POSTGRADUATE DIPLOMA IN GEOGRAPHY

COURSE HANDBOOK, 2022-23

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 (22-23:YR). If you still cannot find answers to your question/s please email the course director: 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.

Maynooth University Department of Geography / Ollscoil Má Nuad Rionn na Tíreolaíochta
National University of Ireland Maynooth / Ollscoil na hÉireann Má Nuad
Maynooth, Co Kildare / Má Nuad, Co Chilldara

Table of Contents

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 will have come from a very strange UG educational experience over the last 18 months of your degrees 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 Masters in Spatial Justice has been running for 4 years and in this time our students have enjoyed and learned from a range of experiences in public engagement. As students you will collaborate with community groups, artists and activists to explore a variety of forms of spatial justice – from environmental, place-based, land, housing, public space, food, and digital justice. Your Course Director, Dr Patrick Bresnihan has broad experience in such engagement 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.

Several of our taught Masters students in Human Geography go on to doctoral research, whereas the others find jobs in a range of fields, from teaching, to leading community policy groups, to working as mapping consultants. In your future work it will be important to engage, understand and network and we encourage you to do this during your study this year. Look out for exhibitions and symposia to attend in addition to your Maynooth-based events. In particular, it is important to understand the connectivity of all aspects of Geography and to try to engage in issues from many perspectives.

To stay abreast of this 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 They will learn about the challenges of creating just societies spatially, being exposed to the histories and legacies of power relations in real-world settings. We also learn about the range of expert knowledges and learn to collaborate respectfully and ethically with partners working in a range of environments, from rural settings to Dublin, a European capital and port city. 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 2022-23

DATE	Event	Time & Location
Sept 2022	*First Semester Begins*	
Week 19 Sept	**GY699** Modules begin**	
22nd Sept	PGD Orientation (*mandatory*)	1 - 2 pm, Cart Lab (CL)
29th Sept	**MA Geography modules commence:** Th: GY625 & GY609, Fri: GY608 & GY607	See detailed schedule below; All GY MA classes in CL
October		
13 Oct	Geography Seminar: Avril Madden, University of Reading, Athena Swan Event	Rocque lab, 4-5.30pm
31 - 4 Nov	*Study Week; no classes*	
31 Oct	Registration Deadline for S1 Modules	
November		
10 Nov	Geography Seminar: Saeed Golian, Maynooth University	Rocque Lab, 4-5.30pm
17 Nov	Karen Till and Pavee Point, Community Mapping Toolkit	Rocque Lab, 4-5.30pm
December		
9 Dec	Last day of instruction for GY MA classes	

12-16 Dec	Last week of instruction for electives	End of semester!
12-16 Dec	Geography Christmas Party!	TBC
19 Dec 2021 – 1 Jan 2022	Winter Break	
Jan 2022		
3 – 6 Jan	Study week: Finish S1 coursework	
9-27 Jan	*Work on thesis research, lit reviews, proposals*	
20 Jan	*Draft research proposals (questions & outline) and presentation outline/power points*	*Due to supervisors*
February 2022		
24 Jan – 31 Jan	*GY609: Individual discussion and feedback of thesis proposal/presentation with supervisors*	Students are required to make individual appts with supervisors
Week 30 Jan	Classes begin for AN, MS, Soc electives	
31 Jan	Deadline for final changes to S2 module registration	
2 Feb	*GY609: MA proposal presentations*	CL, 9am-4pm (TBC)
9 Feb	**MA Geography modules commence:** Ths GY609 & GY629; Fris GY619 and GY621	See detailed schedule below
Feb-May	Geography Seminars and Athena Swan Workshops	TBC
March		
13-17 March	Study week; no classes	
	MU Social Justice Week: Dates/venues TBC	TBC
April		
7-14 April	Good Friday and Easter Break	
May		
2-5 May	**Last week of second semester**	
9-12 May	Finish coursework/final presentations for partners for GY619, GY621 and GY629	
15-19 May	*All semester 2 coursework due*	
June	*Provisional coursework marks provided (date tbc)*	
July-August	External examination of course; tentative marks submitted to Univ.	
September	Univ exam boards; final marks confirmed. End of course.	
November 2022	Graduation (date TBC)	

COVID-19 INFORMATION

Maynooth University is returning to in-person, on campus teaching this year. The University will communicate with students about what this means for accessing campus and for conduct on campus. For the MA in Geography, this means that, insofar as the public health situation allows, we will be delivering all classes in-person with materials provided online as normal. Staff have given careful consideration as to how each module can deliver a quality learning experience and learning outcomes in a safe way, that allows us be flexible in the face of uncertainty and changing public health circumstances. Should the need arise to revert to online delivery only, we have ensured that this will be possible. Also, if at any time you have a health/personal situation that means you must socially cocoon, please let us know immediately so we can accommodate your needs.

Our priorities for this year are to deliver a quality learning experience while above all ensuring the health and well-being of all students and staff within our learning community. For some staff and students health considerations will make attendance on campus too risky and we will facilitate, insofar as we are able, students having access to as much of our course content as possible via remote access. We will be flexible to each other's needs and do all we can to support you and each other over the coming year. We are certain that we can deliver a course that meets all of

our expectations in a safe way. Communication will be key so please feel confident and supported in speaking to all staff and indeed each other on any matter.

We remind you that you should not attend class or come to the university if you are feeling unwell with have symptoms of COVID-19. Please alert the course directors if you are unwell and/or asked to self-isolate so that decisions can be made about the course delivery.

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 Norma Murphy. 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 2022-23, 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 2021-22

Name	Research interests	Email (add mu.ie)	Phone	Room no.
Mark **Boyle**	Social, cultural, political geography; urban planning, migration, postcolonial	mark.g.boyle	TBA	TBA
Patrick **Bresnihan**	Nature/society; environmental justice; green transition; decolonial politics of water, energy, land	patrick.bresnihan	3756	R18
Ronan **Foley**	Health geography, GIS; therapeutic landscapes; blue spaces	ronan.foley	6024	R12
Alistair **Fraser**	Economic, political, & cultural geography; foodscapes; South Africa	alistair.fraser	3494	R21
Mary **Gilmartin**	Social, cultural, political geography; migration	mary.gilmartin	6617	R09
Adrian **Kavanagh**	Electoral geography (incl. geography of: voter turnout, candidate selection, electoral boundaries); Geography/Gepolitics of Eurovision Song contest	adrian.p.kavanagh	6014	R06

Louise **Fitzgerald**	Political ecology; environmental justice; environmental movements; energy transitions; sustainability policy	louise.fitzgerald	3938	R20
Karen **Till**	Cultural geography; memory, place and care; wounded cities; art and geography; spatial justice; feminist, activist and qualitative methodologies	karen.till	4550	R19
Gerry **Kearns**	Historical and health geography, geopolitics; Geographies of Empire; AIDS/HIV, Irish identity, race, urban	gerry.kearns	6153	R23B
Chris **van Egeraat**	Economic; regional spatial planning	chris.vanegeraat	4714	R10
Sinéad **Kelly**	Urban political geography; financialisation; Dublin; gentrification; neoliberalism	Sinead.kelly		

Other academic / research staff

Name	Research interests	Email (add @mu.ie)	Phone	Room
Conor **Cahalane**	GIS, remote sensing	conor.cahalane	3748	R7
Ro **Charlton**	Fluvial geomorphology, hydrology, water resources	ro.charlton	3679	R23
Rowan **Fealy**	Climate, Climate Change, Urban Climate, Glaciers	rowan.fealy	4562	LH2.3
Stephen **McCarron**	Quaternary climatic change, Irish geomorphology	stephen.mccarron	6147/ 6839	R14
Gerard **McCarthy**	Atmosphere-ocean interaction	gerard.mccarthy	6550	LH2.7
Conor **Murphy**	Climate change, water resources	conor.murphy	3494	IC2.6
Lisa **Orme**	Marine, lake & peat bog sediments; atmospheric & ocean circulation	lisa.orme	3769	IC1.10
Martina **Roche**	Medical geography	martina.j.roche	6617	R9
Helen **Shaw**	Ecological & landscape change, biogeography, paleoecology	helen.shaw		R13
Peter **Thorne**	Climate detection and attribution	peter.thorne	6469	LH1.11

Administrative and Technical Staff

Name	Expertise	Email (add @mu.ie)	Phone	Room
Mick **Bolger**	Technician	Michael.bolger	4762	RG
Neasa **Hogan**	Administration	geography.department	3610	R23C
Norma Murphy	Administration	geography.department	4760	R23C

Key: R=Rhetoric House; RA=Rhetoric Annex; IC=ICARUS (Laraghbryan House); IO=Iontas Bldg.

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 Athena Swan Committee Chair, Professor Karen Till, karen.till@mu.ie.

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, (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, (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 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. First, the university will host workshops about what consent really means. These will be offered to staff and to students over the coming years. These are based on a programme developed at National University of Ireland Galway. Second the University will host a training programme to help us all learn how to intervene effectively when we see others suffering bullying or harassment. This programme is based on one developed by University College Cork. Staff and students can help our community by taking advantage of these workshops so that we all develop our awareness and make our commitment to a safe, respectful, supportive, and positive environment more effective. If you would like to be more pro-active still, you can volunteer for training to become a Facilitator for the either the Consent Workshops or the Bystander Intervention Workshops by emailing 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 Rob Kitchin. 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. NIRSA formed a collaborative partnership of scholars from a number of social science disciplines located in four partner institutions: Maynooth University, Mary Immaculate College, University of Limerick, Institute of Technology Sligo and Queen's University Belfast. 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. To date over 300 researchers have been affiliated to NIRSA and over 150 of them have received competitive funding from Maynooth University. Over 200 projects have received external funding since 2001, totalling over €55 million. NIRSA is a founding partner of the all Ireland International Centre for Local and Regional Development (ICLRD) and serves as Ireland's contact point for the EU ESPON planning network. 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).

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 Thursday 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 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

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 a new 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 will be recording 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://wdddslwtm.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 three main taught Masters teaching rooms: the Rocque Lab, Cartography Lab, Physical Geography Lab and Computer Room 1. MA 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 Cart Lab is mostly assigned to the MA in Geography, which means you should be able to spend free time in there, however please try to keep this room tidy. WiFi is available across the department via the Maynooth University wireless internet service. If you find there are blind spots around the department where service is poor, please let us know.

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

Taught Master's students have the support of the Teaching & Learning Librarians during the year (see below for contact details). They run popular Taught Master's Workshops at critical points in your year for preparing your assignments. Sessions in 2021 covered:

- *Moving from your thesis proposal to research and writing your thesis*,
- *Developing your thesis: researching & writing*, and
- *Successful Reference Management and Tools for Thesis Writing.*

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, Rachel Hynes rachel.hynes@mu.ie, and Saoirse de Paor saoirse.depaor@mu.ie
Research students & staff (research support) contact: Ciarán Quinn, ciaran.ciaran.quinn@mu.ie
Academics (general library queries) contact: Helen Farrell, helen.farrell@mu.ie

Public Engagement and Our Partners

An exciting component of the Spatial Justice in Geography and a highlight of a number of our modules is the opportunity to engage with local, national and international experts. This approach has been recognised in 2020 by the Irish University Association and Campus Engage by selecting our GY619 Public Engagement and Spatial Justice module as a national case study for those seeking to earn a digital badge in 'Community Based Teaching and Learning'.

The MA in Spatial Justice recognises the importance of theoretical insights, concepts, geographical imaginations and ways of knowing by scholars, practitioners, artists, and community leaders, and we have established partnerships and collaborations with partners actively involved in public engagement practices advancing the field of spatial justice. Geography collaborations with organisations and practitioners benefit our students in a number of ways. Students may work on a research project with a partner, learn about recent projects through a guest lecture, or, as part of a module, visit practitioners and professionals in situ to learn more about their work. Our partners are experts who offer spatially relevant knowledges, creative practices, and grounded expertise from which scholars, professionals and citizens can learn in order to create better places, communities, cities, towns and environments.

This year's engagement partners may include:
- Common Ground: https://commonground.com (GY607)
- Save Leitrim: https://www.facebook.com/saveleitrim/ (GY619)
- CATU: https://catuireland.org/ (GY621)

This year's artist/activist partners may include:
- V'cenza Cirefice: https://extractingus.org/contributors/vcenza-cirefice/ (GY629)
- Michele Horrigan, Askeaton Arts: https://michelehorrigan.com (GY629)
- Kate O'Shea ('Just City/Counter Narrative' artist in residence for Common Ground): https://www.commonground.ie/the-just-city-counter-narrative-neighbourhood-artist/ (GY607)

More information about partners and public engagement opportunities associated with specific modules will be announced throughout the year. Students interested in working with partners for their thesis research should contact the Course Director as soon as possible and/or their thesis supervisor. Other past partners for modules and student theses have included:
- Action from Ireland (Afri)
- Asylum Archive
- Bradóg Regional Youth Services (North Dublin)
- Cloughjordan Ecovillage (Tipperary)
- Connect the Dots (Dublin)
- Creative Rathangan
- Dublin Bay North Choice and Equality Network
- Dublin Biennial
- Icon Factory (Dublin)
- Irish Heritage Council Small Walled Towns Network
- The Irish Housing Network (IHN)
- Kildare County Council Arts Service
- Maynooth Housing Justice Research Group
- Maynooth Housing Action
- Irish Museum of Modern Art
- Office of Public Works Ireland (Oifig na nOibreacha Poiblí)
- A Playful City
- Playtime
- Project Arts Centre
- Services Industrial Professional and Technical Union (SIPTU), National and Community Campaigns, and Research Division
- SPARK (Single Parents Acting For Rights of Kids)
- Upstart

PG Diploma in Geography: Course Structure and Options, 2022-23

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 2022 to September 2023 and for the part-time two-year degree, the course runs from September 2022 to September 2024.

Each student must complete 10 credits of the **compulsory** module GY607 (offered in the first semester).

Semester 1: Compulsory module (human geography)

Module code	GY607
Module name	Field school
Credits	10
Semester	One
Instructor	Prof Gerry Kearns
Location & time	Fridays 2-4pm, Rocque Lab; with three field excursions in Dublin, 1-4pm (tentative dates below)

Students must take and pass an additional 50 credits in Geography, selecting from a range of ten and five credit options across Semesters 1 & 2, to earn the PG Diploma in Geography. Details are provided below for 'set' GY6** ten credit modules that are smaller, seminar modules for postgraduate students only; module codes match the module name and Moodle page.

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**. Note that for GY699P, GY699PG, GY699HA, GY699HB and GY699HD, there are more than one possible module names/Moodle pages for each module code.

Once you have selected your modules, *you must confirm your selection first with Patrick*. For GY699 modules, he will contact the instructor first to confirm the instructor can accommodate you. If there is space in the class, you will then need to email the instructor and ask to be added to the specific class Moodle page.

On the first day of classes, please introduce yourself to the instructor as a PGD student the first day of classes so they know who you are. In addition, for all GY699 modules, *you should 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).

Semester 1: Human Geography Options (5 to 10 credits)

Module code	GY608
Module name	Thinking geographically
Credits	10
Semester	One
Instructor	Prof Mark Boyle
Location & time	Fridays 9am-11am, Cart Lab

Module code	GY625
Module name	Spaces of Algorithmic Governance
Credits	10

Semester	One
Instructor	Prof Rob Kitchin & Dr. Alistair Fraser
Location & time	Thursdays 11-1pm, Cart Lab

Module code	GY699HA & GY699HC (pick one or two options)
Module name	Options include: GY305 Approaches to Human Geography, GY319A Geographies of Waste, GY321 Geography of the Informational Economy, GY327 Environmental Politics, GY339 City in Film, GY341 Approaches to Cultural Geography, GY334 Migration and Belonging
Credits	5
Semester	One
Instructor	Varies (check MU timetable)
Location & time	Varies (check MU timetable; usually 2 hrs lecture/week on different days/times)

Semester 1: Environmental Human/Physical geography option (2.5 credits each)

Module code	GY699GA
Module name	Global Environmental Change (GY260)
Credits	5 (2.5 physical, 2.5 human)
Semester	One
Instructor	Dr Patrick Bresnihan
Location & time	Mon, 3pm, Wed 5pm (see class Moodle for venue details)

Semester 1: Physical Geography options (five credits each)

Module code	GY699P
Module name	Options include: GY312 Fluvial Geomorphology, GY367 Palaeoecology
Credits	5
Semester	One
Instructor	Varies (check MU timetable)
Location & time	Varies (check MU timetable; 2 hrs lecture/week on different days/times)

Module code	GY699GI
Module name	Geography Information Sciences (GY304)
Credits	5
Semester	One
Instructor	Dr Ronan Foley
Location & time	Thursdays 12-2pm, venue tbc (see class Moodle page for details)

Semester 2: Human Geography Options (ten and five credit options)

Module code	GY619
Module name	Public Engagement
Credits	10
Semester	Two
Instructor	Dr Louise Fitzgerald
Location & time	Fridays 2-4pm, Cart Lab

Module code	GY629
Module name	Spatial Justice: Geographies of Social and Environmental Change
Credits	10

Semester	Two
Instructor	Dr Patrick Bresnihan
Location & time	Thursdays, 2-4pm Cart Lab

Module code	GY621
Module name	Dublin Urban Laboratory
Credits	10
Semester	Two
Instructor	Dr. Sinead Kelly
Location & time	Fridays, 11-1pm, Cart Lab

Module code	GY699HB and GY699HD
Module name	Options include: GY330 Regional Planning and Development, GY333 Global Foodscapes, GY336 Culture, Health and Place, GY347 Electoral Geography, GY326 Medical Geography
Credits	5
Semester	One
Instructor	Tbc; Varies (check MU timetable)
Location & time	Tbc; Varies (2 hrs lecture/week on different days/times)

Semester 2: Environmental Human/Physical geography option

Module code	GY699GB
Module name	Global Environmental Change (GY261)
Credits	5 (2.5 physical, 2.5 human)
Semester	Two
Instructor	Tbc
Location & time	Mon, 3pm, Wed 5pm (see class Moodle for venue details)

Semester 2: Physical geography options

Module code	GY699RS
Module name	GY314, Remote Sensing, GY313 Climate Change,
Credits	5
Semester	Two
Instructor	Dr Conor Cahalane
Location & time	tbc

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.

Further Details about Modules on Offer, 2022-23

The following module descriptors are provisional: content, assessment and timetables for all modules may be subject to change. Instructors will provide specific details the first day of classes and reserve the right to make adjustments to module content and assessment. Changes will be posted on the course Moodle website, and announced in class by instructors. **It is the responsibility of the students enrolled in a given module to regularly check their Maynooth University emails and Moodle pages to monitor changes**.

Semester One
GY 607: Field School (10 credits) – compulsory module

Instructor	Professor Gerry Kearns
Location & time	Fridays 2-4pm, Cart Lab, with three field excursions, in Dublin, 1-4pm
Overview	This course asks about the place of fieldwork in the study of Geography. We take three themes and explore them both in the classroom and in the field. Students are asked to reflect upon the

	value of fieldwork for each of the three topics in Human Geography: Historical Geographies; Activist and Artistic Geographies; Commemorative Geographies and Landscape Iconography. For each topic there is a two-hour seminar and half-day field trip in Dublin 8 (Inchicore). Students will develop their own responses to the provocation of readings, seminars and field-visits in consultation with the instructor.
Learning outcomes	• The students will develop an appreciation of the place of fieldwork as a research method in human geography. • The students will have a clear idea of some of the elements of the cultural and historical geography of Dublin. • The students will have an understanding of the ethical challenges of local studies in urban areas.
Assessment	100% continuous assessment.
Further details	A reading list, information about assessment, deadlines, and transferrable skills will be handed out in the first class and available on Moodle.

GY608: Thinking Geographically (10 credits) – compulsory module

Instructor	Professor Mark Boyle
Location & time	Fridays 9-11am, Cart Lab
Overview	This mandatory module addresses key debates on the nature and practice of geography, drawing on historical and contemporary scholarship from a range of academic contexts. The module will focus on key concepts that underpin geographical thoughts, and key approaches to the practice of geography.
Learning outcomes	On successful completion of the module, students should be able to: Identify and analyse key theoretical debates in the discipline of Geography; Locate and contextualise their independent research within the key theoretical debates of Geography; Critically analyse the ways in which their independent research contributes to broader theoretical debates in Geography.
Assessment	100% Continuous Assessment. This module counts for 10 credits. You are expected to attend and participate in classes and read widely in conjunction with this module. The module will be assessed by continuous assessment (100%)
Further details	Reading lists will be made available following the first class.

GY625: Spaces of Algorithmic Governance (10 credits) – optional GY module

Instructor	Dr. Alistair Fraser & Professor Rob Kitchin
Location & time	Thursdays 11-1pm, Cart Lab
Overview	Algorithms autonomously, although often with human input, govern our lives in numerous, diverse, and often hidden ways: inside apps or on platforms such as Facebook; in public space or at the supermarket; and when applying for jobs or a credit card. The pervasive use of algorithms gives rise to the concept of 'algorithmic governance,' that is, processes and practices of governance in which algorithms play a significant and expanding role. Algorithmic governance raises a variety of questions for critical scholars. Geographers have been at the forefront of these explorations. This module uses these contributions by geographers (and others) to review, examine, and assess the spaces of algorithmic governance. Particular attention is paid to algorithmic governance as it affects the body, the home, public space, commercial activity, and geopolitical calculations. Key theoretical approaches to understanding algorithmic governance will be critically evaluated. Major debates about the drivers of algorithmic governance will be introduced and discussed.
Learning outcomes	On successful completion of the module, students should be able to:

	Critically evaluate theoretical approaches to understanding algorithmic governance; Debate and discuss the drivers of algorithmic governance; Bring geographical theories together with a chosen example to develop new insights into algorithmic governance; Demonstrate substantial analytical skills including the articulation of theoretical concepts and ideas, critical awareness and thinking; Debate and critique arguments from published research in a concise and precise manner in written form; Manage their own learning so as to make appropriate use of a full range of available resources.
Assessment	100% Continuous Assessment. 20%. You must submit an annotated bibliography based on eight papers you have found that connect with the theme of digital geographies; 20%: You will be required to make a 10-minute presentation to the class. The presentation will inform the class about the materials and arguments you will make in your paper; 60%: You will be required to write either: 1) a 3000-word auto-ethnography that uses two or more of the following key concepts (code/space, algorithmic governance, data colonialism, surveillance capitalism, ethics of care, slow computing) to make sense of your digital life and its geographies; 2) a 1500-word short story that explores an aspect of algorithmic governance and a complementary 1500-word essay that examines the focus of the story from an academic perspective.
Further details	A reading list will be handed out in the first class and available on Moodle.

Semester 2

GY619: Public Engagement (10 credits) – compulsory module

Instructor	Dr. Louise Fitzgerald
Location & time	Fridays, 2-4pm Cart Lab, plus additional workshops off campus
Overview	In this module, students work on a 'real world' project as developed with a partner through such platforms as: action research; participatory action research; community service learning; advocacy for a civil society group; an internship with a community group, NGO, artistic institution or collaborative; participating and contributing to an activist, community or creative group or collaborative; or another public engagement framework. Students will work either in teams or individually on a project. This module will involve collaborative work with the chosen partner. In 2021/2022, GY619 students worked with Save Leitrim, a grassroots environmental justice organisation resisting the expansion of Sitke spruce plantations in County Leitrim.
Learning outcomes	Upon completion of the module, students will: become familiar with applying key theoretical concepts and research methods in Geography to real world projects; become familiar with the theoretical and practice-based debates with respect to publicly engaged research approaches, such as participatory and action research design; develop a reflexive understanding of one's own critical lens on the world through this application and by working with local experts and other professionals; gain experience in applied empirical research and creative and/or activist practices on a project defined by a partner working on geographically relevant topics; and gain real life experience working with people outside of academic which provides a range of transferrable skills relevant for student post-MA careers.
Assessment	100% continuous assessment, details TBA.

Further details	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle. A high level of attendance and participation is required as part of the overall module mark will be based on in class work and team projects. This module is based on students working independently and engaging with the project as a team.

GY629: Spatial Justice: Geographies of Social & Environmental Change (10 cr) – compulsory module

Instructor	Dr. Patrick Bresnihan
Location & time	Thursdays 2-4pm, Cart Lab
Overview	From the effects of climate change to Covid-19 vaccines, the distribution of environmental harms and vital resources are socially and spatially unequal. At one level, this is obvious. What is not so obvious are the underlying causes of spatial and environmental injustice and how these are connected to the long histories and uneven geographies of colonialism and capitalism. As well as bringing an historical and theoretical approach to our understanding of spatial and environmental injustice today, this module aims to do two things: first, to focus on the social and intellectual movements around the world that have connected issues of land, race, labour, decolonisation and ecology; second, to connect these movements to the contemporary Irish context. How can our understanding of spatial and environmental justice in Ireland be broadened and deepened through an engagement with places and movements that seem at first glance far removed from here? Classes will include close reading and discussion of key texts and films, guest talks, and a field trip towards the end of the semester.
Learning outcomes	On successful completion of the module, students should be able to: Critically evaluate theoretical approaches to understanding spatial and environmental justice; demonstrate the importance of spatial and environmental justice considerations in the context of state planning and policy-making; apply critical theoretical tools to the Irish experience, generating novel perspectives on a contemporary issue of spatial and environmental injustice; manage their own learning so as to make appropriate use of a full range of available resources; effectively communicate their learning to an interested, non-academic audience via podcast and social media.
Assessment	100% Continuous Assessment. This module counts for 10 credits. You are expected to attend and participate in classes and read widely in conjunction with this module. The module is orientated around an independent research project on an Irish-related topic of the student's choice. Continuous feedback throughout the semester will support you in this work. The module will be assessed by continuous assessment (100%), allocated as follows: Reading (25%) Class presentation (20%) Essay (35%) – 3000 words (TBC) Podcast (w/ 300-word blurb and image) (20%) – recorded w/ Dr. Bresnihan in final week of semester (April 2022).
Further details	Details about the module's schedule, readings, specific assignments, assessment, and transferrable skills will be outlined in the first class and made available on Moodle.

GY621: Dublin Urban Laboratory (10 credits) – optional GY module

Instructor	Dr. Sinead Kelly
Location & time	Fridays, 11-1pm, Cart Lab, with three Dublin field excursions
Overview	Dublin is a particularly interesting city for urban studies and economic geography students to examine and forms a key focus of our Masters

	in Geography degree. Using Dublin as an active research laboratory, this field-immersion class investigates a range of pressing political-economy themes, bringing together rich and varied scholarship from leading researchers in Maynooth and Dublin-based universities and the valuable experiential analysis of community workers, policy makers and a range of other urban actors. Comprising a mixture of seminars, workshops and field excursions, key suburban, peri-urban, central and inner-city field-sites, form the objects through which students examine key social, political, economic, historical, cultural and environmental dilemmas of this capital and coastal city, where neoliberal financial regimes have restructured urban space to a significant degree. This field-immersion class posits Dublin as an active research laboratory in which to treat some of the central themes of urban and economic geographical analysis. It includes a semester long applied research project which will be conducted with stakeholder engagement in mind, and is taught through a combination of lectures, field excursions and workshops.
Learning outcomes	On successful completion of the module, students should be able to: demonstrate a critical awareness of current socio-spatial issues and challenges relating to Dublin; demonstrate familiarity with applying key theoretical concepts in urban and economic geography to real world situations; apply field-based observation, interpretation and analysis skills; demonstrate familiarity with methodological approaches and analysis techniques of Dublin's contemporary urban and economic geographers; and appreciate field-based research activity by engaging with a range of urban actors.
Assessment	100% continuous assessment.
Further details	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle.

GY699HA & GY699HC: Advanced Studies in Human Geography (5 credits)

Class options may include (check MU timetable and class Moodle pages for up to date info on venues and times):
- GY305 Approaches to Human Geography (Dr Adrian Kavanagh and Prof Mark Boyle, Mon 10am and Wed 9am)
- GY319A Geographies of Waste (Dr Patrick Bresnihan, Mon 4pm and Tues 2pm)
- GY321 Geography of the Informational Economy (Dr Chris van Egeraat, Wed 11am and Thur 10am)
- GY334 Migration and Belonging (Prof Mary Gilmartin, Wed 12pm and Thurs 3pm)
- GY327 Environmental Politics (Dr William Durkhan, Tues 9am and Fri 1pm)
- GY339 City in Film (Prof Karen Till, Wed, 3-5pm)
- GY341 Approaches to Cultural Geography (Dr Louise Fitzgerald, Mon 3pm and Tues 11am)

Please speak to the Course Directors for details about these options. Note: You will need to email the instructor directly to let them know you are a PGD student and taking the module for postgraduate credit. S/he will then add you to Moodle and Teams. You should schedule at least two additional office hours with your instructor. You may have a different final assessment (essay or project in lieu of final exam, or other arrangement that the PGD directors agree with the instructor). However: It is the PGD student's responsibility to schedule the two additional office hours and confirm with the instructor at the end of the semester the different assessment for a module.

S1 Environmental Geography Options (5 credits, 2.5 physical, 2.5 human)

GY699GA: Global Environmental Change

Instructors	Dr Patrick Bresnihan
Location & time	Mon 3pm and Wed 5pm

Overview	There are few aspects of modernity more striking and significant than the changes that people have made to the physical and biotic environment. These are so significant that many natural and social scientists refer to a new geological age, the Anthropocene, a period in which the primary drivers of environmental change are human actions rather than just natural processes. This recognition requires conceptualising and understanding how social and physical processes interact in a complex world. This course will give students a critical, interdisciplinary introduction to some of the key drivers and responses to global environmental change. This elective stream is run over two modules in semester 1 (GY260) and semester 2 (GY261). In semester 1, we will address the problem of global environmental change from a human geography perspective, identifying the historical roots of our current ecological crisis and how radical social change is required to move beyond our present unsustainable economic system. In the second semester, module two (GY261) will focus on physical geography perspectives on global environmental change, providing an overview of the earth system and the role that physical geography plays in understanding and assessing global environmental change.
Learning outcomes	On successful completion of the module, students should be able to: • Have a critical appreciation of debates on the dilemmas of and responses to the dramatic environmental changes currently underway and popularly known as the Anthropocene. • Have an awareness of some of the profound responsibilities of modern citizenship under these new conditions.
Assessment	100% CA
Further information	Please email Dr Bresnihan to let them know you are a PGD student and will be taking the module for postgraduate credit.

S1 Physical Geography Options

GY699P: Advanced Studies in Physical Geography (5 credits)

Class options include:
- GY367 Palaeoecology (TBD, Fri 10-12pm)
- GY317 Global Ecosystem Pressures and Sustainability (Dr Helen Shaw, Tues 3-5pm)

Please speak to the Course Directors for details about these options. Note: You will need to email the instructor directly to let them know you are a PGD student and taking the module for postgraduate credit. S/he will then add you to Moodle and Teams. You should schedule at least two additional office hours with your instructor. You may have a different final assessment (essay or project in lieu of final exam, or other arrangement that the PGD directors agree with the instructor). However: It is the PGD student's responsibility to schedule the two additional office hours and confirm with the instructor at the end of the semester the different assessment for a module.

GY699GI: Geography Information Systems (GY304) (5 credits)

Instructor	Dr Ronan Foley
Location & time	Semester One: Thurs, 12-2pm, Callan Computer Lab 1 (North Campus)
Overview	Students will develop a basic understanding of GI Science concepts and gain experience in the applied use of industry-standard GIS software. The course will be delivered through a mix of lectures and laboratory practicals. Core concepts associated with GI Science, including digital data structures, co-ordinate systems, geo-referencing, raster modelling and neo-geographies will be introduced and discussed. GIS software, specifically ArcGIS will be used with the

	students to develop their practical skills and knowledge of data identification, creation, querying and fundamental GIS analysis.
Learning outcomes	• Demonstrate a good understanding of GIS software and its application. • Recognise and appraise fundamental GI Science terms and concepts. • Apply knowledge of digital cartographic data to the production of effective geographical representations and outputs. • Illustrate how GIS can be used to resolve applied problems. • Develop a critical awareness of contemporary developments in spatial data production and neo-geography.
Assessment	The course is organised as 100% assessed work which will be broken down into a number of components. Two short exercises, based on the weekly practical classes, will form part of an assessment portfolio (worth 20% each). One will be set in Week 4 and the other in Week 7 with roughly a week each for completion. The final component of the assessment (60%) will be based on a final applied project for which students will be given roughly three weeks to work on independently and which must be submitted by the end of the Semester.
Further details	Please email the instructor before the first class with your MU email address to let Dr Foley know you are a PGD student and taking the module for postgraduate credit. He will enrol you manually to the module Moodle course page. Please introduce yourself to Dr Foley the first day of class (via TEAMS) and afterwards in person. In addition to the different assessment, you will need to schedule at least two additional office hours to get postgraduate credit.

Semester 2: Human Geography Options

GY619: Public Engagement (10 credits)

Instructor	Dr Louise Fitzgerald
Location & time	Fridays, 2-4pm Cart Lab, plus additional workshops off campus
Overview	In this module, students work on a 'real world' project as developed with a partner through such platforms as: action research; participatory action research; community service learning; advocacy for a civil society group; an internship with a community group, NGO, artistic institution or collaborative; participating and contributing to an activist, community or creative group or collaborative; or another public engagement framework. Students will work either in teams or individually on a project. This module will involve collaborative work with the chosen partner. Since 2019, GY619 students worked with Pavee Roads Home, through Pavee Point, and together created a storymaps, documenting the personal journeys and histories of Traveller men. This collaboration can be seen here: https://paveeroads.paveepoint.ie/. In 2021-22, we hope to collaborate in particular with grassroots environmental justice organisations on the island of Ireland.
Learning outcomes	Upon completion of the module, students will: become familiar with applying key theoretical concepts and research methods in Geography to real world projects; become familiar with the theoretical and practice-based debates with respect to publicly engaged research approaches, such as participatory and action research design; develop a reflexive understanding of one's own critical lens on the world through this application and by working with local experts and other professionals; gain experience in applied empirical research and creative and/or activist practices on a project defined by a partner working on geographically relevant topics; and gain real life experience working with people outside of academic which provides a range of transferrable skills relevant for student post-MA careers.

Assessment	100% continuous assessment, details TBA.
Further details	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle. A high level of attendance and participation is required as part of the overall module mark will be based on in class work and team projects. This module is based on students working independently and engaging with the project as a team.

GY621: Dublin Urban Laboratory (10 credits)

Instructor	Professor Mark Boyle
Location & time	Fridays, 11-1pm, Cart Lab, with three Dublin field excursions
Overview	Dublin is a particularly interesting city for urban studies and economic geography students to examine and forms a key focus of our Masters in Geography degree. Using Dublin as an active research laboratory, this field-immersion class investigates a range of pressing political-economy themes, bringing together rich and varied scholarship from leading researchers in Maynooth and Dublin-based universities and the valuable experiential analysis of community workers, policy makers and a range of other urban actors. Comprising a mixture of seminars, workshops and field excursions, key suburban, peri-urban, central and inner-city field-sites, form the objects through which students examine key social, political, economic, historical, cultural and environmental dilemmas of this capital and coastal city, where neoliberal financial regimes have restructured urban space to a significant degree. This field-immersion class posits Dublin as an active research laboratory in which to treat some of the central themes of urban and economic geographical analysis. It includes a semester long applied research project which will be conducted with stakeholder engagement in mind, and is taught through a combination of lectures, field excursions and workshops.
Learning outcomes	On successful completion of the module, students should be able to: demonstrate a critical awareness of current socio-spatial issues and challenges relating to Dublin; demonstrate familiarity with applying key theoretical concepts in urban and economic geography to real world situations; apply field-based observation, interpretation and analysis skills; demonstrate familiarity with methodological approaches and analysis techniques of Dublin's contemporary urban and economic geographers; and appreciate field-based research activity by engaging with a range of urban actors.
Assessment	100% continuous assessment.
Further details	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle.

GY629: Spatial Justice: Geographies of Social & Environmental Change (10 cr)

Instructor	Dr Patrick Bresnihan
Location & time	Thursdays 2-4pm, Cart Lab
Overview	This module will critically explore: theories of spatial justice; underlying spatial processes involved in social and environmental change; mechanisms for achieving and resisting these; and the possibilities of alternative futures. We will examine the relationships between feminist, anti-colonial, decolonial, indigenous, artistic and other theories and practices as they inform contemporary forms of translocal, transversal activism and solidarity building. The class will focus on histories, texts, events, and social movements that situate Ireland within globalised patterns of spatial and environmental in/justice. Students will investigate the underlying spatial and structural processes of injustice leading to current earth and social crises, including colonialism, neoliberalism, racism, patriarchy, and

	nature/society dualisms. Conceptual engagement will be developed through student-led research about current issues, and students will learn about the significance of local knowledges, including the voices of those affected by forms of injustice, through guest speakers and engagement with public partners.
Learning outcomes	On successful completion of the module, students should be able to: Critically evaluate theoretical approaches to understanding spatial justice and geographies of social and environmental change; Learn to document, map and acknowledge past and ongoing forms of spatial injustice; Debate and discuss resistances to inclusive social progress and environmental justice; Apply critical theoretical tools to the Irish experience, generating novel perspectives on a contemporary issue of spatial and environmental injustice; Manage their own learning so as to make appropriate use of a full range of available resources; Effectively communicate their learning to an interested, non-academic audience via podcast and social media.
Assessment	100% Continuous Assessment. You are expected to attend and participate in classes and read widely in conjunction with this ten-credit module. The module is orientated around an independent research project on an Irish-related topic of the student's choice. Continuous feedback throughout the semester will support you in this work. The module will be assessed by continuous assessment (100%), allocated as follows: Participation (20%) Class presentation (10%) (TBC) Literature review (35%) – 2500 /3000 words on key literature to related to research interest (TBC) Podcast (w/ 300-word blurb and image) (35%) – recorded w/ Dr. Bresnihan in final week of semester (April 2022).
Further details	Details about the module's schedule, readings, specific assignments, assessment and transferrable skills will be handed out in the first class and available on Moodle.

GY699HB and GY699HD: Advanced Studies in Human Geography (5 credits)

Class options may include:
- GY330 Regional Planning and Development (Chris van Egeraat, Tues 9am and Wed 9am)
- GY333 Global Foodscapes (Dr Alistair Fraser, Fri 10-12pm)
- GY336 Culture, Health and Place (Dr Ronan Foley, Mon 12pm and Wed 10am)
- GY326 Medical Geography (Dr Martina Roche, Mon 4pm and Tues 2pm)
- GY347 Electoral Geography (Dr William Durkan, Mon 10am and Wed 3pm)

Please speak to the Course Directors for details about these options. Note: You will need to email the instructor directly to let them know you are a PGD student and taking the module for postgraduate credit. S/he will then add you to Moodle and Teams. You should schedule at least two additional office hours with your instructor. You may have a different final assessment (essay or project in lieu of final exam, or other arrangement that the PGD directors agree with the instructor). However: It is the PGD student's responsibility to schedule the two additional office hours and confirm with the instructor at the end of the semester the different assessment for a module.

S2 Environmental Geography Options (5 credits, 2.5 physical, 2.5 human)
GY699GB: Global Environmental Change (GY261) [See descriptor above]

S2 Physical Geography Options (5 credits)

GY699PG: Advanced Studies in Physical Geography (5 credits)
Class options include:

- GY315 Glacial Geomorphology (Dr Steve McCarron, Mon 11am and Wed 1pm)
- GY313 Climate Change (Prof Conor Murphy, Wed 12pm and Thurs 3pm)
- GY312 Fluvial Geomorphology (TBC, Tues 11am and Fri 1pm)

Please speak to the Course Directors for details about these options. Note: You will need to email the instructor directly to let them know you are a PGD student and taking the module for postgraduate credit. S/he will then add you to Moodle and Teams. You should schedule at least two additional office hours with your instructor. You may have a different final assessment (essay or project in lieu of final exam, or other arrangement that the PGD directors agree with the instructor). However: It is the PGD student's responsibility to schedule the two additional office hours and confirm with the instructor at the end of the semester the different assessment for a module.

GY699RS: Remote Sensing (GY314) (5 credits)

Instructors	Dr Conor Cahalane
Location & time	Tues, 4-6pm (Rocque lab, Rhetoric House)
Overview	Remote sensing involves receiving, understanding and interpreting information about the Earth from a distance, usually by analysing satellite images. It has transformed our understanding of the natural environment and how the environment is affected by natural and human forces. The emphasis in this course will be on training in order to acquire new skills rather than simply through lectures. This will involve analysis of different types of imagery such as aerial, multispectral and radar in a number of environmental fields (agriculture, urban studies, geology, land use, geomorphology, coastal studies and environmental resource monitoring). The coursework will involve being instructed in the theoretical basis of the different types of image and their limitations and "hands-on" interpretation, including digital image processing of satellite data. No prerequisite is required and no prior knowledge is assumed. The aim of this course is to demonstrate remote sensing and digital image processing techniques, their applications within an environmental context and the optimum technique for specific investigations.
Learning outcomes	On successful completion of the module students should be able to: demonstrate their image analysis and image interpretation skills; appreciate the physical principles behind remote sensing; identify and review the principles of operation of the main remote sensing platforms currently in use; appraise the concepts of digital image processing; experiment with basic digital image processing techniques.
Assessment	100% continuous assessment
Further information	Please email Dr Cahalane to let him know you are a PGD student and taking the module for postgraduate credit. Please introduce yourself to instructor the first day of class. In addition to the different assessment, you will need to schedule at least two additional office hours to get postgraduate credit.

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.

A.   **The forms of plagiarism.** There are three main ways that plagiarism arises.
   1.   Using the words of someone else without proper acknowledgement.
Sometimes you will think it helpful to use the words of someone else in your essay. This may be because you want to discuss further something you have read. It may be because it is a particularly concise statement of something. In any such case you must indicate that the phrase, sentence or short paragraph is the work of another person. You should put their words in quotation marks: " " or ' '. You should also give a reference to the source. In the text of your essay and immediately following the quotation you should give the source in some form similar to this: (Bloggs, 2008: 33). The first part of the reference here is the author's surname and the year of publication, and this tells me where in your I can find the full details bibliography (and this is why your essay must have a bibliography). The part at the end is the page number where I could find the quotation if I wanted to look it up. In this way you have told me your source and you have let me check it for myself. 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. For example, quotation is more frequent in some areas of Human Geography than it is in many areas of Physical Geography.

Even if you use the words of another person and you put them in quotation marks and you give the source you used, you must still explain in your own words what this means or make it clear from the context in your essay that you understand the sense of the quotation. For example, it would be perfectly alright for you write something like this—'The reasons why land values are generally high at the core of cities include accessibility and prestige, and these have been called the "benefits of centrality" (Christaller, 1945: 66).' I am telling you where I learned about the causes of high land values at the centre of cities and it is clear from the context that I understand accessibility and prestige to be what Christaller referred to as the "benefits of centrality."

   2.   Relying too heavily upon the words of others even with proper acknowledgement.
Remember, that we are trying to assess your understanding of what you have read. We can't do that if your essay is mainly composed of extracts from the works of others even if these are properly referenced both in text and in your bibliography. One way to avoid this is to remember that when you quote someone's words you must show that you have understand what is being said. This will mean that most quotations will be accompanied by explanatory text of your own relating to the quotation to the question you have been asked to consider. Also remember that there is little point quoting your source if there is no special reason for doing so. As I said above this might be because you specifically want to discuss in detail the claim made by the author or it might be because they have expressed things particularly clearly and your own explanation can best be developed by elaborating upon these quoted words. As a guide for you, it would be odd for quotations in a student essay in Geography to make up as much as a quarter of the essay although for some work in Literary Geography that might occasionally occur.

3. Using the work of others without proper acknowledgement even where no direct quotation is included.

You are always being asked questions that require you to draw upon the work of others to answer them. We need to know the source of your information. For example, if I were to be asked how central places develop in a predominantly agricultural society, I might talk about Walter Christaller's central place theory that I may read about in book by Peter Haggett. If so, I might write something like this—'In agricultural societies, the bringing of food to market may cause the development of market towns. Christaller argued that these would likely be relatively evenly spaced across the landscape (Haggett, 1965).' I am telling you that this idea comes from the work of Christaller and I am telling you that I learned about this in the book by Haggett, the details of which I will provide in the Bibliography at the end of the essay. In other words, I must give a source even where I do not directly quote words from that source.

B. Avoiding Plagiarism
1. Taking notes

It is very dangerous to take notes by cutting-and-pasteing from things you read online. If you do make notes like this, then, at the very least put quotation marks around everything you insert from another place and make a note to yourself of its source. This is laborious but necessary. It is far better to make notes in your own words. Even if you download the source onto your laptop, notes in your own words can capture your understanding when the reading is fresh in your mind. You might read a paragraph and make a note to yourself if there is something there that could be useful in your essay and this, then, will be your understanding of the relevance of that part of the article you were reading. We might imagine note-taking as leaving a record for ourselves of what we understood when reading so that we can easily recover that understanding when later we need it again. No one remembers all they read and understand without such prompts. It is a sort of conversation with yourself, or at least with the future self who will read the notes at some later point. When you turn to your notes to compose your essay, it needs to be crystal clear to you which words are yours and which come directly from a source. Of course, in your notes you will need the full details of your sources so that they can be given in your bibliography. You will also want the page numbers for any sections of text you quote into your notes.

2. Writing your essay

Essays begin with a blank sheet and you have to compose your answer. You will want to show you have understood the question set and then you will draw upon your notes about your readings in order to compose your answer. It really will not do to copy paragraphs from online sources into your essay and then work at disguising this by swapping out certain words, or rearranging parts of sentences in a different order. Yes, these will in some sense be your words but it is not your understanding. You must read, understand and then explain. This is hard work and there is no short-cut. Start with your own words. How would you explain this to someone who had not read what you have read? You can go back to the sources for illustration and also to document where your ideas come from. But, start with your own understanding in your own words.

3. Collaborating with other students

It is a very good idea to talk about your essay with other students, even if they are not taking the same course. This helps you clarify your own ideas. Except in cases where group work is specifically required, however, the composition of the essay must entirely be your own. Remember, plagiarism is taking credit for work that is not your own. If you borrow chunks from another student's essay you both may be complicit in cheating. This is also called collusion. Of course, you may not ever submit work written by another person as if it were your own.

4. Using Turnitin

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 your include, even if you put them in quotation marks, will be highlighted but, provided you have given your source correctly (see A.1 above) and this does not make up too much of your total length of your essay (see A.2 above) 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.

A low "score" in Turnitin is no guarantee that there is no plagiarism in your work, particularly if you write your essay by copying into it chunks of text that you then amend. This is why it is so important to follow good practice in taking notes and composing essays.

C. Consequences of Plagiarism
At the Masters 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 are very likely to 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 3% of their overall mark per day for late submissions, with a cap/maximum penalty being that final grade can't drop below 40%. Exception: If 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 all 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 on the GYSJF6 webpage (MA Geography course Moodle page) and from your module instructors.

Unless the instructor specifies otherwise, all coursework for any module must be submitted by the specified deadline, along with a TurnItIn check, with a statement thereof. All essays, reports and exams should be properly edited and proof-read. Particular attention should be paid to syntax, grammar and spelling, as well as presentation. All submitted coursework and the thesis, along with coursework/thesis cover sheets, must be uploaded onto the relevant Module Moodle assignment page.

Word-count limits will be strictly enforced and penalties applied for submitted work significantly over- or under-word counts. For every 10.1% over/under an assignment or thesis word-count, students will be penalised by 3% of their overall mark, with a cap/maximum penality being that final grade can't drop below 40%. (So, if you are 10.1% over, you will be penalised 3% of your overall mark; if you are 20% over, you will be penalised 6%; if you are 30% over, you will be penalised 9%; and so on). 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 and on the GYSJF6 course Moodle 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.

At the end of the course, students are required to return any hard copies of oversized or other materials to their instructors for the purposes of external examiner's evaluation in October. These and one hard copy of the thesis will be returned to students upon the release of final marks by the University (in November).

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 .

The Writing Centre was "established by the Centre for Teaching and Learning to support student academic writing. The Writing Centre is based in Rye Hall and co-located with the Mathematics Support Centre. … Students can drop in on their own or in groups to work with tutors on course work or material/topics with which they may be having trouble. Students may also book one-to-one appointments to discuss their writing with peer tutors. … Further information regarding the Centre's opening hours and specific services will be posted on the Centre's Moodle space", which "can be accessed through the Maynooth University Moodle homepage or at this link": http://2015.moodle.maynoothuniversity.ie/course/view.php?id=8330

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:

o Regular informal meetings will take place between the Course Director and one to two course representatives, to be selected in October 2021. 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 Karen.

o All students are also welcome at any time to discuss issues directly with the Course Directors, Instructors, Supervisors, and/or Head of Department.

o 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.

o Anonymous overall PGD 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 PGD 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.

o 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.

o Students should make sure that they are represented at the University level by:
  - o Having representatives to the Graduate Feedback Council, see: http://www.maynoothuniversity.ie/study-maynooth/postgraduate-studies/postgraduate-learning-support-services/postgraduate-feedback;
  - o Attending the Postgraduate Researcher's Forum, see: http://www.maynoothuniversity.ie/study-maynooth/postgraduate-studies/currentpostgrads/researchersforum

Grading System

To qualify for the award of Postgraduate Diploma in Geography, 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 PGD is in August (all marks have to be submitted in June for coursework). Please note that there is no provision for repeating the continuous assessment (CA) component of any PGD 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; or you may contact the Maynooth Student Union Vice President for Welfare and Equality, Ciarán Watts, 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, (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. First, the university will host workshops about what consent really means. These will be offered to staff and to students over the coming years. These are based on a programme developed at National University of Ireland Galway. Second the University will host a training programme to help us all learn how to intervene effectively when we see others suffering bullying or harassment. This programme is based on one developed by University College Cork. Staff and students can help our community by taking advantage of these workshops so that we all develop our awareness and make our commitment to a safe, respectful, supportive, and positive environment more effective. If you would like to be more pro-active still, you can volunteer for training to become a Facilitator for the either the Consent Workshops or the Bystander Intervention Workshops by emailing 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	stephen.mccarron@mu.ie	01-708 6153
Adrian Kavanagh, Deputy Head of Department	adrian.p.kavanagh@mu.ie	01-708 6014
Patrick Bresnihan, MA Course Co-Director	patrick.bresnihan@mu.ie	01-708 3756

Dean of Graduate Studies, Prof. Ray O'Neill	vicepresident.research@mu.ie	01- 708 6682
Graduate Studies Office	graduatestudies@mu.ie	01-708 6018
Student Counselling Service (Kay Lynch)		01-708 3554
Chaplaincy	chaplaincy@mu.ie	01-708 3320
Mature Students' Office	emer.sheerin@mu.ie	01-708 3307
Disability Office	rosario.ryan@mu.ie	01-708 6341
Students' Union	students.union@mu.ie	01-708 3669
Postgraduate Feedback Council	marie.murphy@mu.ie	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 (Helen), 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.**

Maynooth University also has a number of useful support services for students at all levels to supplement the support given within the departments. We would draw your attention to these general supports as well as those specifically associated with personal support, counselling and academic advice. The University takes all personal problems and learning disabilities seriously and provides support for student physical and mental health and safety at all levels.

Student Counselling	Ext 3554
Academic Advisory	Ext 3368 or email: advisory.office@mu.ie
Student Services	Ext 4729 or email: student.services@mu.ie
Students Union	Ext 3669 or email: students.union@mu.ie
Student Health Centre	Ext 3878
Health & Safety	Ext 4720/ 6521
Security	Ext 3929/ 3589 or 3333
Career Development Centre	Ext 3592 or email careers@mu.ie
Note:Dial 01-708 in front of the extenstion numbers if you are using a mobile/external phone.	

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
90+	– Exceptional work, exceeding the criteria listed for 80+.

First Class Honours	– Contains material of publishable quality, as a whole or in part, as a journal paper, and is worthy of retaining for reference.
80-89 First Class Honours	– Excellent to exceptional answer, exceeding criter listed for 70+. – Evidence of extensive reading that demonstrates an impressive ability to understand theoretical literature and to make connections between that literature and appropriate examples. – Original insight and use of evidence. – Where appropriate, originality in the application of methodology. – Where appropriate, exceptional analytical and interpretive skills. – Ability to make connections between own results and the literature, where appropriate. – Very well written with no grammatical or other errors. Excellent use of citations and strong references.
70-79 First Class Honours	– Very good to excellent answer based on extensive reading and a clear understanding of theoretical debates. – Original or insightful answer drawing on own observations and critical treatment of literature. – Strong insight and/or originality in the application of methodology – Strong analytical/interpretive skills. – Ability to make connections between own results and the literature, where appropriate. – Very well written with no to few grammatical or other errors. Excellent use of citations and references. – Contains material that is potentially of publishable quality, in part, as a journal paper, and / or is worthy of retaining for reference.
60-69 Second Class Honours, Grade I (upper)	– Good to very good answer that shows a thorough understanding of arguments, contributions and context, with efficient use of relevant reading and examples. – Well organised, clearly expressed and a direct response to the question / topic. – Evidence of good analytical skills and reflecting wider reading. – Shows insight and thoroughness in the application of methodology. – Ability to make connections between own results and the literature, where appropriate. – Few spelling or grammar errors, and good use of citations and references. – Does not display the outstanding ability, critical acuity and/or originality characterising the award of first class honours.
50-59 Second Class Honours Grade II (lower)	– Fair to good answer, with a competent treatment of ideas and concepts from classes and set reading. – Evidence of good effort and sound argument, but little evidence of critical insight or independent critical appraisal. – Competent but lackluster application of methodology. – Little attention given to the limitations of approaches (in literature and/or methodology). – Good to fair analytical skills. – Little evidence of being able to connect own results with the literature, where appropriate. – Some spelling, grammar and/or citational/referencing errors, but not enough to detract from main arguments.

40-49 Pass	− Adequate answer to pass.
	− Demonstrates a very basic understanding of the question / topic and of the broader subject area.
	− Some to little evidence of detailed knowledge.
	− Reading is partial and selective.
	− Contains vague generalisations that may include mistakes about the topic, context and content, including misunderstandings or the inclusion of irrelevant material.
	− Organisation and expression makes it difficult to understand the main arguments of the essay.
	− Very little evidence of critical thinking and original work.
	− Poor application of methodology
	− Poor analytical and interpretive skills.
	− Few connections between own results and the wider literature.
	− Grammar and spelling mistakes may impede clarity of prose.
	− Basic use of citations/references.
0-39 Fail	− Inadequate work for a pass, with little to no relevance in answer to the question / topic.
	− Does not directly answer the question / topic, but may show some basic understanding of the general field.
	− Prose is muddled; ideas are incomplete and poorly expressed.
	− Little to no evidence of reading; reading sources cited are trivial.
	− Inappropriate application of methodology.
	− Poor understanding of approaches.
	− No analysis or interpretation.
	− No connections between own results and the wider literature.
	− Many spelling, grammar and referencing mistakes.
	− Sloppy presentation.
0 Fail	− Copied or plagiarised answer with no intellectual input from student.
	− Work penalised for late submission without the granting of an extension by the module facilitator.
	− Plagiarised material will be reported to the Head of Department and may be reported to the University Authorities.

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
90+ **First Class Honours**	- Exceptional work, exceeding the criteria listed for 80+. - A wide range of types of field observations will be included (photographs, sketch-maps, video, etc.). - The operationalising of research ideas will be somewhat original and may even include novel forms of data. - The field-work will show accuracy and flexibility. - The field-work may be exceptional in its density and comprehensiveness. - The writing-up of the field-work will be accurate and may even be imaginative. - Findings based on field-work will perhaps be integrated with data derived from other sources (e.g. official statistics or online archives). - The data will be presented precisely and this may include relevant graphical, cartographic or statistical elements. - The findings may be of sufficient quality as to suggest that they would be worth publishing as an original contribution to knowledge. - The strengths and limitations of the fieldwork will be described in ways that suggest novel approaches for future work. - 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.
80-89 **First Class Honours**	- Excellent to exceptional work, exceeding the criteria listed for 70+. - Probably contains some elements worthy of consideration for publication. - A wide range of field-research methods, all properly explained. - Careful operationalising of theoretical ideas so that it is clear how field-based observations can be relevant for evaluating claims made in published works. - Field-work was comprehensive and accurate. - The field-work was written up accurately. - The limitations of the field-based findings are covered explicitly. - The findings were comprehensively treated in an appropriate analysis, which may include statistical or graphical treatment. - The significance of the findings is explained with respect to existing published work
70-79 **First Class Honours**	- Very good to excellent answer based on substantial field-work. - A range of field methods used. - The limitations of field methods are understood. - Field data are well described and appropriately analysed, although these methods may in fact all come from existing published studies. - The findings are related to existing studies and extent of congruence noted.
60-69 **Second Class Honours Grade I (upper)**	- Good to very good work based on careful and appropriate field work. - The field work was designed in ways informed by reading of existing published works. - The field measurements and observations were reliably made and recorded. - The field data is accurately and adequately described. - Some of the limitations of the research design and execution are recognised.

	– The implications of the field-based findings are adequately treated in light of existing published studies.
	– 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.
50-59 Second Class Honours Grade II (lower)	– Fair to good answer, with field-based data and some understanding of some of the existing published studies in the field.
	– 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.
	– 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.
	– There is some awareness of problems with the research design or execution even if they were such as should have been anticipated and accommodated.
	– The research findings are related to existing published works even if this is done is a rather formulaic manner and lacks to the imagination shown by the upper-second class student.
40-49 Pass	– Adequate answer to pass, some original work and analysis but patchy and even slight.
	– There may be significant failings of research design and execution but the process is adequately described.
	– 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.
	– 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.
	– 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.
0-39 Fail	– Inadequate work for a pass, with only limited relevance to the assignment set.
	– Poorly described research methods.
	– Limited analysis and perhaps even unsuitable or faulty methods used.
	– Very little evidence that the student has reflected critically upon the research or the analysis.
	– Poorly written up, or inadequately or inaccurately referenced.
	– Little evidence that the student has studied relevant published studies.
0 Fail	– Copied or plagiarised answer with very little independent work from the student.
	– Work penalised for late submission without relevant prior permission or without the granting of an extension by the module facilitator.
	– Plagiarised material will be reported to the Head of Department and may be referred to the University Authorities.

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.

Grade Range	Grade Related Criteria for Blogs
90+ First Class Honours	− Exceptional work, exceeding the criteria listed for 80+. − 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. − The post is of appropriate length and is communicated a critical argument in an accessible way. − Innovative use made of web 2.0 tools − Has the potential to make a strong contribution to public debates
80-89 First Class Honours	− Excellent to exceptional answer, exceeding criteria listed for 70+. − Original insight and use of evidence. − Evidence of extensive reading that is used selectively to enhance the argument. − Where appropriate, exceptional analytical and interpretive skills. − Where appropriate, ability to make connections between the literature, field analysis, and real world examples. − Very well written with no grammatical or other errors. Excellent communication to a non-expert audience. − Excellent use made of web 2.0 tools
70-79 First Class Honours	− Very good to excellent answer based on extensive reading and a clear understanding of theoretical debates. − Original or insightful answer drawing on own observations and critical treatment of literature. − Strong analytical/interpretive skills. − Where appropriate, ability to make connections between the literature, field analysis, and real world examples. − Very well written with no to few grammatical or other errors. Very good communication to a non-expert audience. − Very good use made of web 2.0 tools
60-69 Second Class Honours, Grade I (upper)	− Good to very good answer that shows a thorough understanding of arguments, contributions and context, with efficient use of relevant reading and examples. − The blog post is focussed and coherent but lacks accessibility for a non-expert audience. − Evidence of good analytical skills and reflecting public debates. − Where appropriate, ability to make connections between the literature, field analysis, and real world examples. − Few spelling or grammar errors. Some attempt to communicate to a non-expert audience. − Does not display the outstanding ability, critical acuity and/or originality characterising the award of first class honours.

50-59 **Second** **Class** **Honours** **Grade II** **(lower)**	– 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. – Evidence of good effort and sound argument, but little evidence of critical insight or independent critical appraisal. – Little evidence of being able to make connections between the literature, field analysis, and real world examples. – Some spelling, grammar and/or citational/referencing errors, but not enough to detract from main arguments. – Limited use of web 2.0 tools – Limited ability to communicate the argument to a non-expert audience.
40-49 **Pass**	– Adequate answer to pass. – 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. – Demonstrates a very basic understanding of the question / topic and of the broader subject area. – Some to little evidence of detailed knowledge. – Reading is partial. – Contains vague generalisations that may include mistakes about the topic, context and content, including misunderstandings or the inclusion of irrelevant material. – Organisation and expression makes it difficult to understand the main arguments of the blog post. – Very little evidence of critical thinking and original work. – Poor analytical and interpretive skills. – Few connections between the literature, field analysis, and real world examples. – Grammar and spelling mistakes may impede clarity of prose. – Poor use of web 2.0 tools – Limited ability to communicate an argument.
0-39 **Fail**	– The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic. – Inadequate work for a pass, with little to no relevance in answer to the question / topic. – Does not directly answer the question / topic, but may show some basic understanding of the general field. – Prose is muddled; ideas are incomplete and poorly expressed. – Little to no evidence of reading. – No analysis or interpretation. – No connections between the literature, field analysis, and real world examples. – Many spelling, grammar and referencing mistakes. – No use of web 2.0 tools – Sloppy presentation.
0 **Fail**	– 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. – Work penalised for late submission without the granting of an extension by the module facilitator. – Plagiarised material will be reported to the Head of Department and may be reported to the University Authorities.

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.

Grade Range	Grade Related Criteria for Submitted Work
90+ First Class Honours	– Exceptional work, exceeding the criteria listed for 80+. – Material presented is balanced and clearly has been very well researched. – Excellent structure and design. – A balanced and complete report delivered within a word limit. – Excellent illustration and critical argument. – Advanced and mature technical skills. – As good as can be expected at this academic level.
80-89 First Class Honours	– Excellent work, exceeding the criteria listed for 70+. – Excellent technical report, well structured and balanced. – Content and depth of knowledge are clearly beyond that delivered from lectures. – Confident delivery and confident response to critical requirements. – Delivered within word limit. – Very impressive first class work.
70-79 First Class Honours	– Very good to excellent work, exceeding 2.1 class criteria. – Very good technical report scoring highly on structure, suitable material, communication. – Well researched with aims and conclusions clearly stated. – Good ability to explain critical content. – Keeps to word limit. – May lack polish and fluency of a higher scoring report.
60-69 Second Class Honours Grade I (upper)	– A good to very good report, exceeding the criteria listed for 2.2 work. – Report has a clear logical structure, is well-researched, and covers suitable material. – Uses good technical material. – Some ability to show critical thinking. – 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.
50-59 Second Class Honours Grade II (lower)	– A fair to good report, exceeding the criteria listed for third class work. – A competent report demonstrating a reasonable standard in all aspects of the reporting. – Content is largely relevant and shows some evidence of critical thinking. – 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. – Technical components may be variable in quality and relevance.
40-49 Pass	– Adequate to passing work. – Weak but acceptable report. – Some irrelevant or inaccurate material is included. – Report lacks structure and the author may not show good understanding of task. – Technical content poorly constructed, not always relevant and difficult to follow. – May be significantly under or over word limit.
30-39 Fail	– Inadequate work for a passing mark. – Report narrowly but clearly fails in several aspects. – There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material.

	− May be disorganized with insufficient explanation of technical components/tasks. − Delivery is poor, for example; substantially over or under word and hard to follow.
20-29 Fail	− Failing work, despite attempt at producing a report. − Report fails on most key points. − Very limited material, content largely irrelevant, with limited suitable technical explanation − Sections may be hard to follow − Complete inability to understand task.
10-19 Fail	− Failing work. − Unacceptable report. Fails on all key criteria.
1-9 Fail	− Failing work. − Unacceptable report: content entirely irrelevant, no suitable technical material. Fails on all key criteria.
0, Fail	-- 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.

Grade Range	Grade Related Criteria for Posters
90+ First Class Honours	− Exceptional work, exceeding the criteria listed for 80+. − Material presented is balanced and clearly has been very well researched. − Excellent structure. − A balanced and complete presentation delivered within a word limit. − Advanced and mature presentation and visual skills. − As good as can be expected at this academic level.
80-89 First Class Honours	− Excellent work, exceeding the criteria listed for 70+. − Excellent poster, well designed and balanced. − Content and depth of knowledge are clearly beyond that delivered from lectures. . − Delivered within word limit. − Very impressive first class work.
70-79 First Class Honours	− Very good to excellent work, exceeding 2.1 class criteria. − Very good poster scoring highly on structure, design, suitable content, visual communication. − Well researched with aims and conclusions clearly stated. − Keeps to word constraints. − May lack polish and fluency of a higher scoring poster.
60-69 Second Class Honours Grade I (upper)	− A good to very good poster, exceeding the criteria listed for 2.2 work. − Poster has a clear logical structure, is well-researched, and covers suitable material. − Uses good visual material. − 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.

50-59 Second Class Honours Grade II (lower)	– A fair to good poster, exceeding the criteria listed for third class work. – A competent poster demonstrating a reasonable standard in all aspects of the content. – Content is largely relevant and shows some evidence of research. – 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. – Visual content may be variable in quality and relevance.
40-49 Pass	– Adequate to passing work. – Weak but acceptable poster. – Some irrelevant or inaccurate material is included. – Poster lacks structure and design that may not engage viewer. – Visual materials are poorly constructed, not always relevant and difficult to see. – May be significantly under or over word limit.
30-39 Fail	– Inadequate work for a passing mark. – Poster narrowly but clearly fails in several aspects. – There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material. – May be disorganized with insufficient explanation. – Design is poor, for example; substantially over or under word and /or poorly written.
20-29 Fail	– Failing work, despite attempt at producing a poster. – Poster fails on most key points. – Very limited material, content largely irrelevant, with few suitable visual illustrations. – Sections may be illegible.
10-19 Fail	– Failing work. – Unacceptable poster, may be illegible. Fails on all key criteria.
1-9 Fail	– Failing work. – Unacceptable poster: content entirely irrelevant, no suitable visual content, may be illegible. Fails on all key criteria.
0, Fail	-- No attempt, or not ready to produce by deadline, or plagiarized.

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.

Grade Range	Grade Related Criteria for Oral Presentations (including poster presentations)
90+ First Class Honours	– Exceptional work, exceeding the criteria listed for 80+. – Material presented is balanced and clearly has been very well researched. – Excellent structure. – A balanced and complete presentation delivered within a time limit. – Excellent anticipation and fielding of questions. – Advanced and mature presentation and oratorical skills. – As good as can be expected at this academic level.

80-89 First Class Honours	– Excellent work, exceeding the criteria listed for 70+. – Excellent oral presentation, well paced and balanced. – Content and depth of knowledge are clearly beyond that delivered from lectures. – Confident delivery and confident response to questions. – Delivered within time limit. – Very impressive first class work.
70-79 First Class Honours	– Very good to excellent work, exceeding 2.1 class criteria. – Very good presentation scoring highly on structure, suitable material, communication. – Well researched with aims and conclusions clearly stated. – Good ability to handle questions. – Keeps to time. – May lack polish and fluency of a higher scoring presentation.
60-69 Second Class Honours Grade I (upper)	– A good to very good presentation, exceeding the criteria listed for 2.2 work. – Presentation has a clear logical structure, is well-researched, and covers suitable material. – Uses good visual aids. – Some ability to handle questions. – 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.
50-59 Second Class Honours Grade II (lower)	– A fair to good presentation, exceeding the criteria listed for third class work. – A competent presentation demonstrating a reasonable standard in all aspects of the presentation. – Content is largely relevant and shows some evidence of research. – Some of the ideas may be less well expressed; may not be completed within the time available or may be significantly imbalanced. – Visual aids may be variable in quality and relevance. – May be unable to handle questions.
40-49 Pass	– Adequate to passing work. – Weak but acceptable presentation. – Some irrelevant or inaccurate material is included. – Presentation lacks structure and the presenter may not engage audience. – Visual aids are poorly constructed, not always relevant and difficult to see. – May be significantly under or over time limit. – Unable to handle the majority of questions.
30-39 Fail	– Inadequate work for a passing mark. – Presentation narrowly but clearly fails in several aspects. – There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material. – May be disorganized with insufficient explanation. – Delivery is poor, for example; substantially over or under time and /or largely inaudible. – Unable to handle questions. – May be substantially over or under the time limit.
20-29 Fail	– Failing work, despite attempt at making a presentation. – Presentation fails on most key points. – Very limited material, content largely irrelevant, with few suitable visual aids. – Sections may be inaudible. – Complete inability to understand or answer questions.
10-19 Fail	– Failing work. – Unacceptable presentation, may be inaudible. Fails on all key criteria.
1-9 Fail	– Failing work. – Unacceptable presentation: content entirely irrelevant, no suitable visual aids, may be inaudible. Fails on all key criteria.
0, Fail	-- 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.

Mark Range	Grade Related Criteria for Submitted Work
90+ **First Class Honours**	– Perfect attendance. – Exceptional completion of preparatory work, with original insights of a level closer to advanced postgraduate work. – 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.
80-89 **First Class Honours**	– Perfect to excellent attendance. – Excellent to exceptional completion of preparatory work, with new and original insights. – Excellent to exceptional contributions to class discussion and understanding.
70-79 **First Class Honours**	– Excellent attendance, with little or no unexcused absences. – Excellent level of successful completion of preparatory work, with novel and original insights. – Excellent and sustained contribution to classes, helping to significantly advance both individual understanding and the levels of others in the class.
60-69 **Second Class Honours Grade I**	– Very good attendance, with a small number of unexcused absences. – High level of completion of preparatory work, with very good insights. – Very good contribution to classes, helping to advance both individual understanding and the levels of understanding of others in the class.
50-59 **Second Class Honours Grade II**	– Good attendance, with some unexcused absences. – Good level of completion of preparatory work, with some good insights. – Good contribution to classes, with some contribution to advancing understanding helping to advance both individual understanding.
40-49 **Pass**	– Inconsistent attendance, with at least 3 unexcused absences. – Some effort to complete preparatory work, but with limited insights. – Some contribution to classes, but limited advancement of individual understanding and levels of understanding of others in the class.
30-30	– Inadequate attendance (33.33% or more unexcused absences). – 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. – Limited contribution to classes; displays limited interested in advancing understanding.
0-29 **Fail**	– Inadequate attendance (40-50% or more unexcused absences). – Very poor level of completion of preparatory work, with little or no insights. Work completed is at a failing standard. – Limited to no contribution to classes, and displayed limited or no interest in advancing understanding.
0 Fail	– No attendance, prepatory work or participation noted.

Your notes