

Programme Title: MRes Geography



Programme Specification

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
QM Programme Code / UCAS Code(s)	L7Q1, L7Q2
QAA Benchmark Group	Geography
FHEQ Level of Award	Level 7
Programme Accredited by	
Date Programme Specification Approved	
Responsible School / Institute	School of Geography

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

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

The proposed MRes in Geography will provide 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/MSC in Geography, the MRes will combine advanced training in wider social science research approaches and methodologies, with specialist study of human geography for those wishing to pursue a PhD. The programme was introduced following the successful Queen Mary-Goldsmiths bid to become an ESRC Doctoral Training Centre. The MRes satisfied the research training requirements of the ESRC 1 +element of the 1+3 components. It will enable the School to continue to attract high quality students eligible for ESRC funding. It will provide 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 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 and development, urbanisation and urbanism
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 urbanism
B 3	recognise the variety of different approaches to understanding processes of uneven development and urbanism around the world 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 linked with globalisation and development 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

C5	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. 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 Department. 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 at least 15,000 word
- 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

Programme Title: MRes Geography

- 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 will be no examinations

How is the Programme Structured?

The MRes Geography offers a range of advanced specialist option modules in human geography totaling 180 credits and comprises of a combination of core, compulsory and optional modules. These include the core dissertation module (GEG7107, 60 credits, 15 000 words); two compulsory modules (GEG7120 Geographical Thought and Practice (30 credits) and POLM083 Introduction to Social Science 2: Quantitative Methods and Data (30 credits)). Students will then have 60 credits to choose from the suite of human geography modules offered by the School of Geography.

Part time students will normally undertake the research training in the first year of their study along with two option modules. In their second year they will register for the dissertation module and one other option module (although it is likely that they will commence work on their dissertation during the first year of study)

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

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Art, Performance and the City	GEG7102	30	7	Elective	1	Semester 2
Dissertation 15,000 Words	GEG7107	60	7	Core	1	Semesters 1-3
Geographical Thought and Practice	GEG7120	30	7	Compulsory	1	Semesters 1 & 2
Cultural Geography in Practice	GEG7122	30	7	Elective	1	Semester 1
Cities, Space and Power	GEG7123	30	7	Elective	1	Semester 1
Migration and Mobilities	GEG7129	15	7	Elective	1	Semester 2
Democracy, rights and citizenship	GEG7130	15	7	Elective	1	Semester 1
Global working lives	GEG7131	15	7	Elective	1	Semester 2
Rethorising development futures	GEG7132	30	7	Elective	1	Semester 1

Programme Title: MRes Geography

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science 2: Quantitative Methods and Data	POLM083	30	7	Compulsory	1	Semester 2

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science 2: Quantitative Methods and Data	POLM083	30	7	Compulsory	1	Semester 2
Art, Performance and the City	GEG7102	30	7	Elective	1	Semester 1
Cultural Geography in Practice	GEG7122	30	7	Elective	1	Semester 1
Cities, Space and Power	GEG7123	30	7	Elective	1	Semester 1
Migration and Mobilities	GEG7129	15	7	Elective	1	Semester 2
Democracy, rights and citizenship	GEG7130	15	7	Elective	1	Semester 1
Global working lives	GEG7131	15	7	Elective	1	Semester 2
Re-theorising development futures	GEG7132	30	7	Elective	1	Semester 1
Critical Geographies of Global Health	GEG7133	30	7	Elective	1	Semester 1

Academic Year of Study 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	GEG7107	60	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 Do We Listen 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.

Academic Support

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

Specific Support for Disabled Students

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 global and local development issue in the UK and beyond, as well be able to pursue careers 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 globalisation and development, 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 Kavita Datta

Person responsible for management of programme

Dr Kavita Datta

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

28 Oct 2014

Date Programme Specification approved by Taught Programmes Board