

## 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
Duration of Study / Period of Registration	Full Time / 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	27 Apr 2011
Responsible School / Institute	School of Geography

Schools also involved in teaching part of the programme

### Programme Rationale

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 highly 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 is being introduced following the successful Queen Mary-Goldsmiths bid to become an ESRC Doctoral Training Centre. The MRes programme satisfies 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.

### Educational Aims of the Programme

The aim of this 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.

It also 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 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-oriented 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.

### Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the relevant QAA benchmark statement(s) (see above) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

#### Knowledge and understanding of:

A 1	the construction and constitution of the distinctiveness of particular places and their interdependence with other places at various spatial scales
A 2	the key geographical processes that shape social, economic and cultural worlds such as globalisation and development, urbanisation and urbanism
A 3	the geographies of difference and inequality across the world and the processes underpinning them

#### Intellectual skills - able to:

B 1	evaluate the practical and policy dimensions of addressing and resisting key geographical processes from local to global levels
B 2	understand and apply the wide range of quantitative and qualitative social science approaches to research
B 3	

#### Transferable skills - able to:

C 1	undertake participatory and group work
C 2	undertake critical reading, oral and written communication
C 3	initiate and lead group discussions

#### Practical skills - able to:

D 1	to work with a range of theoretical frameworks
D 2	undertake empirical analysis and research through extensive research training on quantitative and qualitative research methods
D 3	

## Teaching, Learning and Assessment Strategies

### Teaching and Learning:

The programme will be delivered through a combination of lectures, seminars, and interactive workshops, which will allow for a range of learning environments.

### Assessment:

Assessment will be by essay, reports and examination, depending upon the choice of module.

### Assessment details:

#### Core module:

GEG7107. Dissertation – 15,000 word dissertation (60 credits).

#### Compulsory modules:

GEG7120. Geographical Thought and Practice (30 credits) - one summary report (1,500 words), one practical report (1,500 words), one research proposal (2,500 words)

GEG7\*\*\*. Introduction to Social Research - two essays (2,500 words), 2 practical reports (2,500 words) (60 credits)

#### Elective modules:

GEG7119. Understanding Globalisation and Development – one 1,500 word coursework essay and one 3,500 word coursework essay

GEG7110. Globalisation and Development in Practice (30 credits) - two 2500 word reports

GEG7106. Culture, Space and Power (30 credits) - one 1,500 word book review of 1,500 words and one 3,500 word essay

GEG7105. Cities, Empire and Modernity (30 credits) - one 5,000 word coursework essay

GEG7109. Empire, Race and Immigration (30 credits) - one 5,000 word coursework essay

GEG7102. Art, Performance and the City (30 credits) - one 5,000 word coursework essay

## Programme Structure(s) and Requirements, Levels and Modules

Students enrolling on this new MRes programme will take the following modules:

#### Core:

GEG7107 Dissertation (60 credits)

#### Compulsory:

GEG7120 Geographical Thought and Practice (30 credits) [new module]

GEG7\*\*\* Introduction to Social Research (60 credits) [new module]

Students are then able to choose from the following list of elective modules:

GEG7119 Understanding Globalisation and Development (30 credits) [new module]

GEG7110 Globalisation and Development in Practice (30 credits)

GEG7106 Culture, Space and Power (30 credits)

GEG7105 Cities, Empire and Modernity (30 credits)

GEG7109 Empire, Race and Immigration (30 credits)

GEG7102 Art, Performance and the City (30 credits)

	Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
X	Dissertation	GEG7107	60	7	Core	1	Semesters 1-3
X	Geographical Thought and Practice	GEG7120	30	7	Compulsory	1	Semesters 1 & 2

Programme Title: MRes Geography

X	Introduction to Social Research	GEG7***	60	7	Compulsory	1	Semesters 1 & 2
X	Culture, Space and Power	GEG7106	30	7	Elective	1	Semester 1
X	Cities, Empire and Modernity	GEG7105	30	7	Elective	1	Semester 1
X	Empire, Race and Immigration	GEG7109	30	7	Elective	1	Semester 2
X	Art, Performance and the City	GEG7102	30	7	Elective	1	Semester 2
X	Understanding Globalisation and Development	GEG7119	30	7	Elective	1	Semester 1
X	Globalisation and Development in Practice	GEG7110	30	7	Elective	1	Semester 2

### Criteria for Admission to the Programme

Normally an upper second class honours degree or higher in a humanities or social science subject (or equivalent international qualification) together with two supportive academic references. Candidates may be asked to provide examples of written work and/or be interviewed.

### Quality Assurance Mechanism

Include details of: SSLC meetings, student feedback mechanisms, personal tutor arrangements, programme induction, programme review and monitoring.

Programme review and management will be undertaken as and when necessary under the direction of the Director of Masters Programmes and the respective Teaching and Learning Committees. Annual Report and module evaluation are routinely monitored within the Schools.

SSLC and the School of Geography's Graduate School Committees provide a formal means of communication and discussion between the Schools and their students. SSLC consists of student representatives together with some members of staff. There are elections for student members at the start of each academic year. It is designed to respond to the needs of students and meets regularly throughout the year. The Senior Tutor chairs the Staff-Student Liaison Committee. Matters raised in this committee are reported to the rest of the School staff (via the Teaching and Learning Committees, the School Quality Enhancement Committees or the School Boards) so that they can take action as appropriate. Graduate School Committee provides a formal means of communication and discussion between the School and its postgraduate students. The committee consists of postgraduate student representatives together with some members of staff (including the Director of Graduate Studies, the MA/MSc Director and programme convenors). There are elections for postgraduate members at the start of each academic year. It is designed to respond to the needs of students and meets regularly throughout the year. Matters raised in this committee are reported to the rest of the School staff (via the Teaching and Learning Committee, the School Quality Enhancement Committee or the School Board) so that they can take action as appropriate.

All students enrolled on this new programme will be allocated a personal adviser, who will be available throughout the year to provide academic as well as pastoral support. Module convenors and other members of staff will also be available at designated times each week to see students and to discuss academic issues relating to their particular courses. Advisors will be dissertation supervisors to provide continuity.

A programme induction is provided for all incoming students during Welcome Week. This is used as an opportunity to acquaint new students with the format of the programme and expectations of them. Students also receive a library induction. All students meet with a designated adviser during this week to talk about module selection and how to manage the registration process. Students with special educational needs have the opportunity to talk to their adviser about how the College can best support their needs, and to agree with the adviser how to communicate those needs to appropriate members of staff.

### Programme-specific Assessment Regulations (if applicable)

In the case of programmes that deviate / do not comply with the Academic Regulations further information regarding the nature of any difference and/or deviation should be stipulated in detail.

### Employers Links

Please provide details of any links with employers e.g.

- Details of advisory panels that include current or potential employers;
- Organisations that regularly employ graduates from this programme and the roles that graduates undertake.
- Student prizes donated by organisations that may offer employment to graduates from this programme.

If there are no links with employers consider the learning outcomes and transferable skills and explain how these might be used to inform employers about the qualities and skills a graduate from this programme might be expected to have.

It is 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. 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 development practice (Non-governmental Organisations, bilateral and multilateral development agencies) as well as those relating global and local development issue in the UK and beyond, as well be able to pursue careers in the metropolitan arts and cultural sectors.

## Programme Specification Approval

Person completing Programme Specification

Person responsible for management of programme

Date Programme Specification produced/amended by School or teaching and learning committee

Date Programme Specification approved by Programme and Module approval Board