



Department of Geography

# Undergraduate Student Handbook

2023/24

## Disclaimer

This document was published in September 2023 and was correct at that time. The department\* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of courses of study, to discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the University. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

\* Please note, the term 'department' is used to refer to 'departments', 'Centres and Schools'. Students on joint or combined degree programmes should check both departmental handbooks.

# Welcome to the Department of Geography

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

Degree Courses covered:

BA Geography

BSc Geography

BA Human Geography

BSc Physical Geography

BA Geography, Geopolitics and Global Affairs

BA Geography, Culture and Identity

BSc Geography, Environment and Climate



Our BA/BSc Geography, BA Human Geography and BSc Physical Geography courses have been accredited by the Royal Geographical Society (with IBG). Accredited degree courses contain a solid academic foundation in geographical knowledge and skills, and prepare graduates to address the needs of the world beyond higher education. The accreditation criteria require evidence that graduates from accredited courses meet defined sets of learning outcomes, including subject knowledge, technical ability and transferable skills.

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# 1 Introduction to your department

## 1.1 Welcome

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

Welcome to the Department of Geography at Royal Holloway. Geography is an important and dynamic discipline, which stretches from the concerns of the humanities and social sciences to the scientific study of the natural world. Recent developments, such as growing interest in climate change, geopolitics, social inequality and the growing interconnections of people and places across the globe mean that the importance of a geographical education has never been greater. The Department provides an excellent teaching and learning environment for geographers keen to develop their knowledge and skills in these, and other, key areas of the discipline.

We hope that you find Royal Holloway an exciting, stimulating and friendly place to study Geography. We place great emphasis on the importance of the culture and social life of the Department. In part, because of the importance of fieldwork, the Geography Department is probably more closely-knit than other academic departments, and you are likely to get to know both staff and other students very well. Remember that this is a two-way process – a happy and successful Department depends on the active involvement of students and staff alike. To this end, there are some key 'basics' which we expect all students to follow:

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

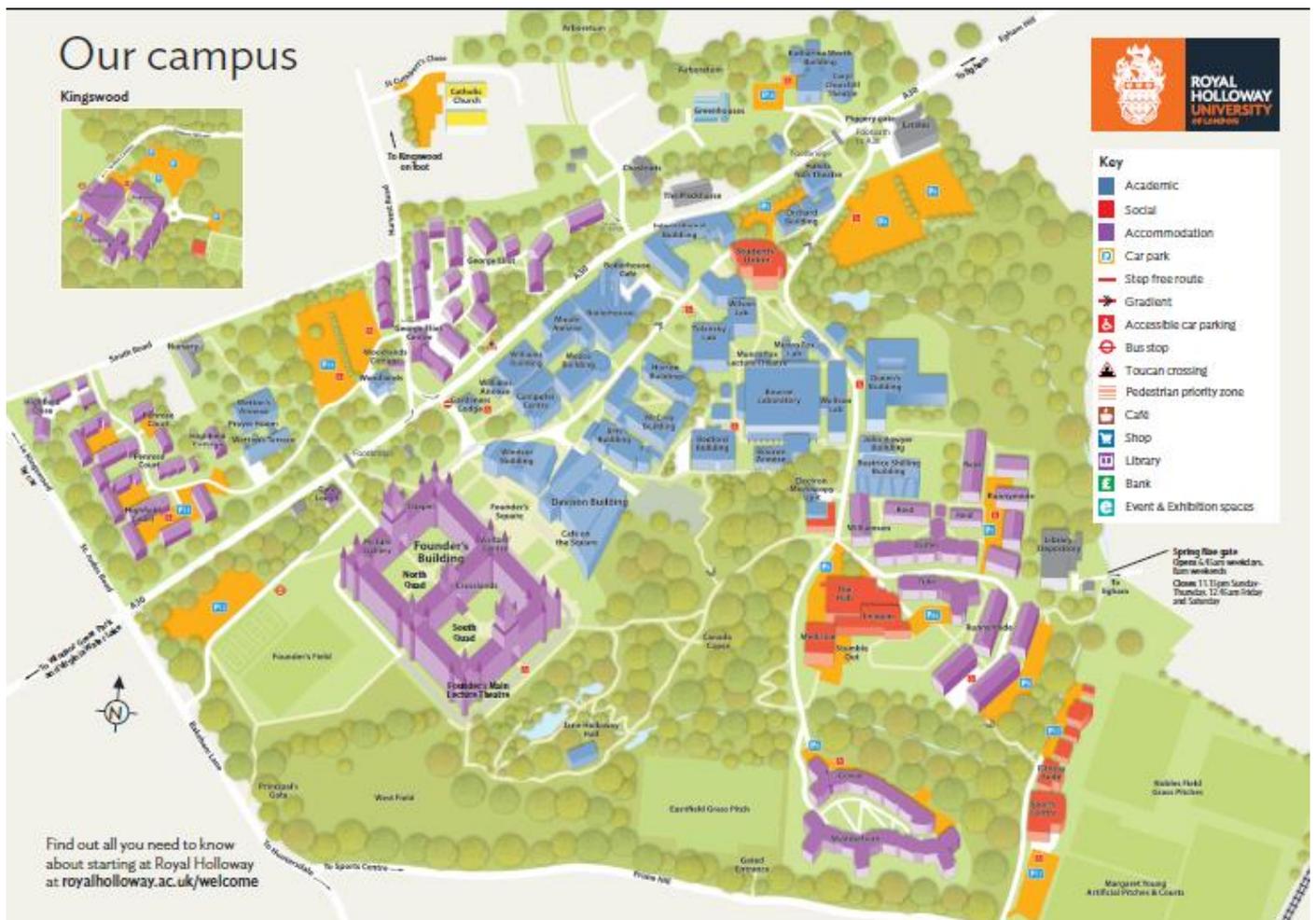
Our approach to teaching relies on you being motivated. If you are set a presentation topic, it is meant not just to benefit you, but your co-students as well. Your tutor will have designed a session in the expectation that you will make your contribution to the learning process. This means focusing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

## How to find us: the Department

The Geography department is mainly located in the Queen's Building (QB), additional staff and teaching space is located in the Munro Fox laboratory and the geochronology laboratories (section 1.6). Staff offices can be found in the Queen's Building (section 1.3 for maps and individual staff offices).

### 1.2 Map of the Egham campus

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



### 1.3 How to find us: the staff

		Code (01784)	
<b>Executive Dean of School of Life Sciences and the Environment</b>	Professor Klaus Dodds <a href="mailto:k.dodds@rhul.ac.uk">k.dodds@rhul.ac.uk</a>	44 3580	Wolfson 114
<b>Head of Department:</b>	Professor Danielle Schreve <a href="mailto:Danielle.Schreve@rhul.ac.uk">Danielle.Schreve@rhul.ac.uk</a>	44 3569	QB174B
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Dr Sasha Engelmann		44 3567 <a href="mailto:Sasha.Engelmann@rhul.ac.uk">Sasha.Engelmann@rhul.ac.uk</a>	QB152C
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#### Technical/Operations Staff:

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Dr Marta Perez (Laboratory Technician)	44 3566 <a href="mailto:m.perez-2@rhul.ac.uk">m.perez-2@rhul.ac.uk</a>	QB127
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<b>School Manager:</b>	Michelle Jux	Wolfson 118
<b>School Helpdesk:</b>	44 6884 <a href="mailto:LSE-School@rhul.ac.uk">LSE-School@rhul.ac.uk</a>	Wolfson 118
<b>Disability &amp; Neurodiversity: (Wellbeing Lead):</b>	Dr Mike Dolton 44 3575 <a href="mailto:M.Dolton@rhul.ac.uk">M.Dolton@rhul.ac.uk</a>	QB152A
<b>Information Consultant (Library)</b>	<a href="#">Information Consultant webpage</a>	

### How to find the School office

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

### 1.4 The Department: practical information

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



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



## 1.5 Staff research interests

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

Dr Agostinho Pinnock, BA UWI Mona, MPhil UWI Mona, PhD Loughborough  
*Postcolonial and Black/ Feminist Geographies; Caribbean artmaking; Performance cultures*

Dr Chris Satow, BSc Edinburgh, MSc London, PhD London  
*Palaeoceanography, volcanology, climate change*

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

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

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

Mr. Don Thompson, BSc London  
*River and hill slope processes; water supply in the developing world*

Dr Varyl Thorndycraft, BSc Sheffield, MSc Liverpool, PhD Exeter  
*Late Quaternary palaeohydrology; floods & climate change; GIS and digital terrains*

Ms Amy Walsh BSc London, MSc London  
*Tephrochronology; palaeoecology; environmental Archaeology*

Professor Katie Willis BA Oxford, MPhil Oxford, DPhil Oxford  
*Gender; households; migration & development; child refugees*

## 2 Support and advice

### 2.1 Support within your School

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find out the answer and get back to you.

- Email: [LSE-School@rhul.ac.uk](mailto:LSE-School@rhul.ac.uk)  
The inbox is monitored from Monday to Friday from 9:00am to 5:00pm and they aim to respond to all queries within one working day.
- MS Teams appointment with a member of the admin team: [click here](#)
- Tel: 01784 276 884

Alternatively, you can visit us in-person at the Helpdesk in the Wolfson main entrance on the left-hand side. We are available to speak to in-person from Monday to Friday from 10:00am to 4:00pm during term time.

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

- With a topic in an individual module: see the lecturer concerned
- With the administration or examination of an individual module: see the Module Convenor
- With examination arrangements more generally: see the Departmental Assessment Board team, Dr Peter French, Dr Gwilym Eades or Mr Don Thompson
- With module selection: see the Undergraduate Education Lead, Professor Katie Willis
- With general academic organisation: see the Undergraduate Education Lead, Professor Katie Willis
- With personal difficulties: see your Personal Tutor, Dr Mike Dolton (Wellbeing Lead) or the WellbeingService
- With general non-academic queries or fees: go to the Student Services Centre in the Emily Wilding Davison building
- With a problem worrying many students: ask your year rep to raise it at the Staff-Student Action

Meeting or, for urgent issues, see Professor Katie Willis

- With English as a second language: contact your Personal Tutor or the Centre for Development of Academic Skills (CeDAS)
- With writing skills in general: Contact CeDAS
- With issues relating to specific learning difficulties: see Dr Mike Dolton (Wellbeing Lead) or the Disability and Neurodiversity Liaison officer (previously called Disability and Dyslexia Services Liaison officer)

## 2.2 Equality, Diversity and Inclusion

The Department is committed to being an inclusive and supportive environment for all students and staff, respecting each other and our diverse perspectives and experiences. The Department has a staff member who is the Equality, Diversity and Inclusion (EDI) Lead, and there is student representation on the Department's EDI Committee.

Any student who has concerns about equality, diversity and inclusion issues in general, or relating to a specific incident, is encouraged to contact the EDI lead or the Student representative on the EDI Committee. Students can also contact the Head of Department. There are details about staff contacts and student reps on the Geography Undergraduate Moodle page.

## 2.3 Study Skills Resources

To complement the study skills resources provided through GG1011 Geographical Techniques, the tutorial system and CeDAS, the Department is developing new study skills resources with input from existing students. Information is provided on the Geography Undergraduate Moodle page. Any student who would like to contribute to the development of these resources should contact Professor Katie Willis

## 2.4 Departmental Buddy System

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

## 2.5 Student Representation

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

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

A full list of student representatives is posted on the student noticeboard and on the Geography Undergraduate Moodle page. All students can submit items for discussion at Staff-Student Action Meetings through the representatives. Feedback on discussions at the SSAMs is made available through the Staff-Student Action Log which is accessible to all students on an MS Teams channel.

## 2.6 The Geography Society

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

## 2.7 Careers Support

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

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

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

## 3 Communication

### 3.1 Post

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

### 3.2 Notice boards

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

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

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

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

### 3.3 Personal Tutors

Your personal tutor is your first point of contact in the Department if you have any concerns or problems. You will normally remain with the same tutor for the duration of your studies, although at times staff are awarded a period of sabbatical research leave, in which case, another member of staff will act as temporary personal tutor for the duration of leave (normally one term). A list of Personal Tutors and their tutees is prepared before the beginning of the academic year and displayed on Year Notice boards and the Geography Undergraduate Moodle Page

#### **First-Year Students**

Your Personal Tutor will be introduced to you during the first week at Royal Holloway. They have particular responsibility for your welfare and academic development during your degree course. You will have an initial meeting with your Personal Tutor during your first week in the Department to help you settle into life at RHUL. Thereafter you and his or her other personal tutees (usually a group of 7-8 students) meet frequently during the first term. In the first few weeks tutorials will concentrate on what we call 'study skills' – teaching you the basics of university life and ways of studying effectively. These sessions will follow up on material covered in the first-year 'techniques' lecture course. For the rest of the first term, and the second, you will have tutorials to support the lecture courses GG1001 and GG1003 in term 1, and GG1002 and GG1004 in term 2. Some of these will be held by your Personal Tutor, depending on their subject area, whilst others will be held with another member of staff.

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

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

#### **Second Year Students**

In the second year you will meet with your personal tutor at the beginning of the year to discuss module registrations and receive feedback on first-year exams. Thereafter you will see your

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

### Third Year Students

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

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

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

### 3.4 Questionnaires

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

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

You can also make comments throughout the year about the quality of your modules and degree course through the Staff-Student Action Meetings.

### 3.5 Space

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

## 4 Teaching

Because of the diversity of the degree course at Royal Holloway, and the nature of our discipline, you will find that you are taught in a variety of ways, including lectures, tutorials, seminars, practical classes and field classes. We would emphasise that success at degree level is also about the work that you do outside of the formal teaching programme. For all modules you must spend a substantial amount of time reading, and in preparation and writing of assignments. In this respect the learning environment at a university is unlike that

at school. As a rough “rule of thumb” we recommend that you spend at least the equivalent of a 35 hour working week on your studies. In a normal week you will usually have between 8 and 12 hours of formal teaching (contact hours) either in person on campus, or online. This means that you should be spending about 25 hours a week working independently.

University-style working is not something that comes easily to everyone - it is, for example, very different from school or working for a company. In the first few weeks in the Department, the Geographical Techniques module (GG1011), with additional support from your Personal Tutor, will take you carefully through the basics of what we call ‘study skills’.

#### 4.1 Study weeks

The Geography Department does not have study weeks (sometimes called ‘reading weeks’), however visiting students, Liberal Arts students, or those taking electives outside Geography, may find that other departments do have reading weeks/ study weeks. Such students should still attend all Geography lectures and seminars during any study weeks in other Departments.

#### Key Dates which may affect you:

##### First-Year

- Spain Fieldtrip: Sunday 21<sup>st</sup> – Sunday 28<sup>th</sup> January 2024

##### Second Year

Fieldtrips take place in week 27 of the academic year towards the end of March. The London Physical and Human Geography trips will run 18<sup>th</sup>-22<sup>nd</sup> March 2024. The exact dates for the Sicily and Cyprus trips will be confirmed to students at the start of the academic year.

#### 4.2 Types of Teaching

There is a range of different teaching styles used by the Department. Each requires you to develop different learning approaches and skills, and adopt different forms of preparation. Teaching methods used will vary from module to module depending on the nature of the material being taught and the views of the lecturer on how best to teach it. Thus, some modules will have a heavy focus on lectures, some may have a greater reliance on small-group work or class discussion based on directed reading, whilst others may involve a high proportion of laboratory, field or group work. Lecturers are always willing to help and advice on particular problems associated with their module. All staff have two student drop-in sessions per week (sometimes called ‘office hours’) or you can see them at other times by arrangement.

##### Lectures

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

##### Tutorials

These are commonly used in Year 1 and typically consist of a lecturer or teaching assistant working with a small group of students. The emphasis here is very much that you should treat learning Geography like learning a language - you need to speak ‘Geography’ yourself as well as listen to it being spoken. A tutorial where the lecturer does all the talking isn’t really working. Try to make sure

that you make a contribution to the discussion (making sure you've done the preparatory work really helps!)

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

## Seminars

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

## Practicals

Geographical Techniques GG1011 and GG1015 in the first year, GG2001, GG2013, GG2021, GG2041, GG2043 in the second year, and other individual modules in year three, will involve a series of practical exercises, either in the field, in the laboratories, or in the computer suites. In most practical classes the lecturer is supported by demonstrators, who are on hand to help you with the work and to discuss issues arising from it.

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

## Fieldwork

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

In the second term of the first year, a week-long field trip takes place in southern Spain (GG1032), where work in physical, environmental and human geography is undertaken. This is assessed on return to University by a formal field report and an individual poster. In the second year, students choose from a series of destinations related to different interests and specialisms (GG2003/5/6/7). These modules run at the end of the second term, and run for between a week and ten days. Whichever trip you choose, it is assessed by a written report.

## Fieldtrip Costs

The cost of attending the first-year Spanish fieldtrip (apart from the cost of lunches) will be met by the Department.

The options for second-year fieldtrips include non-residential trips in the local area. The cost of these is covered by the Department. For second-year residential trips students have to pay the full costs of their chosen trip. Financial assistance may be available from University in special circumstances and the Department is happy to arrange for payment in instalments. The cost of attending the different second year fieldtrips varies from year to year depending on exchange rates, transportation costs, inflation etc. You will be advised of the cost at the start of the academic year and given a deadline for the payment of a non-returnable deposit and another for the balance. The two London-based trips are free to students. Failure to meet payment deadlines without prior approval from the fieldtrip leader may result in the cancellation of your transport, accommodation and other arrangements. If you do not attend a fieldtrip, unless you have extenuating circumstances acceptable to the Department, you will be unable to complete the work for the associated coursework. In consequence, you will receive a mark of zero for the course. If you have genuine difficulties in paying the deposit, please advise the Department as soon as possible. Help may be available from [The Student Finance and Funding Advisers](#) based in Support & Advisory Services.

## Fieldwork safety (see also later Health & Safety section)

Safety on fieldwork is of paramount importance. Before every fieldtrip that you participate in, you must sign to acknowledge the appropriate risk assessment and associated health and safety information. You should also be familiar with the 'Fitness for Field Studies' document. This also applies to the independent dissertation (GG3001/GG3002/GG3003/GG3004/GG300). These will be issued to you by the member of staff responsible for the field class. You must also make sure that your health form is updated to include any medical conditions, problems that may be relevant in the field.

## Use of Teams

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

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

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

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

## Use of Moodle

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

your learning in at least five ways:

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

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

## Independent Reading & Research

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

It is up to you to do this additional work to flesh out the basic material you will be given in lectures. Formal teaching occupies about 10 – 12 hours per week, which represents between a quarter to a third of a working week (we assume you will be working about 35 hours a week). You will also need to work for module assessments, but there will still be a considerable amount of time available for private study. During this time you should plan to cover the basic reading for all your modules, follow up ideas or issues which interest you in more depth (your lecturers can advise on further reading if you need help), read more widely than just material which covers your own modules (if you find a book or scientific paper of interest that is not on a reading list, there is no reason why you shouldn't read it anyway), and plan and write essays and coursework. Ultimately, though, it is important to think about what you have been reading, do not just try to cover masses of ground without checking whether you are taking it in and understanding it and how it applies to your modules. Importantly, make sure you understand what you read. In addition, one of the skills to develop is to read widely and to take in the material which you are learning. Inevitably, you will read material which presents differing viewpoints, and may even present a different message. In such cases, you need to consider which you favour by thinking carefully and critically about the arguments presented. If you are unsure, discuss the issue with your lecturer.

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

## Time Management

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

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

The deadlines for all your coursework are available at the start of the academic year on the student noticeboards and on Moodle. We do not have more than one deadline on any one day, but most deadlines fall in the last 2-3 weeks of term as you need to have completed work and had time to do the assessment. Make sure that you plan your work carefully to avoid stress as the deadlines approach.

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

## Meetings

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

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

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

## Conduct during teaching sessions

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

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

- Respect for the perspectives of everyone in the class. This means listening to other contributions and making your own well-informed points. Remember that this is an educational environment, not a social media platform.

Students are expected to treat the learning environment and everyone within it with respect and to adhere to the points detailed above. Lecturing staff will remind individuals of their responsibilities to others as class members when breaches to this code of conduct are identified. In exceptional circumstances, persistent individuals may be asked to leave. Where students are concerned about the behaviour of others, in that it is disturbing their ability to concentrate, and this is not noticed by the lecturer, this should be brought to the attention of the lecturer in charge during a break or at the end of a class. Lecturing staff will be proactive in reminding individuals to be respectful of the needs of other members of the class.

If lecturing staff themselves fail to adhere to these principles, or if students have other concerns relating to staff teaching or conduct, students can contact the Undergraduate Education Lead, Professor Katie Willis, with details of the incident. She will raise the matter with the lecturer in charge or Head of Department as appropriate.

## 5 Degree structure

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

### 5.1 Department specific information about degree structure

We offer Geography as a Single Honours Geography degree (BA or BSc), BA Human Geography and BSc Physical Geography. There are also specialist pathways in BA Geography, Geopolitics and Global Affairs, BA Geography, Culture and Identity and BSc Geography, Environment and Climate.

Our degree courses aim to:

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

All undergraduates are registered for one programme and should follow the requirements for this.

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

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

**Second Year:** In the second year you have a great deal of flexibility to take different combinations of modules to reflect your interests. All Geography students have to take 2 x 15 credit core modules; GG2001 Geographical Techniques II, and GG2003/5/6/7 Geographical Field Training (with different module codes for the specialist pathway degrees) which requires students to attend a field module to be held in late March. GG2001 also provides preparation for the third-year dissertation. You must then take three of the other 30 credit modules on offer in the degree programme (or two plus 30 credits of study outside the Department - see the note on electives below). The second-year modules are integrated modules on substantial parts of the discipline. They take you beyond the introductions provided in the first year and provide a basis for the specialist options in the third year.

**Third Year:** The third year of the course is also extremely flexible. All Geography students have to take either GG3001/2/3/4 or GG3005. This is a substantial independent dissertation on a research topic of your choice. In many ways this is seen as the culmination of what you have learnt about research design, research techniques, analysis, and the presentation of your work. You must then take six of the other 15 credit modules on offer in the degree programme (or up to 30 credits outside the Department - see the note on electives later). Our third-year modules are specialist options based closely on the expertise and research of individual members of staff.

### First-Year

Course	Mandatory Modules
GG1001 (15)	Physical Geography I: Atmosphere, Oceans & The Geosphere
GG1002 (15)	Physical Geography II: Biogeography, Ecology & Scales of Change
GG1003 (15)	Human Geography I: Cultures, Economies, History
GG1004 (15)	Human Geography II: Politics, Society, Development & Environment
GG1011 (30)	Geographical Techniques
GG1015 (15)	Digital Geographies: Introduction to Remote Sensing & GIS
GG1032 (15)	Geographical Research & Field Training

## Second Year

BSc Geography BA Geography	BSc Physical Geography	BA Human Geography	Mandatory Modules
GG2001 (15)	GG2001 (15)	GG2001 (15)	Geographical Techniques II Students need to choose: (i) EITHER Human Geography Methods OR Physical Geography Methods (ii) EITHER Human Geography GIS OR Physical Geography GIS
GG2003 (15)	GG2003 (15)	GG2003 (15)	Geographical Field Training II Students need to choose ONE from: (i) Cyprus (ii) London Human Geography (iii) London Physical Geography (iv) Sicily
<b>3 from:</b> GG2013 (30) GG2021 (30) GG2041 (30) GG2043 (30) GG2052 (30) GG2053 (30) GG2061 (30) GG2071 (30)	<b>2 from:</b> GG2013 (30) GG2021 (30) GG2041 (30) GG2043 (30)	<b>2 from:</b> GG2052 (30) GG2053 (30) GG2061 (30) GG2071 (30)	<b>Elective Modules</b> Environmental Systems (GG2013) Earth Surface Processes & Hazards (GG2021) Environmental Change (GG2041) Biogeography (GG2043) Political Geography (GG2052) Cities: Economies & Societies (GG2053) Cultural Geographies (GG2061) Perspectives on Development (GG2071)
or 2 modules from the above list and 30 credits from another department	+ 1 other geography module* or 30 credits from another department	+ 1 other geography module* or 30 credits from another department	* Choice of other geography options is from this full second year geography list

**BA Geography or BSc Geography:** The overall structure of the Single Honours degree course is the same for BA Geography and BSc Geography. The BA or BSc prefix largely reflects the balance of options taken and the wishes of the individual student. It is possible to change the degree course during the year if you wish (see section 5.2).

The **BA Human Geography and BSc Physical Geography** courses provide designated human and physical geography streams through the existing course structure. Each has a core first year which is the same as the BA/BSc Geography course. Thereafter you follow a pathway of either human or physical geography options as described in the tables above and below. Your options are explained to you at pre-registration by the Undergraduate Education Lead, and your Personal Tutor is always available to give further advice. Students taking the BA/BSc Geography programmes may change to a Human or Physical Geography degree providing they have the right combination of courses (see section 5.2).

BSc Geography BA Geography	BSc Physical Geography	BA Human Geography	Mandatory Modules
GG3001 (30) or GG3005 (30)	GG3001 (30) or GG3005 (30)	GG3001 (30) or GG3005 (30)	GG3001 Independent Dissertation or GG3005 Placement Led Dissertation
6 x 15 credit geography options or 4 or 5 x 15 credit geography options + 15 or 30 credits of options from another department	<b>4 from:</b>	<b>4 from:</b>	<b>Elective Modules 2023-24</b>
	GG3013 (15)	GG3053 (15) GG3056 (15)	GG3013 Coastal & Estuarine Management
	GG3019 (15)	GG3061 (15)	GG3019: Peatlands: Policy and Process
	GG3021 (15)	GG3064 (15)	GG3021 Managing River Environments
	GG3028 (15)	GG3065 (15)	GG3028 Digital Landscapes
	GG3043 (15)	GG3068 (15)	GG3043 Past Climates & Environments
	GG3047 (15)	GG3076 (15)	GG3047 Volcanoes
	GG3111 (15)	GG3081 (15)	GG3053 Regeneration & Urban Policy
	+ 2 other geography options* or 30 credits from another department	GG3083 (15)	GG3056 Geographies of Commodities
		GG3084 (15)	GG3061 Geopolitics of Media & Communications
		GG3090 (15)	GG3064 Exploration, Science & the Making of Geography
		GG3163 (15)	GG3065 Geography, Museums & Collections
		+ 2 other geography options* or 30 credits from another department	GG3068 Creative Geographies
		GG3076 Gender and Development	
		GG3081 Urbanisation and Climate/ Environmental Change	
		GG3083 Cities & Development in the Global South	
		GG3084 Mobilities	
		GG3090 Critical GIS and the Geoweb	
		GG3111 Global Conservation Challenges	
		GG3163 The Sea: Place, People, Politics	

\* Choice of other geography options is from the full third year geography list

The **BA Geography, Culture and Identity, BA Geography, Geopolitics and Global Affairs and BSc Geography, Environment and Climate** courses provide more focused pathways streams through the course structure. Each has a core first year which is the same as the BA/BSc Geography course. Thereafter you follow a pathway of relevant options as described in the tables above and below. Your options are explained to you at pre-registration by the Undergraduate Education Lead, and your Personal Tutor is always available to give further advice. Students taking the BA/BSc Geography programmes may change to one of the pathway degrees providing they have the right combination of courses (see section 5.2).

BA Geography, Culture & Identity	BA Geography, Geopolitics & Global Affairs	BSc Geography, Environment & Climate
<b>YEAR 2</b>	<b>YEAR 2</b>	<b>YEAR 2</b>
GG2001 Geographical Technique II (Human Geography methods & GIS) (15)	GG2001 Geographical Technique II (Human Geography methods & GIS) (15)	GG2001 Geographical Technique II (Physical Geography methods & GIS) (15)
GG2005 Field Training in Geography, Culture & Identity (15)	GG2006 Field Training in Geography, Geopolitics & Global Affairs (15)	GG2007 Field Training in Geography, Environment & Climate (15)
GG2053 Cities: Economies & Societies (30)	GG2052 Political Geography (30)	Two from: GG2013 Environmental Systems (30); GG2021 Earth Surface Processes & Hazards (30); GG2041 Environmental Change (30) and GG2043 Biogeography (30)
GG2061 Cultural Geographies (15)	GG2071 Perspectives on Development (30)	
+ 30 credits of other Geography modules or modules from other departments	+ 30 credits of other Geography modules or modules from other departments	+ 30 credits of other Geography modules or modules from other departments
<b>YEAR 3</b>	<b>YEAR 3</b>	<b>YEAR 3</b>
GG3002 (30) or GG3005 (30)	GG3003 (30) or GG3005 (30)	GG3004 (30) or GG3005 (30)
+ 90 credits of relevant Geography modules or up to 30 credits in modules from other departments	+ 90 credits of relevant Geography modules or up to 30 credits in modules from other departments	+ 60 credits from Physical Geography modules + 30 credits from Geography modules or modules from other departments

## Module registrations

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

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

## Electives

Electives are non-geography modules which may be selected from other University departments, which you may opt to do as part of your own degree course. Any electives have to be approved by both Geography (through the Undergraduate Education Lead) and by the Department in which the module is taken. Taking electives will not alter the title of your degree.

To ensure that all our students have a firm grounding in degree level Geography, we do not allow you to take modules outside the Department in your first year. Because of the diverse nature of Geography and the importance of developing career-related skills, we are happy to sanction relevant options in the second and third years, subject to the agreement of the host department. Modules are weighted according to the year in which you take them (e.g., any external courses you take in the second year are given second-year weighting, irrespective of what year they are designed for in their host department). However, in order to maintain standards, we do not permit third year students to enrol for first-year modules in other departments. For this reason, you should think carefully about your choice of any electives and their place in your final degree profile. In years two and three, you may take up to 30 credits in each year outside the Department.

## 5.2 Change of course

You may transfer between Geography degree courses provided that you satisfy the requirements of the particular degree. If you want to transfer, please contact Professor Katie Willis, the Undergraduate Education Lead [before the end of Term 2](#).

## 5.3 Geography with an International Year/ Geography with an Optional Placement Year (OPY)

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

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

## 6 Facilities

### 6.1 Facilities and resources within your department

#### 'Library@Geography'

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

### 6.2 The Library

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

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

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

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

Your subject's Information Consultant can also provide guidance and help with research, referencing, and identifying reliable resources for assignments and research. They also deliver sessions as part of your programme of study. You can contact them and book a 1-1 on the library's [Information Consultants webpage](#).

#### Using other Libraries

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

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

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

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

#### Other libraries

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

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

### 6.3 Photocopying and printing

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

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

### 6.4 Computing

There are ten open access PC Labs available on campus which you can use, including three in the Computer Centre. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your University card. At University registration you will be given details of induction procedures, user accounts and password procedures. This will also include discussion of MS Teams which we use for our online teaching. You can find information about IT support, free software, cybersecurity and on-campus printing through the [IT Service](#).

The Department also has postgraduate computing facilities in the Geospatial and Visual Methods Laboratory (GVML)(QB146) which, in special circumstances may be made available for undergraduate use if either: a) software is required as part of a taught course; or b) if specialist software is required for project/dissertation work that is not available elsewhere on campus. Ray Aung (QB137) is the Computer Technician responsible for day-to-day running of the Departmental computing facilities.

## 7 Assessment Information

### 7.1 Anonymous marking and cover sheets

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

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

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

### 7.2 Submission of work

Submission of all coursework (formative and summative) should be through Turnitin, via each module's Moodle page, unless advised otherwise. Marking, wherever possible, will be done electronically. The nature

of some assessments make electronic marking impractical, and so for these pieces of work, a hard copy submission will be made via the School Helpdesk (Wolfson 118). Turnitin submission may still be required for plagiarism detection purposes. Please assume that all work should be submitted for plagiarism checking unless advised otherwise.

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

### 7.3 Penalties for over-length work

Developing your skills as a Geographer requires communicating in different formats, including assessments of different lengths. In all cases, clear, succinct writing is required.

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

Work which is longer than the stipulated length in the assessment brief will be dealt with in line with Section 13, paragraph (5) of the University's [Undergraduate Regulations](#):

#### Section 13 (5)

*Any work (written, oral presentation, film, performance) may not be marked beyond the upper limit set.*

*The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations, films or performance. In the case of presentations, films or performance these may be stopped once they exceed the upper time limit.*

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count for Geography assessments: cover sheet, candidate number, title, module title, figure/table/plate captions\*, tables, figures, bibliography and appendices. In addition, for field reports and dissertations the title page, abstract, acknowledgments, contents page, list of plates, figures and tables are also excluded from the word count.

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

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

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

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

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

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

Some students at the University may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010). The Disability and Neurodiversity team (previously DDS) can put in place adjustment, support and access arrangements following an assessment.

All students can contact the Disability and Neurodiversity team directly to set up a meeting and assessment.

Alternatively if you are not sure whether that is appropriate for you, you can discuss your concerns with your Personal Tutor or the Wellbeing Lead Dr Mike Dolton.

## 7.6 Academic misconduct

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

### Avoiding Plagiarism

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

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

Examples of what constitutes plagiarism include:

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

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

### Duplication of Work (Self Plagiarism)

In addition to the above, submitting the same, or essentially the same, piece of work on more than

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

#### **Other forms of assessment offence**

While most assessment offences fall into the category of plagiarism, there are other assessment offences that students need to be aware of.:

- collusion in group project work or techniques exercises - this may range from group use of diagrams produced by one student, to the circulation of texts between members of the group which are either (in crude examples) copied verbatim or reworded by individual members of the group
- commissioning – where a student pays to have work written for them by someone else or uses software such as ChatGPT. This is a particularly serious offence as it obviously done intentionally.

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

#### **Finding out more about plagiarism**

As part of GG1011 Geographical Techniques, you will have a lecture about assessment offences, and particularly how to avoid plagiarism. The module also includes sessions on referencing and academic writing.

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

All Year 1 students must successfully complete the SS1001 'Academic Integrity' module. You can have as many attempts as you like before the deadline to pass it. Further details will be provided in GG1011.

### **7.7 Referencing & Bibliographies (Reference lists)**

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

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

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

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

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

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

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

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

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

The following is suggested as an appropriate standard format, based on the so-called 'Harvard' or author-date referencing system. The following guidance is based on the book by Pears and Shields *Cite them right: the essential referencing guide* (2022), multiple copies of which can be found in the library and is also available online through the library catalogue.

- 1) References in the text should give the surname of the author and the year of publication in brackets, for example, Collins (1970) or (Smith and Jones, 2001). When there are two or more references to work by one author for the same year, the year is followed by the letter a, b, c, etc. - e.g. (Harris, 1996c). Text references to multi-authored work should include the first author's name, followed by 'et al.' then the year of publication e.g. Collings *et al.* (2012). The reference list must contain all of the authors of the paper.
- 2) Page numbers should be given for quotes, for example, (Collins, 1970, p.42).
- 3) Examples of references for different types of publication are given in Appendix B. Please note that the bibliography **should not be divided** according to these categories (i.e. with sub-sections for journal articles, books, chapters etc). Many more examples, including guidance on how to cite audio, visual, and digital material, can be found in *Cite them right: the essential referencing guide* (2010).

Examples of referencing & bibliographies can be found in Appendix B.

## 7.8 Illustrations

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

- All illustrations should be numbered consecutively, and referred to in the text. This can be sequentially, e.g. Figure 1, Figure 2, etc; or by sections, Figure 1.1, Figure 1.2, Figure 2.1, etc.

- Refer to graphs and diagrams as 'Figures'; tables as 'Tables, and Photographs as 'Plates'
- All should have a title and a source (reference from where they are obtained). If you use a web site, such as Google image, then you should acknowledge this.
- Make sure that the quality of the image is still readable at the size you reproduce it.

## 7.9 Grade Descriptors & Marking Criteria

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

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

- Many pieces of work will have characteristics that fall between two or more classes. Your examiners retain the ultimate decision (academic judgement) as to the mark given to a particular piece of work, and your mark may be amended following consultation with second markers or visiting examiners.
- Look at the full range of assessment criteria, rather than just those that correspond to your own judgement of your abilities. When marking your work, examiners look at a range of different aspects of your work. The feedback provides information about what you did well, and also where you could improve. Think about how you could improve each of these aspects of your work.
- These criteria give general models of assessment criteria. Your module leaders will also discuss the specific assessments for their courses, particularly where these are not standard essays.

## 7.10 Feedback

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

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

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

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

Module marks below 40% are regarded as fails. The significance of failing a module are detailed in the [University regulations](#).

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

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

- 1) Comments and discussion with staff and demonstrators in lab and field classes.
- 2) Discussion in first-year tutorial classes.

- 3) Discussion with module leaders in student drop-in sessions
- 4) Critique of dissertation draft material by your allocated advisor.
- 5) Discussion in seminars.
- 6) Start and end of term Tutor meetings.
- 7) Generic, group feedback to a whole class.
- 8) Moodle self or group assessment.
- 9) Start of year meetings dealing with exam feedback

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

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

#### Exams and Coursework Marks

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

- All assessment marks are derived from single marking with moderation. This means that every piece of assessment is marked by an Internal Examiner (usually the Module Leader), then a sample of work, including scripts from across the full range of marks, including all Fail marks, is then additionally marked by a second Internal Examiner to confirm standards.
- The independent and placement-linked dissertations (GG3001/5) are double marked. This means that two Internal Examiners mark the dissertation and agree a mark.
- All final course outcomes are moderated by Visiting Examiners, (a human and physical geographer from other universities depending on whether it is a human or physical module) with particular reference to borderline outcomes, Fail outcomes and the distribution of marks across the cohort. Exceptionally, Visiting Examiners may be asked to mark a piece of student work where internal examiners are unable to agree.
- The module leader, through the electronic marking process, submits marks to be uploaded to the centralised exam system.
- During the exams period, the Exams team checks that there haven't been any transcription errors. In addition, there is a check to make sure any mark penalties (e.g. late submission or over-length work) are subtracted.

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

Prior to the meeting of the Department Assessment Board, extenuating circumstances, submitted in line with the procedures set out in the Instructions to Candidates, and detailed in the University Student Handbook, are considered by the School extenuating circumstances committee.

The key role of this meeting is to assess the extent to which a student's performance is deemed to have been affected by the extenuating circumstances presented, taking into account their severity, duration and the perceived impact on academic performance. It is for the academic judgment of this committee to determine an appropriate course of action in line with University regulations, as a result of the extenuating circumstances presented, which in many cases will be to take no action. The Committee will make a recommendation to the Department Assessment Board, whilst maintaining anonymity and confidentiality.

#### Department Assessment Board

Module outcomes are confirmed at the Department Assessment Board meeting, which usually convenes in mid-June. This board comprises the following members: Chair, all academic staff who have taught and marked courses during the academic year (Internal Examiners), and the two Visiting Examiners. Throughout the meeting students are discussed by candidate number to maintain confidentiality. Recommendations are then passed to the School Progression and Awards Board for ratification and the award of final degree classifications.

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

## 8 Health and safety information

The [Health and Safety webpage](#) provides general information about the University's health and safety policies.

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

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

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

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

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

### 8.1 Code of practice on harassment for students

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

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

### 8.2 General Safety in the Department

**Working hours.** Teaching laboratories in the Department of Geography are open from 0900-1300 and 1400-1650 each weekday. Special arrangements must be made with the relevant Laboratory Manager for access outside these hours. There is no guarantee that work outside normal hours will be permitted. Unsupervised work by undergraduates in the laboratories is not permitted.

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

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

- In corridors or stairwells

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

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

### 8.3 Emergencies

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

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

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

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

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

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

### 8.4 Lone working policy and procedures

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

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

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

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

regarding health and safety for dissertation fieldwork will be dealt with on an individual basis with your dissertation advisor.

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

## 8.5 Field trips

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

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

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

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

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

### Independent Fieldwork (Dissertation)

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

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

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

## 8.6 Placements

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

More details on this module will be provided by David Gilbert in the first term of the second year, when you will be first introduced to the dissertation process.

## 8.7 Laboratory Practicals

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

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

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

## General Laboratory Guidelines

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

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

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

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

## Chemical laboratories:

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

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

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

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

**Other hazards.** Laboratory apparatus can also be dangerous if used improperly. Do not tamper with anything unless specifically authorised and instructed in operating procedures.

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

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

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

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

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

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

### **Radiation Laboratories:**

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

# Appendices

## Appendix A – Grade descriptors and Marking Criteria

COURSEWORK ESSAYS  
DISSERTATIONS  
FIELD & LABORATORY REPORTS  
ORAL PRESENTATIONS  
POSTER PRESENTATIONS  
EXAMINATION ESSAYS  
DISSERTATION PROPOSALS  
POLICY BRIEFINGS  
BLOG ASSESSMENTS

## Appendix B – Referencing & bibliographies examples

## APPENDIX A

### Grade Descriptors and Marking Criteria

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

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

### Marking criteria for Coursework Essays

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

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

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

### Marking criteria for Dissertations

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

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

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

#### Marking criteria for fieldwork and laboratory reports

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

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

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

### Marking criteria for oral presentations

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

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

3 <sup>rd</sup> or Pass	style; reasonable poster design, allows communication of message; basically presentable; little further information and inadequate bibliography	Low 3rd	42	Likely to be weak in all criteria but there is sufficient material for the work to merit a pass
Fail	Main ideas inappropriate to topic with evidence of error and confusion; no evidence of further reading, little supporting information given; text may be ineffective, too small, unclear; few or no illustrations, uninformative or irrelevant; significant errors in spelling or grammar; sketchy style; poor poster design, hinders communication of message; untidy, messy; no bibliography or further information included	Condonable Fail		
			38 35 32	Criteria 1-3 not addressed to a satisfactory level to pass
		Non-Condonable Fail		
			28 25 22	Poor performance in most criteria.
			18 15 12	V poor performance in most criteria; or insufficient work shown for this level; shows minimal effort
			8 5 2	May completely fail to address the topic, and/or is clearly an incomplete poster
		0	Submitted 24 hours after deadline	

### Marking criteria for poster presentations

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

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

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

### Marking criteria

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

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

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

### Marking criteria for dissertation proposals

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

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

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

### Marking criteria for policy briefs

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

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

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

### Marking criteria for Blogs

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

## APPENDIX B

### Referencing & Bibliographies Examples

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

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

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

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

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

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

#### Example of a Book (Edited)

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

#### Example of a Chapter in Edited Book

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

#### Example of a Research Report

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

Or, without an author cited:

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

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

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

#### Example of an Unpublished Thesis

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

#### Example of an Official Publication

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

#### Example of an Unpublished Conference Paper

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

#### Example of a Published Conference Paper

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

Conferences Inc., pp. 215–225.

#### Example of a Newspaper Article

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

Or, without an author cited:

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

Or, from an online edition:

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

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

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

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

#### Example of a WWW page from an organization

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

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

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

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

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

#### Example of an episode of a TV series

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

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