Telephone +44 (0)1784 443314

Department of History
Royal Holloway, University of London
Egham Hill, Egham
Surrey TW20 0EX

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 History Department website (www.royalholloway.ac.uk/history) where it will be possible to follow the hyperlinks to relevant webpages.
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1 INTRODUCTION TO THE HISTORY DEPARTMENT

1.1 Welcome from the Head of Department – Professor Kate Cooper

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.

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

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

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

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

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

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

So, it is essential that you acquire the skills of independent learning and historical enquiry during your first year at university, and continue to develop and refine them in subsequent years. As second and third year students confirm, this means managing your own time well, using the various library resources effectively, planning essays carefully and in good time, writing in a clear and comprehensible style, properly referencing your work, identifying and meeting deadlines, working with others, planning your timetable – as well as many other things.
This Student Handbook outlines the most essential of these. All of your tutors, personal tutors and administrative staff are here to help too. The process works best if it is a partnership of willing people.

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

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

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

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

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

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

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

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

Professor Kate Cooper

### 1.2 How to find us: the Department

The History Department is located on the top floor of the McCrea Building. Here you will find the Departmental Office (McCrea 315) and most of the offices belonging to your tutors. McCrea can be found on the College campus map as building 17. Some tutors have their offices in the International Building (building 15 on the College campus map).
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

* Academic staff members on full or partial research leave in 2018-19

The telephone area code is (01784). MC = McCrea Building. INTER = International building

**Head of Department:**
Professor Kate Cooper 443295 MC317 Kate.Cooper@rhul.ac.uk

**Academic Staff:**
Professor Humayun Ansari 443685 MC312 K.Ansari@rhul.ac.uk
Professor Sarah Ansari* 443301 MC321 S.Ansari@rhul.ac.uk
Dr Akil Awan 443312 MC313 Akil.Awan@rhul.ac.uk
Dr James Baldwin 443086 INTER237 James.Baldwin@rhul.ac.uk
Dr Daniel Beer 414980 MC326 Daniel.Beer@rhul.ac.uk
Dr Clive Burgess 443313 MC333 C.Burgess@rhul.ac.uk
Professor Sandra Cavallo 443401 MC328 S.Cavallo@rhul.ac.uk
1.5 How to find us: The Departmental Office

Department Manager:
Penelope Mullens 276371 MC318 Penelope.Mullens@rhul.ac.uk

Administrative Support Staff:

Undergraduate Administrators:
Dawn Hazelton 443314 MC315 Dawn.Hazelton@rhul.ac.uk
Helen Eve 443639 MC315 Helen.Eve@rhul.ac.uk

Postgraduate Administrator:
Paul Jones 443311 MC319 Paul.Jones@rhul.ac.uk

Finance Officer/Undergraduate Administrator:
Sylvia Aspden 443639 MC315 Sylvia.Aspden@rhul.ac.uk

Academic Support Staff in 2018-19:
1.6 The Department: practical information

To find the main Departmental office, which is located in the McCrea Building, please turn LEFT at the top of the stairs and go through the doors, along the corridor and round to the right!

Undergraduate degree programmes are administered from the Departmental Office (McCrea 315) which is run by the Department Manager, Penelope Mullens, with the assistance of the Undergraduate Administrators Dawn Hazelton and Helen Eve, who are responsible for undergraduate academic affairs.

History's office staff will keep you informed of the administrative aspects of your stay in the Department. They are very keen to help you, but do remember that during term time they are often working under considerable pressure.
## Staff research interests

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<thead>
<tr>
<th>Academic</th>
<th>Field of study</th>
<th>Summary of interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor K Humayun ANSARI</td>
<td>Modern British</td>
<td>‘Race’ and ethnicity; historical and contemporary Muslim community in Britain; Islam and modernity</td>
</tr>
<tr>
<td>Professor Sarah ANSARI</td>
<td>Modern World</td>
<td>Migration, citizenship, women, South Asia, Muslim societies</td>
</tr>
<tr>
<td>Dr Akil AWAN</td>
<td>Modern World</td>
<td>Terrorism and political violence; social movements &amp; protest; radicalisation; Modern Islam</td>
</tr>
<tr>
<td>Dr James BALDWIN</td>
<td>Early Modern</td>
<td>History of Islamic law; Social and political history of the Ottoman Empire, especially Egypt and the Arab provinces</td>
</tr>
<tr>
<td>Dr Daniel BEER</td>
<td>Modern European</td>
<td>Modern Russian history/Stalinism; late nineteenth and early twentieth-century intellectual history</td>
</tr>
<tr>
<td>Dr Clive BURGESS</td>
<td>Medieval</td>
<td>Late medieval English society; piety and church music in English towns</td>
</tr>
<tr>
<td>Professor Sandra CAVALLO</td>
<td>Early Modern</td>
<td>Early modern Europe, especially Italy; gender and family history; social history of medicine; urban history</td>
</tr>
<tr>
<td>Professor Gregory CLAEYS</td>
<td>Modern British</td>
<td>Eighteenth- and nineteenth-century British political and social thought</td>
</tr>
<tr>
<td>Dr Karoline COOK</td>
<td>Atlantic World</td>
<td>Iberian Atlantic history with particular emphasis on Muslims and Moriscos in the Spanish Empire</td>
</tr>
<tr>
<td>Professor Kate COOPER</td>
<td>Ancient and Late Antique</td>
<td>The Mediterranean world in the Roman period; daily life, family, religion, social identity</td>
</tr>
<tr>
<td>Name</td>
<td>Specialization</td>
<td>Focus Areas</td>
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</tr>
<tr>
<td>Dr Markus DAECHSEL</td>
<td>Modern World</td>
<td>Historical sociology of twentieth-century Muslim South Asia</td>
</tr>
<tr>
<td>Dr Selena DALY</td>
<td>Modern European History</td>
<td>Social and cultural history of modern Italy; First World War; history of migration; European avant-garde movements</td>
</tr>
<tr>
<td>Dr Charalambos DENDRINOS</td>
<td>Byzantine</td>
<td>Byzantine Greek language and literature; Byzantine sources; Greek paleography</td>
</tr>
<tr>
<td>Dr Patrick DOYLE</td>
<td>Modern American</td>
<td>Civil War-era America, 1848-1877; slavery and the nineteenth century US South; history of race and race relations in North America</td>
</tr>
<tr>
<td>Dr Dawn-Marie GIBSON</td>
<td>Modern American</td>
<td>North American Islam; Nation of Islam</td>
</tr>
<tr>
<td>Dr Simone GIGLIOTTI</td>
<td>Holocaust Studies</td>
<td>History and representation; Witnessing histories; spatial approaches; visual memory; Displaced Persons and Refugees</td>
</tr>
<tr>
<td>Professor Helen GRAHAM</td>
<td>Modern European</td>
<td>The Spanish civil war; inter-war Europe (1918-1939); comparative civil wars; the social construction of state power in 1940s Spain; women under Francoism; comparative gender history</td>
</tr>
<tr>
<td>Dr David GWYNN</td>
<td>Ancient and Late Antique</td>
<td>Republican and Imperial Rome, Late Antiquity and the Rise of Christianity</td>
</tr>
<tr>
<td>Dr Jane HAMLETTS</td>
<td>Modern British</td>
<td>Modern British social and cultural history; history of women and gender; history of intimacy and emotion; material and visual culture</td>
</tr>
<tr>
<td>Professor Jonathan HARRIS</td>
<td>Byzantine</td>
<td>Byzantine history</td>
</tr>
<tr>
<td>Name</td>
<td>Field</td>
<td>Research Areas</td>
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<tr>
<td>Dr Christopher HOBBS</td>
<td>Byzantine</td>
<td>Late Byzantine History; Relations between the Medieval East and West; Byzantine Historiography</td>
</tr>
<tr>
<td>Professor Peregrine HORDEN</td>
<td>Medieval</td>
<td>Social history of early medieval medicine in Europe and Byzantium; history of the family; Mediterranean studies; environmental history; theory and philosophy of history</td>
</tr>
<tr>
<td>Dr Rebecca JINKS</td>
<td>Modern European</td>
<td>Holocaust studies; genocide studies; social history of interwar humanitarianism; breakup of Yugoslavia; gender; history of photography</td>
</tr>
<tr>
<td>Professor Andrew JOTISCHKY</td>
<td>Medieval</td>
<td>The Crusades and Crusader States; Medieval Monasticism and Western Religious History; Latin-Greek Orthodox Relations</td>
</tr>
<tr>
<td>Dr Edward MADIGAN</td>
<td>Modern Britain and Ireland</td>
<td>Cultural, military and religious history of war; British and Irish memory of the First World War; public history</td>
</tr>
<tr>
<td>Dr Andrea MAMMONE</td>
<td>Modern European</td>
<td>Modern and contemporary Italy; theory, history and ideology of European fascism and postwar right-wing extremism</td>
</tr>
<tr>
<td>Dr Emily MANKTELOW</td>
<td>Modern British and World</td>
<td>Social and cultural histories of the British Empire; gender and Empire; childhood and Empire; history of Christian missions in colonial contexts</td>
</tr>
<tr>
<td>Dr Chi-Kwan MARK</td>
<td>Modern World</td>
<td>East Asian International History since 1800; American, British and Chinese Foreign Policies during the Cold War</td>
</tr>
<tr>
<td>Dr Stella MOSS</td>
<td>Modern British History</td>
<td>Twentieth-century British popular culture; modern British gender history; modern British social and cultural History</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Specialization</td>
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</tr>
<tr>
<td>Dr Rudolf MUHS</td>
<td>Modern European</td>
<td>Modern European history; German history</td>
</tr>
<tr>
<td>Dr David NATAL</td>
<td>Late Antique History</td>
<td>Social history of late antiquity with a special focus on early Christianity and digital humanities.</td>
</tr>
<tr>
<td>Professor Jonathan PHILLIPS</td>
<td>Medieval</td>
<td>The Crusades in the Latin East</td>
</tr>
<tr>
<td>Dr Nicola PHILLIPS</td>
<td>18th Century</td>
<td>British gender, social, criminal and civil justice history, 1660-1830; Women's History; Public History</td>
</tr>
<tr>
<td>Dr Hannah PLATTS</td>
<td>Ancient History</td>
<td>Roman cultural and social history; material culture; domestic space; the city of Rome; sensory archaeology; legacy of the classical past in later centuries</td>
</tr>
<tr>
<td>Dr Robert PRIEST</td>
<td>Modern European</td>
<td>Europe in the long 19th century; French cultural and intellectual history; religion and secularisation; the sciences and society</td>
</tr>
<tr>
<td>Professor Francis ROBINSON</td>
<td>Modern World</td>
<td>The history of Muslim societies in South Asia and the wider Islamic world since 1700, with a particular interest in religious change</td>
</tr>
<tr>
<td>Professor Dan STONE</td>
<td>Modern European</td>
<td>Interpretations of the Holocaust; history of eugenics, racism, genocide; right-wing ideology; history of anthropology; philosophy of history</td>
</tr>
<tr>
<td>Dr Emmett SULLIVAN</td>
<td>Modern World</td>
<td>International economic history</td>
</tr>
<tr>
<td>Dr Amy TOOTH MURPHY</td>
<td>Modern History</td>
<td>Oral history; queer history, with particular emphasis on twentieth-century Britain; memory and culture; gender history; history of reading</td>
</tr>
<tr>
<td>Dr Weipin TSAI</td>
<td>Modern World</td>
<td>Modern Chinese History since the nineteenth-century to the establishment of the PRC in 1949; Chinese Journalism; Chinese Maritime Customs Service; Chinese</td>
</tr>
<tr>
<td>Name</td>
<td>Specialization</td>
<td>Research Focus</td>
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</tr>
<tr>
<td>Dr Anna WHITELOCK</td>
<td>Early Modern</td>
<td>Sixteenth and seventeenth-century British political history, particularly issues relating to monarchy, religion, gender, court politics and political culture</td>
</tr>
<tr>
<td>Dr Alex WINDSCHEFFEL</td>
<td>Modern British</td>
<td>Victorian History; modern British Politics; history of Modern London</td>
</tr>
<tr>
<td>Dr Nada ZECEVIC</td>
<td>Medieval Studies</td>
<td>Medieval Balkans and interactions of its societies with its neighbours: Byzantine Empire, Kingdoms of Hungary and Naples, Republic of Venice, the Ottomans.</td>
</tr>
</tbody>
</table>

## 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 programme 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

The History Department offers students a range of different kinds of practical and personal support, including from your Personal Tutor, the Senior Tutor, Year Tutors and their Deputies, and the administrative staff located in the Department offices. There are scheduled slots each term when you are expected to meet with your Personal Tutor, but you are also welcome to meet them during their Consultation and Feedback office hours and at other times by prior arrangement if/when the need arises.
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 History Department operates. We have a Student-Staff Committee on which undergraduate and postgraduate students are represented. Programme and year representatives are elected by you to represent your views and ultimately to help improve the quality of education provided by the College.

The Royal Holloway Students’ Union takes the lead in training and supporting your 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. Link: https://www.su.rhul.ac.uk/voice/coursereps

You can use the Student-Staff Committee to raise any issues which concern students. Notices will appear on department 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 276641
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.
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 3394 / 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 is the Disability & Dyslexia Services Network Member in the History Department:

Name: Dr Amy Tooth-Murphy
Phone: 01874 444962
Email: Amy.Toothmurphy@rhul.ac.uk

Or alternatively contact the Department Manager:

Name: Penelope Mullens
Phone: 01784 276371
Email: Penelope.Mullens@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 IN002, and you can follow them on Twitter: @cedasrhul.

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 Department 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 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.
3.2 Post

All post addressed to you in History Department is delivered to the red student pigeonholes (arranged alphabetically by surname) on the landing at the top of the main stairs up to the History Department. 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 individual 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 at the top of the main stairs in the History Department. Every effort is made to post notices relating to classes well in advance.

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

3.5 Personal Tutors

Each student is assigned to a Personal Tutor. Personal Tutors advertise on their office door the times when they are available to see students.

Your personal tutor is normally available to see you at the beginning of each term and is also available during their regular weekly ‘Consultation and Feedback’ hours during term time. Arrangements may also be made by them, or by you, to meet at other times. Your Personal Tutor is keen to offer you advice and feedback about your work and to discuss your choice of courses with you. Personal Tutors are also willing to discuss personal difficulties, but they understand that you may prefer to take such matters to the College student counsellors or other Wellbeing services.

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

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

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

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

Dedicated opportunities to meet your personal tutor:

- **Term One: Personal Tutor Day:**
  24 September for returning students
  26 September for first years
- **Term Two: Personal Tutor Week:**
  Date to be announced
- **Term Three: Personal Tutor Week:**
  Date to be announced

We also advise that students see their Personal Tutor in their offices during their ‘Consultation and Feedback’ hours in the last week of each term.

3.6 Questionnaires

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

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

4 TEACHING

4.1 Dates of terms

**Term dates** for 2018-19 are as follows.

- **Term One:** Monday 24 September to Friday 14 December 2018
- **Term Two:** Monday 14 January to Friday 29 March 2019
- **Term Three:** Monday 29 April to Friday 14 June 2019

During term time you are expected to be in the UK and engaging with your studies. In the case of an emergency that requires you to leave the country and/or miss lectures/seminars/tutorials etc., you are expected to inform the Department and fill in a Notification of Absence Form (explained further below). Also please note that during Term Three, 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 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

Study Weeks in 2018-19 are scheduled as follows:

- **Term One**  Monday 5 - Friday 9 November 2018
- **Term Two**  Monday 18 – Friday 22 February 2019

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, such as your Personal Tutor, 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. In the History Department, these could include a variety of different activities, including lectures, seminars, tutorials, workshops, 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 History Department has set a minimum attendance level at 80%. You should be aware that you may also study modules that have different and specific course attendance requirements, particularly if you are taking them in another department, so it is essential that you check all programme and module 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 that 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 History Department uses sign-in sheets and registers to monitor attendance at lectures, seminars and tutorial classes. 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 with regard to 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 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 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 your programme of study. 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 and/or Year 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 module(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 online 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.

### 5.7 Missing an examination

If you are unable to attend an examination (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 the 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, modules that 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

Full details about your degree programme, including its aims, learning outcomes to be achieved on completion, modules that 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.

The History Department provides a variety of degree programmes. The majority of our students are registered under HISTORY, while a sizeable minority are registered for MODERN AND CONTEMPORARY HISTORY. These are both three-year Single Honours degree programmes.

In addition, there are presently a further eight degree programmes in which this Department collaborates with other departments to provide Joint Honours degrees:
Ancient and Medieval History
English and History
French and History
German and History
History, Politics and International Relations
History and Music
History and Philosophy
History and Spanish

Please note that the degrees in History and a language – French and History, German and History, History and Spanish - normally take four years to complete and involve a year abroad.

The Department also participates in the Liberal Arts degree.

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

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

6.2 Module registrations

You can only register for 120 credits’ worth of modules in each academic year (this excludes modules which are being re-sat). You will have the option of changing modules up to the end of the second week after the start of teaching (excluding Welcome Week). Any modules 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 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 modules 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.

7 FACILITIES

7.1 The Library

The Library, which lies at the heart of a History student’s learning experience, is housed in the Emily Wilding Davison Building. Online electronic resources are also available via the Library’s website and via other library collections (e.g. Senate House). Details, including Library Search, dedicated subject guides and opening times can be found online on the Library home page.
The Ground Floor of the Library contains a High Use Collection which includes many of the books assigned for undergraduate modules. 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 where you can 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 History is Deborah Phillips, who can be contacted at Deborah.Phillips@rhul.ac.uk.

7.2 Photocopying and Printing

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 in the Computer Centre.

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

All undergraduate essays and other forms of written coursework are marked anonymously. Please remember to make sure that your name does not appear on the written work that you submit. History coversheets have been devised in a way that preserves student anonymity. For coursework essays, the required coversheet can be downloaded from the History Department web page. For Year 2 Independent Essays and 'Special Subject' dissertations, coversheets are made available from outside McCrea318 in advance of the submission deadline(s).

8.2 Submission of written work

Submission dates in the History Department for 2018-19:

Term One Submission Deadlines:

'Gateway' essays:
Essay 1: week commencing Monday 29 October 2018
Essay 2: week commencing Monday 3 December 2018

'Survey' modules [Group 1]:

Essay Plan: **To be submitted BY** Friday 16 November 2018
Essay 1: week commencing Monday 10 November 2018

'Further' modules [Group 2]:
Essay 1: week commencing Monday 29 October 2018
Essay 2: week commencing Monday 3 December 2019

'Special Subject' [Group 3]:
Essay 1: week commencing Monday 12 November 2018
Essay 2: week commencing Monday 10 December 2018

**Term Two Submission Deadlines:**

'Gateway' essays:
Essay 3: week commencing Monday 11 February 2019
Essay 4: week commencing Monday 18 March 2019

'Survey' modules [Group 1]:
Essay Plan: **To be submitted BY** Friday 8 February 2019
Essay 1: week commencing Monday 11 March 2019

'Further' modules [Group 2]:
Essay 3: week commencing Monday 11 February 2019
Essay 4: week commencing Monday 11 March 2019

'Special Subject' modules [Group 3]:
Essay 3: week commencing Monday 4 February 2019
Essay 4: week commencing Monday 4 March 2019

Assessed essays and other assignments:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Assignment</th>
<th>Deadline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1002</td>
<td>Essay</td>
<td>12 noon</td>
<td>Tuesday 11 December 2018</td>
</tr>
<tr>
<td>HS1002</td>
<td>Reflective Journal</td>
<td>17.00 hrs</td>
<td>Friday 14 December 2018</td>
</tr>
<tr>
<td>HS1007</td>
<td>Quiz</td>
<td>17.00 hrs</td>
<td>Friday 14 December 2018</td>
</tr>
<tr>
<td>HS1007</td>
<td>Essay</td>
<td>12 noon</td>
<td>Tuesday 15 January 2019</td>
</tr>
<tr>
<td>HS1005</td>
<td>Essay Plan &amp; Bibliography</td>
<td>12 noon</td>
<td>Wednesday 13 February 2019</td>
</tr>
<tr>
<td>HS1005</td>
<td>Review</td>
<td>12 noon</td>
<td>Wednesday 27 February 2019</td>
</tr>
<tr>
<td>HS1005</td>
<td>Essay</td>
<td>12 noon</td>
<td>Wednesday 27 March 2019</td>
</tr>
<tr>
<td>HS1008</td>
<td>Quiz</td>
<td>17.00 hrs</td>
<td>Friday 29 March 2019</td>
</tr>
<tr>
<td>HS1008</td>
<td>Essay</td>
<td>12 noon</td>
<td>Wednesday 1 May 2019</td>
</tr>
<tr>
<td>HS1107</td>
<td>Gobbet 1</td>
<td>12 noon</td>
<td>Friday 19 October 2018</td>
</tr>
<tr>
<td>HS1107</td>
<td>Gobbet 2</td>
<td>12 noon</td>
<td>Friday 16 November 2018</td>
</tr>
<tr>
<td>HS1107</td>
<td>Essay</td>
<td>12 noon</td>
<td>Tuesday 27 November 2018</td>
</tr>
<tr>
<td>HS1107</td>
<td>Gobbet 3</td>
<td>12 noon</td>
<td>Friday 1 February 2019</td>
</tr>
<tr>
<td>HS1107</td>
<td>Gobbet 4</td>
<td>12 noon</td>
<td>Friday 1 March 2019</td>
</tr>
<tr>
<td>HS1107</td>
<td>Essay 2</td>
<td>12 noon</td>
<td>Tuesday 12 March 2019</td>
</tr>
<tr>
<td>HS1113</td>
<td>Essay 1</td>
<td>12 noon</td>
<td>Thursday 29 November 2018</td>
</tr>
<tr>
<td>HS1113</td>
<td>Essay 2</td>
<td>12 noon</td>
<td>Thursday 7 February 2019</td>
</tr>
<tr>
<td>HS1113</td>
<td>Quiz</td>
<td>12 noon</td>
<td>Friday 1 March 2019</td>
</tr>
<tr>
<td>HS2300</td>
<td>Research Proposal</td>
<td>12 noon</td>
<td>Tuesday 29 January 2019</td>
</tr>
<tr>
<td>HS2300</td>
<td>Independent Essay (TWO copies)</td>
<td>12 noon</td>
<td>Tuesday 26 March 2019</td>
</tr>
<tr>
<td>HS3106</td>
<td>Essay</td>
<td>12 noon</td>
<td>Thursday 22 November 2018</td>
</tr>
</tbody>
</table>
8.3 Marking Criteria

The following assessment criteria are intended to allow students to see the general criteria that are used to calculate grades when assessed work is marked. These assessment criteria give general models of the characteristics expected of work being awarded particular grades. However, these criteria can only be indicative, and many pieces of work have characteristics that fall between two or more classes. Examiners and markers retain the ultimate decision as to the mark given to a particular piece of work. On some modules the mark for oral presentations contributes to their final mark. For instance, in Years 2 and 3 the mark for the oral presentation contributes 10% to the final mark for 'Further' and 'Special' modules.

For further detail on marking criteria, please see the Appendix.

<table>
<thead>
<tr>
<th>Class</th>
<th>Scale</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 1</td>
<td>Exceptional 1st</td>
<td>82 &amp; upwards</td>
<td>Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organization, accuracy, relevance, presentation and appropriate skills. Work may approach publishable standard.</td>
</tr>
<tr>
<td></td>
<td>High 1st</td>
<td>78</td>
<td>Very high quality work demonstrating excellent knowledge and understanding, analysis, organization, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.</td>
</tr>
<tr>
<td></td>
<td>Mid 1st</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 1st</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Upper Second 2.1</td>
<td>High 2.1</td>
<td>68</td>
<td>High quality work demonstrating good knowledge and understanding, analysis, organization, accuracy, relevance, presentation and appropriate skills.</td>
</tr>
<tr>
<td></td>
<td>Mid 2.1</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 2.1</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Lower Second 2.2</td>
<td>High 2.2</td>
<td>58</td>
<td>Competent work, demonstrating reasonable knowledge and understanding, some analysis, organization, accuracy, relevance, presentation and appropriate skills.</td>
</tr>
<tr>
<td></td>
<td>Mid 2.2</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 2.2</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Third 3</td>
<td>High 3rd</td>
<td>48</td>
<td>Work of limited quality, demonstrating some relevant knowledge and understanding.</td>
</tr>
<tr>
<td></td>
<td>Mid 3rd</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 3rd</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>Marginal Fail</td>
<td>38</td>
<td>Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>32</td>
<td>Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.</td>
</tr>
<tr>
<td></td>
<td>Low Fail</td>
<td>25</td>
<td>Poor quality work well below the standards required for the appropriate stage of an Honours degree.</td>
</tr>
<tr>
<td>Zero</td>
<td>Zero</td>
<td>0</td>
<td>Work of no merit OR Absent, work not submitted, penalty in some misconduct cases</td>
</tr>
</tbody>
</table>
8.4 Stepped Marking

From September 2018, all work submitted for assessment will be graded by using a set of marks with the pattern X2, X5 or X8. This means that a 2i (upper second) class piece of work is awarded either 62%, or 65% or 68%. This approach, which is called stepped marking, has been found to help in better aligning grades with marking criteria and so provides 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 that is quantitative (e.g. numerical or multiple-choice quizzes), 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, are exempt from stepped marking.

8.5 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, as determined by the department, within 15 working days of the submission deadline, except in cases where it is not appropriate to do so for exceptional and/ or pedagogic reasons. This is above the College policy of 20 working days to ensure prompt feedback to our students. 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.

The deadline for the return of the marked work with feedback is 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 above, the revised deadline is communicated to affected students as soon as possible.

*Working days are Mondays to Fridays inclusive when the College is open for normal business. This includes periods outside of College term dates (vacation periods). Weekends, Bank holidays and College closure days around Easter and Christmas/ New Year are not regarded as working days (even if the Library is open on some of these days for study purposes).

Please note that even if annual leave is being taken the requirement to return assessed work with feedback within 20 working days of the submission deadline applies. This will mean that when taking annual leave, colleagues may have to manage return of assessments with feedback within a shorter period than 20 days.

Feedback timing

Assessment/feedback timings are planned so that students receive feedback soon enough after the task for it to retain its relevance, and sufficiently in advance of upcoming related assignments to allow students to act upon the feedback.

Forms of feedback

Feedback is available for all assessments/assignments, including dissertations, projects and examinations (see guidance below). Please note that feedback can be provided in a variety of formats. In addition to written/typed/online feedback on assignments, feedback may be provided verbally in classes/tutorials, audio/video recorded etc.

Feedback is typically provided by your tutors in relation to individual assignments, but can also sometimes be an overview of the attainment of a group of students, for dissemination both to students and possibly to Personal Tutors. Moreover, feedback can take the form of comments relating to specific issues (e.g. marginal
comments on written work), as well as 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 are provided to students periodically, e.g. through the Personal Tutor system.

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

### 8.6 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).

### 8.7 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.

### 8.8 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.

### 8.9 Penalties for over-length work

Word limits are not set to make students’ lives unnecessarily difficult! They exist because of the importance of History students developing the necessary skills to produce different kinds of writing under a range of circumstances and for various purposes. Word limits, therefore, need to be taken seriously as over-length work is penalised by the deduction of marks. Short-weight work is unlikely to be able to meet the assessment criteria in full.
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, bibliography and appendices.

8.10 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 that 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.

8.11 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 (Term Three)

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 the 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 the 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 of Examiners will be able to take action to mitigate such circumstances. For further information, please read the Extenuating circumstances – Guidance for students.

**8.12 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 of Examiners will not make further allowance in relation to your disability or SpLD.

**8.13 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.

8.14 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 the 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.

The History Department requires its students to use the MHRA (Modern Humanities Research Association) system of referencing their written work.

Proper use of referencing protects you from allegations of plagiarism, by allowing the reader to understand precisely which ideas are yours and which are those of your sources. When you write essays or dissertations, therefore, it is essential that you indicate the precise source of information and ideas that are not your own. You should always give as much information as possible in your footnote, using precise page numbers. This will enable you to find any information again, if necessary. By referencing in this way, you are also allowing the reader to understand the breadth and depth of your reading, and where to find a source if they wish to consult it too.

9 CAREERS INFORMATION

The College's Careers & Employability Service is based in the Davison Building. The Careers Service runs a number of industry-themed weeks and a range of standalone events during the academic year including a careers fair in October. Its 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.

The Careers Service 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 go 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.

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

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

12 EQUAL OPPORTUNITIES STATEMENT AND COLLEGE CODES OF PRACTICE

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.
### APPENDIX: DETAILED ASSESSMENT CRITERIA

Supplementary to Sections 8.3 and 8.4, the following pages contain more detailed information on assessment criteria for coursework essays and oral presentations.

<table>
<thead>
<tr>
<th>Mark achieved %</th>
<th>ASSESSMENT CRITERIA FOR COURSEWORK ESSAYS</th>
<th>ASSESSMENT CRITERIA FOR ORAL PRESENTATIONS</th>
</tr>
</thead>
</table>
| **82 + High First Class 1** | • demonstrates deep understanding and near-comprehensive knowledge of the subject, and shows significant originality in interpretation or analysis of the question.  
• has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show significant innovation in its organizational form.  
• demonstrates overwhelming evidence of in-depth reading, with clear indications of substantial independent reading beyond limits of reading lists and exceptionally intensive, detailed and critical reading of recommended texts.  
• excellently presented, with referencing and bibliography of standard of publishable journal article in subject area.  
• incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar.  
Where appropriate, a high first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.  
A high first coursework essay will usually be worthy of retention for future reference in research or teaching. | • presentation addressed the set topic in an original and thought-provoking way, identifying subtleties in the assignment details.  
• presentation was original in the structure of the content and the conclusions drawn.  
• structure of presentation was clearly evident, and was appropriate to the topic and the context. Ideas were linked coherently and the stages of the presentation are explicitly sign posted. The presenter commenced and concluded the presentation with professional confidence.  
• presentation included explicit, well-structured and relevant analysis.  
• evidence that comprehensive research into relevant resources had been incorporated in to the preparation of the presentation, and there was evidence of original thought in the evaluations formed.  
• presenter used the pitch of their voice professionally throughout the presentation.  
• equipment and/or audio-visual aids were prepared to a professional standard, and increased the effectiveness of the presentation, and without impeding the audience's comprehension.  
• presentation ran exactly to time.  
• presentation was paced appropriately for the audience.  
• presenter used eye contact and body language to engage the audience.  
• presenter correctly gauged the audiences' needs and interpreted these in order to deliver an inspiring presentation.  
• presenter encouraged appropriate audience involvement and questioning, and answered questions with authority and/or originality. |
| **First Class 1** | • demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.  
• coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show some innovation in its organisational form. | |
• demonstrates significant evidence of in-depth reading, with clear indications of either independent reading beyond limits of reading lists or intensive, detailed and critical reading of prescribed readings.
• excellently presented, with referencing and bibliography close to standard of publishable journal article in subject area.
• incisive and fluent style, with no significant errors of spelling, punctuation or grammar.

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

<table>
<thead>
<tr>
<th>Upper Second Class</th>
<th>Demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question</th>
<th>Coherent structure, demonstrating good critical synthesis of secondary materials.</th>
<th>Demonstrates clear evidence of in-depth reading, with substantial coverage of recommended texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Well-presented, with detailed referencing in an acceptable style and a properly formatted bibliography.</td>
<td>Fluent style, with few errors of spelling, punctuation or grammar.</td>
<td>Presentation addressed explicitly the set topic.</td>
</tr>
<tr>
<td></td>
<td>Presentation included explicit, well-structured and relevant analysis.</td>
<td></td>
<td>Structure of the presentation was largely evident, but could have been more focused. It was appropriate to the topic and the context. There was evidence of coherent links between most ideas; some stages of the presentation were clearly sign posted. The presenter commenced and concluded the presentation appropriately.</td>
</tr>
<tr>
<td></td>
<td>Evidence that a wide range of relevant resources had been consulted and evaluated in the preparation of the presentation.</td>
<td></td>
<td>Equipment and/or audio-visual aids were used to increase the effectiveness of the presentation, and without impeding the audience's comprehension.</td>
</tr>
<tr>
<td></td>
<td>presenter was clearly audible throughout the presentation.</td>
<td></td>
<td>Presentation ran closely to time.</td>
</tr>
<tr>
<td></td>
<td>presenter correctly gauged the audiences' needs and interpreted these in order to deliver a stimulating presentation.</td>
<td></td>
<td>Presentation was almost entirely paced appropriately for the audience.</td>
</tr>
<tr>
<td></td>
<td>presenter encouraged appropriate audience involvement and questioning, and demonstrated thorough knowledge and understanding in response to questions.</td>
<td></td>
<td>Presenter used eye contact and body language to engage the audience for most of the presentation.</td>
</tr>
</tbody>
</table>

Where appropriate, an upper second class essay will demonstrate generally effective and appropriate analysis of quantitative or qualitative information.
| Lower Second Class 2:2 | Demonstrates a basic understanding and knowledge of the subject, with a focus on question  
Adequate structure, usually drawing heavily on lectures or other direct teaching.  
Demonstrates evidence of limited further reading, with some coverage of recommended texts.  
Adequately presented, with some referencing of sources and a short bibliography.  
Straightforward style, and may include some errors of spelling, punctuation or grammar.  
Where appropriate, a lower second class essay will demonstrate familiarity with appropriate analysis of quantitative or qualitative information; there may, however, be some significant errors in the process of analysis. | Presentation addressed the set topic  
Structure of the presentation was evident, although it could have been improved, perhaps by changing the focus, or the amount of time spent on particular aspects of the presentation. There was evidence of coherent links between most ideas; some stages of the presentation were sign posted. The presenter could have made the presentation more effective by commencing and concluding the presentation more appropriately.  
Presentation included some analysis  
Evidence that some relevant resources had been consulted, but these could have been increased, and could have been evaluated to a greater extent.  
Presenter was audible for all of the presentation.  
Equipment and/or audio-visual aids were used, although there may have been some lack of planning in their presentation or in the way they were incorporated into the presentation.  
Presentation ran slightly over or under time, or had to be cut before the presenter had finished.  
Presentation could have been improved by varying the pace  
the presenter could have made more engaging use of eye contact and body language  
Presenter could have gauged the audiences' needs more accurately in designing the presentation.  
Presenter made a limited attempt to encourage appropriate audience involvement and questioning, and gave answers to any questions that indicated a basic understanding of the topic. |
| Third Class 3 | Demonstrates some general understanding and knowledge of the subject, but will also show some weaknesses in detailed understanding or in its range of knowledge. There may be evidence of a lack of clear focus on the wording of the question.  
Simple structure, usually drawing exclusively on lectures or other direct teaching. | Presentation partially addressed the set topic  
Some evidence of an appropriate structure, but the presentation was partially rambling or unfocussed. Ideas could have been linked more coherently. The presentation commenced and concluded with some hesitation or confusion.  
Presentation included little or no analysis |
| Low Third Class 3 | Demonstrates limited general understanding of the subject, but will demonstrate significant weaknesses in detailed understanding. The coverage of the essay is likely to be sketchy, with some significant errors in factual details. There may be evidence of a lack of clear focus on the wording of the question.  
Sketchy structure, usually drawing exclusively on lectures or other direct teaching, but with significant weaknesses  
Demonstrates no evidence of further reading.  
Poorly presented, with little or no referencing of sources, and an inadequate or absent bibliography.  
Sketchy style, and with significant errors of spelling, punctuation or grammar.  
Where appropriate, a marginal pass will demonstrate a bare familiarity with appropriate analysis of quantitative or qualitative information; there will, however, be substantial errors in the process of analysis. | As for Third Class | Few relevant resources had been consulted, and little evaluation had been made of them.  
Presenter may have been slightly inaudible for part of the presentation.  
Equipment and/or audio-visual aids not very effective.  
Presentation ran over or under time, or had to be cut well before the presenter had finished.  
Presentation was paced too fast or too slow to be completely effective  
Presenter did not make engaging use of eye contact and body language  
Presenter had not taken the audiences' needs into account in designing the presentation.  
Presenter made no attempt to encourage appropriate audience involvement and questioning, and gave answers to any questions that indicated some weaknesses in the basic understanding of the topic. |
| Poorly presented, with no referencing of sources, and an inadequate or absent bibliography. |
| Inadequate style, with significant errors of spelling, punctuation or grammar. |

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

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

| Presenter may have been partially inaudible. |
| Equipment and/or audio-visual aids were not used, or were used ineffectively. |
| Presentation ran severely over or under time, or had to be cut well before the presenter had finished. |
| Presentation was paced too fast or too slow to be completely effective. |
| Presenter did not make engaging use of eye contact and body language. |
| Presenter had not taken the audiences' needs into account in designing the presentation. |
| Presenter made no attempt to encourage appropriate audience involvement and questioning, and gave answers to any questions were largely erroneous or had little or no relevance to the topic. |

| Demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is erroneous or has no relevance to the question. |
| Incomplete, fragmentary or chaotic structure, with no sense of a logical argument. |
| Demonstrates no evidence of further reading. |
| Poorly presented, with no referencing of sources, and an inadequate or absent bibliography. |
| Inadequate style, with substantial errors of spelling, punctuation or grammar. |

Where appropriate, a clear failure will show complete inability to analyse quantitative or qualitative information.

| Presentation failed to address the set topic. |
| Presentation was very rambling and unfocussed. The presentation commenced and concluded with hesitation or confusion. |
| Presentation included no analysis. |
| No resources had been consulted. |
| Presenter was fully or partially inaudible. |
| Equipment and/or audio-visual aids were not used, or were used ineffectively. |
| Presentation ran severely over or under time, or had to be cut well before the presenter had finished. |
| Presentation was paced too fast or too slow to be completely effective. |
| Presenter did not make engaging use of eye contact and body language. |
| Presenter had not taken the audiences' needs into account in designing the presentation. |
| Presenter made no attempt to encourage appropriate audience involvement and questioning, and was unable or unwilling to answer any questions. |

| This mark is usually reserved for essays that do not make any serious attempt to answer the question (as defined in College Regulations). It may also be used for exam offences such as unsanctioned late submission or plagiarism, in line with departmental and College procedures. |