

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 Cities and Culture
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)	L7Q3, L7Q4
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

School of Politics and International Relations

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 in Cities and Culture, the MRes will combine advanced training in wider social science research approaches and methodologies, with specialist study of the cultural geographies of cities for those wishing to pursue a PhD. The programme satisfies the research training requirements of the ESRC 1 +element of the 1+3 components. This programme enables the School to continue 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.

The MRes will provide a subject-orientated taught postgraduate level programme with the required amounts of social science research methods (as determined by the ESRC). Relative to students undertaking the MA in Cities and Culture, MRes Cities and Cultures students will take additional, more generic social science research training (provided by the DTC).

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 cultural geography for those wishing to proceed to a PhD. The programme provides:

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- advanced knowledge of the field of cultural geography with a specific focus on the cultural geographies of cities.
- advanced and critical understanding of how urban spaces are socially produced, imagined, represented and contested, past and present.
- advanced training to carry out research on cities and culture through the provision of core social science research training in 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	the nature of the cultural geographies of cities
A 2	how urban spaces and cultures are socially produced, imagined, represented and contested in diverse ways
A 3	how cities have evolved historically over time and in contested ways

Disciplinary Skills - able to:

B 1	how cities can be interpreted through a range of mediums including the built environment, art practices and literature
B 2	understand and apply a wide range of qualitative and quantitative social science approaches to research
B 3	how the meanings and politics of spaces in diverse cities can be analysed

Attributes:

C 1	undertake participatory and group work
C 2	undertake critical reading, oral and written communication
C 3	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.

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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. Seminars are designed to 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, QMPlus 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) and 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 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
- 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?

Please specify the full time and part time programme diets (if appropriate).

Students enrolling on this programme will take the core dissertation module (GEG7107, 60 credits); three compulsory modules:

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GEG 7120 Geographical Thought and Practice (30 credits), POLM083 Introduction to Social Science Research 2: quantitative methods and data' (30 credits) and GEG7123 Cities, Space and Power (30 credits). Students have a choice of the following elective modules: GEG7101 Advanced Readings in Geography (30 credits); GEG7122 Cultural Geography in Practice (30 credits) and GEG7102 Art, Performance and the City (30 credits).

Part time students will take the POLM083 Introduction to Social Science Research 2: quantitative methods and data' (30 credits). and take two modules from the following list of elective modules: GEG7101 Advanced Readings in Geography (30 credits); GEG7122 Cultural Geography in Practice (30 credits) and GEG7123 Cities, Space and Power (30 credits) and GEG7102 Art, Performance and the City (30 credits) in the first year of their study. In their second year they will undertake the research training module (GEG7120 Geographical Thought and Practice) and the dissertation module (although it is likely that they will commence work on their dissertation during the first year of study).

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation 15 000 words	GEG7107	60	7	Core	1	Semesters 1-3
Geographical Thought and Practice	GEG7120	30	7	Compulsory	1	Semesters 1 & 2
Introduction to Social Science Research 2: quantitative methods and data	POLM083	30	7	Compulsory	1	Semester 2
Art, Performance and the City	GEG7102	30	7	Elective	1	Semester 2
Cultural Geography in Practice	GEG7122	30	7	Elective	1	Semester 1
Cities, Space and Power	GEG7123	30	7	Compulsory	1	Semester 1
Advanced Readings in Geography	GEG7101	30	7	Elective	1	Semester 1

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science Research 2: quantitative methods and data	POLM083	30	7	Compulsory	1	Semesters 1 & 2
Art, Performance and the City	GEG7102	30	7	Elective	1	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Cities, Space and Power	GEG7123	30	7	Compulsory	1	Semester 1
Cultural Geography in Practice	GEG7122	30	7	Elective	1	Semester 1
Advanced Readings in Geography	GEG7101	30	7	Elective	1	Semester 1

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	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)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links With Employers, Placement Opportunities and Transferable Skills

The programme provides a deep understanding of the nature of cultural geographies of cities both in the past and present as well as developing a range of advanced analytical and research skills. This knowledge and experience will have transferable value in the labour market.

Graduates would be especially well equipped to pursue careers in the field of metropolitan arts and cultural sectors. It is also envisaged that the research experience in 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 MRes Cities and Culture graduate will:

- have a detailed, interdisciplinary knowledge of urban cultural geography
- be familiar with how urban spaces and cultures are socially produced, imagined, represented and contested in diverse way
- be able to understand how cities can be interpreted through a range of mediums including the built environment, art practices, and literature
- have an advanced level of understanding of the ways meaning and politics of spaces in diverse cities can be analysed
- be familiar with, and work confidently and critically with a range of different sources and materials for studying processes of

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urban cultural change

- 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

catherine Nash

Person responsible for management of programme

Catherine Nash

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

9 May 2017

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