

# POSTGRADUATE DIPLOMA IN GEOGRAPHY

## COURSE HANDBOOK, 2023-24



*Workshop with 'A Playful City', a public partner, in Dublin 1, for GY628 (2018).*

This handbook is the first point of reference for the PG Diploma. Additional information, changes and announcements for specific classes may be found on individual module Moodle\* pages or the course Moodle page: [MC:GYF5 \(23-24:YR\)](#). If you still cannot find answers to your question/s please email the course director: [patrick.bresnihan@mu.ie](mailto:patrick.bresnihan@mu.ie).

\*Moodle, an online interactive virtual learning environment used at Maynooth University, can be accessed from the university's web site. You are automatically enrolled to Moodle when you register for a class, although **for GY699 modules, students must ask instructors to register them manually to the relevant Moodle page**. If you have any problem accessing Moodle pages, first contact the instructor and then contact Moodle's helpdesk at: [moodlesupport@mu.ie](mailto:moodlesupport@mu.ie).

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## **A welcome from Dr Stephen McCarron, Department Head**

Dear Students,

I am delighted to welcome you to Maynooth Campus and the Department of Geography. Some of you may be coming straight from an UG educational experience and some others may be returning to taught education after a year or more of employment. Such diverse backgrounds make this course of particular interest, and as active learners we hope you will contribute your own perspectives as well as learn from others. Whatever the personal life-long learning journey you are on, you are all very welcome and we hope that we will enjoy together an improving campus-based teaching and learning community experience.

Our Postgraduate Diploma has been running for 5 years and in this time our students have enjoyed and learned from a range of learning experiences. As students you will benefit from a range of geographical perspectives that can help us address some of the most pressing 21<sup>st</sup> century societal and environmental challenges, such as climate change and global inequality. Your Course Director, Dr Patrick Bresnihan, is well-positioned to guide you in this journey and the variety of research backgrounds of Maynooth Geography staff across human, physical and environmental subject areas gives lots of scope to form and understand connections. I know you will learn much from all the graduate teaching staff and research students you encounter during your studies with us.

The Postgraduate Diploma is designed to equip you with a range of geographic knowledge and skills that can be applied in any number of fields and sectors. Many of you will go on to teach and we hope that your experience in the Department gives you the tools and confidence to inspire the next generation.

To stay abreast of our active and creative Department, you may want to follow us on Twitter and also to sign up for notifications from our blog. You may also want to do some writing of your own either for one of our blogs or for our staff-student journal, [Milieu](#). But, most of all, do talk to us about our research and consider how each part links together to aid our understanding of the Earth, our shared and crisis-ridden home, and how we can live in it better, together.

Dr Stephen McCarron  
Head of Geography, Maynooth University

## The PG Diploma in Geography: Overview

The Postgraduate Diploma in the Department of Geography at Maynooth University offers students the opportunity to develop their understanding of human and physical geography while also significantly enhancing their transferrable and research skills, and gaining the background and experience needed to teach secondary students Geography if that is a career goal. It is available both full- and part-time.

Students are provided with insights into geographical approaches to understanding the ways in which cities, communities, social institutions, environments, and local/global networks function in societies. Optional modules in environmental and physical geography also introduce students to the knowledge and experience to consider both global and Irish-related climate change science, impacts and policies, environmental justice and nature-society relations. Technical skills include options in remote sensing and geographical spatial analysis, as well as being exposed to software that might be used for publicly engaged projects, such as GIS or Remote Sensing.

The PG Diploma also offers employability skills as thinking spatially, using multiple methods, time management, learning to be flexible, working in teams, interpreting different forms/types of data, and gaining confidence and the ability to participate in public life. For experienced educators, the options available for public engagement and field immersion offers professionals the opportunity to reflect critically upon their existing practice and pedagogies, as well as offers opportunities to establish civil society networks that can be useful in their own work and instruction.

The course offers a wide-ranging **programme of taught modules** that develop competencies in human geographic thought, physical geography, field methods, spatial analysis, research and public engagement; and offers specialist modules that provide the opportunity for research-led teaching and learning in environmental and human geography. As this course is tailored to meet the needs of students with different backgrounds, interests, and stages in career, each student will select modules and register for classes working closely with the Course Directors.

### Important Dates *Academic Year 2023-24*

DATE	Event	Time & Location
<b>Sept 2022</b>	<i>First Semester Begins</i>	
21 Sept	PGD Orientation ( <i>mandatory</i> )	Online Teams
<b>Week 25 Sept</b>	<b>GY699** Modules begin</b>	
<b>October</b>		
<b>2 Oct</b>	<b>MA Geography modules commence:</b> Th: GY625, Fri: GY608 & GY607	See detailed schedule below; All GY MA classes in Waddington
4 Oct	Professor David Wilson 2-3.30pm Professor of Geography, University of Illinois at Urbana-Champaign "Toward a Dracula Urbanism: Smart City Mania"	Rocque lab, 2-3.30pm
12 Oct	<b>Postgraduate Departmental Welcome</b> (Please use this <a href="#">form for RSVP</a> no later than 4 October!)	Rocque lab, 4-5.30pm
19 Oct	Community Geography roundtable w/ UGA	Rocque lab, 4-5.30pm
26 Oct	'Building Confidence' workshop (with lunch; <i>please RSVP</i> and indicate dietary needs to <a href="mailto:geography.department@mu.ie">geography.department@mu.ie</a> no later than 18 October!)	Rocque lab, 1-2pm
30 - 3 Nov	<i>Study Week: no classes</i>	

31 Oct	Registration Deadline for S1 Modules	
<b>November</b>		
10 Nov	Geography Seminar:	Rocque Lab, 4-5.30pm
14 Nov	'Academic Writing' workshop (with lunch; <i>please RSVP</i> and indicate dietary needs to geography.department@mu.ie <i>no later than 6 November</i> )	Waddington, 1-2pm
<b>December</b>		
15 Dec	Last day of instruction for GY MA classes	
<b>18-22 Dec</b>	<b>Last week of lectures (electives)</b>	<b>End of semester!</b>
18-22 Dec	Geography Christmas Party!	TBC
<b>Jan 2022</b>		
<b>31 Jan</b>	Deadline for final changes to S2 module registration	
<b>February 2022</b>		
<b>6-9 Feb</b>	<b>Classes begin for GY699*</b>	
8 Feb	Neil McInroy Global Lead for Community Wealth Building, Democracy Collaborative. Beyond extractivist capitalism: Scoping an agenda for Community Wealth Building	Rocque Lab, 2-3.30pm
<b>9 Feb</b>	<b>MA Geography modules commence:</b> Ths GY619; Fris GY629 and GY621	See detailed schedule below
21 Feb	Postgrad Workshop TBC	TBC
<b>Feb-May</b>	Geography Seminars and Athena Swan Workshops TBC	TBC
<b>March</b>		
7 March	Martina Roche and Noirín Mac Namara (Maynooth) What about HER-SELF? (Highlighting pathways to Empower Rural women to have Sustainable & Equitable Livelihoods in Farming) - insights into gendered inequalities in agriculture in Ireland.	Rocque Lab, 2-3.30pm
12 March	Postgrad Workshop TBC	TBC
25-28 March	Study week: no classes	
29 March	Good Friday: no classes	
<b>April</b>		
1-5 April	Easter Break: no classes	
11 April	Dr Kate Willett UK MetOffice The Wonderful World of Surface Humidity	Rocque Lab, 2-3.30pm
April	MU Social Justice Week	Dates/venues TBC
<b>May</b>		
3 May	Last day of instruction for GY MA classes	
6 May	Bank holiday: no classes	
9 May	Postgraduate Mini-Conference	Rocque Lab, 12-5pm
7-10 May	<b>Last week of second semester</b>	
<b>June</b>	Univ exam boards; final marks confirmed. End of course.	
<b>October 2024</b>	<b>Graduation (date TBC)</b>	

## Key information about the Department of Geography

The Department of Geography is a leading centre for research and teaching in Ireland. It offers a diverse and exciting range of opportunities for learning, across both physical and human geography. A recent commentary in the Irish Times (October 2013) outlined the "forces that will define our future", which were global economic forces, rising inequality, changing work patterns, demographics and climate change. All of these "forces" feature strongly in both our teaching and

our research, and students have the opportunity to explore both historical and contemporary influences on our environment and society. For more information about the Department, see our webpage at: <https://www.maynoothuniversity.ie/geography>. To follow news about our geographers, see: <https://www.maynoothuniversity.ie/geography/news>

## Who's who in the department?

Dr Stephen McCarron is the Head of Department and Adrian Kavanagh is Deputy Department Head. They are supported by an administrative team led by Neasa Hogan, with Catherine O'Driscoll. Michael Bolger provides technical support to the department. Dr Patrick Bresnihan runs the MA in Geography, the MA in Spatial Justice, and the Postgraduate Diploma in Geography. If you have any problems you cannot solve with Patrick's help, please feel free to contact Stephen McCarron or Adrian Kavanagh.

For academic year 2023-24, eleven core geography staff will be able to supervise MA theses, who are listed below. You can also contact numerous other academic staff members about your research listed in the second staff list. The department is a welcoming place – all staff will respond well to a polite email asking to meet and chat, so long as you give plenty of notice!

### Core academic/research staff available to supervise MA theses in 2023-24

Name	Research interests	Email (add mu.ie)
Mark Boyle	Social, cultural, political geography; urban planning, migration, postcolonial	mark.g.boyle
Patrick Bresnihan	Political ecology; environmental justice; climate politics; green transition; anti-colonialism	Patrick.bresnihan
Ronan Foley	Health geography, GIS; therapeutic landscapes; blue spaces	ronan.foley
Alistair Fraser	Economic, political, & cultural geography; foodscapes; South Africa	alistair.fraser
Adrian Kavanagh	Electoral geography (incl. geography of: voter turnout, candidate selection, electoral boundaries); Geopolitics of Eurovision Song contest	adrian.p.kavanagh
Karen Till	Cultural geography; memory, place and care; wounded cities; art and geography; spatial justice; feminist, activist and qualitative methodologies	karen.till
Gerry Kearns	Historical and health geography, geopolitics; Geographies of Empire; AIDS/HIV, Irish identity, race, urban	gerry.kearns
Chris van Egeraat	Economic; regional spatial planning	chris.vanegeraat
Louise Sarsfield Collins	Social justice; legal geographies and geographies of sexuality	Louise.sarsfieldcollins

### Other academic / research staff

Name	Research interests	Email (add @mu.ie)
Conor Cahalane	GIS, remote sensing	conor.cahalane
Carla Mateus	Climatology, climate adaptation, climate mitigation, sustainability	Carla.mateus
Rowan Fealy	Climate, Climate Change, Urban Climate, Glaciers	rowan.fealy
Stephen McCarron	Quaternary climatic change, Irish geomorphology	stephen.mccarron
Gerard McCarthy	Atmosphere-ocean interaction	gerard.mccarthy
Conor Murphy	Climate change, water resources	conor.murphy



<b>Lisa Orme</b>	Marine, lake & peat bog sediments; atmospheric & ocean circulation	lisa.orme
<b>Martina Roche</b>	Medical geography	martina.j.roche
<b>Helen Shaw</b>	Ecological & landscape change, biogeography, paleoecology	helen.shaw
<b>Peter Thorne</b>	Climate detection and attribution	peter.thorne

### Administrative and Technical Staff

Name	Expertise	Email (add @mu.ie)	Phone	Room
<b>Mick Bolger</b>	Technician	Michael.bolger	4762	RG
<b>Neasa Hogan</b>	Administration	geography.department	3610	R23C
<b>Catherine O'Driscoll</b>	Administration	geography.department	4760	R23C

R=Rhetoric House

## Athena Swan

The Athena Swan Charter is a national strategy to promote gender equality in higher education and was launched in Ireland by the Higher Education Authority in 2015. The Department of Geography has committed itself to the [Athena Swan process](#) of critical self-assessment and after a rigorous application, we were one of the first departments at Maynooth to earn 'bronze status' two years ago. We are committed to this process of advancing gender equity and opportunity, which means that during the year we will offer workshops that you can participate in. You will certainly be asked to let us know how we are doing through the end of semester and year questions about the modules and teaching we offer. The responses are anonymised by the University Athena SWAN officer and then passed back to the Department where they are considered by our Athena SWAN Committee. Recommendations are then passed to the Head of Department, and discussed in our Undergraduate, Postgraduate and Research Committees, and at Staff Meetings.

In this, we are supported by the University with [its policies](#) addressing: the under-representation of women in higher administrative and academic offices in the university; the need to make campus a place where diverse gender identity and expression are respected, including for our transgender and gender diverse staff and students; and a data collection and analysis system that alerts us to the many complex dimensions of equality, diversity, inclusion and interculturalism. We know that gender and sexuality intersect with other forms of discrimination in society, including around race, class, physical and mental challenges, citizenship-status, and nationality. You know it too, and with your help we will learn how to make Maynooth University a leader in recognising the needs and sustaining the flourishing of the diverse community of our state. If you have questions or would like to participate, please contact our Head of Department, Stephen McCarron.

## Bullying and Sexual Harassment

Bullying and sexual misconduct are unacceptable at Maynooth University. Bullying is where repeated mistreatment of a person undermines their capacity to thrive at university. In a university setting, this includes, but is not limited to, ridiculing a person or making abusive remarks. Sexual misconduct includes any sexual contact that is unwanted or to which someone did not or was not able to give consent. In full confidence of your complaint being received respectfully, seriously, and in confidence, you may contact the Head of Department or you may contact the Maynooth Student Union Vice President for Welfare and Equality, Luke Buckley, [welfare@msu.ie](mailto:welfare@msu.ie), (01) 708 6808, (087) 630 6433; the [Student Services Centre](#), 01 708 3554; or Maynooth University Access Office [Maynooth University Access Office](#), email [access.office@mu.ie](mailto:access.office@mu.ie), (01)708 4600. There are also support services for victims of sexual violence including the 24-hour Rape Crisis Centre, [counselling@rcc.ie](mailto:counselling@rcc.ie), 1 800 77 8888; the [Student Health Centre](#), (01) 708 3878; and the [Student Counselling Service](#), (01) 708 3554.

We want Maynooth University to be a place where our students can fulfil their potential and to do that we must treat each other with respect. We must address the situations in which bullying and harassment can occur. We have committed ourselves to following the strategies offered as part

of the [National Consent Framework](#) of the Department of Education and Skills. To make Maynooth a place that is safe, respectful, supportive and positive, there are a number of initiatives now underway. If you would like to learn more contact [MU Equality and Diversity](#) and/or email [equality@mu.ie](mailto:equality@mu.ie).

## Research Centres and Collaborations

Geography staff are active in a number of research centres and through collaborations with others in Maynooth, including the Maynooth University Social Sciences Institute, the National Institute of Regional and Spatial Analysis, AIRO, Irish Qualitative Data Archive, The National Centre for Geocomputation, the Space&Place Research Collaborative, and the Irish Climate Analysis and Research Units.

A key institute is **Maynooth University Social Science Institute (MUSSI)** directed by Professor Linda Connolly. Many of the existing research centres that have been run by human geographers will be housed in this new interdisciplinary institute, including NIRSA, NCG, AIRO and IQDA. In addition to MUSSI there is **The National Institute of Regional and Spatial Analysis (NIRSA)**, established in 2001 by Professor Rob Kitchin. The role of NIRSA is to undertake fundamental, applied and comparative research on spatial processes and their effects on social and economic development in Ireland, and to provide high quality graduate education to the next generation of Irish social scientists. For more details, see: <http://www.maynoothuniversity.ie/nirsa/>.

Two additional significant research resources, originally developed and housed through NIRSA include: the **All-Island Research Observatory (AIRO)**, which undertakes academic and applied mapping research and produces spatial datasets and specialist tools to assist in their analysis; and the **Irish Qualitative Data Archive (IQDA)**, which archives social science data in media other than machine readable datasets. Finally, **The National Centre for Geocomputation (NCG)** was founded at Maynooth University in 2004 through funding provided by Science Foundation Ireland. Since then, NCG has become firmly established as a leading international research centre in the field of Geocomputation, with over thirty researchers, and is a major intellectual centre committed to extending understanding and utilisation of the capture, analysis and modelling of spatial data. For more information see: <http://ncg.nuim.ie/index.php>.

**The Space&Place Research Collaborative** is a translocal scholarly and creative network, based in Geography and directed by Prof. Karen Till. S&P regularly partner with individuals, groups and institutions in Dublin (<https://www.maynoothuniversity.ie/geography/about-spaceplace>). With the Ómós Áite Research Group at the Centre for Irish Studies, National University of Ireland Galway, we curate and host creative projects, workshops and public interventions. Each May at the annual Conference of Irish Geographers, a special 'Art and Geography' series of papers, sometimes with exhibitions and performances, are curated by the group. Thematic foci that have developed through projects and members over the past two years include: Art and Geography, Urban Public Spaces, Landscapes and Environments, Publicly Engaged Research and Creative Practices, Memory and Place, and Bodies and Space. If you would like to join the group and listserv, email Karen ([karen.till@mu.ie](mailto:karen.till@mu.ie)).

Finally, the **Irish Climate Analysis and Research Unit (ICARUS)** in Maynooth is the largest dedicated climate change research and modelling centre in Ireland. It conducts pure and applied research covering all aspects of climate change from regional climate modelling to impact assessments in a variety of sectors and provides a wide and diverse range of research capabilities in the climatic arena. See: <http://icarus.nuim.ie/>

## The Geography Seminar Series

We expect all postgraduate students to attend and participate in the Department of Geography's seminar series, which includes research talks on topics relevant to your studies. International and national scholars will introduce students to frontiers in research, research design and methodology in Geography, as well as discuss relevant projects and issues in the contemporary world. The seminar series mostly takes place on Wednesday afternoons from 4-5:30pm in the Rocque Lab (see the timetable above). The talks will also be available online via Teams. In addition to the above seminars, we may also have some special lunch events and events with



visiting scholars and guests. Please check the Department's 'Events' page for the latest updated series and further details: <https://www.maynoothuniversity.ie/geography/events>

## Getting Involved in the Department

There are different ways you can get involved beyond interacting with your fellow MA SJ colleagues during class and study time. You can meet with your instructors and supervisor during office hours to discuss a range of topics beyond your own research interests. In addition to attending departmental seminars, there are special additional events and outings that we offer each year. You may choose to go to lunch or tea with a visiting guest, or you can arrange to meet with one of our partners after a special event. You may choose to write a blog, tweet or create a video about your work. Or you may choose to become one of the MA course representatives, or become involved at the Faculty or University level as a postgraduate student rep. You can consider tutoring some of our undergraduates, or volunteer to work with some of our PhD candidates and postdoctoral fellows. You can find out about the different topics and groups that many of staff and postgraduates are actively engaged with, from NGOs, to professional conferences, to civil society causes, to artistic collaboratives, to political actions, and others, and you may decide to become involved in the public life of your community.

### MU Geography Social Media



Follow us/Tweet to us at [@MaynoothGeog](https://twitter.com/MaynoothGeog)

**Videos:** Maynooth MA Geography Video: Tell your friends! Help us add to this page! ☺ (We will hope to get a SJ video made soon!)

<https://www.youtube.com/watch?v=W5Q4-fwaGoU>

## Maynooth Geography Blogs & Podcasts

Blogs and podcasts are an increasingly common medium through which academics communicate with each other and the world at large. Maynooth is an exciting place in this regard, with numerous academics blogging for diverse audiences. Blogs and podcast series you should consider subscribing to include:

**Geography's Eye on the World**, a blog written by Maynooth Geography staff and students, includes postings about geography in the news, geographers in the news, news stories that are especially geographic, or stories we feel should connect with a large swathe of our student body. The site is managed by Dr. Alistair Fraser. Some information about the MA is featured here, and many of our former MA Geography students and PhD students have also published blogs about their coursework or research. See: <http://maynoothgeography.wordpress.com/>

**Critical Ecologies** is an ongoing podcast series linked to the MA in Spatial Justice. The series features 30-45 minute interviews with previous MA students about their independent research on issues of spatial and environmental justice in Ireland. This year, students taking GY629 may record similar podcasts which will be shared here and through social media.

<https://www.maynoothuniversity.ie/geography/media-and-publications/critical-ecologies>

**Irish Elections: Geography, Facts and Analyses**, a blog written by our own political geographer Dr. Adrian Kavanagh, has been cited among the most important/used blogs in Irish politics. See: <http://adriankavanaghelections.org>

**Contour Lines**, a blog written by our own **Conor Cahalane**, co-Director of the MSc in GIS and Remote Sensing, explores the latest trends in GIS, geo-visualisation, citizen-mappings to new applications in remote sensing. See: <http://wddslwtm.blogspot.com/2018/10/geo-for-good.html>

**Ireland after NAMA** is another well-regarded and cited blog to which many Maynooth University Geographers regularly contribute. Run out of NIRSA and managed by Dr. Cian O'Callaghan at

TCD, it focuses on a range of critical commentaries and useful analyses focused on Ireland after NAMA. See: <http://irelandafternama.wordpress.com/>

## Rooms and Facilities

**Rhetoric House, South Campus:** The department has five main teaching rooms: the Waddington Tutorial room, the Rocque Lab, Cartography Lab, Physical Geography Lab and Computer Room 1. PG students can enter and use the computers in CR1 only if the room is not being used. Your Maynooth card is needed for swipe entrance to the Cart Lab and CR1 rooms. On Thursdays and Fridays, the Waddington Room is mostly assigned to the MA in Geography.

## Library

MU Library will be essential to you in finding the **physical and virtual spaces that you need**, including:

- accessing physical books, journals, and Special Collections & Archives, subject to C-19
- 24/7 access to our electronic collections online (eBooks/eJournals/databases)
- exceptional digital collections, including extensive digital primary sources for your research
- a dedicated PG study room with swipe access; a quiet zone in the library for you
- bookable group study-rooms
- relevant PG training during the year (online & in-person) that will support your study
- inter-library loans/document-supply and access cards to other libraries
- dedicated staff who provide information and research support to all PG levels

The library homepage is: <https://www.maynoothuniversity.ie/library> where you can explore the range of our collections, and services that provided. The library homepage will always have:

- up-to-date information about accessing the library,
- information on using all our services and classes (including remotely), and
- advice on connecting with us to get the support you need for your studies and assignments.

The library also runs other popular online training sessions that you can follow at your own pace: See LISTOnline (Library & Information Skills) or you can attend one of the interactive LIST sessions in the library on a variety of information topics and critical skills. Take a look at the range of sessions that you can attend here: <http://nuim.libguides.com/list>

Some other useful links and contacts for the Library are as follows:

LIST online: <http://nuim.libguides.com/list-online>

Taught Postgraduates contact: Áine Carey [aine.carey@mu.ie](mailto:aine.carey@mu.ie), Rachel Hynes [rachel.hynes@mu.ie](mailto:rachel.hynes@mu.ie), and Saoirse de Paor [saoirse.depaor@mu.ie](mailto:saoirse.depaor@mu.ie)

Research students & staff (research support) contact: Ciarán Quinn, [ciaran.ciaran.quinn@mu.ie](mailto:ciaran.ciaran.quinn@mu.ie)

Academics (general library queries) contact: Helen Farrell, [helen.farrell@mu.ie](mailto:helen.farrell@mu.ie)

## PG Diploma in Geography: Course Structure and Options, 2023-24

To meet the requirements of the PG Diploma, students are required to accumulate 60 credits (ECTS) over 1 year full-time (two semesters) and over 2 years part-time (four semesters). For the one-year full-time option, the course runs from September 2023 to September 2024 and for the part-time two-year degree, the course runs from September 2023 to September 2025.

Each student must complete 10 credits of the **compulsory** module GY607 (offered in the first semester) and 10 credits of the **two compulsory** modules GY699GA (S1) and GY699GB (S2).

This leaves you with 40 credits to make up from optional modules. Students have the option of taking MA modules (10 ECTS) or advanced BA modules (5 ECTS). Most students prefer to take the advanced BA modules. Before selecting an MA module you need to consult with the MA Director as these will not be appropriate if you have not studied Geography or an aligned social science discipline in the past. The advanced BA modules have the codes GY699\*.

Below are the optional modules and timetable for 2023-24.

### **SEMESTER 1**

**Compulsory (to be taken in yr. 1 or yr. 2 for PT):**

**Human Geography (10 credits):**

**GY607** Field School (Fri, 2-4pm, three times during semester 1-4pm, dates TBC)

**Human Geography (5 credits):**

**GY699GA** (GY260) Global Environmental Change (TBC) (Mon 4-5, Tues 10-11)

**Optional S1:**

**Human Geography (5 credits):**

**GY699HE** (GY305) Approaches to Human Geography (Dr Adrian Kavanagh and Prof Mark Boyle) (Mon 10-11, Wed 9-10)

**GY699HF** (GY319A) Geographies of Waste (Dr Patrick Bresnihan) (Mon 11-12, Fri 1-2pm)

**GY699HG** (GY339) City in Film (Prof. Karen Till) (Wed, 3-5pm)

**GY699HH** (GY337) Geopolitics (Prof Gerry Kearns) (Wed 12-1, Thurs 9-10)

**Physical Geography/Skills (5 credits):**

**GY699GI** (GY304) Geographical Information Systems (Dr Ronan Foley) Thurs, 4-6pm)

**GY699PA** (GY369) Oceanography (Dr Gerard McCarthy) (Fri 9-11)

**GY699PB** (GY317) Global Ecosystem Pressures and Sustainability (TBC) (Tues 1-2, Tues 4-5)

**GY699PD** (GY313) Climate Change (Prof Conor Murphy) (Mon 4-5, Tues 2-4)

**Optional S1 MA Modules:**

**Human Geography (10 credits):**

**GY625a** Understanding Digital Society (Rob Kitchin, Alistair Fraser) (Thurs 11-1pm)

**GY608** Reading Geography (Mark Boyle) (Fri 9-11am)

### **SEMESTER 2**

**Compulsory (to be taken in yr. 1 or yr. 2 for PT):**

**Physical Geography (5 credits):**

**GY699GB** (GY261) Global Environmental Change (TBC) (Mon 4-5, Tues 10-11)

**Optional S2:**

**Human Geography (5 credits):**

**GY699HI** (GY333) Global Foodscapes (Dr Alistair Fraser) (Fri 9-11am)

**GY699HJ** (GY336) Culture, Health and Place (Dr Ronan Foley) (Mon 12-1, Wed 10-11)

**GY699HK** (GY330) Regional Planning and Development (Chris van Egeraat) (Tues 9-10, Wed 9-11)

**Physical Geography/Skills (5 credits):**

**GY699PC** (GY312) Fluvial Geomorphology (TBC) (Tues 11-12, Fri 1-2)

**GY699RS** (GY314) Remote Sensing (Dr Conor Cahalane) (Mon 12-2pm)

**Optional S2 MA Modules:**

**Human Geography (10 credits):**

**GY619** Public Engagement (Karen Till), Thurs 11-1pm

**GY629** Spatial Justice & Environmental Change (Patrick Bresnihan), Fri 9-11am

**GY621** Dublin Urban Laboratory (Laure Detymowski), Fri 2-4pm

Once you have selected your modules, ***you must confirm your selection first with Patrick.*** For GY699\* five credit modules, these are largely advanced undergraduate lecture modules in which there will be a mix of undergraduate, Erasmus and PGD students. **Please note that the module code is different than the associated module name and Moodle page.** You will need to email the instructor of your GY699\* modules and ask to be added to the specific class Moodle page.

You should introduce yourself to each of your instructors as a PGD student so they know who you are. In addition, for all GY699 modules, *you should aim to meet the instructor at least twice during office hours to discuss module content.* It is your responsibility to schedule these additional office hours. You will probably also have a specific final end of term assignment that is different than the regular class, i.e. that is appropriate to your PGD status.

Please note that it is the student's responsibility to check and make sure to register for the correct number of physical and human postgraduate credits needed for accreditation (usually at least 15 credits of both human and physical Geography).

Notes: Days, times and venues for all modules in both semesters are subject to change; details will be posted on individual module Moodle pages and announced in class.

## Transferrable Skills

You will learn and practice a wide range of transferrable skills when completing your modules. You will learn to become excellent professional geographers but much more besides. Each module instructor will highlight the key transferrable skills applicable in their module. Referring to this list and your module syllabus will be helpful in describing your experience and training in your resume/cv and when applying to jobs after graduation. Depending on the module in question, you will:

- set and realize goals;
- break down larger projects into smaller, realisable tasks;
- problem solve;
- nurture creativity and creative thinking;
- develop interpretive skills;
- identify appropriate qualitative and quantitative research methods are needed to gather, interpret and analyse data for particular projects;
- effectively use computers and different software packages/technologies that are relevant for specific projects;
- adapt to new situations;
- trouble shoot;
- take initiative and develop leadership skills;
- work in teams;
- network;
- motivate others;
- listen to others;
- manage time effectively;
- follow instructions;
- think critically;
- develop strong written and verbal communication skills;
- write and communicate for different audiences;
- develop numeracy skills;
- make professional presentations;
- use specific analytical skills;
- act as a professional in different settings;
- be respectful and responsible to a range of experts and work/research partners;
- conduct research ethically.

## Overview of course policies

The PG Diploma in Geography is designed to nurture independent and critical thinking from a geographical perspective. Students are encouraged to actively participate in all lectures, practicals and seminars, and to fulfil the requirements of the various components of the course. By nurturing contacts with our public engagement partners, as well as through the advice of our world-class researchers, students on the course will also have the opportunity to develop their academic studies towards practical and relevant competencies. Since this is a postgraduate course, a high level of performance and contribution is expected from each participant.

## Your Responsibilities as a Postgraduate Geographer

This is a postgraduate course. Therefore a high level of performance and contribution, as well as professionalism, is expected from each participant.

### Academic Integrity

University work must meet the professional standards of honest and moral behaviour for academic work. This includes how we address each other and the consideration we show to each other in our interactions. Should we need to raise questions with each other, it is professional to give people a clear statement of what we are asking and to give them a reasonable time to respond. We should not anticipate people working outside core working hours. We should acknowledge that we may have differences of opinion and interpretation and that we have a right to be heard with respect. But this also means that we must understand how to make an academic argument—by drawing upon evidence, by understanding the point of view of those who have reached different conclusions, and by appreciating that we may learn new things that could change our view. We can disagree and learn how to understand the basis of that difference. Only then can we develop our own views in ways that allow them to make an effective contribution to a collective debate.

The organisation that validates the quality and standards of universities in Ireland, [Quality and Qualifications Ireland](#), reminds us that the purpose of assessment is ‘to ascertain understanding and demonstrate the achievement of specific learning outcomes.’ It is illegal, according to the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019, to do work on behalf of someone else and the QQI is empowered to prosecute those who cheat for others. The university is committed to making cheating difficult and to prevent students cheating their way to a degree. We all have a role to play if we are to have a community based on honesty, fairness, respect, and responsibility. Students need also to have the courage to do the right thing even they face serious challenges. The QQI tells us that students must ‘ensure that all submitted work for assessment purposes in an academic setting [...] correctly acknowledges the source of any data which is not original to the learner.’ To understand what this requires you need to familiarise yourself with the natures and risks of plagiarism.

### Plagiarism

Plagiarism is taking credit for the work of someone else. When you are asked to submit work for evaluation we are testing your understanding of the concepts, information, and debates within some field of Geography. This is why the essay, dissertation or short answer should be your own work. Of course, your work will draw upon the ideas, data, and discussions presented wither by your lecturers or in the articles or books that have been recommended to you or that you have found for yourself. You avoid plagiarism by composing your answer for yourself while giving credit to your sources.

If you submit work via Moodle, it is very likely that you will be able to get a Turnitin report on your work. This will identify parts of your essay that have been seen elsewhere. There may be very good reasons for this. For example, the details of most of your bibliography is very likely to be found in other articles or essays so that these will be highlighted. Any quotations you include, even if you put them in quotation marks, will be highlighted but, provided you have given your source correctly and this does not make up too much of your total length of your essay there is no problem. Turnitin may suggest that various other common phrases (such as “central place theory” or “European agricultural history”) are not original to you. This also is not a problem. However, if you see chunks of your essay highlighted by Turnitin and you have not given a source

and it is not a commonly used phrase, then, you should ask yourself if you have inadvertently copied into your essay something from a source you were reading. You will want to rephrase this to ensure that you are writing in your own words.

You must familiarise yourself with the [MU Policy on Plagiarism and Academic Integrity](#). You should also consult the [MU website on Academic integrity and AI](#) as this is a fast-evolving area. The Department of Geography policy is that, unless a member of the teaching staff explicitly gives you permission for a specific assignment, you are not permitted to use 'generative AI' software or services (such as Chat-GPT) to create any text, in part or full, for any of your assignments. Failure to follow this ruling will be considered, and treated as, plagiarism. In line with university policy, where there is any suspicion of plagiarism, the examiner will have the opportunity to examine the student in an oral examination, which will then be a compulsory part of the examination process for that student.

You can find further guidance to referencing in *The Reference Point: The Maynooth Guide to the Harvard Referencing System*, [available online here](#). You will also need to consult your lecturer, or module specific handbooks, and pay attention to the general practice in the particular subdiscipline of Geography you are working in.

### **Consequences of Plagiarism**

At the Diploma level we are not expecting to see very much plagiarism because you will already have learned better practice as an undergraduate. If we do see cases where it looks like you are claiming credit for the work of others, we will refer the work back to you for you to correct the shortcoming. However, please realise that we fully expect you to avoid this altogether.

## **Attendance and Assignments**

In order to fully benefit from the programme, students are expected to:

- Attend the full range of modules that are enrolled during the academic year.
- Do their assigned preparatory readings prior to class meetings.
- Be prepared to participate in class discussion.
- Be prepared to engage in team-work on certain tasks and projects.
- Attend all Geography Seminars.
- Act professionally and responsibly when interacting/working with our public engagement partners.
- Submit all written coursework by the due dates (as per policy below).

If a student fails to meet the above expectations, including regular class attendance and participation, performance and progress will most certainly be affected.

**Attendance**, punctuality and participation are compulsory for all classes and students are expected to come prepared to class. If there is a documented personal/medical reason for not coming to class, it is the student's responsibility to let the instructor and course director know in advance. As a postgraduate student learning to be a Master of your discipline, it is expected that you turn up for class on time and participate fully on all occasions. Problematic attendance, punctuality and participation will be reported to course director.

**Mandatory deadlines** will be strictly enforced. We have coordinated all assignments across modules so that student workload will not get piled up. Assignments submitted after the set deadlines will be penalised unless there are extremely extenuating personal or medical circumstances. The course director and instructor will consider extensions on a case by case basis. The circumstances must be communicated to, and accepted by, the lecturer prior to, or, in cases of unexpected emergencies, immediately after, the relevant deadline.

**Submission of Coursework:** For module assignments/coursework, the standardised **cover sheet** must include: the name of the student, her/his student number, the title and code of the module, the name of the lecturer who gave the assignment in question; when appropriate, a thematic title for the work; and the total word count of the student's work, along with what percentage the submitted work is over/under the assigned word count. A blank cover sheet will be available from your module instructors.



**Word-count limits** will be strictly enforced and penalties applied for submitted work significantly over- or under-word counts. Students are required to indicate what the assignment/thesis total word count is on the cover sheet accompanying submission of coursework, as well as what percentage the submitted work is over/under that word count, and what penalty, if any, applies.

### **Referencing**

When you refer directly or indirectly to the work of others in the text of your own work, you **MUST** identify the source clearly. Detailed guidelines are available in *The Reference Point*, available from the Department of Geography web page.

## **Student Feedback, Writing Support and Provisional Marks**

For all modules, instructors will provide students with feedback on assessed work with written suggestions on how to improve in further work during and at the end of each semester. Please refer to the marking criteria in the section below to help you to interpret the mark/numerical grade assigned to your work. Provisional marks following submission and marking of coursework will be provided in a timely manner. By the conclusion of each module, all students must have uploaded all assessed work electronically on module Moodle pages by the final assignment deadlines.

### **Writing Support: Maynooth University Writing Centre**

In addition to getting feedback from your instructors and supervisor, we recommend that all students regularly visit the *Maynooth University Writing Centre* to work on revising draft papers and theses, and get feedback on their written work. Doing so improves students' communication skills and also improves marks. According to their webpage: "The Writing Centre offers free, friendly, non-judgemental writing help to any student, undergraduate or postgraduate, regardless of course, degree or level". The Centre offers individual appointments and group workshops. For more information see: <https://www.maynoothuniversity.ie/centre-teaching-and-learning/student-learning-and-advice/writing-centre>; email: [writingcentre@mu.ie](mailto:writingcentre@mu.ie).

## **External Examination**

A sample of coursework and marks from every module will be reviewed and moderated by an appointed External Examiner to ensure the maintenance of proper standards and to adjudicate on borderline and/or disputed cases. Students will have the opportunity to meet with the external examiner to provide feedback about the course during the MA course review. All coursework and theses marks are provisional until the external examiner's review, the Departmental Examination Board meeting with the external examiner (October), and the University Examinations Board meetings (early November).

## **Feedback from you**

Students will have different opportunities throughout the academic year to provide feedback on their postgraduate experience, including the following:

- Regular informal meetings will take place between the Course Director and one to two course representatives, to be selected in October 2023. Students should feel comfortable raising concerns and complements relating to the programme to their MA reps, who will pass these along to the course director anonymously. MA representatives should make sure that they consult with their fellow classmates before each meeting to relay feedback, questions and potential concerns to Patrick.
- All students are also welcome at any time to discuss issues directly with the Course Directors, Instructors, Supervisors, and/or Head of Department.
- Anonymous module evaluations will be conducted at the close of each semester. Lecturers will not receive the evaluations until after their provisional marks are submitted.
- Anonymous overall MA course and Athena Swan surveys will be conducted at the close of the second semester. Course directors and the external examiner will have access to the MA course evaluation. Departmental Athena Swan officers will see these and mask any personal identifiers before sharing the data with the Department's AS working committee.

- All students are invited to provide feedback to our external examiner in person (in October), which is a very important form of student and course feedback.
- Students should make sure that they are represented at the University level by:
  - Having representatives to the Graduate Feedback Council
  - Attending the Postgraduate Researcher's Forum

## Grading System

To qualify for the award of Postgraduate Diploma, students must obtain a minimum of 40% for their research thesis and an average of 40% for all remaining components. Details about postgraduate marks and standards are available at: <https://www.maynoothuniversity.ie/exams/information-students>

All marks must be completed and examined by the University examination board meetings, which for the MA Geography is usually in October/November (all marks have to be submitted in June for coursework and in November for theses). Please note that there is no provision for repeating the continuous assessment (CA) component of any MA modules. In exceptional circumstances (documented medical and/or personal emergencies), the course director may grant a student the possibility of taking an incomplete for a module or for the thesis, but this will most likely mean that the student will not be able to graduate until the following academic year; CA marks originally obtained for coursework completed will be carried forward for repeat purposes the next year/semester.

The grading system used for each module is as follows:

First Class Honours:	70+%
Second Class Honours Grade I:	60-69%
Second Class Honours Grade II:	50-59%
Pass:	40-49%
Fail:	<40%

## Maynooth University Policies, Rules and Regulations

Maynooth University has a number of rules and regulations linked to its wider governance structures. Many of these are general for all students, but there are some of specific relevance to taught postgraduate courses. The main relevant link is under ACADEMIC POLICIES AND PROCEDURES, which is the starting point to find information across the board and ranges from University governance down to student services and supports.

See: <https://www.maynoothuniversity.ie/university-policies/academic-policies-procedures>

Of postgraduate interest (with latest update) there are at least some relevant documents under the ACADEMIC subcategory for **Teaching & Learning Guidelines** (August 2018; a document listing expectations linked to teaching and learning environments including expectations of both students and academic staff) and for MARKS AND STANDARDS. The **Marks and Standards** (April 2019) document on credits, progression, grades etc., applicable to all undergraduate and postgraduate students, academic year 2018-19 and beyond. For full information and access to other policies please click on: <https://www.maynoothuniversity.ie/university-policies>

## Bullying and Sexual Harassment

Bullying and sexual misconduct are unacceptable at Maynooth University. Bullying is where repeated mistreatment of a person undermines their capacity to thrive at university. In a university setting, this includes, but is not limited to, ridiculing a person or making abusive remarks. Sexual misconduct includes any sexual contact that is unwanted or to which someone did not or was not able to give consent. In full confidence of your complaint being received respectfully, seriously, and in confidence, you may contact the Head of Department, Stephen McCarron, [Stephen.mccarron@mu.ie](mailto:Stephen.mccarron@mu.ie); or you may contact the Maynooth Student Union Vice President for Welfare and Equality, Ciarán Watts, [welfare@msu.ie](mailto:welfare@msu.ie), (01) 708 6808, (087) 630 6433; the Student Services Centre, 01 708 3554; or Maynooth University Access Office, [access.office@mu.ie](mailto:access.office@mu.ie), (01)708 4600. There are also support services for victims of sexual violence including the 24-

hour Rape Crisis Centre, counselling@rcc.ie, 1 800 77 8888; the Student Health Centre, (01) 708 3878; and the Student Counselling Service, (01) 708 3554.

We want Maynooth University to be a place where our students can fulfil their potential and to do that we must treat other with respect. We must address the situations in which bullying and harassment can occur. We have committed ourselves to following the strategies offered as part of the National Consent Framework of the Department of Education and Skills. To make Maynooth a place that is safe, respectful, supportive and positive, there are a number of initiatives now underway. If you would like to know more and/or get involved see [MU Equality & Diversity](#) and/or email: [equality@mu.ie](mailto:equality@mu.ie).

## Help! If something goes wrong

If you experience academic or personal difficulties during the year, there are a number of ways you can get help. More general issues may be raised by course representatives, who will anonymously relay your concerns to Patrick, the MA Course Director. Your first point of contact for academic difficulties should be your module instructor, and then Patrick. For difficulties with your MA thesis, your first point of contact is your supervisor, and then the MA Director. If this is not satisfactory, you should contact the Head of Department (Dr. Stephen McCarron), after which you can contact the Deputy Head of Department (Adrian Kavanagh). Students can also contact the Graduate Feedback Council at university level. If concerns are not addressed within the Department, you can bring the matter to the attention of the Dean of Graduate Studies.

In the case of personal or medical difficulties, your supervisor, the Course Directors and the Head and Deputy Head of Department are all available to assist you. In addition, the University has a number of support services, including a Counselling Service, a Chaplaincy, a Mature Students Office, a Disability Office and a Students' Union. Key contact details are below:

Name	Email	Telephone
Stephen McCarron, Head of Department	<a href="mailto:stephen.mccarron@mu.ie">stephen.mccarron@mu.ie</a>	01-708 6153
Adrian Kavanagh, Deputy Head of Department	<a href="mailto:adrian.p.kavanagh@mu.ie">adrian.p.kavanagh@mu.ie</a>	01-708 6014
Patrick Bresnihan, MA Course Co-Director	<a href="mailto:patrick.bresnihan@mu.ie">patrick.bresnihan@mu.ie</a>	01-708 3756
Dean of Graduate Studies, Prof. Ray O'Neill	<a href="mailto:vicepresident.research@mu.ie">vicepresident.research@mu.ie</a>	01- 708 6682
Graduate Studies Office	<a href="mailto:graduatestudies@mu.ie">graduatestudies@mu.ie</a>	01-708 6018
Student Counselling Service (Kay Lynch)		01-708 3554
Chaplaincy	<a href="mailto:chaplaincy@mu.ie">chaplaincy@mu.ie</a>	01-708 3320
Mature Students' Office	<a href="mailto:emer.sheerin@mu.ie">emer.sheerin@mu.ie</a>	01-708 3307
Disability Office	<a href="mailto:rosario.ryan@mu.ie">rosario.ryan@mu.ie</a>	01-708 6341
Students' Union	<a href="mailto:students.union@mu.ie">students.union@mu.ie</a>	01-708 3669
Postgraduate Feedback Council	<a href="mailto:marie.murphy@mu.ie">marie.murphy@mu.ie</a>	01-708 6016

In some exceptional circumstances, you may need to suspend your registration to your postgraduate degree. This is dealt with on a case-by-case basis. For this to be considered, you need to discuss your case first with Patrick who then does the research regarding what options might be available to you. After you make an informed decision, you may have to discuss your decision with the Department Head (Stephen), and/or fill out forms and get signatures. For extreme circumstances or if a special case needs to be made to the Registrar, documentation will be needed. **In all cases, the earlier we know about difficulties that have arisen, the more we can do to address them.**

## Grade-Related Criteria for Coursework

Marking criteria and guidelines used for marking are presented here for the following types of assessment: coursework essays, reports, and projects; and oral presentations. These are provided as broad guidelines only and should be read in conjunction with the specific advice on assessment that is provided by the module instructor.

## Essays and Projects

The key criteria used to arrive at the mark reflect the ability of students to:

- respond to a specific question, puzzle or challenge;
- undertake independent study of the topic in question;
- structure an argument;
- provide evidence of critical and independent thinking and interpretation;
- support an argument with reference to different relevant literatures and examples;
- evaluate and analyse different kinds of evidence (and/or data);
- support interpretations using relevant evidence (literatures, examples, data);
- show awareness of the strengths & weaknesses of methods of inquiry and analyses;
- communicate effectively in writing;
- produce a well-presented piece of work.

Grade Range	Grade Related Criteria for Essays/Reports
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Exceptional work, exceeding the criteria listed for 80+.</li> <li>– Contains material of publishable quality, as a whole or in part, as a journal paper, and is worthy of retaining for reference.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Excellent to exceptional answer, exceeding criterion listed for 70+.</li> <li>– Evidence of extensive reading that demonstrates an impressive ability to understand theoretical literature and to make connections between that literature and appropriate examples.</li> <li>– Original insight and use of evidence.</li> <li>– Where appropriate, originality in the application of methodology.</li> <li>– Where appropriate, exceptional analytical and interpretive skills.</li> <li>– Ability to make connections between own results and the literature, where appropriate.</li> <li>– Very well written with no grammatical or other errors. Excellent use of citations and strong references.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Very good to excellent answer based on extensive reading and a clear understanding of theoretical debates.</li> <li>– Original or insightful answer drawing on own observations and critical treatment of literature.</li> <li>– Strong insight and/or originality in the application of methodology</li> <li>– Strong analytical/interpretive skills.</li> <li>– Ability to make connections between own results and the literature, where appropriate.</li> <li>– Very well written with no to few grammatical or other errors. Excellent use of citations and references.</li> <li>– Contains material that is potentially of publishable quality, in part, as a journal paper, and / or is worthy of retaining for reference.</li> </ul>
<b>60-69 Second Class Honours, Grade I (upper)</b>	<ul style="list-style-type: none"> <li>– Good to very good answer that shows a thorough understanding of arguments, contributions and context, with efficient use of relevant reading and examples.</li> <li>– Well organised, clearly expressed and a direct response to the question / topic.</li> <li>– Evidence of good analytical skills and reflecting wider reading.</li> <li>– Shows insight and thoroughness in the application of methodology.</li> <li>– Ability to make connections between own results and the literature, where appropriate.</li> <li>– Few spelling or grammar errors, and good use of citations and references.</li> <li>– Does not display the outstanding ability, critical acuity and/or originality characterising the award of first class honours.</li> </ul>

<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>– Fair to good answer, with a competent treatment of ideas and concepts from classes and set reading.</li> <li>– Evidence of good effort and sound argument, but little evidence of critical insight or independent critical appraisal.</li> <li>– Competent but lackluster application of methodology.</li> <li>– Little attention given to the limitations of approaches (in literature and/or methodology).</li> <li>– Good to fair analytical skills.</li> <li>– Little evidence of being able to connect own results with the literature, where appropriate.</li> <li>– Some spelling, grammar and/or citational/referencing errors, but not enough to detract from main arguments.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>– Adequate answer to pass.</li> <li>– Demonstrates a very basic understanding of the question / topic and of the broader subject area.</li> <li>– Some to little evidence of detailed knowledge.</li> <li>– Reading is partial and selective.</li> <li>– Contains vague generalisations that may include mistakes about the topic, context and content, including misunderstandings or the inclusion of irrelevant material.</li> <li>– Organisation and expression makes it difficult to understand the main arguments of the essay.</li> <li>– Very little evidence of critical thinking and original work.</li> <li>– Poor application of methodology</li> <li>– Poor analytical and interpretive skills.</li> <li>– Few connections between own results and the wider literature.</li> <li>– Grammar and spelling mistakes may impede clarity of prose.</li> <li>– Basic use of citations/references.</li> </ul>
<b>0-39 Fail</b>	<ul style="list-style-type: none"> <li>– Inadequate work for a pass, with little to no relevance in answer to the question / topic.</li> <li>– Does not directly answer the question / topic, but may show some basic understanding of the general field.</li> <li>– Prose is muddled; ideas are incomplete and poorly expressed.</li> <li>– Little to no evidence of reading; reading sources cited are trivial.</li> <li>– Inappropriate application of methodology.</li> <li>– Poor understanding of approaches.</li> <li>– No analysis or interpretation.</li> <li>– No connections between own results and the wider literature.</li> <li>– Many spelling, grammar and referencing mistakes.</li> <li>– Sloppy presentation.</li> </ul>
<b>0 Fail</b>	<ul style="list-style-type: none"> <li>– Copied or plagiarised answer with no intellectual input from student.</li> <li>– Work penalised for late submission without the granting of an extension by the module facilitator.</li> <li>– Plagiarised material will be reported to the Head of Department and may be reported to the University Authorities.</li> </ul>

## Field-based Reports

In evaluating how field-work is used in assessed work, credit will be given in five areas: planning, execution, description, reflection, and interpretation. (Where the course team has planned the field-work, evaluation will be confined to the description, reflection and interpretation offered in the field report.)

**Planning:** Good planning operationalises a research question and decides what data may be realistically and accurately derived from field-work; Good operationalisation of questions may include original ways of framing issues so that novel types of observation may be brought to bear upon a question that has perhaps not been approached that way before; Research design includes preparing for data collection (which may include preparing forms for recording observations, or designing an appropriate field-work trajectory).

**Execution:** A well-conducted piece of field-work includes accurate and comprehensive recording of observations; Good field-work shows flexibility in responding to unexpected opportunities or challenges in the field.

**Description:** Good work includes accurate and comprehensive description of the field-work undertaken; Good description will probably include sketch-maps and may also have photographs and other recordings made in the field; Analysis of data, including tabular representation or statistical analysis where appropriate; Good description will also include recognition of anomalous results and will not simply pull material from the field to illustrate a given hypothesis.

**Reflection:** Critical understanding of the strengths and weaknesses of the research design; Critical understanding of the strengths and weaknesses of the execution of the research in the field; Showing understanding of how what was learned in the field may produce a better design for future research; Showing the flexibility that enables a researcher to identify anomalous results, or to develop new hypotheses in the light of unexpected information.

**Interpretation:** Explaining implications of research findings for initial hypotheses; Shows ability to explain significance of unexpected findings; Revisiting the claims of published works in light of findings from the field.

Grade Range	Grade Related Criteria for Submitted Work
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>- Exceptional work, exceeding the criteria listed for 80+.</li> <li>- A wide range of types of field observations will be included (photographs, sketch-maps, video, etc.).</li> <li>- The operationalising of research ideas will be somewhat original and may even include novel forms of data.</li> <li>- The field-work will show accuracy and flexibility.</li> <li>- The field-work may be exceptional in its density and comprehensiveness.</li> <li>- The writing-up of the field-work will be accurate and may even be imaginative.</li> <li>- Findings based on field-work will perhaps be integrated with data derived from other sources (e.g. official statistics or online archives).</li> <li>- The data will be presented precisely and this may include relevant graphical, cartographic or statistical elements.</li> <li>- The findings may be of sufficient quality as to suggest that they would be worth publishing as an original contribution to knowledge.</li> <li>- The strengths and limitations of the fieldwork will be described in ways that suggest novel approaches for future work.</li> <li>- The implications of the research findings will be explicated with reference to both existing published work and to the broader theoretical issues of the field.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Excellent to exceptional work, exceeding the criteria listed for 70+.</li> <li>- Probably contains some elements worthy of consideration for publication.</li> <li>- A wide range of field-research methods, all properly explained.</li> <li>- Careful operationalising of theoretical ideas so that it is clear how field-based observations can be relevant for evaluating claims made in published works.</li> <li>- Field-work was comprehensive and accurate.</li> <li>- The field-work was written up accurately.</li> <li>- The limitations of the field-based findings are covered explicitly.</li> <li>- The findings were comprehensively treated in an appropriate analysis, which may include statistical or graphical treatment.</li> <li>- The significance of the findings is explained with respect to existing published work</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Very good to excellent answer based on substantial field-work.</li> <li>- A range of field methods used.</li> <li>- The limitations of field methods are understood.</li> <li>- Field data are well described and appropriately analysed, although these methods may in fact all come from existing published studies.</li> </ul>



	<ul style="list-style-type: none"> <li>- The findings are related to existing studies and extent of congruence noted.</li> </ul>
<b>60-69 Second Class Honours Grade I (upper)</b>	<ul style="list-style-type: none"> <li>- Good to very good work based on careful and appropriate field work.</li> <li>- The field work was designed in ways informed by reading of existing published works.</li> <li>- The field measurements and observations were reliably made and recorded.</li> <li>- The field data is accurately and adequately described.</li> <li>- Some of the limitations of the research design and execution are recognised.</li> <li>- The implications of the field-based findings are adequately treated in light of existing published studies.</li> <li>- There may be a lack of imagination or originality in the planning, execution and interpretation of the field-work but the work will be accurate and reliable.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>- Fair to good answer, with field-based data and some understanding of some of the existing published studies in the field.</li> <li>- There may be some significant shortcomings in the planning and execution of the field-work but these are not such as to completely disqualify the field-work.</li> <li>- There is some attempt to analyse the data collected although there may be some inappropriateness in the choice of methods or the ways the data are presented, but there are some original findings described in at least a moderately adequate way.</li> <li>- There is some awareness of problems with the research design or execution even if they were such as should have been anticipated and accommodated.</li> <li>- The research findings are related to existing published works even if this is done in a rather formulaic manner and lacks the imagination shown by the upper-second class student.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>- Adequate answer to pass, some original work and analysis but patchy and even slight.</li> <li>- There may be significant failings of research design and execution but the process is adequately described.</li> <li>- Student shows some but only limited understanding of the difficulties facing the research and can suggest little by way of improving the research methods for future work.</li> <li>- There is some attempt to relate the field-work findings to existing studies even though this is perhaps done rather poorly with only very limited discussion.</li> <li>- There may be significant failings in the writing, tabulation and analysis but not such as to suggest that the student did not actually undertake the research work as claimed and described.</li> </ul>
<b>0-39 Fail</b>	<ul style="list-style-type: none"> <li>- Inadequate work for a pass, with only limited relevance to the assignment set.</li> <li>- Poorly described research methods.</li> <li>- Limited analysis and perhaps even unsuitable or faulty methods used.</li> <li>- Very little evidence that the student has reflected critically upon the research or the analysis.</li> <li>- Poorly written up, or inadequately or inaccurately referenced.</li> </ul>

	<ul style="list-style-type: none"> <li>- Little evidence that the student has studied relevant published studies.</li> </ul>
<b>0 Fail</b>	<ul style="list-style-type: none"> <li>- Copied or plagiarised answer with very little independent work from the student.</li> <li>- Work penalised for late submission without relevant prior permission or without the granting of an extension by the module facilitator.</li> <li>- Plagiarised material will be reported to the Head of Department and may be referred to the University Authorities.</li> </ul>

## Blogs

The key criteria used to arrive at the mark reflect the ability of students to:

- respond to a specific question, puzzle or challenge;
- undertake independent study of the topic in question;
- be able to write in an accessible way, i.e. to a non-expert reader;
- structure and communicate an argument in a concise format;
- provide evidence of critical and independent thinking and interpretation;
- support interpretations by selectively using relevant evidence (literatures, examples, data);
- utilise technology and web 2.0 tools (including hyperlinks, embedded images and videos etc) to support and augment the blog post;
- produce a well-presented piece of work.

<b>Grade Range</b>	<b>Grade Related Criteria for Blogs</b>
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>- Exceptional work, exceeding the criteria listed for 80+.</li> <li>- The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate.</li> <li>- The post is of appropriate length and is communicated a critical argument in an accessible way.</li> <li>- Innovative use made of web 2.0 tools</li> <li>- Has the potential to make a strong contribution to public debates</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Excellent to exceptional answer, exceeding criteria listed for 70+.</li> <li>- Original insight and use of evidence.</li> <li>- Evidence of extensive reading that is used selectively to enhance the argument.</li> <li>- Where appropriate, exceptional analytical and interpretive skills.</li> <li>- Where appropriate, ability to make connections between the literature, field analysis, and real world examples.</li> <li>- Very well written with no grammatical or other errors. Excellent communication to a non-expert audience.</li> <li>- Excellent use made of web 2.0 tools</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Very good to excellent answer based on extensive reading and a clear understanding of theoretical debates.</li> <li>- Original or insightful answer drawing on own observations and critical treatment of literature.</li> <li>- Strong analytical/interpretive skills.</li> <li>- Where appropriate, ability to make connections between the literature, field analysis, and real world examples.</li> <li>- Very well written with no to few grammatical or other errors. Very good communication to a non-expert audience.</li> <li>- Very good use made of web 2.0 tools</li> </ul>

<b>60-69</b> <b>Second</b> <b>Class</b> <b>Honours,</b> <b>Grade I</b> <b>(upper)</b>	<ul style="list-style-type: none"> <li>– Good to very good answer that shows a thorough understanding of arguments, contributions and context, with efficient use of relevant reading and examples.</li> <li>– The blog post is focussed and coherent but lacks accessibility for a non-expert audience.</li> <li>– Evidence of good analytical skills and reflecting public debates.</li> <li>– Where appropriate, ability to make connections between the literature, field analysis, and real world examples.</li> <li>– Few spelling or grammar errors. Some attempt to communicate to a non-expert audience.</li> <li>– Does not display the outstanding ability, critical acuity and/or originality characterising the award of first class honours.</li> </ul>
<b>50-59</b> <b>Second</b> <b>Class</b> <b>Honours</b> <b>Grade II</b> <b>(lower)</b>	<ul style="list-style-type: none"> <li>– The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.</li> <li>– Evidence of good effort and sound argument, but little evidence of critical insight or independent critical appraisal.</li> <li>– Little evidence of being able to make connections between the literature, field analysis, and real world examples.</li> <li>– Some spelling, grammar and/or citational/referencing errors, but not enough to detract from main arguments.</li> <li>– Limited use of web 2.0 tools</li> <li>– Limited ability to communicate the argument to a non-expert audience.</li> </ul>
<b>40-49</b> <b>Pass</b>	<ul style="list-style-type: none"> <li>– Adequate answer to pass.</li> <li>– The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.</li> <li>– Demonstrates a very basic understanding of the question / topic and of the broader subject area.</li> <li>– Some to little evidence of detailed knowledge.</li> <li>– Reading is partial.</li> <li>– Contains vague generalisations that may include mistakes about the topic, context and content, including misunderstandings or the inclusion of irrelevant material.</li> <li>– Organisation and expression makes it difficult to understand the main arguments of the blog post.</li> <li>– Very little evidence of critical thinking and original work.</li> <li>– Poor analytical and interpretive skills.</li> <li>– Few connections between the literature, field analysis, and real world examples.</li> <li>– Grammar and spelling mistakes may impede clarity of prose.</li> <li>– Poor use of web 2.0 tools</li> <li>– Limited ability to communicate an argument.</li> </ul>

<b>0-39 Fail</b>	<ul style="list-style-type: none"> <li>– The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.</li> <li>– Inadequate work for a pass, with little to no relevance in answer to the question / topic.</li> <li>– Does not directly answer the question / topic, but may show some basic understanding of the general field.</li> <li>– Prose is muddled; ideas are incomplete and poorly expressed.</li> <li>– Little to no evidence of reading.</li> <li>– No analysis or interpretation.</li> <li>– No connections between the literature, field analysis, and real world examples.</li> <li>– Many spelling, grammar and referencing mistakes.</li> <li>– No use of web 2.0 tools</li> <li>– Sloppy presentation.</li> </ul>
<b>0 Fail</b>	<ul style="list-style-type: none"> <li>– The blog post is missing, consists of one or two disconnected sentences, or is a copied or plagiarised answer with no intellectual input from student.</li> <li>– Work penalised for late submission without the granting of an extension by the module facilitator.</li> <li>– Plagiarised material will be reported to the Head of Department and may be reported to the University Authorities.</li> </ul>

## Technical Reports

The key criteria used to arrive at the mark reflect the ability of students to:

- structure a technical report;
- compile suitable material;
- communicate effectively;
- deliver a balanced and complete report within a word limit;
- design and use visual materials to augment written content;
- undertake independent study of the topic in question.

<b>Grade Range</b>	<b>Grade Related Criteria for Submitted Work</b>
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Exceptional work, exceeding the criteria listed for 80+.</li> <li>– Material presented is balanced and clearly has been very well researched.</li> <li>– Excellent structure and design.</li> <li>– A balanced and complete report delivered within a word limit.</li> <li>– Excellent illustration and critical argument.</li> <li>– Advanced and mature technical skills.</li> <li>– As good as can be expected at this academic level.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Excellent work, exceeding the criteria listed for 70+.</li> <li>– Excellent technical report, well structured and balanced.</li> <li>– Content and depth of knowledge are clearly beyond that delivered from lectures.</li> <li>– Confident delivery and confident response to critical requirements.</li> <li>– Delivered within word limit.</li> <li>– Very impressive first class work.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Very good to excellent work, exceeding 2.1 class criteria.</li> <li>– Very good technical report scoring highly on structure, suitable material, communication.</li> <li>– Well researched with aims and conclusions clearly stated.</li> <li>– Good ability to explain critical content.</li> <li>– Keeps to word limit.</li> <li>– May lack polish and fluency of a higher scoring report.</li> </ul>
<b>60-69 Second Class</b>	<ul style="list-style-type: none"> <li>– A good to very good report, exceeding the criteria listed for 2.2 work.</li> <li>– Report has a clear logical structure, is well-researched, and covers suitable material.</li> </ul>

<b>Honours Grade I (upper)</b>	<ul style="list-style-type: none"> <li>– Uses good technical material.</li> <li>– Some ability to show critical thinking.</li> <li>– Some minor shortcomings may include aims not clearly indicated, contents pitched at a slightly wrong level, slightly imbalanced structure, inconsistent reporting of technical tasks, difficulties with word limitations.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>– A fair to good report, exceeding the criteria listed for third class work.</li> <li>– A competent report demonstrating a reasonable standard in all aspects of the reporting.</li> <li>– Content is largely relevant and shows some evidence of critical thinking.</li> <li>– Some of the ideas may be less well expressed; may not be completed within the word limit available or may be significantly imbalanced in structure.</li> <li>– Technical components may be variable in quality and relevance.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>– Adequate to passing work.</li> <li>– Weak but acceptable report.</li> <li>– Some irrelevant or inaccurate material is included.</li> <li>– Report lacks structure and the author may not show good understanding of task.</li> <li>– Technical content poorly constructed, not always relevant and difficult to follow.</li> <li>– May be significantly under or over word limit.</li> </ul>
<b>30-39 Fail</b>	<ul style="list-style-type: none"> <li>– Inadequate work for a passing mark.</li> <li>– Report narrowly but clearly fails in several aspects.</li> <li>– There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material.</li> <li>– May be disorganized with insufficient explanation of technical components/tasks.</li> <li>– Delivery is poor, for example; substantially over or under word and hard to follow.</li> </ul>
<b>20-29 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work, despite attempt at producing a report.</li> <li>– Report fails on most key points.</li> <li>– Very limited material, content largely irrelevant, with limited suitable technical explanation</li> <li>– Sections may be hard to follow</li> <li>– Complete inability to understand task.</li> </ul>
<b>10-19 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable report. Fails on all key criteria.</li> </ul>
<b>1-9 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable report: content entirely irrelevant, no suitable technical material. Fails on all key criteria.</li> </ul>
<b>0, Fail</b>	-- No attempt, or not ready to present by deadline, or plagiarized.

## Posters

The key criteria used to arrive at the mark reflect the ability of students to:

- structure a poster presentation;
- compile suitable material at an appropriate critical level;
- communicate effectively;
- deliver a balanced and complete poster within a word limit;
- design and use visual material effectively; and
- undertake independent study of the topic in question.

<b>Grade Range</b>	<b>Grade Related Criteria for Posters</b>
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Exceptional work, exceeding the criteria listed for 80+.</li> <li>– Material presented is balanced and clearly has been very well researched.</li> <li>– Excellent structure.</li> <li>– A balanced and complete presentation delivered within a word limit.</li> </ul>

	<ul style="list-style-type: none"> <li>– Advanced and mature presentation and visual skills.</li> <li>– As good as can be expected at this academic level.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Excellent work, exceeding the criteria listed for 70+.</li> <li>– Excellent poster, well designed and balanced.</li> <li>– Content and depth of knowledge are clearly beyond that delivered from lectures. .</li> <li>– Delivered within word limit.</li> <li>– Very impressive first class work.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Very good to excellent work, exceeding 2.1 class criteria.</li> <li>– Very good poster scoring highly on structure, design, suitable content, visual communication.</li> <li>– Well researched with aims and conclusions clearly stated.</li> <li>– Keeps to word constraints.</li> <li>– May lack polish and fluency of a higher scoring poster.</li> </ul>
<b>60-69 Second Class Honours Grade I (upper)</b>	<ul style="list-style-type: none"> <li>– A good to very good poster, exceeding the criteria listed for 2.2 work.</li> <li>– Poster has a clear logical structure, is well-researched, and covers suitable material.</li> <li>– Uses good visual material.</li> <li>– Some minor shortcomings may include aims not clearly indicated, content pitched at a slightly wrong level, slightly imbalanced structure, limited design, difficulties with word length.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>– A fair to good poster, exceeding the criteria listed for third class work.</li> <li>– A competent poster demonstrating a reasonable standard in all aspects of the content.</li> <li>– Content is largely relevant and shows some evidence of research.</li> <li>– Some of the ideas may be less well expressed; may not be completed within the word-limit available or may be significantly imbalanced, i.e. too brief or undetailed.</li> <li>– Visual content may be variable in quality and relevance.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>– Adequate to passing work.</li> <li>– Weak but acceptable poster.</li> <li>– Some irrelevant or inaccurate material is included.</li> <li>– Poster lacks structure and design that may not engage viewer.</li> <li>– Visual materials are poorly constructed, not always relevant and difficult to see.</li> <li>– May be significantly under or over word limit.</li> </ul>
<b>30-39 Fail</b>	<ul style="list-style-type: none"> <li>– Inadequate work for a passing mark.</li> <li>– Poster narrowly but clearly fails in several aspects.</li> <li>– There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material.</li> <li>– May be disorganized with insufficient explanation.</li> <li>– Design is poor, for example; substantially over or under word and /or poorly written.</li> </ul>
<b>20-29 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work, despite attempt at producing a poster.</li> <li>– Poster fails on most key points.</li> <li>– Very limited material, content largely irrelevant, with few suitable visual illustrations.</li> <li>– Sections may be illegible.</li> </ul>
<b>10-19 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable poster, may be illegible. Fails on all key criteria.</li> </ul>
<b>1-9 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable poster: content entirely irrelevant, no suitable visual content, may be illegible. Fails on all key criteria.</li> </ul>
<b>0, Fail</b>	<ul style="list-style-type: none"> <li>-- No attempt, or not ready to produce by deadline, or plagiarized.</li> </ul>



## Oral Presentations

The key criteria used to arrive at the mark reflect the ability of students to:

- structure an oral presentation;
- compile suitable material;
- communicate effectively;
- deliver a balanced and complete presentation within a time limit;
- design and use visual aids;
- undertake independent study of the topic in question;
- respond to questions.

<b>Grade Range</b>	<b>Grade Related Criteria for Oral Presentations (including poster presentations)</b>
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Exceptional work, exceeding the criteria listed for 80+.</li> <li>– Material presented is balanced and clearly has been very well researched.</li> <li>– Excellent structure.</li> <li>– A balanced and complete presentation delivered within a time limit.</li> <li>– Excellent anticipation and fielding of questions.</li> <li>– Advanced and mature presentation and oratorical skills.</li> <li>– As good as can be expected at this academic level.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Excellent work, exceeding the criteria listed for 70+.</li> <li>– Excellent oral presentation, well paced and balanced.</li> <li>– Content and depth of knowledge are clearly beyond that delivered from lectures.</li> <li>– Confident delivery and confident response to questions.</li> <li>– Delivered within time limit.</li> <li>– Very impressive first class work.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Very good to excellent work, exceeding 2.1 class criteria.</li> <li>– Very good presentation scoring highly on structure, suitable material, communication.</li> <li>– Well researched with aims and conclusions clearly stated.</li> <li>– Good ability to handle questions.</li> <li>– Keeps to time.</li> <li>– May lack polish and fluency of a higher scoring presentation.</li> </ul>
<b>60-69 Second Class Honours Grade I (upper)</b>	<ul style="list-style-type: none"> <li>– A good to very good presentation, exceeding the criteria listed for 2.2 work.</li> <li>– Presentation has a clear logical structure, is well-researched, and covers suitable material.</li> <li>– Uses good visual aids.</li> <li>– Some ability to handle questions.</li> <li>– Some minor shortcomings may include aims not clearly indicated, contents pitched at a slightly wrong level, slightly imbalanced structure, inconsistent handling of questions, difficulties with time keeping.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>– A fair to good presentation, exceeding the criteria listed for third class work.</li> <li>– A competent presentation demonstrating a reasonable standard in all aspects of the presentation.</li> <li>– Content is largely relevant and shows some evidence of research.</li> <li>– Some of the ideas may be less well expressed; may not be completed within the time available or may be significantly imbalanced.</li> <li>– Visual aids may be variable in quality and relevance.</li> <li>– May be unable to handle questions.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>– Adequate to passing work.</li> <li>– Weak but acceptable presentation.</li> <li>– Some irrelevant or inaccurate material is included.</li> <li>– Presentation lacks structure and the presenter may not engage audience.</li> <li>– Visual aids are poorly constructed, not always relevant and difficult to see.</li> <li>– May be significantly under or over time limit.</li> <li>– Unable to handle the majority of questions.</li> </ul>

<b>30-39 Fail</b>	<ul style="list-style-type: none"> <li>– Inadequate work for a passing mark.</li> <li>– Presentation narrowly but clearly fails in several aspects.</li> <li>– There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material.</li> <li>– May be disorganized with insufficient explanation.</li> <li>– Delivery is poor, for example; substantially over or under time and /or largely inaudible.</li> <li>– Unable to handle questions.</li> <li>– May be substantially over or under the time limit.</li> </ul>
<b>20-29 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work, despite attempt at making a presentation.</li> <li>– Presentation fails on most key points.</li> <li>– Very limited material, content largely irrelevant, with few suitable visual aids.</li> <li>– Sections may be inaudible.</li> <li>– Complete inability to understand or answer questions.</li> </ul>
<b>10-19 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable presentation, may be inaudible. Fails on all key criteria.</li> </ul>
<b>1-9 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable presentation: content entirely irrelevant, no suitable visual aids, may be inaudible. Fails on all key criteria.</li> </ul>
<b>0, Fail</b>	-- No attempt, or not ready to present by deadline, or plagiarised.

## Participation

In evaluating participation, credit will be given in 3 key areas:

- Attendance, required (apart from excused absences in the case of medical or other emergencies);
- preparation for class, which includes completing assigned readings and/or other activities; and
- contribution to class, including taking an active role in discussions, which may involve expressing opinions; asking questions or engaging in debate; and helping to create a supportive and scholarly atmosphere. This criteria recognises that different people make helpful contributions in different ways.

<b>Mark Range</b>	<b>Grade Related Criteria for Submitted Work</b>
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Perfect attendance.</li> <li>– Exceptional completion of preparatory work, with original insights of a level closer to advanced postgraduate work.</li> <li>– Exceptional contributions to classes, in ways that advancing individual and group understandings of difficult materials. A mature level of respect for the ideas of others.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Perfect to excellent attendance.</li> <li>– Excellent to exceptional completion of preparatory work, with new and original insights.</li> <li>– Excellent to exceptional contributions to class discussion and understanding.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Excellent attendance, with little or no unexcused absences.</li> <li>– Excellent level of successful completion of preparatory work, with novel and original insights.</li> <li>– Excellent and sustained contribution to classes, helping to significantly advance both individual understanding and the levels of others in the class.</li> </ul>
<b>60-69 Second Class Honours Grade I</b>	<ul style="list-style-type: none"> <li>– Very good attendance, with a small number of unexcused absences.</li> <li>– High level of completion of preparatory work, with very good insights.</li> <li>– Very good contribution to classes, helping to advance both individual understanding and the levels of understanding of others in the class.</li> </ul>
<b>50-59 Second Class Honours</b>	<ul style="list-style-type: none"> <li>– Good attendance, with some unexcused absences.</li> <li>– Good level of completion of preparatory work, with some good insights.</li> </ul>

<b>Grade II</b>	<ul style="list-style-type: none"> <li>– Good contribution to classes, with some contribution to advancing understanding helping to advance both individual understanding.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>– Inconsistent attendance, with at least 3 unexcused absences.</li> <li>– Some effort to complete preparatory work, but with limited insights.</li> <li>– Some contribution to classes, but limited advancement of individual understanding and levels of understanding of others in the class.</li> </ul>
<b>30-30</b>	<ul style="list-style-type: none"> <li>– Inadequate attendance (33.33% or more unexcused absences).</li> <li>– Poor level of completion of preparatory work, with little to no insights or engagement with module readings and themes. Work completed is at an inadequate standard.</li> <li>– Limited contribution to classes; displays limited interest in advancing understanding.</li> </ul>
<b>0-29 Fail</b>	<ul style="list-style-type: none"> <li>– Inadequate attendance (40-50% or more unexcused absences).</li> <li>– Very poor level of completion of preparatory work, with little or no insights. Work completed is at a failing standard.</li> <li>– Limited to no contribution to classes, and displayed limited or no interest in advancing understanding.</li> </ul>
<b>0 Fail</b>	<ul style="list-style-type: none"> <li>– No attendance, preparatory work or participation noted.</li> </ul>

## Your notes