

## Programme Specification (PG)

Awarding body / institution:	Queen Mary, University of London
Teaching institution:	Queen Mary, University of London
Name of final award and programme title:	MRes Geography
Name of interim award(s):	
Duration of study / period of registration:	12 months full time/24 months part time
Queen Mary programme code(s):	L7Q7/L7Q9
QAA Benchmark Group:	Geography
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Geography

Schools / Institutes which will also be involved in teaching part of the programme:

School of Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:

### Programme outline

The MRes in Geography provides a research pathway for those wishing to pursue a PhD after their masters degree or as part of their ESRC-recognised 1+3 research training for their PhD in human geography. Based around the School's successful MA in Geography, the MRes combines advanced training in wider social science research approaches and methodologies, with specialist study of human geography for those wishing to pursue a PhD. The MRes satisfies the research training requirements of the ESRC 1+element of the 1+3 components and is offered as one of the pathways in the London Interdisciplinary Social Science (LISS) Doctoral Training Partnership with KCL and Imperial College London. It enables the School to attract high quality students eligible for ESRC funding. It provides core training for those students seeking to pursue postgraduate study and ultimately an academic career in the social sciences.

### Aims of the programme

The aim of the programme is to provide advanced training in wider social science research approaches and methodologies, combined with specialist study of human geography for those wishing to proceed to a PhD. The programme aims to provide:

- an advanced understanding of the dominant theoretical paradigms used in the analysis of geographical processes across a range of scales;

-an advanced level knowledge of the study of the cultural, economic, development, historical, political, social, health and urban geographies to enable students to develop a critical understanding of human geographical debates in the 21st century;  
- an advanced training to carry out research on issues relating to human geography (including applied and policy-orientated topics) through the provision of core research training in social science methods and methodologies as well as more specific training in geographical thought and approaches.

### What will you be expected to achieve?

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes. These use the Benchmark Statement in Geography as a framework interpreted in ways which reflect the distinctive nature of our research and teaching in geography.

#### Academic Content:

A 1	Knowledge and understanding of the construction and constitution of the distinctiveness of particular places and their interdependence with other places at various spatial scales
A 2	Knowledge and understanding of the key geographical processes that shape social, economic and cultural worlds such as globalisation, development, urbanisation, and health inequalities
A 3	Knowledge and understanding of the geographies of difference and inequality across the world and the processes underpinning them
A 4	Knowledge and understanding of the practical and policy dimensions of addressing and resisting key geographical processes from local to global levels.

#### Disciplinary Skills - able to:

B 1	Plan, design and execute a piece of advanced level rigorous research or enquiry, including project design, project planning, project management, and analytical and interpretive skills
B 2	Critically assess knowledge of core geographical processes such as globalisation, development, urbanisation, and health inequalities
B 3	Recognise the variety of different approaches to understanding these processes both theoretically and practically
B 4	Work confidently and critically with a range of different sources and materials for studying the contested processes of geographical change at a range of scales
B 5	Develop advanced level knowledge of a range of data sources relevant for exploring issues in human geography and be able to carry out applied research of relevance for development practitioners

#### Attributes:

C 1	Be able to read critically
C 2	Demonstrate good written communication skills

C 3	Demonstrate good oral communication and presentation skills
C 4	Undertake effective participatory and group work
C 5	Be able to organise, initiate and lead group discussions

## How will you learn?

This programme is taught by members of academic staff in the School of Geography, with one compulsory module taught by academic members of staff in the School of Politics. The School of Geography is committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent learning and critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

The majority of teaching and learning takes place through:

- small group, participatory seminars with a member of academic staff who has research expertise in the programme's subject area. Sessions will normally be based around the discussion of pre-circulated readings, where students will have the opportunity to shape the direction and content of debate. Indeed, seminars will offer students an open, democratic, flexible and supportive learning environment.

These are supplemented by a range of other teaching methods including:

- student-led conference presentations
- occasional field visits to organisations
- visiting speakers (professionals and consultants)
- field visits

There is also a substantial component of private study and reading.

Learning will be supported by:

- coherently designed and effectively delivered modules
- detailed module handbooks, providing learning outcomes and guided reading for each module, identifying the structure and pathway of each module.
- the provision of key materials in libraries or through electronic resources
- individual feedback on written work
- appropriate assessment exercises within each module
- use of electronic teaching materials including Powerpoint, Blackboard and online reading lists
- encouraging active participation by students in small group discussions
- research methods training
- appropriate use of AV teaching technologies

Students have access to a wide range of learning resources within the College. These include: the College Library, the University of London Library at Senate House and the first rate resources of other libraries with London collections (e.g. the British Library); a range of IT resources including networked PCs (with full internet and email privileges), and electronic learning resources (e.g. electronic academic journals). In addition students will have access to a dedicated masters student room in the School of Geography.

All students are allocated a supervisor with whom they will meet on a regular, one-to-one basis throughout the module.

Supervisors will have some expertise in the student's proposed area of dissertation research and may be drawn from across the School. Each student will receive individual supervisions, lasting at least 30 minutes, four times each semester and four times in the summer term and vacation. While primarily supporting the student in his or her dissertation research, the supervisor will also provide more general academic help, guidance and feedback. A 'Supervision Record Sheet' will be completed after each meeting and the student and supervisor will jointly fill in a 'Progress Report' at the end of each semester, identifying key achievements as well as any problems that need resolving.

## How will you be assessed?

Assessment takes a number of forms within the programme. Forms of assessment include:

- dissertation of 15,000 words
- dissertation proposal to be presented at a student conference day
- extended essays (usually of between 4,000 and 5,000 words). Seeking the approval of the module convenor, the exact focus of the essay will often be determined by the student's own module-related interests
- policy-oriented reports (2,500 words)
- formative feedback on drafts of assessed essays will be provided in certain modules via a student conference day
- there are no examinations

## How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The MRes Geography offers a range of advanced specialist option modules in human geography totaling 180 credits and comprises of a combination of compulsory and elective modules. These include the compulsory dissertation module (GEG7138, 90 credits); two compulsory modules (GEG7120 Geographical Thought and Practice (30 credits) and POLM083 Introduction to Social Science 2: Quantitative Methods and Data (30 credits)). Students then have 30 credits to choose from the suite of human geography modules offered by the School of Geography.

Part-time students on this programme will take upto 60 credits in the first year and a further 120 credits in the second year of their studies, however this may vary subject to approval from programme convenor. Typically, students will take GEG7138 and GEG7120 in their second year.

Note that not all of the elective modules listed in the following table will be offered every year.

Students are permitted to select up to 30 credits from outside the School, subject to approval from the programme convenor.

### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Migration and Mobilities	GEG7129	15	7	Elective	1	Semester 2
Global working lives	GEG7131	15	7	Elective	1	Semester 1
Rethorising global development	GEG7137	30	7	Elective	1	semester 1
Global health geographies	GEG7143	15	7	Elective	1	Semester 1
Geographical Thought and Practice	GEG7120	30	7	Compulsory	1	Semesters 1 & 2

Programme Title: MRes Geography

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation 15,000 words	GEG7138	90	7	Core	1	Semester 1-3
Introduction to Social Science 2: Quantitative methods and data	POLM083	30	7	Compulsory	1	Semester 2
Advanced Readings	GEG7142	15	7	Elective	1	Semester 1 or 2

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Migration and Mobilities	GEG7129	15	7	Elective	1	Semester 2
Global working lives	GEG7131	15	7	Elective	1	Semester 1
Re theorising global development	GEG7137	30	7	Elective	1	Semester 1
Global health geographies	GEG7143	15	7	Elective	1	Semester 1
Introduction to Social Science 2: Quantitative methods and data	POLM083	30	7	Compulsory	1	Semester 2
Advanced Readings	GEG7142	15	7	Elective	1	Semester 1 or 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Geographical Thought and Practice	GEG7120	30	7	Compulsory	2	Semesters 1 & 2
Dissertation 15,000 Words	GEG7138	90	7	Core	2	Semesters 1-3

**What are the entry requirements?**

As they appear in the Handbook/College prospectus. Normally at least an upper second class undergraduate degree or equivalent experience. IELTS 7.0 is required for non-native speakers of English.

**How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

**What academic support is available?**

Students receive academic support via regular meetings with their advisor and via the programme director, module lecturers and attendance at research-related events in both Schools.

**Programme-specific rules and facts**

N/A

**How inclusive is the programme for all students, including those with disabilities?**

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition

- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### Links with employers, placement opportunities and transferable skills

The programme provides a deep understanding of key processes of geographical processes in relation to global, local and urban inequalities and the contested nature of how culture is produced at these scales as well as developing a range of advanced analytical and research skills. This knowledge and experience will have considerably transferable value in the labour market. Depending on the nature of the modules that students choose, graduates would be especially well equipped to pursue careers in the field of in the metropolitan arts and cultural sectors. It is also envisaged that the research training offered by the programme would provide a suitable basis for undertaking PhD research and, therefore, as a stepping stone to an academic career.

#### Graduate skills and qualities

In terms of transferable knowledge and skills, an MA/MSc Geography graduate will:

- have a detailed and advanced interdisciplinary knowledge of geographical processes across a range of scales in relation to the study of cultural, economic, development, historical, political, social and urban geographies
- be able to work with advanced theoretical ideas relating to geographical processes that shape social, economic and cultural worlds such as urbanisation and urbanism
- be familiar with and work confidently and critically with, a range of different sources and materials for studying geographical processes across different scales
- have an advanced level understanding of the key geographical have a range of advanced level research skills including: project design, project planning, project management, and analytical and interpretive skills
- be a confident oral and written academic communicator
- be a confident independent learner, thinker and worker
- be able to work in a group situation, showing empathy and sensitivity for the views of others, but with the ability to interact confidently and persuasively

## Programme Specification Approval

**Person completing Programme Specification:**

Dr Kerry Holden

**Person responsible for management of programme:**

Dr Kerry Holden

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

**Date Programme Specification approved by Taught Programmes Board:**