



Job Description

Postgraduate Teaching Assistants (PGTA)

Grade:	6
Hours:	Variable depending on the module(s) worked
Department:	Geography
Start Date:	Autumn Term 2021/22
Application Deadline:	12pm, Wednesday 11 th August 2021

Context / Duties & Responsibilities:

UCL Department of Geography is looking for expressions of interest for a number of Postgraduate Teaching Assistants (PGTAs) roles available in the Autumn Term, 2021/22 academic year. PGTAs will be given training in support of their roles.

The purpose of these roles is to support teaching and learning in our modules working with the academic module coordinators. Responsibilities will vary depending on the module but duties may include:

- Leading seminars by designing and preparing teaching material within the overall module framework through the delivery of small group teaching. This may involve proactively planning delivery of teaching under the guidance of the module tutor/programme director, generating material for tutorials and liaising with other members of the module team to share best practice and ensure consistency.
- Supporting field-class activities (this may include travelling and staying away from home)
- Contributing to and maintaining the Moodle online learning facilities including providing assistance to students via forums, chats, FAQ guides etc.
- Marking formative assessments; generating and providing detailed written and oral feedback for students to ensure they clearly understand what is required of them. You may also respond to academic queries from students.
- You may be required to view pre-recorded lectures and undertake readings associated with the relevant module(s), and/or attend seminars, as agreed with the module tutor/programme director.

PGTAs will also be expected to:

- Attend module-planning meetings and other ad hoc meetings as deemed necessary by the relevant Module Convenor or Head of Department
- Keep attendance registers and mark-books in accordance with institutional and departmental regulations, and upholding confidentiality in regard to student records and marks.
- Complete mandatory training courses that may be required to comply with UCL policy for PGTA. (These may be scheduled before the contract start date.)
- Undertake appropriate development activities to support their teaching practice. UCL's Arena Centre for Research-Based Education offers a scheme for such training and development of PGTAs, called UCL Arena One.



- Actively follow and promote all UCL policies including Equality, Diversity and Inclusion policies.
- Observe fire and health and safety regulations.
- Carry out any other duties commensurate with the grade and purpose of the post as may be reasonably required by the Head of Department or their deputies.

Please note that PGTA appointments (including the definite number of hours and tutorial classes per PGTA) will only be finalised in late August once we have a better sense of student numbers for the 2021/22 academic year. Information given below is indicative and subject to change.

PGTAs are expected to be able to commit to being present on the Bloomsbury campus during the terms for which teaching is allocated and during the examination period as required. It is the Department's intention to deliver all teaching in-person but, if things were to change due to the Covid pandemic (or for any other reason), teaching may take place remotely and the PGTA's place of work may be elsewhere.

Person Specification

The following list gives the pre-requisite skills and attributes necessary for all PGTAs but modules do also require specialised knowledge and/or experience. Please refer to the module list below for [specific knowledge and/or experience required](#).

- Educated to Masters degree level, or have equivalent qualifications or experience, in a field related to the disciplinary area (Essential)
- Working towards a PhD degree in a relevant field (or having recently obtained such a degree) (Essential)
- High level of literacy and numeracy (Essential)
- Excellent working knowledge of MS Office software including Word, Excel, email and the internet (Essential)
- Ability to communicate clearly, both orally and in writing, and build good relationships with students, academic and professional services staff at all levels (Essential)
- Excellent organisational skills and ability to manage time and work to deadlines (Essential)
- Ability to be flexible and to respond to changing priorities in a busy environment (Essential)
- Ability to work independently as part of a team, recognising when advice / input needs to be sought (Essential)
- A high level of accuracy and a keen attention to detail (Essential)
- Strong enthusiasm for delivering high quality teaching across a variety of media, including both virtually and face to face (Essential)
- A commitment to equality, diversity, and inclusion in higher education; making inclusivity, diversity and (inter) cultural awareness core to actions and decision-making for self and team; and encouraging input from diverse voices to support making fair, fact-based decisions.
- Commitment to continuous professional development and completion of the UCL Arena One Workshop (either before or after application) (Essential)
- Previous teaching experience (Desirable)



- Proven ability to use Moodle and Blackboard Collaborate or equivalent online learning technologies (Desirable)

The above is not an exhaustive list of responsibilities but covers the main components of the role. The post holder may be asked to carry out other specific tasks and duties as required by the Line Manager, Head of Section or the Head of Department.



How to Apply:

Applications should be sent to Claire Betts (c.betts@ucl.ac.uk) by 12pm, Wednesday 11th August 2021 and should take the form of a single email consisting of:

- A brief CV (include all contact details)
- Which modules you are most interested in teaching
- Covering letter detailing how you meet the person specification requirements of the role
- Evidence of your right to work in the UK – see Appendix B.

Informal questions about the post and the Department may be directed to Claire Betts, Department Manager (c.betts@ucl.ac.uk). We will aim to contact successful applications by 31st August. If you have not heard from us by mid September then I'm afraid we have not been able to progress your application on this occasion.

Specific knowledge and/or experience required:

Further information on each of the modules is available on the next pages and at: <http://www.geog.ucl.ac.uk/current-students/undergraduate/modules> and <http://www.geog.ucl.ac.uk/admissions/masters/msc-modules/>

Please note: the indicative hours of work are the total hours anticipated for the whole term and they are subject to change depending on final student/group numbers. We have given an indicative number now so you have a sense of what is expected. The exact hours of work will be confirmed in late August.

Where marking is expected, this is formative marking and there will be hours given for marking and to provide feedback to students. As it's difficult to predict how many student will submit their work, contracts are calculated to include marking (and then the associated feedback time) for 50% of the expected module enrolment. The indicative total hours of work reflects this calculation. If more than 50% of the module enrolment submit their work, an additional payment will be made to ensure PGAs are not underpaid for the work they have done.



Module	Brief overview of module	Essential skills required	Desirable skills required	Marking & feedback	Indicative <u>total</u> hours of work across term
Writing Tutor	<p>The Department puts substantial effort into developing the writing skills of our first-year students – predominantly through tutor essays. We would like to increase the availability of one-to-one help with student writing drop-in sessions, particularly for students beyond their first year (especially as students seem reluctant to raise the topic with academic staff). We are looking for a PGTA specifically to offer writing help for all taught students.</p> <p>Expectations: The writing tutor would provide 3 hours of drop-in help for students each week during term (so 30 hrs in total each term). They require no preparation. There is flexibility in the choosing of the hours within the week, but we expect them to remain the same throughout the term.</p> <p>Students would arrive to you with either a: (a) submitted essay along with associated marker feedback for you to help interpret and bring out lessons for future assessments. (b) draft essay for you to provide feedback upon. You would not be giving guidance or responding to any questions on the academic content of the draft essay but only the writing style.</p>	<p>Enjoy writing and be an experienced writer in the discipline. Ability to discuss strategies for writing in a variety of modes. Friendly and approachable.</p>	<p>Experience of providing feedback on written work. Ability to give constructive fair writing advice to students. Experience at turning away students outside of contracted hours. Good timekeeping.</p>	<p>No</p>	<p>PGTA 1. 30 hours in Autumn <u>and</u> Spring term</p>



<p>Coding Tutor</p>	<p>The Department recognizes the benefits of coding to undergraduate and MSc students. It also appreciates the challenges of engaging students in this area and in providing a supportive environment in which students can develop coding skills. In the past three years, we have successfully trialed an approach to providing informal support (R-Therapy). This entailed a two hour weekly session during term time in which anyone engaged in coding (e.g. Python, Matlab, R), or not current doing any coding but thinking about a problem that could be addressed via programming, could bring their laptop to work on a particular problem or to discuss it with others. Whilst this is focused at undergraduate and MSc students it would be open to all.</p> <p>The coding tutor would facilitate the sessions but the onus would be on participants to engage with one another. Whilst academic staff may attend, the sessions are not designed to support particular course work (the usual support such as office hours should be used for this).</p>	<p>Expertise in and enjoyment of coding (e.g. Python, Matlab, R). Good interpersonal skills. Good timekeeping.</p>		<p>No</p>	<p>PGTA 1. 30 hours in Autumn and Spring term</p>
<p>GEOG0005 Our Planet: A Dynamic Connected System</p>	<p>This module provides an undergraduate introduction to the main components of the Earth System, covering many basic concepts of Phys Geog. It focusses on the various 'spheres': Hydrosphere (inc. oceans), Atmosphere, Biosphere, Cryosphere, Geosphere. The course is taught via weekly class material, with associated online problem sets to improve numerical skills, and discussion seminars to discuss contemporary</p>	<p>Good knowledge of physical geography/Earth and Environmental Sciences. Familiarity with basic numerical analysis (plotting, units, linear regression etc) Good communication skills and an awareness and</p>	<p>An ability to see connections between to pics and how academic themes link to contemporary issues in the academic literature and current events.</p>	<p>No</p>	<p>PGTA 1. 47 PGTA 2. 35</p>



	issues and the broader (societal) relevance of themes being studied.	ability to meet the needs of a diverse range of learners	An enthusiasm for physical geography – we would like to retain/recruit more students into later Phys Geog modules, as well as helping to widen participation in Earth and Environmental Sciences.		
GEOG0007 Human Ecology: Geographical Perspectives	Human Ecology is a 1 st year undergraduate course focused on the theme of resources and society. Both human and physical geography perspectives are used in the course. These two PGTA positions require leading seminars on topics related to water, oil, environmental justice, resource conflict, and/or other foundational themes related to environment and society. Seminars are weekly, though the responsibility for leading them will be split with another PGTA (typically with each PGTA leading half of the seminars according to schedule, preference, experience, and topic).	-enthusiasm for understanding and communicating fundamentals of and consequences of environmental issues -ability to create and lead engaging seminars with input from academic staff		No	PGTA 1. 31 PGTA 2. 31
GEOG0013 Geography in the Field 1	Geography in the Field I (GIF I) is usually run as a 1 week residential field class in Spain but was adapted last year to be delivered online as a standard 10 week block of lectures, seminars and practical activities. Owing to ongoing Covid restrictions that prevent overseas field classes,	For Data Analysis project: Numerate and familiarity with R For Rivers and Coasts: a physical geographer		Yes	PGTA 1. 28 PGTA 2. 36 PGTA 3. 36



	<p>we will be running the module in a similar way again this year with three major differences, i) live lectures rather than pre-recorded ones, and ii) London/South-East based field days, iii) a hard copy rather than an electronic Field Notebook.</p> <p>The module provides an introduction to techniques in human and physical geography. It enables first year undergraduate students to gain experience of a range of field and data analytical methods across all areas of Geography in a range of virtual and/or actual field locations. The focus is on teaching of both quantitative and qualitative research techniques and will cover research design, good fieldwork practice, strengths and limitations of various methods and approaches to analysis, visualisation and interpretation of data including an introduction to basic statistical and GIS skills. The module also aims to foster both independent and team working skills, and provides an opportunity to rethink 'what constitutes the field' in Geographical research.</p> <p>Assessment is via completion of a Field Notebook and completion of project worksheets linked to FOUR projects (Urban, Rivers, Coasts, Data Analysis). Each project will be taught over 2 weeks in Term 1 and the course will be topped</p>	<p>For Urban: a human geographer</p>			
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	<p>and tailed with introduction and synthesis sessions.</p> <p>This module is a compulsory year one module for Geography students only (estimated number of students 80-100).</p>				
GEOG0015 Global Events	<p>Students will discuss 4 ‘global events’ and the geographies of these, presented by 4 members of staff. The selected PGTA will be running two sets of seminars for students on the module, briefing them on what is expected both in terms of assessment criteria and also the specific requirements for each of the two assessments.</p> <p>The first assessment is a 1500 word report on a ‘global event’ of the student’s choosing. The seminar for this will occur early in the term and the PGTA will help students choose an appropriate event and frame it through the conceptualization of events used in the first class.</p> <p>The second assessment is a 1000 word report on one of the global events discussed in the module. The seminar for this will occur two weeks before the end of term and will involve looking at essay outlines and helping students to think of their essay in terms of the marking criteria.</p>	<p>The selected PGTA will need to be adept in managing small groups (circa 15 students) and in providing constructive and timely formative feedback on students’ work.</p>		Yes	<p>PGTA 1. 42 PGTA 2. 42</p>
GEOG0018 Methods in Human Geography	<p>This course is split into two parts. One half (before reading week) covers qualitative social science methods; the other (after reading week) turns to quantitative techniques. The idea is that this course gives students the skills they need to do a good dissertation with us.</p>	<p>Skills in relevant techniques. It is expected that there will be two TAs working on this course. One will have expertise in qualitative techniques; the other will</p>	<p>Relevant research skills</p> <p>The ability to engage students on these topics</p>	No	<p>PGTA 1. 35 PGTA 2. 30</p>



		have experience with quantitative approaches.	The ability to lead discussion groups around methods		
GEOG0019 Geomorphology	Second year undergraduate geomorphology module, covering land surface morphology, processes and dynamics, and the measurement, monitoring and modelling of these	Some understanding of and interest in land surface morphology	The coursework focuses on two pieces of computer-based analysis - one using QGIS and the other using Jupyter notebooks, so some basic computing skills are required and experience in these systems	Yes (for PGTA 1)	PGTA 1. 19 PGTA 2. 14
GEOG0020 Ecological Patterns and Processes	The PGTA support is chiefly needed in support of the 1-day field-class to Thursley Common, where students work on heathland vegetation succession.	Basic plant ID skills and willingness to help students ID plants, as well as in setting up transects and generally be willing to work outdoors, irrespective of the weather.	Great ID skills in heathland plant and animal species	No	PGTA 1. 16 PGTA 2. 16
GEOG0023 Economic Geography	This module examines different ways of defining the economy, including domains such as unpaid household labour. It considers diverse explanations for socio-spatial inequalities, including the role of gender and race in shaping economies. We will explore key debates in economic geography such as how to address regional inequalities (seek to attract an Amazon warehouse or pursue 'community wealth building'?); racial capitalism and global care chains; finance and housing assets; and digital and sharing economies.	Ability to facilitate good discussions or activities based on set texts and other sources of inspiration Ability to give constructive feedback on activities and the formative assessment, based on marking criteria and guidance	Some knowledge of relevant geographical literature	Yes	PGTA 1. 40



	<p>The module does not require an economics background.</p> <p>Teaching: The module convener delivers weekly lectures. There are also five seminars, in which smaller groups of students discuss key readings and may engage in activities such as debates and presentations. The PGTA's role will be to lead two sets of seminars and to give feedback on the formative assessment.</p>				
<p>GEOG0024 Development Geography</p>	<p>This second year module aims to provide a broad awareness and understanding of the key theories and policy debates which inform development ideas and strategies, as well as the empirical context of different regions of the world. The course also encourages critical thinking and wide reading.</p> <p>This module starts by examining the ways in which international development theories and policies emerged and have changed over time. The opening lecture starts by exploring the ways in which development, as a complex and contested term and process, reflects particular colonial legacies and uneven geographies whose material and ideational consequences continue to be felt today. The second lecture investigates who actually 'does' development, focusing on the diverse actors and institutions that shape development policies, how these policies have been translated into different practices, and how</p>	<p>The chosen PGTA will have background knowledge on development theory and practice, ideally some experience in leading seminars related to development geography or related topic, and interest in creative ways to run seminars, and experience in marking essays and providing feedback on written work.</p>	<p>Experience and interesting in small group/seminar teaching, creative online teaching techniques, and experience and/or interest in helping students with essay writing skills.</p>	<p>Yes</p>	<p>PGTA 1. 43</p>



	<p>we might examine their outcomes. This lecture will focus in particular on the changing mainstream ideas around states, markets and societies that have formed from the end of World War II to the present day. The third lecture will examine the diverse forms of ‘people-centred’ development that have emerged in the last 30 years, drawing on debates concerning the role of indigenous knowledge, participatory development, and social movements. The fourth lecture examines radical critiques of development including post-development and post-colonial perspectives, to reflect on how such critiques offer potentially practical pathways for rethinking what development is or could be. The next 5 lectures focus on particular contemporary issues and debates that raise critical questions and challenges to hegemonic thinking and practices of ‘development’. Depending on the year, topics include urbanization and development, migration and development, middle classes and development, gender and development, and enterprise-led development. The final lecture will conclude by summarizing key debates and advice on how best to revise and prepare for the exam. A revision session will be offered the first week of term 3 (after the Easter Break) to offer students a review and summary of the key debates and themes of the module.</p>				
<p>GEOG0025 Political Geography and Geopolitics</p>	<p>The module provides a foundation in political geography and geopolitics, comprising an initial overview and then nine distinct weekly topics</p>	<p>Some knowledge of political geography and geopolitics as fields of inquiry</p>	<p>Knowledge of specific research agendas and debates in political</p>	<p>Yes</p>	<p>PGTA 1. 31</p>



	<p>covering a range of issues and perspectives, delivered by three lecturers. There is an introductory seminar then one per three-lecture block plus a formative essay and feedback session. The PGTA will give the second seminar (on a topic lectured by Alan Ingram) and mark and provide feedback on formative essays written on the same topic.</p>	<p>Ability to lead a set of six seminars with 15 students per group</p> <p>Ability to facilitate productive discussion on complex and sometimes challenging themes</p> <p>Ability to mark essays and organise/provide feedback</p>	<p>geography and geopolitics</p>		
<p>GEOG0026 Surface and Groundwater Hydrology</p>	<p>This is a second-year undergraduate physical geography module that focusses on measurement, monitoring and modelling of surface and groundwater hydrology. A demonstrator is required to assist academic staff with module delivery in a number of ways: In particular, the PGTA will assist with the modelling-based practical work that contributes 40% of the module's formal assessment. As part of this work, students develop and then employ a hydrological model developed in the Stella systems modelling package with data preparation and result processing being undertaken in Excel. Historically this work was undertaken in the timetabled slots (either two or three hours) of four weeks towards the middle of term with the face-to-face teaching being done in UCL computer clusters. In 2021-2022, UCL clusters are likely to be under extreme pressure and so current plans are that the recorded material for the practical work</p>	<p>Some experience of hydrology and hydrological analyses. A reasonable degree of competency in basic Excel operations is required.</p>	<p>Some experience of Stella would be useful although teaching materials for the module provide the required training for the practical exercise.</p>	<p>No</p>	<p>PGTA 1. 41</p>



	<p>developed in 2020-2021 will be made available at the start of the respective weeks (or perhaps on the Friday of the preceding weeks) with the students being expected to have worked through the exercise prior to the timetabled slots. The software that students use is available on Desktop@UCL and so can be done remotely. During the 4 x two hour timetabled slots we will recap on this practical work, working through the exercise but at a (hopefully) faster pace with a focus then being on responding to student questions and queries. Sessions are likely to be held in teaching rooms rather than UCL clusters and students will be expected to use their own laptops. The PGTA will assist academic staff in firefighting specific issues students may have experienced (most often by not following the instructions!). With 4 x 2 hour sessions this accounts for a 8 hours for this element of the role plus preparation time.</p> <p>In addition, we would seek to replicate the bookable help sessions introduced in 2020-2021 whereby students can book a time to troubleshoot one-to-one any issues with their practical work (this is in addition to their ability to discuss the work with academic staff in their Academic Support and Feedback hours). Bookings would be via MS Bookings and the support could be provided online via MS Teams – i.e. there is no need for face-to-face and this could be at the PGTA's discretion. These help sessions would only run in the four weeks</p>				
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	dedicated to the practical with a maximum of two hours in each week – i.e. 8 hours.				
GEOG0036 Water and Development in Africa	Water & Development in Africa explores the relationship between people and water in Africa with particular emphasis placed on the water and sanitation crisis as well as food security. The aims of this course are to develop and encourage inclusive, inter/intra disciplinary debate surrounding the physical and human dimensions to the problems of water development in Africa and, in particular, what restricts access to water. On completion of this course, students should have developed (1) a thorough understanding of the major physical and human issues that affect development of water resources and, in particular, provision of water supplies in Africa; (2) analytical skills to assess the physical and human dimensions of a fundamental geographical problem; and (3) an awareness of the importance of a geographical approach to the study of the relationship between people and their resources.	Students with interest and experience in concepts around human ecology, sustainability, equity, and hydrology or natural resources management are particularly encouraged to apply for this PGTA post. Abilities to critically review literature and conduct small-group teaching are central to this post.	Desirable skills include familiarity with blogs and blogging. Desirable experience is an understanding of the challenges of water supply in the African context through practical work or previous study.	Yes	PGTA 1. 72
GEOG0044 Mitigation and Adaptation to Environment Change	Lectures, discussion groups and group-based work on measures to mitigate and adapt to environmental change. Group Discussions will include: Mitigation: Energy Mitigation: Food Mitigation: Transport Adaptation: Cities	Knowledge of climate change Insights into either mitigation or adaptation pathways Ability to organise and motivate groups of students Ability to use computer simulations	Knowledge of energy, transport, and/or food sectors Knowledge of adaptation in the city or health sector	No	PGTA 1. 52 PGTA 2. 52



	<p>Adaptation: Health</p> <p>The course will include two large workshops using:</p> <p>1. The C-ROADS simulator, that focuses on specific emission reduction pledges from different countries and world regions (e.g., to meet the goals of the Paris Agreement). In C-ROADS students can test actions like:</p> <p>What if China's carbon emissions don't peak until 2040?</p> <p>What if the European Union reduces its emissions 5% per year starting today?</p> <p>2. The En-ROADS simulator focuses on different global climate actions across several different sectors, mainly energy, but also including land and industry. En-ROADS tests actions at the global level. It covers interventions like carbon pricing, electric transport, land use, and technological carbon removal.</p>				
<p>GEOG0052 Paleoclimatology</p>	<p>Module is concerned with past climate and its causes over late Cenozoic. PGTA support is to mark four formative assignments</p>	<p>Good knowledge of palaeoclimate</p>		<p>Yes</p>	<p>PGTA 1. 17</p>
<p>GEOG0059 Geography, Culture and Materiality</p>	<p>This course develops students' critical understandings of debates within cultural and historical geography, focusing on the emergence of representational approaches and their proximity to cultural studies and social theory, before exploring a range of approaches to the</p>	<p>Familiarity with broad contexts of cultural and historical geography</p>	<p>- Some knowledge of work on representation, landscape, architecture; racialization and spatiality; postcolonial theory; consumption;</p>	<p>Yes</p>	<p>PGTA 1. 26</p>



	<p>materiality of culture, from consumption to ‘things’. The intellectual trajectories covered are explored through a range of sites, spatialities and empirical examples including, but not limited to: landscape, architecture and built space; racialization and spatiality; spaces of consumption, display and exhibition; regulated and policed spaces; artistic and creative spaces; spaces of practice, and so on. The module ends by considering the ‘rematerialization of cultural and historical geography’ offering students an accessible grasp of the theoretical staging grounds of debates at the forefront of the discipline.</p> <p>The module aims to: Develop students’ insights into the spatial politics of culture, society and history in the UK and elsewhere.</p> <p>Develop students’ knowledge, abilities and familiarity with contemporary developments in the field, whilst enabling them to grasp their relevance for engaging – and importantly intervening in – social, cultural and political debates of our time</p>		<p>and material culture in geography, and in related fields (anthropology etc).</p> <p>- Experience of working with individual, student-designed projects, providing feedback, etc.</p>		
<p>GEOG0062 Urban Political Ecology</p>	<p>This module surveys the growing subfield of urban political ecology. In particular, it focuses on the material and social flows of ‘stuff’ that circulate to, through, and beyond the city. Water, sewage, electricity, garbage, plastic, carbon, and much more are all pumped, diverted, quarantined, cleansed, financed, regulated,</p>	<p>For this module, a PGTA should be a) enthusiastic about leading seminars and delivering a lecture for advanced undergraduates, 2) interested personally and professionally in</p>		<p>Yes</p>	<p>PGTA 1. 26</p>



	<p>produced, and consumed via cities. This 'metabolism' of material things produces varying qualities and outcomes of urban life. These flows and their outcomes are the course's central focus, framing as urban metabolism the complex, uneven, and surprising journeys, infrastructures, transformations, politics, histories, labor, and expertise required for these flows. Drawing on virtual field visits in London and a diverse set of academic, journalistic, video, textual, and audio course material, the module will trace the pathways of material things through cities and their hinterlands worldwide, unpacking how their flows are constructed and regulated, financed and managed, and contested and politicised.</p> <p>Course Aims The aims of the module are 1) to engage students in a theoretical, methodological, and empirical survey of the urban political ecology subfield and 2) to allow students to see these ideas in practices in the city in which they currently study. After completing the course, students should 1) understand the several theoretical and methodological approaches used to study urban political ecology; 2) be able to independently analyze via learned research methods in class the discourses and flows of the divergent and uneven circulation of material things through cities; 3) think clearly about similarities and differences between and within cities in the Global North and Global South; and 4) understand and explain their own urban</p>	<p>environmental politics and/or urban geography/urban studies, 3) able to assist with basic administration, and 5) able to provide concise, helpful feedback to students on short formative assignments.</p>			
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	experience and the urban experiences of others using vocabulary and concepts of urban political ecology.				
GEOG0065 Geographies of Infrastructure	<p>This is a third year specialist module run in Term 1 for UG geography students offering them an in-depth insight into how ‘infrastructural turn’ plays a crucial role in the development of a critical geography scholarship. It draws on a range of related disciplines including STS and Anthropology as well as planning to build a thematic investigation around specific infrastructural objects including water, energy, roads, waste and logistics in addition to introducing a range of theorisations/conceptualisations around infrastructural state, infrastructural time, etc. This module is somewhat different as it provides one hour of lecture introducing the key debates/arguments related to the lecture topic/theme and then uses one hour in a seminar format where groups of not more than 15 students engage with a particular case study or article/chapter to explore further the issues outlined in the lecture.</p>	<p>Ideally the PGTA should have explored the topic of infrastructure through their PhD so that they are familiar with all the key scholarship and discourses. An ability to draw on debates from a range of disciplines is also needed. We get students from other departments who might not be familiar with geography discourses and the role of the PGTA in making them feel comfortable with the material that is being discussed will be crucial.</p>	<p>Should be able to engage student participation in seminars which will also focus on one part of their coursework exercise – preparation of a social impact assessment.</p>	No	PGTA 1. 27
GEOG0084 Geo-Politics	<p>This is a core module that focuses on the relationship between power, space, and the earth from a range of philosophical perspectives. It begins with the origins of geopolitical thought in the late 19th century but stretches back to some earlier antecedents of the genre as well. The development of geopolitics through environmental determinism is explored alongside its relation to imperialism and fascism. The</p>	<p>Basic digital skills appropriate for blended learning</p> <p>Background understanding of literature in geopolitics</p>	<p>Fluency with online tools for remote learning</p> <p>Ability to contribute a case study to the</p>	Yes	PGTA 1. 62



	<p>module will then proceed through the discipline of geography's quantitative turn and its de-politicised relation to American intellectual currents during the Cold War, before engaging with the re-politicising and anti-imperial intellectual agenda of critical geopolitics. The first half of the module wraps up with an introduction to today's dominant intellectual trend, which is the re-materialisation of geopolitics. The second half of the module is composed of three contemporary case studies, each of which demonstrates the utility of present-day approaches. One of these may come from the selected PGTA's own work.</p>		<p>module from own research.</p>		
<p>GEOG0094 Aquatic Systems: Structure and Functioning</p>	<p>A general overview of the MSc Aquatic Conservation Ecology & Restoration (ACER) course. As part of this course there is a field day to Burton Mill Pond in Surrey – Ian Patmore comes on this but we also need a PGTA for the day.</p>	<p>Ability to use a Glew corer and an Ekman grab. Knowledge of working in a small inflatable boat.</p>	<p>Knowledge of shallow lake palaeoecology</p>	<p>No</p>	<p>PGTA 1. 13 PGTA 2. 13</p>
<p>GEOG0095 Aquatic Monitoring</p>	<p>This course aims to provide students with an introduction to the background and techniques of monitoring aquatic environments. The course includes a weekly taught element (lectures/seminars) and a field-class to Scotland in October. The taught course outlines the rationale and procedures behind the effective design of chemical, biological and physical monitoring systems. The application of these concepts is explored with a series of 'real-world' case-studies covering a range of aquatic environments.</p>	<p>Drive a hire van (Transit size) and ideally a 9-seater minibus (will require a current UCL driver health screening test). Boat handling skills (inflatable boat with small outboard engine) A broad knowledge of aquatic field skills. A very strong preference is for experience in a range of macrophyte</p>	<p>Experience of working in inclement conditions is desirable as we will be working in upland/mountainous areas in all weathers. It is Scotland and in October after all!</p>	<p>No</p>	<p>PGTA 1. 67</p>



	<p>The residential field course takes place in the Scottish Highlands. This aims to provide 'hands-on' experience of monitoring techniques and allows students to meet and learn from scientists from organisations who use applied aquatic monitoring. The field class entails aquatic surveying of lakes, streams and estuaries and usually covers techniques for the sampling and monitoring of fish, aquatic plants and wading birds. Students also take part in the collection of monitoring data assessing the success of a stream re-alignment programme.</p> <p>Due to current coronavirus uncertainties, some of the field activities may need to be altered / replaced and we may not be able to meet all the scientists that we usually would. This situation may change up to the time of the field class.</p> <p>The PGTA will be required to help on the Aquatic Monitoring field class and be present for the whole of the trip. Depending on student numbers more than one PGTA may be required. If so, it may be preferable to select people with complementary skills.</p>	<p>surveying techniques and macrophyte identification. If more than one PGTA is required (due to student numbers) then other skills are acceptable but will depend on others participating on the course.</p> <p>Flexibility and adaptability: We may have to adapt activities depending on weather, student requirements (for example, on one day we walk up to the top of an upland catchment and so alternative activities may be required for students who feel unable to do this) and also may need to change activities at the last minute depending on the availability of scientists we meet and the coronavirus situation.</p>	<p>Knowledge of First Aid (as we will be working in separate groups)</p> <p>We will be working near water much of the time, so being able to swim might be useful.</p>		
<p>GEOG0106 Environmental Data Acquisition and Analysis</p>	<p>There will be 3 full days (~9:00-15:00) of lab teaching (relevant parts: aquatic invertebrate IDs), plus ~ 4 x 4h statistics practicals with integrated lectures</p>	<p>PDRA1: Knowledge of aquatic invertebrates and their identifying traits – this can be rough, i.e. chiefly at order level.</p> <p>PDRA2: Basic statistical knowledge and willingness to</p>	<p>PDRA1: Detailed knowledge to species level for at least 1-2 aquatic invertebrate taxa and great ability to teach students their identification</p>	<p>No</p>	<p>PGTA 1. 24 PGTA 2. 30</p>



		teach and help during practical statistics sessions	PDRA2: Detailed knowledge of multivariate statistics and willingness and ability to teach this knowledge.		
GEOG0108 Scientific Basis for Freshwater and Coastal Conservation	<p>A module as part of the MSc Aquatic Conservation Ecology & Restoration (ACER) and MSc Conservation. This course has a 6 day fieldtrip (to the North Norfolk Coast) which forms its core. The fieldtrip will take place over 1-6 October (straddling week 5/6). The course also has some follow-up seminars, one of which I will need some help with. We are expecting a bigger combined in-take than we have had in a long time hence we will need a good deal of PGTA support.</p> <p>We will need 3 x PGTA positions.</p>	<p>PGTA 1: present for 2 days of the fieldtrip and hence 2 working days = 16 hours to provide general support for fieldcourse field visits and sampling demonstrations</p> <p>PGTA 2: present for 1 working day to run a field session on crayfish survey = 8 hrs</p> <p>PGTA 3: to run a seminar on river restoration (3 hr seminar and 3 hrs prep) = 6 hours</p>	<p>PGTA 1 – Good knowledge of river and pond ecology and survey and of invertebrate sampling and identification</p> <p>PGTA 2 – Good knowledge of river ecology and survey, including crayfish sampling and processing</p> <p>PGTA 3 – Good knowledge of river restoration ecology and practical river restoration application and success. Knowledge of beaver effects on rivers.</p>	No	<p>PGTA 1. 23 PGTA 2. 14 PGTA 3. 11</p>
GEOG0109 Models in Environmental Science	A Term 1 core module for the MSc Environmental Modelling and the MSc Climate Change. Provides an overview of modelling in environmental science, including core principles of model development and coding (mainly using Matlab-based examples), as well as a range of example	Knowledge of linux based computing (including remote access to geography systems), technical computing, and environmental modelling	Knowledge of Matlab	No	PGTA 1. 65



	applications in coastal oceanography (SWAN wave model), climate science (Matlab-based box model), and hydrology (STELLA and Excel-based models).				
GEOG0111 Scientific Computing	<p>Python programming in a Jupiter notebook for people with no previous coding experience. Puts an emphasis on geospatial examples throughout. The support work includes addressing student questions on course notes and some light debugging help.</p> <p>Course material on: https://github.com/UCL-EO/geog0111</p>	Reasonable level of competency in Python coding.	Experience with Jupiter notebooks.	Yes	PGTA 1. 54
GEOG0114 Principles of Spatial Analysis	<p>The module aims to:</p> <ul style="list-style-type: none"> - equip students with an understanding of the principles underlying the conception, representation/measurement and analysis of spatial phenomena. - present an overview of the core techniques of spatial analysis, and the software and tools that are integral to their effective deployment in advanced spatial analysis. - provide an introduction to the principles underlying the analysis of spatial data in general and spatial statistics in particular - enable students to use GIS. <p>Asynchronous material will be provided for students prior to computer-based practicals.</p>	<p>Substantive knowledge and use of RStudio, QGIS and/or ArcGIS for statistical and GIS analysis. Statistical knowledge includes: basic descriptive statistics and bivariate/multivariate linear regression.</p> <p>If new to RStudio for analysis, a good foundation in or willingness to learn main programming principles and techniques (language-agnostic).</p>	Able to run online and in-person practicals as well as help problem-solve IT and programming issues with students.	No	PGTA 1. 59
GEOG0115 Introduction to Social Data Science	Introduction to Social and Geographic Data Science (GEOG0115) introduce the fundamental concepts and methods that are essential for social and geographic data science. The course	Experience working with Python and its libraries: numpy, pandas, geopandas,	Familiarity with Basic Machine Learning Methods (ie. Logistic Regression, Kmeans	Yes	PGTA 1. 55



	<p>will consist of 10 lectures and 10 practical sessions. Lecture topics include: introduction to Python and introduction to machine learning methods. The module is designed to have a large practical component with a programming project in Python. A key aim is also to improve students' python coding skills.</p> <p>PGTA support for the quantitative section of this course will involve:</p> <ol style="list-style-type: none"> 1) Running computer lab practical sessions alongside the course convenor. 2) Providing support to students through bookable weekly office hour slots and the monitoring of the Moodle forum. <p>PGTA support for the quantitative section of this course will involve running computer lab practical sessions alongside the course convenor.</p>	<p>network, matplotlib and sklearn.</p> <p>Familiarity with quantitative methods such as Descriptive statistics and running Linear Regression in Python.</p>	<p>clustering, Principal Component Analysis) as well as Social Network Analysis.</p>		
<p>GEOG0118 Climate Dynamics</p>	<p>This module introduces underlying physics (and touches on the chemistry) behind climate dynamics and change.</p> <p>The main assignment involves students exploring climate change directly from observations or climate models. They are encouraged to do this using a simple web page (Climate Explorer). A subsidiary assignment involves translating academic report for a wider audience.</p>	<p>Experience of using quantitative analyses to explore physical mechanisms</p> <p>Competence with simple equations</p> <p>Knowledge of climate system (atmosphere and/or ocean)</p>	<p>Experience of science communication</p> <p>Experience with climate models and/or observations.</p>	<p>Yes</p>	<p>PGTA 1. 46</p>



<p>GEOG0129 Gender, Generation and Forced Migration</p>	<p>This course aims to develop students’ critical engagement with the ways in which gender and generation both influence, and are influenced by, experiences of forced migration across a range of geographical contexts. The module will include topics from the following: feminist and gendered approaches to the study of forced migration; gendered causes and experiences of forced migration; safety and danger in refugee camps; children and forced migration; men, masculinities and forced migration; the role of ‘the personal’ and ‘the political’ in refugee status determination; gendered representations of asylum-seekers and refugees; gender, trafficking and border control; and gender and durable solutions. The policy implications of gendered analyses of forced migration will be highlighted throughout.</p> <p>The course aims:</p> <ul style="list-style-type: none"> - To develop students’ understanding of the historical development of feminist and gendered critiques of and contributions to Refugee and Forced Migration Studies as a field of academic study and practice, especially since the 1970s - To understand the heterogeneity of lived experiences of displacement, including in contexts of individual, family- based and mass displacement; in the global South and global North; and in spaces including refugee camps and urban contexts. 	<p>Knowledge of key debates in forced migration and refugee studies; knowledge of key debates in gender studies; in-depth knowledge of at least one refugee/displacement situation</p> <p>Small group teaching skills</p>	<p>Knowledge and/or experience of humanitarian and/or development policies and programmes</p>	<p>Yes</p>	<p>PGTA 1. 46</p>
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	<ul style="list-style-type: none"> - To understand the gendered implications of different ways of representing and responding to forced migration - To evaluate the advantages and limitations of feminist and gendered 'lenses' in academia, policy and practice, including vis-à-vis developing a "special" or "particular" focus on women, children, and LGBTI persons. - To engage critically with key debates regarding the gendered underpinning and implications of concepts such as protection, vulnerability, risk, agency, structure, consent - To engage critically with stakeholders' stated aims of promoting social change, female empowerment, gender equality 				
<p>GEOG0136 Cities, Space and Power</p>	<p>GEOG0136 (Cities, Space and Power) is a core module for the MSc Urban Studies Programme. Run in term 1, it comprises a series of guest lectures given by academic staff from different UCL departments including the DPU, Bartlett School of Planning, Anthropology, etc. Since each lecture involves rigorous engagement with scholarship pertaining to the topic it focusses on, students who might not have had a background in social sciences often struggle with keeping up with the key debates and the role of the PGTA has proven crucial in the past in helping them grasp the main arguments and tie the different thematic interjections together. Prior to the pandemic, we ran an additional 'tutorial' hour after the weekly lectures but given the transformations in the teaching format since the pandemic, it will be helpful to have a PGTA</p>	<p>Familiarity with current urban studies debates, particularly drawing on established Marxist scholarship (Harvey, Lefebvre, Foucault, etc.) as well as the ones that emphasise the increasingly differentiated nature of the discourse across the global North and the global South.</p>	<p>An inter-disciplinary background that helps to weave the discussions across different topics as well as setting specific exercises to initiate good classroom participation.</p>	<p>No</p>	<p>PGTA 1. 35</p>



	providing 6 weekly seminar sessions, plus 2 additional ones in the form of an essay clinic.				
GEOG0137 Urban Imaginations	<p>GEOG0137 (Urban Imaginations) is a core module for the MSc Urban Studies programme at UCL. It draws on teaching across Geography, Architecture, Anthropology, English, Engineering, Film Studies, and more.</p> <p>Given the eclectic range of topics and debates covered on these multi-disciplinary modules, and in order to facilitate more time for student discussion, a PGTA helps with seven one-hour TA-led sessions for each of these modules. These are designed to offer a regular forum for students to work through their ideas from particular sessions in more depth, and become more confident and critical in engaging across different disciplinary approaches and concepts in urban studies</p> <p>The PGTA will work in coordination with the module convenors to design content for seven seminars. These will be run in the hour before or after weekly Wednesday sessions.</p> <p>Some seminars will link module lectures to the theme of 'emergency urbanism', which will structure activities within the MSc and the UCL Urban Laboratory more broadly during the 21/22 academic year.</p>	<p>Close familiarity with urban theory and key social and cultural debates on cities and urbanisation</p> <p>Comfortable in exploring potential problems and critical possibilities for interdisciplinary learning and engagement in urban studies</p> <p>Ability to foster and guide student discussions in classroom settings</p>	Experience running seminars with MSc students and developing innovative, student-led formats for class discussion	No	PGTA 1. 39
GEOG0151 Thinking Geographically I	This first year, introduction, undergraduate module introduces students to academic geography including a review of a series of key geographical concepts. It also includes training in	For formative assessment, the PGTA(s) should possess a knowledge of bibliographic referencing.	Familiarity with UCL Moodle would be desirable.	Yes	PGTA 1. 25



	<p>key study skills and the PGTA is, in particular, required to assist in the delivery of this part of the module.</p> <p>Brief module outline pasted below: Thinking Geographically 1 introduces students to the history and identity of the discipline of Geography. It familiarizes students with what it means to think geographically by elaborating on some of the key themes in the history of disciplinary thought, and by introducing students to key concepts that geographers work with from a variety of disciplinary perspectives. It also introduces some key study skills for students of geography.</p> <p>The module is comprised of 3 blocks. The first introduces students to the discipline, something of its history, why we think it is important, and what difference 'thinking geographically' about the world and its human and physical environments can make. Week 2 will involve an afternoon visit to, and lecture in, the RGS. The second block teaches students some basic university level study skills for geographers, which as well as providing an essential basis for degree level work, emphasizes how geographers effectively make evidence based claims and arguments. The third block begins introducing students to a series of key words and concepts that are, and have been, key to the identity, history, and epistemological terrain of the discipline of Geography.</p>				
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<p>GEOG0163 Data, Politics and Society</p>	<p>Data, Politics and Society provides an interdisciplinary introduction to the politics and ethics of using large-scale, primarily human-generated, data, drawing together insights from data science, political geography, digital anthropology, legal studies and sociology. The module focuses on the critical theories and ethical debates currently occurring around the role of data, data science and technology within our society, from a geographic perspective. It has a specific focus on how geographical thinking can provide a way of conceptualising these debates, but also looks at the opportunities within current geographic data science research to help address or counter the pre-conceived socio-economic and historical narratives data science is at risk of exacerbating.</p> <p>The module will cover: Data ethics through a geographic lens: Critical Data Studies and biopolitics as a geographical framework.</p> <p>Technical data issues and its societal implications: biases and limitations in (big) data analysis; legal, ethical and regulatory considerations for (big) data analysis.</p> <p>Data governance and politics: personal digital identities & implications of informed and implicit consent; the role of the state as data collector, provider, protector, and persecutor; the politicisation and power of data.</p>	<p>Ability to lead small group seminars, in person and using online conferencing tools.</p> <p>Knowledge of the analysis of human-generated large-scale datasets, e.g. mobile phone data, social network data, and travelcard or system data, AND/OR the uses of data within social/political/environmental applications.</p> <p>General interest in the contextual issues of geographic and social data science, specifically the topics outlined in the overview.</p>	<p>Experience using human-generated large-scale datasets / using Geographic Information Science & Systems (GIS) for data analysis.</p>	<p>No</p>	<p>PGTA 1. 20</p>
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	<p>Data and society: data justice and citizen activism; societal engagement, Volunteered Geographic Information and Data for Development</p> <p>Asynchronous material will be provided to students to work through, following which the PGTA will help lead five of the small group seminars. The seminars will focus on a question or task arising from the week's topic; supporting materials will be provided for the PGTA.</p>				
<p>GEOG0164 Digital Geographies</p>	<p>Module aims: Develop students' understanding of the links between digital technologies, geographic space and everyday life in global north and south contexts.</p> <p>Introduce students to current debates about how digital technologies, infrastructures, devices, logics and methods are transforming the ways we think and do geography across different scales and spaces.</p> <p>Develop students' ability to apply critical skills to academic texts and real-life examples and to present this through a podcast and essay.</p> <p>This module emerges from recent calls to examine a 'digital turn' in geography, whereby knowledge and information about places, spaces and people are increasingly produced with and transformed by digital technologies. It will examine the links between digital technologies,</p>	<p>Experience in publishing, editing or writing for public audiences, knowledge of key themes in digital geographies in research or writing</p>	<p>Experience in: Podcasting; digital and/or online broadcasting; public-speaking. Prior experience of seminar teaching.</p>	<p>Yes</p>	<p>PGTA 1. 52</p>



	<p>geographic space and people using examples and case studies from both Western and global south contexts. This module begins with exploring how digital technologies have proliferated every aspect of our daily lives, around work, travel, leisure, consumption, production and reproduction, in ways that are simultaneously virtual and material. This focuses on how digital technologies, infrastructures, devices, logics and methods are blurring the divides across analogue and digital spaces. It then looks at how digital technologies can simultaneously break down and reinforce inequalities along class, race, gender, sexuality through new 'digital divides'. Finally, it examines the implications this has for producing new forms of digital citizenships and claims to social and spatial justice.</p> <p>The first few seminars will be directed at developing basic skills for podcasts. The last few will be directed learning based on reading lists or activities</p>				
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