Disclaimer

This document was published in September 2016 and was correct at that time.

The Department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term ‘Department’ is used to refer to both ‘Departments’ ‘Centre’s and ‘Schools’. Students on joint or combined degree programmes will need to use two departmental handbooks.

An electronic copy of this handbook is available on your departmental website (https://www.royalholloway.ac.uk/history), where it will be possible to follow the hyperlinks to relevant webpages.
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1. Introduction to the Department

1.1 Welcome from the Head of Department – Professor Sarah Ansari

Welcome to all new first years, and welcome back to everyone else. I hope that you have all enjoyed a fruitful summer and have arrived at College enthusiastic for the challenges of the new academic session.

For first years this will be, without doubt, an exciting and testing year. As all second and third years know, you have joined one of the most dynamic and creative departments in the country. The History Department here has an international reputation in research and teaching: over the course of your degree programme you have the opportunity to engage with a range of history that is spellbinding, absorbing, and rewarding. Most importantly we want to challenge and engage you – always remember that the point of the degree is for you to develop and articulate critical approaches to the past, not simply to absorb and display a collection of facts about a particular period. At the end of your degree programme you will be equipped with a repertoire of skills and strategies for engaging with the present-day world as well as the past. All you have to do is show enthusiasm and work very hard!

This handbook provides all students with information that is central to their degree programmes and being members of this History Department. It gives you information about what is expected from you while you study here and what you can reasonably expect from your tutors. The handbook is updated and revised each year to keep everyone informed of the essential information for study in the History Department and the smooth running of your courses and assessments.

It is your responsibility to make yourself conversant with this information - otherwise, for instance, you could find yourself missing out on valuable marks for an assessment.

Those of you who are first year undergraduates are making the very important transition from Sixth Form or Access courses. As challenging as those were, university degree level work is very different. You now need to be much more independent about how you study and how you approach reading lists, lectures, seminars and essay deadlines! University education is about you finding out what you think - your academic tutors are here to guide, encourage, advise and assess you in that journey to understanding the past. They are not supposed simply to give you the answers, but rather to equip you with the means to find out these answers (as well as how to ask all-important questions) for yourselves.

Importantly academic tutors deliver feedback in a number of forms - on essays, in tutorials, in individual meetings - and this may be written or oral. Remember - feedback only really works if you engage with it proactively -
feedback is NOT the same as you being told what the right answer is!

Shifting gear into undergraduate mode may feel like a tough task initially – in pre-degree mode your expectations were that teachers would have all the answers, and that your job, consequently, was to learn and reproduce them. Not so at university. Your academic tutors will provide you with a context to the subjects you study – they will give expert guidance on what to read; they will identify the key issues to ponder, and give you an account of what other historians have argued and the broader historiographical landscape; they will raise questions, point to further reading and suggest areas for further investigation. To get the most out of your relationship with them, you will need to engage, to ask questions and to listen. Because this transition period is demanding, the History Department ensures that you are given enough space in the process of assessment to ensure that you have a solid platform for progression to the second and third years of your degree.

So, it is essential that you acquire the skills of independent learning and historical enquiry during your first year at university, and continue to develop and refine them in subsequent years. As second and third year students confirm, this means managing your own time well, using the various library resources effectively, planning essays carefully and in good time, writing in a clear and comprehensible style, properly referencing your work, identifying and meeting deadlines, working with others, planning your timetable – as well as many other things.

This Student Handbook outlines the most essential of these. All of your tutors, personal advisers and administrative staff are here to help too. The process works best if it is a partnership of willing people.

So, here are some very clear ground rules which are the foundation of a successful undergraduate career – for first year students to acquire and for second and third year students to reinforce:

- **Attend all lectures, seminars and tutorials.** This means not simply turning up – but coming having undertaken whatever reading, thinking, or research was identified as a necessary preparation. Remember you are active learners, not passive receptacles. Tutors are not there to fill you up with historical ‘stuff’.

- **Meet all deadlines for written work** – whether essays, commentaries, collective discussions. Again these deadlines exist to enable you to engage in an effective way – written work is not optional nor is it a punishment – it is essential to your business as an historian. Take pride in it.

- **Respect your tutors and co-students.** Much of the way we teach relies on you being honest and motivated – if you have been set a presentation it is meant to benefit not just you but your co-students too.
Your tutor will have designed a session around your contribution: failing to engage disrupts this process, so you are letting down everyone else as well as yourself.

If you follow these guidelines, whatever year of study you are in, you will have a good plan of action for a successful and productive year. Obviously sometime things go awry - you may be unable to attend a lecture, you might miss a class, or fail to meet a deadline for hopefully very good reasons. As long as you are meticulous in your honesty in reporting and explaining these exceptions, we aim to be understanding in our response.

However, College and Departmental regulations are very clear about attendance and delivery of work in all three years - and we endeavour to enforce these requirements robustly. **If you miss your commitments for any other than acceptable reasons you will be subject to the appropriate academic disciplinary procedure.** The Student Handbooks (Departmental and College) outline these regulations and procedures in detail for all undergraduates. Persistent defaulters - whether first, second or third years - are issued with formal letters of warning. If those are ignored the College moves to have individual registrations terminated.

This may sound draconian - however a place in this Department is an achievement that many students desire - and we wish to encourage everyone to use their opportunity effectively. If they do not, then we will happily offer their place to others. So use it or lose it, as the old saying goes...

I am sure you will enjoy your time in the History Department at Royal Holloway. Hopefully as an academic community we will learn from each other, and celebrate our successes as collective achievements.

Professor Sarah Ansari
1.2. HOW TO FIND US: DEPARTMENT OF HISTORY

The History Department is located on the top floor of the McCrea Building. Here you will find the Departmental Office (McCrea 315) and most of the offices belonging to your tutors. The McCrea Building is marked as building 17 on the College campus map.

You may have some teaching within the McCrea building but lectures and seminars are held in buildings throughout the campus.

Please note that smoking is not allowed in the building or its environs.

Map of the Egham campus

Student parking is limited and a parking permit is required. This can be obtained via Security. You will need proof of insurance and ID before a permit will be issued.

1.3. HOW TO FIND US: STAFF

Head of Department:
Prof Sarah Ansari 01784 443685 MC 321
sarah.ansari@rhul.ac.uk

Academic Staff:
Prof Humayun Ansari 01784 443685 MC 303
Kansari@rhul.ac.uk

Dr Akil Awan* 01784 414128 MC 302c
Jonathan.harris@rhul.ac.uk

Dr Jane Hamlett
Jane.Hamlett@rhul.ac.uk
01784 443307      MC 309

Dr Christopher Hobbs
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01784 414230      IN114

Prof Peregrine Horden*
P.horden@rhul.ac.uk
01784 443400      MC 332

Dr Rebecca Jinks
Rebecca.jinks@rhul.ac.uk
01784 443310      MC 324

Prof Andrew Jotischky
Andrew.jotischky@rhul.ac.uk
01784 4               MC 322

Dr Zoe Laidlaw*
Zoe.laidlaw@rhul.ac.uk
01784 414979      MC 304

Dr Edward Madigan
Edward.Madigan@rhul.ac.uk
01784 443207      MC 305

Dr Andrea Mammone
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01784 443638      MC 306

Dr Chi-Kwan Mark*
Chi-kwan.mark@rhul.ac.uk
01784 443360      MC 330

Dr Stella Moss
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01784 443748      MC 327

Dr Rudolf Muhs
R.muhs@rhul.ac.uk
01784 443296      MC 302a

Dr Jonathan Phillips*
j.p.phillips@rhul.ac.uk
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Dr Nicola Phillips
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01784 443308      MC 307

Dr Hannah Platts
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Dr Robert Priest
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01784 443299      MC 310

Prof Francis Robinson*
01784 443300      MC 308
F.robinson@rhul.ac.uk

Dr Thomas Simpson 01784 414230 IN114
Thomas.simpson@rhul.ac.uk

Dr Graham Smith 01784 414962 MC 302b
Graham.smith@rhul.ac.uk

Prof Dan Stone* 01784 443310 MC 324
D.stone@rhul.ac.uk

Dr Emmett Sullivan 01784 414379 MC 328a
Emmett.sullivan@rhul.ac.uk

Dr Weipin Tsai 01784 443752 MC 334
Weipin.tsai@rhul.ac.uk

Dr George Vassiadis 01784 443086 IN237
George.Vassiadis@rhul.ac.uk

Dr Mark Whelan 01784 443400 MC 332
M.E.whelan@rhul.ac.uk

Dr Anna Whitelock 01784 443312 MC 313
Anna.whitelock@rhul.ac.uk

Dr Alex Windscheffel 01784 414009 MC 329
A.windscheffel@rhul.ac.uk

Dr Barbara Zipser 01784 414981 IN151
Barbara.Zipser@rhul.ac.uk

* Academic staff members on full or partial research leave in 2016-17

Administrative Support Staff:

Penelope Mullens 01784 276371 Room 318
Department Manager Email: penelope.mullens@rhul.ac.uk

Marie-Christine Ockenden 01784 443311 Room 319
Postgraduate & Research Administrator Email: m.ockenden@rhul.ac.uk

Stephane Surrey 01784 276519 Room 315
Undergraduate & Finance Administrator Email: stephanie.surrey@rhul.ac.uk

Fiona Sheridan 01784 443314 Room 315
Undergraduate Administrator Email: fiona.sheridan@rhul.ac.uk
1.4. **HOW TO FIND US: DEPARTMENTAL OFFICE**

The degrees are administered from the Departmental Office (McCrea 315) which is run by the Department Manager, Penelope Mullens, with the assistance of the Undergraduate Administrators Fiona Sheridan, Stephanie Surrey and Helen Eve, who are responsible for undergraduate academic affairs. Stephanie Surrey also manages the financial aspects of the department.

Marie-Christine Ockenden (McCrea 319) has responsibility for postgraduate matters.

The office staff will keep you informed of the administrative aspects of your stay in the department. They are very keen to help you, but do remember that during term-time they are often working under considerable pressure.

1.5. **DIRECTOR OF UNDERGRADUATE STUDIES AND YEAR TUTORS IN 2016-17**

Dr Stella Moss is Director of Undergraduate Studies in 2016-17, assisted by her deputy, Dr Rebecca Jinks. Dr David Gwynn remains the Course Allocator.

The Senior Tutors for each year and their deputies are available to provide advice and information to undergraduates on the appropriate programme, i.e. stage one programme for First Years. They maintain an overview of your attendance at lectures and seminars, and your performance across courses. They also deal with on-going problems and issues which may be beyond your personal advisor’s remit.

**Senior Tutor for First Year Studies:**
Email: Emmett.sullivan@rhul.ac.uk
Room: McCrea 328a

**Deputy Tutor for First Year Studies:**
Email: hannah.platts@rhul.ac.uk
Room: McCrea 304

**Senior Tutor for Second Year Studies:**
Email: robert.priest@rhul.ac.uk
Room: McCrea 310

**Deputy Tutor for Second Year Studies:**
Email: n.j.phillips@rhul.ac.uk
Room: McCrea 307

**Senior Tutor for Third Year Studies:**
Email: Jane.Hamlett@rhul.ac.uk
Room: McCrea 309

**Deputy Tutor for Third Year Studies:**
Email: chris.hobbs@rhul.ac.uk
Room: IN 114
1.6. **Visiting Teachers**

Course tutors are often assisted in their teaching of a course by Visiting Teachers (VTs). Visiting Teachers are experts in their own field and help to run tutorial and seminar groups. They provide cover for academic staff on leave and teaching relief on heavily subscribed courses. They do not supervise independent essays. Visiting Teachers also have ‘Feedback and Consultation’ hours when they can be contacted over matters arising from their course and when they provide feedback on your studies. If you are taught by a Visiting Teacher, the course leader will give you details of how to contact him or her.

1.7. **Staff Research Interests**

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<tr>
<th>Academic</th>
<th>Field of Study</th>
<th>Summary of Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor K Humayun ANSARI</td>
<td>Modern British</td>
<td>Race and Ethnic relations; the historical and contemporary Muslim community in Britain; Islam and modernity</td>
</tr>
<tr>
<td>Professor Sarah ANSARI</td>
<td>Modern World</td>
<td>South Asian Muslim politics; migration; Muslim women; history of Pakistan</td>
</tr>
<tr>
<td>Dr Akil AWAN (on sabbatical)</td>
<td>Modern World</td>
<td>Terrorism &amp; political violence; Social movements &amp; protest; Radicalisation; Modern Islam</td>
</tr>
<tr>
<td>Dr James BALDWIN</td>
<td>Early Modern</td>
<td>History of Islamic law; Social and political history of the Ottoman Empire, especially Egypt and the Arab provinces</td>
</tr>
<tr>
<td>Dr Daniel BEER</td>
<td>Modern European</td>
<td>Modern Russian history/Stalinism; late nineteenth and early twentieth century intellectual history</td>
</tr>
<tr>
<td>Dr Jason BROCK</td>
<td>Modern</td>
<td>History of Modern Political Thought; History of Economic Thought; Historiography and Philosophy of History; 20th Century British History</td>
</tr>
<tr>
<td>Name</td>
<td>Time Period</td>
<td>Specialization</td>
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</tr>
<tr>
<td>Dr Clive BURGESS</td>
<td>Medieval</td>
<td>Late medieval English society; piety and church music in English towns</td>
</tr>
<tr>
<td>Professor Sandra CAVALLO</td>
<td>Early Modern</td>
<td>Early modern Europe, especially Italy; gender and family history; social history of medicine; urban history</td>
</tr>
<tr>
<td>Professor Justin CHAMPION</td>
<td>Early Modern</td>
<td>Religious and social change in seventeenth-century England; the history of political ideas; the English enlightenment</td>
</tr>
<tr>
<td>Professor Gregory CLAEYS</td>
<td>Modern British</td>
<td>Eighteenth- and nineteenth-century British political and social thought</td>
</tr>
<tr>
<td>(on sabbatical)</td>
<td></td>
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</tr>
<tr>
<td>Dr Karoline COOK</td>
<td>Atlantic World</td>
<td>Iberian Atlantic history with particular emphasis on Muslims and Moriscos in the Spanish Empire</td>
</tr>
<tr>
<td>Dr Markus DAECHSEL</td>
<td>Modern World</td>
<td>Historical sociology of 20th century Muslim South Asia</td>
</tr>
<tr>
<td>(on sabbatical)</td>
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<tr>
<td>Dr Charalambos DENDRINOS</td>
<td>Byzantine</td>
<td>Byzantine Greek language and literature; Byzantine sources; Greek palaeography</td>
</tr>
<tr>
<td>(on sabbatical)</td>
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<tr>
<td>Dr Patrick DOYLE</td>
<td>Modern American</td>
<td>Civil War-era America, 1848-1877; slavery and the nineteenth century US South; history of race and race relations in North America.</td>
</tr>
<tr>
<td>Professor Helen GRAHAM</td>
<td>Modern European</td>
<td>The Spanish civil war; interwar Europe (1918-1939); comparative civil wars; the social construction of state power in 1940s Spain; women under Francoism; comparative gender history</td>
</tr>
<tr>
<td>(on sabbatical)</td>
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<tr>
<td>Dr Dawn-Marie GIBSON</td>
<td>Modern American</td>
<td>North American Islam; Nation of Islam</td>
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<tr>
<td>(on long-term leave)</td>
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<tr>
<td>Dr Simone GIGLIOTTI</td>
<td>Holocaust Studies</td>
<td>History and representation; Witnessing histories; Spatial approaches; Visual memory; Displaced Persons and Refugees</td>
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<tr>
<td>Name</td>
<td>Field</td>
<td>Research Focus</td>
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<tr>
<td>Dr. David Gwynn (on sabbatical)</td>
<td>Ancient and Late Antique</td>
<td>Republican and Imperial Rome, Late Antiquity and the Rise of Christianity</td>
</tr>
<tr>
<td>Dr. Jane Hamlett</td>
<td>Modern British</td>
<td>Modern British social and cultural history; the history of women and gender; the history of intimacy and emotion; material and visual culture</td>
</tr>
<tr>
<td>Professor Jonathan Harris</td>
<td>Byzantine</td>
<td>Byzantine history</td>
</tr>
<tr>
<td>Professor Peregrine Horden (on sabbatical)</td>
<td>Medieval</td>
<td>Social history of early medieval medicine in Europe and Byzantium; history of the family; Mediterranean studies; environmental history; theory and philosophy of history</td>
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<tr>
<td>Dr. Christopher Hobbs</td>
<td>Byzantine</td>
<td>Late Byzantine History; Relations between the Medieval East and West; Byzantine Historiography</td>
</tr>
<tr>
<td>Dr. Rebecca Jinks</td>
<td>Modern European</td>
<td>Holocaust studies; genocide studies; social history of interwar humanitarianism; breakup of Yugoslavia; gender; history of photography</td>
</tr>
<tr>
<td>Prof. Andrew Jotischky</td>
<td>Medieval</td>
<td>The Crusades and Crusader States; Medieval Monasticism and Western Religious History; Latin-Greek Orthodox Relations</td>
</tr>
<tr>
<td>Dr. Zoe Laidlaw (on long-term leave)</td>
<td>Modern World</td>
<td>The nineteenth-century British Empire; imperial and colonial governance; colonial networks; history of imperial cartography and statistics; imperial lobby groups; settler societies</td>
</tr>
<tr>
<td>Name</td>
<td>Specialization</td>
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<tr>
<td>Dr Edward MADIGAN</td>
<td>Modern Britain and Ireland</td>
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<tr>
<td>Dr Andrea MAMMONE</td>
<td>Modern European</td>
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<tr>
<td>Dr Chi-kwan MARK</td>
<td>Modern World</td>
<td></td>
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<tr>
<td>Dr Stella MOSS</td>
<td>Modern British History</td>
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<tr>
<td>Dr Rudolf MUHS</td>
<td>Modern European</td>
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<tr>
<td>Professor Jonathan PHILLIPS</td>
<td>Medieval</td>
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<tr>
<td>Dr Nicola PHILLIPS</td>
<td>18th Century</td>
<td></td>
</tr>
<tr>
<td>Dr Hannah PLATTS</td>
<td>Ancient</td>
<td></td>
</tr>
<tr>
<td>Dr Robert PRIEST</td>
<td>Modern European</td>
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</tbody>
</table>

- Cultural, military and religious history of war; British and Irish memory of the First World War; public history
- Modern and contemporary Italy; theory, history and ideology of European fascism and postwar right-wing extremism
- East Asian International History since 1800; American, British and Chinese Foreign Policies during the Cold War
- Modern British popular culture & history of drinking cultures; Twentieth-century Gender History; modern British Social and Cultural History
- Modern European History; German History
- The Crusades in the Latin East
- British gender, social, criminal and civil justice history, 1660-1830; Women's History; Public History
- Roman cultural and social history; material culture; domestic space; the city of Rome; sensory archaeology; legacy of the classical past in later centuries
- Europe in the long 19th century; French cultural and intellectual history; religion and secularisation; the sciences and society
<table>
<thead>
<tr>
<th>Name</th>
<th>Period</th>
<th>Specializations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Francis ROBINSON</td>
<td>Modern World</td>
<td>The history of Muslim societies in South Asia and the wider Islamic world since 1700. A particular interest in religious change</td>
</tr>
<tr>
<td>Dr Thomas SIMPSON</td>
<td>Modern World</td>
<td>South Asia nineteenth and twentieth century history, with an emphasis on borders and frontiers; history of science</td>
</tr>
<tr>
<td>Dr Graham SMITH</td>
<td>Modern British</td>
<td>Oral history; history of medicine; public history</td>
</tr>
<tr>
<td>Professor Dan STONE (on research leave)</td>
<td>Modern European</td>
<td>Interpretations of the Holocaust; history of eugenics, racism, genocide; right-wing ideology; history of anthropology; philosophy of history</td>
</tr>
<tr>
<td>Dr Emmett SULLIVAN</td>
<td>Modern World</td>
<td>International economic history</td>
</tr>
<tr>
<td>Dr Weipin TSAI</td>
<td>Modern World</td>
<td>Modern Chinese History since the 19th Century to the establishment of the PRC in 1949; Chinese Journalism; Chinese Maritime Customs Service; Chinese Postal Service; Modern Shanghai history.</td>
</tr>
<tr>
<td>Dr George VASSIADIS</td>
<td>Modern</td>
<td>Modern Greek history; the Greek diaspora; Anglo-Greek relations; Levantine cities</td>
</tr>
<tr>
<td>Dr Mark WHELAN</td>
<td>Medieval</td>
<td>The Holy Roman Empire; Crusading and sanctified warfare; Central Europe; The Teutonic Order; Translations and Source Editions.</td>
</tr>
<tr>
<td>Dr Anna WHITELOCK</td>
<td>Early Modern</td>
<td>Sixteenth and seventeenth century British political history, particularly issues relating to monarchy, religion, gender, court politics and political culture</td>
</tr>
<tr>
<td>Dr Alex WINDSCHEFFEL</td>
<td>Modern British</td>
<td>Victorian History; Modern British Politics; History of Modern London</td>
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<tr>
<td>Dr Barbara ZIPSER</td>
<td>History of Medicine and Science</td>
<td>Classical antiquity, Middle Ages, Near East, palaeography and textual transmission, lexicography (Latin, Greek, Arabic, some Hebrew), digital humanities</td>
</tr>
</tbody>
</table>
2. Communication

It is vitally important that you keep in touch with us and we keep in touch with you. Members of staff will often need to be able to contact you to inform you about changes to teaching arrangements, special preparations you may have to do for a class or meetings you might be required to attend. You need to be able to contact members of the Department for example, if you are unable to attend a class, or wish to arrange a meeting with a tutor or your personal adviser.

Email to you using your College email address is routinely used and you should check regularly (at least daily) if any official communication has been sent to your College email address. Do not ignore the email as it is assumed that you will have received it within 48 hours, excluding Saturdays and Sundays.

You should also make a habit of regularly checking the student pigeonholes in the Department.

2.1. Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the student portal https://campus-connect.rhul.ac.uk/cp/home/displaylogin (Campus Connect) or direct via Outlook.com http://outlook.com/. Email to this address will be used routinely for all communication with students. Email may be used for urgent communication and by course tutors to give or confirm instructions or information related to teaching so it is important that you build into your routine that you check your emails once a day. Email communications from staff and all the Faculty Administrators should be treated as important and read carefully.

The College provides a number of PC Labs around Campus for student use, and you can also use your own laptop/smart phone etc., so the Department expects you to check your email regularly. It is also important that you regularly clear your College account of unwanted messages or your in-box may become full and unable to accept messages. Just deleting messages is not sufficient; you must clear the ‘Sent Items’ and ‘Deleted Items’ folders regularly. It is your responsibility to make sure your College email account is kept in working order. If you have any problems contact the IT Service Desk http://itservicedesk.rhul.ac.uk/

The History Department will only use the address in the College Global Address List and does not use private or commercial email addresses, such as Hotmail or Gmail. Students who prefer to use commercial email services are responsible for making sure that their College email is diverted/forwarded to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting http://help.outlook.com/ and searching for forwarding (you may need to use IE browser to access this as the link does not work on some
browsers). This process is very easy, but you do have to maintain your College account. When you delete a forwarded message from, say, Hotmail, it will not be deleted from the Royal Holloway account. **It is your responsibility to** log on to your College account occasionally and conduct some account maintenance or your account may become full and therefore will not forward messages.

If you send an email to a member of staff in the Department during term time, you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

### 2.2. Post

All post addressed to students in History is delivered to the student pigeonholes (alphabetical by surname) at the top of the stairs leading up to the Department. At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed. Important information from Registry is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them regularly.

### 2.3. Telephone and Postal Address

It is **your responsibility** to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date on the [student portal](https://campus-connect.rhul.ac.uk/cp/home/displaylogin). There are occasions when the Department needs to contact you urgently by telephone or send you a letter by post.

The Department does not disclose students’ addresses and telephone numbers to anybody else (including relatives and fellow students) without the student’s specific permission to do so.

### 2.4. Noticeboards

The official student noticeboards are on the walls in the History Department. Every effort is made to post notices relating to class times etc. well in advance, but occasionally changes have to be made at short notice and in that case email will be used.

**It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g. essay deadlines) relating to your courses**, so, if in doubt, please ask.

### 2.5. Personal Advisers

Each student is assigned to a personal adviser. Personal advisers advertise on their office door the times when they are available to see students.
Your personal adviser is normally available to see you at the beginning of each term and is also available during their regular weekly ‘Consultation and Feedback’ hours. Arrangements may also be made by him/her, or by you, to meet at other times. You will receive your formal course reports from your personal adviser at the beginning of the Summer Term. Your personal adviser is concerned to offer you advice and feedback about your work and to discuss your choice of courses with you. Personal advisers are also willing to discuss personal difficulties, but it is understood that you may prefer to take such difficulties to the College student counsellors.

Occasionally – when, for example, a personal adviser goes on research leave – changes will be made, but we try to maintain a link between you and the same personal adviser throughout your time in the department.

Your personal adviser will probably be the member of the department best equipped to write you references for jobs during your university career, and (along with the people teaching you in your Final Year) to act as a referee for jobs or higher degree programmes after graduation. It is, therefore, very much in your interest to make sure that you keep in regular contact with your personal adviser; he or she will then be able to write individual and positive recommendations on your behalf. But before you name them as a referee on an application, you should **always** ask your personal adviser if this is all right. You should also make sure that you give him or her ample time to complete any references: while you only have one personal adviser, each personal adviser has many – past and present – personal tutees.

You should regard your personal adviser as your first port of call in the Department, although it may be that on occasions he or she will direct you to another colleague, either in the Department or elsewhere, or to some other source of guidance or advice, such as the Head of Department, the Student Administrative Centre, the Health Centre, the Dean of Students, the Student Counsellors or the Chaplains.

Any help you get from any of these sources, or from anyone in the Department, is confidential if you prefer it that way. The Department reserves the right to inform appropriate bodies or persons if it considers that an individual is at significant risk, but you may assume that conversations with staff are confidential unless otherwise stated.

**Dedicated opportunities to meet your personal adviser:**

- **Autumn Term: Personal Advisor Day:** 22nd September 2016 (for returning students)
- **Spring Term: Personal Advisor Week:** 9-13 January 2017
- **Spring Term: Personal Advisor Week:** 13-17 March 2017
We also advise that students see their personal adviser in their offices during their ‘Consultation and Feedback’ hours in the last week of each term.

2.6. Questionnaires

Course units are evaluated every year. Towards the end of the course you will be asked by the tutor to fill in a questionnaire giving your evaluation of the teaching you have received, the effectiveness of library provision and the overall quality of the course. It is College policy that such course evaluations are completed by all students. These are anonymous and your cooperation in making these evaluations is of great help to the Department. The results of the evaluations are considered by the Department’s Learning and Teaching Committee and form part of the Annual Monitoring Report of the Department.

Moreover all programmes and courses are reviewed periodically by the Faculty and within the Department, taking into account the student evaluations as well as issues raised at the Student-Staff Committee.
3. Teaching

3.1. Term Dates for 2016-17

- **Autumn Term**: Monday 19 September to Friday 9 December 2016 (12 weeks)
  
  (4 week Christmas vacation)

- **Spring Term**: Monday 9 January to Friday 24 March 2017 (11 weeks)

  (4 week Easter vacation)

- **Summer Term**: Monday 24 April to Friday 9 June 2017 (7 weeks)

Term dates can be found on the College website
http://www.royalholloway.ac.uk/aboutus/collegecalendar/home.aspx

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/or miss lectures/seminars/practicals etc., you are expected to keep your department informed and fill in a Notification of Absence Form (see 3.6 below).

Please note that during the summer term, after the summer examination period has finished, you are expected to attend all required academic activities organized by your department(s) and to be available should you be required to meet with College staff for any reason.

3.2. Research Weeks

The weeks commencing **Monday 31 October 2016 and Monday 13 February 2017** are designated as Research Weeks for **second and final year students ONLY**.

The purpose of this break from second and final year classes is to enable students to make progress with research projects and reading for independent essays and dissertations.

3.3. Attendance

The College has a responsibility to ensure that all students are attending regularly and progressing with their studies. While it is essential that you attend all the compulsory learning activities related to your programme of study, the College recognises that emergencies may occur at any time throughout the year. In light of this, the History Department has set a **minimum attendance level at 80%**. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements.
Your regular attendance in class and consistent engagement with your studies are fundamental requirements of your learning experience with the College. As such, failure to attend and/or absence without permission can result in serious consequences and may lead to disciplinary action, including the termination of your registration (see 00). Your ‘classes’ are any learning or teaching activity deemed essential to your programme of study. The term is used to encompass a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings your personal advisor.

It is vital that you manage your time effectively, so that any paid employment, voluntary work, extracurricular activities or social commitments do not interfere with periods where you are required to attend classes. With regard to paid employment during the course of your programme of study with the College, the Undergraduate Regulations (http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 20 hours per week during term time. No student may undertake paid work which may conflict with his/her responsibilities as a student of the College.

If you face difficulty in attending any classes or undertaking an assessment, it is very important that you inform the department(s) in which you are studying as early as possible, citing the reasons for your non-attendance. The department will make a decision on whether or not to authorize your absence. If you are experiencing such difficulties on an ongoing basis, please contact your personal adviser or Year Tutor. In addition, an extensive range of additional support, guidance and advice is readily available from the College’s Student Advisory Service (https://www.royalholloway.ac.uk/ecampus/welfare/home.aspx). The Students’ Union also operates an Advice and Support Centre, details on which can be found here: http://www.su.rhul.ac.uk/advice/.

3.3.1. Student Responsibilities in Relation to Attendance

Your responsibilities in relation to attendance and engagement include:

- attending all classes necessary for the pursuit of your studies (including lectures, seminars, practical and personal tutorials);
- undertaking all summative and formative assessment requirements for your courses;
- attending all meetings and other activities as required by the department(s) in which you are studying;
- where you experience any form of difficulty in attending classes, for whatever reason, contacting the department(s) in which you are studying to notify them of your circumstances at the earliest possibility.

You are expected to fully engage in your classes, undertaking any reading, research or further preparation identified between these sessions alongside
punctual attendance. It is essential that you make suitable arrangements for travel to your classes and plan to arrive in good time, as teaching will start at five minutes past the hour and finish five minutes before the hour. You will normally be marked absent if you turn up late without good reason.

3.4 Department Responsibilities for Monitoring Attendance

The History Department monitors your attendance at lectures, seminars and tutorial classes. It is therefore your responsibility to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities at which your attendance is monitored may vary depending upon the discipline in which you are studying or the department in which you are taking courses in the case of electives, for example.

It is important that you attend all the learning activities related to your programme of study. Whilst attendance is compulsory at all learning activities, it is recognised that emergencies may occur at any time throughout the year and, therefore, as indicated above a minimum attendance requirement has been set.

You will be contacted in the event that:

- you fail to attend for two weeks without providing notification of your absence;
- you display a pattern of absence that the department feels is affecting or is likely to affect your work;
- you display a pattern of absence that the department feels is a cause for concern over your well-being or may point to a disability which you may not have disclosed.

3.5 College Responsibilities for Monitoring Attendance

The College has a number of important obligations in relation to monitoring your attendance and engagement, including legal responsibilities under the Equality Act (2010). As a result, the College may adjust the attendance requirement for your programme but will only do this when such adjustment does not compromise competence standards or your ability to reach the learning outcomes of your programme. Any need to adjust attendance requirements will be treated case by case and discussed by the department with the Disability and Dyslexia Services (DDS) and Academic Quality and Policy Office (AQPO).

The College also has obligations placed on it by UK Visas and Immigration (UKVI) (see 0 below).

3.6 Missing Lectures, Seminars and Tutorial Classes

If you are unable to attend College for whatever reason, you must advise the department in which you are taking the course(s) in question and complete the relevant Notification of Absence Form, which is available online.
Notification of Absence Form – Absence Due to Illness

This must be submitted to the relevant department(s) together with the relevant supporting documentation either before your absence or within five working days of the end of the period of absence.

You should ensure:

- that you advise the departments(s) by emailing the individual tutor concerned and also by informing the departmental administration office.
- that you complete the Notification of Absence Form, copies of which are also available from the Health Centre.
- that you submit the paperwork to your department(s) either before your absence or within five working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level. This paperwork must be completed, signed and delivered in hard copy to the departmental office OR can be emailed to NonattendanceHistory@rhul.ac.uk
- that you meet any departmental requirements concerning notification of absence or request for leave of absence as you may be required to meet formally with an academic tutor.
This table shows the documentation that is required if you are absent for any reason.

<table>
<thead>
<tr>
<th>Reason for absence</th>
<th>Documentation required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays)</td>
<td>Completed Notification of Absence Form - Self Certification</td>
</tr>
<tr>
<td>Illness for more than 5 consecutive term-time days (excluding Saturdays and Sundays)</td>
<td>Completed Notification of Absence Form - Self Certification plus Formal Medical Certification signed by the Health Centre, your GP or hospital consultant</td>
</tr>
<tr>
<td>Unrelated to sickness</td>
<td>Notification of Absence Form plus supporting evidence</td>
</tr>
<tr>
<td>Leave of absence request</td>
<td>Notification of Absence Form plus any departmental requirement must be met</td>
</tr>
</tbody>
</table>

Please note:

- If you are absent for a prolonged period, it is essential that you keep in touch with the Department (e.g. through regular emails with your personal advisor).
- The Department monitors the frequency of self-certified absences and the Head of Department may request a doctor’s medical certificate from you in the event of multiple and/or sustained instances of self-certified illness.
- The department(s) in which you are studying are responsible for monitoring your attendance and engagement, and deciding whether a period of absence is deemed acceptable or unacceptable (for further information, please refer to the online guidance http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx for details of what constitutes ‘acceptable’ and ‘unacceptable’ circumstances relating to absence). If deemed unacceptable, the absence will be recorded as such and counts against your minimum attendance level.

### 3.7. Missing an Examination

In the event that you are unable to attend an examination (e.g. through reasons of sudden illness), it is essential that you notify Student Administration at the very earliest possibility. Wherever possible, please try to ensure you contact them via email at student-administration@rhul.ac.uk before the scheduled start of the examination with your name, student ID and confirmation of the examination that you are unable to attend. Please include a brief explanation within the email outlining the reasons for the non-attendance.
This notification is then be forwarded by Student Administration to your department so that they are aware of your non-attendance.

**Please note, this notification is not a substitute for formally notifying your department of Extenuating Circumstances.** It is essential that you inform your department and Chair of the Sub-board of Examiners by completing the Extenuating Circumstances form. For further information, please refer to the College website: https://www.royalholloway.ac.uk/ecampus/academic-support/examinations/extenuating-circumstances.aspx.

If you do not complete the Extenuating Circumstances form, the Department is not able to consider the reasons for your non-attendance at your departmental Sub-Board of Examiners.

### 3.8 Consequences of Failing to Attend

The Department may contact you if there are concerns about your attendance.

Failure to attend results in you being required to explain your absence either to your course tutor, your Year Tutor, or the Head of Department. It may trigger the formal warning process, which could lead to the termination of your registration at the College.

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, the Department may issue you with a formal warning which can escalate to the termination of your registration at the College. You are strongly advised to read the guidance on the formal warning process and the consequences of receiving such a warning on http://www.royalholloway.ac.uk/ecampus/academic-support/formal-warnings/formal-warnings.aspx and in the relevant regulations: http://www.royalholloway.ac.uk/ecampus/academic-support/regulations/home.aspx.

In situations where you are experiencing documented severe difficulties, the Department and College makes every effort to support you and counsel you as to the best course of action. However, there may be cases where, although non-attendance is explained by an acceptable reason, your level of attendance falls to a level which compromises educational standards and/or your ability to reach the learning outcomes of the course. In such cases it is necessary to implement disciplinary procedures as detailed above.

### 3.9 Withdrawal of Visa

If you are in receipt of a **Tier-4 (General) Student Visa** sponsored by Royal Holloway, it is a requirement of your visa that you attend classes and complete assessments. This is also a requirement of the College’s academic regulations. The
College has a legal responsibility to report any student admitted to the College on a student visa who does not appear to be in attendance to UK Visas and Immigration (UKVI).

Therefore if you fail to meet UKVI visa requirements and/or fail to respond to informal and formal warnings from the College in this regard, you could have your sponsorship withdrawn, your visa cancelled and your registration with the College terminated. The termination of registration due to a breach in visa requirements is conducted independently of the College's formal warning process and the decision is not open to appeal.

Please see the College Undergraduate Regulations (http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx)
4. Degree Structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through:


The department provides a variety of degree programmes. The majority of our students are registered under HISTORY, while a sizeable minority are registered for MODERN HISTORY AND POLITICS. These are 3-year Single Honours degrees.

In addition, there are presently eight degree programmes in which this department collaborates with other departments to provide Joint Honours degrees in:

- ANCIENT AND MEDIEVAL HISTORY
- ENGLISH AND HISTORY
- FRENCH AND HISTORY
- GERMAN AND HISTORY
- HISTORY AND INTERNATIONAL RELATIONS
- HISTORY AND MUSIC
- HISTORY AND PHILOSOPHY
- HISTORY AND SPANISH

Please note that the degrees in History and a language - FRENCH AND HISTORY; GERMAN AND HISTORY; HISTORY AND SPANISH - normally take four years to complete and involve a year abroad.

The department also participates in the Liberal Arts degree.

The department also offers various ‘... WITH AN INTERNATIONAL YEAR’ degree programmes, which include a year spent at a host university overseas between the second and third years of study at Royal Holloway. Students studying our degree programmes are eligible to apply for the ‘With an International Year’ variants during their second year of study, subject to academic performance and securing a placement at a host university. If accepted onto this programme, they are transferred formally to the ‘With an International Year’ degree programme at the start of their overseas year.

Please note that there are certain requirements specific to each degree programme. However, it is usually possible to take up to one course unit per year designed primarily for a degree programme other than that for which you are registered. It is also possible in some cases to switch from one degree programme to another. If you should wish to do either of these things you should talk firstly to
your personal adviser, and then the Department’s Director of Undergraduate Studies (Dr Stella Moss).

4.1 DEPARTMENT SPECIFIC INFORMATION

All degrees in the History department, whether single or joint honours, are ‘course-unit’ degrees. This means that they are constructed on a modular basis, the overall syllabus being divided into constituent course units. Each course that you take is given a value and at each stage of study you take a total of four course units of different types and complexity.

Please follow this link for information on College academic regulations: https://www.royalholloway.ac.uk/students/study/our-college-regulations/attendance-and-academic-regulations.aspx

More detail is available at: https://www.royalholloway.ac.uk/ecampus/documents/pdf/regulations/undergraduate-regulations-2016-17-v3.pdf

Please note that different regulations apply depending on when a student began their programme of study, i.e. either prior to September 2015, or in and after September 2015.

Courses taken during stage three (Year Three) are more heavily weighted in order to reflect and reward student progress (see the College Regulations).

4.2 COURSE REGISTRATIONS

You can only register for four course units in each academic year (this excludes courses which are being re-sat). You have the option of changing courses within the first two weeks after the start of teaching (excluding Welcome Week) subject to agreement from the department. Any courses that you wish to take on an extracurricular basis (that is, as extra and not counting towards your degree) must be identified at the start of the academic year or before any assessment has been completed for the course.

4.3 CHANGE OF PROGRAMME

You are only permitted to change degree programmes up to a maximum of three weeks after the start of teaching (excluding Welcome Week) with the following exceptions:

- if the change is only in degree pathway title, which does not affect the course units taken and you are still taking the correct course units (worth 120 credits in total) as detailed in the relevant programme specification;
- if the change does affect the course units taken and you have to pick up an extra half unit in the Spring term but you would be taking the
correct course units as detailed in the relevant programme specification and would have no less than 120 credits.

4.4. Exchange Programmes

The College offers students the opportunity to study abroad for a year through the International Exchange programme and the Erasmus programme. Students are able to apply to study abroad in Europe or at one of 28 international institutions in the USA, Canada, Australia, New Zealand, Hong Kong, Korea, Japan or Singapore, either as an integral part of their degree programme or as an additional year of study (for History students this year abroad represents an additional year of study). Further details on participating in such programmes and restrictions placed on students in different departments are available at https://www.royalholloway.ac.uk/international/studyabroadandexchanges/outgoing/home.aspx.
5. Academic Facilities and Resources

5.1. Libraries

There are two libraries on campus:

- **Founder's Library**, located on the south side of Founder's Building, which houses most language, literature, film, music and theatre material.
- **Bedford Library**, located up the hill from the Students' Union next to the History Department, which houses science, social science and history material.

Details, including further resources available, opening times and regulations, can be found online: [http://www.royalholloway.ac.uk/library/home.aspx](http://www.royalholloway.ac.uk/library/home.aspx)

If you cannot find the specific items that you require in the libraries, it is possible to order items from other libraries by inter-library loan or to gain access to the Senate House Library or other university libraries. You can obtain further information on this by asking at the library helpdesks. The Information Consultant for History is Russell Burke, who can be contacted at Russell.burke@rhul.ac.uk

The Library provides a range of training sessions designed to enhance your existing library and research skills. These are available in both class-based and self-study formats.

5.2. Photocopying, Printing and Computing

5.2.1. Photocopying

Students can use copier-printers (MFDs) located in the libraries, the Computer Centre and many PC labs, which allow you to make copies in either black and white or colour. Further information is available online:

[http://www.royalholloway.ac.uk/library/usingourlibraries/photocopyingandprinting.aspx](http://www.royalholloway.ac.uk/library/usingourlibraries/photocopyingandprinting.aspx)

If you require copying to be done for a seminar presentation, you need to liaise with your tutor to see if they can copy these materials on your behalf. Please make sure that you plan ahead and give the materials to your tutor in plenty of time.

5.2.2. Printing

Many of the PC labs are open 24 hours a day, 7 days a week. Alternatively, there are computers available for your use in the libraries and Computer Centre.

Departmental staff are unable, in any circumstances, to print anything out on your behalf. Copier-printers (MFDs) are located across the campus in the PC labs,
libraries and Computer Centre. Further information on printing is available online: https://www.royalholloway.ac.uk/it/printing/home.aspx

5.2.3. COMPUTING

The Computer Centre provides a range of IT training designed to enhance your current IT skills. For more information, go to: https://www.royalholloway.ac.uk/it/training/home.aspx

5.3. THE HISTORY SOCIETY

This society, administered and organised by students, represents a real asset in terms of the support and opportunities that it offers its members. It plays an important role in the academic and social life of the Department, both through its visiting speaker programme and by providing an informal context where staff and students can meet. It holds a formal dinner once a year, usually in Term 2. The Society communicates regularly through Facebook and Twitter.
6. Academic Information

6.1 AIMS OF THE UNDERGRADUATE DEGREE PROGRAMMES

The aims of the programmes are:

- to provide a sound and extensive basis for the study of History, meeting the general requirements of the History subject benchmarking statement in the development of knowledge, understanding, and intellectual, discipline-specific and key skills

- to provide a flexible and progressive structure in which students are able to gain knowledge, understanding, and appropriate skills relating to distinctive research specialisms

- to produce graduates with a range of personal attributes relevant to the world beyond higher education, who are able to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.

The study of history cannot be conceived in terms of a linear or mechanistic progression. Skills and qualities are acquired cumulatively and iteratively. Thus it is impossible to identify a standardized unit-by-unit sequence of student attainments. Nonetheless, the programme of study required for a history degree leads to the steady build-up of expertise.

The outcomes, or achievable objects, of the successive stages of learning might be presented in summary form as follows:

- By the end of the first year students have developed an understanding of new and unfamiliar areas of historical experience and have acquired, or further developed, skills of rapid reading, essay writing and computer literacy in an historical context.

- By the end of the second year students have gained a deeper understanding of past events in the context of their time, partly through the study of broad periods across several countries and partly through the more detailed study of a particular period or theme.

- By the end of the third year students have defined many of the key terms and analytical concepts deployed in historical analysis, gained an appreciation of the changing frameworks of historical interpretation and, in their Special Subject (Group 3) work, contributed themselves to the deeper understanding of a complex historical problem through their own independent study of original sources.
During the course of your undergraduate work you develop a range of skills which can be transferred to your chosen career and life beyond higher education. To aid analysis and illustration, skills may be divided into those which are ‘generic’ and those which are ‘subject specific’.

Generic skills are those which are not particular to history but which may be learned through the study of a variety of subjects. Examples of such skills are: self-discipline; self-direction; independence of mind and initiative; ability to work with others and to have respect for their reasoned views; intellectual integrity and maturity; analytical coherence and clarity of expression; empathy and imaginative insight.

However, there are some generic skills which are more particular to history. These include the ability to gather and analyse evidence and to be fluent in both verbal and written expression. These are considered at greater length below.

Skills which are subject-specific to history centre on the learning outcomes identified above. Principally, they embrace:

- an ability to use sources critically in the light of their content, perspective and purpose;
- an ability to decide between conflicting views and evidence;
- a willingness to show intellectual independence; and
- a capacity to marshal an argument by drawing on, and presenting, the above skills.

In the course of an undergraduate career you also develop a range of study skills which will be of both practical and theoretical importance to you in your later career. If a model of linear development were appropriate (which is not entirely the case) these skills could be mapped out as in the table that follows.
<table>
<thead>
<tr>
<th>Year of course</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Skills</strong></td>
<td>You should have the ability to read a text at an appropriate speed looking for trends, issues and events. You should be able to distinguish between different types of texts and to understand how they relate to the subject. You will be aware of what is relevant to an essay topic.</td>
<td>You should be familiar with different types of texts and how to approach them. You should be able to define your tasks clearly and know what questions to ask. You should know how to approach a text, assessing its value in terms of argument and evidence.</td>
<td>You should have the ability to read rapidly, to know what question to ask and to be able to evaluate a text in terms of argument and evidence.</td>
</tr>
<tr>
<td><strong>Note Taking</strong></td>
<td>Your notes should be organised, and relevant. References, such as author, title and page should be noted. You should have the ability to select what is relevant and be able to cross-question a text.</td>
<td>Your notes should be well organised and purposeful, with all the necessary references. You should know how to choose what you need from a text.</td>
<td>Your notes should be well organised, relevant and purposeful, with appropriate referencing of a high standard.</td>
</tr>
<tr>
<td><strong>Communication skills - written</strong></td>
<td>You should have the ability to develop an idea of what is relevant to a topic. You should make attempts at definitions of concepts. You should eliminate inconsistencies. You should be learning to develop your own view and finding the appropriate evidence to support it. You may be able to write an excellent essay without a plan but most people cannot - each essay should have a plan with an introduction, middle and conclusion. Your style should be lucid, free of colloquialisms, jargon and short forms. Your grammar, spelling and punctuation must be correct.</td>
<td>Your essays should be properly structured and have a clear line of argument. The ideas should be arranged logically, and show depth of analysis. You should be confident of how much evidence is needed and what is appropriate to the subject. You should have developed a clear and accurate scholarly style. You should know how to define your concepts and work within a definition.</td>
<td>To the ability to write a clear, well-structured, essay is added the further ability to write a dissertation based on primary sources and involving the capacity to sift, interpret and evaluate primary material.</td>
</tr>
<tr>
<td>Skills</td>
<td>Requirements</td>
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</tr>
<tr>
<td><strong>Communication skills – oral</strong></td>
<td>You should be contributing to class as much as you can in order to develop your ideas and help the class to work as a group. Class papers should be succinct and organised so that they can be given without shuffling the paper. They should be about the main points of the topic, and spoken to the class, and not merely read aloud.</td>
<td>You should make confident and fluent contributions to class. Your class papers should be well structured and delivered at an appropriate pace and with helpful emphasis. You should make the other students aware of problems and questions.</td>
<td>You should be able to make a presentation conveying your ideas in a way that is succinct and articulate. You should be able to use visual aids. Your presentation should be properly planned and you should be able to handle questions put to you subsequently.</td>
</tr>
<tr>
<td><strong>Group Collaboration</strong></td>
<td>You should be willing to exchange ideas with other students in class and out, and from time to time work in a pair or a group.</td>
<td>You should be working regularly and meeting deadlines. They should anticipate tasks and deal with them in good time.</td>
<td>You should have learned to work in a group, discussing, organising and presenting a topic together with others. You should have learned to lead or chair a group discussion, opening it, managing it and bringing it to a successful conclusion.</td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>You should be keeping pace with the work assigned. If you fall behind you should be able to ask the tutor for an extension and explain your delay. You must have all your essays handed in by the final deadline.</td>
<td>You should be capable of using different types of sources of information including literature, videos and CD ROMs. You should be able to use your initiative to find the material you need.</td>
<td>You should be working regularly, meeting deadlines and planning ahead.</td>
</tr>
<tr>
<td><strong>Information skills</strong></td>
<td>You should know how to find different types of works in the library, and use the computerised library catalogue. You should be able to synthesise information from a variety of sources.</td>
<td>You should be capable of using different types of sources of information including literature, videos and CD ROMs. You should be able to use your initiative to find the material you need.</td>
<td>You should be capable of using different types of information, including literature, videos, CD ROMs, and, at this stage, primary source material.</td>
</tr>
<tr>
<td><strong>Self-assessment</strong></td>
<td>You should be able to identify your strengths and weaknesses, develop your strong points and find ways to improve any weaker aspects. In this way you can assess your progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Literacy</strong></td>
<td>If you were not computer-literate when entering the College, you should take the BITS course (Basic Information Technology Skills). Through this course you will acquire essential computing skills, including word processing. You should be able to use the on-line facilities available, and possibly have more advanced skills such as quantitative methods.</td>
<td>You should be able to use the on-line facilities available, and possibly have more advanced skills such as quantitative methods.</td>
<td></td>
</tr>
</tbody>
</table>
6.2 Modes of Teaching and Learning

Your courses are taught in three ways - by lectures, by tutorial classes and by seminar groups. First year Foundation half-units are delivered over one term by means of a lecture each week and a class meeting (of about 10 students) every fortnight. First-Year ‘Gateway’ courses are taught over two terms by means of a lecture and tutorial class every week. Group 1 courses are half units and are taught over one term by means of a lecture and tutorial each week. Group 2 and 3 courses are seminar based. Each week you are expected to do some preparation for your classes.

Essay writing lies at the heart of the teaching and learning process. It is crucial to your progress, therefore, that you devote the greater part of your energies to your essay work. ‘Gateway’ courses, Group 1 and Group 2 courses require the writing of a number of essays per course. Group 3 courses require the writing of commentary exercises (‘gobbets’) as well as essays. The section Advice on Essay Writing and the section The Art of Writing Gobbets in this Handbook provides useful guidance on this subject.

The pattern of teaching on Group 2 and 3 courses is different. There are approximately 40 hours of teaching for these courses which meet in weekly sessions of 2 hours. The seminar style is normal for these types of courses, though there are variations from one course to another, depending on the course tutor’s preference, the nature of the subject and the size of the study group.

On first arriving at university to read history (and similar subjects) many students are surprised to discover how much work they must do by themselves. It is rare, for instance, for a first year student to have more than eight to ten possible formal teaching hours in a week. Often there may be less. This is normal at a top university.

At university you are exploring knowledge for yourself within frameworks of guidance offered by your tutors. It is up to you to make sure that you use and manage your time as constructively as possible.

You are reminded that attendance at all classes and submission of coursework (of passable quality) is compulsory.

6.3 Evaluation of Student Work and Assessment

The undergraduate programme is assessed in a number of different ways. There are two main types of assessment:
• formative assessment, which seeks to evaluate coursework and to encourage your further development at the same time; and
• summative assessment, which provides a formal and official grade for the purpose of your final degree result.

Formative assessment takes place mainly through the marking of essays. In your essay work you are expected to demonstrate in an integrative fashion all the skills which you are being taught. However, certain courses emphasise particular skills. Some, for example, require you to show profound and accurate understanding of the perspectives of cultures and times very different from your own; others require you to analyse and evaluate primary source material; while on others again the use of information technology to answer questions about historical data is accorded particular significance. Most courses require you to learn a range of skills as set out in their course programmes.

Tutors are committed to mark and to return written work (which is submitted on time and as part of formative assessment) within three weeks where possible. If an essay has not been returned then you should remind the tutor. Essays are returned in class or left in your pigeon hole at the top of the stairs leading up to the Department. Some tutors will return essays during their ‘Consultation and Feedback’ hours. If they are to be returned through the Departmental Office you are notified.

Summative assessment is carried out in a number of ways:

• by written examinations at the end of each academic year in each of the courses that you are taking
• by coursework essays
• by oral presentations on some of your courses.

Most courses are examined by a combination of both coursework (and examination. Written examinations afford you the opportunity to demonstrate not only your knowledge and understanding but also important life-skills such as the ability to express yourself in clear, well-informed prose when under pressure.

You are advised that work submitted for summative assessment must be handed in by the submission deadline. In the case of any difficulty contact your course tutor for advice. Any assessed essay/dissertation that is handed in after the given deadline unless there are extenuating circumstances and an extension has been formally approved (e.g. of a medical nature, which must be documented, normally in advance of the submission deadline), is penalized by the deduction of marks (see section
7.5). In the case of extenuating circumstances the penalty does not apply provided the work is submitted by the agreed date.

For details on the submission of assignments and for the Department’s assessment criteria, see the relevant sections in this Handbook.

In the course of each academic year you receive reports on your progress. Written feedback is provided on your essays and at the end of the academic year you may collect a report for each of your courses from your personal adviser. This report evaluates your progress overall and assesses your development in a variety of skills, e.g. quality of written work, oral contributions, time management. This final report should be collected from your personal adviser at the end of the Summer Term.

6.4. GUIDANCE ON HOURS OF STUDY

In order to achieve a good degree result, students are recommended to devote 30-35 hours per week (including lectures and seminars) to their studies during term time. The time outside formal teaching sessions should be used for individual reading and research in preparation for essays and seminar presentations, and to consolidate and supplement information given in lectures, seminars and tutorials. Private study is extremely important not only in developing skills needed to achieve a good degree but also in developing the transferable skills required by employers.

6.5. TIPS ON HOW TO STUDY

The following notes are intended to help you study at university successfully. They do not cover everything that you might want to know about techniques of study: we want to keep them short enough for you to read quickly! But we hope that they make the process of learning and studying more efficient and more productive.

6.6. ESSAY-WRITING

What is an essay for?

Essay questions usually aim to do two things:

- to give you the opportunity to demonstrate you know and understand specific information relating to your course
- to give you the opportunity to show how you can handle information, i.e. how you organise it, analyse it and evaluate it
Your tutors care about both these aspects more or less equally. Your aim is to show how well you can do both these things.

6.6.1. Analysing an Essay Title

When you choose an essay title, you should first analyse it. A good way to start is to pick out the key words. These fall into two categories: content-related words and procedure-related words.

- **Content**-related words - the words which signal to you what you should write about
- **Procedure**-related words - the words which indicate how you should write about it

For example in the title: ‘Pressure groups have never successfully affected government policy’; Evaluate this statement with reference to at least three pressure group campaigns from the last five years. The key content words are: pressure groups; government policy; successfully; three campaigns and last five years. The key procedure word is: evaluate

The content words set the parameters on what you can write about. The procedure words control your approach. Sometimes question do not include any procedure words, in which case you will probably need to ensure that you cover the relevant background information/facts, and include analysis and evaluation of them.

6.6.2. Some Key Procedure Words

<table>
<thead>
<tr>
<th>Account for</th>
<th>give a good explanation of something and evaluate (possible) causes/reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>examine the topic by dividing it into parts and looking at each part in detail; form judgements about each element and the whole</td>
</tr>
<tr>
<td>Argue</td>
<td>provide reasons for and / or against something, in an appropriate order, citing evidence, which may be other people’s research, or other kinds of facts / information</td>
</tr>
<tr>
<td>Assess</td>
<td>judge the significance of something, referring to the special knowledge of experts wherever possible (i.e. referring to / quoting from other people’s work)</td>
</tr>
<tr>
<td>Comment on</td>
<td>give your own opinion about something, supported by reasons and evidence</td>
</tr>
</tbody>
</table>
| Compare     | examine one thing in relation to something else,
<table>
<thead>
<tr>
<th><strong>Verb</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contrast</strong></td>
<td>to emphasise points of difference or similarity</td>
</tr>
<tr>
<td><strong>Criticise</strong></td>
<td>give your judgements about the good and/or bad qualities of theories/opinions supporting your decisions with reasons &amp; evidence</td>
</tr>
<tr>
<td><strong>Define</strong></td>
<td>explain the exact meaning of a word or phrase</td>
</tr>
<tr>
<td><strong>Describe</strong></td>
<td>give a full account or detailed representation of something</td>
</tr>
<tr>
<td><strong>Discuss</strong></td>
<td>consider something by writing about it from different points of view with supporting evidence</td>
</tr>
<tr>
<td><strong>Enumerate</strong></td>
<td>list and mention items separately in number order</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>calculate the value/effectiveness of a theory/decision/object etc., including your own opinion, and supporting each point with evidence</td>
</tr>
<tr>
<td><strong>Explain</strong></td>
<td>give reasons for or account for something, so it is clear/easy to understand</td>
</tr>
<tr>
<td><strong>Illustrate</strong></td>
<td>use examples or diagrams to explain something</td>
</tr>
<tr>
<td><strong>Interpret</strong></td>
<td>give your own opinion of the significance of something (give reasons/evidence wherever possible)</td>
</tr>
<tr>
<td><strong>Justify</strong></td>
<td>give good reasons for decisions or conclusions, perhaps by referring to other texts</td>
</tr>
<tr>
<td><strong>Outline</strong></td>
<td>give the main features, facts, or general idea of something, omitting minor details</td>
</tr>
<tr>
<td><strong>Prove</strong></td>
<td>show something is accurate/true/valid by using facts, documents and/or other information to build your case</td>
</tr>
<tr>
<td><strong>Reconcile</strong></td>
<td>show how apparently conflicting things can appear similar or compatible</td>
</tr>
<tr>
<td><strong>Relate</strong></td>
<td>establish how things are connected or associated, how they affect each other or how they are alike</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>to examine an area and assess it critically</td>
</tr>
<tr>
<td><strong>Show</strong></td>
<td>explain something giving evidence or examples to establish a strong case</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>put something clearly and concisely</td>
</tr>
<tr>
<td><strong>Summarise</strong></td>
<td>give a brief, concise account of the main points of something (leaving out details)</td>
</tr>
<tr>
<td><strong>Trace</strong></td>
<td>follow the cause or stages in development of something from its start</td>
</tr>
</tbody>
</table>

(Adapted from Francis Casey, How to Study: A Practical Guide, London: Macmillan 1985.)
6.6.3. Planning your Essay

Many people go wrong when planning essays because they assume that they need to read a lot before they start to plan. The problem with this is they rapidly acquire a lot of information which is very difficult to organise, and the more they read, the worse it gets! A way of approaching your essay that avoids this problem is to follow the sequence below.

1. Analyse the title: what does it require?
2. Find out the essential information; check any words in the title you do not understand in a general reference book like encyclopaedia, or a reference text for your discipline.
3. Start to plan the structure of your essay. You should see what the question needs you to put in your essay. Then when you do start to read in earnest, your reading will be much more focused.

Some ways of starting to structure your essay could include:

- talk the title through with a friend
- talk it through to yourself
- start to write (but remember that at this stage, you will need to be prepared to scrap most of what you’re writing)
- draw a ‘mind map’. Write the main areas of your essay in the centre of a large sheet of paper. ‘Brainstorm’ ideas connected with them, drawing in lines to show how they connect, and annotating the connecting lines. Add more ideas in bubbles as they occur to you, till you have a map of your essay, with all the ideas linked.
- draw a ‘flow diagram’, which is a series of boxes connected to one another, with a stage of your argument in each box.

You could try all these things; you can try them in any order. You can also repeat them at a later stage if you feel your essay is going off the rails a bit.

As you plan, start thinking about:

- what areas are very complex
- what areas need developing more
- what areas need an example or illustration
- what areas need references
4. The next stage is to read, because you should be much clearer about what you need to find out from the texts. This will save you a considerable amount of time and make your reading much more effective. Because you are searching for something specific, you are more likely to recognise it when you find it. Do not spend too long reading. Make sure you allow time for writing the essay. People probably learn as much from the process of writing as they do from reading, as it’s the time you really make sense of the new ideas.

5. You are ready to write a draft essay now. First though you may need to re-plan it in the light of your reading. Changing your plan is fine, as it proves you have learnt from the reading! When you are drafting, it is more important to write something than to get it perfect. If there are any real tangles, leave them for the time being; they may be clearer later.

6. Revise your draft and be quite ruthless in editing if necessary.

7. When you are happy with the content of your essay (or when you have run out of time!) make sure you proof-read your essay. This is very simple, does not take very long, but is polite to the marker, shows you care about your work, and can positively influence the mark you get!

Proof-reading should focus on the following:

- **Spelling:** Sit down with a dictionary and a ruler and work through your essay line by line backwards, starting at the end, using the ruler to focus on each word. If you are word processing, use a spell-check. Even so, you will need to check your essay for ‘typos’, such as ‘fro’ instead of ‘for’ and ‘form’ instead of ‘from’, which your computer will not spot.
- **Punctuation:** Read the essay aloud, slowly, as if you were giving a speech. In particular check for mistakes with apostrophes and run on sentences.
- **Favourite errors:** Most of us have words that we always spell wrongly and perhaps other ‘favourite’ errors as well. Compile a list of your personal ones to use when you proof-read.

8. Hand your essay in ... on time!

### 6.6.4. Writing Introductions and Conclusions

#### Introductions
Your introduction can be written last of all. There are several ways you can approach an introduction:

1. ‘This is what I’m going to tell you…’

Your introduction can be a ‘map of the essay’ for the reader. This means you will list the key stages of your essay, so your reader knows what to expect in what order. This is particularly useful for longer assignments, as it prepares the reader and helps them to follow your arguments. For example: In this essay I will be describing the arguments around X, and evaluating the evidence for and against it. The approach I will take will be predominantly A, but I will also consider the perspective B and C. I will review the effects of X in the context of M and L, and base my conclusion on the recent research in this area published by Z.

2. ‘Statement of Argument’

Your introduction can be a summary of your main point, i.e. a ‘thesis statement’. In a short essay this can be a sentence or two. For example: In this essay I will argue that X is Y. My evidence for this is A, B, and C. The counter-evidence offered by P, I will show is inconsistent with P’s later claims. I will demonstrate that when X is treated as Y, it can be applied in effectively and efficiently in context O.

3. ‘Why is this an interesting question?’

You can use the opening paragraph to discuss why this is a worthwhile question to ask and to answer. This is a sophisticated opening, showing the extent to which you understand the context of the question. For example: The question of X has attracted considerable controversy recently. This is because of Government Acts 1 and 2, passed in 1995. Changes in the context have also focused attention on X, and with current changes in the distribution of funding, the role of X in society is becoming increasingly significant.

There is no reason why, for a longer essay of 5000 words or more, you should not use all three of these introduction styles. The best order is probably: 2 (statement of argument / abstract), 3 (why this is an interesting question), and then 1 (this is what I am going to tell you). For shorter essays, choose one, or reduce them all to a sentence or two.

Conclusions

Many students find conclusions difficult. Again, there are several models you can choose from:
1. ‘I have told you …’

This is probably the simplest way to finish your essay (and the one most people opt for in exams). You simply summarise the content of your essay, drawing attention to your main points. The disadvantage with this is that for a relatively short essay, your reader will probably still remember what you told them; it adds little to your essay, it’s just a way of stopping! However, if your essay is longer than perhaps 4,000 words, it is always worth including a short summary. The reader can refer to it if they have missed any of your main points. For example: In this essay, I have discussed X, Y, and Z.

2. ‘My answer to this question is…’

If you have so far described the arguments for and against a particular point of view, you can use the conclusion to give your own perspective and explain why you hold it. You need to be careful, because the conclusion is not a good place to introduce new information. It’s better to evaluate information you have already given earlier in the essay. If you find yourself tempted to introduce new ideas, you can go back and build them in to your essay. For example: My own view is that although X and Y are more popular views, the evidence in fact suggests Z is the most effective method of producing the P effect. This is based on A, B and C. However, if you have been asked to avoid being subjective and the use of the personal pronoun I, you could phrase the conclusion: There are strong arguments supporting X and Y. However, the arguments for Z perhaps carry more weight. This is suggested in particular by factors A, B and C.

3. ‘A comparative evaluation’

You can use your conclusion to look at the arguments you’ve raised from a different point of view, to acknowledge that there is more than one way to view the situation. For example: Although it is true that A and B are regarded in Europe as X, from the perspective of another culture they might appear Y.

4. ‘Where this essay could go next’

When someone completes a research paper, they usually end by suggesting what the next person to do research in that area needs to look at. For example: ‘Having shown that potatoes can be poisonous when consumed in large quantities, future research might investigate the long
term effects of eating potatoes on cats, dogs, pregnant women, and people who live in Liverpool.' This again is a sophisticated ending, to be used if you are fairly confident about the topic you are writing about, but to be avoided otherwise, because it can also expose what you don’t know!

To use this approach in your essay, you could identify ‘gaps in current knowledge’, for example: Although there is considerable knowledge about A, and its effect on B, there is as yet little information about the effect of A on C, particularly from the perspective of D. Until more is known about this area, conclusions must remain tentative.

Again, you might choose one of these endings for a shorter essay, and a combination of several, or all of them for a longer piece of work, like a dissertation.

6.6.5. Tips on Content

- As we have discussed already, an argument (i.e. a point of view), a claim, or an attitude you want to support/prove/explain should be at the centre of your essay. Try to keep the focus on your argument throughout your essay. Do not get side-tracked or wander off the main point.
- Be aware of other points of view. You only have to think about the different beliefs people held 100 years ago, or that people from different cultures hold, to realise that different points of view can be held on absolutely everything. You need to acknowledge this diversity and comment on why you hold the view you do. Use appropriate examples and illustrations to support your points. These really help to give weight to your ideas.
- Identify relations between different facts/ideas; make comparisons, point out contrasts and draw analogies as appropriate.
- Give your evidence, and weigh it up, pointing out any flaws or ambiguities in it.
- Try to keep every sentence you write relevant to the overall direction of your essay. This is very hard at first, but it gets easier with practice.

6.6.7. Tips on Style

- Should you use ‘I’ or not? Whatever style you decide - be consistent.
- Use appropriate terms and linguistic structures to signal the stages in your argument, for example, ‘however’, ‘despite the fact that’, ‘an additional example is’, and so on. This is called signposting, and helps your reader to follow your reasoning processes.
You will not be expected to write like a professor in your discipline after only a year or two studying it in higher education, so do not worry if your essays do not read like your textbook (this may even be a good thing!). However, you should be trying to use the appropriate vocabulary: it may be helpful to start a checklist of the words associated with a certain topic, together with short definitions.

Writing a good academic essay will probably require you to learn a new way of presenting information. The important thing is that you are clear, relevant, and don't make generalisations you cannot support, either with quotations or with other evidence. You should also look at relevant section in this handbook on referencing and footnoting.

Broad criteria are given below but a more detailed description is given elsewhere in this Student Handbook.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A third</td>
<td>A grasp of the basic issues demonstrated; attempt to relate the material to the essay question; largely descriptive but some evidence of reading; some understanding of relevant theory, but perhaps some main points missed out, or interpreted inaccurately</td>
</tr>
<tr>
<td>A 2.2</td>
<td>A good description of the topic, perhaps without much analysis or critical thinking; an adequate structure; an evaluative conclusion; question analysed and most material relevant to the question; use of some appropriate theoretical model/s</td>
</tr>
<tr>
<td>A 2.1</td>
<td>Demonstration of knowledge across substantive areas and fluent use of theory and concepts; evidence of background knowledge and reading; sound structure and cohesive (a good 'flow'); some critical evaluation</td>
</tr>
<tr>
<td>A first</td>
<td>As well as a good grasp of all the relevant facts and analysis / critical thinking (as described for a 2.1), a first class essay puts ideas into a context, can be self-evaluative and self-critical, and will have some original thinking in it. It will be very clearly structured and completely relevant to the question.</td>
</tr>
</tbody>
</table>

The main difference is between the ability to ‘regurgitate’ information (which probably will not earn you above a 2.2), and the ability to analyse your knowledge, to put it into context, and to see the
implications of your argument (which are the expectations of a piece of work gaining a 2.1 or a 1st).

6.6.8. Self-Assessment Sheet

Self-analysis and self-assessment is the best – perhaps really the only - way to improve your work. The checklist below is for your personal use; you do not have to show it to anyone else.

Checklist for essay self-assessment

<table>
<thead>
<tr>
<th>Content</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Background reading</td>
<td>□ Proof reading</td>
</tr>
<tr>
<td>□ Understanding of topic</td>
<td>□ Sentence structure</td>
</tr>
<tr>
<td>□ Understanding of theoretical issues</td>
<td>□ Spelling</td>
</tr>
<tr>
<td>□ Relevance of answer to question</td>
<td>□ Cohesion (flow, pointing out connections between stages of argument)</td>
</tr>
<tr>
<td>□ Introduction</td>
<td>□ Paragraph structure (length, organisation)</td>
</tr>
<tr>
<td>□ ‘Thesis’ statement</td>
<td>□ Appropriate use of terminology</td>
</tr>
<tr>
<td>□ Clear argument</td>
<td>□ References and bibliography</td>
</tr>
<tr>
<td>□ Original thought</td>
<td>□ Neatness/attractiveness of work</td>
</tr>
<tr>
<td>□ Use of appropriate evidence</td>
<td></td>
</tr>
<tr>
<td>□ Analysis and evaluation</td>
<td></td>
</tr>
<tr>
<td>□ Conclusion</td>
<td></td>
</tr>
</tbody>
</table>

6.7. The Art of Gobbet Writing

Gobbet writing is a different art from the writing of essays. It tests different skills; and it is directed to different ends.

A gobbet is, essentially, a ‘document question’. It is an exercise in textual and contextual criticism. The aim should be to look at a particular passage, evaluate its significance to the historian and set it in the broader pattern of events. How are these ends to be achieved?

Your first and most important task is to READ the passage carefully. It has not been selected at random. A gobbet generally has ‘a bull’s eye’: that is, a single big issue which is addressed. Your task is to identify that issue, examine the background to it, evaluate its importance and
indicate something of the sequel. This is the essence of what is known as ‘contextual’ criticism.

But there also needs to be commentary of a textual nature. That is to say, you need to discuss the strengths and weaknesses of your source. A number of questions usually invite comment. Who was the author of the passage? Where and why was the author writing? What were the sources? How soon after the events was the narrative composed? Who influenced the writing of the text? What is needed is informed textual analysis, structured in such a way as to shed light on the author’s standpoint and literary purpose.

Ideally, textual and contextual criticism should be blended into a single commentary. Sometimes, for convenience, you may have to separate them out. However, ideally this should be avoided. Every part of your commentary should inform and shed light on every other part.

So what is the purpose of gobbet writing and why are you asked to do it? There are two main reasons. Firstly, gobbet writing makes you look at your source with great care. You learn how to squeeze every drop of significance out of it. You learn how to read between the lines and to absorb insights you might otherwise miss. Secondly, it forces you to write economically. In essay writing you tend to be expansive; you spread yourself. But in gobbet writing the reverse is required. Your focus has to be narrow; your structure taut and your style economical. In short, you will be acquiring skills of critical analysis that will serve you well later in a variety of environments.

6.8. **The Group 3 Dissertation**

The third year Group 3 dissertation is intended to be based primarily on primary sources, and enables students to study a topic of their choosing linked to the taught Group 3 unit. It is important that regular contact is maintained with the Group 3 tutor who will always be the dissertation supervisor. Students studying at another London College are bound by the deadlines and regulations on dissertations at their host institution.

**Term One**

During Term One, students are required to meet with their Group 3 tutors on at least two separate occasions in addition to the weekly course seminars. Responsibility for attending these meetings lies entirely with the student. Meetings may take place within regular ‘Consultation and Feedback’ hours or be in specially arranged sessions of the Group 3 class, and students should not expect to have access to their supervisors outside these times. Both the student and the supervisor should keep a
record of these meetings by noting the date of the meeting, and the supervisor may also request a written report from the student after each meeting, detailing what was discussed. Any student who encounters persistent difficulties in meeting with their tutor, or is dissatisfied with supervisory arrangements, should contact the Director of Undergraduate Studies to discuss the situation at the earliest possible opportunity.

**Term Two**

At the beginning of Term Two, students are required to submit an outline dissertation proposal, which should be submitted directly to the supervisor. This proposal must be **no more than 1,000 words**, and should provide an outline of the main research questions and an indication of primary, and possibly secondary, sources. Students will receive detailed feedback on the proposal, but should note that it is a non-assessed piece of work, and that no marks or credit can be awarded for it.

Students are then required to submit a provisional title proposal (date to be confirmed by the Director of Undergraduate Studies) on the approved departmental form. This form should contain the student’s name, course code and title, supervisor’s name, and the agreed title, and must be signed by **both the student and the supervisor**. These forms must be returned by the supervisor to the departmental office by the specified deadline. Failure to submit a form may result in the student being ineligible to submit a dissertation.

During Term Two, students should expect to meet with tutors during their weekly scheduled ‘Consultation and Feedback’ hours to discuss their progress on at least **two** further separate occasions. Supervisors may read and comment on **one** draft of **one** section of the dissertation (of absolutely **no more than 2,500** words), provided this is submitted before the end of Term Two. Supervisors do **not** read a full draft of the dissertation, and nor do they engage in detailed proof-reading or make corrections for students. Neither do supervisors give any suggestion of an indicative mark for the work submitted, under any circumstances. Supervisors may voluntarily agree to comment on a draft section (again of no more than 2,500 words) handed in to them after the end of Term Two, but there should be no expectation that they will do so.

It should be stressed that the dissertation is the work of the student, and should represent his or her original work; it is not that of the student and the supervisor. Students should not seek excessive guidance or supervision.

**Choice of Third Year dissertation topic**

The topic for each dissertation is selected by the student, in dialogue with their Group 3 supervisor. It is crucial that the topic chosen offers the
opportunity for independent research and requires close analysis of primary source evidence. This is a chance for the student to be actively involved in the production of knowledge, rather than passively consuming it through formal lectures and seminars, and to make a significant contribution to our understanding of their subject.

In most cases students are happy with the supervisory relationship. However, there are occasions where for some reason the supervisory relationship does not work and breaks down. If this happens, you should speak as soon as possible with the Academic Coordinator/ Director of Undergraduate Studies or your personal advisor to see whether the problem can be resolved informally, e.g. through mediation, changing supervisor. You should not wait until after you have received your final degree results to raise the matter as it is very difficult for the College to resolve such matters or take remedial action at that point.

6.9. Oral Presentations in Tutorials and Seminars

6.9.1. Why do Tutors Use Oral Presentations?

Oral presentations can sometimes be the cause of a great deal of anxiety, so why do lecturers continue to require you to do them? There are quite a few good reasons...

- You learn more. Researching and presenting a subject usually results in better understanding and recall.
- Presentations given by members of your peer group can stimulate interesting discussions which are not tutor led. They provide a chance for you to develop your own thoughts and ideas.
- It gives you the opportunity to practice giving presentations before you get into the ‘world of work’. Many people have to make presentations at work. You can give yourself a head start in the relatively safe environment of the classroom.
- It gives the class someone other than the tutor to listen to.
- Group work and presentations give you the chance to meet and work with other people, and enjoy the team effort of putting your ideas together.
- There is usually some flexibility in the topic you present. It is your chance to do something that interests you; if you’re interested in the topic, your presentation will benefit!
- Unlike an exam, you can prepare more or less exactly and take all the materials in with you.

6.9.2. What Makes a Good Oral Presentation?

- It has to be audible. If the class cannot hear you, they are not going to pay attention. Looking up and making eye contact with people at
the back of the room will help you project your voice. Try to reduce the amount of unnecessary noise around you; for example, switch off the Whiteboard when you do not need it, or if the classroom is by a busy road, it may be worth making sure all the windows are closed, at least for your presentation.

- **Talk to your audience** rather than reading your notes out. It will be far more interesting and far easier for them to follow.

- It has to be the **appropriate length**. Make sure you know how much time you actually have, and practice your talk beforehand against a clock. There is nothing worse than having to squash enough material for one hour into ten minutes. You do not necessarily have to talk non-stop; you can leave time for questions or discussion (people will ask questions if you make it interesting!). You may also be able to include a ‘group activity’ to do and then talk about.

- The content of your presentation needs to be **relevant** to the course and to your audience. Address your fellow students, not the tutor, and make sure the content is appropriate to their level of knowledge. If you want them to sit up and listen, make it directly relevant to their lives.

- Your presentation should have a clear **structure**. Your audience will quickly get lost if you jump around and do not make the structure explicit. Distributing a handout first with the outline of your talk will help your audience pick out your main points. It is helpful if you give ‘sign posts’ to the structure of your talk; for example you could start by saying ‘first, I am going to talk through some definitions of --- and then discuss the role of --- within ---’ and later: ‘so, I’ve spoken about ---, now I’ll go on to’

- Aim for a presentation style that **holds the attention of your audience**. Use understandable, clear language, PowerPoint slides, handouts, questions and discussion. Look at the audience, make eye contact, smile, try not to fidget; ask the audience questions, or ask them to discuss a point.

- **Use clear handouts**. Provide handouts containing a summary of the presentation, follow-up reading, and any other crucial information. Make sure that your handouts are written/printed large enough, and that not too much information is squashed onto one side.

- If you are presenting in a **group**, make sure everyone is clear about their tasks and what they do when; you do not want three people all doing the same thing. Think about who will stand and sit where (and practice arranging the necessary furniture in the room beforehand). Groups give you the opportunity to divide the topic into sections, with each person presenting a section. Be careful however, that there is continuity and each part is relevant. Someone should give an introduction and a conclusion to hold the whole talk together.

- Grit your teeth and ask for **feedback** from the group and/or your tutor. It will help you improve for next time!
6.9.3. Checklist

Try answering the following questions to help you clarify what you are going to do. Add any questions that will help you:

- How long have I got?
- What do I need to include in order to cover the topic?
- Where can I find out information?
- Have I cut out everything which is not relevant?
- Is the structure clear?
- What handouts do I need?
- When and how will I use them?
- What activities can the group take part in?
- Can I present from my notes without reading word for word?

Have a run through and now think about the questions again.

Before the presentation

- Have I got the handouts in the right order?
- Have I got my notes to refer to?

During the presentation

- Take a deep breath
- Relax and smile!
- Do not hide behind the projector
- Do not read out the notes
- Talk to the back of the group, so your voice carries
- Look at your audience
- Do not rush through
- Give your audience the opportunity to ask questions/clarify issues
- Be flexible; if your audience do not understand be prepared to rethink
- If someone throws in a question you are not entirely sure about, open it to group discussion.

This is the topic you have researched; relax and enjoy telling the rest of the group. If you are enthusiastic, it will come across.

After the presentation

Ask yourself these questions, and ask a friend/your tutor as well:

- What were the strengths of my presentation?
- Did the handouts work well?
• Did the group participate in/enjoy the activities?
• Could I be heard? Did I hide? Did I make eye contact?
• What were the weaknesses of my presentation?
• What could be improved for next time?

6.10. Presenting your Work

Remember that your name must not appear on your essay as it is marked anonymously. You should include the following identification in the header.

• For all formative coursework essays and all Foundation course essays the header should include your student number, which is the number on your student card starting 100------, the course code and the assignment number.

• For all Gateway assessed essays, Year 2 Independent Essays and Group 3 Dissertations the header should include your candidate number, which is the number given to you via your student portal that starts 10----- and the course code. Remember that if you do not provide sufficient identification in the header you could lose the marks awarded for the assignment.

• Essays must be word processed using a legible size 12 font, and should be 1.5 or double spaced to allow the marker space to write comments and notes.

• Pages should be numbered.

• Double sided printing.

• The word count must be included. Word count should include footnotes but exclude bibliographies or appendices. Penalties apply where the word limits are exceeded. (See section on Penalties for Exceeding Word Length.)

• Where there is no general agreement on spelling or style (e.g. judgment or judgement;’4 July 1776’ or ‘July 4, 1776’), you should use your own preference. What is most important is that the essay should be internally consistent whatever conventions are used.

• A one-page print out of the first page of any website consulted should be attached to your work, where required by your tutor.

• All assignments should be securely stapled. Do not put your essay in a plastic wallet or file.
6.10.1. Coversheets and Electronic Submission

It is your responsibility to submit both an electronic copy (via Turnitin) and a paper copy of your assignment. The paper copy and the electronic copy of your written work must be identical. The paper version must be accompanied by the correctly completed coversheet and electronic submission receipt attached. Under no circumstances should a student’s name be displayed on the submitted piece of work.

Coursework essays: the coversheet is available on the History Department web page, and a copy is included at the end of this handbook.

Year 2 Independent Essays and Group 3 dissertations: coversheets are made available from outside McCrea 318.

In addition to attaching the correct coversheets, Group 3 dissertations should be bound using a spiral binding on the side and a front page giving the following information must be included:

- the title of the dissertation;
- the student’s candidate number;
- the name of the supervisor;
- the code number of the course;
- the word count (all stipulated word limits include footnotes but not appendices or bibliographies).

Please note that course tutors do not accept formative essays for marking if you have failed to attach the correctly completed coversheet and included the electronic submission receipt.

Submission of assessed work is only deemed complete if the electronic submission receipt is attached to the assignment. Failure to submit assessed work both electronically (via Turnitin link on Moodle) and as paper copy by the submission deadline results in the application of a penalty for late submission (see section on Penalties for Late Submission of Work).

All stipulated word limits include footnotes but not appendices or bibliographies.
7. Referencing Written Work

Note: Work submitted by the candidate for assessment must be his/her own and any quotation from the published or unpublished work of other persons must be duly acknowledged; failure to observe this requirement will constitute an examination offence. In the light of this requirement, any candidate deemed by the examiners to be guilty of plagiarism will be held liable to penalties incurred by cheating.

7.1 Importance of Referencing

When you write essays or dissertations, it is essential that you indicate the precise source of information and ideas that are not your own. In the humanities, this is achieved by using footnotes/endnotes. The History department, however, ordinarily prefers the use of footnotes (at the bottom of each page) to endnotes (all notes presented at the end of the text). Footnotes should be in single line spacing – clearly demarcated from text – and numbered sequentially throughout each essay.

You should always give as much information as possible in your footnote, using precise page numbers. This will enable you to find any information again, if necessary. By referencing in this way, you are also allowing the reader to understand the breadth and depth of your reading, and where to find a source if they wish to consult it too. Finally, proper use of referencing protects you from accusations of plagiarism, by allowing the reader to understand precisely which ideas are yours and which are those of your sources.

Tutors marking your assignments give much weight to the technical accuracy of essays and dissertations. So check very carefully, especially for spelling mistakes, wrong quotations and errors of typing. Ensure that the footnote numbers correlate with those in the text.

*Students who fail to meet necessary standards of footnoting and referencing in their assignments are penalised by the deduction of marks.*

7.2 Quotations

Direct quotations should be used sparingly: it is often better to paraphrase in your own words. However, any quotations require footnotes indicating their source. Long quotations (i.e. fifty words or more) may be given in separate blocks in single spacing, indented from the margin at both left and right, without quotes. However, although long quotations are sometimes necessary, it is best to quote more selectively and integrate the quotations into your text. This should be
done by the use of single quotation marks to indicate where the quote begins and ends. You can omit irrelevant words from a quotation by inserting three ellipsis dots [...]. Double quotation marks should only be used for quotes within quotations.

If employed with caution and common sense, the Internet can be a very helpful resource for essays, dissertations, presentations, and projects. The Department encourages you to make use of it responsibly.

If the Internet is a library, this means that there are good and bad books in it. The difference, however, is that even the less useful books in a library have been through some process of vetting (by publishers' referees, and those who recommended the purchase), while the Internet has no "quality control" - absolutely anything can appear. Hence, the bad sites can be very bad indeed. A query on President Kennedy may turn up a valuable interview in the Washington Post with one of his advisers; but also a terrible essay proudly featured in the personal web page of a first-year student; or it may take you to the web page of a group of lunatic conspiracy theorists. Any search is likely to produce hundreds, if not thousands, of "hits," and you can waste hours separating the wheat from the chaff - and give yourself an atrocious headache and backache! In any case, there are always frequent and frustrating encounters with links that are obsolete, temporarily out of action, or take an inordinate time to contact and download. "Surfing the net" is a misleading euphemism: it is more like finding your way without a map through a bombed city where half the streets are covered in rubble! So, ask for advice. You are advised to avoid sites such as Microsoft's on-line Encarta Encyclopaedia and Wikipedia; they can be very inaccurate.

The rules on plagiarism given in section Assessment Information also apply to Internet material, which you should never use without attribution in your bibliographies, and (if applicable) your footnotes. You should refer to websites by the full URL addresses as well as the date(s) upon which you accessed the information and a one-page printout of the first page of any website consulted should be attached to the paper copy of your work.

7.3. Referencing Systems

Different styles of referencing are used in different disciplines. References are the all-important signposts with which you indicate what you are using to support your argument, whether in terms of facts or debates. But they need to be applied consistently for them to work properly, and clearly.

As mentioned above, the system most commonly found in historical writing utilizes notes, placed either at the bottom of the page as footnotes (which
this History Department prefers) or at the back of the paper as endnotes, coupled with a bibliography at the end that lists all the works used for the project. Historians do not normally use a format that gives references in the text, with the author's name and a reference put into parentheses (brackets).

But because many different referencing styles have been developed, part of the skill of the historian is learning to follow and apply a standard style for citations. What the History Department requires, therefore, is scrupulous consistency in the application of an accepted scholarly system across a given piece of work.

One popular system that historians often use is the Modern Humanities Research Association's system. For more details check out the following website:  http://www.mhra.org.uk/Publications/Books/StyleGuide/

Markers will pick up on outright errors or inconsistencies in application.

7.4. Bibliography

The bibliography comes at the very end of your essay, and entries should be presented in alphabetical order by authors' surnames.

The sequence of citation in a bibliography is usually:

1. Primary Sources
   a) manuscript
   b) printed – e.g. Newspapers; printed texts

2. Secondary Authorities
   a) printed - can be sub-divided into books and articles if you prefer
   b) unpublished – e.g. unpublished theses, web entries

7.5. Illustrations

Illustrations may be included if appropriate. Ensure that they are given proper titles and numbers, and that the source is indicated. The illustrations should also be referred to at some point in the text - i.e. integrated into the argument and not just ‘extras’ – and are usually to be placed in an Appendix.

7.6. Appendices

Most dissertations will not require an Appendix, which should only be included when the material contained is essential to the argument being presented. Appendices do not count towards the overall word count, and are usually reserved for vital primary source evidence (e.g. illustrations, texts, interviews etc).
7.7. **Word Count**

Group 3 dissertations should be no more than 10,000 words, **including** footnotes, but **excluding** the bibliography, any appendices and preliminary pages. Penalties will apply where the word limits are exceeded. For details of the tariff for over-length work, see section 9.4. The guidance given in the sections in this Handbook relating to referencing and presentation should be followed.

7.8. **Joint Degree Students**

Depending on their combination of disciplines, joint degree students may find that other departments within the College prefer or recommend a different referencing system. For consistency, the Department permits joint degree students to use the referencing system that is in use in their other department(s), provided that it is not the Harvard system and all references and sources are carefully acknowledged.
8. **Marking Criteria**

The following assessment criteria are intended to allow students to see the general criteria that are used to calculate grades. The assessment criteria give general models of the characteristics that are expected of work being awarded particular grades. However, these criteria can only be indicative, and many pieces of work have characteristics that fall between two or more classes. Examiners and markers retain the ultimate decision as to the mark given to a particular piece of work.

On some courses the mark for oral presentations contributes to the final mark for the course. For instance, in years two and three the mark for the oral presentation contributes 10% to the final mark for Group 2 and Group 3 courses.
<table>
<thead>
<tr>
<th>Mark achieved</th>
<th>ASSESSMENT CRITERIA FOR COURSEWORK ESSAYS</th>
<th>ASSESSMENT CRITERIA FOR ORAL PRESENTATIONS</th>
</tr>
</thead>
</table>
| 85 + High First Class | • demonstrates deep understanding and near-comprehensive knowledge of the subject, and shows significant originality in interpretation or analysis of the question.  
• has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show significant innovation in its organisational form.  
• shows overwhelming evidence of in-depth reading, with clear indications of substantial independent reading beyond limits of reading lists and exceptionally intensive, detailed and critical reading of recommended texts.  
• is excellently presented, with referencing and bibliography of standard of publishable journal article in subject area.  
• has an incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar.  
Where appropriate, a high first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.  
A high first coursework essay will usually be worthy of retention for future reference in research or teaching. | • the presentation addressed the set topic in an original and thought-provoking way, identifying subtleties in the assignment details.  
• the presentation was original in the structure of the content and the conclusions drawn.  
• the structure of the presentation was clearly evident, and was appropriate to the topic and the context. Ideas were linked coherently and the stages of the presentation are explicitly sign posted. The presenter commenced and concluded the presentation with professional confidence.  
• the presentation included explicit, well-structured and relevant analysis.  
• there was evidence that comprehensive research into relevant resources had been incorporated in to the preparation of the presentation, and there was evidence of original thought in the evaluations formed.  
• the presenter used the pitch of their voice professionally throughout the presentation.  
• equipment and/or audio-visual aids were prepared to a professional standard, and increased the effectiveness of the presentation, and without impeding the audience's comprehension.  
• the presentation ran exactly to time.  
• the presentation was paced appropriately for the audience.  
• the presenter used eye contact and body language to engage the audience.  
• the presenter correctly gauged the audiences' needs and interpreted these in order to deliver a inspiring presentation.  
• the presenter encouraged appropriate audience involvement and questioning, and answered questions with authority and/or originality. |
First Class

- demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.
- has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show some innovation in its organisational form.
- shows significant evidence of in-depth reading, with clear indications of either independent reading beyond limits of reading lists or intensive, detailed and critical reading of prescribed readings.
- is excellently presented, with referencing and bibliography close to standard of publishable journal article in subject area.
- has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.

Where appropriate, a first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.

- The presentation addressed explicitly the set topic, and identified any subtleties in the assignment details.
- the presentation included evidence of original thought with respect to the structure of the content or the conclusions drawn.
- the structure of the presentation was clearly evident, and was appropriate to the topic and the context. Ideas were linked coherently and the stages of the presentation are explicitly sign posted. The presenter commenced and concluded the presentation with confidence.
- the presentation included explicit, well-structured and relevant analysis.
- there was evidence that a broad range of relevant resources had been consulted and evaluated in the preparation of the presentation.
- the presenter was clearly audible throughout the presentation.
- equipment and/or audio-visual aids, prepared to a very high standard, were used to increase the effectiveness of the presentation, and without impeding the audience's comprehension.
- the presentation ran exactly to time.
- the presentation was paced appropriately for the audience.
- the presenter used eye contact and body language to engage the audience.
- the presenter correctly gauged the audiences' needs and interpreted these in order to deliver a stimulating presentation.
- the presenter encouraged appropriate audience involvement and questioning, and demonstrated thorough knowledge and understanding in response to questions.
| 60-69  Upper Second Class | • demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question.  
  • has a coherent structure, demonstrating good critical synthesis of secondary materials.  
  • shows clear evidence of in-depth reading, with substantial coverage of recommended texts.  
  • is well-presented, with detailed referencing in an acceptable style and a properly formatted bibliography.  
  • has a fluent style, with few errors of spelling, punctuation or grammar.  

Where appropriate, an upper second class essay will demonstrate generally effective and appropriate analysis of quantitative or qualitative information. | • the presentation addressed explicitly the set topic.  
  • the structure of the presentation was largely evident, but could have been more focused. It was appropriate to the topic and the context. There was evidence of coherent links between most ideas; some stages of the presentation were clearly signposted. The presenter commenced and concluded the presentation appropriately.  
  • the presenter was clearly audible throughout the presentation.  
  • equipment and/or audio-visual aids were used to increase the effectiveness of the presentation, and without impeding the audience's comprehension.  
  • the presentation ran closely to time.  
  • the presentation was almost entirely paced appropriately for the audience.  
  • the presenter used eye contact and body language to engage the audience for most of the presentation.  
  • the presenter had made an obvious attempt to gauge the audiences' needs and to interpret these in designing the presentation.  
  • the presenter encouraged appropriate audience involvement and questioning, and demonstrated knowledge and understanding in response to questions. |
<table>
<thead>
<tr>
<th>50-59 Lower Second Class</th>
<th>demonstrates a basic understanding and knowledge of the subject, with a focus on question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>has an adequate structure, usually drawing heavily on lectures or other direct teaching.</td>
</tr>
<tr>
<td></td>
<td>shows evidence of limited further reading, with some coverage of recommended texts.</td>
</tr>
<tr>
<td></td>
<td>is adequately presented, with some referencing of sources and a short bibliography.</td>
</tr>
<tr>
<td></td>
<td>has a straightforward style, and may include some errors of spelling, punctuation or grammar.</td>
</tr>
</tbody>
</table>

Where appropriate, a lower second class essay will demonstrate familiarity with appropriate analysis of quantitative or qualitative information; there may, however, be some significant errors in the process of analysis.

<p>| | the presentation addressed the set topic |
| | the structure of the presentation was evident, although it could have been improved, perhaps by changing the focus, or the amount of time spent on particular aspects of the presentation. |
| | There was evidence of coherent links between most ideas; some stages of the presentation were sign posted. The presenter could have made the presentation more effective by commencing and concluding the presentation more appropriately. |
| | the presentation included some analysis |
| | there was evidence that some relevant resources had been consulted, but these could have been increased, and could have been evaluated to a greater extent. |
| | the presenter was audible for all of the presentation. |
| | equipment and/or audio-visual aids were used, although there may have been some lack of planning in their presentation or in the way they were incorporated into the presentation. |
| | the presentation ran slightly over or under time, or had to be cut before the presenter had finished. |
| | the presentation could have been improved by varying the pace |
| | the presenter could have made more engaging use of eye contact and body language |
| | the presenter could have gauged the audiences' needs more accurately in designing the presentation. |
| | the presenter made a limited attempt to encourage appropriate audience involvement and questioning, and gave answers to any questions that indicated a basic understanding of the topic. |</p>
<table>
<thead>
<tr>
<th>Third Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates some general understanding and knowledge of the subject, but will also show some weaknesses in detailed understanding or in its range of knowledge. There may be evidence of a lack of clear focus on the wording of the question.</td>
<td>the presentation partially addressed the set topic</td>
</tr>
<tr>
<td>has a simple structure, usually drawing exclusively on lectures or other direct teaching.</td>
<td>there was some evidence of an appropriate structure, but the presentation was partially rambling or unfocussed. Ideas could have been linked more coherently. The presentation commenced and concluded with some hesitation or confusion.</td>
</tr>
<tr>
<td>shows no or very limited evidence of further reading.</td>
<td>the presentation included little or no analysis</td>
</tr>
<tr>
<td>has significant weaknesses in presentation, with little or no referencing of sources, and an inadequate or absent bibliography.</td>
<td>few relevant resources had been consulted, and little evaluation had been made of them.</td>
</tr>
<tr>
<td>has a simple style, with significant errors of spelling, punctuation or grammar.</td>
<td>the presenter may have been slightly inaudible for part of the presentation.</td>
</tr>
</tbody>
</table>

Where appropriate, a third class essay will demonstrate some very general familiarity with appropriate analysis of quantitative or qualitative information; there will, however, be significant errors in the process of analysis.

<table>
<thead>
<tr>
<th>Third Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>the presenter did not make engaging use of eye contact and body language</td>
<td>equipment and/or audio-visual aids not very effective.</td>
</tr>
<tr>
<td>the presenter made no attempt to encourage appropriate audience involvement and questioning, and gave answers to any questions that indicated some weaknesses in the basic understanding of the topic.</td>
<td>the presentation ran over or under time, or had to be cut well before the presenter had finished.</td>
</tr>
<tr>
<td>the presenter had not taken the audiences' needs into account in designing the presentation.</td>
<td>the presentation was paced too fast or too slow to be completely effective.</td>
</tr>
</tbody>
</table>
| the presenter made no attempt to encourage appropriate audience involvement and questioning, and gave answers to any questions that indicated some weaknesses in the basic understanding of the topic. | }
**Low Third Class**

- demonstrates limited general understanding of the subject, but will demonstrate significant weaknesses in detailed understanding. The coverage of the essay is likely to be sketchy, with some significant errors in factual details. There may be evidence of a lack of clear focus on the wording of the question.
- has a sketchy structure, usually drawing exclusively on lectures or other direct teaching, but with significant weaknesses
- shows no evidence of further reading.
- is poorly presented, with little or no referencing of sources, and an inadequate or absent bibliography.
- has a sketchy style, and with significant errors of spelling, punctuation or grammar.

Where appropriate, a marginal pass will demonstrate a bare familiarity with appropriate analysis of quantitative or qualitative information; there will, however, be substantial errors in the process of analysis.

- as for Third Class
### Marginal Failure

- Demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is largely erroneous or has little or no relevance to the question.
- Has an inadequate structure, with no sense of a logical argument.
- Shows no evidence of further reading.
- Is poorly presented, with no referencing of sources, and an inadequate or absent bibliography.
- Has an inadequate style, with significant errors of spelling, punctuation or grammar.

Where appropriate, a marginal failure will show significant error and confusion over the appropriate analysis of quantitative or qualitative information; where some analytical work is attempted it is likely to be incomplete and erroneous.

An essay which fulfils most criteria for second class work or better, but which totally misunderstand the question, or seem to be answering a distinctly different question should normally be placed in this category.

### Presentation Failure

- The presentation largely failed to address the set topic.
- The presentation was rambling or unfocussed. Ideas could have been linked more coherently. The presentation commenced and concluded with hesitation or confusion.
- The presentation included little or no analysis.
- Few relevant resources had been consulted, and little evaluation had been made of them.
- The presenter may have been partially inaudible.
- Equipment and/or audio-visual aids were not used, or were used ineffectively.
- The presentation ran severely over or under time, or had to be cut well before the presenter had finished.
- The presentation was paced too fast or too slow to be completely effective.
- The presenter did not make engaging use of eye contact and body language.
- The presenter had not taken the audiences' needs into account in designing the presentation.
- The presenter made no attempt to encourage appropriate audience involvement and questioning, and gave answers to any questions were largely erroneous or had little or no relevance to the topic.
<table>
<thead>
<tr>
<th>1-30 Clear Failure</th>
<th>0 Zero</th>
</tr>
</thead>
</table>
| - demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is erroneous or has no relevance to the question.  
- has an incomplete, fragmentary or chaotic structure, with no sense of a logical argument.  
- shows no evidence of further reading.  
- is poorly presented, with no referencing of sources, and an inadequate or absent bibliography.  
- has an inadequate style, with substantial errors of spelling, punctuation or grammar.  
Where appropriate, a clear failure will show complete inability to analyse quantitative or qualitative information. | - the presentation failed to address the set topic.  
- the presentation was very rambling and unfocussed. The presentation commenced and concluded with hesitation or confusion.  
- the presentation included no analysis.  
- no resources had been consulted.  
- the presenter was fully or partially inaudible.  
- equipment and/or audio-visual aids were not used, or were used ineffectively.  
- the presentation ran severely over or under time, or had to be cut well before the presenter had finished.  
- the presentation was paced too fast or too slow to be completely effective.  
- the presenter did not make engaging use of eye contact and body language.  
- the presenter had not taken the audiences' needs into account in designing the presentation.  
- the presenter made no attempt to encourage appropriate audience involvement and questioning, and was unable or unwilling to answer any questions.  
This mark is usually reserved for essays that do not make any serious attempt to answer the question (as defined in College Regulations). It may also be used for exam offences such as unsanctioned late submission or plagiarism, in line with departmental and College procedures. |
9. Assessment Information and Guidance

9.1 Submission Deadlines

Submission dates in the History Department for the 2016-17 session are as follows:

Essays Deadlines Term One:

For Gateway courses:
Essay 1: week commencing Monday 31 October 2016
Essay 2: week commencing Monday 28 November 2016

For Group 1 courses:
Essay 1: week commencing Monday 7 November 2016
Essay 2: week commencing Monday 5 December 2016

For Group 2 courses:
Essay 1: week commencing Monday 24 October 2016
Essay 2: week commencing Monday 28 November 2016

For Group 3 courses:
Essay 1: week commencing Monday 7 November 2016
Essay 2: week commencing Monday 5 December 2016

Essay Deadlines Term Two:

For Gateway courses:
Essay 3: week commencing Monday 6 February 2017
Essay 4: week commencing Monday 13 March 2017

For Group 1 courses:
Essay 1: week commencing Monday 6 February 2017
Essay 2: week commencing Monday 6 March 2017

For Group 2 courses:
Essay 3: week commencing Monday 6 February 2017
Essay 4: week commencing Monday 6 March 2017

For Group 3 courses:
Essay 3: week commencing Monday 30 January 2017
Essay 4: week commencing Monday 27 February 2017
## Assessed essays and assignments:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Assignment Type</th>
<th>Deadline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1002</td>
<td>Essay</td>
<td>12 noon</td>
<td>Tuesday 6 December 2016</td>
</tr>
<tr>
<td>HS1002</td>
<td>Reflective Journal</td>
<td>5.00 pm</td>
<td>Friday 9 December 2016</td>
</tr>
<tr>
<td>HS1007</td>
<td>Assignment 1: Quiz</td>
<td>5.00 pm</td>
<td>Wed 7 December 2016</td>
</tr>
<tr>
<td>HS1007</td>
<td>Assignment 2: Essay</td>
<td>12 noon</td>
<td>Wednesday 15 February 2017</td>
</tr>
<tr>
<td>HS1005</td>
<td>Essay Plan &amp; Bibliography</td>
<td>12 noon</td>
<td>Wed 22 March 2017</td>
</tr>
<tr>
<td>HS1005</td>
<td>Essay</td>
<td>12 noon</td>
<td>Thursday 23 March 2017</td>
</tr>
<tr>
<td>HS1005</td>
<td>Reflective Journal</td>
<td>5.00 pm</td>
<td>Wed 26 April 2017</td>
</tr>
<tr>
<td>HS1008</td>
<td>Assignment 1: Quiz</td>
<td>5.00 pm</td>
<td>Friday 21 October 2016</td>
</tr>
<tr>
<td>HS1008</td>
<td>Assignment 2: Essay</td>
<td>12 noon</td>
<td>Friday 18 November 2016</td>
</tr>
<tr>
<td>HS1107</td>
<td>Gobbet 1</td>
<td>12 noon</td>
<td>Friday 21 October 2016</td>
</tr>
<tr>
<td>HS1107</td>
<td>Gobbet 2</td>
<td>12 noon</td>
<td>Friday 18 November 2016</td>
</tr>
<tr>
<td>HS1107</td>
<td>Essay 1</td>
<td>12 noon</td>
<td>Tuesday 6 December 2016</td>
</tr>
<tr>
<td>HS1107</td>
<td>Gobbet 3</td>
<td>12 noon</td>
<td>Friday 3 February 2017</td>
</tr>
<tr>
<td>HS1107</td>
<td>Gobbet 4</td>
<td>12 noon</td>
<td>Friday 3 March 2017</td>
</tr>
<tr>
<td>HS1107</td>
<td>Essay 2</td>
<td>12 noon</td>
<td>Tuesday 14 March 2017</td>
</tr>
<tr>
<td>HS1113</td>
<td>Essay 1</td>
<td>12 noon</td>
<td>Tuesday 6 December 2016</td>
</tr>
<tr>
<td>HS1113</td>
<td>Essay 2</td>
<td>12 noon</td>
<td>Friday 3 February 2017</td>
</tr>
<tr>
<td>HS1113</td>
<td>Quiz</td>
<td>12 noon</td>
<td>Friday 3 March 2017</td>
</tr>
<tr>
<td>HS1280</td>
<td>Essay Title &amp; Bibliography</td>
<td>12 noon</td>
<td>Tuesday 14 March 2017</td>
</tr>
<tr>
<td>HS1280</td>
<td>Final Essay</td>
<td>12 noon</td>
<td>Friday 2 December 2016</td>
</tr>
<tr>
<td>HS1280</td>
<td>Online Journal</td>
<td>11.59 pm</td>
<td>Friday 10 February 2017</td>
</tr>
<tr>
<td>HS1283</td>
<td>Essay 1</td>
<td>12 noon</td>
<td>Friday 3 March 2017</td>
</tr>
<tr>
<td>HS1283</td>
<td>Essay 2</td>
<td>12 noon</td>
<td>Friday 17 February 2017</td>
</tr>
<tr>
<td>HS1283</td>
<td>Essay 3</td>
<td>12 noon</td>
<td>Thursday 23 March 2017</td>
</tr>
<tr>
<td>Course Code</td>
<td>Assignment</td>
<td>Deadline</td>
<td>Date</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>HS2300</td>
<td></td>
<td>12 noon</td>
<td>Sunday 26 March 2017</td>
</tr>
<tr>
<td>HS2301</td>
<td>Assessment 1</td>
<td>12 noon</td>
<td>Friday 4 November 2016</td>
</tr>
<tr>
<td>HS2301</td>
<td>Assessment 2</td>
<td>12 noon</td>
<td>Thursday 25 November 2016</td>
</tr>
<tr>
<td>HS3106</td>
<td>Essay</td>
<td>12 noon</td>
<td>Friday 10 February 2017</td>
</tr>
<tr>
<td>HS3106</td>
<td>Take-Away Exam</td>
<td>12 noon</td>
<td>To be announces with the exam timetable</td>
</tr>
</tbody>
</table>

**Group 3 Dissertations:**

| Group 3 dissertations | 12 noon | Tuesday 25 April 2017 |

### 9.2. Extensions to Deadlines

There are certain legitimate circumstances in which coursework deadlines cannot be met – illness, for example, or a serious accident - and extensions to deadlines may be granted. An extension must normally be applied for in advance although the Department recognises that some circumstances will require extensions to be granted retrospectively.

If you have a legitimate reason not to submit a piece of coursework by a given deadline, then you should request an extension. First year students must contact via e-mail the Senior Tutor for First Year Studies or the Deputy Tutor for First Year Studies. Second and third year students must contact their course tutor via e-mail, copying in the Second/Third Year Senior Tutors (as applicable). Please note that extensions will only be granted where there is medical or other written documentation (as required) in support of extenuating circumstances.

Legitimate extenuating circumstances include:

- Illness or other health-related issues, which are supported by medical certificate / signed doctor’s note.
- Exceptional personal circumstances, which require an agreed period of absence from the Department (for example: family illness, bereavement).

For further details of what constitutes 'acceptable' absence, please see the University guidelines:
http://www.rhul.ac.uk/ecampus/academic/support/attendance/notification_of_absence.aspx

Coursework extensions will **NOT** be considered under the following
circumstances:

- Any form of computer, printing, or document-saving error or failure, which results in late submission of work. It is your responsibility to leave enough time to submit your work electronically and complete any cover sheets before handing it in. You should make allowances for the fact that the web can sometimes be slow and that personal or College computers and printers sometimes perform erratically. In particular, if you do not back up your work onto disk or memory stick and the College server fails or your computer fails or is stolen, the Department will be sympathetic but will not accept this as a reason for a late submission.

- Academic workload: Essay deadlines have been centrally timetabled, and students are made aware of all essay deadlines at the start of their courses. Therefore, all students need to organise their work carefully so that they can fulfil all deadlines, irrespective of when they fall in the term.

- Extra-curricular activities (of any type): Students are made aware of deadlines at the start of their modules. It is the student’s responsibility to ensure that extra-curricular activities - e.g. sports or music commitments - do not interfere with work deadlines.

- And the obvious: Oversleeping, misreading the deadlines, minor traffic problems.

Students are strongly advised to keep a copy of their assessed work for themselves. Assessed work submitted for Foundation courses is returned to students. Assessed essays and dissertations submitted for other courses cannot be returned to students after assessment because, by College regulations, they constitute ‘examination material’.

Note that it takes time to complete the whole submission process. Start the process early. Do not leave it until the last moment.

**REMEMBER: late submissions will seriously damage the mark awarded.**

9.3. **Penalties for Late Submission of Work**

Work submitted after the published deadline will be penalised in line with Section (13)(4) of the College’s Undergraduate Regulations 2016-17 ([https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx](https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx))

Please ensure that you are aware of the deadlines set by your department(s) and also the requirements to meet this deadline, e.g. whether you need to submit electronic and/or paper copies for your submission to be deemed complete (see submission of written work above).
Section (13)(4)
In the absence of an acceptable extenuating cause, late submission of work will be penalised as follows:

- for work submitted up to 24 hours late, the mark is reduced by ten percentage marks;*
- for work submitted more than 24 hours late, the mark is zero.

*e.g. an awarded mark of 65% would be reduced to 55% and a mark of 42% would be reduced to 32%

If you have had extenuating circumstances which have affected your ability to submit work by the deadline, these should be submitted in writing, accompanied by any relevant documentary evidence, to your department(s). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see the section on applying for an extension to the deadlines set, and the section for details on submitting requests for extenuating circumstances to be considered.

9.4. Penalties for Over-Length Work

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section (13)(5) of the College’s Undergraduate Regulations 2016-17:

https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx:

Section 13 (5)
Work which exceeds the upper word limit set will be penalised as follows:

- for work which exceeds the upper word limit by up to 10%, the mark will be reduced by ten percent of the mark initially awarded;

- for work which exceeds the upper word limit by more than 10% but less than 20%, the mark will be reduced by twenty percent of the mark initially awarded;

- for work which exceeds the upper word limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.
9.5. **Return of Written Coursework**

The following College policy applies to the return of coursework:

Assessed work (other than formal examinations) should be returned within 4 weeks of the submission deadline, except in cases where it is not appropriate to do so for academic reasons. The deadline for the return of marked work should be made clear to students when they receive their assignments. In the event that the intended deadline cannot be met, the revised deadline must be communicated to students as soon as possible.

The History Department, however, strives as far as possible to return assessed work within three weeks of submission (i.e. ahead of the College policy). Where an assignment is submitted at the end of an academic term, the work will be returned in the first week of the following academic term.

9.6 **Illness or Other Extenuating Circumstances**

Students are advised to carefully read the *Instructions to candidates* as well as the *Extenuating circumstances - Guidance for students*.

Extenuating circumstances are defined as unforeseen circumstances which are outside a student’s control and which may temporarily prevent a student from undertaking an assessment or have a marked/ significant detrimental/adverse impact on their ability to undertake assessment by coursework or examination to the standard normally expected.

This means that such circumstances rarely occur. They are outside your control as they are:

- Unforeseeable - you would not have prior knowledge of the event (e.g. you cannot foresee that you will be involved in a car accident);
- Unpreventable – you could not reasonably do anything in your power to prevent such an event (e.g. you cannot reasonably prevent a burst appendix.)

It is these short-term (temporary) circumstances that the College normally regards as extenuating circumstances.

**Inability to submit coursework**

If you are unable to submit coursework through unexpected illness or other acceptable cause (i.e. events which are unpreventable and unforeseeable) it is assumed that you will request an extension to the submission deadline from your department. In order for an extension to be granted you will need
to provide the department with adequate documentation in accordance with the guidance in Appendix B of the Extenuating Circumstances - Guidance for students. The decision on whether to grant an extension rests with your department.

Absence from an examination

The Sub-board of Examiners may take the following into account when considering your results: if you miss an examination through unexpected illness, or other acceptable cause (events which are unpreventable and unforeseeable), if you commence an examination and have to leave due to acute illness or if you believe your performance on the day was seriously compromised by an unexpected and acute illness that you could not reasonably have been expected to have managed otherwise. You will, however, need to submit an Extenuating Circumstances form and have adequate supporting documentation in accordance with Appendix B of Extenuating Circumstances - Guidance for students. You should also read the section Illness & absences from an examination and departmental assessments and extenuating circumstances in the Instructions to Candidates issued by Student Administration for full details on how to inform your department about extenuating circumstances relating to missed examinations as well as the deadline for submission of such information:

http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx

Ongoing circumstances

If you have ongoing circumstances that you believe are adversely affecting your performance during the year, these should be raised with your department and with the College’s Support and Advisory Services as soon as possible so that strategies to help you manage the situation can be considered e.g. you have an illness that does not constitute a disability, a family member is ill and needs your support or you have suffered an adverse life event.

It may be that the circumstances are severely impacting on your ability to study by causing you to repeatedly miss scheduled teaching and/or impacting on your ability to complete assessments at the designated time. If this is the case and there is not a reasonable method available to enable you to manage the situation, you may need to consider, in consultation with your department and Support and Advisory Services, whether it would not be in your best interests to interrupt your studies until the issues have been resolved and you are able to fully commit to and benefit from your academic studies.

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases are not
unpreventable. There is therefore very little that the Sub-Board can do, in terms of current College regulations, to mitigate such circumstances.

Please read the Extenuating circumstances - Guidance for students, in particular Section 5.

Support and exam access arrangements for disabled students and those in need of support

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010) that is, “a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities”. It is for such conditions and SpLDs that Disability and Dyslexia Services can put in place support and exam access arrangements. Please note that a “long-term” impairment is one that has lasted or is likely to last for 12 months or more.

If you have a disability or SpLD you must register with the Disability and Dyslexia Services Office for an assessment of your needs before support and exam access arrangements (‘reasonable adjustments’) can be put in place. There is a process to apply for special arrangements for your examinations. Disability and Dyslexia Services can discuss this process with you when they assess your needs. Please see the section Students in need of support (including disabled students) for further guidance about registering with the Disability and Dyslexia Services Office.

Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Sub-Board will not normally make further allowance in relation to your disability or SpLD.

9.7. Assessment Offences

The College has regulations governing assessment offences which can found on the following webpage:

https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

Assessment offences include, but are not limited to plagiarism (see 0 below), duplication of work, that is, submitting work for assessment which has already been submitted for assessment in the same or another course, falsification, collusion, for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work, failure to comply
with the rules governing assessment (including those set out in the ‘Instructions to candidates’).

The Regulations set out some of the types of assessment offences in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their personal advisors or other members of staff in their department should they have any queries about what constitutes an assessment offence.

The College treats assessment offences very seriously and misunderstanding about what constitutes an assessment offence will not be accepted as an excuse. Similarly extenuating circumstances cannot excuse an assessment offence. Students with extenuating circumstances which affect their ability to submit work should contact their departments about the possibility of an extension or other support.

9.8.  PLAGIARISM

Definition of plagiarism

‘Plagiarism’ means the presentation of another person’s work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet.

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.
Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student’s work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student’s work alone, without reference to further evidence.

9.9.  MARKING OF ILLEGIBLE SCRIPTS

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in handwriting scripts which would lead to your scripts being illegible you should contact Disability and Dyslexia Services:

https://www.royalholloway.ac.uk/ecampus/welfare/disabilityanddyslexiaservices/home.aspx
9.10. **Progression and Award Requirements**

The Regulations governing progression and award requirements are set out in your Programme Specification:

https://www.royalholloway.ac.uk/coursecatalogue/home.aspx

and also more generally in the **Undergraduate Regulations**:

https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

For details on the requirements for degree classification, please see the section on the **Consideration for the Award** in the Undergraduate Regulations:

https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

9.11. **Examination Results**

Please see the **Examinations & Assessments** website (https://www.royalholloway.ac.uk/students/study/exams/exams-assessments-and-results.aspx) for details of how you will be issued with your **results**:

https://www.royalholloway.ac.uk/students/study/exams/results-and-progression/home.aspx

The Examinations & Assessments website is the place where you can access the “**Instructions to Candidates**” and details of the examinations **appeals** procedures:

https://www.royalholloway.ac.uk/ecampus/academicupport/academicappealsandcollegecomplaints.aspx
10. **Student Support**

10.1. **Non-Academic Related Enquiries and Support**

The Student Services Centre is located in the Windsor Building and provides a single point of contact for all non-academic related queries including accommodation, fees and funding, enrolment and graduation.

For further details please visit:

[https://www.royalholloway.ac.uk/ecampus/studentservicescentre/home.asp](https://www.royalholloway.ac.uk/ecampus/studentservicescentre/home.asp)

10.2. **Students in Need of Support (including Students with Disabilities)**

Your first point of reference for advice within the Department is the Departmental Manager, Penelope Mullens. Inevitably, problems will sometimes arise with which the Departmental Manager is not qualified to deal. The College offers a high level of student welfare support which includes a comprehensive Health Centre, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of financial, career and other advice. Further details of each service can be found on the College web on the Student Welfare page:

[https://www.royalholloway.ac.uk/ecampus/welfare/home.aspx](https://www.royalholloway.ac.uk/ecampus/welfare/home.aspx)

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Disability and Dyslexia Services Office (DDS) representative in 2016-17 is Dr Thomas Simpson. You must also contact the DDS (Founders West Rm143; tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.ac.uk). Staff there can arrange for an assessment of needs to be carried out and advise on appropriate sources of help.

Further information is available on the College web on the DDS Support, health and welfare page:

[https://www.royalholloway.ac.uk/students/help-support/disabilities-and-dyslexia/home.aspx](https://www.royalholloway.ac.uk/students/help-support/disabilities-and-dyslexia/home.aspx)

10.3. **Academic Skills Support**

The Centre for the Development of Academic Skills (CeDAS) offers a variety of courses, workshops, 1:1 tutorials, online resources that aim to ensure all students at Royal Holloway reach their full academic potential in a range of areas, including academic writing, oral communication skills and maths and statistics.
Whatever your needs, CeDAS is there to ensure that you can perform to the best of your ability, whether it be through a workshop that introduces you to a crucial academic skill, a session within your department that focuses on writing in the discipline, a course that develops your confidence and competence in academic English language, or a 1:1 tutorial with a specialist to help you master a maths technique or sharpen your essay skills.

The Centre also oversees the Royal Holloway Proofreading Scheme, which enables students to pay for an approved third-party proofreader to identify surface error in final drafts. Please note that Royal Holloway does not permit the use of paid third-party proofreaders who are not part of this scheme.

The CeDAS Office can be found on the ground floor of the International Building, room IN002, and you can follow them on Twitter: @cedashul. Further details can be found on the CeDAS webpages:

https://www.royalholloway.ac.uk/ecampus/cedas/home.aspx

10.4. Student-Staff Committee

There is a student-staff committee on which both taught and research students are represented. The Committee meets three times each year and plays an important role in the Department as a forum for airing student views. For constitution see committee’s handbook under Compliance/Governance:

https://www.royalholloway.ac.uk/iquad/collegepolicies/home.aspx

You can use the Committee to raise any issues which concern students. Notices will appear on departmental notice boards giving details of forthcoming elections or the names of current representatives.

10.5. Students’ Union

The Students’ Union offers a wide range of services and support, from entertainment and clubs/societies to advice on welfare and academic issues. The Advice and Support Centre, situated on the first floor of the Students’ Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term-time. However, during vacation periods students should call to book an appointment.

Full details can be found at:

https://www.su.rhul.ac.uk/advice/
10.6. Careers Information

The College has a careers advisory service, housed in the Horton Building, which is open to any student during normal College hours:

https://www.royalholloway.ac.uk/careers/home.aspx

10.7. Non-Academic Policies

Please see the College Regulations and Procedures webpage http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures/ which includes information on non-academic policies, regulations, and codes of practice as well as the Student Charter. This can also be found on the following webpage:

https://www.royalholloway.ac.uk/aboutus/governancematters/studentcharter.aspx

10.8. Complaints and Academic Appeals Procedure

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your personal advisor or with another member of staff in the Department. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the College Complaints Procedures for students:

https://www.royalholloway.ac.uk/ecampus/academicsupport/complaints/complaints.aspx

You should raise your complaint as soon as possible.

If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedures and permitted grounds for appeal can be found on the following webpage:

https://www.royalholloway.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx
11. **Health and Safety Information**

11.1. **Code of Practice on Harassment for Students**

This can be found on the student home pages under College regulations and procedures:

http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures/

11.2. **Lone Working Policy and Procedures**

The College has a ‘Lone Working Policy and Procedure’ that can be found at http://www.royalholloway.ac.uk/iquad/services/healthandsafety/policiesandprocedures/loneworking.aspx

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Department and the type of work conducted by students is classified as a low risk activity and as such the following advice is relevant.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.
12. **Equal Opportunities Statement and College Codes of Practice**

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter ‘the College’) is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that:

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins

- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential

- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity

- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity

- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material

- it creates a positive, inclusive atmosphere, based on respect for diversity within the College

- it conforms to all provisions as laid out in legislation promoting equality of opportunity.