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 can be found on our School website http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx
PLEASE NOTE: All students studying in the School of Modern Languages, Literatures and Cultures are expected to be familiar with the contents of this Handbook. Particular attention should however be paid to the following ESSENTIAL information (click on links):

- EMAIL
- COURSE UNIT REGISTRATIONS
- ATTENDANCE
- NOTIFICATION OF ABSENCE
- CONSEQUENCES OF FAILING TO ATTEND
- THE TIMETABLE
- IMPORTANT DEFINITIONS
- MARKING CRITERIA AND FEEDBACK
- SUBMISSION OF WRITTEN WORK
- ORAL EXAMS
- PLAGIARISM

PLEASE NOTE also the following VERY IMPORTANT information on a PROGRESSION REQUIREMENT for ALL students studying courses within the School:

- ESSENTIAL SKILLS FOR STUDENTS OF MODERN LANGUAGES

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Introduction to the School

1.1 Welcome

Welcome to the School of Modern Languages, Literatures and Cultures (SMLLC), which brings together the five major subject areas of French, German, Hispanic Studies, Italian, and Comparative Literature and Culture, alongside two minor degree programmes, International Film and Visual Arts. The School also hosts the faculty-wide Liberal Arts programme. The School's staff produces internationally recognised research and offers a wide range of teaching expertise. There are six professors, four readers, seven senior lecturers, and six lecturers, as well as five specialized language tutors and a number of language assistants and visiting tutors. The School is committed to offering a university education of the very highest quality to its undergraduates and postgraduates alike.

We very much look forward to the year ahead in the knowledge that we have attracted some of the most able students in the country. We warmly welcome the contribution that you will make to our learning community and we are confident that you will enjoy every success in your studies.

This handbook is designed to give an overview of the School of Modern Languages, Literatures and Cultures and its various academic and other activities. It contains extremely important information which you will be expected to have read and absorbed. It also sets out to answer some of the questions most frequently asked by our students, so please ensure that you study it carefully.

For detailed information on courses taught within each of the School’s subject areas, see the course lists on the School’s website at
A wealth of other information can also be found on our web pages, which are updated regularly, so be sure to have a look at them soon and then to check them again every so often. They can be found at

http://www.rhul.ac.uk/modern-languages/.

You can also follow us on Twitter to receive regular news from the School: @RHULModLangs

Finally, on behalf of all my colleagues in the School, I would like once again to welcome you most warmly to the SMLLC and to wish you the greatest possible success and enjoyment in your studies over the year ahead!

Prof Giuliana Pieri
Head of School
September 2016

1.2 How to find us: the School

The School of Modern Languages, Literatures and Cultures is located on the first floor of the International Building, opposite the Students’ Union.

The International Building is numbered 15 on the campus map which you can access via the link in 1.3 below

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1.3 Map of the Egham campus

![Campus plan]

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.

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1.4 How to find us: the staff

The table below includes all members of staff with whom you may have contact, including visiting lecturers and postgraduate tutors. It includes the academic title of each member of staff (Professor or Dr). Please ensure that you use the correct title to address staff, in person, in writing or by e-mail, unless that person has indicated that another form is preferable. Initials are used for timetabling purposes and in internal memos.

Timetables will show staff initials rather than full names so it is important to use the table below to check who’s who.

All rooms listed below are in the International Building and should be prefixed with IN, e.g. Professor Harvey 110 = IN110.

Telephone extensions beginning with the digit 3 are available by direct dial by prefixing them with 44. So, for example, to ring Professor Harvey (internal number 3241) from outside the College or from a mobile, you need to dial (01784) 443241. Extensions beginning with the digit 4 are available by prefixing them with 41. To ring Cathy Thorin
(internal number 4310) you should dial (01784) 414310.

All members of staff in the School set aside certain hours each week in term time when they will normally guarantee to be available to see students (details are posted on/beside staff office doors). Wherever possible, please try to limit your visits to those hours. If you need to see a member of staff at other times please make an appointment by phoning the School office or sending an e-mail to the member of staff. Please try to give at least a couple of days’ notice in term time.

PLEASE NOTE: Appointments are not normally made to see students outside term time. If you do need to see or speak to a member of staff during the vacation, please contact the School office in the first instance and allow at least a week’s notice.

Please note: T1/2/3 beside the name indicates that the staff member is away on research leave for the term/s in question.

<table>
<thead>
<tr>
<th>Member of staff</th>
<th>Initials</th>
<th>Room</th>
<th>Tel.</th>
<th>E-mail</th>
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<tbody>
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CLC

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**HISPANIC STUDIES**

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**ITALIAN**

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<tr>
<td>Matteo Favaretto</td>
<td>MF</td>
<td>IN105</td>
<td>3740</td>
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</table>

**1.5 How to find us: The School office and its opening hours**

The School General Office, located in room IN149 on the first floor of the International Building, is our ‘centre of operations’. Given their teaching and research commitments, academic members of staff rely heavily on the administrative staff to deal with important administrative duties and responsibilities. The administrative staff will be your first port of call for virtually everything except academic matters related to the content of teaching, pastoral matters or disciplinary matters. They will have – or will be able to find – information on course registrations, timetabling, student records, deadlines, as well as copies of forms to be filled in. Please treat all administrative staff with courtesy and respect at all times.
1.6 The School: Practical Information

Organization of the School

All the full-time members of the academic staff are engaged in teaching and research. They also take on key administrative tasks which are intrinsic to your well-being in the School.

Head of School: The Head of School has overall responsibility for its academic work, research, teaching, planning and financial management as well as the welfare (and sometimes discipline) of all students within the School. S/He ensures proper liaison and communication with all members of staff in the School and between the School and the central administration of the College. S/He represents the School through membership of key College boards and committees. S/He is assisted by a Deputy Head of School.

Programme Directors for Comparative Literature & Culture, French, German, Hispanic Studies, Italian, and Liberal Arts: Each of the major subject areas taught in the School (Comparative Literature and Culture, Visual Cultures (including International Film and Visual Arts), French, German, Hispanic Studies, Italian and Liberal Arts) has a Programme Director responsible for the undergraduate programme. Unlike the Head of School, the Directors of each subject area are not College appointments. They are all responsible to the Head of School for subject-specific matters, including curriculum development and delivery of undergraduate teaching in the subject. They also liaise with the Head of School and the Deputy Head of School to ensure each subject area is fully represented in discussions of the School.

Personal Advisors: All permanent staff act as Personal Advisor to a number of students in each year. Lists of Personal Advisors are displayed on notice board outside IN149. A full description of the role of the Personal Advisor is given in this Handbook. Your Personal Advisor will normally be the member of staff who advises you on course options and the course unit registration process at the beginning of the academic year. S/He is the person to turn to if you have problems of a general administrative or a personal kind, or difficulties with individual courses that you cannot solve with the course tutor.

Academic Co-ordinator: The Academic Co-ordinator oversees all procedural matters to do with course-unit and examination registration. The Academic Co-ordinator makes
interdepartmental arrangements for Joint and Combined Honours degree programmes, deals with problematic degree course pathways and changes and ensures proper liaison between the Registry and students in the School.

**Admissions Tutor**
The Admissions Tutor is responsible for admitting students to the School and deals with applicants: s/he organizes Open Days (for which your help may be requested!), schedules interviews and offers places to those whose profiles make them suitable for study in the department. S/He is assisted in this by a consultative team drawn from across the languages.

**Employability Lead:** The School’s Employability Lead liaises with Royal Holloway’s Careers Service on the provision of careers advice, the organization of transferable skills and other careers workshops, and other related matters.

**Chair of the Sub-Board of Examiners in Modern Languages:** The Chair of Examiners is responsible to the College for the smooth operation of all matters concerning examinations and coursework assessments. She is assisted by the Administrative Staff (particularly Senior Faculty Administrator Cathy Thorin, to whom all matters concerning medical and other extenuating circumstances should be addressed) and by a supporting team of colleagues from the other three languages. These colleagues are responsible to the Chair for matters concerning examinations in their subject, including the setting of examinations and assessments, marking processes and procedures, and special arrangements for candidates.

**Director of Graduate Studies:** The School’s Director of Graduate Studies ensures that the School provides the best possible intellectual and research environment for postgraduate students. If you are considering postgraduate study, you should contact this person in the first instance.

**Course Convenor:** Every course for which you register has a convenor who is responsible for ensuring that the aims and objectives of the course are realised, and who makes sure that you are made aware of the teaching programme of the course, its assessment requirements and deadlines for set work. For courses taught by only one member of staff, this person is obviously also the course convenor; for courses taught by more than one member of staff, please consult the list of course convenors on the noticeboard outside IN149 or on the School website.

**SMLLC Student Experience / Learning:** The Student Experience and Learning Officer has oversight over the various events and activities that we organize to enhance your learning in general and your experience while you are a student with us.

**Course Tutors:** Course tutors are your teachers. All full-time members of staff are course tutors, as are some of our postgraduate students. All course tutors report to the course convenors and to your Personal Advisor.

**Language Co-ordinators:** The Language Co-ordinator is the member of staff in each language whose job it is to make sure the language-teaching timetable runs smoothly. She liaises closely with other language course convenors and the School Senior Language Advisor on all matters relating to the language teaching provision and delivery in the School.

**YA Co-ordinators** manage arrangements for the Year Abroad (YA) undertaken by students taking a single honours, major or joint degree in a language, as well as Liberal Arts students with a Period of Residence Abroad each language area has a YA co-
ordinator with overall responsibility for arrangements for Year 3 of your degree. Planning for the YA starts in the second year of study when a series of scheduled meetings with students is used to present essential information concerning the YA and to discuss your options. Please be aware that attendance is compulsory at all of these meetings. The YA Officers are also responsible for arrangements for visiting students who come to Royal Holloway (through Socrates exchanges etc). They work closely with Personal Advisors to ensure the effective planning and administration of Year 3 of your degree-programme. The YA Officers will also see individual students by appointment to discuss any aspect of their time abroad about which they have problems or queries.

**Timetable Matters:** The Programme Directors of Comparative Literature and Culture, Film and Visual Arts, French, German, Hispanic Studies, Italian and Liberal Arts are also responsible for liaising with the Administrative staff in the elaboration of the timetable for their subject. The College timetable is of necessity extremely complicated. Staff do their best to ensure its smooth operation, but problems cannot always be avoided before the start of term. If you find that you have problems with the timetable (e.g. classes clashing), please go and see the Administrative Staff in the first instance. Every effort will be made to solve the problem, but this cannot be guaranteed. You should also check the timetable on the notice-board outside IN149 regularly, even after term starts, as late changes to class times and venues are sometimes unavoidable.

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1.7 Academic Staff Administrative Roles 2016-17

**Head of School**
Prof Giuliana Pieri

**Deputy Head of School.**
Dr Sarah Wright / Dr Miriam Haddu

**UG Programme Director of Liberal Arts (inc. with a Period of Residence Abroad)**
Dr Ruth Hemus

**UG Programme Director of Comparative Literature and Culture, Film and Visual Arts**
Dr Danielle Sands/Dr Ruth Cruickshank

**UG Programme Director for Joint Hons Visual Cultures**
Professor Ruth Harvey

**UG Programme Director of French**
Dr Hannah Thompson

**UG Programme Director of German**
Dr Jon Hughes

**UG Programme Director of Hispanic Studies**
Dr M Haddu/ Dr Arantza Mayo

**UG programme Director of Italian**
Dr Fabrizio De Donno

**Disability and Dyslexia Services (DDS) representatives**
Dr Hannah Thompson/ Ms Catherine Thorin
Academic Co-ordinator
Dr Hannah Thompson

Outreach Officer
Dr Danielle Sands

Admissions Tutor
Dr Jon Hughes/ Dr Emily Jeremiah

Departmental Employability Lead
Professor James Williams

Library Representative
Dr James Kent

Student Experience / Learning
Dr Hannah Thompson/ Dr Joe Harris

Chair of the Sub-Board of Examiners
Professor Abigail Lee Six

Deputy Chair of the Sub-Board
Dr Emily Salines

Health and Safety Officer
Ms Cathy Thorin

Director of Research
Professor Colin Davis

Director of Graduate Studies
Dr Sarah Wright

Language Teaching Co-ordinators
French: Dr Emily Salines
German: Dr Anja Peters
Hispanic Studies: Ms Alba Chaparro
Italian: Ms Maura Ianelli-Chanda (Chair)

YA Co-ordinators
Prof J Williams
Dr Miriam Haddu/ Dr Arantza Mayo
Dr S Jossa
Dr Anja Peters (Chair)

Student-Staff Committee Co-ordinator
Dr Hannah Thompson

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1.8 Staff research interests

FRENCH
As members of one of the leading French sections in the country, our French staff boast a wide range of research and pedagogical expertise, from literature of the medieval period to the present, to diverse interests in the visual image, poetry, autobiography, linguistics, cultural and intellectual history.

**Dr Ruth Cruickshank** (BA Leeds, MSt, DPhil Oxford) is a specialist in post-war fiction, film and thought, with particular interests in consumption, globalization and neo-imperialism. She is completing a monograph, ‘Leftovers: Eating, Drinking and Rethinking French Post-war French Fiction’ and her current work explores the critical potential of food and drink across geographies, periods and genres, identifying how representations of eating and drinking can simultaneously reveal the workings of ideology, carry traces of meanings and of trauma and destabilize conventional aesthetic boundaries. Ruth is author of *Fin de millénaire French Fiction: The Aesthetics of Crisis* (Oxford University Press, 2009) and of articles on fiction (including Beauvoir, Duras, Emaux, Houellebecq and Redonnet); film (symbolic violence and global market economics in recent filmic images of Paris, the cinema of the *Trente glorieuses*, Chomet, Denis, Moullet and Varda); and critical theory (structuralism; poststructuralism; and theories of food culture). She supervises PhD and Masters students of French and of Comparative Literature and Culture working on post-war and contemporary literary and visual culture, as well as on food culture.


**Dr Joseph Harris** (BA, MPhil, PhD Cambridge) is a specialist in early-modern French literature, especially seventeenth- and eighteenth-century drama. His research interests include gender and sexuality, comedy and laughter, psychology, audience response, and death. He is the author of *Inventing the Spectator: Subjectivity and the Theatrical Experience in Early Modern France* (Oxford University Press, 2014) and *Hidden Agendas: Cross-Dressing in Seventeenth-Century France* (Gunther Narr, 2005), and editor of *Identification Before Freud: French Perspectives* (2008), and he wrote the introduction to *Four French Plays* (Penguin Classics, 2013). He is currently co-editing a volume on fame and posterity in early modern France, and writing a monograph on death and murder in Corneille.

**Professor Ruth Harvey** (BA, PhD London) is a specialist in medieval French and Occitan literature. She is the author of *The Troubadour Marcabru and Love*, a major critical edition of Marcabru’s works, and articles on medieval Occitan literature and society. Her most recent book publication is a major collaborative edition of over 150 troubadour dialogue-songs, *The Troubadour Tensos and Partimens* (Cambridge 2010), and her next project is a study of courtly culture and society.

**Dr Ruth Hemus** (BA Bath, MSc and PhD, Edinburgh), is a specialist in European modernist and avant-garde movements, spanning literature, performance and visual arts, and with a particular focus on women and gender. Her first book, *Dada's Women*, was published by Yale University Press in 2009. In 2010 it was shortlisted and commended for the R.H.
Gapper Book Prize. Prior to her appointment as a lecturer, she completed a two-year Leverhulme Early Career Fellowship within the School. Her current project, entitled Writing, gender and identity in the avant-garde, is based on a case study of the poet Céline Amauld.

**Professor Eric Robertson** (MA, PhD Aberdeen) is a specialist in modern French and European literature and visual arts, with a particular focus on the literary and artistic avant-garde movements of the twentieth century: he has also worked extensively on literary bilingualism. He is the author of Arp: Painter, Poet, Sculptor (Yale, 2006, winner of the 2007 R. H. Gapper Book Prize), Writing Between the Lines: René Schickele, ‘Citoyen français, deutscher Dichter’, 1880-1940 (1995), and Blaue Cendrars and the Visual Avant-Gardes (forthcoming). He is the co-editor of Yvan Goll - Claire Goll: Texts and Contexts (1997), Robert Desnos: Surrealism in the Twenty-First Century (2006), Dada and Beyond Vol 1: Dada Discourses (2011) and Dada and Beyond Vol 2: Dada and its Legacies (2012). Current book projects include a study of avant-garde art and virtual technologies; he is also collaborating with The Hepworth Wakefield on an international art exhibition devoted to Hans / Jean Arp, scheduled to take place in 2015-2016.

**Dr Emily Salines** (Lic ès Lettres, Nice, PhD Royal Holloway) specialises in language teaching. Her research interests include translation theory and history, comparative literature and contemporary crime fiction. She is the author of articles and a book on Baudelaire as translator (Alchemy and Amalgam; Translation in the Works of Charles Baudelaire; Rodopi  2004).

**Dr Hannah Thompson** (BA, MPhil, PhD Cambridge) is a specialist in nineteenth-century French fiction, Disability Studies and Representations of Paris. She has published on Zola, George Sand, Rachilde, Hugo, Mirbeau, Barbey d’Aurevilly, Flaubert and Maupassant. She is the author of Taboo: Corporeal Secrets in Nineteenth-Century France (Oxford: Legenda, 2013) and Naturalism Redressed: Identity and Clothing in the Novels of Emile Zola (Oxford: Legenda, 2004), co-editor of Corporeal practices: (Re)figuring the Body in French Studies (2000) and editor of New Approaches to Zola (2003). She is particularly interested in nineteenth-century representations of the body and the ways in which modern theories of the body such as gender theory and monster theory intersect with Realism and Naturalism. Recently she has become increasingly engaged in the relationship between Disability Studies and French Culture and is currently writing her third book Visions of Blindness in French Fiction 1789-2014. She also writes the popular Blind Spot blog: [http://hannah-thompson.blogspot.com/](http://hannah-thompson.blogspot.com/)

**GERMAN**

In the nationally conducted 2008 Research Assessment Exercise, German at Royal Holloway was rated in the top five in the UK for its cutting-edge research.

**Dr Jon Hughes** (BA, MSt Oxford, PhD Swansea) is a specialist in modern and contemporary German literature and journalism, and in particular the interwar period (1918-1939), exile studies and the work of Joseph Roth. He has worked in the field of German European Film and teaches options in this field at u/g and p/g level. His book on Joseph Roth was published by the prestigious MHRA dissertations series in 2006, and he was lead editor of Austria and the Alps (Special Issue of Austrian Studies, 2010). Current research interests also include sport and German culture.

**Dr Emily Jeremiah** (BA Oxford, MA London, PhD Swansea) Dr Jeremiah is a specialist in contemporary German-language literature and culture. Her research interests include gender, mothering, ethics, translation and transnationalism. She is the author of two monographs: Troubling Maternity: Mothering, Agency and Ethics in Women’s Writing in German of the 1970s and 1980s (Maney/MHRA, 2003) and Nomadic Ethics in Contemporary Women’s in German: Strange Subjects (Camden House, 2012). With Frauke Matthes she is co-editor of Ethical Approaches in Contemporary German-Language Literature and Culture (Edinburgh German Yearbook 7, 2013). Dr Jeremiah is also a prize-winning translator of Finnish poetry and fiction.

**Dr Anja Peters** (MA Frankfurt, PhD Southampton) works especially in the field of 19th-century German literature, culture and intellectual history, including 19th-century gender construction and its origins in contemporary cultural, philosophical and political discourses. She has research interests, too, in the history of science in the Goethezeit. A book on Annette von Droste-Hülshoff’s Verserzählungen was published in 2003.

**Professor W. Daniel Wilson** (MA, PhD Cornell) taught at the University of California at Berkeley. Among other distinctions, he was elected vice-president of the Goethe Society of North America (scheduled to succeed as president in 2007), a position he resigned upon accepting his current position at Royal Holloway in 2006. His research interests are in the literature, culture, and history of the eighteenth and early nineteenth centuries, focusing on political and social discourses. Since 1991 his books on the political matrix of Classical Weimar, notably Unterirdische Gänge: Goethe, Freimaurerei und Politik (Göttingen, 1999) and Das Goethe-Tabu: Protest und Menschenrechte im klassischen Weimar (Munich, 1999), have attracted widespread attention and controversy in Germany and elsewhere. In 2012 Professor Wilson published the first major study of Goethe’s attitudes toward ‘homosexuality’: Goethe Männer Knaben (Insel Verlag). Professor Wilson teaches/supervises only at postgraduate level.

**HISPANIC STUDIES**

In the nationally conducted 2008 Research Assessment Exercise, Hispanic Studies at Royal Holloway achieved the highest score in the country for its 4*, research publications, described in the report as ‘world-leading’.

**Dr Miriam Haddu** (BA, PhD Birmingham): Mexican Visual Culture including Mexican fiction
and documentary filmmaking, Mexican photography, installation, plastic/digital arts, performance and necro-aesthetic arts. She has published articles on Mexican photography, photojournalism and film. In 2004 she curated the first solo exhibition of Mexican photojournalist Araceli Herrera’s work in London, held at the Southbank’s Oxo Tower Gallery. The show was entitled Araceli Herrera: Mexico Through the Lens. She is the author of Contemporary Mexican Cinema: History, Space and Identity, and co-editor of Visual Synergies: Fiction and Documentary Filmmaking in Latin America. She is working on a monograph entitled Mexican Cinema: a Decade of Fiction and Documentary Filmmaking (2000-2010) and on a co-edited volume entitled Specular Ghosts: Trauma and Memory in Mexican Visual Culture. Other areas of interest include border studies in relation to the US-Mexico border and its cultural manifestations, postmodern geographies in film, and studies of conflict and violence in Mexican film and photography.

Professor Abigail Lee Six (MA, PhD Cambridge): Peninsular Spanish prose fiction from 1850 to the present day. Professor Lee Six's theoretical interests include the Spanish Gothic and gender studies. Her most recent monographs are The Gothic Fiction of Adelaida Garcia Morales: Haunting Words (Woodbridge: Tamesis/Boytell and Brewer, 2006) and Gothic Terrors; Incarceration, Duplication and Bloodlust in Spanish Narrative (Cranbury, NJ: Bucknell UP, 2010). She is an active member of London University’s Institute for Modern Languages Research and sits on the steering group of its Centre for the Study of the Contemporary Women’s Writing.

Dr James Clifford Kent (BA, MRes, PhD Royal Holloway) Cuban Visual Cultures, in particular film and photography with a focus on the city of Havana. He is currently working on his first monograph entitled Constructing the City: Spatializing the Real and Imagined Havana in Visual Culture. Dr Kent is also a practising photographer who has exhibited his work in the UK and Cuba. His other areas of interest include documentary filmmaking, photojournalism, street photography and Latin America.

Dr Arantza Mayo (BA (Kent), MSt (Oxon), MLitt (Oxon), MA (Cantab), PhD (London) specialises in Early Modern literature and culture, particularly religious poetry and the relationship between literature and the visual arts in Spain and colonial America. Her work on La Lírica Sacra de Lope de Vega y José de Valdivielso (Iberoamericana Vervuert, 2007) has been awarded the Real Academia Española’s ‘Conde de Cartagena’ prize. She also has an interest in Bolivian literature and culture, in particular 20th-century poetry and the social contexts of its production, and is preparing a monograph on the works of Pedro Shimose. Publications include essays on Spanish Golden Age, colonial and 20th-century Latin American poetry, the prose works of Teresa of Avila, representations of sanctity, book ownership in 17th-century Spain and the translation and reception of Cervantes's work in Britain. Her current research interests are representations of the Passion in early modern Spain and America as well as the works of Teresa of Avila.

Dr Sarah Wright (BA Strath, PhD Cambridge, Dip Trans IoL): Twentieth-century Spanish culture, theatre and film. Theoretical interests include psychoanalysis, film theory and gender studies. Dr Wright is author of an interdisciplinary study focused on the legendary Spanish seducer, Don Juan, and recently published The Child in Spanish Cinema (Manchester: MUP, 2013).

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Dr Daniela Cerimonia (BA John Cabot; MA King’s College London; PhD Royal Holloway, University of London) specialises in nineteenth- and twentieth-century Italian and comparative literature, with a focus on reception and translation studies, issues of canon formation and readership, Anglo-Italian relationships, and notions of identity. She is the author of Leopardi and Shelley: Discovery, Translation and Reception (Oxford: Legenda, 2015), and has also written on Leopardi and his modern translators, Shelley and Dante, and the representations of Italy in Romantic Europe.

Dr Fabrizio De Donno (BA, MA London, PhD Cambridge): co-editor of Colonial and Postcolonial Italy, special issue of Interventions: International Journal of Postcolonial Studies, 8(3) 2006, and of the volume of essays Beyond Catholicism: Heresy, Mysticism and Apocalypse in Italian Culture (Palgrave, 2014). He is also the author of articles on ideas of race in colonial and fascist Italy, on the interplay between orientalism and classicism in British and Italian colonial cultures, on Mazzini’s impact on Gandhi’s anti-colonial thought, and on Wu Ming’s literary activism and the transnational historical novel. He is currently completing a book on Italian Orientalism.


Dr Stefano Jossa specializes in early modern Italian literature and the contribution of literary discourse to the construction of national identity in Italy. He has published extensively in both fields. His book Ariosto (Bologna: il Mulino, 2009) stands as a reference-point for Ariosto studies. He is also the author of L’Italia letteraria (Bologna: il Mulino, 2006), a broad exploration of the contribution of Italian literature to the Italian national identity, which had a significant impact on Italian public discourse and political debate, and Un paese senza eroi. L’Italia da Jacopo Ortis a Montalbano (Roma-Bari: Laterza, 2013), a historical reconstruction of the cultural contribution of literary characters to national iconography. He has co-authored and co-edited (with Yolanda Plumley and Giuliano Di Bacco) the volume Citation, Intertextuality and Memory in the Middle Ages and the Renaissance (Exeter: Exeter University Press, 2011), two special issues on European Petrarchism of the journal Italique, volumes 14 and 15 (Geneva: Droz, 2011 and 2012), and (with Claudia Boscolo) a volume on contemporary Italian literary engagement (Scritture di Resistenza. Sguardi politici dalla narrativa italiana contemporanea. Rome: Carocci, 2014). He supervises PhD and Masters students on early modern Italian literature, the process of nation-building in Italy and the tradition of classical literature in modern age.

Prof Giuliana Pieri (Dott.Lett. Pavia, MA Kent, DPhil Oxford) is a specialist in Italian visual culture and 19th and 20th century Italian literature and culture. She is author of The Influence of Pre-Raphaelitism on fin-de-siècle Italy: Art, Beauty and Culture (Oxford: Maney, 2007) and author-editor of Italian Crime Fiction (Cardiff: University of Wales Press, 2012) and The Cult of the Duce. Mussolini and the Italians ((Manchester: Manchester University Press, 2013) with S. Gundle and C. Duggan. She has a particular interest in
Italian modernism and the visual culture of Fascism: she co-curated and exhibition in London in 2010, Against Mussolini: Art and the Fall of the Regime, and has written several articles and book chapters on fascist iconography and Italian art under fascism. She is also author of several articles on the interrelationship between art and literature in the 19th and 20th century, Anglo-Italian cultural and artistic relations, and Italian crime fiction. She was co-investigator on the AHRC funded project The Cult of the Duce: Mussolini and the Italians 1918-2010 (2006-10) and the HARC research network Interdisciplinary Italy 1900-2015: Art, Music, Text (2012-14): http://interdisciplinaryitaly.com/.

Comparative Literature and Culture

Dr Danielle Sands (BA Durham, MSc Edinburgh, PhD London) is a specialist in critical theory, continental philosophy, and contemporary literature. Her research interests are interdisciplinary and include philosophy of religion, literary and philosophical representations of animals and the natural world, and the relationship between philosophy and literature. She has published widely in these areas and is currently working on two book-length projects: The Animal Alibi: Cross-Species Relations between Philosophy and Literature, and Writing Religion and Politics after Derrida. She is Fellow at the Forum for European Philosophy, LSE, where she organises ten events annually.

2 Communication

Members of staff will need to be able to contact you to inform you about changes to teaching arrangements, special preparations you may have to make for a class or meetings you might be required to attend. You will also need to contact members of the Department when, for example, you are unable to attend a class because of sickness, or wish to arrange a meeting with a tutor or your Personal Adviser.

Make a habit of checking the student pigeonholes opposite IN149.

2.1 Email

Royal Holloway provides an email address for all students free of charge and stores the address in a Royal Holloway 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 Office 365 http://mail.live.rhul.ac.uk 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.

We normally use e-mail to contact you, so please be sure to check your College inbox at least once a day. The School will use ONLY your college e-mail address, so this is the address you must check regularly. It is possible that a member of staff will reply to a
message from you using the address you have sent your original message from (Yahoo or Hotmail, for example). However, they will not use this address when initiating contact with you. Failing to check your RHUL e-mail inbox will not be accepted as a valid reason for not receiving a message. It will be assumed that any e-mails sent to you will have been received by you within 48 hours, excluding Saturdays and Sundays.

REMEMBER! Check your College e-mail regularly — at least once a day!

The College provides a large number of computer terminals for student use 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. It is your responsibility to make sure your College e-mail account is kept in working order. If you have any problems contact the IT help desk.

http://itservicedesk.rhul.ac.uk/

The School 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 e-mail 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 The School is delivered to the student pigeonholes (alphabetical by surname) outside the administrative office (IN149) on the first floor of the International Building. 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 (Campus Connect) https://campus-connect.rhul.ac.uk/cp/home/displaylogin. There
are occasions when the School needs to contact you urgently by telephone or send you a letter by post.

The School 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.

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2.4 Notice boards

There are official student noticeboards throughout the School. Each subject area has its own noticeboards located along the corridors. You will find lists of Personal Advisors on noticeboard.

Opposite IN123, you will also find a noticeboard devoted to careers information and the Proceedings of Student/Staff Committee. The minutes of this committee are posted here after each meeting.

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 your College email address will normally be used.

It is your responsibility to check the times and venues of all class meetings and of any requirements (eg. essay deadlines on Moodle) relating to your courses, so be sure to check the noticeboards regularly and, if in doubt, please ask or check online!

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2.5 Personal Advisors

To provide a framework for support, we have a system of Personal Advisors. Every student in the School is assigned to a member of the teaching staff who will act as his / her Personal Advisor. The latter’s role is to give you advice and support throughout your undergraduate career, and to have an overview of your progress and achievements.

Your Personal Advisor will normally arrange to meet with you very early on, and will normally arrange further meetings with you at stages throughout your course to review your academic performance and discuss any academic or personal matters. However, it is also your responsibility to seek help or advice from him or her, if you feel you need it. You should regard this person as your first port of call, although it may be that on occasion he or she will direct you to another colleague, or to some other source of guidance or advice, such as the Academic co-ordinator, the YA co-ordinator, the Director of your subject area, the Head of School, the Registry, the Health Centre, the Head of Student Services, the Student Counselling Service, or the Chaplains.

Lists of Personal Advisors are displayed on the notice board outside IN149. Your Personal Advisor may not remain the same throughout all four years of your degree programme and you may be assigned a temporary Advisor when your assigned Advisor is on research leave.
A high degree of confidentiality is normally assured if you disclose personal matters to your Personal Advisor. However, students reporting any special needs or disabilities to their Personal Advisor or any other member of staff should be aware that staff have a duty deriving from current legislation to communicate those needs to the College’s Disability and Dyslexia Services Office (DDS) unless informed in writing that the student wishes them not to do so. Where Disability and Dyslexia Services Office (DDS) is informed about a student’s special needs, either by the student or by a member of staff, the matter will naturally be treated with the greatest possible degree of confidentiality thereafter.

Should you wish to change your Personal Advisor, you may do so and it is School policy that no questions will be asked. Your Personal Advisor is normally the right person to approach if you need an academic or a character reference, but as a matter of courtesy you should always ask permission before giving his or her name as a referee.

You are assigned to Personal Advisors irrespective of whether or not they teach you. Sometimes it may actually help if they don’t, simply because you can together discuss your progress with greater detachment. Personal Advisors should not be seen as someone to whom you go only if you have problems. They provide a focus, a first door to knock on, whether to deal with an administrative procedure or to have a general chat, to give you the opportunity to reflect on how things are going, or to put you in contact with more specialized parts of the College guidance and support structures.

Personal Advisors have regular ‘office hours’ posted outside their doors, i.e. times (normally twice each week during term) when they are available to see their students without prior appointment. Alternatively, you can make an individual appointment at a mutually convenient time; you can do this directly or through the General Office. Information about how to get in touch with your Personal Advisor will be given to you when you first meet them as well as being posted on notice boards. Usually the quickest and most reliable method of getting a message to your Advisor will be by e-mail.

As a matter of courtesy, you should respond to a member of the academic or administrative staff as soon as possible after they ask to see you.

The duties of your Personal Advisor include:

- advising you about course-options
- reviewing your academic progress
- acting as referee in your applications for career and vacation jobs and for applications for grants or for further study.

More generally, it is the duty of your Personal Advisor to represent your interests, within the College and outside it. If you are ill and miss a class, or you feel your illness has hindered your preparation for assessed course-work or examinations, it is essential that your Personal Advisor be made aware of this and that medical certification (self-certification for illnesses of less than 7 days’ duration, or certification from your GP or the College Health Centre) be obtained in advance of formal assessment procedures. If we don’t know about your illness, we can’t take it into account, and unauthorized absences from class can lead to a College Formal Warning, which remains on your student record throughout your university career and which, in certain cases, can ultimately lead to de-registration from College.

In addition to her/his formal duties, the following are some of the things on which your Advisor can also offer advice:
• College matters such as examinations, rules and regulations, and codes of practice
• problems with your learning
• your career plans
• personal matters if you so wish, including financial matters
• how the Student Support Services might be able to help

The School's Personal Advisor system is intended to be used constructively. It has been put in place for you to use as a resource, so you are strongly advised to take advantage of it.

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2.6 Questionnaires

We are always eager to hear your views on our teaching. You are of course free at any time to express your views, whether to the relevant teacher, or to your Personal Advisor, or to the Head of School. If immediate action is required, we will do what we can. In any case, be assured that your views and suggestions are valued and will be taken into account as we continue to monitor and develop our courses and procedures.

In addition, we have a formalized system for eliciting your views each year, by means of a Student Questionnaire Survey.

NATIONAL STUDENT SURVEY

http://www.thestudentsurvey.com/

Each year, our finalists are also invited by College to take part in the National Student Survey. This is a crucially important exercise, providing us as it does with the views of our most seasoned students, the majority of whom have by that stage been members of the School for four years. The results, which are used in the compilation of national league tables for each subject, are taken very seriously and, we are delighted to report, have typically been resoundingly positive. Once again, though, if any action is required to enhance what we are able to offer, we endeavour to ensure that, wherever possible, it is taken quickly and effectively.

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2.7 Space

<p>| ARTS-F001 | Arts Building First Floor Room F1 |
| ARTS-F003 | Arts Building First Floor Room F3 |
| ARTS-F013 | Arts Building First Floor Room F13 |
| ARTS-F015 | Arts Building First Floor Room F15 |
| ARTS-F016 | Arts Building First Floor Room F16 |
| ARTS-F028 | Arts Building First Floor Room F28 |
| ARTS-G003 | Arts Building Ground Floor Room G3A |
| ARTS-G024 | Arts Building Ground Floor Room G24 |
| ARTS-LT1  | Arts Building Lecture Theatre 1  |
| ARTS-LT2  | Arts Building Lecture Theatre 2  |
| ARTS-LT3  | Arts Building Lecture Theatre 3  |
| ARTS-S001 | Arts Building Second Floor Room S1 |
| ARTS-S008 | Arts Building Second Floor Room S8 |
| ARTS-S014 | Arts Building Second Floor Room S14 |
| ARTS-S016 | Arts Building Second Floor Room S16 |
| ARTS-S021 | Arts Building Second Floor Room S21 |
| ARTS-S022 | Arts Building Second Floor Room S22 |
| BOILER-0-07 | Boilerhouse Tank Room Seminar Room 0-07 |
| BOILER-AUD | Boilerhouse Auditorium |
| BOILER-DS1 | Boilerhouse Digital Studio |
| BOILER-DS3 | Boilerhouse Dance Studio |
| BOILER-TH | Boilerhouse Theatre |
| BOURNE-5-11A | Bourne Building Room 5-11a |
| BOURNE-6-01 | Bourne Building Room 6-01 |
| BOURNE-6-02 | Bourne Building Room 6-02 |
| BOURNE-6-03 | Bourne Building Room 6-03 |
| BOURNE-LAB2-02 | Bourne Building Laboratory 2-02 |
| BOURNE-LAB2-03 | Bourne Building Laboratory 2-03 |
| BOURNE-LAB2-03 A | Bourne Building Laboratory 2-03 A |
| BOURNE-LAB2-04 | Bourne Building Laboratory 2-04 |
| BOURNE-LAB3-03 | Bourne Building Laboratory 3-03 |
| BOURNE-LT1 | Bourne Building Lecture Theatre 1 |
| BOURNE-LT2 | Bourne Building Lecture Theatre 2 |
| BOURNEAX-280 | Bourne Annexe Room 280 |
| BOURNEAX-290 | Bourne Annexe Room 290 |
| BOURNEAX-295 | Bourne Annexe Tutorial Room 295 |
| BOURNEAX-PC LAB 283 | Bourne Annexe Computer Room 283 |
| CARYL-TH | Caryl Churchill Theatre |
| CCT1-16 | Caryl Churchill Rehearsal Studio 1 |
| CCT1-17 | Caryl Churchill Rehearsal Studio 2 |
| CHAPEL | The Chapel Founders |
| COMPC-PC LAB 4 | Computer Centre PC Laboratory 4 |
| COMPC-PC LAB 5 | Computer Centre PC Laboratory 5 |
| COMPC-PC LAB 7 | Computer Centre PC Laboratory 7 |
| COTTAGE | The Cottage |
| FOUNDERS-E139 | Founders East Room 139 |
| FOUNDERS-E264 | Founders East Room 264 |
| FOUNDERS-LT | Founders Lecture Theatre |
| FOUNDERS-NT302 | Founders North Tower Room 302 |
| FOUNDERS-NT305 | Founders North Tower Room 305 (Music Tech Studio) |
| FOUNDERS-W028 | Founders West Room 28 |
| FOUNDERS-W030 | Founders West Room 30 |
| FOUNDERS-W032 | Founders West Room 32 |
| FOUNDERS-W101 | Founders West Room 101 |
| FOUNDERS-W105 | Founders West Room 105 |
| FOUNDERS-W127 | Founders West Room 127 |</p>
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3 Teaching

3.1 Dates of terms for 2016-17

**Autumn Term**
Monday 19 September – Friday 9 December 2016 (Reading week 31 Oct– 4 November)

**Spring Term**
Monday 9 January – Thursday 24 March 2017 (Reading week 13–17 February)

**Summer Term**
Tuesday 24 April – Friday 9 June 2017 (No reading week)

**Summer Graduation Ceremonies**
10–14 July 2017

**IMPORTANT!** The first week of the Autumn Term is dedicated to induction. During this ‘welcome’ week, unless already preregistered, all students must see their Personal Advisor to ensure they are correctly registered with College for a total of **FOUR** course
units (Some courses are whole units, others are half units, but the total must amount to four each year).

Teaching begins on Monday 26 September 2016.

The Summer Term is given over almost entirely to examinations. First-, Second- and Final-year students: you should initiate your own revision and preparation for the examinations sometime during the second half of the Spring Term, and it should be virtually completed by the time you return to College after the Easter Vacation. Your teachers and your Personal Advisor will, however, be available during the Summer Term, for consultation on matters arising from your revision, and any other personal or academic matters.

Term dates can be found on the College website http://www.rhul.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/ Practical’s etc., you are expected to keep your department informed and fill in a Notification of Absence Form (see 3.3 attendance requirements). During the summer term, after the summer examination period, 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 Reading weeks

There are two reading weeks, one in the middle of each main teaching term: 31 Oct – 4 November 2016 and 13–17 February 2017.

During Reading Weeks, classes are only scheduled by the School when specifically arranged by individual teachers, usually in order to make up for any classes lost through teacher sickness, etc. Please note that classes may be continuing in your other subjects in other Departments and Schools. This point should be noted by students taking joint degrees as well as those on the Liberal Arts programme. The main purpose of the Reading Weeks is to give you additional time to work on essays and other assignments, and to prepare for the second half of each of the terms by reading the necessary texts. PLEASE NOTE that you may not leave the College during Reading Week without special permission, which will not usually be given unless there serious extenuating circumstances.

During Reading Weeks, all students are required to be available for:

• appointments with their Personal Advisor to review progress;
• the return of written work and related additional specialist advice, whether individual or collective, organized by course tutors for those who either want it or need it (whose cover-sheet on returned work will indicate this);
• extra tutorials or rearranged classes organized by course tutors;
• appointments with their Personal Advisor or YA Officers to discuss the Year Abroad.

Above all, however, Reading Weeks are to be considered an important opportunity for sustained work and reflection largely uninterrupted by normal commitments. Such private study should allow you both to assimilate parts of courses already completed and to get ahead for those which follow on from them.
3.3 Attendance classes and engaging with your studies

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 School of Modern Languages has set a minimum attendance level and therefore a minimum 80% attendance level has been set. 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 3.3.6). 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 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. The Students’ Union also operate an Advice and Support Centre, details on which can be found here.

3.3.1 Your responsibilities in relation to attendance

Your responsibilities around attendance and engagement include:

- attending all classes necessary for the pursuit of your studies (including lectures, seminars, practicals 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.

3.3.2 Schools' responsibilities for monitoring attendance

The School of Modern Languages will monitor your attendance, academic engagement and progress in order to offer you appropriate academic and pastoral support and to identify where support from outside the School may be necessary. It is 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:

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

3.3.3 College's 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 places on it by UK Visas and Immigration (UKVI) – see 3.3.7 below.
3.3.4 Missing classes

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

https://www.royalholloway.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx

**Figure 1 - 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:

a. that you advise the departments(s) by e-mailing your tutor as soon as you know you are going to be absent from class.
b. that you complete the Notification of Absence Form, copies of which are also available from the Health Centre.
c. 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. **You should send the completed Notification of Absence Form by e-mail to the School Manager Catherine Thorin (c.thorin@rhul.ac.uk), copied to your Personal Advisor and course tutor.** Any additional medical certification should be handed in to C Thorin in IN153.
d. 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 should you be absent for any reason.

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<thead>
<tr>
<th>Reason for absence</th>
<th>Documentation required</th>
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<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>
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<tr>
<td>Unrelated to sickness</td>
<td>Notification of Absence Form plus supporting evidence</td>
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<tr>
<td>Leave of absence request</td>
<td>Notification of Absence Form plus any departmental requirement must be met</td>
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</tbody>
</table>

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 will monitor 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 departments 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 will count against your minimum attendance level.

### 3.3.5 Missing an examination

In the event that you are unable to attend an exam (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 e-mail at student-administration@rhul.ac.uk before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email outlining the reasons for the non-attendance.

This notification will 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 website https://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/extenuatingcircumstances.aspx.
In the event that you do not complete the Extenuating Circumstances form, your department will be unable to consider the reasons for your non-attendance at your departmental Sub-Board of Examiners.

3.3.6 **Consequences of failing to attend**

As indicated in 3.3.2 above the School may contact you if there are concerns about your attendance.

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 feel is affecting or is likely to affect your work;
- you display a pattern of absence that the department feel is a cause for **concern over your wellbeing or may point to a disability which you may not have disclosed**.

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/academicsupport/formalwarnings/formalwarnings.aspx](http://www.royalholloway.ac.uk/ecampus/academicsupport/formalwarnings/formalwarnings.aspx) and in the relevant [regulations](http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx).

In situations where you are experiencing documented severe difficulties the Department and College will make 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 will be necessary to implement disciplinary procedures as detailed above.

3.3.7 **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).
3.4 The timetable

Timetables for courses taught within the School are posted on the timetable notice boards located outside the School administrative offices on the first floor of the International Building between rooms 122 and 123 and on the School’s website at http://www.rhul.ac.uk/mlc/informationforcurrentstudents/home.aspx

In addition, the timetable will be sent to students by e-mail at the start of term. The details of language groups, tutorials etc will be posted on the year notice boards.

The timetable contains certain information which is expressed in an abbreviated form. The following explanations should help you to decode the timetable.

Course Codes

All courses are identified by a code. They consist of two letters followed by 4 digits. Letter prefixes are as follows: FR = French; GM = German; SN = Hispanic Studies; IT = Italian; ML = Comparative Literature; LA = Liberal Arts. The courses in each subject area are identified by a colour code: French is blue; German is red; Hispanic Studies is orange; Italian is green; CLC is black; Liberal Arts is purple. The numbers in the course code relate to the year of study, so that a course that begins FR1*** / GM1*** / SN1*** / IT1*** / ML1***/LA*** is a first-year course, FR2*** / GM2*** / SN2*** / IT2*** / ML2***/LA*** a second-year course and FR3*** / GM3*** / SN3*** / IT3*** / ML3***/LA*** a final-year course. The four digits following this group identify a particular course within the year of study (e.g. FR3106).

Your course tutor will provide you with a schedule of teaching for the course you are taking. The year notice boards and the timetable board will tell you at the start of each term on which day teaching begins.

PLEASE NOTE! It is essential that you keep checking the timetable for late changes to class times or venues, even after term has begun.

Staff Initials

The initials indicated beside a given class on the timetable refer to the member(s) of staff responsible for teaching that class or option. You should refer to the full staff list for the full names of staff matching the initials and for the office number of each member of staff (see pp. 8-10). Two or more sets of initials (e.g. AP / AW) indicate that the course is taught by more than one tutor. Four sets of initials (e.g. RH / DS / JW / ER) indicate that there is a different tutor for each block.

Location of Teaching Rooms

The final entry on each line of the timetable refers to the location of any class, seminar or lecture (see 2.7). Again, these often appear in abbreviated form. The rooms have a letter prefix which refers to the name of the building, and sometimes to the floor number, in or on which they are located. The suffix refers to the specific room in that building and, sometimes to both the floor and the room.

Timetabling Problems
Students taking joint degrees with another Department or School as well as Liberal Arts students will need to consult the appropriate timetable(s) for their other subject areas.

When you have put together your individual timetable, you may find that you have a conflicting class at the same time within the SMLLC or in another Department or School within the College.

Every effort is made in drawing up the Modern Languages Timetable to avoid such conflicts, but because of the very wide range of degree programmes and the number of different options within these, it is inevitable that a few such conflicts will arise. If you find yourself in this situation, you should consult your Personal Tutor and / or the Administrative staff. When trying to resolve timetable clashes, please note the following principles:

**Timetable Surgery**

There will be a timetable surgery on Mondays/Tuesdays/Wednesdays in the first 2 weeks of term from 10 to 11 in IN152 for any timetable problems or clashes. Please see Cathy Thorin, c.thorin@rhul.ac.uk

- If there is a timetable conflict between a lecture and a small group meeting (a language class, seminar, tutorial or workshop), then the former takes precedence. It is very rare for lectures to be repeated at a different time, but often there is more than one group meeting or seminar and it is usually straightforward to change your group for such a meeting.
- If the conflict is between two such small group meetings (language classes, seminars, tutorials or workshops), then you should immediately discuss with the course tutors concerned how best to resolve the issue. The course tutors will then inform the Academic co-ordinator and the Administrative office.
- If you have two lectures at the same time, or if you are unable to resolve the conflict, you should see your Personal Advisor immediately.
- IMPORTANT NOTE! **It is not possible to change group unless you have a timetable clash that cannot be resolved** (i.e. other reasons for wishing to change, whether because of commitments to extra-curricular activities or other social or financial considerations, will not be accepted). All changes must be discussed with the Language teaching co-ordinator (for language units) or the course convenors for other course options.

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### 3.5 Lectures, seminars, classes

It may be helpful to define broadly what these terms mean, since they are sometimes used differently elsewhere. In the School of Modern Languages, Literatures and Cultures:

**Lectures** are teaching sessions when the course tutor does most of the talking; they are usually fairly formal occasions, may be ‘scripted’ to some extent, and whilst students will often be invited to interrupt to ask questions the structure is carefully planned by the lecturer in advance. Lectures are often used to convey a large quantity of key information that will form the basis of discussion in future sessions. They may be delivered to large groups of students (several dozen in the SMLLC, over a hundred in other Schools).
Seminars are teaching sessions with medium-sized groups in which direct tutor/student input is more evenly balanced than in a lecture. They are essentially structured discussions with a group of people, and whilst the teaching is always carefully prepared, a seminar may shift and take shape in accordance with the student input. Students will often lead seminars, especially in the final year. In an ideal seminar, everyone will participate, feel free to add information, ask questions, begin debate, take issue with lecturers' and students' point of view. All discussion will be polite and respectful, but debate is welcomed.

Classes or workshops may be of similar sizes to seminars but will be based on a specific set of exercises or tasks, usually (in the SMLLC) language-related. There is a narrower focus than in a seminar. Discussion is always welcome but it will usually be necessary for the course tutor to steer and manage a class or workshop rather more closely than a seminar in order to achieve the specific tasks at hand. A workshop will characteristically not be wholly teacher-led: a task will be set and small groups within the main group will work on aspects of it before coming together to share conclusions and experience.

3.6 Learning and studying

The structure of your university education is provided by formal teaching (lectures and seminars), but you, the student, have to read, prepare, present and discuss your work. The staff provide you with key guidelines, advice and information, but you need to do the research and the reading and the thinking. A lecture will never give you all the answers to the examination questions, and the last thing a lecturer wants to read is a regurgitation of his/her own lecture notes. You need to learn to be critically self-aware of the quality of your own work. You will be given advice and support in all your courses but remember, your learning experience in Modern Languages requires your commitment and hard work.

One of the biggest differences between school and university is the control you have over the learning process. At university your teachers are aiming to help you to teach yourself and obtain the skills to learn for yourself. They will be relying on you to take the initiative, to research subjects for yourself, to anticipate problems, to find ways of solving them, and to work successfully within a structure that is probably much looser than that which existed at school. Deadlines may be several weeks distant and need to be planned for; similarly, texts need to be read some time in advance. The subject itself is divided into sections that are probably much larger than school pupils are accustomed to; the teachers’ monitoring of your work will not be on a daily basis, but rather week-by-week, or in many aspects even term-by-term. All this gives you, as a learner, greater freedom, but because the supervision will not be so immediate, you have to be very careful that work does not pile up and that things are not left undone along the way.

We are often asked how much time students should spend on their studies. The best guide is for you to regard your studies in term-time (class work and private study) as a normal full-time job (40 hours weekly), with a very substantial amount of work needed also in vacations as preparation for the following term (for example, the reading of texts). In term, you should spend at least 4 solid hours of work per week on each half-unit, and 8 hours per week on each full-unit. There will of course be times when you find yourself concentrating temporarily on one course rather than another because a deadline for an assignment is close. But look carefully at the deadlines, keep a diary of your commitments, and develop the self-discipline that enables you to plan ahead.

Naturally, people work at different speeds. Whatever your speed and efficiency, the
chances are that you can improve them. Train yourself to be a more efficient user of
time, for example by being thoroughly organized, by developing regular work habits, by
resisting distraction, and by ensuring the right balance between work and relaxation. This
self-training is one of a successful graduate’s most valuable assets for the future. In
addition, courses in study skills are offered generally within the College, and details will
be posted on the notice boards when received.

Please see also the School’s Academic Skills Handbook (https://www.royalholloway.ac.uk/mllic/informationforcurrentstudents/handbooks.aspx).

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4 Degree Structure

4.1 Important definitions and course registrations

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 http://www.royalholloway.ac.uk/coursecatalogue/home.aspx or
http://www.royalholloway.ac.uk/studyhere/progspecs/home.aspx

All the undergraduate regulations are available on the College website and it is your
responsibility to familiarize yourself with them. Note especially that ignorance of the
regulations is explicitly excluded from grounds for appealing against results. Below are just a
few key points and definitions: be sure you read the rest
at https://www.royalholloway.ac.uk/ecampus/documents/pdf/regulation
s/undergraduate-regulations-2016-17-v3.pdf

Please note the following in relation to the different types of courses you will take each year
(from the College’s Undergraduate Regulations)

The regulations for individual programmes may place restrictions on the range of courses
available to students on each stage of the programme, such as:

Mandatory courses, which students must take at a specific stage and which are either
designated as

§ (i) non-condonable, that is, which students must pass or be allowed, or from which they
must be granted exemption in order to progress onto the next stage, or to qualify for a
specific field of study;

§ (ii) condonable, that is, which students must take but do not have to pass in order to
progress onto the next stage, or to qualify for a specific field of study. Please note that the
regulations applicable to first- and second-year students will only condone fail marks of at
least 30%; no marks below 30% can be condoned for these students.

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Course registrations

You can only register for four course units in each academic year (this excludes courses which are being resat). While you have the option of changing courses within the first two/three weeks after the start of teaching (excluding Welcome Week) subject to agreement from the School, once you have submitted assessment for the course, you may not replace it with another either in that term or in a subsequent term (e.g. Spring term). 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.

4.2 SMLLC degree programmes: aims and transferable skills

Each subject area in the School of Modern Languages, Literatures and Cultures has developed its own set of generic aims for its degree programmes which can be found under each subject heading in this section of the Handbook. All students in the School naturally develop a range of discipline-specific skills such, for example, as fluency in one or more foreign languages, and/or an in-depth knowledge and appreciation of one or more foreign cultures. However, in addition to these, each and every degree programme delivered in the School is also designed to encourage students to develop a broader range of key transferable skills. These, too, form an essential part of the portfolio of skills that our students take with them into the workplace on graduation, skills highly valued by employers. They include the ability to:

- motivate themselves, manage and improve their own learning and performance, especially in relation to time-management and working under pressure
- work effectively and constructively with others
- identify, analyse and solve problems
- confidently initiate ideas or critically evaluate those of others
- listen effectively and critically
- participate actively in structured and focused discussion and argue a position persuasively, in English or in any other language/s studied
- communicate and present material effectively, using a wide range of appropriate resources, both traditional and those supported by information technology
- relate to their social environment with intellectual integrity, insight, adaptability and creativity
- display an understanding of, and sensitivity to, cultural difference.
- read, understand, analyse and evaluate a wide variety of written materials
- identify, understand and reproduce the essential arguments and structures of a variety of written materials
- write accurately, concisely and effectively in English as well as in any other language/s studied
• analyse, annotate and prepare material (written or audio-visual) with a view to presenting its content orally, in English or in any other language/s studied, and to taking an active part in discussion and development of its subject.

• engage confidently in independent research, in particular through the identification and critical evaluation of appropriate textual materials and on-line resources

4.3 Essential Skills for Students of Modern Languages (Important!)

All students taking a course or courses in the School of Modern Languages must attend the following course:

**Essential Skills for Students of Modern Languages**

Hourly sessions run every week during Term 1 only at the following times:

- **Monday** 3 pm (room WinAud) or
- **Wednesday** 1 pm (room FLT)

You must attend ONE of these sessions each week.

Year 1 Arts and Social Science Faculty Writing Quiz (SS1000)

All YEAR 1 students registered for degree programmes either as a single, joint, or combined honours student within the School of Modern Languages are required to pass the following test in order to be eligible to progress to the second year:

This quiz is zero-weighted but is compulsory for progression to the next year of study. The quiz is delivered through RHUL’s electronic teaching platform, Moodle. It will open early in the autumn term (date to be confirmed) and will run until early in the summer term. You may take the test as often as you wish until you pass – the quiz consists of 30 randomly generated questions. Each time you submit your answers to the quiz you will receive feedback designed to help you improve your written and literacy skills. Please note that by the end of the academic year:

- **You must have achieved a pass mark of 60% or more on this quiz in order to be eligible to progress to your second year of study.** You cannot progress to Level 2 without having passed this quiz, even if you meet the other requirements for progression as stipulated in the College’s Undergraduate Regulations.

If you achieve a mark of 80% or more, you will be awarded a certificate of distinction.

More information on the test, and its role as a teaching tool, can be found on the MOODLE Writing Skills (SS1000) webpage.
4.4 the Year Abroad (YA) - General Information

SECOND YEAR STUDENTS PLEASE NOTE:

Second-year students preparing for their third-year YA are reminded that progression to the YA is conditional on successful completion of the second year. Students required to resit any course unit or half unit in order to attain the requisite number units for progression may not begin their YA until such resits are confirmed by College as having been passed. It should further be noted that a pass in compulsory language units is always a requirement for progression to the next level of study, including the YA.

The YA is a fully integral and essential part of all BA degrees involving French, German, Italian or Hispanic Studies as a principal subject (Single, Major, Joint, European Studies). It is also an integral part of the programme Liberal Arts with a Period of Residence Abroad. Exemption from it is not normally granted as it is an integral part of the BA degree programme. It is therefore absolutely crucial that your third-year YA be spent in a way which prepares you as thoroughly as possible for the final year of your course.

This means, most obviously, speaking as much of the language as you can, by integrating as fully as possible into the environment. This is not always easy, especially in the first month or two, but it does produce dramatic results. Just as important, however, for obtaining a good degree result, is practising your written language. One factor which distinguishes the excellent student is the ability to recognise and use their language skills in the appropriate register according to circumstance, and this applies equally to the written and the spoken language. You would be well advised to read as much and as widely as you can, and to make a note of new words and expressions as you encounter them.

In addition to its considerable benefits to your language skills, the experience of living abroad is of immense value in terms of your broader intellectual or professional as well as personal development. Almost without exception, students consider the YA to be one of the most enjoyable and rewarding times of their lives. And, however hackneyed it may be to say so, it is none the less true that the more you put into it, the more you will get out of it.

The School of Modern Languages is able to offer advice on the different ways in which you may wish to spend your YA (assistant in a school, studying at a university, etc.). We cannot, however, dictate to you where you should choose to go, or what you should do, as these will depend on your interests, character and career aims. For this reason, it is essential that you familiarise yourself as fully as possible with the different possibilities open to you, and that you make a reasoned, informed choice. Places at our Erasmus partner university links, while numerous, are nevertheless limited, both in overall number and in the number of places available at each institution. We cannot, therefore, guarantee that you will necessarily be offered a place at the university of your choice,
though we always do our very best to ensure that this happens. If you are interested in working as a teacher after you graduate, or if financial considerations are important to you, then an Assistantship would offer you useful teaching experience, as well as a regular income during your YA. If, on the other hand, you wish to experience life at a university, or in another work environment, then this may influence your choice. It is important to be aware, however, that your living costs abroad may be significantly higher than in Britain, depending on where you decide to live.

**Year Abroad Waivers**
The YA is a fundamental part of your degree programme. Only in wholly exceptional circumstances will you be granted a waiver. Requests for a waiver should be made in writing to the Head of School. The decision will be taken by the Head of School after consultation with the School’s YA Tutor and the YA coordinator for that language. For further information see the **YA Handbook**.

### 4.5 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 and Singapore, either as an integral part of their degree programme or as 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](https://www.royalholloway.ac.uk/international/studyabroadandexchanges/outgoing/home.aspx).

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### 4.6 Change of Programme

You are only permitted to change 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.

If you wish to change degree programme after the end of your first year then you should consult your Personal Advisor in the first instance, who will be able to advise you on what is possible.

### 5 Facilities
5.1 Libraries

There are 2 libraries on campus:

- **Founder’s Library**, located on the South Side of Founder’s Building, houses most language, literature, film, music and theatre material;
- **Bedford Library**, located up the hill from the Students’ Union next to the History Department, 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 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. For information on available sessions and to book a place, go to:

[http://www.royalholloway.ac.uk/library/helpandsupport/findinginformation.aspx](http://www.royalholloway.ac.uk/library/helpandsupport/findinginformation.aspx)

One of the most important resources for you as a student of Modern Languages are the libraries here at Royal Holloway. The Modern Languages sections are in the Founder’s Library and comprise essentially two large collections which were built up over decades at Bedford College and Royal Holloway College and have been augmented steadily, with regard for the needs of undergraduate students as well as the need to maintain high standards for a scholarly library, in both primary and secondary literature. Historical, media-related, or philosophical secondary material may be in the Bedford Library. Make a point of browsing in the Library, locating also the large collection of periodicals, all of which are in the basement of Founder’s West. Large-format books (called Folios and Quartos) are usually shelved in a separate sequence, similarly the dictionary holdings in the four languages.

Whilst the Library Grant made to the School each year is not infinitely extendable, we are always happy to consider students’ recommendations for acquisitions. If you think that the Library does not possess a book potentially useful for a course you are following, or for a dissertation you are writing, please contact the course tutor. Be aware, however, that not all requests can be satisfied and that there is sometimes a delay of up to two months between ordering and receipt that is beyond the School’s control. A request may be made by the Student-Staff Committee on behalf of a larger number of students.

The Library has some 5,000 journal titles in electronic, full-text format and a virtual library of texts and images. There are also substantial holdings of video material and a growing collection of DVDs, useful especially for Film courses. You should also get used to consulting the **MLA** (Modern Languages Association) and **JSTOR** on-line databases. These can be accessed on-line via the **LibrarySearch** page on the Library’s homepage ([http://www.rhul.ac.uk/information-services/library/](http://www.rhul.ac.uk/information-services/library/)), in Founder’s Library (in the computer room on the first floor), or in the Computer Centre. Ask the librarian for details of how to use these databases. They are valuable resources, listing a large number of journal articles and books and, in the case of JSTOR, providing easy access to printable full-text articles.
In order to use some of these information sources you will require a username and password, which will allow you to access them at home as well. (You can obtain this from the Library).

Early in your first term at Royal Holloway, you should join a tour of the library including presentations and demonstrations relating to the services on offer. There will be library tours specifically for Modern Linguists. The purpose of these tours is to help you find your way around the collections and to familiarise yourself with the cataloguing and shelving systems. Please make sure you attend one of these sessions, as the proper use of the Library is essential for any University Arts degree. On no account should you miss this introduction to an invaluable resource.

**University of London Library**

As a student of the University of London, you have access to the University of London Library, which is situated on the fourth floor of Senate House, Malet Street, in Central London. This central Library has large reference collections and facilities for borrowing. To be issued with a library card you must first obtain a form from the College Library enquiry desk. If you need particular materials you may be able to register as a reader at the libraries of other Colleges.

5.2 Photocopying, printing and computing

**Photocopying**

The School photocopier is in constant use by office staff and lecturers. For this reason, we are unable to allow undergraduate students to use it. Instead you can use copier-printers (MFDs) located in the libraries, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available online:

http://www.rhul.ac.uk/library/usingourlibraries/photocopyingandprinting.aspx

Photocopiers for student use are available on the ground floors of both Bedford and Founder’s libraries. Photocopying cards can be purchased at both locations.

**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

**Computing**

The Computer Centre provides a range of IT training sessions designed to enhance your current IT skills. These are available in both class-based and self-study formats, and successful completion of the course is rewarded by a College IT Skills certificate. To participate in these sessions, go to:
IT Services

All students will need to use computers, not only for word-processing their work but for accessing databases and web-based materials effectively and efficiently. The Computer Centre provides for these needs, as well as offering a printing service. All students have the opportunity to take the Information Technology training course which includes tutorials on e-mail, word processing, spreadsheets and power point, use of the web etc. For information about this course, other specialized courses, and printing consult the IT Centre.

Moodle Support

Moodle is the Virtual Learning Environment on campus, where students can access online materials for their courses.

If you have any queries from students or staff that you cannot resolve yourself, please e-mail them to Moodle-support@rhul.ac.uk. They will then be logged into a helpdesk system to ensure the most efficient handling of the enquiry.

Please supply as much of the following information as possible when e-mailing Moodle-support@rhul.ac.uk:

- Name of student/staff with enquiry
- Their CC username
- Their e-mail address
- Title of the course
- Code number of the course
- Nature of problem
- The user’s operating system and web browser

Enquiries will then be directed to the person best able to respond to the query. All enquiries will be monitored to ensure that an answer is given to the member of staff / student involved.

Please use the Moodle-support@rhul.ac.uk e-mail, even if you think you know who will be able to answer the query. This system will avoid the situation where a person is constantly being referred on to another department to try to answer a query.

6 Coursework Essays and Dissertation

6.1 Coursework essay

Deadlines

The School operates a centralized system for setting deadlines for those courses taught within the SMLLC (i.e. those courses prefixed FR/GM/IT/SN/ML and LA) to help students and staff manage their workload. All deadlines are indicated on the deadlines webpage:
Students taking joint degrees with another School or department, as well as Liberal Arts students, need to take special care to map out their deadlines and plan their work accordingly. If you are in any doubt about a coursework submission date please contact the course tutor.

Work for those courses taught within the SMLLC must be submitted electronically to TurnitIn BEFORE 4pm on the day of the deadline. Some course convenors will also ask for your work to be uploaded to Moodle as a Word document; this will be made clear on the relevant Moodle page for the course. A hard copy of the feedback sheet must also be completed and submitted by this time.

There are mandatory penalties for late submission of coursework (see 7.4), so please ensure yours is handed in on time!

6.2 The dissertation and The Link Essays

If you choose to do a dissertation, you will be assigned a dissertation supervisor who will oversee your work. 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.

For all deadlines (essays, dissertations and Link essay) please check the Moodle pages.

6.3 Referencing Style

Students may use either the MHRA or MLA referencing systems. Details of the MHRA system can be found at


Further information about MLA referencing can be obtained from the Bedford/St. Martin’s website, which allows you to download free pdf guides to documenting sources in MLA style.

For helpful advice about grammar, punctuation, syntax, and other elements of writing style, as well as links to other internet resources, consult the following websites:

The Center for Writing Studies (University of Illinois at Urbana-Champaign)

The Writing Centre (University of Wisconsin-Madison)
6.4 Word count

It is essential that you adhere to the word count stipulated for each piece of work. In addition to the text, the word count includes quotations and footnotes. Excluded from the word count are candidate number, title, course title, bibliography and appendices. A word count must always be included with each essay or dissertation you submit for assessment.

6.5 Marking criteria and Feedback

Oral Language Work (General Guidance)

<table>
<thead>
<tr>
<th>Class</th>
<th>%</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class honours (I)</td>
<td>70%+</td>
<td>language virtually flawless, native-like pronunciation; focused, well-structured presentation, original approach, good analytical skills; good communication skills, student able to respond to questions and to develop discussion</td>
</tr>
<tr>
<td>Upper second class honours (2a, llia, 2i, III)</td>
<td>60-69.99%</td>
<td>a few basic errors of structure, vocabulary and pronunciation; good structure, good ideas although sometimes lacking in originality; good communication skills overall with some hesitation</td>
</tr>
<tr>
<td>Lower second class honours (2b,llib,2ii,III)</td>
<td>50-59.99%</td>
<td>some basic errors of language, anglicisms in structure, vocabulary and pronunciation but not to the extent of preventing understanding; attempt at structure but unbalanced overall, interesting ideas; sound communication but may need repetition / reformulation of questions.</td>
</tr>
<tr>
<td>Third class honours (III)</td>
<td>40-49.99%</td>
<td>quite a few basic errors of language, anglicisms sometimes preventing understanding; some attempt at structure but ideas poorly organized, examples used instead of ideas or themes, too descriptive, no real analysis provided; poor communication: not always able to answer questions</td>
</tr>
<tr>
<td>Fail (F)</td>
<td>0-39.99%</td>
<td>Difficult to understand because of proliferation of errors or anglicisms in structure and vocabulary, poor pronunciation; substantially or totally lacking in structure, no analysis whatsoever, superficial</td>
</tr>
</tbody>
</table>

Written Language Work

<table>
<thead>
<tr>
<th>Class</th>
<th>%</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class honours (I)</td>
<td>70%+</td>
<td>Work will be fluent and accurate. Translations, essays, project work and grammar exercises will contain virtually no errors. Answers in comprehension exercises will show that the text has been fully understood. All work marked at 70% or above will reflect a secure grasp of syntax, cases and tenses, punctuation and orthography, the ability to select appropriate vocabulary,</td>
</tr>
</tbody>
</table>
employ idiom and to write in a style and register which reflects the original text (if translating) or is suitable to the task.

Upper second class honours (2a, IIa, 2i, III) | 60-69.99% | Work will be largely accurate and generally competent in the areas indicated above. In translation work, the original will have been clearly understood. Renderings will be faithful to the original, but will be fluent and idiomatic. The written language will indicate a generally sound grasp of grammar.

Lower second class honours (2b, IIb, 2ii, IIIi) | 50-59.99% | Although the work may contain errors, there will be clear evidence of understanding, familiarity with grammatical rules, and some awareness of style and register.

Third class honours (III) | 40-49.99% | Despite a large number of errors, the renderings will be comprehensible. Limitations in the student’s comprehension of the text with which they are dealing will be revealed.

Fail (F) | 30-39.99% | Severely inability to handle the written language will be evident. Very limited comprehension.

Fail (F) | 20-29.99% | Gross failure to understand material presented in the foreign language. Gross inaccuracies in the production of written language. Work makes little or no sense.

Fail (F) | 10-19.99% | Shows virtually no grasp of the foreign language.

Fail (F) | 0-9.99% | Subject always to the discretion of the marker, the very occasional debatable detail or stylistic infelicity may be condoned in order to allow an otherwise deserving essay to be classified within the first-class range.

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**SMLLC MARKING CRITERIA FOR WRITTEN NON-LANGUAGE WORK**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>MARK</th>
<th>KEY DESCRIPTORS</th>
<th>CLASS BAND ATTRIBUTES</th>
<th>CAVEATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80-100</td>
<td>• Outstanding • Memorable • Insightful • Uncommonly lucid • Compellingly and confidently argued throughout</td>
<td><strong>Relevance</strong> Relevant throughout with judiciously selected material persuasively employed in support of the argument. The best work in this category will typically demonstrate an uncommonly astute and nuanced critical engagement with the question set. <strong>Structure, argument, range and use of wider reading</strong> A well-planned, clear and compelling overall argument with a marked sense of direction from the outset. Paragraph structure supports the development of the argument, leading the reader from a strong introduction to a rich and nuanced conclusion. Helpful engagement with possible counter-arguments may contribute to a strong and nuanced overall argument. The very</td>
<td></td>
</tr>
</tbody>
</table>
best essays in this category lead the reader confidently and persuasively through even the most complex, sophisticated or contentious ideas.

Evidence of independent thinking and thoughtful analysis of primary texts, together with clear evidence of wider reading and an excellent command of the material. Different sources, texts or approaches to the topic may be critically evaluated, the writer’s conclusions being deployed as appropriate in support of the argument. The very best essays in this category will derive innovative and often unexpected insights from a critical engagement with both primary and secondary materials.

Expression and register
Written in a consistent and mature academic register, expression and argument in these essays will normally be clear and sophisticated, rather than just grammatically and syntactically correct. The very best essays in this category may approach publishable quality in terms of style and register.

Quotations and referencing
Fully acknowledged use of a range of sources through quotations and paraphrase, always appropriately and correctly referenced. Quotations will be accurate and will not disrupt the proper syntax of sentences in which they appear.

Bibliography
The bibliography will be complete, wide-ranging where appropriate, and accurate.

65-69
- Very good
- Generally lucid
- Solid and purposeful in argument

Relevance: A direct, purposeful and generally thorough answer that sticks closely to the question, with relevant material selected and persuasively discussed. Some attempt will typically be made to show the relevance of material discussed. Key elements of the essay title will be identified and explored, and its overall claims assessed, with the best essays in this category demonstrating a significant

Essays in this range may occasionally betray a certain lack of confidence.

They may be thorough and dutifully written.
<table>
<thead>
<tr>
<th>2:a Upper Second</th>
<th>60-64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of critical acumen in the performance of all of these tasks.</td>
<td></td>
</tr>
</tbody>
</table>

**Structure, argument, range and use of wider reading**

These essays will include clearly set out introductory and concluding paragraphs. Every paragraph should have an identifiable focus, a feature especially evident in the best work in this category, as the writer’s ideas progress towards a clear conclusion. The central argument will be clear and, especially in the best work in this category, the writer may anticipate and mount some defence against possible counter-arguments or objections.

These essays will be well-informed and thorough, demonstrating a reasonable degree of familiarity with the material suggested on reading lists. There will be evidence, especially in the best work, of original and thoughtful engagement with both primary and secondary materials. The validity of secondary sources should be assessed rather than merely asserted. Indeed, assertion should always be defended, with each of the essay’s principal claims being supported via the use of appropriate material.

**Expression and register**

These essays will demonstrate a purposeful, functional use of language largely free from serious errors in spelling, punctuation and grammar. They should be clear and easy to read and will at the very least be written in a style and register that would be considered broadly correct and appropriate in the educated world beyond the academy.

**Quotations and referencing**

Fully acknowledged use of a range of sources through quotations and paraphrase, almost always appropriately and correctly referenced. Quotations will be accurate and will not disrupt the proper syntax of sentences in which they appear.

**Bibliography**

The bibliography will be complete, rather than inspired.

Subject always to the discretion of the marker, a very occasionally less than tightly sustained focus on the question may be condoned to allow an otherwise deserving essay to be classified within this range.

Similarly, occasional factual inaccuracies or stylistic lapses may be condoned as long as the line of argument remains viable and the sense clearly intelligible.
### Relevance

These essays broadly address the question set. Nonetheless, the tight focus on the question may occasionally waver, though rather less so in the best work in this category. They will typically offer some good illustration of main themes, but the relevance may be unclear at other points. There may also be some irrelevant discussion at the expense of argument, perhaps in the form of plot-summary or contextual detail. Some aspects of the essay title may be overlooked in favour of one or two keywords.

### Structure, argument, range and use of wider reading

The discussion will typically be broadly grouped into paragraphs or blocks, evidence of a workmanlike attempt by the writer to structure the argument adequately. Nevertheless, the overall structure in so far as it relates to the development of the argument may remain a little unclear. The discussion may lack organization, and the argument may consequently emerge in a somewhat fragmentary or unfocused way. There may be some repetition of ideas or awkward leaps from one topic to another, especially at the lower end of the class band. The introduction and/or conclusion may be somewhat weak, banal, or, in the worst cases, non-existent. Some work, especially the very best work in this overall category, may occasionally engage with, or at least demonstrate an awareness of, alternative view-points. Work at the lower end of the band, however, remains rather pedestrian, often markedly derivative and sparsely underpinned, typically amounting only to a relatively superficial treatment of the topic.

The better work in this category will exhibit a good, solid grasp of the subject, albeit one a little limited in critical depth, leading to a decent if typically rather routine and uncritical exposition of sources. There will typically be some use of examples to back up argument, but these will often derive

<table>
<thead>
<tr>
<th>2b Lower Second</th>
<th>Adequate but somewhat pedestrian</th>
</tr>
</thead>
<tbody>
<tr>
<td>55-59</td>
<td>Fairly good</td>
</tr>
<tr>
<td></td>
<td>Promising</td>
</tr>
<tr>
<td></td>
<td>Workmanlike</td>
</tr>
<tr>
<td></td>
<td>Occasionally inconsistent</td>
</tr>
</tbody>
</table>

Subject always to the discretion of the marker, occasional factual errors, incidences of poor or unclear expression, and grammatical or spelling errors may be condoned in order to allow an otherwise deserving essay to be classified within this range.
Quotation may tend to supersede critical analysis, with sources often being left to ‘speak for themselves’ rather than being subject to proper critical comment and/or contextualization within the overall argument.

**Expression and register**
Generally clear in style, but with some lapses of formulation and register. The occasional ungrammatical construction may also be encountered.

**Quotations and referencing**
Quotations will be mostly accurate, but may perhaps be clumsily integrated into syntax or argument. Referencing will be largely accurate, though not without some inconsistencies.

**Bibliography**
The bibliography may be incomplete, partly inappropriate, and/or incorrectly set out.

<table>
<thead>
<tr>
<th>3 Third Class</th>
<th>45-49</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-44</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Third Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>Confused, unclear, and unpersuasive</td>
</tr>
<tr>
<td>Lacking in structure</td>
</tr>
<tr>
<td>Some evidence of effort</td>
</tr>
</tbody>
</table>

**Relevance**
While there may be some general relevance, these essays typically fail to focus tightly on the question set. There may be a noticeable amount of padding or ‘waffle’. At worst, these essays may read as ‘all-purpose’ pieces rather than essays specifically tailored to the demands of the title set. Others may merely address one or two keywords, though often without putting these in their proper critical context.

**Structure, argument, range and use of wider reading**
While there should at the very least be some evidence of effort, the overall structure is not always easy to follow and, in the worst cases, may be as confused as it is confusing to the reader. Individual paragraphs may be very short, or very long and unstructured, with little sense of any continuity of argument. There will often be little discernible attempt at an introduction or conclusion, while the general presentation of ideas typically tends towards the simplistic.

While these essays may demonstrate some general knowledge of the subject, their

Subject always to the discretion of the marker, relatively high levels of factual error and very poor or unclear expression may exceptionally be condoned in order to allow an otherwise deserving essay to be classified in this range, especially where there is clear evidence of real effort on the part of the writer.
range is very limited in depth and/or breadth. There may typically be a heavy reliance on undefended assertion and/or uncritically re-cycled material from classes / lectures; claims made will often tend to be simplistic, reductive, and rarely subjected to challenge. Sources may be either under-used, suggesting little or no wider reading, or over-used, as a substitute for analysis or personal reflection.

**Expression and register**
These essays typically exhibit consistent problems with register, basic use of English, punctuation and/or capitalization. Expression and style may make comprehension difficult, with very occasional passages perhaps even bordering on unintelligibility.

**Quotations and referencing**
Quotations may be inaccurate or clumsily integrated into syntax or argument. Little or no attempt may have been made at correct referencing.

**Bibliography**
The bibliography will typically be short, incomplete, or, in the worst cases, absent. Even where a reasonable bibliography has been provided, such essays will typically fail to reflect or reference the secondary reading implied by the bibliography.

<table>
<thead>
<tr>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39</td>
</tr>
</tbody>
</table>

**Relevance:** There may be some content that is relevant to the topic only in the very broadest terms, but essays in this category pay little or no attention to the specific question set, or they home in on just one word and discuss it exclusively. There will thus be much that is irrelevant, much padding, and, in many cases, little sense of any real effort to get to grips with the question set.

**Structure, argument, range and use of wider reading**
There will typically be little or no progression or development of ideas. The overall argument, if and when it seems to exist, will usually be very unclear.

No essay which fails utterly to answer the question set, which shows insufficient signs of effort, including some familiarity with both primary and secondary texts, or which is to a significant degree unclear or unintelligible to the reader can be expected to achieve a pass mark.

<table>
<thead>
<tr>
<th>0-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bad fail with almost nothing to commend it and little or no evidence of effort</td>
</tr>
</tbody>
</table>

These essays offer little or no evidence of independent thought. Claims may be made but typically remain
Expression and register
Essays in this category often contain numerous incomplete or ungrammatical sentences. Stylistic problems consistently hinder comprehension and, in the worst cases, may render large parts of the essay virtually unintelligible.

Quotations and referencing
Quotations will often be inaccurate or clumsily integrated into syntax or argument. There may be little or no attempt at referencing, let alone correct referencing.

Bibliography
The bibliography will often be short, incomplete or non-existent.

Summatively Assessed Class Presentations: Assessment Criteria

For courses in which a class presentation forms part of the summative assessment the following table of mark descriptors will apply.

Where such presentations form part of the assessment for language courses, factors such as fluency, pronunciation, grammatical accuracy, register, and the range of tenses, structures and vocabulary deployed will naturally also be central to the assessment. The linguistic criteria applied in such cases will be broadly congruent with those set out on page 43 for written language work.

Note: The precise brief – which will include guidance as to duration, structure, content, and format – will vary from course to course.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Assessment Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (I)</td>
<td>The presentation</td>
</tr>
<tr>
<td>70-100%</td>
<td>- is entirely relevant, well prepared and appropriately researched;</td>
</tr>
<tr>
<td></td>
<td>- has a clear structure (with an introduction and conclusion) and a focused, concise</td>
</tr>
<tr>
<td></td>
<td>argument;</td>
</tr>
</tbody>
</table>
|               | - makes reference to and as necessary fully explains examples appropriate to the topic;
<p>|               | - is well paced and confidently and clearly delivered; a high degree of articulacy  |
|               |   demonstrated by the presenter(s)                                                   |
|               | - demonstrates independent, critical thinking and analysis as appropriate              |
|               | - may make judicious use of visual or audio material; handouts; interactive tasks.    |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Presentation Notes</th>
<th>Presenter Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper second (II.1) 60-69%</td>
<td>Mostly relevant, displays satisfactory evidence of preparation and research; has a discernible structure and largely convincing argument; includes references to appropriate examples; some evidence of independent, critical thinking and analysis; is reasonably well paced and delivered clearly for the most part.</td>
<td>As appropriate, the presenter(s) is / are able to respond to questions and comments articulately, knowledgeably and convincingly; (in the case of group presentations) work as a team and divide labour equally.</td>
<td></td>
</tr>
<tr>
<td>Lower second (II.2) 50-59%</td>
<td>Partly relevant, but preparation and research could have been better; displays some structure and argument but is unclear in places; there may be some repetition or vagueness; displays a tendency to generalise; better or clearer examples could have been used; little evidence of independent, critical thinking and analysis; suffers from minor difficulties in pacing and confidence of delivery.</td>
<td>As appropriate, the presenter(s) is / are able to provide convincing responses to some but not all questions and comments; (in the case of group presentations) do not consistently work as a team; the presentation may not involve all participants equally.</td>
<td></td>
</tr>
<tr>
<td>Third (III) 40-49</td>
<td>Limited relevance, gives impression of underpreparation and lack of research; lacks a clear structure and argument; characterised by repetition and vagueness throughout; is consistently overgeneral and lacking in specific, relevant examples; no evidence of independent, critical thinking and analysis; suffers from considerable difficulties in pacing and delivery.</td>
<td>The presenter(s) struggle for the most part to respond convincingly to appropriate questions and comments; (in the case of group presentations) do not work as a team; the presentation may be disjointed or unbalanced as a result.</td>
<td></td>
</tr>
<tr>
<td>Fail (F) 0-39</td>
<td>Little or no relevance, gives impression that no preparation and research has been undertaken; lacks any structure and argument; content may be repetitious, vague, facetious; factually incorrect or incomplete; makes no reference to specific, relevant examples.</td>
<td>The presentation</td>
<td></td>
</tr>
</tbody>
</table>
is poorly paced and delivered, and may be difficult to follow as a result;
The presenter(s)
• are unable to respond convincingly to appropriate questions and comments;
• (in the case of group presentations) do not even attempt to work as a team; the presentation may be disjointed, contradictory or incoherent as a result.

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N.B. The tables above set out marking criteria for those courses taught within the SMLLC. Joint honours and Liberal Arts students should refer to the handbooks issued by other departments and Schools, who will have their own criteria.

6.6 Some tips on assessment and feedback

Feedback

Your course tutors will do everything possible to ensure that you understand how and why marks awarded for assessed coursework have been arrived at. For essays on the ‘content’ (non-language) course options you will receive, as well as any marginal remarks which the tutor may add to your work, a cover-sheet showing how particular aspects of your work have been assessed.

You receive one copy of this sheet. A second copy is retained by the School. If you are unclear about any of the comments made, you should contact the course tutor to ask for clarification, ask questions about aspects of the work that you find challenging or particularly interesting and receive advice about planning future work.

The most important stage of assessment is actually the one that you carry out yourself as you produce the work and when you have completed it. We have already advised you to refer to the marking criteria set our above when you receive feedback on your work, but you should also refer to them before you hand the work in. Try to assess what you have written critically in the light of the criteria to see if you can identify ways of improving your work before submission.

Assessment forms an important part of any student’s university experience. It also tends to create an undue amount of anxiety. Remembering the following golden rule should ensure that you maintain a healthy attitude towards assessment:

Remember! The coursework assessment has a dual aim. While it is of course intended to calibrate your performance in a given piece of work, it is also, very importantly, intended to help you learn.

To get the most out of assessment as a learning tool, read the tips below carefully.

What is expected of me?

Before you begin your assessment:
• **Look up the relevant learning outcomes.** These are listed on the Course Specifications for CLC, French, German, Hispanic Studies, Italian and Liberal Arts available on the School’s website. Please refer to other departments or Schools for their course specifications. They describe what it is that your tutor will expect you to have learned by the time you come
to the end of your course. Reading them carefully will give you a clearer idea of what it is
your tutor is likely to be looking for in your assignments.

- **Look up the relevant assessment criteria.** These are found under 6.5 and describe in
detail the standards against which your work will be measured. It is a good idea to keep
the assessment criteria in view as you work on your assignment.

- **Ask if unsure.** If you are unsure about either the learning outcomes or the assessment
criteria, consult your course tutor.

**Identifying my strengths and weaknesses: feedback**

After you have completed your assessment:

- **Try not to be too obsessed with your mark.** Whether you are pleased or disappointed with
the mark you receive, it is very important to pay close attention to the feedback we
provide if your work is to improve for the future.

- **Pay careful attention to all forms of feedback.** Feedback can be oral and general (e.g. a
tutor’s discussion with the class), oral and private (in a one-to-one tutorial), or – most
commonly – written and private (on feedback forms attached to returned work).
Sometimes you will receive feedback soon after you submit work; sometimes we think it
more useful to return it as you begin to think about your next assignment deadline.
However and whenever you receive feedback, set aside time to read and reread it.

- **Read written feedback alongside the assessment criteria.** The feedback forms you
receive with returned written work are structured in line with the assessment criteria.
Comparing your feedback with the criteria will allow you to see clearly where you
succeeded, and where you can still improve.

- **Ask your tutor.** Your tutors are there to help you, and feedback on your work is an integral
part of what they offer. If you do not understand the feedback and need clarification,
please do not hesitate to arrange an appointment with your tutor.

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**7 Assessment Information**

**7.1 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 [http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx](http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx) 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.

**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 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 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.

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7.2 Submission of written work

**Deadlines** for the submission of essays and other written work for those courses taught within the School will be published on the Moodle for each course shortly after the beginning of each term, and this is intended to help students plan their work during the term. All students must adhere to all deadlines set for coursework, essays, projects, dissertations etc. Please refer to the year noticeboards or instructions posted on Moodle for detailed information about coursework deadlines.

Your course tutors will explain the schedule of work for each course. There are deadlines for the submission of work and these deadlines are fixed. **Coursework submitted late will always be penalized (see 7.4)** unless there is documented medical evidence for the late submission. Deadlines are necessary in the interests of fairness to all students; work has to be completed on schedule in order to progress through the course and complete the programme. Tutors also require adequate time to mark and assess the group’s work.

You are expected to allow for minor problems that might affect essay submission (e.g. computer breakdown on the day of submission of an essay; minor illness, a short train delay, a traffic jam a little worse than usual on your way to hand in your work). ‘Extenuating circumstances claims’ relating to this level of problem will NOT be accepted.

For this reason you are strongly advised not to leave to the last minute any matter relating to assessed work: never leave printing out your essay to the very day on which it has to be submitted and always keep back-up versions of your work; always allow a generous margin for transport problems when you are coming to College.

**Language coursework:** should be submitted to your course tutor: These arrangements will be explained to you in your first language class. If you fail to submit the required language coursework you will be deemed not to have completed the course. You may be required to hand back marked originals of your language work for examination purposes. You are therefore strongly recommended to keep photocopies of marked work for your own revision purposes.
Essay submission for 2016-17

Please follow these steps each time you need to submit a piece of assessed coursework:

You must write your essay using Microsoft Word (doc or docx). The title of the file MUST include your candidate number. You can add the course code and the essay number if this helps you keep track of your files: eg 0171234 FR2012 essay 2.docx

Firstly, submit your essay electronically to Turnitin via the slot on the course page on Moodle. Make sure the file name of your essay includes your candidate number. You should not put your name anywhere on your essay.

Make sure to take a note of the Turnitin ID reference number which will you will receive in an e-mail and complete the top section of the essay coversheet.

https://www.royaltholloway.ac.uk/mllc/informationforcurrentstudents/smlconlineforms.aspx

You MUST include your candidate number and the Turnitin ID here.

Then submit your essay electronically to the ‘Assignment’ slot on the course page on Moodle. This second submission MUST include the electronic version of the coversheet as the first page of the essay. (You will not receive a receipt for this submission).

Finally, submit a paper copy of the coversheet only to the box outside IN146 by the deadline.


ALL of the above steps need to be completed in order for the marks to be officially recorded. If they are not completed the mark will NOT be officially recorded and a zero will be recorded in its place.

ALL hard copies of the coversheet must be submitted via the box outside room IN149. This includes for essays for which an official extension was obtained.

Your course tutors will notify you well in advance of all submission dates and these will also be posted on Moodle. You are also required to keep an additional copy of all work submitted for your own files.

Turnitin: The Turnitin plagiarism prevention and originality checking service is recognised as the worldwide standard for detecting, deterring and ultimately preventing internet plagiarism, collusion, ‘assignment recycling’ and ‘essay banking’. It also protects students’ original work from being used without citation by another person, and serves as a learning tool to help academics and students better identify and correct unintentional plagiarism, poor referencing and other information literacy issues.

Turnitin’s comprehensive plagiarism prevention system allows academics quickly and effectively to check students’ work in a fraction of the time necessary to scan a few suspect papers using a search engine.

Turnitin’s Originality Checking allows tutors to check students’ work for improper citation or potential plagiarism by comparing it against continuously updated databases. The output of this checking, the Originality Report, provides tutors with the opportunity to teach their students proper citation methods as well as to safeguard their students’ academic integrity.

Further information on Turnitin - how to access it, enrolling and submitting - and for information on avoiding plagiarism can be found on Moodle at https://moodle.royaltholloway.ac.uk/. See also Sections 7.3, 7.4 and 7.6.
7.3 Extensions to deadlines

If you have very serious extenuating circumstances – illness, for example, or a serious accident – that will affect your ability to submit coursework on time, an extension to deadlines may be granted. An extension must normally be applied for in advance, in writing to the Chair of the Sub-board for SMLLC, Professor Abigail Lee Six. An Extension Application Form is available on the SMLLC website:


Once completed, the form should be submitted by e-mail using ONLY your College e-mail account. A log is kept of extensions granted, with reasons, to ensure parity of treatment.

Extensions will not normally be granted retrospectively and last-minute requests will only be granted in demonstrably exceptional circumstances. Examples of circumstances which may be accepted if you apply for an extension include: serious prolonged illness or that of a member of your immediate family (medical evidence will be required); death of an immediate family member (documentation may be required); other compelling compassionate or medical circumstances (documented).

Examples of circumstances which will NOT be accepted if you apply for an extension include: personal computer/printing problems; paid employment; job interview; misunderstanding of regulations; misreading of deadlines; transport problems; holidays; non-serious self-certified illness; failure to obtain the requisite texts.

Once you have submitted the Extension Application Form to the Chair of the Sub-Board you will be notified of the decision made by e-mail to your College e-mail address. If your extension is granted you will be given a new submission date. You should then submit your work in the usual way by the new deadline.

Unless you are granted an extension, work submitted late will always be penalized. See p.54 for the mandatory College penalties for late submission that will be applied in such cases.

IMPORTANT NOTE: While the School tries always to be as sympathetic as possible when illness or other circumstances beyond their control affect students' academic performance, you should nevertheless be aware that even where documented medical or other evidence is provided to explain repeated absences from class or failure to submit coursework, serious failure to satisfy normal course requirements (e.g. excellent attendance and timely submission of all coursework) may nevertheless result in your being issued a College Formal Warning for the course/s affected. The College Formal Warning process can escalate and result in a student's de-registration from Royal Holloway.

7.4 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.
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 acceptable extenuating cause, late submission of work will be penalised as follows:

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

*eg. 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.

7.5 Marking of examinations and coursework

Examinations are set and marked by the lecturers and tutors in each subject area, together with Visiting Examiners from outside the College. The main function of Visiting Examiners is to ensure that examinations standards and procedures operated in the School are fair, and are equivalent to those used elsewhere in equivalent degrees in this country. They comment on drafts of question papers, see candidates’ scripts, attend examiners’ meetings and advise on all aspects of the examination process. Members of the School also act as Visiting Examiners at other universities or London Colleges.

In accordance with College Regulations, all second and final year written examinations and project or course work for content courses are marked and moderated by a second internal examiner. Final Year dissertations (full or half unit) and Year Abroad (YA) work placements are double-marked. First Year written examinations and course work are marked by one internal examiner, except for examinations or coursework essays marked fail, which are double-marked. Samples of assessed written work at each stage are also sent out for scrutiny by the School’s Visiting Examiners. Oral performance is assessed by two examiners, and will normally be digitally recorded where it constitutes a stand-alone examination.

7.6 Anonymous marking and cover sheets

It is College policy that all examination scripts and course work essays or dissertations will be identified only by means of the Candidate Number supplied by you on your
examination script or course work cover sheet. Anonymity thus applies throughout the marking process, as in the discussion of results and degree classification at examiners’ meetings. It is therefore essential that you ensure that you know your **candidate number** (this is not your student number). Candidate numbers will be allocated to students early in October and will be available to students through the **Campus Connect Portal**. All students will be e-mailed when the numbers have been allocated. You must then ensure that the candidate number is written clearly on all work you submit for marking.

### 7.7 ORAL EXAMINATIONS

Students taking a language will be tested by oral examinations. Most are held in the first week of the Summer Term, though some may be scheduled later in the term. The YA oral examination sat by students after their Year Abroad is held early in the Autumn Term of the final year.

Timetables for oral examinations will be displayed on notice boards in the School by the end of the second term or, in the case of the Year Abroad oral examination, during induction week in the Autumn Term. All students are also required to check their College email regularly for any last-minute chances to the examinations timetable. Formative and summative oral tests are held in the School. Please see subject notice boards for these.

Candidates are advised that they **MUST** attend the Oral exam at the **exact** time allocated to them. Except in cases of bona fide medical circumstances, supported by independent written evidence, no replacement time can be allocated. **Late arrival or failure to attend at precisely the allocated time without such evidence will result in the award of 0 (zero) for the Oral exam.** It is the responsibility of students to check the latest version of oral exam timetables as displayed on Modern Language noticeboards and to check their email for any last-minute changes. Failure to consult noticeboards or to read emails or other exam documents or communications or mistakes in reading noticeboards or exam documents do **not** constitute extenuating circumstances and will not be accepted as such.

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**FOR THE ATTENTION OF ALL STUDENTS OF LANGUAGE:**

**PLEASE NOTE THAT IN ORDER TO GRADUATE WITH A DEGREE IN FRENCH, SPANISH, ITALIAN, AND/OR GERMAN NAMED IN THE TITLE, YOU MUST PASS BOTH THE ORAL AND THE WRITTEN EXAMINATIONS IN FINAL YEAR.**

**IN ORDER TO PROGRESS FROM FIRST YEAR TO SECOND YEAR AND FROM SECOND YEAR TO YEAR ABROAD ON ANY OF THE LANGUAGE PROGRAMMES IN THE SCHOOL, YOU MUST PASS THE CORE LANGUAGE UNIT OVERALL AND THE WRITTEN LANGUAGE EXAMINATION INDIVIDUALLY.**

### 7.8 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](https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx)

Work which exceeds the upper word limit set will be penalised as follows:
(a) 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;

(b) 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;

(c) 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.

7.9 Return of written coursework

It is School and college policy that all coursework will normally be marked and returned to students within a maximum period of four weeks. Where this is not possible, the staff member marking the work will inform students of the reason/s for the delay and will provide a new date for return of the work. Language work will normally be returned within a week (excluding reading weeks and vacations).

7.10 Assessment offences

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

http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx

Assessment offences include, but are not limited to plagiarism (see 7.11 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.

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7.11 Plagiarism

It should go without saying that all work submitted for assessment must be your own. The College has strict rules defining plagiarism. These are to be found in the College’s Regulations Governing Examination and Assessment offences. (http://www.rhul.ac.uk/registry/academic_regulations/Examination_Assessment_Offences.html).

Failure to respect these rules will have severe consequences. At the beginning of their studies, all students are required to sign a Declaration of Academic Integrity to affirm that all of their assessed work, formative and summative, will be their own work and none will be plagiarized. This declaration covers all work for the student’s time at Royal Holloway. (First-years students and returning Year Abroad Finalists will be asked to sign this Declaration during Welcome Week 2016-17.)

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.

7.12 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
7.13 Academic discipline and monitoring of progress

The School carefully monitors the progress of each individual student. This is done throughout the year and at various levels. Monitoring of progress is carried out by the following staff.

The Course Tutor:
A student’s progress within a course is continually monitored by the course tutor, who will consider performance in classes or seminars as well as achievement in work set for homework or as part of continuous assessment. If you feel you have difficulties with a course, please contact the course tutor in the first instance. Course tutors will contact personal advisors when they feel difficulties may be arising or if students are absent more than twice from a class.

The Course Convenor
The course convenor monitors general progress on a course unit, looks at the profiles of marks for both coursework and examinations, and will alert you to any significant patterns of strength or weakness in these marks. He or she will receive reports from individual course tutors who are concerned about a student’s progress.

The Personal Advisor
As already described, your personal advisor plays a crucial role in the monitoring of your academic progress.

The School’s Learning and Teaching Committee
The teaching staff of the School meet regularly to discuss student progress. Advice on student attendance, submission of coursework and progress will be sought from course tutors, personal advisors, year co-ordinators or the Programme Director. Where further action is deemed appropriate, this might include a further meeting with your personal advisor, or with the Programme Director, or with an appropriate member of the College support services.

IMPORTANT!
In cases of failure to meet the School’s minimum 80% attendance requirement for all courses, or of failure to submit required coursework, the Head of School may issue College Formal Warnings in writing to a student considered to be at risk of academic failure, as provided under the disciplinary procedures which are described in the College Undergraduate Handbook. Students should be aware that the College Formal Warning process can escalate to result in a student’s de-registration from College. College Formal Warnings also remain on the student’s record throughout their time at Royal Holloway and their effect is therefore cumulative.

The structures described above have been put in place to ensure our students’ academic welfare and should not be regarded as ‘policing’ procedures. Above all, you should not hesitate to contact any member of staff if you feel there are matters with which you need assistance.

Students who have queries about Joint Honours, Major / Minor or European Studies programmes or who are experiencing difficulties with liaison between departments should contact their Personal Advisor or the Academic co-ordinator. The first port of call for Liberal Arts students should be the Programme Director.
7.14 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Programme Specification (http://www.royalholloway.ac.uk/coursecatalogue/home.aspx) and also more generally in the Undergraduate Regulations http://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. http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

7.15 Examination results

Please see the Examinations & Assessments website http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/home.aspx for details of how you will be issued with your results. http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/results.aspx

The Examinations & Assessments website is the place where you can access the “Instructions to Candidates” and details of the examinations appeals procedures. http://www.rhul.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx

7.16 School and College awards and prizes

There are many awards available to students of the School of Modern Languages, Literatures and Cultures. Most awards were instituted in memory of former students, and the annual process of selection of award-winners is a reminder of the long traditions inherited by the four languages and recalls some of their benefactors and past members. For most of these awards, it is not necessary for students to put themselves forward as candidates, as the winner is determined by the School on the strength of students’ academic records. Others, (the Driver Prize and the Christie Prize), are normally awarded for achievement in a project, essay or dissertation on a designated subject.

Award winners are normally nominated at the end of each academic year, when information on all the work done by students in the course of the session is available,
including examination results when relevant. It is a considerable distinction to have won an award, and success is often mentioned in references, for example. There are obviously fewer awards available each year than there are students with outstanding records. Those in the latter category who do not receive awards need not feel that their efforts go unnoticed: the selection process is the occasion for a review of student achievement, and good work is always noted.

In addition to School awards, there are several College awards which are open to you. We hope that you will consider entering for one of these awards. Many of your predecessors have done so with notable success. If you need any advice on how to prepare an application, ask your Personal Advisor or the Head of the School who will be delighted to help. Please note that fuller information (about application procedures for College awards and closing dates for application) is available from the Administrative Office or from the Registry.

The prizes that the School may award are listed below. The imbalance that this list suggests – with most prizes being awarded in French and German – is partly historical in origin (Hispanic Studies is relatively ‘young’, for example; some prizes in German are open to members of all Colleges of the University of London) and is partly related to student numbers in any given language (prizes are often funded by alumni!). The School is aware of this imbalance, however, and it will gradually be corrected. Please note that all students in the School are eligible for Driver Prizes and for Arts Faculty Prizes.

**Comparative Literature & Culture**

- **Driver Prize**: For the most outstanding student in Comparative Literature & Culture in any given year

**French**

- **Blanche Laycock Memorial Fund**: For the student who has the most outstanding record in French studies during his/her degree course
- **ED Higginson Prize**: For the second-year student who has shown the most promise
- **Alison Morris Prize**: For a first- or second-year student showing particular excellence in the French language
- **Florence Terry Memorial Prize**: For the final-year student who has achieved the most outstanding performance in the B.A. examination
- **Pierre Turquet Prizes**: For outstanding first- and second-year students
- **Driver Prize**: For a project approved by the Head of Language
- **Christie Prize**: For an essay in French on a prescribed subject. Shared with Italian
- **Dawn Hughes Memorial Prize**: For a final-year student in Joint French and German who achieves the most outstanding performance in the final B.A. examination
- **Malcolm Smith Memorial Fund**: For an undergraduate with preference being given to one who has shown
distinction in the area of French Renaissance studies in their final examination; travel grants to postgraduate undertaking research in French Renaissance studies.

**FC Johnson Memorial Prize**
For the student in the second or third year who has shown the most promise in Medieval French.

**Kevin Roe Memorial Prize**
For a first or second year undergraduate student for outstanding work in nineteenth- or twentieth-century literature.

**German**

**Margaret Atkinson**
For the best performance by a student in that paper of the University of London BA Honours Exam which is most closely concerned with the Romantic period; to be spent on books. More than one prize may be awarded.

**Delp & Richey**
For excellent work in German, available to first year undergraduates; to be spent on books in the field of German language and literature.

**Driver**
Reward for merit, with recommendations made by each language.

**Howlett Bequest Prize**
For high performance in German.

**JG Robertson**
Awarded biennially and open to all Honours students taking German as their principal subject to the student who has shown most promise in the course in the year of the award; to be spent on books.

**Dawn Hughes Memorial Prize**
For a final-year student in Joint French and German who achieves the most outstanding performance in the final B.A. examination.

**Hispanic Studies**

**Driver Prize**
For the student who achieves the best results in Hispanic Studies across both language and content in any given year.

**The David Vilaseca Prize**
for the best final-year dissertation or essay.

**Italian**

**Christie Prize**
For an essay on a prescribed subject.

**Driver Prize**
For work done as part of the course or on the results of such other special test as Italian may decide.
Peter Armour Memorial prize  The prize is offered annually to 2nd and 4th year students for the best performance in examination on Dante, Medieval Italian literature or Renaissance literature, art or culture. The prize is to be awarded to undergraduate students following the BA degree programmes in Italian (Single Honours, Joint Honours or Multilingual Studies) who are in second or subsequent years of study.

8 Student Support

8.1 Non-academic related enquiries & 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 http://www.royalholloway.ac.uk/ssc

Students in need of support (including disabled students)

Your first point of reference for advice within the School is your Personal Advisor. Inevitably, problems will sometimes arise that s/he is not qualified to deal with. 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: http://www.rhul.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) representatives in the School for 2016-2017 is Dr Danielle Sands/ Catherine Thorin (email: Danielle.sands@rhul.ac.uk, c.thorin@rhul.ac.uk ). You must also contact the DDS (Founders West 143; tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.ac.uk) who will arrange for an assessment of needs to be carried out and will advise on appropriate sources of help. Further information is available on the College web on the DDS Support, health and welfare page http://www.rhul.ac.uk/ecampus/welfare/disabledstudents/home.aspx

8.2 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: www.royalholloway.ac.uk/cedas.

8.3 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 School as a forum for airing student views. For constitution see committee’s handbook under Compliance/Governance http://www.rhul.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.

This committee exists to provide a forum for the discussion of matters of concern to staff and students in the School. You will find a copy of its Constitution in the area of the notice board reserved for the Student-Staff Committee. All meetings of the Student-Staff Committee are minuted and issues raised are considered by the subject area/s in question and the School Board.

All members of the academic staff are members of the Committee, and a number of student representatives are elected by the student body of each language. Nominations for student representation on the Committee are requested during the Autumn Term and an election is held if necessary.

Normally there will be a meeting once a term, but it is open to anyone to suggest a meeting, if a particular issue seems to warrant discussion in this forum, and if there is enough support for an extraordinary meeting.

The purpose of the Student-Staff Committee is to maintain and foster communications within the School and to provide a forum for debate, a space for airing criticism (or raise) and discussing suggestions. Copies of minutes, agreed between staff and student representatives, are posted on the notice board.

We like to think that there are plenty of ways for students to express their views, and the staff are always happy to express theirs, but the Student-Staff Committee can
serve an important function in the more formal machinery of debate within the College, particularly as all members of the School may attend meetings and speak at them.

Constitution

The aims of the Student-Staff Committee are:

- To maintain and foster communications with the School of Modern Languages and within and across its subject areas;
- to consider matters of concern to staff and students;
- to provide a formal means of communication between the student body and the Board of the School of Modern Languages.

Membership

Elected Student Members

Student membership should take account of the student profile of the School of Modern Languages and include at least two undergraduates from each year of study, and representation from across the subject areas and degree programmes in the School. It should normally also include at least one postgraduate, where postgraduate numbers do not justify the operation of a separate committee, and represent the interests of PG students on both taught and research programmes.

Staff Members

At least one member of the academic staff of each subject area within the School and at least one representative of the language teaching co-ordinators in the School, in addition to the Head of School and the Director of Graduate Studies.

Ex officio: The Head of School and the Director of Graduate Studies

The Student representatives will normally be elected each year by the end of October.

Officers

Chair

Elected each year by members (a student)

Secretary

Elected each year by members (normally a staff member). A member of the Administrative team who will work closely with the Chair and Secretary (and the Student Liaison Officers) in producing the minutes.

Student Liaison Officers:

Two members of academic staff, chosen by colleagues in the School, to effect liaison with the Board of the School of Modern Languages.

Two undergraduate members of the Student-Staff Committee are invited each year to attend meetings of the School’s Learning and Teaching Committee in order to represent the School’s undergraduate body in that forum.

8.4 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 www.su.rhul.ac.uk/support.

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8.5 Careers information

The College has a careers advisory service, housed in the Horton Building, which is open to any student during normal College hours. http://www.rhul.ac.uk/careers/home.aspx

Graduates from the SMLLC find employment in a wide range of fields such as commerce and industry, international recruitment, sales and marketing, teaching, the media and publishing, the arts, the Civil Service, personnel work, translating and interpreting.

We know, from the employment references which members of staff are asked to write, that our graduates are generally very successful in obtaining employment on the basis of their skills in communication, research and analysis, presentation, self-motivation and management, and, increasingly, computer-literacy as well as their knowledge of other cultures and their specific foreign language skills.

We hope that the main purpose behind the hard work and intellectual effort which students invest in their studies is the pleasure and fulfilment which any academic pursuit can bring. Nevertheless, we must not be starry-eyed; after graduation you will need suitable employment, not just so as to support yourself, but to find in the appropriate career a degree of satisfaction similar to that which you have found in your studies. This does not necessarily mean that, in choosing to study Modern Languages or allied subjects, you are expected to have a definite career-goal in mind from the outset. What is important is that, throughout your studies, you should reflect on the knowledge, skills and aptitudes, the so-called ‘transferable skills’ (see 4.2), that you are developing and on the ways in which these might be applied in a subsequent career.

And the transferable skills and other assets you acquire through your studies are directly relevant to the workplace: the ability to carry out independent research, to gather information and sift it for relevance and importance, and to present your findings in a coherent and persuasive manner, whether orally or in writing; negotiation skills developed in seminars or in discussion with tutors or fellow students; the ability to speak one or more other languages; a sympathetic awareness and knowledge of intercultural differences; and, of course, an educational breadth and depth often denied to those whose training has been more narrowly vocational: all these are valued highly by employers across the business and professional world.

The College’s careers advisory service and the School both have a role to play in helping you to become more aware of the various ways in which your chosen degree programme equips you for the professional world of work.
The School of Modern Languages, Literatures and Cultures: If the Careers Service knows the job market very thoroughly, our staff pride themselves on having a thorough knowledge of their students and of the skills and aptitudes which they can bring to a career. We therefore feel that we can make an important contribution to your career education. The School acts as one of the channels of information between students and the Careers Service, principally through its Careers Liaison (currently Prof James Williams), the School webpage (under ‘Your Future’ which also features a live ‘Job Feed’), and the following, regularly updated Moodle pages: ‘Careers and Employability’, which includes excellent general advice and training resources, and ‘Careers in the School of Languages’, which includes information about all Careers events taking place in the School and postings of advertised jobs and positions as soon as we receive them. Make sure also to check outside IN123 where you will find display copies of publications such as JOB and Graduate Opportunities, information about training courses and job opportunities, publicity from potential employers, adverts for vacation jobs, and letters from former students describing their careers.

Finalists have been known to take the view that in the final year they are much too busy to bother about career choices and job applications. Others plan well in advance, meet deadlines for applications as they arise round the year, and are then well placed to seize opportunities.

References

At some point, your applications will need to be accompanied by the names of people willing to write references on your behalf. You may consider asking your Personal Advisor or another teacher who knows you. You are free to approach any member of the academic staff who knows you sufficiently well to act as a referee, but please be sure to ask in advance of actually putting the referee’s name forward. This is an obvious courtesy, but apart from anything else, it helps your chances if your referees know what sort of post is involved, how you see it (short-term or as a career), and what particular aspects or strengths you are highlighting in your application. It is important to give your referees a copy of your application and CV and of the ‘further particulars’ for each job you are applying for.

Students sometimes do not realise that the reference letter itself may well need to be of some length and detail. Employers will ask for specific information, not only about your academic studies and results, but also about your attendance, punctuality, reliability, contribution to School and College activities, and a range of personal qualities. These letters take time to write – once the information has been gathered, it can take a couple of hours to frame a well-written and supportive letter, which is half a morning’s work – so please bear this in mind when approaching staff: give them plenty of warning!

Higher Degrees

The School offers a flexible range of options at Masters level. The School’s Masters by Research degree allows you to study for a higher degree without the requirement for regular weekly attendance associated with a taught Masters programme. You can study for an **MA by Research in CLC, or in one language, or in a combination of languages**, in an interdisciplinary MA offered by the different subject areas within the School. You can study on a **full-time or part-time basis**. If you think you might be interested in either of these options, the first step is to talk to your Personal Advisor, who will be happy to advise you about possible supervisors, and then for information
on procedural and other related matters to the School’s Director of Graduate Studies.

**Alumni Relations**

Whatever you choose to do after graduating, please do stay in touch! Let us know changes of address and what line of work or higher study you are currently engaged in. Perhaps you will be able to offer valuable advice to future generations of students or would like to know about reunions and other Alumni events. Perhaps you have had experiences that we can feature in the Alumni section of our website, to encourage new generations of students to study languages, literatures and cultures.

### 8.5 Non-academic policies

Please see the [College Regulations and Procedures](http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures/) webpage 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](https://www.royalholloway.ac.uk/aboutus/governancematters/studentcharter.aspx)

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### 8.6 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](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: [http://www.rhul.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx](http://www.rhul.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx)

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### 9 Health and Safety Information

#### 9.1 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/](http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures/)

9.2 Lone working policy and procedures


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 School and the type of work conducted by students is classified as a low risk activity.

Any health and safety concerns should be brought to the attention of the School Health and Safety Co-ordinator, Cathy Thorin (C.thorin@rhul.ac.uk) ext: 4310, room IN152 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.

9.3 Work Placements

A number of students each year take up work placements while on their third-year Year Abroad (YA). Full details of these can be found in the YA Handbook at [http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx](http://www.rhul.ac.uk/mllc/informationforcurrentstudents/handbooks.aspx)

10 Equal Opportunities Statement and College Codes of practice

10.1 Equal opportunities statement

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.

10.2 College codes of practice

- Undergraduate Regulations
- Regulations on assessment offences