



SCHOOL OF MODERN LANGUAGES, LITERATURES
AND CULTURES

UNDERGRADUATE STUDENT HANDBOOK



2018/2019

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School of Modern Languages, Literatures and Cultures
Royal Holloway, University of London
Egham Hill, Egham
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Disclaimer

This document was published in September 2018 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 'departments', 'Centres and 'Schools'. Students on joint or combined degree programmes will receive two departmental handbooks.

An electronic copy of this handbook can be found on the departmental website <https://intranet.royalholloway.ac.uk/students/study/student-department-information/student-department-information.aspx> where it will be possible to follow the hyperlinks to relevant webpages.

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1 Introduction to your department

1.1 Welcome

Welcome to Royal Holloway. Royal Holloway, University of London (hereafter 'the College') is one of the UK's leading research-intensive universities, with nineteen academic departments spanning the arts and humanities, social sciences and sciences.

Welcome to the School of Modern Languages, Literatures and Cultures (SMLLC), which brings together the subject areas of Modern Languages (French, German, Hispanic Studies, Italian), Translation Studies and Comparative Literature and Culture, alongside History of Art and Visual Cultures and International Film. 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. 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

<https://intranet.royalholloway.ac.uk/students/study/student-department-information/student-department-information.aspx>

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

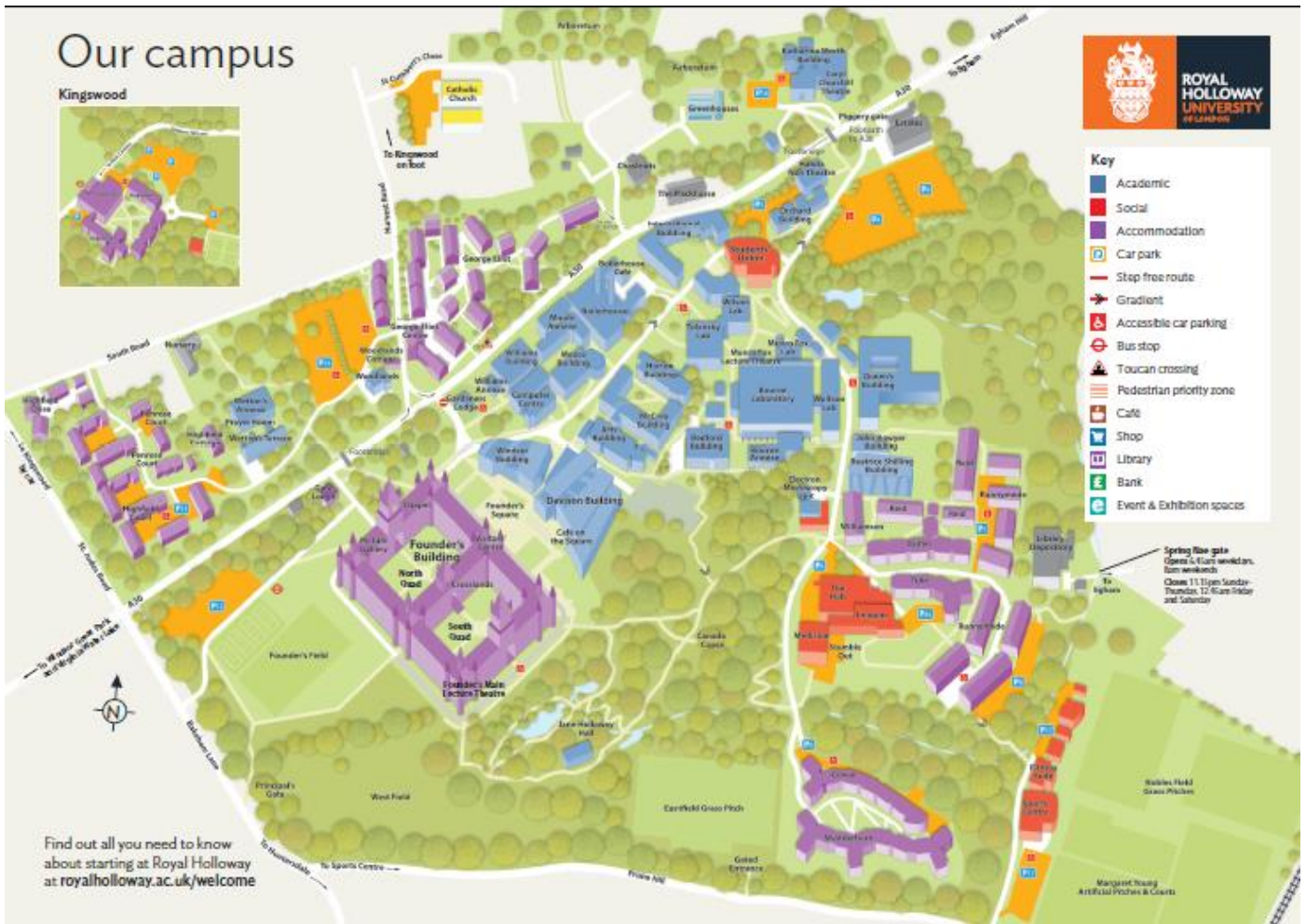
Finally, on behalf of all my colleagues in the School, I would like once again to welcome you most warmly to the SMLLC and to wish you the greatest possible success and enjoyment in your studies over the year ahead!

Prof Sarah Wright
Head of School
September 2018

1.2 How to find us: the School

The School of Modern Languages, Literatures and Cultures is located in the International Building, the main office is on the first floor. This can be found on the College campus map as International building.

1.3 Map of the Egham campus



Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with College. Find more information about the Parking Permit portal [here](#).

1.4 How to find us: the staff

CONTACT DETAILS

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Stefano Serafini	Sse	IN136
Martina Borghi	MB	IN136
Guido Bartolini	GB	IN136
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Languages for All tutors

Alex Gray for French
Gaby Thomson-Wohlgemuth for German
Avril Tynan for French
Ambra Anelotti for Italian
Guido Bartolini for Italian
Mrs Ying Gao for Mandarin
Isabel Cordoba Bejar for Spanish

Leverhulme Early Career Fellowship

Dr Matthew Phillips from 1 January 2019

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How to find us: the Departmental office

The school office is located in the International Building, first floor. The Modern Languages General Office (IN149) is open to students between 10.00 am to 4pm for all enquiries. It is not usually open at other times although an appointment may be made by e-mail to speak to a particular administrator.

1.5 The Department: practical information

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, History of Art and Visual Cultures, Translation Studies and Liberal Arts: Each of the major subject areas taught in the School has a Programme Director responsible for the undergraduate programmes. 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 tutors: All teaching and research staff act as Personal tutor to a number of students in each year. **Lists of Personal tutors are displayed on notice board outside IN149.** A full description of the role of the Personal tutor is given in this Handbook. Your Personal tutor 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.

Director of Teaching: The Director of Teaching oversees all procedural matters to do with course-unit and examination registration. S/he make 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 tutor.

School Language Co-ordinator : is responsible for all matters relating to the language teaching provision and delivery in the School. The Language Co-ordinator is the member of staff in the School whose job it is to make sure the language-teaching timetable runs smoothly. She liaises closely with all staff in the School and all the language tutors in French, German, Italian and Spanish.

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 Language Year 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 tutors 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.

1.6 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, Ernaux, 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.

Professor Colin Davis (BA, DPhil Oxford) is a specialist in twentieth-century French literature, film and thought, with interests including ethics, ethical criticism, Holocaust literature, recent fiction, and the connections between philosophy, fiction and film. He is the author of *Michel Tournier: Philosophy and Fiction* (1988), *Elie Wiesel's Secretive Texts* (1994), *Levinas: An Introduction* (1996), *Ethical Issues in Twentieth-Century French Fiction: Killing the Other* (2000), *French Fiction in the Mitterrand Years: Memory, Narrative, Desire* (co-written with Elizabeth Fallaize, 2000), *After Poststructuralism: Reading, Stories and Theory* (2004), *Haunted Subjects: Deconstruction, Psychoanalysis and the Return of the Dead* (2007), *Scenes of Love and Murder: Renoir, Film and Philosophy* (2009), *Critical Excess: Overreading in Derrida, Deleuze, Levinas, Žižek and Cavell* (2010) and *Postwar Renoir: Film and the memory of War* (2012).

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, death, and misanthropy. 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 working on two projects: one on death and murder in Pierre Corneille, and one on misanthropy in Europe from the Renaissance to the early nineteenth century.

Emeritus 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) studied French and German at undergraduate level and Comparative Literature and Culture as a postgraduate. Ruth's research specialism is the European avant-garde, especially women artists, writers and performers connected to Dada and Surrealism. Over the last few years she has worked with public institutions including The National Theatre, Southbank Centre and Tate Modern in London, The Louisiana Museum of Modern Art in Denmark, the Nicola Trussardi Foundation in Milan, and the Forumschlossplatz Aarau and Cabaret Voltaire in Switzerland. Ruth is currently writing a book on the poet Céline Arnould, provisionally entitled *Dada's Woman Wordsmith*. She is also working with a composer and a visual artist on a project to turn her book *Dada's Women* (Yale University Press, 2009) into a multimedia production. You can follow that journey at: <https://dadaswomen.wordpress.com/>

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 *Blaise 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.

Professor Hannah Thompson (BA, MPhil, PhD Cambridge) is a specialist in nineteenth- and twentieth-century French fiction, French and Anglo-American Disability Studies and Representations of Paris in fiction and film. She is the author of *Reviewing Blindness in French Fiction* (Palgrave, 2017); *Taboo: Corporeal Secrets in Nineteenth-Century France* (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). Her current research projects focus on the intersections between French Studies and Disability Studies; audio description as creative and inclusive practice, and the body in the French Canadian novel. She also writes the popular Blind Spot blog: <http://hannah-thompson.blogspot.com/>

Professor James S. Williams (BA, PhD London) specialises in modern French and Francophone literature; French, European and African cinema; gender and cultural studies; critical and postcolonial theory. He is the author of *The Erotics of Passage: Pleasure, Politics, and Form in the Later Work of Marguerite Duras* (1997), *Critical Guide to Camus's La Peste* (2000), *The Cinema of Jean*

Cocteau (2006), *Jean Cocteau* (a 'Critical Life') (2008), *Space and Being in Contemporary French Cinema* (2013), and *Encounters with Godard: Ethics, Aesthetics, Politics* (2016). He is also (co-)editor of *Gay Signatures: Gay and Lesbian Theory, Fiction and Film, 1945-1995* (1998), *Revisioning Duras: Film, Race, Sex* (2000), *The Cinema Alone: essays on the work of Jean-Luc Godard 1985-2000* (2000), *Gender and French Cinema* (2001), *For Ever Godard: the cinema of Jean-Luc Godard* (2004), *Jean-Luc Godard. Documents* (2006) (catalogue of the Godard exhibition held at the Centre Pompidou in 2006), and *May 68: Rethinking France's Last Revolution* (2011). He is currently completing a monograph for I.B. Tauris entitled *The Battle Lines of Beauty: The Politics, Aesthetics and Erotics of West African Cinema*.

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GERMAN

Dr Jon Hughes (BA, MSt Oxford, PhD Swansea) has research interests in the field of modern and contemporary German and Austrian culture, in particular that of the interwar period (1918-1939), and in the history of sport and cultural responses to sport in the German-speaking countries. He has specialised in the work of the Austrian novelist and journalist Joseph Roth, the subject of his monograph *Facing Modernity* (MHRA, 2006). He is also the author of an interdisciplinary study of the cultural, social and political significance of the German boxer *Max Schmeling: Max Schmeling and the Making of a National Hero in Twentieth-Century Germany* (Palgrave Studies in Sport and Politics, 2017). Other research and teaching interests include the *Neue Sachlichkeit* (New Objectivity); 'generational' discourses and youth culture in Germany; 'Amerikanismus' and responses to the USA in German culture; film, especially in the Weimar Republic; the literature of the anti-fascist exile; the postwar memory of National Socialism in German culture; the work of Hermann Hesse.

Professor Emily Jeremiah (BA Oxford, MA London, PhD Swansea) is a specialist in contemporary German-language literature and culture, as well as a comparatist and gender-studies scholar. Her research interests include ethics, mothering, translation and transnationalism. She is the author of three monographs: *Troubling Maternity: Mothering, Agency and Ethics in Women's Writing in German of the 1970s and 1980s* (Maney/MHRA, 2003), *Nomadic Ethics in Contemporary Women's in German: Strange Subjects* (Camden House, 2012), and *Willful Girls: Gender and Agency in Contemporary Anglo-American and German Fiction* (Camden House, 2018). With Frauke Matthes she is co-editor of *Ethical Approaches in Contemporary German-Language Literature and Culture* (Edinburgh German Yearbook 7, 2013). With Gill Rye et al., she is one of the editors of *Motherhood in Literature and Culture: Interdisciplinary Perspectives from Europe* (Routledge, 2017). Dr Jeremiah is also a prize-winning translator of Finnish poetry and fiction. With Fleur Jeremiah, she was co-translator of Aki Ollikainen's *White Hunger*, long-listed for the Man Booker International Prize 2016. She is a long-standing judge of the Schlegel-Tieck Prize for Translation from the German.

Dr Julian Koch (BA Maastricht; MSt Oxon; PhD London) works mainly on German and French poetry after WWII. His PhD thesis was on the poetry and poetics of the image in Paul Celan and André du Bouchet. He is also more broadly interested in the image and the imagination, whether from a philosophical (continental or analytical), art historical, or film theoretical perspective. Somewhat separate from his main research, he is also interested in metaphysics and particularly enjoys analytical approaches to continental philosophy.

Publications:

'Translation as Poetics in the Works of André du Bouchet', in *Modern Language Review* [forthcoming in January 2019] 'The Image in Celan's Poetics', in *German Life and Letters* [forthcoming in October 2018]

Dr Karina Berger (BA, MSt Oxford, PhD Leeds) specialises in post-war German-language literature and culture. Her research interests include literature on the Nazi past and 'Germans as victims'. She has

published several articles and chapters on German victimhood, as well as a monograph, *Heimat, Loss and Identity: Flight and Expulsion in German Literature from the 1950s to the Present* (Peter Lang, 2015). Other interests include translation; her most recent translation is the edited volume *European Football During World War II* (Peter Lang, forthcoming).

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

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/Boydell 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) Visual Cultures, in particular film and photography with a focus on Cuba and the city of Havana. Recent publications include essays on the representation of Havana in music documentary film and documentary photography. He is currently preparing his first monograph entitled *Aesthetics and the Revolutionary City: Real and Imagined Havana* (Palgrave Macmillan, Studies of the Americas). James is also a practising photographer who has exhibited his work in the UK and Cuba. Examples of his photographic work can be found on his personal website: <http://www.jkent.com>. His other areas of interest include photojournalism, portrait photography and the visual representation of Latin America in the global imaginary.

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 Jessica Wax-Edwards

Prof 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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ITALIAN

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.

Emeritus Professor Jane Everson (MA Edin, DPhil Oxford), author of *Bibliografia del 'Mambriano' di Francesco Cieco da Ferrara* (Alessandria, 1994), *The Italian Romance Epic* (Oxford, 2001), and of articles on Italian Renaissance literature, Dante, Ariosto, the Italian learned academies, and early printing in Italy. Co-editor of *Writers and Performers in Italian Drama from Dante to Pirandello* (Lewiston-Lampeter, 1991), *Scenes of Change. Studies in Cultural Transition* (Pisa, 1996), and *Italy in Crisis: 1494* (Oxford, 2000). Co-author: *The Italian Academies Themed Collection database* (<http://www.bl.uk/catalogues/ItalianAcademies/>). Research grants include: AHRC Major Research grant for 4 years (2010-2014), in collaboration with the British Library and the University of Reading, for the project: *The Italian Academies 1525-1700: the first intellectual networks of early modern Europe* (<http://italianacademies.org/>) - a continuation of the AHRC funded Resource enhancement project (2006-2009) *The Italian Academies 1530-1650: a themed collection database*; and British Academy research grant for the preparation of the new critical edition of the narrative poem *Il Mambriano*.

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 a Senior Fellow of the Higher Education Academy and was the recipient, with Dr Ruth Hemus, of the Teaching Excellence Prize 2017. 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 is currently Principal investigator of the HARC research grant *Interdisciplinary Italy 1900-2020: Interart/Intermedia*(2012-14): <http://www.interdisciplinaryitaly.org/>

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 her monograph *Animals, Plants, Things: Nonhuman Storytelling between Philosophy and Literature* is forthcoming with Edinburgh University Press. She is Fellow at the Forum for European Philosophy, LSE, where she organises ten events annually.

2 Support and advice

2.1 Student Charter

The College aims to bring all students into a close, harmonious relationship with each other and with the wider community. The **Student Charter** outlines how you can support the College in achieving these goals and also seeks to encourage you to act as an effective ambassador for the College, during your time as a student and later as part of the College's alumni

This Charter is not intended to constitute a binding agreement but is offered as a framework of aspirations, designed to be of benefit primarily to you as a student and to underpin the College's aim of ensuring that you have a highly enjoyable and rewarding experience during the course of your degree.

2.2 UG Degree Regulations

The **Undergraduate Regulations** set out the various standards that shape the regulatory framework of your undergraduate degree with the College. These include a variety of essential information, ranging from admissions to academic progression and examination. Some frequently used elements of the regulations are covered in this handbook.

2.3 Support within your department

Your first point of reference for advice within the School is your Personal Tutor. Inevitably, problems will sometimes arise that your Personal Tutor is not qualified to deal with. The College offers a high level of student welfare support which includes a, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of student wellbeing financial, career and other advice. There is also an NHS GP practice (the Health Centre) on campus located in Founder's East. Further details of each service can be found on the College web on the [Help and Support](#) page.

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 are Prof Hannah Thompson, and Ms Catherine Thorin, School Manager. You must also contact the DDS (Founder's West 143; Tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.ac.uk who will advise on appropriate sources of help. Further information is available on the College web on the DDS [Support, health and welfare](#) page.

2.4 Students' Union Royal Holloway University of London (SURHUL)

The Students' Union Royal Holloway University of London (SURHUL) is a registered charity (Registered No: 1141998) and actively represents the students of Royal Holloway University of London. SURHUL promotes your needs and interests by offering employment, participation, entertainment, support and advice, your clubs and societies, catering, transport, volunteering, campaigning and advocacy.

The SU [Advice and Support Centre](#), situated on the first floor of the Students' Union, is a free service that offers you the opportunity to discuss any concerns you may have and receive impartial advice and information from the team of experienced and professional advisers. 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.

Phone: 01784 24 6700
Email: helpdesk@su.rhul.ac.uk

[Find out more about the Students' Union](#)

2.5 Student-staff committee

We want to hear your views on the way the School operates. There is a student-staff committee on which both taught and research students are represented. Course representatives are elected by you to represent your views and ultimately, to help improve the quality of education provided by the College.

The Students' Unions take the lead in training and supporting course representatives, working with the department and professional services to help you make as many positive changes as possible.

The Student- Staff Committee meets at least once a term and plays an important role in the department as a forum for airing student views. For more information see the [Course Reps](#) page on the SURHUL website.

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

2.6 Student Services Centre

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

Phone: 01784 27 6641
Email: studentservices@royalholloway.ac.uk

[Find out more about the Student Services Centre](#)

2.7 Support Advisory & Wellbeing

The College offers a high level of student wellbeing support which includes triage and support through Student Wellbeing, a BACP accredited Counselling Service, dedicated disability & dyslexia support, financial

and budgeting advice and support for international students. There is also access to an NHS run Health Centre on campus.

Phone: 01784 44 3394
Email: wellbeing@royalholloway.ac.uk

[Find out more about Support Advisory & Wellbeing](#)

2.8 Student Wellbeing

Student Wellbeing provides advice and guidance to all students on personal and emotional wellbeing, to assist you in maintaining a healthy balanced lifestyle and to support you from transition to university and then in the continuation of your studies towards graduation. The Student Wellbeing team actively encourages all members of the campus community to alert them to concerns or signs of vulnerability to enable proactive engagement with intervention.

Phone 01784 44 3395 / 44 3132 / 27 6757
Email: wellbeing@royalholloway.ac.uk

[Find out more about Student Wellbeing](#)

2.9 Disability & Dyslexia Services (DDS)

If you have a disability, long standing medical condition or specific learning difficulty, it is important that you bring it to the College's attention as soon as possible.

The College Disability & Dyslexia Services support dyslexic and disabled students and those with mental health or chronic medical conditions to demonstrate their academic abilities by arranging support packages, dyslexia assessments and study skills sessions.

Phone: 01784 27 6473
Email: disability-dyslexia@royalholloway.ac.uk

[Find out more about Disability & Dyslexia Services](#)

Your first point of contact for advice and guidance are your Disability & Dyslexia Services Network Members in your School:

Name: Professor Hannah Thompson
Phone: **01784 443975**
Email: Hannah.thompson@rhul.ac.uk

Name: Catherine Thorin
Phone: **01784 414310**
Email: c.thorin@rhul.ac.uk

2.10 International Student Support Office (ISSO)

The International Student Support Office offers advice to international students on visa issues, working in the UK, opening a bank account, processing federal loans and police registration.

Phone: 01784 27 6168
Email: internationaladvice@royalholloway.ac.uk

[Find out more about the International Student Support Office](#)

2.11 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 CeDAS Office can be found on the ground floor of the International Building, room INoo2, and you can follow them on Twitter: [@cedasrhul](#).

All SMLLC students should also attend the School's Essential Skills sessions. See p. 31.

2.12 IT Services Desk

The College IT Service Desk offers a range of support covering all aspects of IT services, such as email access, connecting to the College's wireless network, connecting devices such as iPads and making use of College printing facilities. The IT Service Desk will also be able to provide expert advice and guidance on a range of more specific IT issues, should you experience any problems. They also offer a range of free software, including Microsoft Office 365, Sofos Antivirus, NVivo and SPSS.

Phone: 01784 41 4321
Email: itservicedesk@royalholloway.ac.uk
In person: Visit the IT support office in the Davison Library (ground floor)

[Find out more about IT Services](#)

3 Communication

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

3.1 Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the campus-wide portal, [CampusNet](#) or direct via [Outlook.com](#).

We will routinely email you at your College address and you should **therefore check your College email regularly** (at least daily). We will not email you at a private or commercial address. Do not ignore emails from us. We will assume you have received an email within 48 hours, excluding Saturdays and Sundays.

If you send an email to a member of staff in the School 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.

3.2 Post

All post addressed to you in the School is delivered to the student pigeonholes (alphabetical by surname) outside the administrative office (IN149). At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed. Important information from Academic Services is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them regularly.

3.3 Your Contact Information

There can be occasions when the Department needs to contact you urgently by telephone or send you a letter by post. 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. Further information about maintaining your contact information is available [here](#).

You can find out about how the College processes your personal data by reading the [Student Data Collection notice](#).

3.4 Notice boards

The official student notice boards are on the walls on the first floor of the International Building, these are located along the corridors. Each subject area has its own noticeboards. Every effort is made to post notices relating to class times well in advance, but occasionally changes have to be made at short notice and in that case email will be used.

Next to room IN123, you will find a noticeboard devoted to careers information and the proceedings of the Student-Staff Committee. The minutes of this committee are posted here, and next to the General Office, shortly after each meeting.

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!

3.5 Personal Tutors

To provide a framework for support, we have a system of Personal tutors. Every student in the School is assigned to a member of the teaching staff who will act as his /her Personal tutor. 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 tutor will normally arrange to meet with you very early on, and will 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 Director of Teaching, 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 tutors are displayed on the notice board outside IN149. Your Personal tutor may not remain the same throughout all four years of your degree programme and you may be assigned a deputy tutor when your assigned Tutor is on research leave.

A high degree of confidentiality is normally assured if you disclose personal matters to your Personal tutor. However, students reporting any special needs or disabilities to their Personal tutor 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 tutor, you may do so and it is School policy that no questions will be asked. Your Personal tutor 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 tutors 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 tutors 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 tutors have regular 'feedback and consultation hours' posted outside their doors and online, 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 and you can do this directly with your tutor. Information about how to get in touch with your Personal tutor 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 Tutor 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 tutor 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 tutor 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 tutor 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 Tutor 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 tutor 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.

3.6 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 Tutor, 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, final year students are invited to take part in the National Student Survey (NSS). This survey is very important and the responses you give in your survey are published on websites like UniStats and contribute to certain league tables, which prospective students look at when deciding where to study. By completing your survey, you'll be letting them know what your overall experience was like studying with us at Royal Holloway.

We read every survey response you give us, and every department has to make an action plan to respond to these surveys. The responses students have given us in the past have typically been very positive and the feedback helps us improve year on year.

We're always keen to hear how we can resolve any issues or feedback that you'd like to share with us. You can do this at any time throughout the year, through the regular channels (Class teacher, School Manager, Personal Tutor, or Staff-Student committees) and this will help us resolve problems as quickly and effectively as possible.

For obvious reasons, we are rather hampered in our ability to work constructively or swiftly with students to resolve problems that we are only alerted to through the NSS.

3.7 Space

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-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
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
FOUNDERS-W131	Founders West Room 131
FOUNDERS-W132	Founders West Room 132
FOUNDERS-W135	Founders West Room 135
GOWER WEDDERBURN	Gower Wedderburn Common Room
HORTON-321	Horton Room 321
HORTON-HLT1	Horton Building Lecture Theatre 1
HORTON-HLT2	Horton Building Lecture Theatre 2
HORTON-HTL3	Horton Building Experimental Laboratory
INTER-001	International Building Room 001
INTER-004	International Building Room 004
INTER-005	International Building Room 005
INTER-006	International Building Room 006
INTER-007	International Building Room 007
INTER-022	International Building Room 022
INTER-028	International Building Room 028
INTER-029	International Building Room 029
INTER-031	International Building Room 031
INTER-032	International Building Room 032
INTER-045	International Building Room 045
INTER-107	International Building Room 107
INTER-117	International Building Room 117
INTER-118	International Building Room 118
INTER-121	International Building Room 121
INTER-123	International Building Room 123
INTER-136	International Building Room 136
INTER-151	International Building Room 151
INTER-202	International Building Room 202
INTER-206	International Building Room 206
INTER-208	International Building Room 208
INTER-215	International Building Room 215
INTER-216	International Building Room 216
INTER-220	International Building Room 220
INTER-236	International Building Room 236
INTER-237	International Building Room 237
INTER-243	International Building Room 243
INTER-244	International Building Room 244
INTER-245	International Building Room 245
JANEHH	Jane Holloway Hall
JOHNB-05	John Bowyer Building Room 05
KINGSWOOD	Kingswood Blue Room
KWORTH-0-01	Katharine Worth Building Seminar Room 001

KWORTH-0-02	Katharine Worth Building Seminar Room 002
KWORTH-0-03	Katharine Worth Building Seminar Room 003
KWORTH-0-04	Katharine Worth Building Rehearsal Room A
KWORTH-0-10	Katharine Worth Building Workshop 1
KWORTH-15	Katharine Worth Building Rehearsal Room C
McCREA-103	McCrea Building Computer Room 103
McCREA-108	McCrea Building Room 108
McCREA-110	McCrea Building Room 110
McCREA-111	McCrea Building Room 111
McCREA-125	McCrea Building Computer Room 125
McCREA-201	McCrea Building Room 201
McCREA-217	McCrea Building Room 217
McCREA-218	McCrea Building Room 218
McCREA-219	McCrea Building Room 219
McCREA-229	McCrea Building Room 229
McCREA-236	McCrea Building Room 236
McCREA-246	McCrea Building Room 246
McCREA-301	McCrea Building Room 301
McCREA-302a	McCrea Building Room 302a
McCREA-303	McCrea Building Room 303
McCREA-304	McCrea Building Room 304
McCREA-305	McCrea Building Room 305
McCREA-306	McCrea Building Room 306
McCREA-307	McCrea Building Room 307
McCREA-308	McCrea Building Room 308
McCREA-309	McCrea Building Room 309
McCREA-310	McCrea Building Room 310
McCREA-311	McCrea Building Room 311
McCREA-312	McCrea Building Room 312
McCREA-313	McCrea Building Room 313
McCREA-314	McCrea Building Room 314
McCREA-317	McCrea Building Room 317
McCREA-320	McCrea Building Room 320
McCREA-321	McCrea Building Room 321
McCREA-322	McCrea Building Room 322
McCREA-323	McCrea Building Room 323
McCREA-324	McCrea Building Room 324
McCREA-325	McCrea Building Room 325
McCREA-326	McCrea Building Room 326
McCREA-327	McCrea Building Room 327
McCREA-328	McCrea Building Room 328
McCREA-328a	McCrea Building Room 328a
McCREA-329	McCrea Building Room 329
McCREA-330	McCrea Building Room 330
McCREA-331	McCrea Building Room 331

McCREA-332	McCrea Building Room 332
McCREA-333	McCrea Building Room 333
McCREA-334	McCrea Building Room 334
McCREA-335	McCrea Building Room 335
McCREA-336	McCrea Building Room 336
McCREA-337	McCrea Building Room 337
McCREA-338	McCrea Building Room 338
McCREA-354	McCrea Building Room 354
MFOX-LAB	Munro Fox Laboratory
MFOX-LEC	Munro Fox Lecture Room
MFOX-SEM	Munro Fox Seminar Room
MOORE-0-02/3	Moore Building Seminar Room 0-02/3
MOORE-0-04/5	Moore Building Seminar Room 0-04/5
MOORE-0-06	Moore Building Seminar Room 0-06
MOORE-0-07	Moore Building Seminar Room 0-07
MOORE-0-08	Moore Building Seminar Room 0-08
MOORE-0-09	Moore Building Seminar Room 0-09
MOORE-0-16	Moore Building Seminar Room 0-16
MOORE-0-99	Small Moore Annex Foyer Area
MOORE-1-05	Moore Glass Meeting Room 1-05
MOORE-AUD	Moore Building Auditorium
MOOREAX-034	Moore Annexe Seminar Room 034
MOOREAX-035	Moore Annexe Computer Room 035
MOOREAX-LT	Moore Annexe Lecture Theatre
NOH THEATRE	Noh Theatre
PICTURE GALLERY	Picture Gallery Founders
QUEENS-136	Queens Building Room Q136
QUEENS-146	Queens Building Room Q146
QUEENS-168	Queens Building Room 168
QUEENS-170	Queens Building Room Q170
QUEENS-171	Queens Building Room Q171
QUEENS-201	Queens Building Room 201
QUEENS-205	Queens Building Room 205
QUEENS-227	Queens Building Room 227
QUEENS-228	Queens Building Room 228
QUEENS-239	Queens Building Room 239
QUEENS-240	Queens Building Room 240
QUEENS-264	Queens Building Room 264
QUEENS-273	Queens Building Room 273
QUEENS-LT	Queens Building Lecture Theatre Room 169
TOLANSKY-118	Tolansky Building Room T118
TOLANSKY-125	Tolansky Building Room T125
TOLANSKY-231	Tolansky Laboratory T231
TOLANSKY-243	Tolansky Laboratory T243
TOLANSKY-HITT	Tolansky Building IT Laboratory

WETTONS-A	Wettons Annexe Room A
WETTONS-B	Wettons Annexe Room B
WETTONS-TERR-001	Wettons Terrace Music Room 001
WETTONS-TERR-003	Wettons Terrace Music Room 003
WETTONS-TERR-004	Wettons Terrace Music Room 004
WETTONS-TERR-101	Wettons Terrace Music Room 101
WETTONS-TERR-105	Wettons Terrace Music Room 105
WILLIAMS-DCM	Williams Digital Comms Room
WILLIAMS-MATVS	Media Arts TV Studio
WILLIAMS-MMLAB 1	Williams Multi Media Laboratory 1
WILLIAMS-MMLAB2	Williams Multi Media Laboratory 2
WILLIAMS-PTS	Williams Practice Teaching Space
WINDSOR-0-02	Windsor Building Ground Floor Seminar Room 0-02
WINDSOR-0-03	Windsor Building Ground Floor Seminar Room 0-03
WINDSOR-0-04	Windsor Building Ground Floor Seminar Room 0-04
WINDSOR-0-05	Windsor Building Ground Floor Seminar Room 0-05
WINDSOR-1-02	Windsor Building First Floor Seminar Room 1-02
WINDSOR-1-03	Windsor Building First Floor Seminar Room 1-03
WINDSOR-1-04	Windsor Building First Floor Seminar Room 1-04
WINDSOR-1-05	Windsor Building First Floor Seminar Room 1-05
WINDSOR-AUD	Windsor Building Auditorium
WOLFSON-128	Wolfson Building Room 128
WOLFSON-130A	Wolfson Building Room 130a
WOLFSON-225	Wolfson Building Room 225
WOLFSON-252	Wolfson Building Room 252
WOLFSON-351	Wolfson Building Room 351
WOLFSON-525	Wolfson Building Room 525
WOODLANDS	Woodlands Music Room 001

4 Teaching

4.1 Dates of terms

Term dates for the year are as follows.

Autumn term: Monday 24 September to Friday 14 December 2018

Spring term: Monday 14 January to Friday 29 March 2019

Summer term: Monday 29 April to Friday 14 June 2019

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/ or miss lectures/ seminars/ practicals etc., you are expected to inform your department and fill in a Notification of Absence Form Form ([explained further below](#)). During the summer term, after the examination period, you are expected to attend all required academic activities organized by the department and to be available should you be required to meet with College staff for any reason.

4.2 Academic Timetable

Your individual student timetable will be available via the [Your Timetable](#) page on the Student Intranet. Log in with your College username and password and view your timetable via the system or download to a personal calendar. In September you will receive communications by email about exactly how to access and download your timetable, so keep any eye out for these. Timetables are subject to change during the course of the academic year, so you should check yours regularly, (as a minimum every few days) to ensure you are using the most up to date timetable. Any changes to your timetable that occur within two working days will be notified by email to your RHUL account, so please also check your emails regularly. All classes start on the hour. They end ten minutes before the hour to allow you to move between classes.

4.3 Study weeks

There are two Study Weeks, one in the middle of each main teaching term: **5 – 9 Nov 2018** and **18–22 February 2019**.

During Study 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 during Study Weeks 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 Study 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 Study Week without special permission**, which will not usually be given unless there serious extenuating circumstances.

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

- appointments with their Personal Tutor 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 Tutor or YA Officers to discuss the Year Abroad.

Above all, however, Study 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.

5 Attending classes and engaging with your studies

The College has a responsibility to ensure that all students are attending classes regularly and progressing with their studies. We also have legal obligations placed on us under the Equality Act (2010), UK Visa and Immigration (UKVI) and Student Finance to ensure we monitor your attendance and engagement with studies.

Your regular attendance in class and consistent engagement with your studies are essential to your learning experience with the College. If you encounter difficulties with this, do please tell your tutor or another member of staff as soon as you can. The earlier you do so, the sooner we can provide the appropriate help. 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.

5.1 Attendance requirements

Your classes are the learning activities deemed essential to your programme of study. These could include a

variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings with your Personal Tutor.

While you are expected to attend all the classes related to your programme of study, the College understands that emergencies may occur at any time throughout the year. In light of this, the School of Modern Languages, Literatures and Cultures has set a minimum attendance level at 80% - 80% is the minimum set by College. 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. You can find out more about attendance policy [here](#).

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. The [Undergraduate Regulations](#) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis must not exceed 20 hours per week during term time. You may not undertake paid work which may conflict with your responsibilities as a student of the College. International students must ensure that any working restrictions, as stated on their visa, are also adhered to.

5.2 Adjustments to attendance requirements

If you believe that you will not be able to comply with the attendance requirements, you may request an adjustment in your case. This would only be permitted if you have good reason to ask for it and if adjustment would not compromise competence standards or your ability to reach the learning outcomes of your programme. Requests to consider an adjustment to attendance requirements will be treated case by case and discussed by the department with the Disability and Dyslexia Services (D&DS) and Academic Quality and Policy Office (AQPO).

5.3 Monitoring attendance

The School of Modern languages, Literatures and Cultures 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.

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.

It is your responsibility to make sure that your attendance has been recorded. It is also essential that you arrive at your classes in good time, as you will be marked absent if you turn up late without good reason.

We will contact you 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 causes **concern over your wellbeing or which may point to an undisclosed disability**

5.4 Formal Warnings

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, the School 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 in section 24 of the [Undergraduate regulations](#).

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.

5.5 Withdrawal of visa

If you are sponsored by Royal Holloway on a Tier-4 (General) Student visa, should your registration at the College be terminated for non-attendance, general lack of engagement with your studies or any other disciplinary matter you will be reported to the UK Visa and Immigration (UKVI) and your Tier 4 (General) Student visa will be withdrawn. Alternatively, in line with the College's legal obligations to UKVI, if you fail to meet the requirement of your Tier 4 (General) Student visa, including attendance and completion of assessments, the College may terminate your student registration without following the disciplinary procedures outlined in the Academic Regulations. This decision would not be open to appeal as it is part of the College's obligations to the UKVI. Please see our [Undergraduate Regulations](#).

5.6 Missing classes

If you face difficulty in attending any classes or undertaking an assessment it is very important that you inform the department as early as possible, giving the reasons for your non-attendance. The department will decide whether or not to authorise your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Tutor. In addition, an extensive range of additional support, guidance and advice is available from the College's Student [Advisory & Wellbeing teams](#). As explained in section 2 above, the Students' Union also operate an [Advice and Support Centre](#).

If you are unable to attend classes for whatever reason you must tell the department in which you are taking the course(s) in question and follow the [Notification of Absence Procedure](#). You must submit a Notification of Absence Form together with any supporting documentation either before your absence begins or within five working days of the end of the period of absence. The exact form to submit depends on the reason for your absence, as explained in the [on line guidance](#).

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 Tutor). 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. If you are sponsored by Royal Holloway on a Tier-4 (General) Student visa please be aware that if you do not follow the process to submit a notification of absence or have an acceptable reason for absence you are putting your Tier 4 visa at risk of withdrawal. Therefore, it is very important that you continue to communicate with the College through your Department and the Advisory & Wellbeing teams if you are struggling to attend.

You should ensure that you advise the departments(s) by e-mailing your Personal tutor or the School office ModLangAdmin@rhul.ac.uk as soon as you know you are going to be absent from class.

5.7 Missing an examination

If you are unable to attend an exam (e.g. through reasons of sudden illness) then there are two steps to follow.

Step 1

You must notify the Student Services Centre at the earliest possibility. Wherever possible, please e-mail them at studentservices@royalholloway.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 why you cannot attend the exam. The Student Services Centre will then forward this information to your department so that we are aware of your non-attendance.

Step 2

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 [section 8](#) below.

6 Degree Structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through the [Programme Specification Repository](#).

6.1 Department specific information about degree structure

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/mlc/informationforcurrentstudents/handbooks.aspx>).

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

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 Arts-S021) or

Wednesday 1 pm (room Boiler-0-07)

You **must** attend **ONE** of these sessions each week.

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

The Writing Skills Quiz will be open to students from **09:00 am on Monday 01 October 2018** and will remain open until **23.59 pm on Friday 14 December 2018**.

The quiz will test your writing skills in the following areas: punctuation, grammar and usage, spelling, stylistic and scholarly conventions, essay and sentence structure, and tone or register. The time limit for this quiz is 75 minutes, and whilst you can take it as often as you want to, there is a delay of 6 hours after your first two attempts before you are permitted to attempt the Quiz again.

You will receive detailed feedback on your answers immediately upon completing the quiz. Take the time to read the explanations for both your correct and your mistaken answers. This will build your confidence in your writing skills and help you apply the lessons learned here to your writing.

Any queries about the Quiz from staff or students should be sent to: SS1000@royalholloway.ac.uk

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](#).

6.2 Course registrations

You can only register for 120 credits' worth of courses in each academic year (this excludes courses which are being re-sat). You will have the option of changing courses up to the end of the second week after the start of teaching (excluding Welcome week). Any courses that you wish to take on an extracurricular basis (that is, not counting towards your degree) must be identified at the start of the academic year.

6.3 Change of programme

You need to talk to your Personal Tutor if you think you need to make a change to your study details (change of degree programme/withdrawal etc).

Make an appointment to see your Personal Tutor who will talk things over with you. You should then make an appointment to see the Head of School, Professor Sarah Wright, by contacting Cathy Thorin, c.thorin@rhul.ac.uk

You may transfer to another programme subject to the following conditions being met before the point of transfer:

- (a) you must satisfy the normal conditions for admission to the new programme;
- (b) you must satisfy the requirements in respect of mandatory courses and progression specified for each stage of the new programme up to the proposed point of entry;
- (c) the transfer must be approved by both the department(s) or school(s) responsible for teaching the new programme and that for which you are currently registered.

Further information about changing programmes is available in Section 8 of the [Undergraduate Regulations](#).

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

7 Facilities

7.1 The Library

The Library is housed in the **Emily Wilding Davison Building**.

Details, including Library Search, dedicated subject guides and opening times can be found online from the [Library home page](#).

The Ground Floor of the Library contains a High Use Collection which includes many of the books assigned for undergraduate courses. . The rest of the Library collections are on the upper floors. There are plenty of study areas and bookable rooms to carry out group work, as well as many areas to work on your own. The Library contains a large number of PCs and has laptops to borrow on the ground floor to use in other study areas.

The Information Consultant for the Department is Deborah Phillips, who can be contacted at Deborah.Phillips@rhul.ac.uk

The Library provides a range of training sessions designed to enhance your existing library and research skills. These are available in both class-based and self-study formats. For information on available sessions and to book a place, go to:

<http://www.royalholloway.ac.uk/library/helpandsupport/findinginformation.aspx>

One of the most important resources for you as a student of Modern Languages, Literatures and Cultures is the library here at Royal Holloway. The Modern Languages, Literatures and Cultures sections 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 will be in a different area of the Library than the Modern Languages material; for example, foreign language dictionaries are located on the upper floors. There is also a growing collection of DVDs and streaming resources, useful especially for Film courses. The majority of journals are available online, and there is a small collection of printed journals on the upper floor.

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.

There is a subject page specifically for students in the SMLLC here: <http://libguides.rhul.ac.uk/ModernLanguages>. This contains links to the most useful resources for you. The Library has some 5,000 journal titles in electronic, full-text format and a virtual library of texts and images. 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 subject page. Ask your Information Consultant 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 full-text articles.

Early in your first term at Royal Holloway, you should have a training session with your Information Consultant who will introduce you to the Library and the resources on offer. 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.

7.2 Photocopying and Printing

The departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are located in the Library, 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 [here](#):

If you require copying to be done for a seminar presentation, you need to give these materials to your tutor to copy on your behalf. Please make sure that you plan ahead and give the materials to your tutor in plenty of time. 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 Library, and Computer Centre.

7.3 Computing

There are ten open access PC Labs available on campus which you can use, including three in the Computer Centre. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your College card.

[How to find an available PC](#)

8 Assessment Information

8.1 Anonymous marking and cover sheets

It is College policy that all examination scripts and assessed coursework 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 and it changes every year). 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.**

Marking of examinations and coursework

Examinations are set and marked by the lecturers and tutors in each subject area, together with External Examiners from outside the College. Their main function is to ensure that examination standards and procedures 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 and essays, attend examiners' meetings and advise on all aspects of the examination process. Members of the School also act as External Examiners at other universities or colleges of the University of London.

In accordance with College Regulations, all second- and final-year written examinations and assessed project or coursework for cultural courses are marked by the lecturer who set the work and then moderated by a second internal examiner. Final-year dissertations (full or half-unit) and Year Abroad (YA) work placement projects and reports are double-marked. Oral examinations have two examiners in second and final years, and one in the first year. They are recorded and the recordings are moderated. Moderation duties are evenly distributed across the School to ensure parity of marking standards. Moderators for second- and final-year work are required to read all performances given a first-class or a fail mark, any that are borderline or for which the examiner specifically asks for a second opinion and a

sample across the range constituting at least 20% of the total. If the moderator finds the marking in general too harsh or too lenient, s/he may recommend that they should all be raised or lowered by an agreed number of percentage points. An external examiner will be informed of any such across-the-board adjustments and asked to approve them or discuss an alternative course of action. For first-year work, all fail marks are checked and confirmed or adjusted by the moderator. At the end of the academic year, when marks have been aggregated to produce each student's overall mark for each course, any overall borderline marks are returned to the course convenor for double-checking and may be raised or held where they are at that point. That is why marks are called 'provisional' until the final Sub-Board ratifies them.

Oral Examinations

Students taking a language will be tested by oral as well as written 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 Term 1 of the final year, usually during Welcome Week.

Timetables for oral examinations will be e-mailed to students and displayed on notice boards in the School by the end of the second term or, in the case of the Year Abroad oral examination, at the start of Term 1. All students are also required to check their College email regularly for any last-minute changes to the examinations timetable.

Candidates are advised that they **MUST** attend the Oral exam at the **exact** time allocated to them except in cases of extenuating circumstances as defined above. **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.

No examinations, oral or written, are rescheduled for the convenience of students.

FOR THE ATTENTION OF ALL STUDENTS OF LANGUAGE:

PLEASE NOTE THAT IN ORDER TO GRADUATE WITH A DEGREE IN Modern Languages with 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.

8.2 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 page** for each course shortly after the beginning of each term, and this is intended to help students plan their work during the term. **it is your responsibility to plan your work and manage your time so that you are able to meet all deadlines.** Whilst we try and spread deadlines out across the year, this is not always possible. Please plan ahead and remember that the deadline is the final point at which you can submit work: you can always submit work before the deadline. All students must adhere to all deadlines set for coursework, essays, projects, dissertations etc. **Please refer to 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 are documented extenuating circumstances. 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). '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 uploading your essay to the last few minutes before the deadline as Moodle is often overloaded at this time and that means the upload is placed in a queue, which can take up to an hour. As with allowing time to get through security at an airport, when you know you have to allow a generous margin or you might miss your flight, you must allow for such upload queues as the time of submission is recorded electronically by the system and that is the time the upload is completed, not the time your essay starting queuing. Always keep back-up versions of your work somewhere other than the machine you are working on and date them so you do not accidentally upload an old draft.

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 2018-19

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 1701234 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 you will receive in an e-mail and complete the top section of the essay coversheet available here:

<https://intranet.royalholloway.ac.uk/ml/c/informationforcurrentstudents/home.aspx>

You **MUST** include your candidate number and the Turnitin ID on this form.

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).

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.**

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 issues concerning academic presentation of work.

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' and colleagues' 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.royalholloway.ac.uk/>. See also Sections [7.3](#), [7.4](#) and [7.6](#).

8.3 Stepped Marking

From September 2018, work submitted for assessment will be graded by using a set of marks with the pattern X2, X5 or X8. This means that an upper second class piece of work would be awarded 62%, 65% or 68%. This approach, which is called stepped marking, has been found to help in better aligning grades with marking criteria and for providing greater clarity to students about the standard of their work and how close they are to lower and upper grade boundaries. For example, a 62% represents a low 2:1, while a 68% indicates a high 2:1.

Assessed work which is quantitative (e.g. numerical or multiple-choice tests), where there are 'right or wrong' answers, e.g. language tests/ exercises and/ or where there is a detailed mark scheme under which each question is allocated a specific number of marks will be exempt from stepped marking.

8.4 Policy on the return of marked student work and feedback

The full policy on the return of marked student work and feedback is available [here](#).

Return of marked student work and feedback

All assessed work (other than formal examinations) should be returned with feedback within 20 working days of the submission deadline, except in cases where it is not appropriate to do so for exceptional and/ or pedagogic reasons. These may include the assessment of dissertations, final year projects, taped case studies, audio visual submissions, where the marking has been delayed due to staff illness and/ or where an extension to the submission deadline has been granted. The deadline for the return of the marked work with feedback will be made clear to students when they receive their assignments. In the event that the intended deadline cannot be met for reasons such as those listed, the revised deadline will be communicated to students as soon as possible.

Forms of feedback¹

Feedback should be available for all assessments/assignments, including dissertations, projects and examinations (see guidance below).

Feedback can be provided in a variety of formats. In addition to written/typed/on-line feedback on assignments, feedback can be audio/video recorded, provided verbally in classes/tutorials, etc. Feedback is typically provided by teachers on individual assignments, but can be an overview of the attainment of a group of students, for dissemination to students and possibly to Personal Tutors. Feedback can take the form of both comments relating to specific issues (e.g. marginal comments on written work), and general comments bringing the main points together.

Peer feedback can be a valuable activity for both provider and recipient in developing reflection and understanding.

Opportunities to compare feedback across a number of assessments should be provided to students periodically, e.g. through the Personal Tutor system.

Feedback should be clear about academic performance

The language used in feedback should explicitly match the assessment/marking criteria and attainment level descriptors, which should be provided to the students in advance of completing the assignment. Marking 'rubrics' can be helpful in many circumstances, while also recognising that it will not always be appropriate to deduce a mark mathematically from performance in each of the criteria.

Activities that help students to understand the assessment criteria in advance of being assessed can be extremely helpful. This might include self-assessment, peer-assessment, or assessing 'model' work.

Activities that help students to understand the feedback, for example group discussions, can also be extremely valuable.

Feedback should be constructive

Feedback should carry a respectful tone, and contain a balance of both affirmative and developmental comments. Affirmative comments foster confidence and identify good practices that should be continued. Developmental (feed-forward) comments should always be provided, and clearly identify attainable goals to improve performance in future assignments.

Feedback proformas etc. should be designed to ensure that 'feed-forward' comments, and other good practices, are included. The structure of the feedback might constitute a 'feedback sandwich'. Potentially negative feedback can be framed in a constructive way, for example by commenting on the merits of features that nonetheless warrant further development.

There should be careful consideration of the number of developmental comments in a piece of feedback, avoiding over-long lists, and identifying an attainable number of targeted actions to raise attainment from the current level in a structured feedback section. Comments on less central issues could be made elsewhere (e.g. marginal comments on written work).

Where an assignment has multiple markers, there should be explicit mechanisms to promote consistency in academic expectations, and in feedback approaches/volume.

Feedback timing

Assessment/feedback timings should be planned such that students receive feedback soon enough after the

¹ **Reference:** David J. Nicol & Debra Macfarlane-Dick (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31:2, 199-218, DOI: 10.1080/03075070600572090

task for it to retain its relevance, and sufficiently in advance of upcoming related assignments to allow students to act upon the feedback.

Feedback should be returned within the College's stipulated maximum feedback deadline (with the exception of specifically exempted assignments), see first section above.

Students' use of feedback

Students should engage with the feedback provided on their assignments at the earliest possible opportunity, to ensure that they understand its relevance to their work, and that they can apply it to their subsequent assignments.

Students should take all of the opportunities provided to obtain and benefit from feedback on their work, and be aware that it may take many forms (e.g. written, verbal, recorded, on line, from peers).

8.5 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Programme Specification [Programme Specification Repository](#) (and also more generally in the [Undergraduate Regulations](#)).

8.6 Examination results

Please see the [Examinations & Assessments](#) website for details of how you will be issued with your **results**.

The Examinations & Assessments website is the place where you can access the "Instructions to Candidates" and details of the examinations [appeals](#) procedures.

8.7 Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section 13, paragraph (4) of the College's [Undergraduate Regulations](#).

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 believe that you will be unable to submit coursework on time because of illness or other acceptable causes then you should apply for an extension to allow you to submit the work late without suffering a penalty. If you did not request an extension but then miss a deadline due to factors which have affected your ability to submit work on time, then you may submit a request for extenuating circumstances to be considered. Please note however that if you do so, you will have to provide convincing reasons why you had been unable to request an extension.

8.8 Penalties for over-length work

'Being able to write within specified word limits is an academic and transferable skill which you will need to master early in your university career. Your course tutors will specify a word-length range for each assignment and you should always respect the word limit for each

assignment. Work which is too long will be penalized.'

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (5) of the College's [Undergraduate Regulations](#):

Section 13 (5)

Any work (written, oral presentation, film, performance) which exceeds the upper limit set will be penalised as follows

- (a) for work which exceeds the upper limit by up to and including 10%, the mark will be reduced by ten percent of the mark initially awarded;*
- (b) for work which exceeds the upper limit by more than 10% and up to and including 20% ,the mark will be reduced by twenty percent of the mark initially awarded;*
- (c) for work which exceeds the upper limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.*

The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations or films.

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.

8.9 What to do if things go wrong – Extensions to deadlines

You are expected to manage your time appropriately and hand in your coursework assessments on time. However, unforeseeable or unpreventable circumstances may occasionally arise which prevent you from doing so. In this case you should apply for a deadline extension using the College's online extension application system. You can read the policy and guidance on extensions on the College's webpage about [Applying for an Extension](#).

8.10 What to do if things go wrong – the "Extenuating Circumstances" process.

If you are unable to submit coursework because of unforeseeable or unpreventable circumstances then you should normally apply for an extension (see above) to allow you to submit the work late without suffering a penalty. If this proves impossible then you may apply for extenuating circumstances, which will be considered by the department after the main exam period in May.

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.* You can read more about them [here](#).

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

- Unforeseeable - you would not have prior knowledge of the event (e.g. you cannot foresee whether 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. The policy is explained in full in the [Extenuating circumstances – Guidance for students](#).

Absence from an examination

Section 5 above explains what to do on the day you miss an examination. You should apply for extenuating circumstances if you miss an examination through unexpected illness or other acceptable cause; if you begin 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.

Applying for extenuating circumstances

If you apply for extenuating circumstances, you will need to supply a full explanation of your situation together with any supporting documentation. Before going ahead, you should check that your circumstances meet the criteria. These are explained in full in the [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.

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 Student Advisory & Wellbeing teams as soon as possible. This will allow us to consider strategies that will help you manage the situation. Examples might be that you have an illness that does not constitute a disability, a close family member is ill and needs your support, or you have suffered an adverse life event.

It may be that the circumstances are severely affecting your ability to study by causing you to repeatedly miss scheduled teaching and/ or affecting your ability to complete assessments. If this is the case and there is no reasonable way to help you to manage the situation, then you may need to consider, in consultation with your department and Student Advisory & Wellbeing, if it would 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 may be preventable. As such, it is unlikely that the Sub-board will be able to take action to mitigate such circumstances. For further information, please read the [Extenuating circumstances – Guidance for students](#).

8.11 Support and exam access arrangements for students requiring 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 adjustments, 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 adjustments, support and exam access arrangements (') can be put in place. There is a process to apply for special arrangements for your examinations – these are not automatically put in place. Disability and Dyslexia Services can discuss this process with you when you register with them. Please see section 2 above 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 make further allowance in relation to your disability or

SpLD.

8.12 What to do if you have difficulty writing legibly

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in writing by hand which would lead to your scripts being illegible you should contact [Disability and Dyslexia Services](#). Please note the deadline for making an application for Examination Access Arrangements is in January each year. Therefore it is in your interest to contact DDS as soon as you are able in the Autumn Term in order that you have time to get any necessary evidence required for the application.

8.13 Academic Misconduct

The College regulations on academic misconduct (also known as assessment offences) can found on the [Attendance and Academic Regulations page](#) of the student intranet.

Academic misconduct includes, but is not limited to plagiarism (see below), commissioning, duplication of work, (that is, submitting work for assessment which has already been submitted for assessment for the same or another course), falsification, impersonation, deception, 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 academic misconduct 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 Tutors or other members of staff in their department should they have any queries about what constitutes academic misconduct. The College treats academic misconduct very seriously and misunderstanding about what constitutes academic misconduct will not be accepted as an excuse. Similarly, extenuating circumstances cannot excuse academic misconduct.

What is 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.

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-year students and returning Year Abroad Finalists will be asked to sign this Declaration during Welcome Week 2018-19.)**

9 Careers information

The College's [Careers & Employability Service](#) is based in the Davison Building. The careers service run a number of industry themed weeks and a range of standalone events during the academic year including a

careers fair in October. Our events are open to all students. One to one appointments are available all through the year where you can talk over your career ideas or get your CV, cover letter or application checked. You can also book a practice, in person or video interview.

Our website and Careers Moodle has a wide range of help and information including interview skills, writing CVs and applications, assessment centres & psychometric tests. For more information about all Careers events and appointments visit their website or come along and speak to their friendly and helpful staff.

10 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 Tutor 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. 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 procedure and permitted grounds for appeal can be found on the Academic Appeals [webpage](#).

11 Health and Safety Information

The [Health and Safety webpage](#) provides general information about our health and safety policies.

11.1 Code of practice on harassment for students

The College is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The College's [Code of Practice on personal harassment for students](#) should be read in conjunction with the [Student Disciplinary regulations](#) and the [Complaints procedure](#).

11.2 Lone working policy and procedures

The College has a 'Lone Working Policy and Procedure' that can be found [here](#).

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

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

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

11.3 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

<https://intranet.royalholloway.ac.uk/mlc/informationforcurrentstudents/home.aspx>

12 Equal Opportunities Statement and College Codes of Practice

12.1 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.