

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

Schools also involved in teaching part of the programme

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Programme Rationale

The proposed MRes in Cities and Cultures 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 cultural geography. Based on the School's highly successful MA in Cities and Cultures, the MRes will combine advanced training in wider social science research approaches and methodologies, with specialist study of the cultural geography of cities for those wishing to pursue a PhD. 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.

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

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 cultural geography, for those wishing to proceed to a PhD.

It also aims to:

- Explore the growing field of cultural geography with a specific focus on the cultural geographies of cities.
- Provide an advanced and critical understanding of how urban spaces are socially produced, imagined, represented and contested, past and present.
- Provide advanced training to carry out research on cities and cultures through the provision of core social science research training in 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 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

Intellectual 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 the wide range of quantitative and qualitative social science approaches to research
B 3	how the meanings and politics of spaces in diverse cities can be analysed

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:

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:

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
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

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 also provides a deep understanding of key aspects of growing field of cultural geography with a specific focus on the cultural geographies of cities 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. However, graduates would be especially well equipped 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

27 Apr 2011