



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MRes Geography
Name of interim award(s):	
Duration of study / period of registration:	12 months full time/24 months part time
Queen Mary programme code(s):	L7Q7/L7Q9
QAA Benchmark Group:	Geography
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Geography

Schools / Institutes which will also be involved in teaching part of the programme:

School of Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

The MRes in Geography offers a focused research pathway for students aiming to pursue a PhD in human geography or advance their research skills for careers in academia and beyond. This programme combines advanced training in social science research methodologies with specialised study in human geography, fostering a deeper understanding of the cultural, economic, social, political, and urban dimensions shaping the field. As part of the London Interdisciplinary Social Science (LISS) Doctoral Training Partnership with King's College London and Imperial College London, students undertaking the MRes gain a strong foundation in research training that meets the requirements of the Economic and Social Research Council's (ESRC) 1+3 funding model. Emphasis is placed on equipping students with the skills and knowledge to conduct ethical and effective research on social issues, including applied and policy-oriented topics. Students also benefit from expert supervision and an academic environment that supports independent inquiry and critical engagement with geographical debates

Aims of the programme

The aim of the programme is to:

- 1) Provide an advanced understanding of the dominant theoretical paradigms used in the analysis of geographical processes across a range of scales.

- 2) Develop advanced knowledge of cultural, economic, development, historical, political, social, health, and urban geographies to critically engage with human geographical debates in the 21st century.
- 3) Deliver advanced training in research methodologies, enabling students to independently design, conduct, and communicate research on theoretical, applied, and policy-oriented topics in human geography.
- 4) Enhance transferable skills in problem-solving, effective communication, collaboration, and self-direction, preparing students for diverse professional and academic pathways.

What will you be expected to achieve?

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes. The following learning outcomes outline the key competencies and attributes that students will gain throughout their studies. ☒ These outcomes use the Subject Benchmark Statement for Geography as a framework interpreted in ways which reflect the distinctive nature of research and teaching at QMUL School of Geography.

Academic Content:

A 1	Knowledge and understanding of the construction and constitution of the distinctiveness of particular places and their interdependence with other places at various spatial scales
A 2	Knowledge and understanding of the key geographical processes that shape social, economic and cultural worlds such as globalisation, development, urbanisation, and health inequalities
A 3	Knowledge and understanding of the geographies of difference and inequality across the world and the processes underpinning them
A 4	Knowledge and understanding of the practical and policy dimensions of addressing and resisting key geographical processes from local to global levels.

Disciplinary Skills - able to:

B 1	Plan, design and execute a piece of advanced level rigorous research or enquiry, including project design, project planning, project management, and analytical and interpretive skills
B 2	Critically assess knowledge of core geographical processes such as globalisation, development, urbanisation, and health inequalities
B 3	Recognise the variety of different approaches to understanding these processes both theoretically and practically
B 4	Work confidently and critically with a range of different sources and materials for studying the contested processes of geographical change at a range of scales
B 5	Develop advanced level knowledge of a range of data sources relevant for exploring issues in human geography and be able to carry out applied research of relevance for development practitioners

Attributes:

C 1	Communicate complex ideas clearly and persuasively for a range of audiences.
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C2	Work collaboratively and inclusively with a diverse team, showing leadership where appropriate and supporting the contributions of others to achieve common objectives.
C3	Engage critically and reflectively with knowledge, applying problem-solving approaches that take into account cultural, social, and ethical considerations.
C4	Exercise initiative, self-management, and adaptability through the setting and achievement of personal and academic goals.
C5	Critically evaluate and ethically use digital tools and resources for research, data analysis, and presentation in a range of formats.

How will you learn?

As a student at Queen Mary, you will actively engage in building your skills and knowledge through a structured blend of teaching, independent study, and personalised support. This programme is taught by members of academic staff in the School of Geography, with one compulsory module taught by academic members of staff in the School of Politics and International Relations. The School of Geography is committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent learning and critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

The programme's learning approach includes the following:

Teaching is delivered through formal lectures and small-group seminars. Seminars are designed to foster informed discussion on set topics, incorporating student presentations, group exercises, role-play, and open dialogue.

You will be assigned an Academic Adviser who will guide you on both academic and pastoral matters throughout your time at Queen Mary.

For each hour of formal class time, you are expected to spend additional hours on independent study. This includes preparing for or following up on formal sessions, reading, writing assignments, and completing projects.

The direction of your individual study will be shaped by the formal sessions, reading lists, and assignments provided. However, you are encouraged to take an active role in your learning by reading widely, which will expand your understanding and critical thinking.

You will receive tailored research supervision and training, supporting your individual research interests and preparing you for advanced study or professional roles.

How will you be assessed?

Assignments across the programme are designed to assess whether you have demonstrated a grasp of the learning objectives and outcomes at both the module and programme level. A focus on authentic assessments ensures that students engage in meaningful tasks that reflect real-world research and professional practices. Each module will have specific assessment criteria, which will be provided at the beginning of the module. Assessment methods may include:

Coursework: Designed to assess your understanding of key concepts and analytical skills through written assignments. Tasks may also assess your problem-solving abilities and capacity to apply knowledge to real-world situations within development and business contexts.

Presentations: Provide opportunities to develop and demonstrate your communication skills by presenting complex ideas to an audience.

Dissertation: Involves conducting independent research under supervision, culminating in an output that contributes to academic and/or policy debates in human geography.

Feedback will be provided on assessments to help you reflect on your progress and identify areas for development. There are no examinations in this programme.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The MRes Geography offers a range of advanced specialist option modules in human geography totaling 180 credits and comprises of a combination of compulsory and elective modules. These include the compulsory dissertation module (GEG7138, 90 credits); two compulsory modules (GEG7120 Geographical Thought and Practice (30 credits) and POLM083 Introduction to Social Science 2: Quantitative Methods and Data (30 credits)). Students then have 30 credits to choose from the suite of human geography modules offered by the School of Geography.

Part-time students on this programme will take up to 60 credits in the first year and a further 120 credits in the second year of their studies, however this may vary subject to approval from programme convenor. Typically, students will take GEG7138 and GEG7120 in their second year.

Note that not all of the elective modules listed in the following table will be offered every year.

Students are permitted to select up to 30 credits from outside the School, subject to approval from the programme convenor

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation 15'000 words	GEG7138	90	7	Core		Semesters 1-3
Geographical Thought and Practice	GEG7120	30	7	Compulsory		Semesters 1 & 2
Migration and Mobilities	GEG7129	15	7	Elective		Semester 1
Global Working Lives	GEG7131	15	7	Elective		Semester 2
Retheorising global development	GEG7137	30	7	Elective		Semester 1
Global Health Geographies	GEG7143	15	7	Elective		Semester 1
Introduction to Social Science 2: Quantitative methods and data	POLM083	30	7	Compulsory		Semester 2
Advanced Readings	GEG7142	15	7	Elective		Semester 1 or 2

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Migration and Mobilities	GEG7129	15	7	Elective		Semester 1
Global Working Lives	GEG7131	15	7	Elective		Semester 2
Rethorising global development	GEG7137	30	7	Elective		Semester 1
Global health geographies	GEG7143	15	7	Elective		Semester 1
Introduction to Social Science 2: Quantitative methods and data	POLM083	30	7	Compulsory		Semester 2
Advanced Readings	GEG7142	15	7	Elective		Semester 1 or 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Geographical Thought and Practice	GEG7120	30	7	Compulsory		Semesters 1 & 2
Dissertation 15'000 words	GEG7138	90	7	Core		Semesters 1-3

What are the entry requirements?

As they appear in the Handbook/College prospectus. Normally at least an upper second class undergraduate degree or equivalent experience. IELTS 7.0 is required for non-native speakers of English.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student Voice Committee serves as a formal means of communication and discussion between academic units and their students. The committee comprises student representatives from each year within the School, along with relevant staff representation. It is designed to address students' needs and act as a forum for discussing programme and module developments. The Student Voice Committee meets regularly throughout the year.

The School of Geography also operates an Education Committee, which advises Directors of Taught Programmes on all matters relating to the delivery of taught programmes at the School level. This includes monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approvals or amendments before submission to the Taught Programmes Board. Student perspectives and feedback are incorporated into the committee's work through various channels,

such as student membership and consideration of student surveys.

The School conducts an Annual Programme Review (APR) of taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning managed by those responsible for programme delivery. The main document of reference for this process is the Taught Programmes Action Plan (TPAP), which summarizes the School's efforts throughout the year to uphold academic standards and enhance the student experience. Student feedback is integrated into this process through the analysis of the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), and module evaluations.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the student experience surveys and module evaluations.

What academic support is available?

Students receive academic support through regular meetings with their advisor, as well as access to the programme director and module lecturers. Additional academic enrichment is available through attendance at research events hosted by the School of Geography. The Library Services also offer a range of resources, including access to research databases, academic skills workshops, and one-on-one consultations to further support students in their studies.

Programme-specific rules and facts

N/A

How inclusive is the programme for all students, including those with disabilities?

QMUL provides a central Disability and Dyslexia Service (DDS) that offers support to all students with disabilities, specific learning difficulties, mental health issues, and Autism Spectrum Disorders (ASD). The DDS is available to all QMUL students—full-time, part-time, undergraduate, postgraduate, UK, and international—across all campuses and sites.

Students can access advice, guidance, and support in the following areas:

- Identifying specific learning difficulties, such as dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Making special arrangements for examinations
- Accessing loaned equipment (e.g., digital voice recorders)
- Receiving specialist one-to-one study skills tuition
- Ensuring course materials are available in alternative formats (e.g., Braille)
- Providing educational support workers (e.g., note-takers, readers, library assistants)
- Accessing specialist mentoring support for students with mental health issues
- Accessing specialist mentoring support for students with Autism Spectrum Disorders (ASD)

Links with employers, placement opportunities and transferable skills

At QMUL, we are dedicated to helping students develop the skills, experiences, and connections essential for thriving in today's competitive job market. Graduates of this programme will develop a versatile set of transferable skills highly valued in

professional and academic contexts. They will communicate effectively across diverse formats and scholarly material, adapting their approach to address complex issues in the social sciences through a geographical lens. Through collaborative and inclusive teamwork, students will demonstrate leadership, support peers, and achieve shared goals. They will cultivate critical and reflective thinking, applying intellectual initiative to solve real-world problems. Furthermore, students will hone their self-management, adaptability, and ethical use of digital tools for research and analysis, preparing them to work in diverse global contexts and contribute to sustainable and socially responsible practices.

In addition, through both the programme’s curriculum and the support of the Careers and Enterprise team, students are provided with a wide range of opportunities to gain practical employability skills, industry insights, and connections with potential employers. In particular, students benefit from EAST, Queen Mary’s student career journey, designed to support preparation for life after graduation—whether in work, further study, or entrepreneurial ventures. EAST consists of four key stages:

- Explore career options
- Acquire experience
- Showcase your skills and experience
- Transition towards your next steps

Through the programme’s curriculum, students develop critical transferable skills, including critical thinking, effective communication, teamwork, and problem-solving. These skills are further enhanced by various hands-on learning opportunities such as group projects, presentations, and research assignments.

Additional support includes:

Career Guidance and Workshops: Students receive expert advice on career planning, CV writing, interview skills, and networking strategies through one-on-one career guidance and workshops.

Internships and Placements: Resources for securing internships and placements allow students to apply academic knowledge in real-world contexts, build professional networks, and gain hands-on industry experience.

Employer Events and Networking: The Careers and Enterprise team hosts employer panels, networking events, and career fairs, providing valuable opportunities for students to explore career paths, meet industry professionals, and learn about potential employers.

Programme Specification Approval

Person completing Programme Specification:	Prof James Esson
Person responsible for management of programme:	Prof James Esson
Date Programme Specification produced / amended by School / Institute Education Committee:	29 Nov 2024
Date Programme Specification approved by Taught Programmes Board:	