DEPARTMENT OF GEOGRAPHY
& POLITICS AND PIR

MSc Geopolitics and Security

STUDENT HANDBOOK

2016/2017
Disclaimer

This document was published in September 2016 and was correct at that time. The Department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term ‘Department’ is used to refer to both ‘Departments’ and ‘Schools’.

An electronic copy of this handbook can be found on the Geography Departmental website (www.rhul.ac.uk/geography) where it will be possible to follow the hyperlinks to relevant webpages.
# Contents

1 INTRODUCTION TO THE DEPARTMENTS ........................................................................................................... 5
  1.1 WELCOME .................................................................................................................................................. 5
  1.2 HOW TO FIND US: THE DEPARTMENTS ............................................................................................... 8
  1.3 MAP OF THE Egham CAMPUS .............................................................................................................. 8
  1.4 HOW TO FIND US: THE STAFF ............................................................................................................. 9
  1.5 HOW TO FIND US: THE DEPARTMENTAL OFFICE .............................................................................. 10
  1.6 THE DEPARTMENTS: PRACTICAL INFORMATION ............................................................................. 10
  1.7 STAFF RESEARCH INTERESTS .............................................................................................................. 11

2 COMMUNICATION ............................................................................................................................................. 11
  2.1 EMAIL ....................................................................................................................................................... 11
  2.2 POST ......................................................................................................................................................... 12
  2.3 TELEPHONE AND POSTAL ADDRESS ................................................................................................. 13
  2.4 NOTICE BOARDS ..................................................................................................................................... 13
  2.5 PERSONAL ADVISER ............................................................................................................................ 13
  2.6 QUESTIONNAIRES ..................................................................................................................................... 13
  2.7 SPACE ....................................................................................................................................................... 14

3 TEACHING .......................................................................................................................................................... 14
  3.1 DATES OF TERMS ...................................................................................................................................... 14
  3.2 READING WEEKS ..................................................................................................................................... 15
  3.3 ATTENDING CLASSES AND ENGAGING WITH YOUR STUDIES ......................................................... 15
    3.3.1 Your responsibilities in relation to attendance .................................................................................... 15
    3.3.2 Departments’ responsibilities for monitoring attendance .................................................................... 16
    3.3.3 College’s responsibilities for monitoring attendance .......................................................................... 16
    3.3.4 Missing classes ................................................................................................................................... 17
    3.3.5 Missing an examination ...................................................................................................................... 18
    3.3.6 Consequences of failing to attend ...................................................................................................... 19
    3.3.7 Withdrawal of visa ............................................................................................................................. 19

4 DEGREE STRUCTURE ...................................................................................................................................... 20
  4.1 COURSE REGISTRATIONS ....................................................................................................................... 20
  4.2 DEPARTMENTAL AND RESEARCH GROUP SEMINARS ........................................................................ 20

5 FACILITIES ........................................................................................................................................................ 21
  5.1 LIBRARIES ............................................................................................................................................... 21
  5.2 PHOTOCOPYING, PRINTING AND COMPUTING .................................................................................. 21

6 COURSEWORK ESSAYS AND DISSERTATION .............................................................................................. 23
  6.1 COURSEWORK ASSIGNMENTS ............................................................................................................. 23
  6.2 THE DISSERTATION .................................................................................................................................. 23
  6.3 THE DISSERTATION SUPERVISOR ....................................................................................................... 24
  6.4 GUIDELINES FOR DISSERTATION WRITING .................................................................................... 25
  6.5 ILLUSTRATIONS ...................................................................................................................................... 26
  6.6 APPENDICES ............................................................................................................................................ 27
  6.7 PRESENTATION ...................................................................................................................................... 27
  6.8 REFERENCING AND BIBLIOGRAPHIES ............................................................................................. 27
  6.9 MARKING SCHEMES AND ACADEMIC FEEDBACK ............................................................................. 29

7 ASSESSMENT INFORMATION .......................................................................................................................... 30
  7.1 ILLNESS OR OTHER EXTEMPERATING CIRCUMSTANCES ..................................................................... 30
  7.2 EXTENSIONS TO DEADLINES .................................................................................................................. 32
  7.3 PENALTIES FOR LATE SUBMISSION OF WORK .................................................................................... 32
  7.4 ANONYMOUS MARKING AND COVER SHEETS .................................................................................. 32
  7.5 PENALTIES FOR OVER-LENGTH WORK ................................................................................................. 33
  7.6 RETURN OF WRITTEN COURSEWORK .................................................................................................. 33
  7.7 ASSESSMENT OFFENCES ....................................................................................................................... 34
  7.8 PLAGIARISM ................................................................................................................................................ 34
8 STUDENT SUPPORT ..............................................................................................................36
  8.1 NON-ACADEMIC RELATED ENQUIRIES & SUPPORT ..................................................36
  8.2 STUDENTS IN NEED OF SUPPORT (INCLUDING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS) .................................................................36
  8.3 ACADEMIC SKILLS SUPPORT .....................................................................................37
  8.4 STUDENT-STAFF COMMITTEE ....................................................................................37
  8.5 STUDENTS’ UNION .....................................................................................................38
  8.6 LEARNING RESOURCES: LIBRARY, IT, PHOTOCOPYING AND PRINTING ..........38
  8.7 CAREERS INFORMATION ............................................................................................38
  8.8 NON-ACADEMIC POLICIES .......................................................................................39
  8.9 COMPLAINTS AND ACADEMIC APPEALS PROCEDURE .........................................39
9 HEALTH AND SAFETY INFORMATION ...........................................................................40
  9.1 CODE OF PRACTICE ON HARASSMENT FOR STUDENTS ........................................40
  9.2 LONE WORKING POLICY AND PROCEDURES ..........................................................40
  9.3 FIELDWORK ...............................................................................................................40
10 EQUAL OPPORTUNITIES STATEMENT AND COLLEGE CODES OF PRACTICE ...........40
  10.1 EQUAL OPPORTUNITIES STATEMENT ....................................................................40
  10.2 COLLEGE CODES OF PRACTICE .............................................................................41
11 APPENDICES .....................................................................................................................42
  11.1 APPENDIX 1. COURSEWORK ASSESSMENT CRITERIA ...........................................42
  11.2 APPENDIX 2 GUIDELINES FOR WRITTEN COURSEWORK .......................................48
  11.3 APPENDIX 3 GUIDELINES FOR ORAL PRESENTATIONS ........................................49
  11.4 APPENDIX 4 GUIDELINES FOR WORKING IN GROUPS ...........................................50
  11.5 APPENDIX 5 DISSERTATION PROPOSAL FORM ......................................................52
  11.6 APPENDIX 6 DISSERTATION MARKING PROFORMA .................................................53
  11.7 APPENDIX 7 DISSERTATION WORD DECLARATION FORM ......................................54
1 Introduction to the Departments

1.1 Welcome

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

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

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

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

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

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

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

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

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

Learning outcomes

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

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

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

The Department of Geography is located in the Queens Building which can easily be found on the campus map. Politics and International Relations is on the west side of the College’s historic main building, Founder’s Building, on the first floor. Details on how to contact the Departments, including telephone numbers, maps of the campus and travel directions can all be found on the Departmental Contact Webpages (http://www.rhul.ac.uk/geography/contactdetails/home.aspx; http://www.rhul.ac.uk/politicsandir/contactdetails/home.aspx).

1.3 Map of the Egham campus

Student parking is limited and a parking permit is required. This can be obtained via Security. You will need proof of insurance and ID before a permit will be issued.
1.4 How to find us: the staff

CONTACT DETAILS
Geography Main Office 01784 443563

Head of Department: Professor Katie Willis
X3653 QB161 k.willis@rhul.ac.uk

Departmental Educational Support Officer: Dr Mike Dolton
X3575 QB173 m.dolton@rhul.ac.uk

Director of the MSc: Professor Peter Adey
X3640 QB123 peter.adey@rhul.ac.uk

Co-Director of Graduate Studies: Dr Innes Keighen
X3722 Innes.Keighen@rhul.ac.uk

Co-Director of Graduate Studies: Dr Ian Candy
X3649 Ian.Candy@rhul.ac.uk

Key Geography Academic Staff teaching on the MSc:
Peter Adey (Professor) x6223, QB 123, peter.adey@rhul.ac.uk

Klaus Dodds (Professor) X3580, QB124, k.dodds@rhul.ac.uk

Alasdair Pinkerton (Senior Lecturer) X6441, QB148, a.d.pinkerton@rhul.ac.uk

Rikke Jensen (Research fellow), Rikke.Jensen@rhul.ac.uk

Rachael Squire (Lecturer), Rachael.Squire.2009@live.rhul.ac.uk

Key contacts in Politics and International Relations:
Dr Alister Miskimmon (Head of Department), X3961, Alister.Miskimmon@rhul.ac.uk

Dr Michelle Bentley (Director, MSc IR and MSc International Security),
michelle.bentley@rhul.ac.uk

Caroline Sheddon (Postgraduate Administrator), FBW105, X3687
caroline.shedden@rhul.ac.uk

Geography Support Staff:

Administration/Secretarial

L. Hamilton (Postgraduate Administrator and Secretary) QB162, X3563,
Liz.Hamilton@rhul.ac.uk

K. Oliver (Postgraduate Administrator and Secretary) QB162, X3563,
Karen.Oliver@rhul.ac.uk
Technical/Operations Staff
Dr C. Mayers (Technical Operations Manager) X3808, QB130
J. Kynaston (Deputy Technical Operations Manager) X3568, QB176
I. Valcarcel (Laboratory Technician)
R. Aung (Computing and Website Manager) X3613

There are also a number of research staff based in the department, as well as visiting and emeritus academics. You can find out much more about all the staff and their interests and activities on the Departmental web pages – www.rhul.ac.uk/geography.

1.5 How to find us: the Departmental office

The Geography Departmental Office is located in Room 162 Queen’s Building, and the Postgraduate Departmental Secretaries (Karen Oliver and Liz Hamilton) are usually able to answer questions concerning postgraduate courses. Enquiries specific to PIR courses should be directed to Caroline Shedden, Caroline.Shedden@rhul.ac.uk, X3687, FW105

1.6 The Departments: practical information

Any official Geography Departmental forms that you may need to obtain are normally available from the Postgraduate secretaries or the Departmental Administrator. If you want to leave messages for members of staff, these can be left in staff pigeonholes next to the Departmental Office. The Department has its own web-site at www.rhul.ac.uk/geography. This has a wealth of easily-accessible information about the Department, including pages solely dedicated to Postgraduate issues.

The PIR Department Office will be open from 10:00 – 16:00 Monday to Friday and assessed coursework can be picked up on Tuesdays from 10:00 – 11:30 and 2:30-3:30. Office hours for academic staff are listed outside their offices.

Reading Lists
All first term reading lists in both departments are available to download from course pages in Moodle and you will be provided a course readings book for the compulsory courses ‘Principles’ and ‘Research Design’ in their respective terms. Note: it is your responsibility to download and print the reading lists for your courses.

GeogSoc
Geography Society is a social and academic society for geographers within and beyond the department. GeogSoc provides opportunities to enhance geographical interests and ‘after hours’ entertainment by hosting guest speakers, visiting London exhibitions and also holding social events ranging from an annual dinner to summer barbeques. Being a member of GeogSoc builds on you RHUL experience and sets you in the right path for your future career.
PIRSoc
The Politics and International Relations Society, PIRSoc, is one of the most active student groups in the College. It organizes a number of social events, debates, and guest speaker lectures. For several years, it has also fielded award winning student teams to attend the National Model United Nations Conference in New York in March/April. Details of PIRSoc can be found on the Student Union website (see section 8.3).

Dipsoc
The Diplomatic Society aims to bring the world of diplomacy closer to the students of Royal Holloway, University of London. We do so by organizing various events such as hosting debates and seminars with ambassadors and other diplomats, send teams to various national and international Model United Nations conferences, and organise field trips to political and diplomatic offices (e.g. to the FCO in London and the NATO HQ in Brussels). Founded only a few years ago, our Society is one of the fastest growing at RHUL, with students from a wide range of degree subjects, incl. i.a. Politics and International Relations, Economics, European Studies, Geography and History. We very much look forward to meeting new members at any time.

http://www.diplomaticsociety.co.uk

1.7 Staff research interests

Each member of staff has their own webpage detailing their research interests as well as recent publications and current projects. You can find all of them at http://www.rhul.ac.uk/geography/staffdirectory/home.aspx and http://www.rhul.ac.uk/politicsandir/staffdirectory/home.aspx.

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 or meetings you might be required to attend. You will need to be able to contact members of the Departments for example, if you are unable to attend a class, or wish to arrange a meeting with a tutor or your Personal Adviser.

Email to your College email address is routinely used and you should check regularly (at least daily) if any official communication has been sent to your email address. Do not ignore the email as it will be assumed that it will have been received by you within 48 hours, excluding Saturdays and Sundays.

You should also make a habit of checking the student pigeonholes in the Departments.

2.1 Email

Royal Holloway provides an email address for all students free of charge and stores the address in a Royal Holloway email directory (the Global Address List). Your
account is easily accessed, both on and off campus, via the student portal https://campus-connect.rhul.ac.uk/cp/home/displaylogin (Campus Connect) or direct via Office 365 http://mail.live.rhul.ac.uk Email to this address will be used routinely for all communication with students. 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. Email communications from staff and all the Faculty Administrators should be treated as important and read carefully.

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 Departments 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/

Both departments will only use the address in the College Global Address List and does not use private or commercial email addresses, such as hotmail or Gmail. Students who prefer to use commercial email services are responsible for making sure that their College email is diverted/forwarded to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting http://help.outlook.com/ and searching for forwarding. This process is very easy, but you do have to maintain your College account. When you delete a forwarded message from, say, hotmail, 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.

If you send an email to a member of staff in the Departments 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.

Postgraduates should also recognise that with around 350 students in each Department, 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, postgraduates should normally restrict the use of e-mail to short queries and the arrangement of meetings with staff.

2.2 Post

All post addressed to postgraduate students in Geography is delivered to the baskets on top of the cabinets in the Post/Copier Room. These baskets are cleared in regular intervals of accumulated mail which is then destroyed. Important information from Registry is often sent by internal post and advisers sometimes return work to you via the baskets so you are advised to check them regularly.
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) are kept up to date on Campus Connect https://campus-connect.royalholloway.ac.uk/cp/home/displaylogin. There are occasions when the Departments needs to contact you urgently by telephone or send you a letter by post.

The Departments do 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 opposite the Departmental Offices. 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 email will be used.

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

2.5 Personal Adviser

Your Personal Adviser will be introduced to you during the first week at Royal Holloway when you individually meet the programme director Professor Peter Adey or member of the core teaching team. Your Personal Adviser has particular responsibility for your welfare and academic development during your degree course. Personal tutors arrange to meet their tutees at the start and end of each term to discuss pastoral issues. The major role of the Tutor is to act as a point of contact and source of advice, give feedback on overall academic performance and help guide career plans. You are encouraged to participate in career-oriented activities run in the Departments (see Careers Section 8.5), 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, Language Centre). Your Personal Tutor can help you monitor and review your personal skills and think about how these can be developed. You are strongly encouraged to keep a written record of your activities and acquired skills during your degree programme (see Section 8.5), to help you write curriculum vitae and focus on your career choices.

2.6 Questionnaires

It is important that we gain feedback from you on how the programme has been delivered and what your experience has been. At the end of each term the Director will send you a questionnaire on the course to complete. All questionnaires are anonymous. Please take some time to give your response to the course - these questionnaires form an important part of the way we monitor the quality of teaching and learning in the Departments. All questionnaires are seen by the Head of Department and Programme Director, and are analysed as part of the College’s
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! The Programme Director also reviews the whole programme by holding a meeting with all students at the end of the first and second terms.

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

On-going feedback from students is achieved through student representation on the Staff-Student Committee as a formal liaison and feedback mechanism. A student from the programme will be encouraged to volunteer as the MSc Staff-Student Committee Liaison.

From time to time you may find another lecturer sitting in one of your classes. The Departments operate a system of ‘peer-observation’ of teaching - members of the teaching staff observe and comment on each other’s teaching during the year.

2.7 Space

There are study spaces available in most of the libraries on campus. In the Geography Department, PGT students can use the Reading Room and Common Room (Q144) which also has eating/drinking/coffee making facilities.

3 Teaching

3.1 Dates of terms

Term dates can be found on the College website http://www.royalholloway.ac.uk/aboutus/collegecalendar/home.aspx

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/ or miss lectures/ seminars/ practical’s etc., you are expected to keep your department informed and fill in a Notification of Absence Form (see 3.3 below). During the summer term, after the summer examination period, you are expected to attend all required academic activities organized by your department(s) and to be available should you be required to meet with College staff for any reason. Furthermore as Master’s programmes run for one calendar year from September to September you are also supposed to be available to meet with staff after the official end of term should this be required, that is, during the summer vacation period.
3.2 Reading weeks
There are no reading weeks during the programme in Geography, however, there are in PIR. You should check with the PIR office as to these dates each term. During the Spring term the reading week with PIR will coincide with the security mapping project.

3.3 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. While it is essential that you attend all the compulsory learning activities related to your programme of study, the College recognises that emergencies may occur at any time throughout the year. In light of this, the Geography Department has set a minimum attendance level at 80%. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements.

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 3.3.6 below). 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 Postgraduate Taught 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 or Year Tutor. In addition, an extensive range of additional support, guidance and advice is readily available from the College’s Student Advisory Service (https://www.royalholloway.ac.uk/ecampus/welfare/home.aspx). The Students’ Union also operate an Advice and Support Centre, details on which can be found here http://www.su.rhul.ac.uk/advice/.

3.3.1 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.

3.3.2 Departments’ responsibilities for monitoring attendance

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

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

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.

3.3.3 College’s responsibilities for monitoring 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 & Policy Office (AQPO).
The College also has obligations places on it by UK Visas and Immigration (UKVI) – see 3.3.7 below.

### 3.3.4 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](https://www.royalholloway.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx)

---

**Figure 1 - Notification of Absence Form – Absence Due to Illness**

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 should ensure:

a. that you advise the department’s post-graduate administrators
b. that you complete the Notification of Absence Form, copies of which are also available from the Health Centre.

c. that you submit the paperwork to your department(s) either before your absence or within FIVE 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.

d. that you meet any departmental requirements concerning notification of absence or request for leave of absence as you may be required to meet formally with an academic tutor.

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 are absent for a prolonged period it is essential that you keep in touch with the Department (e.g. through regular emails with your Personal Advisor).
- The Department will monitor the frequency of self-certified absences and the Head of Department may request a doctor’s medical certificate from you in the event of multiple and/or sustained instances of self-certified illness.
- The departments in which you are studying are responsible for monitoring your attendance and engagement, and deciding whether a period of absence is deemed acceptable or unacceptable (for further information please refer to the online guidance http://www.rhul.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 your minimum attendance level.

3.3.5 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 via e-mail at student-administration@rhul.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, your department will be unable to consider the reasons for your non-attendance at your departmental Sub-Board of Examiners.

### 3.3.6 Consequences of failing to attend

As indicated in 3.3.2 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.

### 3.3.7 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 on a student visa 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.
4 Degree Structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through http://www.royalholloway.ac.uk/coursecatalogue/home.aspx or http://www.royalholloway.ac.uk/studyhere/progspecs/home.aspx

A detailed programme structure will be made available during welcome week of the programme with copies accessible on Moodle. Individual courses will also have a presence on Moodle.

4.1 Course Registrations

While you have the option of changing course unit registrations within the first two/three weeks in an academic term subject to agreement from the department, once you have submitted assessment for the course, you may not replace it with another either in that term or in a subsequent term (e.g. Spring term). Any courses that you wish to take on an extracurricular basis (that is, as extra and not counting towards your degree) must be identified at the start of the academic year or before any assessment has been completed for the course.

4.2 Departmental and research group seminars

We encourage all students to be active members of the departmental community of both departments during their time at Royal Holloway. The research group seminars and workshops are given by a variety of speakers including practitioners, academics, PhD students and alumni.

In addition to these seminars, we strongly encourage all students to attend the Departmental Seminars. This provides an opportunity for students to have access to research occurring across the department and research groups, and to external speakers from other disciplines. These are usually advertised on the Geography and PIR websites.
5 Facilities

5.1 Libraries

There are 2 libraries on campus:

- **Founder’s Library**, located on the South Side of Founder’s Building, houses most language, literature, film, music and theatre material;

- **Bedford Library**, located up the hill from the Students’ Union next to the History Department, houses science, social science and history material;

Details, including further resources available, opening times and regulations, can be found online: [http://www.royalholloway.ac.uk/library/home.aspx](http://www.royalholloway.ac.uk/library/home.aspx)

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. The Information Consultant for Geography is Emma Woods, who can be contacted at Emma.Woods@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](http://www.royalholloway.ac.uk/library/helpandsupport/findinginformation.aspx)

In addition to the library facilities, the Geography Department has its own Reading Room (Room 173), containing an extensive dissertation collection (of BA and MSc dissertations which were marked 60% and higher) and some course texts. Past MSc dissertations will soon be digitised on the department website too. These resources are designed to back-up the library facilities by offering additional copies of key texts or access to geographical material generally unavailable elsewhere in London. All books are available for borrowing on a short loan system and access is via the Departmental Educational Support Officer. The rules, regulations and opening hours are posted at the Reading Room. At present all late returns are subject to fines of 50p per item per loan period. This can prove expensive, so please make sure that you return everything on time! The Reading Room has a photocopier for student use. Rechargeable photocopy cards (different from the Bedford Library photocopy cards) may be purchased from the Reading Room. The Reading Room offers a quiet place for students to work – food, drink and the use of mobile phones are not permitted.

5.2 Photocopying, printing and computing

PGT students are issued with 750 photocopying credits at the start of the year, 3p per copy thereafter. A photocopier for postgraduate use is located in the Post Room next to the Geography Departmental Main Office.

The main facilities for postgraduate computing are the PC Computer Room (Room 146) in the Geography Department and 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 students are expected to have basic information technology (IT) skills by the end of the first term (operation of Windows, word-processing, spreadsheet use and basic web skills).** We expect you to have at least the basic competence in IT 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. To participate in these sessions, go to: [http://www.royalholloway.ac.uk/it/training/home.aspx](http://www.royalholloway.ac.uk/it/training/home.aspx)

The Geography Department has computing facilities which are available for postgraduate students in room 146. Some qualitative research projects may benefit from the specialist software in the Qualitative Methods Lab (QML). Mr Win Tun is the Computer Technician responsible for day-to-day running of the Departmental computing facilities. Room 146 is a working environment, and priority is given to formal classes and postgraduates. Eating, drinking and music are not permitted. All College regulations concerning the use of Computer facilities apply to Room 146.
6 Coursework Essays and Dissertation

6.1 Coursework assignments
Coursework instructions depend on the course code. If the course begins with GG then follow the geography instructions below. If the course begins with PIR, follow the instructions for the school of Politics and International Relations, also below.

Coursework for Geography (GG)
It is normally expected that you will word-process all assessed work, unless a prior agreement has been made with the module leader. All assessed work should be handed in at the Departmental Office in person by 4pm on the specified deadline for each module. Coursework receipts are issued by the Secretaries, and you should retain these until the examination process is completed for the year in the following September. In addition, an electronic copy of the work (figures and diagrams removed) should be submitted to the College plagiarism system, Turnitin (accessed via moodle), by the given deadline. A receipt of submission of work to the Turnitin system should be handed into the Departmental office. Full guidance will be given by the Programme Director for the latter. All work is marked anonymously and students should refer to section 7.4 for instructions.

Coursework for Politics and International Relations (PIR)
All coursework essays are submitted via the essay box across from the Department office and next to the student pigeon holes. Essays submitted to the Department must be handed in by 12:00 pm on the due date or penalties for late submission may be applied. Any late essay should be handed into the office. Students MUST have made prior arrangement with the course Convener if they want to hand essays in late. Two hard copies of summative essays should be submitted, using essay cover sheets that the Department provides (see section 7.4). One copy is returned with feedback provided on the cover sheet and sometimes in the essay itself, while the other copy is retained by the Department and may be used for internal moderation or external review of marking on the course. The Department also uses Turnitin plagiarism detection software. In addition to the paper copies, students are required to upload a copy of their essay to the Turnitin website. Full guidance will be given by the course leader as these processes are being updated this year so there will be some minor changes in procedure.

Hardcopy submission and uploading to Turnitin must be done before the essay deadline passes or students may face late submission penalties in accordance with the College policy outlined in section 7.3 below.

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

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

At the end of the second term, as part of Research Design in Geopolitics and Security, the dissertation proposal form and a 2000-word dissertation research proposal, which should include a literature review, must be submitted to the director of the programme (see Appendix 5, 6, 7 for proposal form, declaration form and marking proforma).

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

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

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

- the specific title;
- academic context/literature review;
- aims/objectives of the research;
- research methodology;
- ethical issues relating to the research;
- proposed timetable for the research;
- full budget for the research;
- risk assessment for the research.
Each student will be expected to give an oral presentation outlining their research ideas and fieldwork plan in Research Design in Geopolitics and Security (exact date will be announced by the Programme Director in term 2 and students cannot proceed with fieldwork until after this date). Please note that you should use your extended research proposal as the basis for the presentation and you should use previous oral presentation feedback for putting together the presentation. Students will be expected to talk for 10 minutes with another 10 minutes for questions and discussion.

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

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

Two copies of the dissertation must be submitted for examination. Students must have both bound using the machine available in the Geography Departmental Drawing Office, for which a nominal charge will be made. The dissertation must comply with conventional formatting requirements, including full contents pages, a clear chapter structure, an alphabetical bibliography and where appropriate, appendices. See below for further guidance on preparation. In addition, an electronic copy of the dissertation (figures and diagrams removed) should be submitted to the College plagiarism system, Turnitin. A receipt of submission of work to the Turnitin system should be handed into the Departmental office. Full guidance will be given by the programme Director for the latter. You must also complete a word count and plagiarism declaration form (Appendix 7) and hand it in to the Department.

The completed dissertation should be submitted to the Departmental Secretaries on or before 4:00pm on Friday 1st September 2017. You should obtain a receipt confirming submission.

On completion of the examination and the posting of the provisional results in late September or early October, one copy of the dissertation is returnable to candidates if it is not required for the Departmental Library. Students should make their own arrangements to collect these, or should leave a stamped addressed envelope with the Departmental Secretary so that they can be posted to them.

6.4 Guidelines for dissertation writing

The dissertation should be up to 15,000 words (excluding bibliography, illustrative material (tables and diagrams) and appendices). The dissertation must be typed or word-processed in double spacing on A4-sized paper with at least 2.0 cm margins. Be
sure that the printer is producing a dark, easily readable text. Examiners will give specific attention in deciding a recommended mark to the following points:

**The Structure of the Dissertation:** The dissertation must deal with, and set out clearly, the aims, methods and findings of the work. Page numbers, a list of contents (including tables, figures, photos and appendices), and text headings are essential. It is vital that you relate your work to a relevant body of existing literature and research. Use appropriate chapter titles and number them. The following structure is only a guideline. You may want to change chapter headings and include certain elements in different sections:

- Abstract
- Title of study
- Acknowledgements
- Table of contents
- List of figures
- List of tables
- List of plates (photographs)
- Glossary (if applicable)
- Chapter 1 - Introduction – this should outline the aims and objectives of the research, and how the research came about and why it is relevant, giving some brief background information
- Chapter 2 - Academic context – this should include a review of relevant published academic and policy literature on the topic, making clear the relevance of this background material to the study
- Chapter 3 - Methods – this should include the research design and methods. Justification of the methods used should be given. You may also want to include the ethical considerations, timetable, budget and risks involved in the fieldwork in this section. However, the latter information could also be included in an appendix.
- Chapter 4 - Results – this section should report on the findings of the study. While you should present numbers and quotes as appropriate, do not include raw data, such as interview transcripts or survey data, in the text. If they are relevant put them in an appendix.
- Chapter 5 - Discussion – this should be a critical discussion of the research findings in light of relevant published literature. You should also consider the limitations of the study here.
- Chapter 6 - Conclusions – this should summarise the findings of the research and look to the future indicating further research opportunities on the problem investigated.
- Bibliography

**Composition/Style:** Dissertations should be modelled on the style of articles in the academic journal literature and should aim at appropriate objectivity, clarity and lack of ambiguity. Spelling and grammar should be correct. It is recommended that all students consult previous dissertations submitted during previous years.

### 6.5 Illustrations

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

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

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

6.7 Presentation
This includes the layout of the text on the page, i.e. format; font; quality of captions, etc; lettering and the linework in figures; excessive or unsightly corrections. Pages must also be numbered.

The report must be spiral or heat bound, with card covers, using the Departmental binding facility in the Drawing Room (Room 149). A declaration (Appendix 7) that the dissertation has been prepared on the basis of the candidate’s own work and that where other source materials have been used this has been acknowledged, should be completed and handed into the Departmental Office.

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

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

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

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

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

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

**Example of a Journal Article**

**Example of a Book**

**Example of a Chapter in Edited Book**

**Example of an Unpublished Working Paper**

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

**Example of an Unpublished Thesis**

**Example of an Official Publication**

**Example of an Unpublished Conference Paper**

**Example of a Newspaper Article**
Without author cited:

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

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

Archival material should be cited and referenced in much the same way as the above, with the inclusion of the archival catalogue number and name and location of the archive at the end of the reference. E.g. Name, Year, Title, Place of Publication and Publisher if available, Archival details (e.g. INF/51/89H, The National Archives, Kew (thereafter TNA)).

6.9 Marking schemes and academic feedback

The Table in Appendix 1 shows the assessment criteria that are used by examiners in marking work within the Department, and shows you 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. Written feedback on all assessed work is provided by a proforma completed by the markers of the assignment.
7 Assessment Information

7.1 Illness or other extenuating circumstances

Students are advised to carefully read the Instructions to candidates as well as the Extenuating circumstances – Guidance for students.

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.

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. 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.

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 Appendix B of 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 http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/examinat
ions/home.aspx 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.

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 Support and Advisory Services 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 Support and Advisory Services, 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.

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 Extensions to deadlines

Any requests for extension of coursework and dissertation deadlines must normally be made in writing to the Programme Director at least 24 hours in advance of the deadline for GG module codes and the deputy Director for PIR module codes. Such extensions will only be granted on the grounds of illness or other personal hardship. You may be required to submit medical evidence as appropriate.

### 7.3 Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section 13 (5) of the College’s Postgraduate Taught Regulations 2016-17 (https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.asp)

Please ensure that you are aware of the deadlines set by your department(s) and also the requirements to meet this deadline, e.g. whether you need to submit electronic and/ or paper copies for your submission to be deemed complete.

Section 13 (5)

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

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

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 your department(s). 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 the section on applying for an extension to the deadlines set, and the section for details on submitting requests for extenuating circumstances to be considered.

### 7.4 Anonymous marking and cover sheets

It is a College requirement that in respect to individual written coursework, all assignments remain anonymous until marking has been completed. You should only write your candidate numbers on individual written work, not your name. Candidate numbers will be issued to you in the first weeks of the degree programme. Cover sheets are provided for the submission of all essays by both departments. It is important that students write only their student number and candidate number on the cover sheet and do not include their name on the essays themselves.
7.5 Penalties for over-length work

Being able to express oneself within a given length of text is part of becoming proficient in academic writing. The different formats of academic work generally come with specific expectations on length, i.e. a set maximum number of words or characters which have to be respected.

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13 (6) of the College’s Postgraduate Taught Regulations 2016-17 (https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.asp)

Work which exceeds the upper word limit 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.

*eg. an awarded mark of 65% would be reduced to 55%.

In addition to the text, the word count should include quotations and footnotes, but not boxed material which is being used in an illustrative rather than analytical manner. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.

7.6 Return of written coursework

In the Geography department, the submitted copy of assessed written MSc coursework itself is not returned to students, but retained for reference (e.g. to be checked by the external examiner). Students receive feedback within 3-4 weeks of the date of submission (not including vacations). In the event that the intended deadline cannot be met, the revised deadline must be communicated to students as soon as possible.

A comments proforma will be returned to students, including a provisional mark. This grade remains provisional until the final degree classification is confirmed and posted.

When looking at proformas you should keep the following points in mind:-
1) Many pieces of work will have characteristics that fall between two or more classes. Your examiners retain the ultimate decision as to the mark given to a particular piece of work, and your mark may be altered by second markers or external markers.
2) 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 proforma for comments on coursework shows the most important aspects of the work as a series of tick-boxes. Think about how you could improve each of these aspects of your work.

3) These criteria give general models of assessment criteria. Your module/element leaders will also discuss the specific assessments for their courses, particularly where these are not standard essays.

The Departmental grade system gives one letter to each of our degree classification divisions (A= High Distinction/Distinction, B= Pass (Good); C= Pass (Satisfactory); F = Fail.). The pass mark is 50%.

For PIR course codes, the Department aims to return work within two weeks and no later than three weeks (not including vacation periods).

Assessed coursework can be picked up on Tuesday from 10:00 – 11:30 and 2:30-3:30. Course leaders may also choose to return coursework in class. As with Geography, a similar comments proforma will be returned to students, including a provisional mark.

7.7 Assessment offences

The College has regulations governing assessment offences which can be found on the following webpage:

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 assessment which has already been submitted for assessment in the same or another course, falsification, collusion, for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work, failure to comply with the rules governing assessment (including those set out in the ‘Instructions to candidates’. The Regulations set out some of the types of assessment offences in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Advisors or other members of staff in their department should they 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. Students with extenuating circumstances which affect their ability to submit work should contact their departments about the possibility of an extension or other support.

7.8 Plagiarism

Definition of plagiarism

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

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment. Group working would constitute plagiarism 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. 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.

7.9 **Marking of 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 the **Disability and Dyslexia Services**, [http://www.royalholloway.ac.uk/ecampus/welfare/disabledstudents/home.aspx](http://www.royalholloway.ac.uk/ecampus/welfare/disabledstudents/home.aspx)

7.10 **Progression and award requirements**

The Regulations governing progression and award requirements are set out in your Programme Specification ([http://www.rhul.ac.uk/coursecatalogue/home.aspx](http://www.rhul.ac.uk/coursecatalogue/home.aspx)) and also more generally in the **Postgraduate Taught Regulations**, [http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx](http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx)

**Re-sit of a failed course unit** – normally gives students an opportunity during the following academic year to re-sit any failed parts of a course unit not passed. Students do not have to attend any classes. Marks for work which has been passed will be carried forward. Students are required to register to resit course units. Unless students have been informed otherwise, the mark for such courses will be capped at 50%. It may be possible to re-sit the failed course unit during summer examinations; students should enquire within the department as to whether this will be offered.

**Repeat of a failed course unit** – if you are given the opportunity to repeat a course unit in attendance you will need to register for the course unit for the following academic year and satisfy afresh all the assessment and attendance requirements, that is, you are expected to attend all classes and redo all required coursework and examinations for the course unit. No marks from the previous attempt at the course unit are carried forward and no work completed as part of the first attempt at the course may be resubmitted for assessment. The mark for a course repeated in attendance is not capped.

Please note that it is **not** possible to re-sit or repeat a course unit which you have passed.
**NB:** Students entered to resit an examination will normally not receive an overall percentage mark greater than 50% for that course unit.

For details on the requirements governing the level of award please see the section on **the Consideration and Classification of Candidates for the Award** in the Postgraduate Taught Regulations.

http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

### 7.11 Examination/assessment 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.royalholloway.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx

### 8 Student Support

#### 8.1 Non-academic related enquiries & support

The Student Services Centre is located in the Windsor 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 please visit

http://www.royalholloway.ac.uk/ssc

#### 8.2 Students in need of support (including students with special educational needs)

Your first point of reference for advice is the Programme Director. Inevitably, problems will sometimes arise that the Programme Director is not qualified to deal with. The College offers a high level of student welfare support which includes a 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 College web on the **Student Welfare** page:

http://www.royalholloway.ac.uk/ecampus/welfare/home.aspx

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Geography Disability and Dyslexia Service (DDS) representative is Dr Mike Dolton. You must also contact the DDS (Founders West 143; tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.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 Support, health and welfare page http://www.royalholloway.ac.uk/ecampus/welfare/disabledstudents/home.aspx

8.3 Academic Skills Support

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

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

The 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: @cedashul. Further details can be found on the CeDAS webpages: www.royalholloway.ac.uk/cedas.

8.4 Student-staff committee

There is a student-staff committee on which both taught and research students are represented. (for the constitution see http://www.royalholloway.ac.uk/iquad/collegepolicies/home.aspx)

The Staff-Student Committee is a vital part of the feedback and quality assurance mechanisms. Issues raised by the staff-student committee are formally tabled and minuted at the Departmental Board meeting and are taken very seriously. As with the Geographical Society (GeogSoc) committee, participation on the Staff-Student Committee is seen as an important service, and this can be reflected on CVs and in references. Geopolitics and Security will have two elected committee representatives, who will each be required to attend either the Geography or PIR ssc meetings.

Even if you are not on the committee you should get to know who your representatives are. A full list is posted on the Departmental noticeboards.

Generally the committees have two main functions:

• to provide a forum for the discussion of Departmental matters; and
• to provide a formal means of communication with the Departmental Board
Elections for the student representatives are held at the beginning of each session. 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. Because of the importance of this Committee, the Head of Department will attend, by invitation, whenever possible.

Two meetings are held each term; 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. Major items to be discussed at meetings should be submitted to the secretary and chair at least one week before the published date of meetings. Minutes of meetings are circulated to members of the Committee and all members of staff. They are also posted in the Department.

**8.5 Students’ Union**

The Students’ Union offers a wide range of services and support, from entertainment and clubs/societies to advice on welfare and academic issues. 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. Full details can be found at [www.su.rhul.ac.uk/support](http://www.su.rhul.ac.uk/support)

**8.6 Learning resources: library, IT, photocopying and printing**

There are a number of libraries and computing facilities on campus where photocopying and printing can also take place. Details can be found on the Library ([http://www.rhul.ac.uk/information-services/library/](http://www.rhul.ac.uk/information-services/library/)) and Computer Centre ([http://www.rhul.ac.uk/Information-Services/Computer-Centre/index.asp](http://www.rhul.ac.uk/Information-Services/Computer-Centre/index.asp)) webpages.

**8.7 Careers information**

The College has a careers advisory service, housed in the Horton Building, which is open to any student during normal College hours. [http://www.royalholloway.ac.uk/careers/home.aspx](http://www.royalholloway.ac.uk/careers/home.aspx)

The Department actively assists students to formulate their career objectives through a programme of focused activities in-built to the programme. Several sessions will be co-ordinated with the College’s Careers’ Service and will include: Networking; Writing for blogs; Introduction to LinkedIn; Job Hunting; Public policy; CVs, applications and interviews. We will also be arranging several careers events specific to Geopolitics and Security throughout the year which will allow you to visit and network with other institutions. We call the majority of these sessions ‘personal and professional development’ or PPD.

The highlight of our provision is an annual Geography Careers’ Evening, at which a selection of our alumni from various courses and research degrees now working in diverse fields, speak to current students about their career choices and paths, and explain how to go about following in their footsteps, PIR will also run their own events which students are encouraged to attend. Sessions will also be organised as part of RHULs Careers Week.
The department has close connections with outside organisations and industries where there is the possibility to form close connections over the dissertation projects in the form of short internships. Your personal tutor or Programme Director will be happy to talk to you about these opportunities.

Directors of Graduate Study from PIR and Geography would be happy to speak to students interested in pursuing further post-graduate research and discuss opportunities for PhD funding.

Personal Development Planning
Personal Development Planning (PDP) is a means by which you can monitor, build and reflect upon your personal development. It gives you the opportunity to enhance your self-awareness of strengths and weaknesses and directions for change, and gives you a record of your learning experiences and achievement, personal reflections and plans for self-improvement. This can help you become a more effective, independent and confident self-directed learner; understand how you are learning and relate your learning to a wider context; improve your general skills for study and career management; and articulate personal goals and evaluate progress towards your achievement.

The College has set up on-line facilities for you to carry out PDP. It is your own responsibility to use this opportunity. The PDP forms can be completed whenever you feel it appropriate, and their content can be discussed with your Personal Tutor, if you so wish.

8.8 Non-academic policies

Please see the Regulations and procedures webpage 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, http://www.royalholloway.ac.uk/aboutus/governancematters/studentcharter.aspx

8.9 Complaints and academic appeals procedure

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

If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedures and permitted grounds for appeal can be found on the following webpage
9 Health and Safety Information

9.1 Code of practice on harassment for students

This can be found on the student home pages under regulations and procedures at http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures/

9.2 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 Department and the type of work conducted by students is classified as a low risk activity and as such the following advice is relevant.

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

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

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

9.3 Fieldwork

Students may carry our fieldwork in relation to the dissertation. The procedure in terms of health and safety is that the supervisor and student discuss health and safety issues relating to the fieldwork and these are then formally recorded on the Geography Departmental risk assessment forms (available from the department website, and explained during term 2 Research Design). The risk assessment forms give a detailed account of all risks associated with fieldwork and measures put in place to mitigate/reduce risk. Students will not be able to proceed with fieldwork unless they have satisfactorily completed the risk assessment form.

10 Equal Opportunities Statement and College Codes of Practice

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

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

The College is committed to ensure that;

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins

- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential

- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity

- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity

- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material

- it creates a positive, inclusive atmosphere, based on respect for diversity within the College

- it conforms to all provisions as laid out in legislation promoting equality of opportunity.

10.2 College codes of practice

Postgraduate codes of practice can be found in the Departmental Postgraduate Handbook.
11 APPENDICES

11.1 APPENDIX 1. COURSEWORK ASSESSMENT CRITERIA

Coursework is marked slightly differently between the two departments so it is important to bear in mind minor differences in expectation between coursework submitted for different course codes.
# Geography marking Criteria.

<table>
<thead>
<tr>
<th>Degree Class</th>
<th>Grade</th>
<th>Grade Description for Written Papers</th>
<th>Grade Description for Oral Presentations</th>
<th>Grade Description for Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Distinction</strong></td>
<td>A+</td>
<td>Exceptional degree of understanding of the issues, concepts and underlying principles; exceptional degree of creativity; originality and independence of thought; penetrating analysis and synthesis is demonstrated in the selection, interpretation and evaluation of source material; exceptionally presented; referencing and bibliography of exemplary standard; incisive and fluent style; with no or very minor errors of spelling, punctuation or grammar, and within word limit. Publishable quality.</td>
<td>Original and thought-provoking presentation, identifying subtleties in details of the assignment; clear and original outline of content and conclusions; Ideas linked coherently and conducted with confidence; evidence of comprehensive research and original thought in analysis, synthesis and evaluation; pitch of voice, pace and audio-visual aids used to professional standard in presentation; quality and mode of use; encouraged appropriate involvement and questioning, answering with authority and/or originality.</td>
<td>Exceptional degree of understanding of the subject area; exceptional degree of creativity, originality and independence of thought in the construction of research aims and questions, and in the analysis or interpretation; ability to plan, organise and execute research independently to the highest professional standards; ability to evaluate critically research design, methodology and published work; penetrating analysis of primary sources of literature and information; professionally presented, with referencing and bibliography of exemplary standard; incisive and fluent style; no errors of spelling, punctuation or grammar and within word limit. Publishable quality.</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
<td>A</td>
<td>Deep understanding of the issues, concepts and underlying principles; evidence of originality or imaginative insights; substantial evidence of ability to analyse and synthesise is demonstrated in the selection, interpretation and evaluation of source material; excellently presented; referencing and bibliography of exemplary standard; incisive and fluent style, with no significant errors of spelling, punctuation or grammar, and within word limit.</td>
<td>Presentation addressed explicitly the topic; identifying subtleties in assignment details; evidence of original thought; respect to structure of content and conclusions; clear and appropriate structure of presentation ideas linked coherently; explicit and relevant synthesis, analysis and evaluation of a broad range of sources; clearly audible, appropriate pace and audio-visual aids used to a very high standard in presentation; quality and mode of use; encouraged involvement and questioning, answering with knowledge and understanding.</td>
<td>Deep understanding of the subject area; significant evidence of originality in the construction of the research aims and questions; analysis or interpretation shows sustained evidence of originality or imaginative insights; substantial independent research conducted at a very high level of professional competence; critical understanding of research design and methodology; in-depth reading; excellently presented, with referencing and bibliography of exemplary standard; incisive and fluent style; no significant errors of spelling, punctuation or grammar, and within word limit. A dissertation graded at distinction should contain work of publishable quality.</td>
</tr>
<tr>
<td><strong>Pass (Good)</strong></td>
<td>B+</td>
<td>Clear understanding of the main issues, concepts and underlying principles; source material is carefully selected, interpreted and evaluated; some evidence of ability to analyse and synthesise is demonstrated; selection, interpretation and evaluation of source material well-presented; detailed referencing; properly formatted bibliography; fluent style; few errors of spelling, punctuation or grammar, and within word limit.</td>
<td>Explicitly addressed set topic; structure evident, but could be more focused; evidence of coherent links between ideas, commenced and concluded appropriately; included relevant synthesis and analysis, and evidence of some evaluation; clearly audible, good pace and audio-visual aids used to increase effectiveness; encouraged appropriate involvement and questioning, demonstrating knowledge and understanding in answers.</td>
<td>Good understanding of the subject area; some originality in the construction of its main research aims, questions and interpretations; substantial independent research conducted of a good level of professional competence; critical understanding of research design and methodology; coherent structure, in-depth reading; well presented, with referencing in acceptable style and properly formatted bibliography; fluent style; few errors of spelling, punctuation or grammar, and within word limit.</td>
</tr>
<tr>
<td><strong>Pass (Satisfactory)</strong></td>
<td>C+</td>
<td>The main issues and concepts are described coherently; limited synthesis and analysis of underlying principles; interpretation and evaluation of source material attempted, though not pursued in depth; basic referencing; some basic bibliographic straight-forward style; some errors of spelling, punctuation or grammar, and within word limit.</td>
<td>Addressed the set topic; structure evident, but could be improved; evidence of coherent links between main ideas; included some synthesis and analysis, but could have been evaluated more effectively; audible for the most part; basic referencing; some basic bibliographic straight-forward style; some errors of spelling, punctuation or grammar, and within word limit.</td>
<td>Clear understanding of the subject area; simple formulation of its main research aims and questions; coherent but limited interpretation / analysis; significant independent research conducted of an adequate level of professional competence; considered research design and methodology; evidence of satisfactory reading; adequately presented, some referencing and short bibliography; straightforward style; some errors of spelling, punctuation or grammar, and within word limit.</td>
</tr>
<tr>
<td><strong>Fail</strong></td>
<td>F+</td>
<td>Insufficient understanding of the main issues and concepts; serious weaknesses in conceptualization and organization; inadequate or superficial use of source material; limited synthesis and analysis of underlying principles; limited interpretation and evaluation of source material; significant weaknesses in presentation; little or no referencing; inadequate or absent bibliography; sloppy style; significant errors of spelling, punctuation or grammar. Not within word limit.</td>
<td>Partially addressed the set topic; some evidence of structure, but presentation wholly rambling or unfocused; ideas could have been linked more coherently; included little or no analysis or evaluation; presentation rate inconsistent; audio-visual aids not very effective; presentation over/under time; audience needs not taken into account in design of the presentation; no attempt made to encourage appropriate audience involvement and questioning, and some weaknesses in basic understanding indicated in answers.</td>
<td>Insufficient understanding of the subject area; confused or vague research aims and questions; interpretation of source material weak or unclear; poor quality of independent research; serious weaknesses in coverage and organisation; poor use of literature and inadequate evidence; significant weaknesses in presentation; little or no referencing and an inadequate or absent bibliography; simple style; significant errors of spelling, punctuation or grammar. Not within word limit.</td>
</tr>
<tr>
<td><strong>Fail (Poor)</strong></td>
<td>F</td>
<td>Very limited understanding of the main issues and concepts; profound weaknesses in coverage, content, internal consistency, and organization; almost no evidence of independent or original thought; little evidence of engaging with source material; poorly presented; little or no referencing; inadequate or absent bibliography; sketchy style; significant errors of spelling, punctuation or grammar. Not within word limit.</td>
<td>Largely failed to address the set topic; rambling or unfocused, no real structure; included little or no analysis or evaluation; partially inaudible and audio-visual aids not used, or used ineffectively; presentation ran over/under time; no attempt to engage audience needs in design of the presentation; no attempt to encourage audience participation and questioning, and answers largely erroneous or had little or not relevance to the topic.</td>
<td>Very limited understanding of the subject area; no evidence research aims or questions; very limited interpolation of source material; insufficient independent research; profound weaknesses in coverage and organization; poorly presented; little or no referencing and on an inadequate or absent bibliography; sketchy style; significant errors of spelling, punctuation or grammar. Not within word limit.</td>
</tr>
</tbody>
</table>
PIR uses the following criteria for their coursework submissions.

**85-100% -** Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Publishable quality
- Outstanding research potential
- Ability to plan, organise and execute independently a research project to the highest professional standards
- Exceptional degree of creativity, originality, and independence of thought
- Ability to make informed judgements, develop original insights, and construct productive hypotheses in the absence of complete data
- Highest professional standards of competence, expression and presentation (written, oral, visual)
- Ability to assemble information from different sources to produce exceptionally well-organised and original answers
- Ability to analyse data critically and formulate questions which lead to original lines of enquiry
- Ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice
- Flexibility of thought, and the ability to employ different approaches to the solution of highly complex and novel problems
- Ability to evaluate published or publicly-presented work critically and to the highest professional standards
- Penetrating analysis of primary sources of literature and information
- An exceptionally high level of understanding of current research techniques and how they can be applied most effectively to investigate challenging new problems
- Outstanding levels of accuracy and technical competence

**70-84% -** Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Excellent research potential
- Ability to plan, organise and execute independently a research project to a very high professional standard
- Very high professional standards of competence, expression and presentation (written, oral, visual)
- High degree of creativity, originality and independence of thought
- Ability to assemble information from different sources to produce very well-organised and original answers
- Ability to analyse data critically and formulate questions which may lead to productive lines of enquiry
- Flexibility of thought, and the ability to employ different approaches to the solution of complex and novel problems
- Ability to evaluate published or publicly-presented work critically and to a high professional standard
- Ability to analyse primary sources of literature and information critically
- Very high levels of accuracy and technical competence

**60-69% -** Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Very good professional standard of competence, expression and presentation (written, oral, visual)
• Clear evidence of the potential to undertake original research given appropriate guidance and support
• Evidence of some creativity, originality and independence of thought
• Ability to assemble information from different sources to produce well-organised and insightful answers
• Ability to analyse data critically
• Flexibility of thought, and the ability to solve complex, though not entirely original problems
• Some ability to evaluate published or publicly-presented work
• Some ability critically to analyse primary sources of literature and information
• Good degree of accuracy and technical competence

50-59% - Work displaying some or all of the following features, depending on the nature of the assignment or task:
• Sound knowledge and understanding of the relevant literature and other key sources of information
• Ability to produce satisfactory answers to problems and questions
• Ability to construct coherent and relevant answer to questions, though with few signs of originality
• A competent professional standard of organisation and expression
• Ability to engage in research involving a moderate degree of originality, when provided with close supervision and support
• Satisfactory degree of competence and technical accuracy

40-49% - Work displaying some or all of the following features, depending on the nature of the assignment or task:
• Basic knowledge and understanding of some of the essential literature and other key sources of information, but answers are either incomplete or not entirely coherent
• Shows some grasp of the problem or topic but lacks clarity in written or oral presentation
• Little evidence of independent thought
• Little or no evidence of originality in answers
• Work which is just below an acceptable basic professional standard

20-39% - Work displaying some or all of the following features, depending on the nature of the assignment or task:
• Fragmentary knowledge and understanding of the essential literature and other key sources of information, yielding answers which show only a limited degree of understanding
• Shows little grasp of the problem or topic, and lacks clarity in written or oral presentation
• Almost no evidence of independent or original thought
• Work that is clearly below an acceptable basic professional standard

0-19% - Work displaying some or all of the following features, depending on the nature of the assignment or task:
• Almost entirely lacking in evidence of knowledge and understanding of the essential literature and other key sources of information, yielding answers
which, at best, show only the most rudimentary understanding of the question
- Shows almost no insight into the problem or topic
- Confused and incoherent written or oral presentation
- Totally devoid of independent or original thought
- Work that is far below an acceptable basic professional standard

**Alternative Assessments**

You will come across other modes of assessment within the GG course codes which are directly linked to employability skills, whilst enabling students to experience more diverse forms of expression and assessment. These include: media analysis and reports, policy briefings and statements, blog writing and an emergency scenario. The emphasis in these modes will be on clarity of expression; brevity – i.e. less is more when it comes to writing; simple but powerful structure; getting to the point quickly; presentation and visual style.

<table>
<thead>
<tr>
<th>Degree class</th>
<th>Grade</th>
<th>%age</th>
<th>Grade for Alternative Assessment Modes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>A+</td>
<td>85+</td>
<td>Original and thought-provoking, identifying subtleties in details of the assignment; clear and original structure of content and conclusions; ideas linked coherently and conducted with confidence; evidence of comprehensive research and original thought in analysis, synthesis and evaluation; visual presentation used to professional standard in presentational quality and mode of use; formidable clarity; excellent and inventive use of limited space; sophisticated understanding of the audience.</td>
</tr>
<tr>
<td>Distinction</td>
<td>A</td>
<td>75-84</td>
<td>Explicitly addresses the topic, identifying subtleties in assignment details; evidence of original thought with respect to structure of content and conclusions; clear and appropriate structure of ideas, linked coherently; clarity and brevity of expression; explicit and relevant synthesis, analysis and evaluation of a broad range of sources; visual presentation to a very high standard. Well catered to desired audience.</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>70-74</td>
<td></td>
</tr>
<tr>
<td>Pass (good)</td>
<td>B+</td>
<td>67-69</td>
<td>Explicitly addressed set topic; structure evident, but could be more focused; evidence of coherent links between ideas; included relevant synthesis and analysis, and evidence of some evaluation; understood less is more; visual presentation is effective; good understanding of audience needs.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>Pass (satisfactory)</td>
<td>C+</td>
<td>57-59</td>
<td>Addressed the set topic; structure evident, but could be improved; evidence of coherent links between most ideas; included some synthesis and analysis, but could have been evaluated more effectively; presentation could do with improvement, became overwordy; need to simplify expression, know your audience.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>53-56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>50-52</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>F+</td>
<td>40-49</td>
<td>Partially addressed the set topic; some evidence of structure, but presentation partially rambling or unfocused; ideas could have been linked more coherently; included little or no analysis or evaluation; over-length; visual presentation rough.</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fail (poor)</td>
<td>F</td>
<td>20-39</td>
<td>Largely failed to address the set topic; rambling or unfocused, no real structure; included little or no analysis or evaluation; poorly presented; lacked clear sense.</td>
</tr>
<tr>
<td>Fail (very poor)</td>
<td>F-</td>
<td>1-19</td>
<td>Failed to address topic; very rambling and unfocused, no structure; included no analysis or evaluation; no thought of who the audience might be.</td>
</tr>
</tbody>
</table>
11.2 APPENDIX 2 GUIDELINES FOR WRITTEN COURSEWORK

All coursework must be typed or word-processed in double spacing. Be sure that the printer is producing a dark, easily readable text. Examiners will give specific attention to the following points:

**Structure**: Written work should have a clear structure, with an introduction, key elements of the work and a conclusion.

**Argument and evidence**: many written assignments are expected to develop a line of reasoning that is supported by appropriate evidence. You will be assessed on the extent to which you have used various sources of evidence to contribute to the overall argument and analysis. You are encouraged to include professional and personal experiences in your written work, but they must be reported as such and clearly be related to the arguments being made.

**Analysis, synthesis and evaluation**: You will be expected to be critical within the arguments you make, and be able to evaluate evidence and argue alternative approaches. Examiners are looking for signs of original thinking. This might entail the reappraisal of existing or presentation of new data to provide new insights into current ideas, understandings and debates.

**Referencing**: Sources of information must be clearly identified within the text. Unsupported assertions must be avoided. Full references must be listed in proper form in the bibliography at the end. See Section 6.4 for more guidance on referencing.

**Illustrations**: Figures and tables can be used to support the text. These may be original or may be taken or copied from existing sources, with due acknowledgement. Be sure that illustrations are adequately explained, e.g. include such essentials as scales, orientation, etc., as well as captions.

**Presentation**: This includes the general layout and style, as well as spelling and grammar.
Oral presentations will play an important part of your assessed work. Examiners will give specific attention to the following points:

**Content:** The content should be relevant and focused. Sufficient and appropriate material should be used to illustrate arguments and concepts. Use of experience and critical reflection on material is encouraged. Sources should be acknowledged in the presentation and/or handout.

**Argument:** The presentation should have a coherent argument, and material should be organised and structured to aid in the comprehension of the argument. Examiners will be looking for evidence of analysis and interpretation, not just description. The presentation should have a clear structure, with an introduction and conclusion.

**Presentation:** Examiners will be looking for clarity and audibility in the presentation. Pace should be appropriate for the allocated time, and there should be sufficient time for questions and interaction with the audience at the end. You are encouraged to use audio-visual aids but they need to be appropriate and well handled. You are also encouraged to extemporise rather than read direct from your notes.
Group work is central to the Masters programme. As part of working with others, you’ll need to negotiate: about plans, timetables, who does what etc. Negotiations are vital to groups of people trying to work effectively together. They can be formal or informal. We would like you to work out a group contract. Devising a group contract, to which everyone abides, allows each member of a group to know what is expected of them. Failure to fulfil any of those expectations should expect to be penalised, as this will affect the overall quality of the work produced by the group.

When you have decided what issue to study and in what format, you need to identify individual strengths and skills of group members as well as to find out what times are convenient for you to meet regularly. On the basis of these discussions a group draws up a contract, to be signed by each member, specifying each person’s jobs and responsibilities. This may well include details such as punctual attendance at every group meeting, undertaking library searches of specific issues, searching Internet addresses, producing handouts, posters and overheads, writing up results etc.

**Example of a group contract**

Maria Rocha’s contribution:
 a. attend group meetings punctually and to take brief notes so everyone is clear what was agreed.
 b. carry out the research in the library and using the Internet concerning (specify these details clearly) and report back findings at the group’s third meeting in week (specify week/time/location).
 c. along with the rest of the group, agree the format and timing of the segments of the presentation.
 d. take responsibility for keeping each member to the agreed timetable during the presentation i.e. inform them if they are running over.
 e. prepare the overheads/PowerPoint slides for his contribution to the presentation.
 f. help Nick Green in the preparation of the handout summary.
 g. meet with the group immediately before the hand-in/presentation (at 11am in the coffee bar) to agree ‘rating contributions’.

Stephen White’s contribution:
 a. attend group meetings punctually.
 b. carry out the research in the library and using the Internet concerning (specify these details clearly) and report back findings at the group’s third meeting in week (specify week/time/location).
 c. along with the rest of the group, agree the format and timing of the segments of the presentation.
 d. take responsibility for introducing the group’s presentation and providing brief introductory links between each member’s contribution during the presentation.
 e. prepare the overheads/PowerPoint listing the aims of the presentation.
 f. take responsibility for ‘question time” along with Renu Misra, and compile a list of issues to ask the audience in case they don’t ask any questions.
 g. meet with the group immediately before the hand-in/ presentation (at 11am in the coffee bar) to agree ‘rating contributions’ etc.
Group assessment

Only if it is clear that the work within the group has been particularly uneven or unfair, the group will be asked to assess whether individuals have fulfilled their contract. This will be used by the tutor to allocate individual marks for the assignment. In other words, your group will gain an overall mark for the assignment but this mark will then be "shared out" amongst individuals according to their different contributions and judged by you. The use of contracts is intended to differentiate between those who contributed more or less than their agreed share of the assignment overall. In the event of the group being unable to come to an agreement, the tutor should be invited to meet with the entire group.

When considering whether individuals have fulfilled their obligations you should indicate a rating as follows:

++ Did a good deal more than originally agreed
+ Did a bit more than originally agreed
0 Did no more and no less than originally agreed
- Did a bit less than originally agreed
-- Did a good deal less than originally agreed

The individual ratings will then be used to moderate individual marks for the assignment 2% up or down. Note that this is a "zero sum game": if you award all members of the group a "double plus" (++) you will all get the same original group mark! And, of course, more marks for one or two members means less to the others. An example follows:

Individual rating assessments by a group:
e.g.
Maria Rocha -
Steven White +
Solomon Ochieng ++
Kirstin Brown --
Renu Misra 0

The group was awarded 56% for their assignment overall. Individual member marks were then allocated by the tutor from the total marks available (i.e. 5 people x 56 = 280 marks) as follows:
e.g.
Maria Rocha 54%
Steven White 58%
Solomon Ochieng 60%
Kirstin Brown 52%
Renu Misra 56%

When submitting group work, you should also submit:
1) a copy of the group contract;
2) Individual rating assessments by a group.
11.5 APPENDIX 5 DISSERTATION PROPOSAL FORM

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

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

Outline of Research Aims and Scope

Context of Research & Literature Review

Methodology and Sampling Strategy

Overall evidence of critical understanding

Plan for Fieldwork

Ethical awareness

Budget

Risk assessment

Use of Visual Aids/Illustrations/Maps

Grade Awarded:

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

Further comments:
Candidate no. ............................................................................................................................

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

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

Please comment under the following headings:

Research aims and scope

Context of research and literature review

Methodology and data collection

Analysis and interpretation

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

OVERALL IMPRESSION:

Mark/Grade Awarded:

Please note: this grade is indicative of the assessment of the first examiner. The final mark awarded is subject to revision by either the second internal examiner or the external examiners.
I hereby declare that this independent dissertation entitled:

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

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

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

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

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

Date ...................................................................................

On completion of this declaration, it must be handed in separately to the Departmental Office.