

# The School of Global Studies

MSc Engineering Geomorphology, Consultancy and Practice  
Handbook



# Welcome!

## ...from Professor Andrea Cornwall

As Head of School, I would like to extend a very warm welcome to new and returning students in the School of Global Studies. The School brings together the Departments of Geography, Anthropology and International Relations, as well as interdisciplinary programmes on International Development and a range of other global issues. Established in 2009, it is one of the first Schools of its kind in the UK, and it seeks to provide a stimulating intellectual base and supportive environment for all its students and staff.

Within the School, we have a thriving set of interdisciplinary postgraduate programmes spanning climate change to international security and geopolitics to migration, human rights, and global culture. This year sees the launch of our new *Migrating out of Poverty* research consortium funded by the Department of International Development, and two new Masters programmes in climate change. I'm sure there will also be many more exciting events and initiatives through the year.

Our research training masters programme, shared with other social science Schools at Sussex, is also uniquely interdisciplinary, providing diverse perspectives and approaches on a range of global problems and issues. Yet our interdisciplinary perspective is above all based on a solid theoretical and methodological basis within disciplines, each of which is internationally-recognised for its research and has a strong commitment to innovative teaching.

We hope that this Handbook will provide you with a useful introduction to the School and to the wide range of opportunities and services available to you. In addition, you should also keep an eye on your Department or programme website, and the *Study Direct* pages for your courses, where course handbooks, reading lists, and other forms of academic support are located. The School's website is also the place to find out about events that are happening during the year, including a termly *Sussex Global Lectures* series featuring prominent external speakers, and a range of other academic and social events throughout the academic year.

Once again, welcome to Global Studies @ Sussex: I wish you a happy and successful time over the coming academic year.

Professor Andrea Cornwall  
Head of School

*October 2011*

As Masters students you are joining the School of Global Studies which is a large and lively community of students concerned with the analysis of key issues of contemporary culture and society. These include, among many others, issues of development and the environment, inequality and identity, migration and human rights, European integration and citizenship, globalisation and international relations, regulation and risk, and economic transformation across different societies. The School currently runs around 20 MA and MSc programmes and a core research training programme in Comparative and Cross-Cultural Research Methods (leading to an MSc, Diploma or Certificate).

As an MSc student, your first point of contact will normally be with your Programme Convenor or Course Tutor, but I am always happy to discuss academic problems or to receive suggestions about how we might improve the quality of your experience as a postgraduate student in the School. Up-to-date information will be sent to you by email and also published throughout the year on the School's website.

Within the School of Global Studies we aim to foster a sense of community – both socially and intellectually – so that Masters students feel they belong to a vibrant research community committed to cross-cultural and comparative research and teaching. I hope you enjoy your academic experience in the School of Global Studies and wish you a productive and stimulating year.

Director of Taught Programmes

## Introduction

Welcome to the MSc in Engineering Geomorphology, Consultancy and Practice at the University of Sussex. Earth-surface processes and natural hazards pose significant challenges to society, development and construction. Engineering geomorphology is used to evaluate the opportunities and risks to infrastructure, people and the environment, contributing to sustainable development and the mitigation of significant geohazards and risk. The MSc is a unique course for graduates and professionals that integrates academic and commercial training with project experience. It provides students with the necessary knowledge and skills for work in industry. Specific course modules are available as continuous professional development (CPD) training for those already practising in industry. The course structure and content is based on real-world case work and will be taught by leading practitioners and academic experts in the discipline. A significant proportion of the course will be taught in the field.

The University of Sussex has a strong reputation for inter-disciplinary teaching and research and this programme is no exception. Convened by the department of Geography, in the School of Global Studies, this programme is taught by staff from Geography and industrial experts from several environmental consultancy firms including Halcrow, Royal Haskoning, and ARUP. In consultation with industry, we have produced a program specifically tailored to prepare students for a career in the earth sciences. Students will be based in the new School of Global Studies, which has an outstanding global research profile in international policy and environmental systems. We have an international student intake from over 40 countries. New state-of-the-art research facilities have recently been added to the geography department in order to facilitate the teaching of this course.

There is a growing need for qualified professionals in the field of engineering geomorphology. This course is relevant for employment in government ministries, international organisations (eg the UN), non-governmental organisations (NGOs), regulatory agencies, environmental sectors of private enterprises, energy sector, financial services, environmental consultancy, international development, as well as preparing students for further advanced research (or doctoral study).

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# Section One: Welcome to the School of Global Studies

**Head of School:** Professor Richard Black

## Departments

- Anthropology
- Geography
- International Relations

## Interdisciplinary Programmes

- International Development

We also support the following interdisciplinary research centres that periodically run open seminars or lectures that you are welcome to attend:

- [Sussex Centre for Migration Research](#)
- [Centre for Global Political Economy](#)
- [Centre for World Environmental History](#)
- [Centre for Colonial & Post-Colonial Studies](#)
- [Justice and Violence Research Centre](#)

## The Global Studies School Office

You can take any query to the school office, where the Postgraduate Programmes Co-ordinator and front-desk clerical assistants are located. If they don't know the answer, they will be able to point you toward people who do. The office reception opening hours are:

Monday – Friday, 9.00am to 5.00 pm

Tel: 01273 877540

Fax: 01273 876513

Office email (general enquiries)\*: [global@sussex.ac.uk](mailto:global@sussex.ac.uk)

MA Programme Co-ordinator email: [globalstudiespg@sussex.ac.uk](mailto:globalstudiespg@sussex.ac.uk)

School website: <http://www.sussex.ac.uk/global>

\*Please see the section of this handbook entitled 'Who Does What?'

## The Global Studies Resource Centre

The [Global Studies Resource Centre](#) (C175) offers flexible space for students and staff in the School. It can be used for individual or group study, and offers a variety of print and online resources, computing facilities and access to the University Map Library. Evelyn Dodds manages the GSRC and will be happy to help with your enquiries.

Please feel free to come and work in this friendly environment. The Resource Centre is open Monday-Friday 09.15-17.15 during term time.

## Term dates

These are the dates for the coming academic year:

	Autumn Term begins	Autumn Term Ends	Spring Term Begins	Spring Term Ends	Summer Term Begins	Summer Term Ends
<b>2011-2012</b>	3 October	9 December	9 January	16 March	16 April	22 June



## Communication

### Absences

If you are unable to attend a class (for example if you are ill), please email the relevant tutor(s) directly to inform them of your absence. If you cannot access your email, please telephone the Global Studies School Office (01273 877540) and they will pass the message on.

### Attendance

If you are not in attendance by the third week of term or do not attend classes for a period of three continuous weeks without explanation, your absence will be followed up by a Student Services Coordinator and you may be deemed to have withdrawn from the University. If you have personal circumstances that make it difficult to attend classes, please talk the matter over with one of the Student Life Advisers. You may access your attendance record on Sussex Direct.

### Contact details

Please ensure that your personal contact details are up-to-date by using [Sussex Direct](#). You can log-in to your account at this link: <https://direct.sussex.ac.uk/mle/login.php> and edit your contact information under the Personal tab.

### Email

You can collect details of your email account and computer log-on from IT Services during your induction week. Please visit the Shawcross Building and report to the main reception desk to pick up these details. Your Programme Co-ordinator and tutors will use email as the primary method of communicating important information to you. **You should check your Sussex account on a daily basis!** If there are any changes to your timetable, or meetings that you may be required to attend, we will send you an email to your university email account. If you principally use a hotmail or other email account, it is *imperative* you set up a forward facility to automatically send your Sussex emails to that account. For instructions on how to set this facility up, please log-in to your account using this link:

<http://www.sussex.ac.uk/its/myaccounts/>.

There are group mailing lists for each Global Studies MA programme which you will be automatically added to upon arrival. You are asked not to send advertisements for private events, or private emails to group emails. If you would like something circulated to your cohort, please send it to the Programme Co-ordinator at [globalstudiespg@sussex.ac.uk](mailto:globalstudiespg@sussex.ac.uk) who will send it on to the list.

### Pigeonholes

Mail from the school and university will normally be sent to the Global Studies student pigeon holes (mail boxes). These are located in the Dhaba Café, in alphabetical order by surname. Please make sure that you check your pigeonhole at least twice weekly. Please ask people who send you mail to address the letter with your name, followed by: School of Global Studies, Arts C, University of Sussex, Falmer, Brighton, BN1 9SJ.

We may sometimes need to use your local home address. **PLEASE register any change of address and phone number on your personal Sussex Direct pages.** This will ensure important information reaches you on time. If something important does not reach you because you have not done this, it will be regarded as your responsibility.

If you go on intermission, please arrange with the Global Studies School Office for your mail to be forwarded to your home address, unless you intend to regularly visit the university pigeonholes to collect it. When you leave the university, please tell all your correspondents so that pigeonholes are not cluttered up with uncollected mail.

## Who's Who in the School of Global Studies

Each Masters Programme has a member of faculty, known as the Convenor, who has general administrative responsibility for students and oversight of teaching and dissertation supervision within that programme. Programmes are also supported by an administrator known as the Programme Coordinator, located in the Global Studies School Office (Arts C168). You can contact the Programme Coordinator at [globalstudiespg@sussex.ac.uk](mailto:globalstudiespg@sussex.ac.uk).

### Global Studies MA and MSc Convenors

Dept/Centre	Programme	Convenor
Anthropology	Anthropology	Katy Gardner
	MA Anthropology of Conflict, Violence and Conciliation	Mark Leopold
	MA Anthropology of Development and Social Transformation	Pamela Kea
International Development	MA Environment, Development and Policy	David Robinson
	MA Globalisation, Ethnicity and Culture	Anastasia Christou
	MA Human Rights	Nigel Eltringham
	MA Migration	Autumn term: Russell King Spring/Summer: Katie Walsh
	MA Social Development	Autumn term: Dinah Rajak Spring/Summer: Pamela Kea
Geography	MSc Climate Change and Development	Martin Todd
	MSc Climate Change and Policy	Martin Todd
	MSc Engineering Geomorphology	Roger Moore
International Relations	MA International Relations MA Global Political Economy MA Conflict, Security and Development MA International Security MA Geopolitics and Grand Strategy	Fabio Petito

## How to Contact Academic Staff

All academic staff should have office hours posted on their doors; it will normally be appreciated if you do not interrupt work at other times, unless the matter is an urgent one. Some people put timetables on their doors so that you can tell when they are likely to be free. The most convenient way of contacting teaching staff is either via email (you can find them by going to the University's Home page and searching under 'people'), or by leaving a note on their door.

## Student Representation

### Students' Union

As students of the university you are automatically a member of the Students' Union. The Union provides representation, advice, campaigning, clubs & societies, sports, entertainments, childcare facilities, volunteering opportunities, student media, shops, and bars. Services in Falmer House include the Student Advice Centre, Games Room and Student Union Shop. In addition, the Union runs the Newsagents in Bramber House, the mini-supermarket under York House, and the East Slope and Park Village bars.

The Students' Union represents all students collectively in the university at large. There are slots on the Executive Committee and the Finance Committee reserved for representatives of



the Students' Union Postgraduate Association (PGA). As a graduate student, you are automatically a member of the PGA, which receives a budget from the Students' Union. The PGA exists to facilitate contact, formal and informal, among graduates from all parts of the university. It provides an opportunity to help each other with academic, welfare and social problems. If you are interested in becoming actively involved, please either sign up at the Societies' Fair or see the Union's Education Officer in Falmer House.

In practice, the Union will tend to represent those graduate interests that are flagged up by the students, so it's up to you how involved you get. It also has representatives on many committees, such as the Equality and Diversity Committee, and they too could take up issues you want to raise. Contact your representatives through the Education Officer, who has specific responsibility for postgraduate concerns. There are also graduate student representatives on the University Senate, the key academic committee. Nomination forms will be available at registration.

### **School of Global Studies Representatives**

Student representatives play an important role in the School of Global Studies, providing an important link between students and staff and ensuring that student views are heard. Student Representatives are members of the **School of Global Studies Teaching & Learning Committee**, which meets twice a term and is chaired by the Director of Taught Programmes. This committee is the main forum for discussing all aspects of taught programmes in Global Studies, both graduate and undergraduate, including the formal monitoring of taught courses.

There is also a termly **Student Forum** meeting, chaired by School's Director of Student Support to which student representatives are also invited and where a wide range of matters are discussed: academic, welfare and other issues concerning the postgraduate student body. Student representatives are elected from each programme. For further information go to <http://www.studentreps.co.uk/> and look out for the publicity. We really do want you to stand for election and as importantly to vote for your preferred candidates.

In addition to the structure of representation, each taught-course programme has a system of collecting student feedback on the progress of teaching, through the use of anonymous course evaluation questionnaires completed towards the end of the course and meetings. Please make your views known through whatever mechanisms are provided, so that we may find ways to improve and to respond to student opinion.

### **Bureaucracy: Who does What?**

The two most important administrative units for the postgraduate student are the Global Studies School Office and the Postgraduate Office which is part of the Student Progress & Assessment Office (SPA). If you have a query, a problem, or an issue you want to take up, try to start with the part of the system closest to home.

**School Office** - The School Office is responsible for supervisory arrangements, research outline submissions, term paper and dissertation submissions and general taught course administration.

This office also writes **Proof of Attendance letters** and **Bank Letters** for MSc students. You may require one of these letters in order to set up a UK bank account, for council tax purposes, or to send to a funding body or employer. If so, please come in and speak to one of the staff at the reception desk and they will be happy to write one for you. Please allow up to 24 hours for collection. The staff at the reception desk are also responsible for taking in MA submissions, so will be able to advise you on submission deadlines and procedures. They can advise you on any general questions like campus facilities, the university structure and school activities.

**The SPA Office** – is responsible for central university administration, i.e. registration matters, change of status and temporary withdrawal. The School and the central administration jointly work together to deal with admissions and examinations.

**Finance** - Financial matters are dealt with by the Student Accounts Supervisor in the Student Accounts Office in Sussex House.

**IT** – If the matter is to do with computing, you can ask IT Services – [support@its.sussex.ac.uk](mailto:support@its.sussex.ac.uk). IT Services offers a variety of courses on a range of software programmes at different levels of ability at various points across the academic year. You can register for these by contacting the Computing Service directly. Computing facilities are available in various locations across campus. For details please see <http://www.sussex.ac.uk/its/facilities/>.

- **Online help desk:** [sussex.ac.uk/its/helpdesk](http://sussex.ac.uk/its/helpdesk)
- **Online fault reporting:** [sussex.ac.uk/its/help](http://sussex.ac.uk/its/help)
- **Email:** [support@its.sussex.ac.uk](mailto:support@its.sussex.ac.uk)
- **Tel:** (67)8090
- **Enquiries/help desk:** Shawcross, Monday - Friday, 9.00am-5.00pm

**Registration** – If it is to do with your registration status, or official rules about examinations try the SPA Office - [spaenquiries@sussex.ac.uk](mailto:spaenquiries@sussex.ac.uk).

**Personal** - If you have a personal issue, you can see one of the university's Student Life Advisers (see the section in this handbook on the Student Life Centre).

MA, MSc and PG Diploma examinations are dealt with by the School of Global Studies Postgraduate Exam Board, which takes place once a year.

## **Grants, Expenses, Funding Bodies**

Some of you may be in receipt of a grant from an outside funding body. Each funding body has its own rules for studentships. If you are in receipt of a student grant, make sure you read carefully whatever they send you and take care to conform to their rules if you want to get maximum benefit from what they can offer.

The School of Global Studies does not fund MA students to attend conferences, nor do we provide funding assistance towards the cost of any fieldwork undertaken for dissertations. If you are in receipt of a grant from an external body you may be able to apply to them for funding.

## **Access to Learning Fund**

The University has an Access to Learning fund, which UK and EU students can apply to if you encounter financial difficulty during your programme of study. For further information and an application form, please see the following link:

<http://www.sussex.ac.uk/sas/1-4-5-1.html>

The Student Advice Centre, located in Falmer House, is also a good source of information and advice if you are in financial difficulties. They can help you complete the Hardship Fund application form.

## **Organising things for yourself**

We would like to encourage you to organise some activities. For new societies, contact the Students' Union as some financial support may be provided. For academic and related activities, such as reading groups, student-run seminars and workshops, etc the Global Studies School Office is the best place to ask first.

If you need a room for your activity, please note that rooms are heavily used, and need to be booked in advance. To arrange a room booking, please come to the school office to see your Programme Co-ordinator. Students' Union rooms can be booked through the Students' Union Reception on 01273 67 8152 or [reception@ussu.sussex.ac.uk](mailto:reception@ussu.sussex.ac.uk).

If you need to advertise your activity, advertisements are free in the fortnightly *University Bulletin* or the Students' Union weekly student-run newspaper, *The Badger*. Money is tight, so do not plan anything which requires money you haven't already got until you have made enquiries.

## **Social Life**

### **The Students' Union**

The Students' Union offers a wide range of social facilities. There are many societies within the Students' Union likely to interest you; sports and activities, political, social, support groups. Details of such societies, and many others, can be obtained at the Societies Fair or the Sports Federation Fair in Freshers Week - most of them will hold a stall at the Freshers Fair, but you can look up the activities and officers of the Union by visiting its website at: <http://www.ussu.info/>.

## **Employment**

### **Working whilst you study**

The University has a student employment office - the Career Development and Employment Centre (CDEC) - which offers a range of short-term jobs both internal and external to the University. CDEC offers a careers advisory service, and is located on the first floor of Falmer House, opposite Mandela Hall. Visit the website for details:

[www.sussex.ac.uk/cdec/](http://www.sussex.ac.uk/cdec/)

It is a University rule that no full-time graduate student should undertake paid work which interferes with his or her studies. If you are thinking of taking some work on, it would be wise to consult your supervisors; deadlines, or the total time allowed to complete your academic obligations, cannot be varied to take this into account while you remain registered full-time. You should also check the conditions of your funding body, which may also have its own rules on this. If you are an overseas visitor you should check the conditions of your entry visa.

### **Working after you finish**

For jobs after you graduate, CDEC is the place to start. It has general information especially relevant for graduate students. The people there are well-informed and very willing to help and you are strongly advised to contact them. You will improve your CV as well as your studies if you take the various opportunities to acquire additional skills through training while you are here.

Some departments also have a dedicated Careers Liaison Tutor; please ask the Programme Co-ordinator at the School Office or your Programme Convenor for details.

## Section Two: Academic Matters

### Guidance for all MSc students

#### Study Direct

Many tutors in Global Studies make use of Study Direct, an e-learning facility that allows for the uploading of documents such as course handbooks, lecture slides, journal articles and Powerpoint Presentations. You can access your Study Direct sites at [www.sussex.ac.uk/students](http://www.sussex.ac.uk/students) via the top bar. If a course you are taking has a Study Direct site, you will be automatically added to it once you are registered for the course.

#### Deadlines

In advance of each of your submission deadlines, please ensure you are aware of the details of your submission: the date it is due, the number of copies you need to hand in and which cover sheets you need to fill out and attach to the work. Cover sheets are available from the School Office in advance and on the day of submission.

Details of your deadlines can be found on Sussex Direct as part of your timetable – log in (<https://direct.sussex.ac.uk/mle/login.php>) and select the option 'Timetable' and then 'Assessment Deadlines and Exam Timetable'. On submission days, the deadline will always be **4pm**. These deadlines matter, and you should plan your life to ensure that you do meet them. If you miss a deadline, you will incur a penalty which affects your marks:

Handing in work within 24 hours of the deadline will incur a **10-mark penalty**.

Handing in work after 24 hours from the deadline means the work will receive a mark of **zero**, unless acceptable Mitigating Evidence is also submitted.

#### Mitigating Evidence

If you miss a deadline for reasons beyond your control, such as illness or personal problems, this can be taken into account through the Mitigating Evidence process. If this happens, or seems likely to happen, make sure that people know as soon as possible. In medical cases, a letter from a doctor should be provided. It is important that this should indicate the nature of the interruption caused to your work, and how long it lasted. There are Mitigating Evidence forms available from the Student Life Centre. The Mitigating Evidence Committee meets termly to consider all candidates whose coursework or dissertation was submitted late.

You should bear in mind, when planning your dissertation work, that you will be able to meet your supervisor readily in the Summer Term but less easily or even not at all during the vacation. You should discuss the supervision plan at the beginning of the Summer Term. (See **Appendix 2** for advice on preparing and writing term papers and dissertations).

For further details on submission deadlines and penalties, please see the **Examination and Assessment Handbook for Postgraduate Students** and the **Mitigating Evidence Procedure** document, both available at this link:

<http://www.sussex.ac.uk/academicoffice/1-3-2.html>

#### Continuing professional development (CPD) students requirements for MSc conversion

A CPD candidate has the option of completing all course modules with the intent of obtaining the full MSc qualification. Candidates have up to a maximum of five years to complete all CPD modules and a final project in order to qualify.

Please make a special effort to ensure that we always have your current address and a phone number so that we can contact you if any changes to arrangements are necessary. Since it is

harder for you to stay in touch with oral information networks, it will be a good idea to read official handouts and emails especially carefully, and check with the School Office if you do not find them clear.

### **Marking and Feedback on Written Work**

Unless you are informed otherwise, marks and feedback on term papers can be collected from the Global Studies School Office. These will be available 15 working days after the date of submission. You will not normally receive a copy of your submission back, but will receive a feedback sheet with your mark and a paragraph of feedback. Marks and feedback for coursework submissions (smaller assessments completed during a course) will appear online on your Sussex Direct pages.

The generic criteria for the award of grades for academic work in the School are provided in Appendix 1. In some cases, more specific details for individual courses will be provided in Course Handbooks. Tutors will provide students with written feedback on all assessed work. If desired, verbal feedback can be given by the course tutor or MSc Programme Convenor, who you can see without an appointment during their Office Hour.

### **MSc Examinations and Examination Board**

The rules and regulations regarding the conduct of postgraduate examinations and assessment are published in a booklet distributed by the Academic Office and available on line at <http://www.sussex.ac.uk/academicoffice/1-3-2-2.html>. You should read this carefully and in particular note the rules relating to misconduct, plagiarism and late submission.

The School of Global Studies PG Exam Board meets in the Autumn Term to examine all MA students who completed their degree in the previous academic year. Membership includes the Director of Taught Programmes, MA Programme Convenors, and External Examiners. The Graduation Ceremony is held early in the following spring term.

### **Postgraduate Workshops**

In addition to your formal academic courses, the School runs a number of academic skills and advice workshops designed to help you develop the skills and knowledge you require to fully attain your potential as a postgraduate student. These cover topics such as correct bibliography and referencing, writing term papers, preparing and writing a dissertation, and avoiding plagiarism. Details will be circulated during the year.

### **Open Lectures**

You are encouraged to make most of the opportunities offered to you whilst you are a student at Sussex. Throughout the year there are many lectures and meetings organised by various groups around campus that you should find of interest and which we encourage you to attend. They are widely advertised on the web, in the bulletin, and on noticeboards scattered around campus. Usually they are open to anyone who is interested and you simply have to turn up. A few require you to inform an organiser that you wish/will be attending so that they can ensure the venue is large enough.

### **Queries or problems?**

If you need more information or are unsure about an academic matter, begin with your course tutor. If the matter is not settled satisfactorily at that level, you could try the next level up: your Programme Convenor or after that, the Director of Taught Programmes in the School of Global Studies.

## **Information specifically for overseas students**

### **Finding things out**

If you find that the system at Sussex is strange to you, that you do not understand what is expected etc., please ask! It is not always easy to know what people need to be told about, especially when they come here from a variety of different backgrounds and experiences, but we will be happy to help you in any way you need. Please talk to your programme convenor or coordinator if you want advice or help. The International and Study Abroad Office not only arranges the introductory orientation programme for overseas students, but can also give advice at later stages. You can visit its Website at: <http://www.sussex.ac.uk/International/>

### **Academic and English Language Support**

There are free weekly seminars, starting in the third week of term, on academic writing and study skills for overseas postgraduates who come from academic systems with somewhat different customs; you need to register for these – go to the Sussex Language Institute website at <http://www.sussex.ac.uk/languages/1-4-1.html> for more information. That is also where you should go if English is not your first language and you would find it useful to improve it by further tuition. In addition, there are special ‘English for academic purposes’ courses – more information here <http://www.sussex.ac.uk/languages/1-4-1-2-2.html>.

### **National Societies**

Some of the Students’ Union societies might be of special interest to you. You can find a definitive list of them at the Student Union Website:

[http://www.ussu.info/content/9821/archive/sport\\_societies\\_volunteering/](http://www.ussu.info/content/9821/archive/sport_societies_volunteering/)



## Section Three: Academic Support

### The Library

The University of Sussex Library has a wide range of resources and support services, and you will find it helpful to explore these as early as possible. The library's introductory tours and drop-ins are recommended as they help you familiarize yourself with the way the library works. The best way to find information about the library, its services, facilities and resources is to visit the library website at:

<http://www.sussex.ac.uk/library/>

For key resources in your particular subject click on '**Subject Resources**' and select your subject. All the key resources are listed in the order of relevance. An increasing number of resources are now available from off-campus.

Journals are increasingly available electronically and in full text. Click on '**Electronic Journals**' or the library's home page for access to journal collections, and journals by individual title.

There are a number of help desks in the library if you encounter difficulty with any of the resources and services on offer. For general enquiries, go to the Enquiries/Reception desk at the library entrance. For help with research and advanced enquiries, see staff on the Enquires/Helpdesk on the first floor.

### Past dissertations stored in the library

Previous experience has shown that MA students find it very valuable to look at relevant past dissertations, and there are two methods of locating them using the library catalogue. The library only archives dissertations within the 'A' grade boundary (85-95), so you can be sure you are looking at excellent examples. There are two methods of locating dissertations that interest you:

#### Standard catalogue:

This is probably the easier of the two methods. Go to <http://ustie2.lib.sussex.ac.uk/TalisPrism/>. In the 'keyword' box, you can either type your specific area of research interest if you would like to view dissertations *from across various disciplines at the university*, or the name of your degree programme if you would like to browse *only* those dissertations archived from your programme. (There won't yet be any dissertations written for the MSc Climate Change programmes as this is the first year for the programmes, but a keyword search for 'Climate Change' will yield results).

Then, in the 'Collection' field, select 'Theses' and click 'Search'. That's it!

#### New library catalogue:

Go to <http://catalogue.sussex.ac.uk/ABL/> and type 'Sussex theses' in the search box. This will bring up a list of *all* dissertations stored in the library, which can very quickly be narrowed down using the criteria on the right-hand bar. For example, you could use the 'Series' field to look at just Geography dissertations, or dissertations written for MA Anthropology of Development and Social Transformation.

Please note that these searches will bring up both Masters and DPhil theses; the dissertation type is displayed once you have clicked on the item you are interested in. Dissertations cannot be removed from the library but can be used for reference and copying in the library.

## Buying and selling books

If you are looking to buy books for your course, it is worth checking the university's Small Ads in case anyone is selling their old course texts. These can be found at <http://www.sussex.ac.uk/staff/newsandevents/smallads/>. Feel free to put your own ads on here too.

Helpfully, the School of English have also produced an exhaustive list of second-hand bookshops in Brighton and Lewes, many of which carry academic texts: [http://wwwold.sussex.ac.uk/english/documents/bookshops\\_mar\\_09.doc](http://wwwold.sussex.ac.uk/english/documents/bookshops_mar_09.doc). If you cannot find your texts closer to home, it is well worth checking Amazon Marketplace and Ebay before buying them at full price. Finally, [www.bookbrain.co.uk](http://www.bookbrain.co.uk) is a very useful comparison tool that searches all the major UK booksellers and tells you who is offering the best price for the text in question.

## Sussex Language Institute

The Sussex Language Institute offers English as a foreign language and academic English language support. It can also offer tuition not just in the usual range of European languages, but in more distant languages, which you might need for your fieldwork or library research. The facilities of the Sussex Language Institute are open to everyone though there are some charges for some of its services. Visit their website at <http://www.sussex.ac.uk/languages/1-4-1.html> for more information

## The Student Life Team

Arriving at Sussex should be an exciting time but you are also likely to be making a transition, whether from one university to another, one country to another, or from years of paid work to full time or part time study. All of you are making a transition from undergraduate to postgraduate modes of study which require more self directed learning. Such transitions can be hard as you settle into new ways of doing things, face the new challenges thrown up by your postgraduate studies and, often in a strange place, try to make friends. It's no wonder that some of you may experience degrees of homesickness and are sometimes lonely, anxious and confused about what is expected of you. Without the immediate support of your family and friends the first term especially can be unsettling. The Student Life Team are there to help ease that transition and offer you ongoing support throughout your time at University.

The *Director of Student Support*, (Dr Dominic Kniveton) has overall responsibility for ensuring that the School of Global Studies offers you appropriate support during your period of study at the University. He works closely with the Head of School, the Directors of Taught Programmes and of Research, and Heads of Departments as well as with Student Life Advisors and Student Services Co-ordinators.

## Student Life Centre

Opening in early September 2010, the new Student Life Centre is located on the ground floor of Chichester 1. It is the central point on the campus for information and advice for Sussex Students. Opening times are Monday - Friday from 9am - 5pm

The Student Life Team will be the first port of call for student issues such as: personal concerns; student funding: Access to Learning Fund and all scholarships, bursaries and Vice Chancellor's loans; student mentoring; students needing information about taking a break from their studies (temporary withdrawal) or those thinking about withdrawing from the university; student complaints; student discipline; submission of Mitigating Evidence; help with understanding University procedures.

For further details, please see: [sussex.ac.uk/studentlifecentre](http://sussex.ac.uk/studentlifecentre)

Contact details:

Tel: 01273 87 6767

Fax: 01273 87 3344

Text 'slcentre' to 88020

Email: [studentlifecentre@sussex.ac.uk](mailto:studentlifecentre@sussex.ac.uk)

Twitter: sussexslc

### **Interruptions to work: illness, domestic or financial problems etc.**

If your work is significantly interrupted by non-academic problems, make sure your course tutors and the university's Student Life Advisers know so that they can suggest how this should be dealt with formally.

If appropriate, once the circumstances are known it is possible to change your registration from full time to part-time or to take "intermission" from your studies and return to complete your course at a later date. Intermission is only granted on the approval of your MA Course Convenor, and the Director of Taught Programmes and you may wish to discuss things with a Student Life Adviser before you make your decision. It is strongly advisable, especially for students with external funding, to sort things as soon as possible when a problem arises and not retrospectively.

### **Problems and Advice**

The School of Global Studies is responsible for your general welfare, but on matters not specific to postgraduate students you are advised to see the Student Life Advisers. In addition, the Student Advice Centre in the Student's Union and the International Office offer professional and confidential advice on grants, immigration, childcare, finance, state benefits, legal issues and accommodation problems as well as family and more personal matters. The University Housing Office deals with accommodation generally.

Hardship grants from the Access Fund are available only to British and other EU students, not to those paying overseas fees. If you have difficulties over paying fees, or getting money that you are expecting from funding bodies, talk to the Student Accounts supervisor in Sussex House (Tel: Telephone: 0800 019 49 79, freephone from UK landlines). It is often possible to make special arrangements for payment which take your circumstances into account.

The university's Psychological and Counselling Service can give counselling support; they may be able to help with study problems as well as more personal ones. In addition to individual counselling they also organise workshops on such subjects as study skills, assertion, and personal growth. The Health Service also has psychotherapists who can help with psychological problems. The Chaplaincy, in the Meeting House, can also offer general support and counselling. A variety of Christian denominations are represented there, and there is also a Jewish Chaplain, a Quaker Chaplain and links with Brighton Islamic Centre; you do not have to be involved with organised religion to take up what they have to offer.

### **Conferences and Learned Societies**

We encourage students to attend conferences; this is good experience, and you get to meet others with similar and related interests. Your MA convenor should be able to advise on suitable ones, and your Programme Co-ordinator will regularly send through emails advertising conferences that are relevant to your programme. Some conferences, in particular those run by learned societies, are regular annual events, while others are one-off occasions.

You might also think about joining a learned society. A number of them arrange special activities (and special subscription rates) for postgraduate students, and these can be very valuable both for the activities and for the opportunity to meet graduate students from

elsewhere with related interests. There are many subject specific and interdisciplinary Learned Societies, so ask your MSc Convenor for relevant details. These societies provide many activities, services and publications, and often have cut-price rates for students.

## Equal Opportunities

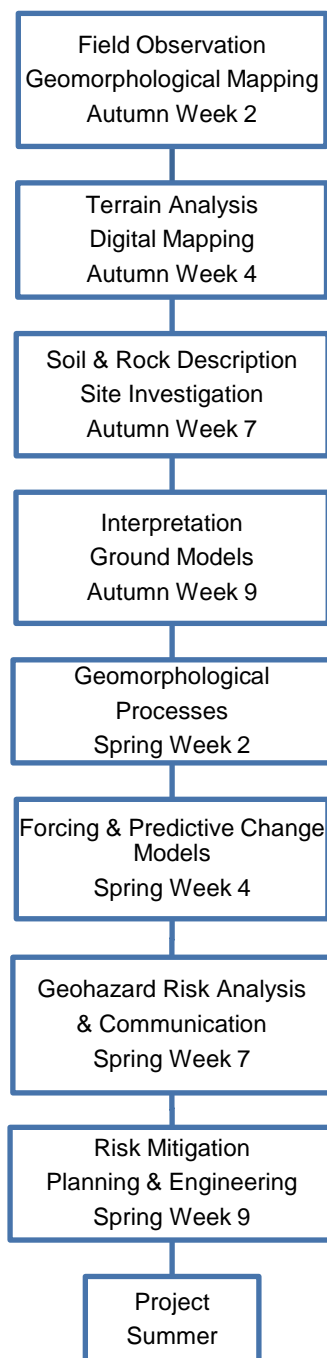
The University of Sussex is committed to promoting equality and diversity, providing an inclusive and supportive environment for all.

- The aim is to promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds and promote an environment free of harassment and bullying on any grounds.
- If you experience any harassment on grounds of gender, sexual orientation, race, religion, nationality, age, disability or part time status contact your student advisor within your School or the Welfare Officer ([mail to:welfare@ussu.sussex.ac.uk](mailto:welfare@ussu.sussex.ac.uk)) at USSU on extn 3354. For more advice and information go to the harassment and bullying page at <http://www.sussex.ac.uk/equalities>
- For information on disability support contact the Student Support Unit (see page 11 for contact details) and visit the disability page at <http://www.sussex.ac.uk/equalities>
- For the equality and diversity policy and other equalities information go to <http://www.sussex.ac.uk/equalities>

# MSc Programme Structure

The course has a unique modular structure suitable for CPD short courses, full-time and part-time MSc. Each module will comprise intensive teaching in week one followed by independent project work in week two which will be presented and assessed on completion of the module. Students will be required to undertake preparation for each module. A brief description of each module follows.

**Field observation & geomorphological mapping** - This module will develop your field observational and mapping skills during a week-long field trip of 'South Coast Landslides' on the Isle of Wight and Jurassic Coast, Dorset. The course will provide practical experience of geomorphological field mapping methods, review of current research and consultancy work, and provide an opportunity to meet local stakeholders. Project work will comprise assessment of your field observation and mapping skills and your ability to conduct background research of specific sites of interest.



**Terrain analysis & digital mapping** - Visualisation, interpretation and synthesis of spatial datasets is an essential requirement of geomorphological assessment. This module will review the various sources of remote sensing and digital mapping data, software and interpretation methods, and thematic map outputs typically required of commercial projects. Project work will comprise collation, processing and terrain analysis for a site of interest in the world, including terrestrial and subsea terrain.

**Soil & rock description** - This course will cover methods of site investigation, logging of sections and rock core, sedimentology, stratigraphy, structure and soil and rock testing. The course will cover latest standards and codes of practice, including Health & Safety and CDM regulations. Project work will comprise demonstration of soil & rock description in the field and laboratory, soil characterisation and testing, and preparation of factual reports.

**Ground models** - Developing conceptual ground models and their calibration with field data is a key part of geomorphological assessment. This module will cover the various methods, data sources, analysis tools, and presentation methods by reference to real case examples. Project work will comprise the development of a conceptual ground model for a site of choice, demonstrating your ability to collate and synthesise appropriate data, conduct accurate interpretation, and prepare a concise report and presentation.

**Modular Structure & Timetable 2011-2012**

**Geomorphological processes** – This module will cover the range of geomorphological processes that pose hazards and shape landscapes, including mass movement, glacial & permafrost, fluvial, dryland, coastal and subsea processes. The module will explore current research themes, review monitoring and assessment methods for building temporal datasets and measuring event frequency and magnitude, an essential input to risk analysis. Project work will comprise a processes study of choice, which will demonstrate your ability to collate, describe and analyse temporal processes data.

**Forcing & predictive change models** – Consideration of future forcing of geomorphological processes and landform change are essential for quantifying hazard and risk. This module will review the scale and potential impacts of natural and human forcing, current research themes, and ways in which these can be factored into predictive models of landform change processes. Project work will include research and application of potential forcing in predictive models of change of choice.

**Geohazard risk analysis & communication** – Assessment of the hazards and risk to communities, infrastructure and development projects is often a key requirement and output of engineering geomorphology projects. This module will review various approaches and case work on how the results of hazard and risk assessments are communicated and acted upon by various stakeholders. Project work will involve undertaking of a hazard and risk assessment for a site of choice and communicating the outcomes to a stakeholder group.

**Risk mitigation, planning & engineering** – Many engineering geomorphology projects lead to recommendations for management and engineering mitigation of natural processes, geohazards and risk to protect communities and infrastructure. This module will review typical approaches to geohazard risk management including planning and development controls, monitoring and dissemination, and engineering mitigation. Project work will include review and development of risk management plans and engineering proposals for a site of choice.

**Project** – Over the summer term students will carry out an independent project on any aspect of the course, for instance developing a project of choice from any of the modules. Each student will be assigned an ‘industrial supervisor’ who will advise on the project scope, data sources and approach, required outputs and technical delivery. The project will be presented to the MSc course convenors for feedback prior to final submission.

**Note:** Detailed course descriptions and reading lists can be found in the individual course handbooks.



## **Appendix 1: Global Studies Faculty**

### **MSc in Engineering Geomorphology teaching pool**

#### **Department of Geography**

Prof. Roger Moore	Geohazards, slopes & landslides, seismic-geomorphology
Prof. Robert Allison	Rock slope stability & dryland geomorphology
Dr John Barlow	Geospatial mapping and image analysis
Dr Julian Murton	Quaternary geology & permafrost
Dr Cherith Moses	Coastal and karst geomorphology; rock weathering and building stone decay
Dr David Robinson	Soil erosion, land degradation & coastal geomorphology
Dr Michael Frogley	Palaeo-environment & mountain regions
Dr Yi Wang	Climate change & earth systems science

#### **Industry collaborators**

Halcrow Group Ltd:	Dr Paul Fish - Quaternary geology & GIS
	Dr Andy Mills - Fluvial & upland geomorphology
	Jon Carey - Site investigation & landslides
	Gayle Hough - Marine geology, sedimentology
Royal Haskoning Ltd:	Dr Nick Cooper - Shoreline management
	David Brew - Coastal engineering
Arups:	Dr Chris Martin - Engineering geology, dryland
	Mathew Free - Geological hazards & tsunamis
	Jason Manning - Remote sensing
Mott MacDonald:	Peter Phipps - Geomorphology mapping
Consultants:	Dr Mark Lee - Landslide risk and geohazards
	David Norbury - Engineering geology

## APPENDIX 2

### GENERIC CRITERIA FOR THE ASSESSMENT OF MSc ESSAYS AND DISSERTATIONS

This criteria for the assessment of MSc essays and dissertations has been produced to offer guidance to students on the judgements which examiners will make in assessing written work. They should be consulted alongside the *University's Guidance to candidates for the degrees of MA, LLM, MPhil (Development Studies) on the Presentation of Dissertations*.

Descriptor	Alpha Scale	%	Criteria
Excellent	A+	95	Awarded when candidates produce a proposal or outline of exceptional quality based on a comprehensive knowledge of research design and methodology, a sustained high level of critical analysis of relevant literature, and a genuine originality of approach. The proposal or outline will be tightly argued, meticulously organised, and extremely well documented, and will be of a standard equivalent to that achieved by a research proposal funded by a research council.
	A	90	Awarded when candidates show evidence of extensive reading of relevant contextual and methodological literature, a significant grasp of major issues of research methods, and an original approach to their chosen topic. Existing methodological and/or substantive literature will have been reviewed critically and with sufficient insight to challenge received ideas. Arguments will be clearly and persuasively put, and will allow confidence that the proposed research could proceed to a successful conclusion largely without revision.
	A-	85	
Good	B+	80	Awarded when candidates show consistency and fluency in discussing and evaluating relevant research methods, and are able to relate these methods to their chosen topic, based on a clear understanding of relevant contextual literature. The argument will be clear and well-structured, and provide confidence that, with some further discussion and reflection, the proposed research could proceed to a successful conclusion.
	B	75	
	B-	70	

Satisfactory	C+	65	Awarded to candidates where there is clear evidence of knowledge of research methods that is related to a substantive topic of research, but where ideas, critical comment or the detail of methodology is under-developed. There may be room for significant improvement in the clarity and structure of the argument, and although there will be appropriate reference to relevant reading, this may not be sufficiently exhaustive. Such an outline or proposal would not be sufficient for progress with doctoral research until revisions had been made.
	C	60	
	C-	55	
Pass	D +	50	This range represents a pass. Marks in this range are awarded for work that exhibits some knowledge of research methods, but displays weaknesses of understanding and thoroughness, or fails adequately to apply these methods to a substantive topic. It may also be awarded for work that displays some knowledge of a research area, but does not develop clear methodological ideas or proposals. Arguments will be weakly structured and important information and references may be lacking.
	D	45	
	D	40	
Fail	E +	35	Awarded to work that is seriously flawed, displaying a lack of awareness of relevant methods and incoherent arguments. The proposal or outline is likely to be poorly organised and relevant literature inadequately discussed, offering a fundamentally inadequate basis for the development of research.
	E	15	
	F	0	Work not submitted. Fail.

## APPENDIX 3: GUIDE TO WRITING TERM PAPERS AND DISSERTATIONS

### 1. INTRODUCTION

This guide is intended for students taking an MSc programme in the School of Global Studies:

Term papers and dissertations are the major form of assessment for MSc courses. They are intended to help you organise your thoughts and better understand themes within the courses you take. Drawing on the topics covered in courses, you can develop themes that are of special concern to you. In other words, you can tailor your term papers and your dissertation – in consultation with your course tutor, programme convenor, or your supervisor – to your own interests.

This guide is intended to help you produce term papers/dissertations that are of as high a quality as possible and best display your talents. (Unless otherwise specified, 'paper' here generally refers to both term papers and dissertations).

You should read all of this document, though not necessarily all at once. It should be read alongside the Handbook on Examination Assessment for Post Graduate Students published by the Academic Office, where the rules and regulations for submission are all laid out.

Individual course convenors will provide specific guidance in relation to each course, and your MSc programme convenor and/or your supervisor will guide you in preparing your dissertation.

In summary then:

### 2. What is the Purpose of a Term Paper?

Term papers can

- Help you organise your thoughts
- Help you better to understand the courses you have taken
- Help you develop themes that are of special concern to you
- Help you practice the art of writing clearly and succinctly to a set length
- Help you learn the skill of writing to a deadline

### 3. SOME KEY POINTS

#### Deadlines

MSc students must submit term papers for assessment **by specific dates**. You need to ensure that you submit by the deadline or you risk suffering a penalty.

***Make sure you know the exact date of the deadline for submission.*** Every MSc student and should receive from the SPA Office in Sussex House an "Examinations Handbook" in the Autumn Term giving the deadline\* for the submission of your dissertation. **If you do not receive this handbook, please get one from the SPA Office in Sussex House.**

\* Please note that some courses also require **coursework**. Details of the length and date of submission of this work should be included in the course/programme handbook, but will not be in the Examinations Handbook

#### Length

Maximum limits are specified. Most term papers are 5,000 words, but some are 2000. Dissertations may be 10,000, 15,000 or 20,000 depending on the programme. Check your Programme Handbook to ensure you know what lengths apply to the assessments on your MSc programme.

These are maximum limits. They include tables, footnotes/endnotes and quotations, but exclude the bibliography, appendices, abstract/summary, maps or illustrations (see the **Examination and Assessment Handbook**:

<http://www.sussex.ac.uk/academicoffice/1-3-2-2.html>).

Most people find they write more than they thought they would. So it is very important to develop a sense of how many words you are producing per section of your paper, and check continually as you write a paper to ensure that you are not in danger of exceeding the maximum length. Most word processing packages will allow you to check for 'word count'. There are two reasons for not exceeding the maximum length:

- The ability to write clearly and briefly is a valuable asset in almost any of the jobs you are likely to take up. Those who can write clearly, concisely and to the point are more likely to be read. Now is a good time to practice.
- You may be penalised for submitting papers that are too long.

What about minimum length? Sometimes there are good reasons for producing a below-length paper. You might be using a lot of quantitative data for example. However if most of your work is in prose, you should be concerned if you have written less than  $\frac{2}{3}$  of the maximum.

### **Examination and feedback**

Term papers and dissertations are each seen by two examiners. The External Examiner reads a sample of scripts to check on the overall standard of the marking.

Students should expect feedback on their paper. If you are not satisfied with the adequacy of the feedback, then contact the Programme Convenor.

- **What are the examiners looking for?**

You have the choice to write a wide range of different types of term paper (theoretical, empirical, review, historical, etc.). The appropriate balance of marking criteria therefore varies from paper to paper. Here is a list of the main kinds of considerations that examiners are likely to take in to account (not in order of importance):

- Clear specification of the subject area, and (even more) of the question or issue you will test or address in the paper
- Good organisation, coherent argument
- Critical evaluation of the sources used
- Appropriate range of material covered
- Understanding of key concepts / theories
- Ability to understand and state differences in perspectives
- Use and evaluation of evidence

- Ability to construct an argument of your own and to draw conclusions from the material you have chosen
- Critical evaluation of your secondary sources
- Originality in thinking and clarity of expression
- Correct presentation, especially in references and bibliography

#### 4. CHOOSING A TOPIC

Each course will have its own way of going about things. In some cases you may get firm guidance from teachers about topics; in other cases you may have much more freedom to select your own. The more uncertain you are about the choice of topics (and the earlier you are in your course), the more cautious you should be. Here 'caution' means, for example:

- taking advice from your tutor;
- making a careful decision about whether to write a 'review' type paper (e.g. a review of a range of relevant theoretical approaches) or undertaking original research (e.g. undertaking primary analysis of statistical data or texts) or conducting interviews.
- not choosing a topic on which you cannot obtain guidance.
- limiting what you try to do.

Your choice of topic will also be influenced by the availability of advice. Some topics will not easily find a tutor who is expert enough to provide detailed guidance. If your tutor cannot provide assistance, s/he will try to suggest someone who can, but in general a balance has to be struck between your interests/preferences and the support which can be provided.

The final choice with regard to topic concerns the variation in themes over your term papers as a whole. While each of you will have certain areas of interest and particular disciplinary skills, MA courses will cover much broader areas. Your papers, taken as a whole should reflect this. If you always try to build each term paper around a particular topic, then the examiners may feel that you are using the same material and arguments repeatedly. Examiners will be looking for evidence that you are working with an appropriate range of material and developing a range of skills and competence across the subject of the MA.

**A term paper or dissertation should address a problem or question**, and the problem you address should be related to the course. There may be a certain degree of tension between the rule that term paper topics must relate to a subject matter of a particular course, and the fact that you are positively encouraged to develop a particular line of interest and expertise. Some compromises will have to be made, ***but you cannot choose topics unrelated to the content of the course.***

You should also consider that the best way to develop a critical perspective on an issue or a capacity to analyse it may not lie solely in direct study of it. For example, an interest in agrarian issues in Central America might well be pursued by a term paper on a part of Africa or India, which would give a broader, comparative perspective on issues.

Different sorts of problems and questions

There are several different sorts of problems and questions. For example:

- Explain the strengths and weaknesses of a particular theory or policy or technique or method



- Review the literature on a particular debate or problem
- Analyse a particular incident or process to see what implications it has for particular theory or policy or country or group of people
- Compare and contrast (theory, policy, method, country etc)
- Test (e.g. quantitatively or qualitatively) a particular hypothesis

The range of choice is very wide, and will be influenced by the nature of the course to which the paper relates. It always seems easier to do something which is in some sense 'secondary', i.e. to analyse/comment on a particular debate or problem on the basis of literature available in the library. Don't forget that you can often do a more interesting and satisfactory paper by doing some 'primary' work, e.g. selecting a particular subject and then identifying and analysing some data or evidence which relate to it. However, you can only do this if the relevant material is available and this is easier in some areas of work (e.g. a study based on World Bank reports) than in others (e.g. an analysis of peasant attitudes in Burma, where data have yet to be collected first hand). In addition, you should bear in mind that one of the most difficult tasks for a scholar is to determine which empirical facts shed light on a theoretical position and then successfully isolate such facts. Whatever you do, the important thing is to do it well!

## ***Focus and scope***

### **Focus**

Remember, the term paper must be focused on a topic. The better focused you are on your topic, the better the term paper.

### **Scope**

Don't be too ambitious. Remember that your ability to write about a given topic is limited by time and space. Ask yourself and your tutor:

- Can my topic be done with the available materials?
- Can my topic be done with my available skills?
- Can my topic be done within the available time?
- Can my topic be done within the available length?
- Can my topic be done with the available advice?

Your choice of topic will also be influenced by the availability of advice. If you particularly want to write about the environmental effects of seal-hunting among the Inuit, then neither your tutor nor other staff may be in a position to guide your reading or discuss the issues with you. If your tutor cannot provide assistance, s/he will try to suggest someone who can, but in general a balance has to be struck between your interests/preferences and the support which can be provided. If in doubt be cautious. Go for a 'review' type paper; don't choose a topic on which you cannot obtain guidance

**Avoid duplication** Term papers must not overlap in content/topic. You may write on similar or related topics but the approach and/or examples used as illustration must differ and be based on a different range of background reading. It is particularly important to avoid producing a term paper early on in your programme that restricts or prohibits you from writing a final dissertation on a topic of particular interest to you and which you wish to pursue in depth in this more substantial, final piece of work.

## **5. DEVELOPING THE TOPIC**

One is often told that completing a paper can be broken into three stages - finding a topic, researching it, and writing it up. This can be misleading. It is very important not to break the exercise too neatly into separate parts.

Unless you think hard while you gather information about how you are going to write up the topic you may end up with an unmanageable heap of notes and little idea of what to do with it.

Start with an outline of the main issues you wish to cover, get feedback on it from your tutor/supervisor. Write working papers or mini-essays, or even just lists of ideas or possible elements of the paper as you go along: this will take you some way towards a first draft.

You should be prepared actively to reshape your topic as you get into it, both in order to define it more clearly and so that you can give it overall coherence in theme and argument. Try to ensure that you have evidence to support any statement that might reasonably be challenged by someone with knowledge of the social sciences and cultural studies but not expertise in the area about which you are writing.

Be modest in your claims.

### ***The title***

Every paper must have a title. There are two aspects to choosing a title: satisfying University regulations, and clarifying your ideas about your paper. To satisfy University regulations, you must choose a topic in advance, although the final title of the paper may be altered later to better reflect the finished product. However, for your own benefit, you should also have a clear title. A vague title indicates that you do not know what you want to write about. Since a paper should address a problem, the title is often in the form of a question. If you cannot think of a clear title, then you need to think more about your chosen topic.

- *Think about a “working title” first, to get you going. The final title of the paper may be altered later in order to better reflect the finished product.*

Look at the titles of articles in relevant journals to get a feel for the kind of title you could employ. But don't attempt anything too pretentious. There is no harm in keeping it simple and straightforward.

Your course tutor will help you to identify a supervisor (for your dissertation) – see 'getting advice' section.

### ***Input from your tutor or supervisor***

Your course tutor will be involved in helping you to select and define a topic. S/he should be available to discuss your topic and an outline of your term paper at a meeting towards the end of the course. Dissertation supervision over the Summer Term offers much greater support - you can expect four half hour meetings, or the equivalent, with your appointed supervisor. The precise details of support vary from course to course, with some supervision involving workshops or peer discussion of ideas. The availability of supervision is important in choosing a topic. You may have to revise your preferred choice of topic if no appropriate supervision is available.

Tutors are not normally available for consultation about term papers during the Christmas and Easter vacations nor for supervision of dissertations during the summer vacation. Thus it is important that you plan your work and obtain supervision/advice during term time.

## 6. ORGANISATION OF TERM PAPERS

*'Every paper should have a beginning, a middle, and an end' or*

*'Say what you are going to say, say it, and then say what you have said'.*

This is sound advice. Yet there is no single formula for essay or dissertation writing, and each piece you write may require a slightly different kind of organisation because of differences in subject matter as well as your own stylistic preferences.

You should aim for: good organisation, coherent argument, clear specification of the subject area, and of the problem (hypothesis, question, issue) you will address in the paper.

**Structure** It is helpful to think of dividing the paper or dissertation into: an introduction; three to four separate sections, indicated by subtitles; and a conclusion.

**Introduction:** This should contain:

- A clear statement of the problem you are trying to tackle, showing how the paper is constructed around a central hypothesis, question or issue;
- Setting out the theoretical framework of your paper / dissertation;
- An indication of how you are going to approach the question (i.e. your methodology)
- A guide to how the paper is organised;
- A preliminary statement of the conclusions;

**The middle:** The overall structure of your paper may vary according to the topic and how you tackle it, but 3 – 4 main chapters / sections is a good guide. Remember what the examiners are looking for:

- Flesh out the issue/hypothesis you are addressing and then develop a clear argument;
- Present the evidence, detailed examples, case studies;
- Use sub-headings and sign-posts (statements indicating what you intend to argue in a future section of the paper) to break up the mass of writing and give the reader a clear sense of the structure of what you are trying to say.

**The conclusion**

- Draw out the results of your analysis;
- If you do not have any conclusions, perhaps your paper is not clear enough. (But don't be afraid to be "inconclusive" if that's where your argument leads you);
- If you have to introduce new material in the conclusion in order to establish what you want to say, then you should consider rewriting the paper and incorporating this material in the body of the text;
- Be modest but clear in your claims.

## ***Things to think about***

### **Honesty**

Don't manipulate numbers, don't ignore evidence or ideas which contradict your line of argument. If your evidence happens to falsify (reject) your hypothesis or cast doubt on your assumptions or argument, make this clear. Finding this out is also part of scientific inquiry. A good paper can show that an argument or hypothesis is cast into doubt or disproved outright.

### **Open-mindedness**

There is always more than one way of looking at any issue in social sciences. People holding different values, different 'ideologies' or 'belief systems' may have very different interpretations of what appears to be the 'same' situation. Try to recognise and be open about your values/biases and those of the authors you read. Make your own values and perspectives explicit in the introduction to your paper. (For example: 'I am writing g about the employment of Third World female labour by transnational corporations. I am particularly concerned about how myths and ideologies of gender and gender relations are manipulated by capitalists. I realise that gender relations are also manipulated by men - as husbands and fathers and as trade unionists - and that this has an important impact on women's work and freedom, but I am not considering this issue in this paper.'))

### **Rigour**

This is especially important in defining, manipulating, analysing or operationalising key concepts. Many of the key concepts in our studies are value-laden and often have a 'political' origin or come to acquire political importance. Therefore, like much political language, they are intended to obscure difficult questions and contradictions, and therefore to garner support for a particular viewpoint. It is in the nature of the politicians' job that they should use such language; it is the duty of social scientists to probe, test and publicise these obscurities. For example, 'self reliance' is a very appealing idea.

Take the proposal that country X become 'self-reliant' in food, stop producing cash crops for export, and put more resources into domestic food production so that humiliating dependence on American food aid can be ended. Fine, but you have to ask what that means in practice. Supposing 'self-reliance' is achieved, but the country then faces an unusually severe drought and famine. Without the port facilities, the grain stores at the harbour and all the transport systems normally used to export cash crops and import grain, the choice might be between appalling famine and going begging to the USA to immediately provide not only food but all the vehicles, equipment and expertise required to import and distribute it. That is not 'self-reliance'. Before using any such concept be sure that it has a clear and unambiguous meaning, and that it does not obscure problems. Where there is ambiguity or a range of possible meanings of a word (e.g. 'democracy', 'imperialism', 'freedom', 'participation', 'empowerment'), state how you intend to use it. In some cases, rigour can involve defining a hypothesis and testing it. In others, it may mean clarifying a concept or considering very carefully the kinds of evidence needed to support a particular statement.

### **Evidence and ignorance**

Try to ensure that you have evidence to support any statement that might reasonably be challenged by someone with knowledge of the social sciences or humanities but not expertise in the area about which you are writing. The problem here is how to interpret the term 'reasonably'. There will always be some disagreement, but the actual scope for debate is limited. In most cases it is clear whether or not evidence is required.

For example:

*"Argentina is a country of European settlement which in the early part of this century had a great deal in common with countries like Australia, New Zealand and Canada, but has since fallen far behind them in economic terms and is now classified as a less developed country."*

These statements do not require supporting evidence: they are widely known and accepted facts. On the other hand, this would certainly require support:

*"Whenever military coups have occurred in Argentina, the rate of inflation has tended to fall, at least temporarily. Military governments in Argentina have always served the interest of international capital."*

Suppose you cannot find any evidence for a statement that does seem to require support (there are no available statistics, and you cannot find anyone who has written with authority on the subject). If you are sure the statement is true on the basis of your own experience, then make a footnote to that effect. That is quite acceptable. The important thing is to demonstrate that you understand what kinds of statement do need supportive evidence.

In both the social sciences and humanities there is limited agreement about the basic concepts to be used and the important issues to be addressed; there is little capacity for accurate prediction. At best we can help to "shed light" on a problem, and always from within a particular perspective. However, there is a limited number of perspectives and they each, generally have their own "rules" about what constitutes an adequate argument, good evidence and so on. Whatever perspective you adopt, there are procedures which must be followed.

### **Sexist and racist language**

Try to avoid terminology which marginalises women or disparages people of different ethnicities

Here are some more examples of what should be avoided/used:

Sexist: Each respondent was asked whether he wished to participate in the survey.

Non-sexist: Respondents were asked whether they wished to participate in the survey.

Sexist: The child should be given ample time to familiarise himself with the test material.

Non-sexist: Ample time should be allowed for the child to become familiar with the test material.

Sexist language can mislead the reader because it is frequently ambiguous: the use of 'he' or 'man' may make it unclear whether men alone or both men and women are being referred to.

### **"Don't do as I do, do as I tell you"**

Remember - your tutors are human and fallible. Surprising as it may seem, we don't know everything and we are not always right. You may well find tutors, in their own work, ignoring many of the precepts set down in this Guide. Don't pay any attention to that! There may be good reasons for this, for example the need to write in a more informal, "popular" style for a non-academic audience. In such cases the need for easy communication to a wider audience may balance imperfections in argument or documentation. Your term papers, however, are for an academic audience and they will be judged accordingly.

## 7. Academic misconduct: collusion and plagiarism

### *Definition of Collusion.*

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others' work. Where joint preparation is permitted by the examiners but joint production is not, the submitted work must be produced solely by the candidate making the submission. Where joint production or joint preparation and production of work for assessment is specifically permitted, this will be stated explicitly in the relevant course documentation.

### *Definition of Plagiarism*

Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. *Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source.* Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.

For further information see the University's web site on plagiarism at the follow URL:  
<http://www.sussex.ac.uk/academicoffice/plagiarism>.

This is a detailed and comprehensive set of information on what plagiarism is and how to avoid it, and you are recommended to read it.

## 8. ORGANISATION OF THE MScDISSERTATION

In addition to the advice given above for term papers, University guidance on how to arrange your dissertation can be found in the Postgraduate Examination and Assessment Handbook at: <http://www.sussex.ac.uk/academicoffice/1-3-2-2.html>

## 9. PRESENTATION OF TERM PAPERS AND DISSERTATIONS

What to aim for

There are three reasons for producing papers which are neat, legible, easy to read, properly referenced, and correctly spelled and punctuated:

1. You may be penalised if you don't;
2. These are job skills that are both essential and valuable.
3. Sloppiness irritates the examiners and is a sign of hurried or careless production. It can also prevent the argument being made clearly. You should therefore ensure that your written work is presented at as high a standard as possible.



Term papers should be word-processed, and great care and attention should be given to correct grammar and spelling.

Conventions of style cannot be legislated, but consistency is essential.

If you have difficulty with English expression, spelling, grammar or style, ask a friend to read and correct your papers before you hand them in (even if you use the spell checker on your word-processor.)

For University guidance on presentation please see the Postgraduate Examination Handbook and Assessment Handbook:

<http://www.sussex.ac.uk/academicoffice/1-3-2-2.html>

## 10. REFERENCING & BIBLIOGRAPHY

### Use of Sources

Reading what other people have said about issues and building on their ideas, insights, concepts and mistakes, rather than ignoring them and trying to start from the beginning, is a very important part of scholarly work. A full "engagement" with the literature means that you must reference your work properly. There are two general principles to bear in mind here. Insofar as genuine disagreements arise, they are about how to interpret these general principles in specific cases. The principles are:

- **Honesty** - tell the reader from where you got your ideas and information and do not try to hide the extent to which you are using other people's ideas or words.
- **Clarity** - give clear and full references to your sources of ideas and information so that any reader with access to a library can check them and see if they are valid and accurate.

Where you paraphrase or summarise someone else's ideas, make this very clear. If a simple reference in the text does not appear sufficiently specific (e.g. Meyrowitz 1984, 67-69 placed at the end of a paragraph) then put in a footnote: 'This paragraph is a summary of Meyrowitz 1984, 67-69'. Where there are two or more main sources and you have drawn from each, say so in a footnote: 'This and the previous paragraph are based mainly on the analyses in Meyrowitz (1984, 67-69), and Corner (1995, Chapter 2)'. If your sources are more diverse then explain. Always cite sources precisely. It is only adequate simply to cite a whole article or book if you really do mean to refer to the whole thing. This may occur, for example, where you want to make the point that Morley's book called *Television, Audiences and Popular Culture* represents a good example of how a particular school of thought approaches a topic. In most cases you will need to be more precise, and cite a particular chapter (perhaps one which summarises the book), a set of papers, or a particular page. Whenever you are quoting directly from a source, you must cite the page number. The test is 'clarity': can the reader easily check your reference?

### Referencing and Bibliography

*All papers should be fully referenced and should contain a bibliography.*

**Format of bibliography** List all entries cited in the text, or any other items used to prepare the manuscript alphabetically by author surname and year of publication in a separate section, headed bibliography. The bibliography should only include those books and articles cited, not

those you may have consulted but not actually cited in your text. You should follow the following examples:

Bauman, Zigmunt (1988) 'Is there a Postmodern Sociology?', *Theory, Culture and Society* 5 (2): 213-37

Crane, Diana (ed.) (1994) *The Sociology of Culture*, Oxford: Blackwell

Stewart, Susan (1993) *On Longing: Narratives of the miniature, the gigantic, the souvenir, the collection*, Durham and London: Duke University Press

Bowler, Anne (1994) 'Methodological Dilemmas in the Sociology of Art', pp. 247-266 in Diana Crane (ed.) *The Sociology of Culture*, Oxford: Blackwell.

### Format of Quotations within the Text

For quotations within the text, use *single* inverted commas on all occasions, except for quotations within a quotation, when double inverted commas should be used. Quotations longer than approximately 40 words should be typed in an indented paragraph format, without the use of inverted commas.

The excellent programme ENDNOTE available on University PCs is an invaluable aid to producing neat, concise-looking bibliographies.

### References in the text

The following recommended format is taken from the guideline to the journal *Theory, Culture and Society*. It offers a simple and effective guide to referencing. There are, however, different conventions and they will vary, to some extent, from subject area to subject area. Convenors of individual courses will advise you if they would prefer you to adopt a different style. The University 'Guidance on the Presentation of Dissertations' suggests the slightly different Harvard style.

*Whatever method of referencing is used it must be consistent*

Identify all references to books, monographs, articles and other sources at an appropriate point in the main text by the author's last name, year of publication, and pagination where appropriate, all within parentheses. Specify subsequent citations of the same source similarly; do not use 'ibid', 'op.cit' or 'loc.cit'.

If the author's name is in the text, use only the year of publication in parentheses, e.g. as Stewart (1993) says ... If the author's name is not in the text, include both the author's name and year of publication separated by a comma within the parentheses, e.g. (Elias, 1982). Pagination follows year, e.g. (Vattimo, 1992, 35-37). With dual authorship give both names: for three or more use *et. al*, e.g. (Lash and Urry, 1987) and (Cawson *et. al*, 1995). If there is more than one reference to the same author and year, distinguish between them by the use the letters 'a' and 'b' etc. attached to the year of publication e.g. (Foucault, 1979a). A series of references should be enclosed within a single pair of parentheses, separated by semicolons, with authors listed alphabetically e.g. (Bourdieu, 1984; Davis, 1990; Harvey, 1989).

### Footnotes

These need not be at the foot of the page (unless it is a piece of information which you wish the reader to know immediately), but can be gathered together at the end of sections or at the end of the paper. More sophisticated word processing packages will place footnotes either at the end of the document or at the foot of the relevant page. *You do not need to put references to publications in the footnotes.* These references can be cited in the text in abbreviated form as described above. Always ask yourself 'Do I really need a footnote? Why shouldn't this information be in the body of the text?'. In practice, if you use the suggested system for citing references you may find you do not need footnotes at all in your term papers.

## Citing Electronic Sources

### 1. *FTP (File Transfer Protocol) Sites*

To cite files for downloading via ftp, provide the following information:

- \* the author's name (if known)
- \* the full title of the document in quotation marks
- \* The date of publication (if available)
- \* the abbreviation ftp
- \* the address of the ftp site, with no closing punctuation
- \* the full path to follow to find the paper, with no closing punctuation
- \* the date of access in parentheses

Model:

Bruckman, Amy. 'Approaches to Managing Deviant Behaviour in Virtual Communities.'  
ftp ftp.media.mit.edu pub/asb/papers/deviance-chi-94 (4 Dec. 1994).

\* A URL, enclosed in angle brackets, may be used instead of the command-pathway elements:

Model:

Bruckman, Amy. 'Approaches to Managing Deviant Behavior in Virtual Communities.'  
<ftp://ftp.media.mit.edu/pub/asb/papers/deviance-chi-94> (4 Dec. 1994).

### 2. *World Wide Web (WWW) Sites*

To cite files available for viewing/downloading via the World Wide Web provide the following information:

- \* the author's name (if known)
- \* the full title of the document in quotation marks
- \* the title of the complete work, if applicable, in italics
- \* the date of publication or last revision (if available)
- \* the full http address (URL) enclosed within angle brackets
- \* the date of visit in parentheses

Model: Burka, Lauren P. "A Hypertext History of Multi-User Dimensions". *MUD History*. 1993. <http://www.ccs.neu.edu/home/lpb/mud-history.html> (5 Dec. 1994)

### 3. *Telnet Sites*

To cite telnet sites and files available via the telnet protocol, provide the following information:

- \* the author's name (if known)
- \* the full title of the document (if shown) in quotation marks
- \* the title of the complete work, if applicable, in italics
- \* the date of publication (if available) followed by a period
- \* the complete telnet address with no closing punctuation
- \* directions to access the publication
- \* the date of visit in parentheses

Model:

Gomes, Lee. "Xerox's On-Line Neighbourhood: A Great Place to Visit." *Mercury News*.

3 May 1992. telnet lamba.parc.xerox.com 8888, @go #50827, press 13 (5 Dec. 1994).

### 4. *Synchronous Communications*

To cite synchronous communications such as those posted in MOOs, MUDs, IRCs, etc. provide the following information:

- \* the name of the speaker(s) (if known)
- \* type of communication (ie. Group Discussion, Personal Interview)
- \* the address if applicable
- \* the date in parentheses

Models:

Harnack, Andrew. Group Discussion, telnet moo.du.org/port=888 (4 Apr. 1996)

WorldMOO Christmas Party, telnet world.sensemedia.net 1234 (24 Dec. 1994)

### 5. *GOPHER Sites*

To cite information obtained by using gopher search protocols, provide the following information:

- \* the author's name
- \* the title of the document in quotation marks
- \* any print publication information, italicised where appropriate
- \* the gopher path followed to access the information, with slashes to indicate menu selections, or full http address (URL) enclosed within angle brackets
- \* the date of access in parentheses

Model:

Quittner, Joshua. 'Tar Out: Welcome to Their World Built of MUD'. Published in *Newsday* 7 Nov. 1993. gopher University of Koeln/About MUDs, MOOs and MUSEs in Education/Selected Papers/newsday (5 Dec. 1994).

## 6. Listserv messages

To cite information posted on listservs, provide the following information:

- \* the author's name (if known)
- \* the author's e-mail address, enclosed in angle brackets
- \* the subject line from the posting in quotation marks
- \* the date of publication
- \* the address of the listserv, enclosed in angle brackets
- \* the date of access in parentheses

Model:

Seabrook, Richard H.C. <seabrook@clark.net> "Community and Progress". 22 Jan. 1994

<cybermind@jefferson.village.virginia.edu> (22 Jan. 1994)

To cite a file archived at a listserv or Web address, provide the following information after the publication date:

- \* the list address (rather than a particular message-author's address) as the source of a list message, enclosed in angle brackets
- \* the appropriate address for the list's archive (indicated by *via*), enclosed in angle brackets
- \* the date of access in parentheses

Model:

Seabrook, Richard H.C. <seabrook@clark.net> "Community and Progress." 22 Jan 1994.

<cybermind@jefferson.village,Virginia. edu> via <listserv@jefferson,village.edu>(29 Jan. 1994)

## 7. Newsgroup (USENET) Messages

To cite information posted by participants in newsgroup discussions, provide the following information:

- \* the author's name (if known)
- \* the author's e-mail address, enclosed in angle brackets
- \* the subject line from the posting in quotation marks
- \* the date of publication
- \* the name of the newsgroup, enclosed in angle brackets

\* the date of access in parentheses

Model:

Slade, Robert. <res@maths.bath.ac.uk> "UNIX Made Easy". 26 Mar. 1996.  
<alt.books.reviews> (31 Mar. 1996)

## **8. E-mail Messages**

To cite electronic mail correspondence, provide the following information:

- \* the author's name
- \* the author's e-mail address enclosed in angle brackets
- \* the subject line from the posting in quotation marks
- \* the date of publication
- \* the kind of communication (i.e. personal e-mail, distribution list, office communication)
- \* the date of access in parentheses

Model:

Francke, Norman. <frankel@ltnl.gov> "SoundApp 2.0.2." 29 Apr. 1996. Personal e-mail. (3 May 1996)

*For more information on sources and referencing see*

<http://www.sussex.ac.uk/library/infosuss/referencing/index.shtml>

*on the University of Sussex Library web page.*

## Appendix 4: Procedures for Research Ethics Approval

### SCHOOL OF GLOBAL STUDIES

#### PROCEDURES FOR APPLYING FOR RESEARCH ETHICS APPROVAL OF STUDENT RESEARCH (Undergraduate/Taught Masters/Postgraduate Research)

In 2010, the University established a revised research governance structure in order: to ensure that ethical review procedures take into account: best practice with regard to ethical considerations in research; to meet all legislative, regulatory, and funder requirements; and to safeguard the reputation of the University. The revised research governance arrangements also reflect the new organisational structure that was implemented at the University in 2009, which is based around three academic clusters:

- Social Sciences
- Science & Medicine
- Arts

Each cluster has its own Research Ethics Committee (C-REC). The School of Global Studies belongs to the Social Sciences cluster, and is served by the Social Sciences C-REC.

A single application form – *Application for Ethical Review* – and standard procedures, now operates across all three clusters (with the exception of the Brighton Sussex Medical School which uses a form appropriate to more clinically based research).

The standard procedures cover all research that involves human and non-human animal subjects, which is planned and undertaken by all students at undergraduate, masters or doctoral levels. The procedures are designed to maximise safeguards for those involved in research, while minimizing bureaucratic burdens.

Please carefully consult the guidelines and procedures on the University Research Governance website: <http://www.sussex.ac.uk/res/1-6-12.html>. All relevant forms can be found on this site.

The School of Global Studies website: <http://www.sussex.ac.uk/global/internal/research> gives links to these.

#### 1. Overview of Approval of Student Research

All students planning to undertake research must complete the initial brief Self Assessment Checklist (see *Does your research require ethical review?* <http://www.sussex.ac.uk/res/1-6-12-2.html>) to determine whether or not their project requires ethical review at all. If the student and supervisor are agreed that no ethical review is required, they may proceed with their project.

If the project does require ethical review, students begin by completing SECTION A of the University's *Application for Ethical Review* form, available at <http://www.sussex.ac.uk/res/1-6-12-5.html>. The initial checklist determines whether the project is low risk or higher risk.

- **Low Risk Projects:** If the student researcher is able to answer ‘true’ to all **seven** statements in the checklist, then the project is assumed to be low risk. The student researcher should then go on and fill out SECTION B and submit the application form (with SECTION A also completed) for expedited review:
  - *UG and PGT (Taught Masters) students apply through the School’s ethical review process*
  - *PGR students apply to the C-REC for expedited review*

- **Higher Risk Projects:** Those projects where the student researcher has been **unable to answer ‘true’ to all seven statements** in Section A are regarded as higher risk projects. In these cases, SECTION C must be completed and the application form submitted (with SECTION A also completed) to the C-REC for a full review.
- **Exceptional Cases for Expedited Review:** Part A4, of SECTION A, provides a section where a researcher can make an exceptional case for their project to be considered through expedited review, **even if they have been unable to answer ‘true’ to all seven statements** in SECTION A.

## 2. Low Risk Projects

### 2.1 Low Risk Undergraduate (UG) and Postgraduate Taught (PGT) Student Projects – SCHOOL REVIEW PROCESS

- Undergraduate and postgraduate taught (UG and PGT) students should complete SECTION A of the application form, in consultation with their supervisor. If the student has answered ‘true’ to all the statements in the checklist, and their supervisor is in agreement that their project is low risk, the student should proceed to complete SECTION B of the application form.
- Once satisfied that the application is low risk and that all ethical concerns have been met, the supervisor will sign off the application and pass it on to the ‘School Research Ethics Officer’ (SREO). If the SREO and supervisor agree that the project is low risk, and that all ethical aspects of the project have been dealt with appropriately, the SREO will sign it off. If the Supervisor or SREO have concerns about the project, or consider that it should be classified as higher risk, the student will need to complete SECTION C of the application form and forward this (along with SECTION A completed) to the C-REC for full review (see further details under (3) below).
- Where the supervisor is either not independent from the research, or is uncertain as to whether a project should be classified low or higher risk, the project will be referred to the SREO who will act as second reviewer with authority to decide. This will also apply where the project, though low risk, may



require ethical approval from an external body – eg: if the project involves research in an NHS institution.

- Once the approval process have been signed off appropriately, one copy of the *Application for Ethical Review* (including completed Approvals page – B.8) should be lodged with the research/project supervisor, another retained by the student.
- The time taken for ethical review of low risk UG and PGT projects will vary from course to course, and at different times of the year. It will take longer, for example, when there are more applications to be processed at the same time, and in university vacations. Course tutors will be able to advise students on when they can expect to receive a response.
- The School Research Ethics Officer for the School of Global Studies is Dr Michael Collyer, Arts C126. Tel: 01273 872772.  
Email: [M.Collyer@sussex.ac.uk](mailto:M.Collyer@sussex.ac.uk)

## **2.2 Low Risk Postgraduate Research Student Projects – C-REC EXPEDITED**

### **REVIEW PROCESS**

- Postgraduate research (PGR) students should complete SECTION A of the application form, in consultation with their supervisor. If the student has answered ‘true’ to all the statements in the checklist, and their supervisor is in agreement that their project is low risk, the student should proceed to complete SECTION B of the application form.
- Once satisfied with the application, the supervisor should complete the Supervisor Authorisation and the student should then forward the application to the C-REC for expedited review. All applications to the Social Sciences C-REC are to be made electronically; the address is [c-recss@sussex.ac.uk](mailto:c-recss@sussex.ac.uk)
- Low risk applications from PGR students in Global Studies will normally be made to the Social Sciences C-REC. However, in some cases, the topic or context of the research may merit review of the application by an alternative C-REC (see (6) below for email addresses). Only one C-REC will consider each application.
- Students are expected to complete their application form in close discussion with their supervisor, and their supervisor must sign the form to confirm that this process has been followed. The responsibility for ensuring that research governance issues are properly considered in the application lies with the first-named supervisor or other staff member with responsibility for supervising the student’s work.
- Once an application form has been submitted, it will be checked by the C-REC’s administrator to ensure that all documentation is complete, and forwarded to the Chair.
- For expedited review, the project will be reviewed by at least one C-REC member appointed by the Chair.
- The C-REC member(s) may make recommendations for amendment to the proposal/research plan accordingly. If acceptable to the student and supervisor, amendments can be made and approval will be given with the completion of the

Approvals page (B.9) of the Application Form for Ethical Review. A copy should be lodged with the research/project supervisor, and another retained by the student.

- The student can normally expect to receive a response from C-REC review within 4-6 weeks from the date the completed application is submitted. The Social Sciences C-REC works on a monthly cycle. All submissions must be made by the 20<sup>th</sup> of the month during which they are to be reviewed; a response can be expected by the 20<sup>th</sup> of the following month. If for any reason the review is going to take longer than normal, the student will be notified by the latter date.

### **3. High Risk Undergraduate, Postgraduate Taught and Postgraduate Research Student Projects – C-REC FULL REVIEW PROCESS**

- All UG, PGT and PGR students proposing higher risk projects must complete SECTIONS A and C of the University's *Application for Ethical Review*, and forward the form to C-REC for full review. All applications to the Social Sciences C-REC are to be made electronically; the email address is [c-recss@sussex.ac.uk](mailto:c-recss@sussex.ac.uk)
- High risk applications from PGR students in Global Studies will normally be made to the Social Sciences C-REC. However, in some cases, the topic or context of the research may merit review of the application by an alternative C-REC (see (6) below for email addresses). Only one C-REC will consider each application.
- Students are expected to complete their application form in close discussion with their supervisor, and their supervisor must sign the form to confirm that this process has been followed. The responsibility for ensuring that research governance issues are properly considered in the application lies with the first-named supervisor or other staff member with responsibility for supervising the student's work.
- Once an application form has been submitted, it will be checked by the C-REC's administrator to ensure that all documentation is complete, and forwarded to the Chair. The Chair will then determine whether the project will be circulated to all members of the committee, or to a quorum. This decision will depend on the complexity of the specific case, the workload of the committee, and current projects under review.
- The student can normally expect to receive a response from C-REC review within 4-6 weeks from the date the completed application is submitted. The Social Sciences C-REC works on a monthly cycle. All submissions must be made by the 20<sup>th</sup> of the month during which they are to be reviewed; a response can be expected by the 20<sup>th</sup> of the following month. If for any reason the review is going to take longer than normal, the student will be notified by the latter date.

### **4. C-REC Decisions**

- A C-REC can make four main kinds of decision:
  - (i) approve the application as it stands; or
  - (ii) accept the application conditionally, subject to the researcher agreeing to suggested modifications; or

- (iii) require re-submission of the application (after substantial changes have been made); or
  - (iv) reject the application (on the basis that the project raises serious ethical concerns, which have not been adequately addressed in the design of the research).
- If the C-REC decision is (i) above, approval will be given with completion and signature of the Approvals page (C.10) of the Application Form for Ethical Review.
  - If the C-REC decision is (ii) above, full details will be communicated to the student of any required revisions or modifications for approval to be granted, and in what form they will need to submit these revisions. If acceptable to the student and supervisor, amendments can be made and approval will be given by Chair's action with completion and signature of the Approvals page (C.10) of the Application Form for Ethical Review.
  - If the C-REC decision is (iii) above, full details will be communicated to the student of the major changes that need to be made before the project should be resubmitted.
  - In the unusual event that a project is rejected due to serious ethical and fundamental concerns about the project, full reasons for this decision will be provided to the student and supervisor.

## 5. ALL STUDENTS: Important Points to Consider

- ALL student researchers are expected to complete their application in close discussion with their supervisor(s), and where ethical challenges are present, to discuss and resolve these as far as possible (with appropriate amendments to the proposal/research plan).
- As part of the process of completing the application form, students should read at least one code of research ethical conduct from a professional association, research council or other body relevant to the proposed research project.
- Some research undertaken by students in Global Studies may require ethical review by external bodies, such as the Social Care Research Ethics Committee (SCREC), the NHS Research Ethics Committee (NRES), or other agencies. Students should discuss this with their supervisor in the first instance, and with the SREO or C-REC member for their School as appropriate. Guidance and links for external research ethics applications is provided on the School and University research ethics websites.

## 6. Research Ethics addresses: to be used when submitting Application for Ethical Review

School Research Ethics Officer (SREO) – for Low Risk UG and PGT Applications	Dr Michael Collyer, Arts C126 <a href="mailto:M.Collyer@sussex.ac.uk">M.Collyer@sussex.ac.uk</a> Tel: 01273 872772
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C-REC Social Sciences – for  
all High Risk UG and PGT  
Applications, and all PGR  
Applications

[c-recss@sussex.ac.uk](mailto:c-recss@sussex.ac.uk)



Global Studies School Office  
C168  
Arts C  
Arts Road, Falmer Campus  
University of Sussex, BN1 9SJ  
Tel: 01273 877540