, and show the general criteria that are used to calculate grades and marks. They are general models of the characteristics that are expected of work being awarded particular grades.

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

- Many pieces of work will have characteristics that fall between two or more classes. Your examiners retain the ultimate decision (academic judgement) as to the mark given to a particular piece of work, and your mark may be amended following consultation with second markers or visiting examiners.
- Look at the full range of assessment criteria, rather than just those that correspond to your own judgement of your abilities. When marking your work, examiners look at a range of different aspects of your work. For example, the form for comments on coursework essays shows the most important aspects of essay writing as a series of tick-boxes. Think about how you could improve each of these aspects of your work.
- These criteria give general models of assessment criteria. Your course leaders will also discuss the specific assessments for their courses, particularly where these are not standard essays.
- The grade system gives one letter to each of our degree classification divisions (A= first, B= upper second; C= lower second; D = third; F = fail.). The pass mark is 40%, which is at the bottom of the third class.
<table>
<thead>
<tr>
<th>Class</th>
<th>Grade Descriptors for Coursework Essays</th>
<th>Grade</th>
<th>%</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>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 all key debates in the literature; excellently presented; Excellent choice of figures/tables (if presented) that clearly strengthen the arguments made in the essay; referencing and bibliography usually of exemplary standard; incisive and fluent style; excellent spelling and grammar; high levels of ability in analysis of information (where appropriate).</td>
<td>A</td>
<td>90+</td>
<td>An exemplary piece of work</td>
</tr>
<tr>
<td></td>
<td>Deep understanding; detailed knowledge; may show some originality in interpretation or analysis; coherent structure (may show some innovation in organisational form); in-depth reading (with either independent reading beyond reading lists or intensive, detailed and critical reading of suggested material); Clear awareness of most key debates in the literature; excellently presented; Good choice of figures/tables (if presented) that strengthen the arguments made in the essay 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).</td>
<td>A-</td>
<td>75-84</td>
<td>Evidence of excellence in most criteria 1-7</td>
</tr>
<tr>
<td>2:1</td>
<td>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).</td>
<td>B+</td>
<td>67-69</td>
<td>A good performance in most criteria 1-7</td>
</tr>
<tr>
<td></td>
<td>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 further 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).</td>
<td>B</td>
<td>63-66</td>
<td>A good performance in some criteria, particularly 1-3</td>
</tr>
<tr>
<td>2:2</td>
<td>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 misunderstanding of lecture material; no or very limited further reading; little or no referencing; significant weaknesses in presentation; Irrelevant figures/tables used; inadequate or absent bibliography; 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).</td>
<td>B-</td>
<td>60-62</td>
<td>Does sufficiently well in criteria 1-4 to show evidence of clear understanding</td>
</tr>
<tr>
<td>3rd</td>
<td>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 further 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).</td>
<td>D+</td>
<td>47-49</td>
<td>Likely to be a lack of focus on the question (criteria 1) with insufficient evidence in criteria 2-4 to merit a 2:2.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>D</td>
<td>43-46</td>
<td>Weak performance in some criteria, in particular 1-4</td>
</tr>
<tr>
<td>3rd or Pass</td>
<td>V limited understanding of the question; limited or no focus on the question (there may be sections with no relevance to the question); likely to be no referencing (there could be referencing and evidence of further reading but the student has completely misunderstood the question); there may be brief signs of understanding and some basic knowledge but likely to contain serious errors; weak in detail. Limited sense of logical argument; significant errors in spelling, grammar or written style</td>
<td>D-</td>
<td>40-42</td>
<td>Likely to be weak in all criteria but there is sufficient material for the work to merit a pass.</td>
</tr>
<tr>
<td>Fail</td>
<td>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.</td>
<td>F+</td>
<td>30-39</td>
<td>Criteria 1-4 not addressed to a satisfactory level. Some elements of criteria 5-7 may be ok.</td>
</tr>
<tr>
<td></td>
<td>V poor performance in most criteria. May have inadequate structure; or work is too short</td>
<td>F</td>
<td>20-29</td>
<td>Poor performance in most criteria.</td>
</tr>
<tr>
<td></td>
<td>May be largely irrelevant to the question, show minimal effort or be an incomplete piece of work</td>
<td>F-</td>
<td>10-19</td>
<td>V poor performance in most criteria.</td>
</tr>
<tr>
<td></td>
<td>No work submitted within 24 hours of the deadline</td>
<td>F</td>
<td>1-9</td>
<td>V poor performance in most criteria. May have inadequate structure; or work is too short</td>
</tr>
<tr>
<td></td>
<td>V poor performance in most criteria. May have inadequate structure; or work is too short</td>
<td>F-</td>
<td>1-9</td>
<td>May be largely irrelevant to the question, show minimal effort or be an incomplete piece of work</td>
</tr>
<tr>
<td></td>
<td>No work submitted within 24 hours of the deadline</td>
<td>F</td>
<td>0</td>
<td>V poor performance in most criteria. May have inadequate structure; or work is too short</td>
</tr>
</tbody>
</table>
Marking criteria for Coursework Essays
1. Focus on the question/assignment
2. Level of critical understanding
3. Extent to which arguments are supported by further reading
4. Evidence of independent thought in argument or analysis
5. Appropriate bibliography and referencing style
6. Effective communication
7. Presentation of work
<table>
<thead>
<tr>
<th>Grade</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>An exemplary piece of independent research; may be publishable as a journal paper with further editing and revision</td>
</tr>
<tr>
<td>A</td>
<td>Outstanding performance in all criteria 1-7, approaching professional standards of research</td>
</tr>
<tr>
<td>A-</td>
<td>Evidence of excellence in some criteria, particularly 1-4</td>
</tr>
<tr>
<td>B+</td>
<td>A good performance in most criteria</td>
</tr>
<tr>
<td>B</td>
<td>A good performance in some criteria, in particular 1-4</td>
</tr>
<tr>
<td>B-</td>
<td>Shows sufficient quality in criteria 1-4 to merit a 2:1</td>
</tr>
<tr>
<td>C+</td>
<td>A good attempt but insufficient critical analysis (criteria 3-4) for a 2:1</td>
</tr>
<tr>
<td>C</td>
<td>Usually an adequate performance in most criteria</td>
</tr>
<tr>
<td>C-</td>
<td>Despite weaknesses, shows sufficient evidence for a 2:2 standard within criteria 1-4</td>
</tr>
<tr>
<td>D+</td>
<td>Generally a weak dissertation but may show glimpses of something better within criteria 1-4</td>
</tr>
<tr>
<td>D</td>
<td>Weak performance in some criteria, in particular 1-4</td>
</tr>
<tr>
<td>D-</td>
<td>Likely to be weak in all criteria but there is sufficient material for the work to merit a pass</td>
</tr>
<tr>
<td>F+</td>
<td>Criteria 2-3 not addressed to a satisfactory level for an undergraduate dissertation</td>
</tr>
<tr>
<td>F</td>
<td>Criteria 1-4 not addressed to a satisfactory level for an undergraduate dissertation</td>
</tr>
<tr>
<td>F-</td>
<td>V poor performance in all criteria. Likely to be no original data presented</td>
</tr>
<tr>
<td>0</td>
<td>Likely to be an incomplete piece of work</td>
</tr>
<tr>
<td>-</td>
<td>Dissertation submitted more than 24 hours late</td>
</tr>
</tbody>
</table>

### Grade Descriptors for Dissertations

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade Descriptors for Dissertations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>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; Excellent spelling and grammar. A first class dissertation should approach professional standards of research.</td>
</tr>
<tr>
<td>2:1</td>
<td>Clear understanding of subject area; clear statement of research aims and questions; significant original fieldwork or 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 in acceptable style &amp; properly formatted bibliography; good spelling &amp; grammar and written style</td>
</tr>
<tr>
<td>2:2</td>
<td>Demonstrates a general understanding of subject area but, overall, 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 or some other independent research; descriptive analysis of results; 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 &amp; short bibliography; straightforward style; some errors in spelling or grammar.</td>
</tr>
<tr>
<td>3rd</td>
<td>Some understanding of subject area; confused or vague research aims or questions; limited original fieldwork or other independent research; very general familiarity with appropriate 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 further reading; significant weaknesses in presentation; little or no referencing and an inadequate or absent bibliography; simple style; numerous errors in spelling and grammar.</td>
</tr>
<tr>
<td>3rd or Pass</td>
<td>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 further reading; poorly presented; little or no referencing and an inadequate or absent bibliography; sketchy style; numerous errors in spelling or grammar.</td>
</tr>
<tr>
<td>Fail</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Class</th>
<th>Grade Descriptors for Fieldwork and Laboratory Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>Clear, well-structured and achievable aims; evidence of wider awareness of research agenda in the given area; clear field context, wide literature base and contextualisation of the study within the wider themes and debates identified in literature; excellent research design/choice of topic (where appropriate); appropriate methodology and clear sampling strategy, combined with critical approach to methodological issues; good data quantity allowing detailed description, inference (where appropriate) and achievement of project aims; data/materials allow successful achievement of all project aims and considerable scope for deep and critical analysis; clear results to research questions attained from analytical methods employed, and good descriptive and classificatory content; results properly contextualised in the light of literature; clear critical appraisal of project results and limitations and suggestions for improvement of methodology or research questions; excellent structure, logical arguments presented; effective communication of results; clear and concise conclusions linked to wider debates; excellent spelling, grammar and written style; clear, informative graphics which clearly enhance the interpretation of research questions and achievement of project aims.</td>
</tr>
<tr>
<td>Fail</td>
<td>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</td>
</tr>
<tr>
<td>1st</td>
<td>Clear, well-structured and achievable aims; good summary of relevant literature and clear field context; shows awareness of relevant debates in the literature; good research design/choice of topic (where appropriate); appropriate methodology and clear sampling strategy; data quantity allows clear analysis and detailed description; data/materials allow substantial achievement of project aims; clear attempt to describe, classify and order materials using a variety of methods; clear outcome to main research questions achieved; clear critical appraisal or project results and limitations; clear conclusions with links made to wider debates; clear structure and progression of arguments; well organised; good spelling, grammar and written style; illustrations, maps and diagrams (where appropriate) are clear, relevant, well-produced and a clear aid to understanding results.</td>
</tr>
<tr>
<td>2.2</td>
<td>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.</td>
</tr>
<tr>
<td>3rd or Pass</td>
<td>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</td>
</tr>
<tr>
<td>F</td>
<td>Criteria 2-3 not addressed to a satisfactory level for an undergraduate field or lab report</td>
</tr>
<tr>
<td>D</td>
<td>Generally a weak report but may show glimpses of something better within criteria 1-4.</td>
</tr>
<tr>
<td>D-</td>
<td>Likely to be weak in all criteria there is sufficient material for the work to merit a pass</td>
</tr>
<tr>
<td>C-</td>
<td>May be weaknesses but sufficient evidence in criteria 1-4 for a 2.2</td>
</tr>
<tr>
<td>C</td>
<td>Usually an adequate performance in most criteria</td>
</tr>
<tr>
<td>B-</td>
<td>Does sufficiently well in criteria 1-4 to show evidence of clear understanding</td>
</tr>
<tr>
<td>B</td>
<td>A good performance in most criteria, in particular 1-4</td>
</tr>
<tr>
<td>B+</td>
<td>A good performance in most criteria 1-7</td>
</tr>
<tr>
<td>A</td>
<td>A good performance in all criteria 1-7</td>
</tr>
<tr>
<td>A-</td>
<td>Evidence of excellence in some criteria, particularly 1-4</td>
</tr>
<tr>
<td>A+</td>
<td>Approaching professional standards of research reports.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>F-</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-19</td>
<td>V poor performance in all criteria. Likely to be no data presented</td>
<td></td>
</tr>
<tr>
<td>1-9</td>
<td>Likely to be an incomplete piece of work.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Report submitted more than 24 hours late</td>
<td></td>
</tr>
</tbody>
</table>

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
### Grade Descriptors for Oral Presentations

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90+</td>
<td>Approaching professional standards of presentation in all criteria</td>
</tr>
<tr>
<td>A</td>
<td>85-90</td>
<td>Outstanding performance in most criteria 1-7</td>
</tr>
<tr>
<td>A-</td>
<td>75-84</td>
<td>Evidence of excellence in most criteria 1-7</td>
</tr>
<tr>
<td>B+</td>
<td>67-69</td>
<td>A good performance in most criteria 1-7</td>
</tr>
<tr>
<td>B</td>
<td>63-66</td>
<td>A good performance in some criteria 1-5</td>
</tr>
<tr>
<td>B-</td>
<td>60-62</td>
<td>Does sufficiently well in criteria 1-5 to demonstrate a 2:1 level</td>
</tr>
<tr>
<td>C+</td>
<td>57-59</td>
<td>A good attempt but insufficient critical analysis (criteria 2-4) for a 2:1.</td>
</tr>
<tr>
<td>C</td>
<td>53-56</td>
<td>Usually an adequate performance in most criteria</td>
</tr>
<tr>
<td>C-</td>
<td>50-52</td>
<td>May be weaknesses but sufficient evidence in criteria 1-5 for a 2.2</td>
</tr>
<tr>
<td>D+</td>
<td>47-49</td>
<td>Generally a weak presentation; may show glimpses of something better but insufficient for a 2:2</td>
</tr>
<tr>
<td>D</td>
<td>43-46</td>
<td>Weak performance in some criteria, in particular 1-4</td>
</tr>
<tr>
<td>D-</td>
<td>40-42</td>
<td>Likely to be weak in all criteria but there is sufficient material for the work to merit a pass</td>
</tr>
<tr>
<td>F+</td>
<td>30-39</td>
<td>Criteria 1-4 not addressed to a satisfactory level to pass. Some elements of criteria 5-7 may be ok.</td>
</tr>
<tr>
<td>F</td>
<td>20-29</td>
<td>Poor performance in all criteria.</td>
</tr>
<tr>
<td>F</td>
<td>10-19</td>
<td>V poor performance in all criteria; shows minimal effort</td>
</tr>
<tr>
<td>F.</td>
<td>1-9</td>
<td>May completely fail to address the topic and/or is clearly an incomplete presentation</td>
</tr>
<tr>
<td>F.</td>
<td>0</td>
<td>Did not present</td>
</tr>
</tbody>
</table>

### Marking criteria for oral presentations

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

1. Focus on the assignment
2. Level of critical understanding
3. Evidence of wider 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

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade Descriptors for Poster Presentations</th>
<th>Grade</th>
<th>%</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Aim of poster very apparent from immediate impressions; excellent summary of main ideas demonstrating deep awareness of key debates; significant evidence of further 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; excellent spelling and grammar; fluent style; innovative poster design, allows rapid communication of message; very neat and presentable; good source of further information and excellently presented bibliography.</td>
<td>A+</td>
<td>90+</td>
<td>Approaching professional standards for a poster presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85-90</td>
<td></td>
<td>Outstanding performance in most criteria 1-7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>75-84</td>
<td>Evidence of excellence in most criteria 1-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-</td>
<td>70-74</td>
<td>Evidence of excellence in some criteria, particularly 1-4</td>
</tr>
<tr>
<td>2:1</td>
<td>Aim of poster very clear; good summary of main ideas demonstrating awareness of key debates; evidence of further reading, with good supporting information given; text well presented, quantity and font size effective; clear, relevant illustrations that add to purpose and interest of poster; good spelling, grammar and written style; very good poster design, allows communication of message; neat and presentable; further information and bibliography well presented.</td>
<td>B+</td>
<td>67-69</td>
<td>A good performance in most criteria 1-7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>63-66</td>
<td>A good performance in some criteria 1-7, in particular criteria 1-2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-</td>
<td>60-62</td>
<td>Does sufficiently well in criteria 1-3 to demonstrate a 2:1 level</td>
</tr>
<tr>
<td>2:2</td>
<td>Aim of poster clear; main ideas appropriate to topic, and presented correctly; some evidence of further 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.</td>
<td>C+</td>
<td>57-59</td>
<td>A good attempt but insufficient critical analysis (criteria 2-3) for a 2:1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>53-56</td>
<td>Usually an adequate performance in most criteria.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>50-52</td>
<td>May be weaknesses but sufficient evidence in criteria 1-4 for a 2:2</td>
</tr>
<tr>
<td>3rd</td>
<td>Title given, but unclear what the poster is about; main ideas appropriate to topic; little evidence of further 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.</td>
<td>D+</td>
<td>47-49</td>
<td>Generally a weak poster; may show glimpses of something better but insufficient for a 2:2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>43-46</td>
<td>Weak performance in some criteria, in particular 1-4</td>
</tr>
<tr>
<td>3rd or Pass</td>
<td>Main ideas inappropriate to topic with evidence of error and confusion; no evidence of further 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.</td>
<td>F+</td>
<td>30-39</td>
<td>Criteria 1-3 not addressed to a satisfactory level to pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>20-29</td>
<td>Poor performance in most criteria.</td>
</tr>
<tr>
<td>Fail</td>
<td>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.</td>
<td>F-</td>
<td>10-19</td>
<td>V poor performance in most criteria; or insufficient work shown for this level; shows minimal effort</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F-</td>
<td>1-9</td>
<td>May completely fail to address the topic, and/or is clearly an incomplete poster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>Submitted 24 hours after deadline</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Grade Descriptors for Examination Essays</td>
<td>Grade</td>
<td>%</td>
<td>Marking criteria</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------</td>
<td>-------</td>
<td>---</td>
<td>------------------</td>
</tr>
<tr>
<td>1st</td>
<td>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; excellently presented; 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).</td>
<td>A+</td>
<td>90+</td>
<td>As good as could be expected under examination conditions</td>
</tr>
<tr>
<td></td>
<td>Deep understanding; detailed knowledge of relevant debates; evidence of originality and independent thought in interpretation or analysis; coherent structure (may show some innovation in organisational form); in-depth reading (with either independent reading beyond reading lists or intensive, detailed and critical reading of suggested material); referencing of near-exemplary standard; incisive and fluent style, with no significant errors of spelling, punctuation or grammar; high levels of ability in the analysis of quantitative or qualitative information (where appropriate).</td>
<td>A</td>
<td>75-84</td>
<td>Evidence of excellence in most criteria 1-6</td>
</tr>
<tr>
<td>2:1</td>
<td>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).</td>
<td>B+</td>
<td>67-69</td>
<td>A good performance in most criteria 1-6</td>
</tr>
<tr>
<td></td>
<td>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 further 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).</td>
<td>B</td>
<td>63-66</td>
<td>A good performance in some criteria, particularly 1-3</td>
</tr>
<tr>
<td>2:2</td>
<td>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 further 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).</td>
<td>C+</td>
<td>57-59</td>
<td>A good attempt but insufficient critical analysis (criteria 2-4) for a 2:1</td>
</tr>
<tr>
<td></td>
<td>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 further 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).</td>
<td>C</td>
<td>53-56</td>
<td>Usually an adequate performance in most criteria</td>
</tr>
<tr>
<td>3rd</td>
<td>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 (there could be referencing and evidence of further 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</td>
<td>D+</td>
<td>47-49</td>
<td>Likely to be a lack of focus on the question (criteria 1) with insufficient evidence in criteria 2-4 to merit a 2:2</td>
</tr>
<tr>
<td></td>
<td>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 (there could be referencing and evidence of further 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</td>
<td>D</td>
<td>43-46</td>
<td>Weak performance in some criteria, in particular 1-4</td>
</tr>
<tr>
<td>3rd or Pass</td>
<td>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 further 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).</td>
<td>D-</td>
<td>40-42</td>
<td>Likely to be weak in all criteria but there is sufficient material for the work to merit a pass</td>
</tr>
<tr>
<td>Fail</td>
<td>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 (there could be referencing and evidence of further 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</td>
<td>F+</td>
<td>30-39</td>
<td>Criteria 1-4 not addressed to a satisfactory level</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>F</td>
<td>20-29</td>
<td>Poor performance in most criteria</td>
</tr>
</tbody>
</table>

**Marking criteria**

1. Focus on the question
2. Level of critical understanding
3. Extent to which arguments are supported by further reading
4. Evidence of independent thought in argument or analysis
5. Effective communication
6. Referencing

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### Marking criteria

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Descriptors for Dissertation Proposals</th>
<th>%</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>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; Excellent spelling, and grammar.</td>
<td>90+</td>
<td>An exemplary piece of research planning; close to professional grant application standards</td>
</tr>
<tr>
<td>A</td>
<td>Deep understanding of proposed subject area; some originality in the construction of main research aims and questions; detailed justification of original fieldwork or other independent research; thoughtful use of appropriate data-gathering and analytical techniques; in-depth reading; excellently presented, with referencing and bibliography of exemplary standard; figures, tables and maps (where appropriate) clearly set the context for the research proposal; incisive and fluent style; Excellent spelling and grammar.</td>
<td>85-90</td>
<td>Outstanding performance in all criteria 1-7, approaching professional standards of research</td>
</tr>
<tr>
<td>B+</td>
<td>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</td>
<td>67-69</td>
<td>A good performance in most criteria 1-7</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
<td>63-66</td>
<td>A good performance in some criteria, in particular 1-4</td>
</tr>
<tr>
<td>C+</td>
<td>Some understanding of proposed subject area; confused or vague research aims or questions; limited justification of fieldwork or other independent research; limited further 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.</td>
<td>57-59</td>
<td>Shows sufficient quality in criteria 1-4 to merit a 2:1</td>
</tr>
<tr>
<td>C</td>
<td>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 further reading; poorly presented; little or no referencing and an inadequate or absent bibliography; limited use of figures, tables and maps (where appropriate); sketchy style; numerous errors in spelling or grammar.</td>
<td>53-56</td>
<td>Usually an adequate performance in most criteria 1-4</td>
</tr>
<tr>
<td>C-</td>
<td>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 further reading; poorly presented; little or no referencing and an inadequate or absent bibliography; limited use of figures, tables and maps (where appropriate); sketchy style; numerous errors in spelling or grammar.</td>
<td>50-52</td>
<td>Despite weaknesses, shows sufficient evidence for a 2:2 standard within criteria 1-4.</td>
</tr>
<tr>
<td>B-</td>
<td>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 further reading; poorly presented; little or no referencing and an inadequate or absent bibliography; limited use of figures, tables and maps (where appropriate); sketchy style; numerous errors in spelling or grammar.</td>
<td>47-49</td>
<td>Generally a weak dissertation but may show glimpses of something better within criteria 1-4.</td>
</tr>
<tr>
<td>D</td>
<td>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 further reading; poorly presented; little or no referencing and an inadequate or absent bibliography; limited use of figures, tables and maps (where appropriate); sketchy style; numerous errors in spelling or grammar.</td>
<td>43-46</td>
<td>Weak performance in some criteria, in particular 1-4</td>
</tr>
<tr>
<td>D-</td>
<td>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 further reading; poorly presented; little or no referencing and an inadequate or absent bibliography; limited use of figures, tables and maps (where appropriate); sketchy style; numerous errors in spelling or grammar.</td>
<td>40-42</td>
<td>Likely to be weak in all criteria but there is sufficient material for the work to merit a pass.</td>
</tr>
<tr>
<td>F</td>
<td>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</td>
<td>30-39</td>
<td>Criteria 2-3 not addressed to a satisfactory level for an undergraduate dissertation</td>
</tr>
<tr>
<td>F-</td>
<td>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</td>
<td>20-29</td>
<td>Criteria 1-4 not addressed to a satisfactory level for an undergraduate dissertation</td>
</tr>
</tbody>
</table>

**Above 30% candidates can resit a failed course**

**Criteria 1-4 not addressed to a satisfactory level for an undergraduate dissertation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-</td>
<td>Likely to be an incomplete piece of work.</td>
</tr>
<tr>
<td>F</td>
<td>V poor performance in all criteria.</td>
</tr>
<tr>
<td>F+</td>
<td>Criteria 2-3 not addressed to a satisfactory level for an undergraduate dissertation</td>
</tr>
<tr>
<td>Above 30% candidates can resit a failed course</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Grade Descriptors for Policy Briefings</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1st</td>
<td>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; excellent spelling and grammar. Referencing and bibliography usually of exemplary standard.</td>
</tr>
<tr>
<td></td>
<td>Deep understanding; detailed knowledge; may show some originality in interpretation or analysis. In-depth reading (with either independent reading beyond reading lists or intensive, detailed and critical reading of suggested material). Clear awareness of most key debates in the literature 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; excellent spelling and grammar. Referencing and bibliography of near-exemplary standard.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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 further 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.</td>
</tr>
<tr>
<td>2:1</td>
<td>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 further 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.</td>
</tr>
<tr>
<td>2:2</td>
<td>Weak understanding; lack of focus on the assignment; sketchy coverage, with some significant errors in factual details. No further 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.</td>
</tr>
<tr>
<td>3rd</td>
<td>V limited understanding of the topic; limited or no focus on the assignment (there may be sections with no relevance to the topic). There may be 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 further 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. Likely to be no referencing.</td>
</tr>
<tr>
<td>3rd or Pass</td>
<td>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.</td>
</tr>
<tr>
<td>Fail</td>
<td>V poor performance in most criteria. May have inadequate structure; or work is too short</td>
</tr>
<tr>
<td></td>
<td>Poor performance in most criteria.</td>
</tr>
<tr>
<td></td>
<td>May be largely irrelevant to the question, show minimal effort or be an incomplete piece of work</td>
</tr>
<tr>
<td></td>
<td>No work submitted within 24 hours of the deadline</td>
</tr>
</tbody>
</table>
Marking criteria

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.
6.13 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. 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 comment sheet. 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. You will be able to see your annotated coursework at dedicated feedback sessions. Marked work is not returned to you as it is needed for examination purposes in the summer.

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. Returned feedback sheets will be available from the document holders outside the course leader’s office by the return date published alongside the submission date. You will also be sent an email when work is ready for collection.

The comments on the feedback are based on the following marking criteria. 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 following tables 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 course are detailed in the College regulations http://www.royaltholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

Marks between 30-39% may allow a candidate to resit the failed elements of that course or be granted a condoned fail (depending on UG regulations).

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

1) Comments and discussion with staff and demonstrators in lab and field classes.
2) Discussion in first year tutorial classes.
3) Discussion with course leaders in office hours
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
10) Feedback sessions, where you may view your original essay containing marker’s comments
ASSESSMENT INFORMATION

You’ll find that your work in the Geography Department 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 programme. We are also keen to give students with different strengths a chance to demonstrate their full potential. Although there may be some small variations, because of option courses in the third year, by the end of your degree, the contribution made to your final mark by your performance in end-of-year formal examinations will be about the same as that made by other forms of assessment, such as coursework, dissertation and fieldwork. This may vary for joint degrees.

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 is standard across the college, and so is the same for all students, irrespective of their degree programme.

In the first year much 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. After 2 formal warnings, we may request the termination of your College registration. 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.

7.1 ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES

Students are advised to carefully read the Instructions to candidates (https://www.royalholloway.ac.uk/students/study/exams/preparation/instructions-to-candidates.aspx) as well as the Extenuating circumstances – Guidance for students. (https://www.royalholloway.ac.uk/students/study/exams/sitting-or-submitting/home.aspx)

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

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

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

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

7.1.1 Inability to submit coursework

If you are unable to submit coursework through unexpected illness or other acceptable cause (i.e. events which are unpreventable and unforeseeable) it is assumed that you will request an extension to the submission deadline from your department via the College’s online extension application portal. In order for an extension to be granted you will need to provide the department with adequate documentation in accordance with the guidance in Appendix B of the Extenuating Circumstances – Guidance for students. The decision on whether to grant an extension rests with your department.
7.1.2 Absence from an examination
The Sub-board of Examiners may take the following into account when considering your results: if you miss an examination through unexpected illness, or other acceptable cause (events which are unpreventable and unforeseeable), if you commence an examination and have to leave due to acute illness or if you believe your performance on the day was seriously compromised by an unexpected and acute illness that you could not reasonably have been expected to have managed otherwise. You will, however, need to submit an Extenuating Circumstances form and have adequate supporting documentation in accordance with Extenuating Circumstances – Guidance for students. You should also read the section Illness & absences from an examination and departmental assessments and extenuating circumstances in the Instructions to Candidates issued by Student Administration for full details on how to inform your department about extenuating circumstances relating to missed examinations as well as the deadline for submission of such information.

7.1.3 Ongoing circumstances
If you have ongoing circumstances that you believe are adversely affecting your performance during the year, these should be raised with your department and with the College’s Welfare & Wellbeing Services (Academic Services Directorate) as soon as possible so that strategies to help you manage the situation can be considered e.g. you have an illness that does not constitute a disability, a family member is ill and needs your support or you have suffered an adverse life event.

It may that the circumstances are severely impacting on your ability to study by causing you to repeatedly miss scheduled teaching and/or impacting on your ability to complete assessments at the designated time. If this is the case and there is not a reasonable method available to enable you to manage the situation, you may need to consider, in consultation with your department and Welfare (Academic services directorate), whether it would not be in your best interests to interrupt until the issues have been resolved and you are able to fully commit to and benefit from your academic studies.

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases are not unpreventable. There is therefore very little that the Sub-board can do, in terms of current College regulations, to mitigate such circumstances.

Please read the Extenuating circumstances – Guidance for students, in particular Section 5.

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

If you have a disability or SpLD you must register with the Disability and Dyslexia Services Office for an assessment of your needs before support and exam access arrangements (“reasonable adjustments”) can be put in place. There is a process to apply for special arrangements for your examinations. Disability and Dyslexia Services can discuss this process with you when they assess your needs. Please see the section Students in need of support (including disabled students) for further guidance about registering with the Disability and Dyslexia Services Office.

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

7.2 SUBMISSION OF WRITTEN WORK
Submission of all coursework (formative and summative) should be via the Department office (QB1 62). On submission of your work, you will be issued with a coursework receipt which you should retain until after the examination period. This is your proof that you have submitted the work.

All coursework must also be submitted electronically, to ‘Turnitin’ through the course Moodle page, for plagiarism checking. You will be given further guidance on how to do this by the Chair of the Sub-board of Examiners. Some courses, because of the nature of their assessment, are excluded from Turnitin submission. You will be advised of any such courses.

First year students will also be asked to submit their tutorial essays to Turnitin in order to be introduced to the plagiarism detection process and to learn more about what this system identifies as plagiarized work. By doing this early on, we hope to develop a better understanding of what plagiarism is, and to help you avoid it.

All of your coursework is marked anonymously (except first year tutorial work) by the examiners (see section 7.6). To achieve this, please submit all coursework with your candidate number as your identifier. Do not put your names on coursework. Second and third years should make sure that you use the candidate number from the current academic year (not last years), and do not confuse this with your college number. Candidate numbers will be issued by the College early in the first term.

7.3 DEFERRAL OF DEADLINES
If you have had extenuating circumstances which have affected your ability to submit work by the deadline a deferral of that deadline may be requested. Deferral requests should be made via the College’s online extension application portal. You must do this before the original deadline, and you will need to submit appropriate evidence to support your application. This will be considered by your department. If your application is approved then you will be sent an email confirming this, along with your new deadline for the assessment. If your application is rejected, you will be sent an email confirming the rejection and stating that the original deadline stands. If the application is pended then you may be asked to attend an interview in your department to discuss your application, and to bring in your supporting evidence in hard copy. If you submit too many extension applications then you will be required to meet the Director of Undergraduate Programmes, who may direct you to support services to help you meet your deadlines.

If documentary evidence is not available at the time of the request, any extension issued will be conditional on such information being received. This means that, should appropriate evidence not be submitted, despite a deferral having been granted on condition of receiving evidence, the work will be liable for a late submission penalty (see section 7.4) and may be marked as zero. Submission of an extension request will not guarantee that any extension will be issued.

Please do no contact course leaders about deferrals as they are not authorized to issue them, and this can compromise anonymity and confidentiality. The email address above, can only be accessed by members of the Geography exams team (see section 7.10).

Extensions for dissertations (GG3001 and GG3005) can only be authorized by Don Thompson, or his nominated deputy (e.g. when Don is on the Spanish fieldtrip in January). The name of this nominee will be published in due course.

Please note that computing problems are not an acceptable reason for late submission of any piece of assessed coursework, including the dissertation. Reasons for deferrals which are likely to be recurring, or affect more than one course, should be notified to the department (Dr. Mike Dolton), in accordance with section 7.1.
7.4 PENALTIES FOR LATE SUBMISSION OF WORK

All coursework should be submitted by the specified deadline. Any work submitted after the published deadline will be penalised in line with Section 13.4 of the College Undergraduate Regulations.

Please ensure that you are aware of the deadlines set by the department, and joint department where appropriate, and also the requirements to meet this deadline. In the Geography Department, the requirement is that you have to submit both hard paper copies (to the Department office) AND electronic copies via Turnitin by the published submission date for your submission to be deemed complete. In the absence of acceptable extenuating circumstances, work that is submitted after the deadline (whether hard copy or Turnitin submission) will be penalised as follows:

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

*e.g.: a mark of 65% awarded would be reduced to 55%, and a mark of 42% would be reduced to 32% (i.e. a fail).

If you have had extenuating circumstances which have affected your ability to submit work by the deadline these should be submitted in writing, accompanied by any relevant documentary evidence, to the department (plus joint department where appropriate). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see section 7.3 on applying for a deferral to the deadlines set, and section 7.1 for details on submitting requests for extenuating circumstances to be considered.

7.5 PENALTIES FOR OVER LENGTH WORK

Work which is longer than the stipulated word length will be penalised in line with Section 13.5 of the College Undergraduate Regulations.

Work which exceeds the upper word limit set will be penalised as follows:

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

(b) for work which exceeds the upper word limit by more than 10% but less than 20%, the mark will be reduced by twenty percent of the mark initially awarded;

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

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

For each piece of coursework you do, a word limit will apply, and this will be made clear to you by the course leader. There are some things which are not included in this count: candidate number, coursework title, course title, lists of contents/figures/tables/plates (if relevant), bibliography, figures, tables, figure/table/plate captions*, and appendices. Apart from these exceptions, the word count includes everything in the piece of work from the opening to the final word (i.e. it includes names of any authors/dates cited in the text).

The word limit represents a maximum word allowance; there is NO penalty for work short of this limit.

* Figure/plate/table captions should be of a reasonable length and should only provide a title and source. You should avoid explanatory detail in these captions (narrative captions).
7.6 ANONYMOUS MARKING AND COVER SHEETS
In order to maintain fairness across all students, all coursework and examinations are submitted for marking with only your candidate number for identification. These numbers are issued by the College early in the first term. Examiners do not have access to any means by which they can match up names to numbers, this is not done until after the final sub board in June of the academic year. Second and third years should note that the candidate numbers used last year are no longer valid, and the new numbers should be used.

7.7 RETURN OF COURSEWORK MARKS & FEEDBACK
The College policy states that all coursework feedback should be returned within 4 term weeks. However, the Geography department has always operated a policy where all assessed work (other than formal examinations and dissertations) is returned within 2 to 4 weeks (depending on group size, and the total number of scripts a member of staff may have at any one time) of the submission deadline, except in cases where it is not appropriate to do so for academic reasons. The deadline for the return of marked work is included on the list of submission deadlines, posted on undergraduate notice boards.

Feedback from coursework is a feedback comment sheet, and this will also be identified by candidate number. Marked work will be available for you to consult in dedicated feedback sessions for each course. Dates for these sessions will be publicised to you by email and on the noticeboard outside the Departmental Office (QB162).

Students who have concerns over their feedback may consult the lecturer concerned for further feedback. You may also wish to see Section 7.10.1 for an overview of the systems in place in the department to ensure marking is fair and rigorous.

7.8 ASSESSMENT OFFENCES
The College has regulations governing assessment offences which can be found at the following web page:
http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

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

College Regulations set out assessment offences in more detail, the procedures for investigation into allegations of such offences, and the penalties. You are strongly encouraged to read these Regulations and to speak to your personal tutor or other member of staff (e.g. Director of Teaching, Examinations officer) should you have any queries about what constitutes an assessment offence. The College treats assessment offences very seriously and misunderstanding about what constitutes an assessment offence will not be accepted as an excuse. Similarly, extenuating circumstances cannot excuse an assessment offence. If you have extenuating circumstances which affect your ability to work, you should contact the DESO (Mike Dolton) about further support.

7.8.1 Definition of plagiarism
Plagiarism goes against everything for which a degree is designed, that is, to encourage you to think independently about your subject and the world around you. To commit plagiarism is therefore to defeat the purpose of taking a degree programme. The College, like all academic institutions, regards plagiarism as a serious examination offence, for which stringent penalties may be imposed. Ultimately these penalties include withholding the award of the degree itself.
‘Plagiarism’ means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet.

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment. Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student’s work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student’s work alone, without reference to further evidence.

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

All work submitted as part of the requirements for any examination of the University of London must be expressed in your own words and incorporate your own ideas and judgments. Plagiarism must be avoided, with particular care being necessary in coursework and essays and reports written in your own time. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form (see section 6.8). 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 judgments, 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 6.8, Referencing)
• summary of text in your own words which follows the structure of the original but fails to acknowledge the source (see Section 6.8, Referencing)
• use of web sites to obtain material that are not acknowledged (see Section 6.8, 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.
• collusion in group project work or techniques exercises - this may range from group use of diagrams produced by one student, to the circulation of texts between members of the group which are either (in crude examples) copied verbatim or reworded by individual members of the group
• in statistical or quantitative exercises, one student carrying out the exercise and circulating copies of computer output to others.

7.8.3 DUPLICATION OF WORK (SELF PLAGIARISM)
In addition to the above, submitting the same, or essentially the same, piece of work on more than one occasion, whether for different courses or when repeating a course, is classed as duplication or ‘recycling’. This is also regarded as an examination offence, as
serious as any other form of plagiarism, and thus governed by the same rules as the above. If you are repeating the whole or part of a year and have any concerns about this, you should speak to the Chair of the Sub-board of Examiners (Dr. Ian Matthews).

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

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

7.9 MARKING ILLEGIBLE SCRIPTS
It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in handwriting scripts which would lead to your scripts being illegible you should contact Disability and Dyslexia Services. (http://www.royaltholloway.ac.uk/ecampus/welfare/disabledstudents/home.aspx).

7.10 THE ROLE OF THE GEOGRAPHY EXAMS TEAM & THE SUB-BOARD OF EXAMINERS
The Exams Team in Geography is the responsibility of the Exams Officer (Ian Matthews) and comprises Don Thompson (Deputy Exams Officer), Moya Watson (Senior Faculty Administrator), Peter French (Director of Teaching) and Mike Dolton (Educational Support Officer).

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.

7.10.1 Exam 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 Course Leader), then a sample of work, including scripts from across the full range of marks, including grade boundaries and all Fail marks, is then additionally marked by a second Internal Examiner to confirm standards.

- The independent and placement linked dissertations (GG3001/5) are double marked. This means that two Internal Examiners mark the dissertation and agree a mark.

- All final course outcomes are moderated by Visiting Examiners, (a human and physical geographer from other universities depending on whether it is a human or physical course) 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 course leader, or their representative, will compile all the confirmed marks on a spreadsheet – the electronic version is submitted to the Senior Faculty Administrator for entering into the College mark management system; a hard copy is handed to the Geography Exams Office along with the exam scripts and pieces of coursework.
During the exams period, the Exams team checks the marks spreadsheet against the marks written on the exam scripts and coursework feedback forms by the internal examiners to ensure that all the correct marks appear on the final course spreadsheet. In addition, there is a check to make sure any mark penalties (e.g. Late submission or over length work) are subtracted.

The course leader’s spreadsheet is then checked against the marks sheet produced by the College mark management system as a further check that no erroneous marks are entered into the system.

7.10.2 Pre Sub-board Committee meeting (Extenuating Circumstances)

Prior to the meeting of the Sub-board of Examiners, extenuating circumstances, submitted in line with the procedures set out in the Instructions to Candidates, and detailed elsewhere in this handbook, are considered by the Pre Sub-board Committee, which is comprised of the Chair of the Sub-board (Exams Officer), at least one Visiting Examiner, and the Head of Department (or nominee – in the case of the Geography Department, this is the Director of Teaching). There will normally also be a member of Registry present and the Departmental Education Support Officer, who is responsible for compiling all extenuating circumstances documentation over the course of the academic year.

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 the examiners to determine an appropriate course of action in line with College regulations, as a result of the extenuating circumstances presented, which in many cases will be to take no action. The Pre Sub-board Committee will make a recommendation to the Sub-board, whilst maintaining anonymity and confidentiality.

Students should note that there is no College regulation allowing marks to be awarded for extenuating circumstances. For an overview of the mechanisms available to the Pre-Sub-board Committee please consult the Extenuating Circumstances section (section 14) of the Undergraduate Regulations.


7.10.3 Sub-board of examiners

Course outcomes are confirmed at the Sub-board of Examiners meeting, which usually convenes during the last week of summer term. The Sub-board comprises the following members: Chair (Exams Officer), all academic staff who have taught and marked courses during the academic year (Internal Examiners), and the two Visiting Examiners mentioned in 7.10.1. Also present at Sub-board meetings is a College representative from Registry (usually an Assistant Registrar) to advise on, and check adherence to, College regulations. Throughout the meeting students are discussed by candidate number to maintain confidentiality. Those present at the extenuating circumstances sub-committee meeting have access to student names during this meeting.

Some of the main tasks of the Sub-board are to:

- Confirm the final degree classification for all finalists to recommend to the College Boards of Examiners.
- Consider course outcomes affected by extenuating circumstances.
- Consider borderline cases where a candidate falls below a classification boundary.
- Confirm progression options for candidates who have failed to progress to recommend to the College Boards of 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.
7.10.4 Viva Voce examinations (Vivas)
“Viva voce” literally means “living voice” and is the term given to oral examinations. In the Geography Department, Vivas may only be used at the discretion of the Visiting Examiners in exceptional circumstances where it is not possible to make a fair assessment of the final degree classification based on the student work already completed or other means of alternative assessment.

7.11 PROGRESSION AND AWARD REQUIREMENTS
The Regulations governing progression and award requirements are set out in your Programme Specification (http://www.royalholloway.ac.uk/coursecatalogue/home.aspx) and also more generally in the Undergraduate Regulations http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

For details on the requirements for degree classification please see the section on the Consideration for the Award in the Undergraduate Regulations. http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

7.12 EXAMINATION RESULTS
Please see the Examinations & Assessments website http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/home.aspx for details of how you will be issued with your results. http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/results.aspx

The Examinations & Assessments website is the place where you can access the “Instructions to Candidates” and details of the examinations appeals procedures. http://www.rhul.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx

In the Department, first and second year results are usually published to students on the last day of term, and all first and second years must meet with their personal tutors on that day. Do not leave the College early to return home, missing this results discussion meeting may lead to disciplinary action.
8 STUDENT SUPPORT
We hope that you enjoy your time with us. However, problems can arise during an undergraduate career, so it is important that you know where to go and who to see.

8.1 NON-ACADEMIC RELATED ENQUIRIES & SUPPORT
The Student Services Centre is located in the Emily Wilding Davison Building and provides a single point of contact for all non-academic related queries including accommodation, fees and funding, enrolment and graduation. For further details see http://www.royaltholloway.ac.uk/ssc. The Student Union also has a Student Welfare Officer who offers general advice on an individual basis covering a variety of topics including finance, legal, housing and personal matters. Help and advice may also be obtained from the Wardens and Sub-Wardens of the College’s Hall of Residence as well as the Chaplains, who have received counseling instructions and are experienced in such matters.

8.2 STUDENTS IN NEED OF SUPPORT (Including disabled students)
Your first point of reference for advice within the Department is your personal tutor. The Departmental Educational Support Officer (Dr. Mike Dolton) and Director of Undergraduate Programmes (Dr. Peter French) are also available to see students in connection with problems, and if these are of a serious nature, the Director of Undergraduate Programmes should be informed anyway (see Section 7.1). Joint students may also choose to consult their Geography course contact. Please be aware, however, that staff are not trained counselors, and cannot be expected to act in that capacity. Hence, where problems arise that those named above are not qualified to deal with, the College offers a high level of Student Welfare Support which includes a comprehensive Health Centre, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of financial, career and other advice. Further details of each service can be found on the Student Welfare page of the College web site.

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Disability and Dyslexia Services Office (DDS) representative is Dr. Mike Dolton. You must also contact the DDS (Founders West 1 43; tel: +44 (0)1784 276473; email: disability-dyslexia@royaltholloway.ac.uk) who will arrange for an assessment of needs to be carried out and will advise on appropriate sources of help. Further information is available on the College web on the DDS Support, health and welfare page.

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

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

The Centre also oversees the Royal Holloway Proofreading Scheme, which enables students to pay for an approved third-party proofreader to identify surface error in final drafts. Please note that Royal Holloway does not permit the use of paid third-party proofreaders who are not part of this scheme.

The CeDAS Office can be found on the ground floor of the International Building, room IN002, and you can follow them on Twitter: @cedasrhul. Further details can be found on the CeDAS webpages: www.royaltholloway.ac.uk/cedas.
8.2.2 PEER GUIDANCE
The Department operates a mentoring scheme, run by the Royal Holloway ‘Student Life Team’, designed to help new students get to grips with life in the Department and at Royal Holloway more generally. Designated second and third years will make themselves available at the start of the first term to give advice on anything that new students may be uncertain about at the start of their life here. Advice may relate to expectations, pressures, where to go, who does what etc. though they should not attempt to give advice on academic or personal matters (such matters should be dealt with by Tutors, the Director of Teaching or the Departmental Education Support officer).

8.3 STUDENT-STAFF COMMITTEE
The Department runs an undergraduate student-staff committee which meets four times each year (twice in term 1 and once in terms 2 & 3) and plays an important role in the Department as a forum for airing student views. Further meetings may be held if called at the request of three or more members of the Committee. A meeting is quorate with five members present. Any student can submit items for discussion, and these should be submitted to the secretary and chair at least one week before the published date of meetings. You can use the committee to raise any issues which are of concern. For constitution see committee’s handbook under Compliance/Governance http://www.rhul.ac.uk/iquad/collegepolicies/home.aspx

Issues raised by the staff-student committee are formally tabled and minuted at the Department Teaching Committee and the Departmental Board meeting. Participation on the Staff-Student Committee is seen as an important service to the Department, and this can be reflected on CVs and in references. Even if you are not on the committee you should get to know who your representatives are. A full list is posted on the year notice boards.

The committee has two main functions:
• To provide a forum for the discussion of Departmental matters; and
• To provide a formal means of communication with the Teaching committee and the Departmental Board

Elections for the student representatives are held at the beginning of each academic year. Further elections are held for any vacancies that may occur. The elections are conducted by a member of the Committee from the previous session. A chairperson and a secretary are elected to hold office for the year.

Minutes of meetings are circulated to members of the Committee and all members of staff. They are also posted in the Department on the notice board outside Library@Geography, and placed on the Departmental website.

8.4 THE GEOGRAPHICAL SOCIETY
The Geographical Society is run by students. It traditionally provides both a programme of visiting speakers and a range of social events, which in the past have included parties, trips out, annual reviews, quiz evenings, wine tastings, summer barbecues, Christmas dinners and sports fixtures. The GeoSoc organise a formal dinner normally held in the second term. A good GeoSoc can make a real difference to the culture of the Department, and for the individuals involved is a lasting achievement which can be reflected on CV’s and in references. Elections for the 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 GeoSoc notice board, adjacent to the student year notice boards.

8.5 STUDENTS’ UNION
The student union offers a range of support services and non-academic activities for students. The Advice and Support Centre, situated on the first floor of the Students’ Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time.
However, during vacation periods students should call to book an appointment. You can find out further details at www.su.rhul.ac.uk/support.

8.6 CAREERS INFORMATION

Geography graduates have a wide range of career opportunities. Some are directly a result of having a Geography degree, such as in environmental management, work with NGOs, and teaching. However, the wide range of transferable skills acquired through a Geography degree, such as communication and team working skills is now widely recognised by an increasing number of employers. As a result, a large number of our graduates go into careers not obviously related to Geography. These include international banking, accountancy, Law, advertising, marketing, local & national government, and journalism. Geography’s diversity and skills building base is its strength in both academic and career terms. For more information see:

http://www.rhul.ac.uk/geography/currentstudents/employability/employability.aspx

Graduates from the Department have been extremely successful in finding employment. It is a good idea to think about your career as soon as possible, and it is advisable to discuss your ideas and curriculum vitae (CV) with your Personal Tutor as early as the first year. We recommend that all students have an interview with the Careers Centre during the second year, or at the start of the third year. In addition, you will be emailed about, and should look on the employability notice board in the department for, special sessions run periodically in the department on skills such as networking and using social media, finding an internship, and how to write a CV (amongst a host of others). A diverse selection of career paths of our former students are posted on our website http://www.rhul.ac.uk/geography/yourfuturecareer/graduateprofiles.aspx). This site is well worth a visit to give ideas and possibilities. Alumni profiles are added and updated regularly.

The Department endeavours to help students to recognise their own strengths, skills and abilities so that they can make strong applications for their chosen job or training course. In each year we help you progress your thinking about future careers:

- First year - “Getting Started"
- Second year – “Exploring Career Aspirations”
- Third year – “Making it Happen”

In the Department we offer undergraduates a range of career services:-

- Career action planning through the group tutorial system
- ‘In house surgeries’ where students can have individual meetings with the careers service in the department
- Annual Careers Evening, usually in the spring term, at which a selection of our alumni speak about their respective career trajectories and the value of their RHUL degree(s) to them, as well as providing advice to current students interested in their particular fields. It is an excellent opportunity for students to network and even explore opportunities for future development
- Sessions in the Department run by the Careers Service provide information as well as training in the design of an appealing curriculum vitae (CV), how to succeed in job interviews, and so on
- Links, through our Schools Liaison Group, for the provision of school placements, for those interested in a career in teaching

The College has a Careers & Employability Service housed in the Emily Wilding Davison Building, which is open to any student during normal College hours. It is a major source of information on career opportunities, job vacancies and training. The following specific services are offered:-

- Quick Query sessions offer the opportunity to talk to a Careers Advisor for 10 minutes about any aspect of career choice and job hunting, or to get help with your c.v. or application forms. No appointment is necessary; just sign the list in the Information Room. Arrangements during vacations are posted on the Careers News sheet page.
• Longer Interviews. This may be recommended by an advisor following an initial Quick Query consultation, and will be booked on completion of a Career Discussion Form.
• Practice Job Interviews. A practice job interview can be arranged by appointment.
• Computer-Aided Career Guidance. The self-access, computer-aided careers guidance programmes, ‘Prospect Planner’ and ‘Adult Directions’ are available for use in the Careers Centre. These packages ask questions about your preferences and generate a list of occupations which you can research further. Information can be found at www.rhul.ac.uk/Careers/undergraduates/.

If, as we hope, you enjoy your degree and find it a rewarding experience, you may be interested in taking your studies further through a postgraduate degree. This can take the form of a taught programme leading to a Master’s degree, a research programme leading to an MPhil or PhD, or a vocational programme covering a particular area of work (e.g. PGCE for teaching or CPE for Law). The Department has an international reputation for its research in a number of areas of the discipline. We actively encourage undergraduates to consider further study in the Department, particularly in our Master’s programmes listed below:

• MA Cultural Geography (Research)
• MSc Quaternary Science
• MSc Practising Sustainable Development
• MSc Sustainability and Management

If you are interested in postgraduate study in the Department, please see the Director of Graduate Studies (Admissions & Recruitment), Dr. Innes Keighren, or go to www.gg.rhul.ac.uk/postgrads/

8.7 NON-ACADEMIC POLICIES

Please see the ‘College Regulations and procedures’ page [http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures/] which includes information on non-academic policies, regulations, and codes of practice as well as the Student Charter [https://www.royalholloway.ac.uk/aboutus/governancematters/studentcharter.aspx]

8.8 COMPLAINTS & ACADEMIC APPEALS PROCEDURE

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Personal Tutor or with another member of staff in the Department. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the College Complaints Procedures. You should raise your complaint as soon as possible. This enables the matter to be dealt with in a timely manner and for any steps to be taken if felt to be necessary. The College Complaints Procedures for Students requires that any complaint be raised within 3 months of the matter occurring.

▪ If the complaint concerns the behaviour of a member of staff in the Department, you should go to the Head of Department either directly or through your tutor or another member of staff. The HoD will discuss the matter with you to establish the nature of the problem and may ask you to provide evidence.
▪ If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedure and permitted grounds for appeal can be found at: [http://www.royalholloway.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx]
HEALTH AND SAFETY INFORMATION

The Departmental Health & Safety coordinator oversees health and safety procedures in the Department, in order to ensure that all persons working in the Department do so in a healthy and safe environment. There are rules and regulations that are specific to particular Departmental activities, and every person who is working in or visiting these areas must make sure that they are acquainted with these regulations. Ignoring such provisions means not only putting yourself at risk, but those around you also.

All students and staff involved in fieldwork must comply with the Science Faculty Fieldwork Policy, which is available from the Departmental Health & Safety Coordinator. For those involved in laboratory work, there are Safety Notes and procedures specific to each laboratory; these must be read and understood during the laboratory induction which will take place with the supervising technician before commencement of work. The same applies to the COSHH Regulations, which must be read, and a declaration form signed prior to commencement of work. This includes lab work as part of undergraduate courses. Your course leader will organise this for you.

The Department is committed to providing a healthy and safe environment for staff and students to work in. Risk assessment is an ongoing part of Departmental activity, to ensure that all procedures, courses (including the dissertation) and field trips are implemented with the minimum risk to all concerned. Students will not be allowed to attend fieldtrips of carry out their dissertation unless all health and safety paperwork has been completed. Whilst the Department will do all that is reasonably practicable to reduce any risk to health and safety in the Department, it is also the responsibility of individuals to ensure that their working environment, procedures and actions are safe. Safety is everyone’s responsibility. Any health and safety concerns should be brought to the attention of Claire Mayers or the college Health and Safety office.

Health and safety suggestions should be submitted to the Departmental Health & Safety Coordinator. If you think there is a risk to safety, please report it immediately to the Department Health and Safety Coordinator.

The Department is located on five different locations at the 3 sites listed in Section 1.5. Persons with specific responsibilities for each site are:

- Queen’s Building
- EMU – Geography
- Postgraduate Suite

\{ Dr. Claire Mayers ext.3808

- Munro-Fox lab
- Geochronology Lab

\{ Mr. Iñaki ext.3579

Valcarcel

9.1 GENERAL SAFETY IN THE DEPARTMENT

Working hours. Teaching laboratories are open from 0900-1300 and 1400-1650 each weekday. Special arrangements must be made with the Tutor or Supervisor and Safety Coordinator for access outside these hours (see section 9.3). 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 switched off in all study areas and should only be used in the foyer.

Belongings. Do not leave your belongings unattended:
- 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
• Munro Fox Laboratory - personal possessions must be stored away as directed during each practical or lecture
• Unattended bags will be removed by Security

Safety Provisions. Be aware of the fire exit routes, fire extinguishers, fire alarms and first aid kits in the Department.

Medical Conditions. Students suffering from conditions which in some circumstances could render them unconscious should report the fact on the Department’s health and safety form, (which includes a medical questionnaire), which all students complete on joining the Department, stating medication, so that field trip and other course leaders can be advised accordingly. Ethical considerations forbid the Health Centre from passing on relevant health information regarding individual students to the Department.

9.1.1 EMERGENCIES
First Aid. The main first aid kit is situated in the Departmental Office, (Q8162). If you suffer an injury, or find someone injured, call a qualified First Aider. A list of First Aiders is posted:
• On the door of each laboratory leading to a corridor
• On the door of each lecture room leading to a corridor
• In the Departmental Office
• At key notice boards around the building

Fire Alarm. If the fire bell rings continuously:
• Leave the building immediately, by the nearest safe route. Do not stop to collect belongings. Note: This may not be the door you used to enter the building.
• Report to Assembly Point 15 on the south side of the building straight away; do not wander off without reporting to a Fire Marshall
• Do not enter the building again until authorised to do so

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

Dealing with fires. If you discover a fire:
• Activate the nearest fire alarm immediately - this is your main priority
• Leave the building by the nearest safe route
• Report to Assembly Point 15, between Queen’s Building and Reid Hall
• Fire Marshalls are appointed in each corridor; their instructions must be followed without question
• 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.

9.2 CODE OF PRACTICE ON HARASSMENT OF STUDENTS
The Department operates in accordance with the college Personal Harassment policy, which can be found at http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures

9.3 LONE WORKING POLICY AND PROCEDURES
The College has a Lone Working Policy and Procedure that can be found at: http://www.royalholloway.ac.uk/iquad/services/healthandsafety/policiesandprocedures/loneworking.aspx

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 the Department is available
from 08.00 to 18.00.

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 and ‘library@Geography’ during normal working hours. **Students may not work alone in any Laboratory area at any time.** Use of these facilities 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 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 etc.).

- In the field, students should work in groups when possible, such as when on fieldtrips. 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.

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

9.4 FIELD TRIPS

These notes complement the College’s Science Faculty Fieldwork Code of practice which you should also consult. A copy of these guidelines may be obtained from Claire Mayers. You should also read the ‘Fitness for field studies’ Guide which outlines your responsibilities in relation to your ability to carry out fieldwork.

Whilst every effort is made to ensure that fieldwork provided by the College is safe, it has, by its nature some inherent risks, for example on coasts, exposed uplands or quarries. 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, course leaders have a responsibility to ensure that correct precautions are taken and have a duty to inform you of all health & safety issues relating to the work they are supervising. In law, **YOU** have a duty of care to yourself and others whilst engaged in any activity related to your studies at Royal Holloway (see ‘Fitness for field studies’). **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.

A course leader’s, or in the case of the dissertation, advisor’s, safety instructions will be clear and precise as to the fieldwork involved and should be observed by all members of the group at all times. Anyone not conforming to the standards required may be disciplined and dismissed from the course. Such action could jeopardise 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. Other safety equipment, such as hard hats and high visibility wear, will be provided by the Department.

A medical questionnaire must be completed by all students as required. These forms will be issued when you join the department and you will be given the opportunity to update these prior to field trip. However, do not wait until such times to change your form if your personal circumstances change. Advise the Department Health and Safety officer immediately. Students will also be required to sign an appropriate Risk Assessment prior to all fieldwork.
College insurance does NOT include personal accident cover for students on fieldwork. However, basic overseas insurance can be provided by the College for overseas fieldwork for a small charge. For European fieldwork (e.g. Spain (first year)) all students should obtain a European Health Insurance Card, the application form being obtainable from main post offices (allow 3-4 weeks). This provides basic medical cover in EU countries, although provisions vary greatly from one country to another. For other trips, such as Malawi, Sicily and New York (second year), students are advised to take out suitable insurance cover, including repatriation.

THE FOLLOWING GUIDELINES SHOULD BE OBSERVED DURING ALL FIELD TRIPS:

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

**Report any injury or illness immediately, regardless of how trivial it may appear.** All trips will have trained first aiders on hand.

**Wear adequate clothing and footwear** for the terrain and weather to be encountered. For rural areas, the following will generally be required:
- Waterproof jacket and over-trousers.
- Stout footwear (trainers are not appropriate for most field trips), Wellington boots in some situations.
- Warm sweater, hat and gloves for upland or winter trips.

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

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

**Wear safety goggles** (or impact resistant safety glasses) when hammering rocks or using a hammer and/or chisel.

**Never use one geological hammer as a chisel to be hit with another hammer**, because dangerous splinters can fly off. Avoid hammering near or towards other persons. Always wear appropriate safety goggles when hammering rocks. Always look the other way when other people hammer near you. Hammer downwards not sideways if other people are around.

**Cliffs and quarries** require particular care, especially in gusting or strong winds. Ensure that rocks above are secure before venturing below, particularly during a thaw, after heavy rain, or in unstable places such as blasted quarry faces. Avoid unstable overhangs. Avoid loosening rocks on steep slopes, and beware of rock falls. Never work or walk directly above or below another person on a steep slope. Beware of mudflows occurring on clay cliffs and in clay pits.

**Avoid touching machinery or equipment** on building sites or in quarries or mines.

**Do not climb cliffs, rock faces or crags** unless approved as an essential part of the work and properly supervised. Take great care when walking or climbing over wet and slippery rocks.

**Beware of traffic.**

**Do not enter old mine workings or cave systems** unless authorised as an essential part of your work, then only do so with proper lighting, headgear and route-tracing equipment, in the company of an experienced person. Ensure that someone at the surface knows your location and expected time of return. Be sure to report to them on returning to the surface.
9.4.1 INDEPENDENT FIELDWORK (Dissertation)
All the provisions in Section 9.3 also apply to independent fieldwork. The nature of the training, however, involves an important element of self-reliance, and students undertaking independent fieldwork (e.g. as part of their Dissertation) are necessarily responsible for their own safety in the field. The following guidelines MUST be followed where applicable. Further information on safety, including the College Safety in Fieldwork Guidance Notes, is available from the Departmental Safety Co-ordinator.

Discuss likely safety problems and risks, and the equipment required, with your supervisor beforehand and complete a Risk Assessment Form. You are not permitted to carry out any independent fieldwork until this is complete. Failure to complete this paperwork can lead to the failure of your dissertation. Plan your work carefully, bearing in mind your experience and training, the nature of the terrain, and the weather. Be careful not to over-estimate what can be achieved in a given time period.

Leave information about your route each day with a colleague or a local person. Never break arrangements to report your return. If camping, it is desirable to do so near habitation.

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

Carry at all times an HSE approved first aid kit and the following items, where appropriate:
- Adequate clothing and waterproofs
- Emergency food (chocolate, mint cake, glucose tablets, etc.)
- A survival (bivouac) bag or emergency blanket
- Map, compass and watch
- Torch and whistle

Avoid getting trapped by the tide on intertidal banks or below sea cliffs. Obtain local information about tides and currents. Carefully observe the high-tide mark when working along the shore.

Always wear footwear when wading in rivers, lagoons, or on the shore. Removing socks first will prevent the discomfort of wet feet for the rest of the day.

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

Rock climbing or caving should only be undertaken in the company of an experienced companion AND with prior knowledge of your supervisor.

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

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

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

When working on mountains or other exposed areas, familiarise yourself with the mountain safety code. Be aware of the effects of exposure and hypothermia. Know, in advance, what to do in the case of an emergency. The safety code can be found on many websites, the following link being typical (http://www.mountain.rescue.org.uk/mountain-advice).

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 website (http://www.fco.gov.uk/en/travelling-and-living-overseas/travel-advice-by-country/).

9.5 LABORATORIES & LABORATORY CLASSES (Practicals)

There are six laboratory suites in the Geography Department, not all of them are located in the Queen’s Building: Munro Fox, Geochronology, Microscope, Computer, Paleoecology, and Sediment Analysis. Users of all laboratories must read the Health and Safety information pertaining to that particular laboratory. You will also be given a laboratory induction prior to practical sessions or independent research work (dissertations). 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 risk materials, e.g. acids, alkalis, gases, inflammables, 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 labeled.
- Food and drink must not be consumed in, or even brought into, any laboratory.

9.5.1 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, who should be present in person. In no circumstances is anyone to work alone in laboratories.

Coursework involving the use of chemical facilities must be confined to the hours timetabled for the course concerned (although the course organiser may authorise special arrangements).

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 and eye-wash (normally a cold tap with rubber hose connected)
- Spill kit
- Emergency instructions

Chemical laboratories

- Laboratory coats must be worn at all times. These will be provided.
- Safety glasses must be worn when instructed to do so. Gloves must be worn when
instructed to do so.

- CoSHH forms must be read and signed before starting any work.
- No-one must work in a laboratory unless within shouting distance of another person.
- Undergraduate students are not allowed to work in a laboratory without supervision.
- No shorts or open-toed shoes are permitted in laboratory spaces.

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.

9.5.2 ANALYTICAL LABORATORIES

Protective clothing. Laboratory coats must be worn at all times. Safety glasses and gloves must be worn when indicated, and long hair tied back to avoid chemicals, equipment, etc. Contact lenses should not be worn in the laboratory as chemicals splashed in the eye will lodge behind them; glasses should be worn instead. An appropriate design of safety google should be worn over the glasses when necessary. These will be supplied by the Department.

Concentrated acids. The student MUST wear eye protection and disposable gloves. Never add water to concentrated acid; always dilute concentrated acid by adding acid to water, slowly, with the receptacle in a sink.

Hydrofluoric (HF) and Perchloric (HClO₄) acids must not be used by students at any time. All operations involving these acids will be carried out by a supervising staff member.

Other hazards. Many other dangerous chemicals are used in chemical laboratories. 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 labeled 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.

Minor acid spills and leaks can be neutralised with calcium carbonate (CaCO₃) and mopped up with plenty of water, but should be reported to supervising staff. 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 what they are. 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 unlabeled samples or solutions are a hazard as it will not be clear to anybody else what these are.

9.5.3 RADIATION LABORATORIES

Geochronology Laboratory. Students needing to use the Geochronology Laboratory must receive training and authorisation from the supervising staff member for that Laboratory (Dr. Simon Armitage), and must register with the College for work with ionising radiation and wear a TLD badge (radiation exposure monitor). When using chemicals the same precautions outlined above (section 7) must be observed.
9.6 PLACEMENTS

The department offers students the chance to work with a placement organisation as part of the Dissertation stream if they so choose. This specialist stream (GG3005 Independent placement linked dissertation) involves students carrying out their dissertation in collaboration with a partner organisation, under the supervision of an academic member of staff. Students opting for this course will be allocated an advisor who organised the placement, and with whom they will then meet to develop their proposals with respect to research aims, methods, progress, risk assessment and presentation. The placements will take place in the summer break between a student’s second and third year, in line with the Memorandum of Understanding agreed between the placement organisation, the student, and the academic staff advisor.

More details on this course will be provided by Don Thompson in the first term of the second year, when you will be first introduced to the dissertation process.
10 EQUAL OPPORTUNITIES STATEMENT AND COLLEGE CODES OF PRACTICE

10.1 EQUAL OPPORTUNITIES

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

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

The College is committed to ensure that:

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

10.2 COLLEGE CODES OF PRACTICE

Throughout this handbook, reference has been made to various College codes of practice. You should familiarize yourselves with these as necessary. All can be found on the College web site. If you are unsure, please ask.