Disclaimer

This document was published in September 2017 and was correct at that time. The Department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

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

An electronic copy of this handbook can be found on your Departmental website (https://www.royalholloway.ac.uk/politicsandir/informationforcurrentstudents/home.aspx) where it will be possible to follow the hyperlinks to relevant webpages.
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1 Introduction to the Department

1.1 Welcome

Welcome to the Department of Politics and International Relations. If you are new to Royal Holloway we hope that you enjoy what will be a fruitful, enjoyable and challenging period of study. If you are returning to the College after having previously studied here, we hope that you have come back refreshed for the new academic year.

This handbook contains information you will need throughout your course. It gives details about your course and the members of staff who will teach you. It also provides information about how the Department and the College can support you academically and personally. We encourage you to read the handbook thoroughly in the first week of term.

We realise that you will have questions about your course which are not answered in this handbook. This handbook is not your only source of information. The best way of getting to know the Department and how we can help you is through personal contact with members of staff, both academic and administrative. Your personal advisor (an academic member of staff assigned to each staff who can provide academic and welfare advice) will be particularly important in helping you. We have listed other members of staff in order that you can find out the different things that they teach, research and administer.

The Department offers eight different post-graduate taught programmes. Further details specific to these programmes are featured later in the handbook. All programmes offer a mixture of mandatory courses, programme-specific options, and free options chosen from a broad range of options shared across multiple courses. These programmes are alike in that they aim:

- to provide a systematic understanding and knowledge of theories, institutions, and practices in the disciplines of politics and international relations generally and more specifically in sub-disciplines related to individual programme streams;
- to encourage a critical awareness of current problems and developments in political science and international relations generally and in specific sub-disciplines related to individual programmes;
- to provide theoretical insights and methodological techniques relevant to the creation and interpretation of knowledge in politics and international relations and to the critical evaluation of current research and advanced scholarship in that field;
- to provide training in research techniques in the field of study;
- to foster an independent learning ability required for continuing professional development; and
- to develop key communications, IT and management skills relevant for postgraduate work.

In this way, our programmes contribute to the mission of the Department:

“to conduct and publish research of a high quality, both pure and applied, in the fields of Politics and International Relations, to teach undergraduate and postgraduate
programmes to high levels of scholarship, to supervise and encourage research students in areas of the Department’s expertise, and to develop international collaboration in research and teaching”

We hope that you will find this Handbook useful. We look forward to meeting you over the coming weeks and months, and to answering any questions you may have.

With very best wishes,

Chris Hanretty,
Director of Postgraduate Taught Programmes
(on behalf of the Department of Politics and International Relations)

1.2 How to find us: the Department

The Department is located on the west side of the College’s historic main building, Founder’s Building, on the first floor. Founders can be found on the College campus map as Building 1.
1.3 Map of the Egham campus

Student parking is limited and a parking permit is required; this can be obtained online [here](#).
## How to find us: the staff

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**Head of School**
Professor Sandra Halperin

**Director of PGT Programmes**
Chris Hanretty

**Sabbaticals 2017-18**
Michelle Bentley
Antara Datta
Neil Gascoigne

James Sloam
Kaat Smets
Cristian Vaccari
1.5 How to find us: the Department Office

The administrative office is located in room FW139. Founders can be found on the College campus map as Building 1.

1.6 The Department: practical information

The Department Office will be open from 09:00 – 12:00 and 14:00 – 17:00 Monday to Friday.

Office hours for academic staff and tutors are listed on the notice boards outside the Department Office and on the departmental website.

1.7 Academic research interests

**Nick Allen**: British elections and democracy, parliamentary misconduct, political ethics and integrity, the British prime ministership and political executive.

**Michael Bacon**: Contemporary political theory, in particular pluralism, pragmatism, and theories of democracy.

**Giacomo Benedetto**: European Union, the effect of Brexit on the EU; European Parliament, Parliaments, Political Parties (particularly socialist and social democratic parties), and public spending and budgets, the EU’s budget.

**Michelle Bentley**: US foreign policy, mass destruction, terrorism, strategic narratives, and political taboos.

**G. Anthony Bruno**: Kant, German idealism, phenomenology, early modern philosophy.

**Elinor Carmi**: Media theory, new media, software studies, digital cultures, sound studies, media archaeology, internet governance.
Licia Cianetti: Comparative Politics, Ethnic and Minority Politics, Democratic Representation, Quality of Democracy, Urban Politics, Post-communist Europe.

Antara Datta: South Asian history and politics, with special focus on the politics of forced migration, and gendered communities in south Asia, the Middle East and North Africa.

Tom Dyson: European defence and security, especially NATO, the EU's Common Defence and Security Policy and British and German defence policy; military adaptation and learning; Neoclassical realist international relations theory.

Julia Gallagher: Sub-Saharan African politics, particularly Zimbabwe; recognition and psychoanalysis in international relations theory; qualitative research methods.


Andreas Goldthau: EU energy security, Eurasian energy geopolitics, global energy governance and global public policy.

Ursula Hackett: Domestic politics of the United States; public policymaking - particularly education policy; religion and politics; federalism and intergovernmental relations.

Sandra Halperin: Global development, the causes and conditions of war and peace, Middle East politics.

Chris Hanretty: election forecasting; public opinion; constituency representation; judicial politics; West European politics; quantitative methods.

Oliver Heath: Voting behaviour, elections, public opinion, democratization, comparative politics.

Will Jones: Refugee politics, politics of Africa (particularly Rwanda), diasporas, mobilisation, authoritarianism, conflict and fragile states, refugee resettlement and relocation policy.

John Mattausch: Ethnicity, the relations between different ethnic groups, British/Gujarati history, the British in India. Explanatory social theory, societal change and the role of chance.

Ben O'Loughlin: International political communication, visual politics, discourse and narrative in politics.

Alexis Papazoglou: Hegel, post-Kantian and neo-Kantian philosophy, philosophy of mind, philosophy of science.

Ivica Petrikova: aid effectiveness, food security, EU development policy and donor coordination, agricultural policies, social movements, social capital, inequality, and the
links between religion, politics, and development.

**Dave Preston:** Ancient Philosophy - especially its relation to more modern theories. Plato. Epistemology. Philosophy of Mind.

**Rebecca Roache:** Metaphysics (especially philosophy of time, free will, personal identity), philosophy of mind, philosophy of psychiatry, applied ethics, philosophy of technology.

**Cassilde Schwartz:** comparative politics, Latin American and Caribbean politics, migration, protest, political participation, public opinion, quantitative methods, experimental methods.

**Jonathan Seglow:** Contemporary political theory, especially toleration, free speech, citizenship and cultural diversity.

**John Sellars:** Ancient philosophy (especially Hellenistic and Roman) and its later reception.

**James Sloam:** Young people's politics, political participation, social movements, political parties (social democracy), and German politics.

**Kaat Smets:** Political behaviour, elections, public opinion, political sociology, comparative politics and research methods.

**Henry Somers-Hall:** Nineteenth and twentieth century German and French philosophy, and in particular Kant, Hegel, Deleuze, Merleau-Ponty and Sartre.

**Thomas Stubbs:** Development studies, global and public health, political economy, urban studies, quantitative methods, East African politics.

**Cristian Vaccari:** Digital media and politics, social media and political participation, election campaigns, online and offline political discussion.

**David Wearing:** Britain's relations with Gulf Arab monarchies; Western foreign policy in the Middle East; critical and post-colonial approaches to IR.

**Nathan Widder:** History of Western political thought, contemporary Continental philosophy, questions of difference, pluralism, power, identity and time.

**Jinghan Zeng:** China's authoritarian system, elite politics of contemporary China, Chinese foreign policy and research methods.
2 Communication

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

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

2.1 Email

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

Emails to this address will be used routinely for all communication with students. Email may be used for urgent communication and by course tutors to give or confirm instructions or information related to teaching. Therefore it is important that you build into your routine that you check your emails once a day. Email communications from staff and all the Faculty Administrators should be treated as important and read carefully.

The College provides a number of PC Labs around Campus for student use, and you can also use your own laptop/smart phone etc., so the Department expects you to check your email regularly.

It is also important that you regularly clear your College account of unwanted messages as your inbox may become full and unable to accept messages. Just deleting messages is not sufficient; you must clear the ‘Sent Items’ and ‘Deleted Items’ folders regularly. It is your responsibility to make sure your College email account is kept in working order. If you have any problems contact the IT Service Desk.

The Department will only use the address in the College Global Address List and does not use private or commercial email addresses, such as Hotmail or Gmail.

Students who prefer to use commercial email services are responsible for making sure that their College email is diverted/forwarded to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed here. When you delete a forwarded message from, say, Hotmail, it will not be deleted from the Royal Holloway account. Please ensure you log on to your College account regularly and conduct some account maintenance or your account may become full and therefore will not forward messages.
If you send an email to a member of staff in the Department during term time you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

2.2 Post

Students should not use the Department address for receiving private post.

2.3 Telephone and postal address

It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date on the Student Portal (Campus Connect). There are occasions when the Department needs to contact you urgently by telephone or send you a letter by post.

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

2.4 Notice boards

The official student notice boards are on the walls outside FW139. Every effort is made to post notices well in advance, but occasionally changes have to be made at short notice and in that case email will be used.

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

2.5 Personal Tutors

Each student will be assigned an academic member of staff as a Personal Tutor. Personal Tutors oversee the pastoral care of students, and provide academic and welfare advice. Incoming students will meet their advisers during Welcome Week and returning students should arrange to meet their supervisors early in the academic year.

Students are encouraged to keep in touch with their personal tutors. Students who are experiencing difficulties should consider their personal tutors to be their first point of contact, though course conveners, tutors, and department administrative staff should also be treated as contacts where appropriate.

2.6 Questionnaires

The Department welcomes student feedback at any time during the academic year. The Staff-Student Committee (see section 8.4) provides an important forum for in-year feedback, but students should feel free to also approach course leaders, the Department Manager, or the Head of Department. Feedback can be invaluable for confirming good practices and for identifying problems in time for them to be corrected.
Course evaluation forms are distributed in lectures and seminars in the last weeks of the teaching term and are completed by students anonymously. They are a valuable opportunity for students to provide feedback on their experience in a course, and this feedback is taken seriously by course conveners, the Department as a whole, and the College. Course evaluation questionnaires also provide space for written comments, and these are certainly welcome as they provide much more detail than can be provided just by the numerical answers given to the questions on the forms. The results from course evaluations are collated and monitored by the Department's Teaching Committee and by the Head of Department and the staff concerned.
3 Teaching

3.1 Dates of terms

Term dates can be found on the College website here. Reading week dates can be found on the Department website here.

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/or miss lectures/seminars/practicals etc., you are expected to keep your department informed and fill in a Notification of Absence Form (see 3.3 below). During the summer term, after the summer examination period, you are expected to attend all required academic activities organised by your department(s) and to be available should you be required to meet with College staff for any reason. Furthermore, as Master’s programmes run for one calendar year from September to September you are required to engage with your studies and be available to meet with staff after the end of the Summer Term until your programme end date in September. For Master’s programmes there is no summer vacation period.

3.2 Academic Timetable

Your individual timetable is available to see online via Campus Connect. You can download this to a personal calendar if you wish. You should check your timetable regularly as it links to the live Timetabling system, so will update automatically to reflect any changes. Timetable changes within two working days will be notified by email to your RHUL account. You will receive separate communications by email and on Campus Connect about exactly how to access and download your timetable.

3.3 Attending classes and engaging with your studies

The College has a responsibility to ensure that all students are attending regularly and progressing with their studies. While it is essential that you attend all the compulsory learning activities related to your programme of study, the College understands that emergencies may occur at any time throughout the year. In light of this, the Department has set a minimum attendance level at 80%. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements.

Your regular attendance in class and consistent engagement with your studies are fundamental requirements of your learning experience with the College. As such, failure to attend and/or absence without permission can result in serious consequences and may lead to disciplinary action, including the termination of your registration (see 3.3.6 below). Your ‘classes’ are any learning or teaching activity deemed essential to your programme of study. The term is used to encompass a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings your Personal Tutor.

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

If you face difficulty in attending any classes or undertaking an assessment it is very important that you inform the department(s) in which you are studying as early as possible, citing the reasons for your non-attendance. The Department will make a decision on whether or not to authorize your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Tutor. In addition, an extensive range of additional support, guidance and advice is readily available from the College’s Welfare & Wellbeing services (Academic Services Directorate). The Students’ Union also operate an Advice and Support Centre, details on which can be found here.

3.3.1 Your responsibilities in relation to attendance

Your responsibilities around attendance and engagement include:

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

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

3.3.2 Departments’ responsibilities for monitoring attendance

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

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

You will be contacted in the event that:

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

### 3.3.3 College's responsibilities for monitoring attendance

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

The College also has obligations places on it by UK Visas and Immigration (UKVI) – (see 3.3.7 below).

### 3.3.4 Missing classes

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

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

You should ensure:

1. that you advise the department by emailing PIR-Admin@rhul.ac.uk,
2. that you complete the **Notification of Absence Form**,
3. that you submit the paperwork to your department(s) either before your absence or within FIVE working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level. Please email this notification to PIR-Admin@rhul.ac.uk,
4. that you meet any departmental requirements concerning notification of absence or request for leave of absence as you may be required to meet formally with an academic tutor.
This table shows the documentation that is required should you be absent for any reason.

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

Note:

- If you are absent for a prolonged period it is essential that you keep in touch with the Department (e.g. through regular emails with your Personal 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.
- The departments in which you are studying are responsible for monitoring your attendance and engagement, and deciding whether a period of absence is deemed acceptable or unacceptable (for further information please refer to the online guidance for details of what constitutes ‘acceptable’ and ‘unacceptable’ circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against your minimum attendance level.

### 3.3.5 Missing an examination

In the event that you are unable to attend an exam (e.g. through reasons of sudden illness), it is essential that you notify Student Services Centre at the very earliest possibility. Wherever possible, please try to ensure you contact them via e-mail at student-enquiries@rhul.ac.uk before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email outlining the reasons for the non-attendance.

This notification will then be forwarded by the Student Services Centre to your department so that they are aware of your non-attendance.

**Please note, this notification is not a substitute for formally notifying your department of Extenuating Circumstances.** It is essential that you inform your department and Chair of the Sub-board of Examiners by completing the Extenuating Circumstances form. For further information, please refer to the [website](#).

In the event that you do not complete the Extenuating Circumstances form, your
department will be unable to consider the reasons for your non-attendance at your departmental Sub-Board of Examiners.

### 3.3.6 Consequences of failing to attend

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

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

### 3.3.7 Withdrawal of visa

If you are sponsored by Royal Holloway on a Tier-4 (General) Visa, should your registration at the College be terminated for non-attendance or a general lack of engagement with your studies, you will be reported to the UKVI and your Tier 4 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 visa to attend classes and complete assessments, the College may terminate your student registration without following the disciplinary procedures outlined in the Academic Regulations and the decision is not open to appeal.

Please see the College Postgraduate Taught Regulations.
4 Degree Structure

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

For a postgraduate taught degree, your complete registrations must add up to 180 credits, including the dissertation (60 credits). The table on page 22 indicates the degree structure and which courses are available to each degree programme.

The degree programmes are also offered at Postgraduate Diploma level (full- and part-time) for those who do not have the academic background necessary to begin an advanced Masters course. The structure of the Diploma programmes is identical except that the registration will be 120 credits as the students do no take the dissertation. Student who are successful on the diploma may transfer to the MSc/MA subject to academic approval.

Students who are completing their studies on a part-time basis will normally complete their mandatory courses in their first year, and their optional courses and dissertation in their second year. Part-time diploma students will have the same distribution, but will not take the dissertation.

4.1 Course Registrations

While you have the option of changing course unit registrations up to Friday 6 October 2017, subject to agreement from the department, once you have submitted assessment for the course, you may not replace it with another either in that term or in a subsequent term (e.g. Spring term). Any courses that you wish to take on an extracurricular basis (that is, as extra and not counting towards your degree) must be identified at the start of the academic year or before any assessment has been completed for the course. Where a course is a core stream for a particular programme, and the course is at capacity, students on that programme will have priority.
### PGT course options 2017-18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Course Convener</th>
<th>Credits</th>
<th>Term</th>
<th>IR</th>
<th>PoD</th>
<th>IPP</th>
<th>ECD</th>
<th>MPPA</th>
<th>IS</th>
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</thead>
<tbody>
<tr>
<td>PRS442</td>
<td>Media, Power and Public Affairs</td>
<td>Ben O'Loughlin</td>
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<td>PRS445</td>
<td>Identity, Power and Radical Theory</td>
<td>Nathan Widdler</td>
<td>20</td>
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<td>Introduction to Quantitative Research Methods in Politics and Relations</td>
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<td>PRS923</td>
<td>Introduction to Qualitative Research Methods in Politics and Relations</td>
<td>Jinghan Zeng, Lidia Clanetti, Thomas Stubbs</td>
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<td>Transnational Security Studies</td>
<td>Pascal Carlucci</td>
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<td>PRS444</td>
<td>Elections and Campaigning</td>
<td>Oliver Heath</td>
<td>20</td>
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<td>PRS448</td>
<td>International Public Policy</td>
<td>Andreas Goldthau</td>
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<td>PRS950</td>
<td>European Union Politics and Policy</td>
<td>Giacomo Benedetto</td>
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<tr>
<td>PRS952</td>
<td>Political Economy of Development</td>
<td>Irina Petrikova</td>
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<td>Fieldwork Methods</td>
<td>Julia Gallagher</td>
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<td>Internet and New Media Politics</td>
<td>Elinor Carmi</td>
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<td>Jinghan Zeng</td>
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<td>PRS916</td>
<td>Human Rights: From Theory to Practice</td>
<td>Jonathan Seglow</td>
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<td>Tom Dyson</td>
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<tr>
<td>PRS939</td>
<td>Non State Violence, Civil War and Security</td>
<td>David Wearing</td>
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<td>SPR</td>
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<td>Analyzing Public Opinion</td>
<td>Chris Hanretty</td>
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<td>PRS951</td>
<td>European Union Budget, Revenue and Spending</td>
<td>Giacomo Benedetto</td>
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<td>PRS953</td>
<td>Politics of Inequality</td>
<td>Irina Petrikova</td>
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<td>PRS954</td>
<td>Political Economy of the Middle East</td>
<td>Sandra Halperin</td>
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<td>Development Politics in Sub-Saharan Africa</td>
<td>Thomas Stubbs</td>
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</table>

**Key**
- **C**: Mandatory
- **CM**: Core methods (must take at least 20 credits)
- **CS**: Core Stream (must take at least 20 credits)
- **O**: Optional

**Degree Programme**
- **IR**: MSc International Relations
- **PoD**: MA Politics of Development
- **IPP**: MSc International Public Policy
- **ECD**: MSc Elections, Campaigns and Democracy
- **MPPA**: MSc Media, Power and Public Affairs
- **IS**: MSc International Security
5 Facilities

5.1 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 bringing together much of the course reading into one area. 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 to use in other study areas.

If you cannot find the specific items that you require in the library, it is possible to order an Inter-Library Loan or to gain access to the online resources of Senate House Library as well as access to use the library’s physical collections or other university libraries. You can obtain further information on this here.

The Information Consultant for Politics, International Relations and Philosophy is Emma Burnett, who can be contacted at Emma.Burnett@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, please click here.

5.2 Photocopying, printing and computing

5.2.1 Photocopying

The departmental photocopier is in constant use by office staff and lecturers. For this reason, we are unable to allow postgraduate students to use it.

You can use copier-printers (MFDs) 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 online: https://www.royalholloway.ac.uk/it/printing/home.aspx

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.

5.2.2 Printing

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

Departmental staff are unable, in any circumstances, to print anything out on your behalf. Copier-printers (MFDs) are located across the campus in the PC labs, the Library, and Computer Centre. Further information on printing is available online.
5.2.3 Computing

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

6.1 Coursework Essays

Coursework essays are either formative or summative. Formative essays do not count towards the final mark for a course, whereas summative essays comprise some percentage of the overall mark.

All essays are submitted and marked via Turnitin on Moodle. You do not need to hand in hard copies of your essays unless your seminar leader explicitly states that they would like a copy. Marks and comments will be provided via Turnitin.

The Department uses Turnitin, a plagiarism detection software. Coursework must be uploaded by 10:00am on the submission date or penalties for late submission will be applied in accordance with the College rules outlined in section 7.3.

Any late essay, formative or summative, should be submitted to the relevant Moodle ‘Late Submission Box’ for the course and a late submission form must be either emailed to the office or handed in. More details on extensions and late submissions can be found in sections 7.2 and 7.3.

6.2 The Dissertation

The dissertation is the culmination of independent supervised research and should be 10-12,000 words in length. This word count includes the over and under-length limits described in section 7.5. If your dissertation is longer than 12,000 words or shorter than 10,000 words, your marks will be reduced accordingly.

Schedule for dissertation preparation and submission:

- Beginning of Spring Term: students sign up with dissertation supervisors on a first come, first serve basis (it is expected that students will have approached their preferred supervisor first, perhaps late in the Autumn Term).
- 19 February 2018: Submission of Dissertation Outline
- 30 August 2018: Submission of Final Dissertation

Note: this schedule is the same for part-time students in their second year, although part-time students are encouraged to decide on their topic and discuss the matter with their potential supervisor by the end of their first year.

The department does not grant extensions to the final dissertation deadline given above. However, we recognise that students may be affected by extenuating circumstances. For more information on extenuating circumstances, see section 7.1. If you have been affected by extenuating circumstances, please ensure that the Department Manager (Sarah Sanders) and your supervisor are contacted as soon as possible. Please also bear in mind that any applications for consideration of extenuating circumstances must be supported by medical or other supporting evidence.

6.2.1 Choice of dissertation topic

The dissertation allows students to pursue topics of interest without the restrictions of a
taught course with a specific content. They only require a fit with the general themes and concerns of the MSc programme being studied. Students should feel free to pursue the topics that truly interest them, although it is hoped that they will take advantage of the research specialisms available in the Department.

In the first instance students need to choose a topic with sufficient specificity that a discussion can begin with the supervisor over what the project can become. Students work with their supervisor to develop a proper thesis or research question to pursue. The dissertation outline that students submit to their supervisors aims to help students focus their topic.

6.2.2 The dissertation supervisor

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

Students sign up for supervisors through Moodle. Each supervisor will have a limited number of places for students to supervise, and students should be aware that these places will be filled on a first come, first serve basis. Students should feel free to discuss their ideas for a dissertation with members of staff during the Autumn Term or the start of the Spring Term, when the sign up will be made available. After supervisors are determined, students should arrange to meet for supervision meetings. It is the student's responsibility to contact supervisors to arrange meetings and to keep the supervisor informed of the progress of the research.

After Spring Term, academics no longer have fixed office hours. From this point, students should arrange appointments with their supervisors by email. It is recommended that students see their supervisor at least three times before the end of Summer term. Once Summer term ends, many academics will leave to carry out research overseas; supervisors will continue to assist you by email, and if appropriate meetings can be arranged. Between 23rd April and 9th June it is important students remain in regular dialogue with their supervisors about progress being made or problems arising.

Supervisors will not read full drafts of dissertations but can read draft sections of up to 3,000 words if this is emailed to them by 31st July. Supervisors will not comment on material sent after 31st July.

6.2.3 Content of dissertation

A dissertation may be either a critical analysis of a theoretical problem or the result of an empirical project. In either case it must review the literature and include a full bibliography. There is no one prescribed structure for dissertations. There must be a statement of the aims of the dissertation either as the first section or included in the Introduction. We generally recommend subdivision into sections or chapters, including an Introduction and a Conclusion (5-7 chapters would not be unreasonable). Judicious use of subheadings within
chapters can be helpful to readers but remember to be consistent about style (use of bold type, italics, etc.) for a given level of heading.

You may wish to include additional material in appendices, for example, depending on your topic, supplementary statistical material, extracts from official publications, a technical glossary, literature search strategies, methodological details, etc. All essential material, however, should be contained in the main text.

Before proceeding to write the dissertation all students are required to prepare a research outline that they will discuss with their assigned dissertation supervisor.

6.2.4 Dissertation Outline

Before proceeding to write the dissertation students have the opportunity to submit a research outline to their supervisors for discussion. The outline is meant to assist students in preparing their research strategies and clarifying the tasks that need to be undertaken to complete a satisfactory piece of work. There is flexibility in the structure of the outline, but it should contain the information as outlined below.

GUIDELINES FOR DISSERTATION OUTLINE

1. **Title:** This should be carefully phrased to give a clear indication of the aim of the project and should not be too long. Direct the reader’s attention explicitly to the central problem.

2. **Problem or Issue:** There is a central issue or group of related issues at the core of any project. You should say what the problem for investigation is, provide a context for its consideration and a justification of its importance for study. Delineate the crucial aspects of the problem requiring investigation and what areas will need to be considered to provide a better understanding of the chosen problem. Your case for studying an issue and the strategy with which you approach it will be strengthened if you demonstrate that the subject has not been adequately dealt with in the existing literature. You will not be able to review all the relevant literature but you should be able to reflect some major differences of viewpoint or approach by becoming familiar with some of the principal works that have touched on the problem. These should be stated succinctly, not summarised extensively. Remember that there is a significant difference between a field of enquiry (e.g. international finance) and a specific problem (e.g. the feasibility of control by national states over capital flows).

3. **Theoretical Framework:** This is where you consider the means appropriate for understanding and confronting your research question. What this involves is a discussion of the theoretical elements and guiding assumptions of the study. Whatever your approach there will be some hypothesis that will guide your research and that will suggest which factors or variables of the problem must be investigated in order to answer your central question.

4. **Structure of Argument:** This should be a rough outline of the way in which the research will be reported. This requires a chapter outline presented not just as a list, but as a logically connected series of distinct points. It could finish with mention of the principal points on which you would expect to be able to reach a conclusion (but, of course, not the conclusions themselves).

5. **Bibliography:** List the principal sources that will be used to guide research with
reference to: the theoretical framework; the substance of research; primary sources; possible interviews or databases.

Please NOTE: all sections should reinforce each other and stand together as a coherent whole. For example, discussion of the problem will be influenced by the choices made regarding the theoretical framework and will make reference to texts in the bibliography.

Rough Guide to Length and Space Allocation
Problem: 1-2 pages
Theoretical Framework: ½ page
Structure of Argument: 1 page
Bibliography: 1 page
Total: 4-5 pages

6.2.5 Presentation
The dissertation should be a Word document, with either 1.5 or double spacing for the main text, and include a bibliography following a recognised style (preferably Harvard). Pages must be numbered. A high standard of presentation, grammar and spelling is expected.

Length: The dissertation should be between 10,000 and 12,000 words, excluding abstract, contents page, bibliography, and appendices.

If you are in receipt of a green sticker from the Disability and Dyslexia Services Office (DDS) you will need to include the words ‘GREEN STICKER’ in the header of your submission to let the marker know and include one of the green stickers on the front page of each hard copy.

Format:

- **Cover Sheet:** a cover sheet is required and must include:
  1. your candidate number
  2. title of dissertation
  3. the degree course for which it is being submitted (e.g. MSc Media, Power and Public Relations; Royal Holloway, University of London)
  4. date of submission.

- **Abstract:** an abstract of approximately 100-200 words of the dissertation must be included following the cover sheet.

- **Contents page(s):** follows the abstract

There are no restrictions to the colour of the text; it would be recommended that the text colour is black however colour may be used if the student feels that it is appropriate.

Students should hand in 2 hard copies to the PIR Admin office (FW139). If students wish to post the hard copy, we would recommend that it is sent by recorded delivery. It is their responsibility up until the hard copy is received by the office.

Examples of past years’ dissertations are available on Moodle for you to consult with in respect to format and organisation. Any quotation from previously submitted dissertations requires the permission of the author and must be fully acknowledged.
There are many published study guides which cover research projects, dissertations, etc., some of which are held in the Bedford Library. Three you may find useful are:


### 6.3 Referencing

Students should consult the ‘Referencing, Sourcing, Plagiarism and Online Submission of Essays’ provided by the Department, located on the PIR Information for Current Students page.

### 6.4 Word count

The Department expects students to adhere to the word limits set out for assigned essays. Essays and dissertations that are above or below the word limit can be subject to penalties in accordance with the College rules outlined in section 7.5.

### 6.5 Marking criteria

Essays and the dissertation are marked in accordance with the following conventions:

**85-100%** - Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Publishable quality
- Outstanding research potential
- Ability to plan, organise and execute independently a research project to the highest professional standards
- Exceptional degree of creativity, originality, and independence of thought
- Ability to make informed judgements, develop original insights, and construct productive hypotheses in the absence of complete data
- Highest professional standards of competence, expression and presentation (written, oral, visual)
- Ability to assemble information from different sources to produce exceptionally well-organised and original answers
- Ability to analyse data critically and formulate questions which lead to original lines of enquiry
- Ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice
- Flexibility of thought, and the ability to employ different approaches to the solution of highly complex and novel problems
- Ability to evaluate published or publicly-presented work critically and to the highest professional standards
- Penetrating analysis of primary sources of literature and information
- An exceptionally high level of understanding of current research techniques and how they can be applied most effectively to investigate challenging new problems
- Outstanding levels of accuracy and technical competence

**70-84%** - Work displaying some or all of the following features, depending on the nature of
the assignment or task:

- Excellent research potential
- Ability to plan, organise and execute independently a research project to a very high professional standard
- Very high professional standards of competence, expression and presentation (written, oral, visual)
- High degree of creativity, originality and independence of thought
- Ability to assemble information from different sources to produce very well-organised and original answers
- Ability to analyse data critically and formulate questions which may lead to productive lines of enquiry
- Flexibility of thought, and the ability to employ different approaches to the solution of complex and novel problems
- Ability to evaluate published or publicly-presented work critically and to a high professional standard
- Ability to analyse primary sources of literature and information critically
- Very high levels of accuracy and technical competence

60-69% - Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Very good professional standard of competence, expression and presentation (written, oral, visual)
- Clear evidence of the potential to undertake original research given appropriate guidance and support
- Evidence of some creativity, originality and independence of thought
- Ability to assemble information from different sources to produce well-organised and insightful answers
- Ability to analyse data critically
- Flexibility of thought, and the ability to solve complex, though not entirely original problems
- Some ability to evaluate published or publicly-presented work
- Some ability critically to analyse primary sources of literature and information
- Good degree of accuracy and technical competence

50-59% - Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Sound knowledge and understanding of the relevant literature and other key sources of information
- Ability to produce satisfactory answers to problems and questions
- Ability to construct coherent and relevant answer to questions, though with few signs of originality
- A competent professional standard of organisation and expression
- Ability to engage in research involving a moderate degree of originality, when provided with close supervision and support
- Satisfactory degree of competence and technical accuracy

40-49% - Work displaying some or all of the following features, depending on the nature of
the assignment or task:

- Basic knowledge and understanding of some of the essential literature and other key sources of information, but answers are either incomplete or not entirely coherent
- Shows some grasp of the problem or topic but lacks clarity in written or oral presentation
- Little evidence of independent thought
- Little or no evidence of originality in answers
- Work which is just below an acceptable basic professional standard

20-39% - Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Fragmentary knowledge and understanding of the essential literature and other key sources of information, yielding answers which show only a limited degree of understanding
- Shows little grasp of the problem or topic, and lacks clarity in written or oral presentation
- Almost no evidence of independent or original thought
- Work that is clearly below an acceptable basic professional standard

0-19% - Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Almost entirely lacking in evidence of knowledge and understanding of the essential literature and other key sources of information, yielding answers which, at best, show only the most rudimentary understanding of the question
- Shows almost no insight into the problem or topic
- Confused and incoherent written or oral presentation
- Totally devoid of independent or original thought
- Work that is far below an acceptable basic professional standard

Assessed oral work (e.g. seminar presentations) are marked in accordance with the following conventions:

70-100% - An excellent presentation an excellent grasp of the topic and wide-ranging research. The argument is well defined and backed up. Consistent, high-quality participation in seminars over the year and contribution to class discussion, with comments and interventions displaying a comprehensive knowledge and understanding of the subject together with the ability to critically evaluate selected aspects of current knowledge.

60-69% - A good presentation which show good knowledge and clear evidence of research skills. There is a clear attempt to argue a point and use evidence to support its claims. Consistent participation in seminars over the year and contribution to class discussion, with comments and interventions displaying a good knowledge of the topic, and the ability to analyse, interpret and organise information to ask and answer relevant questions.

50-59% - A satisfactory presentation which demonstrate adequate knowledge and research. Satisfactory argument is developed within the presentation. Satisfactory participation in seminars over the year, with comments and interventions displaying an adequate knowledge
of the topic, but lacking in breadth or depth, or with some significant aspects omitted or with no clearly developed argument or response to question.

**40-49%** - Evidence of some knowledge on the subject but lacks a clear argument and has sufficient deficiencies in the research base to fall below Masters-level standard. Evidence of some participation in seminars over the year, with comments displaying some knowledge on the subject, but very limited in depth or breadth. Little or no evidence of reading around the subject.

**0-39%** - Poorly researched and argued. Paper is poorly presented. Very little participation in seminars over the year. Comments display poor understanding of the topic. Little or no evidence of reading or preparation.

All work is graded in these bands using our step marking procedure. Marks ending in 2, 5 and 8 are used (e.g. 52, 55 and 58; 62, 65 and 68). In addition to the numerical mark, your course tutor will also add written comments. Please ensure that you read these comments carefully.
7 Assessment Information

7.1 Illness or other extenuating circumstances

Students are advised to carefully read the Instructions to Candidates as well as the Extenuating circumstances – Guidance for students.

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

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

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

Inability to submit coursework

If you are unable to submit coursework through unexpected illness or other acceptable cause (i.e. events which are unpreventable and unforeseeable) it is assumed that you will request an extension to the submission deadline from your department (section 7.2). In order for an extension to be granted you will need to provide the department with adequate documentation in accordance with the guidance in the Extenuating Circumstances – Guidance for students. The decision on whether to grant an extension rests with your department.

Absence from an examination

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

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 Welfare & Wellbeing Services (Academic Services Directorate) as soon as possible so that strategies to help you manage the situation can be considered e.g. you have an illness that does not constitute a disability, a family member is ill and needs your support or you have suffered an adverse life event.

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

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases 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.

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

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

If you have a disability or SpLD you must register with the Disability and Dyslexia Services Office before support and exam access arrangements (‘reasonable adjustments’) can be put in place. There is a process to apply for special arrangements for your examinations. Disability and Dyslexia Services can discuss this process with you when you register with them. Please see the section 8 for further guidance about registering with the Disability and Dyslexia Services Office.

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

7.2 Extensions to deadlines

You are expected to 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 portal. You must do this before the original deadline, and you will need to submit appropriate evidence to support your application. This will be considered by your department. If your application is approved then you will be sent an email confirming this, along with your new deadline for the assessment. If your application is rejected, you will be sent an email confirming the rejection and stating that the original deadline stands. If the application is pended then you may be asked to attend an interview in your department.
to discuss your application, and to bring in your supporting evidence in hard copy. If you submit too many extension applications then you will be required to meet your Personal Tutor, who may direct you to support services to help you meet your deadlines.

When you log into Campus Connect you can apply for an extension under the ‘Extensions’ heading in the My Studies Tab.

If you have submitted late and have not requested an extension, you will need to submit a late form (see section 7.3).

If you have been granted an extension for an essay, please submit this essay to the relevant late box.

Please note that computer failure cannot be accepted as a reason for late submission. You should make allowances for the fact that personal or College computers and printers sometimes perform erratically. In particular, if you do not back up your work (e.g. onto USB, The Cloud, the College server), or your computer fails or is stolen, the Department will be sympathetic but will not accept this as a reason for a late submission.

When an extension has been granted, work submitted after a deadline will be marked and assessed in the normal way.

Extension Panel Members
Chris Hanretty
Sarah Sanders
Sandra Halperin

7.3 Late Submissions

Students who are unable to submit their work on time submit their work to the relevant late boxes.

If there are circumstances to support the late submission, and you have not completed an Extension Request form, you have the opportunity to complete a Late Form (available on the PIR Information for Current Students page). The Late Form and supporting evidence should be emailed to PIR-Admin@rhul.ac.uk or handed into the Department Office (FW139).

Initially the appropriate late penalty will be applied. The Late Panel will meet at the end of each term to consider each late application. You will be emailed to advise whether your circumstances were accepted and whether any return of late penalty marks will be made.

7.3.1 Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section 13 (5) of the College’s Postgraduate Taught Regulations.

Please ensure that you are aware of the deadlines set by your department(s) and also the requirements to meet this deadline, e.g. whether you need to submit electronic and/or paper copies for your submission to be deemed complete.

Section 13 (5)
‘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.’

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

If you have had extenuating circumstances which have affected your ability to submit work by the deadline these should be submitted in writing, accompanied by any relevant documentary evidence, to your department(s). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see the section 7.1 for details on submitting requests for extenuating circumstances to be considered.

### 7.4 Anonymous marking and cover sheets

The Department is committed to the principle of anonymous marking of assessments wherever possible. When submitting work through Moodle all work remains anonymised until marks and comments are released back to students. **Please do not put your name or student number within the essay.** When submitting on Moodle please ensure you include your candidate number in the essay submission title or in the header of your work.

### 7.5 Penalties for over-length work

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13 (6) of the College's [Postgraduate Taught Regulations](#).

**Section 13 (6)**

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, footnotes, endnotes, and text in tables and diagrams. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.
7.6 Return of written coursework

The following College policy applies to the return of coursework:

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

All comments and marks will be returned electronically via Turnitin on Moodle. The School aims to provide feedback on coursework within 3 weeks.

7.7 Assessment offences

The College has regulations governing assessment offences which can found here.

Students should consult the ‘Referencing, Sourcing, Plagiarism and Online Submission of Essays’ provided by the Department, located on the PIR Information for Current Students page.

Assessment offences include, but are not limited to plagiarism (see section 7.7.1), duplication of work (i.e. submitting work for assessment which has already been submitted for assessment in the same or another course), falsification, collusion (e.g. group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work), failure to comply with the rules governing assessment (including those set out in the ‘Instructions to Candidates’).

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

The College treats assessment offences very seriously and misunderstanding about what constitutes an assessment offence will not be accepted as an excuse. Similarly extenuating circumstances cannot excuse an assessment offence.

7.7.1 Plagiarism

Students should consult the ‘Referencing, Sourcing, Plagiarism and Online Submission of Essays’ provided by the Department, located on the PIR Information for Current Students page.

Definition of plagiarism

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

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

7.8 Marking of illegible scripts

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

7.9 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Programme Specification, and also more generally in the Postgraduate Taught Regulations.

The sub-boards may permit resits or resubmissions prior to the start of the next academic year. They will normally only permit this in courses constituting a maximum of 40 credits.

For details on the requirements governing the level of award please see the section on the Consideration and Classification of Candidates for the Award in the Postgraduate Taught Regulations.

7.10 Examination/assessment 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 Student Support

8.1 Non-academic related enquiries & support

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

8.2 Students in need of support (including disabled students)

Your first point of reference for advice within the Department is Dr Jonathan Seglow. Inevitably, problems will sometimes arise that Dr Jonathan Seglow is not qualified to deal with. The College offers a high level of student welfare support which, includes 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 Student Welfare 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 Departmental Disability and Dyslexia Service (DDS) representative is Dr Jonathan Seglow. You must also contact the DDS (Founders West 143; tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.ac.uk) who advise on appropriate sources of help. Further information is available on the College web on the Support, health and welfare page.

8.3 Academic Skills Support

The Centre for the Development of Academic Skills (CeDAS) offers a variety of courses, workshops, 1:1 tutorials, online resources that aim to ensure all students at Royal Holloway reach their full academic potential in a range of areas, including academic writing, oral communication skills and maths and statistics.

Whatever your needs, CeDAS is there to ensure that you can perform to the best of your ability, whether it be through a workshop that introduces you to a crucial academic skill, a session within your department that focuses on writing in the discipline, a course that develops your confidence and competence in academic English language, or a 1:1 tutorial with a specialist to help you master a maths technique or sharpen your essay skills.

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

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

8.4 Student-Staff Committee

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

You can use the Committee to raise any issues which concern students. Students will be emailed in the Autumn term regarding elections.

8.5 Students’ Union

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

8.6 Careers Information

The College has a Careers & Employability Service, housed in the Emily Wilding Davison Building, which is open to any student during normal College hours.

8.7 Non-academic policies

Please see the Regulations and Procedures webpage which includes information on non-academic policies, regulations, and codes of practice as well as the Student Charter.

8.8 Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Personal 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 procedures and permitted grounds for appeal can be found on the following webpage.
9 Health and Safety Information

9.1 Code of practice on harassment for students

This can be found on the student home pages under the Your Responsibilities as a Student section of the webpage.

9.2 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 (Sarah Sanders) 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.
10 Equal Opportunities Statement and College Codes of Practice

10.1 Equal opportunities statement

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

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

The College is committed to ensure that:

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins
- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential
- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity
- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity
- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material
- it creates a positive, inclusive atmosphere, based on respect for diversity within the College
- it conforms to all provisions as laid out in legislation promoting equality of opportunity.

10.2 College codes of practice

A complete list of the College’s codes of practice that are relevant to students is available here.