



ROYAL HOLLOWAY INTERNATIONAL

# **Background to Modern Britain**

## **STUDENT HANDBOOK**

2013/2014

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Royal Holloway International  
International Building  
Royal Holloway, University of London  
Egham Hill, Egham  
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#### Disclaimer

This document was published in September 2013 and was correct at that time. The Department\* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

\* Please note, the term 'Department' is used to refer to both 'Departments' and 'Schools'.

**An electronic copy of this handbook can be found on your departmental website (<https://www.rhul.ac.uk/international/englishlanguage/current-students/home.aspx>) where it will be possible to follow the hyperlinks to relevant webpages.**

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# 1 Introduction to the Department

## 1.1 Welcome

Welcome to Royal Holloway International! We are pleased you have decided to study with us, and look forward to helping you develop your potential as a student in the UK over the coming months.

One of the key roles played by Royal Holloway International (RHI) is the delivery of a range of courses and programmes to international students enrolled at Royal Holloway. Specifically, this includes:

- the teaching of a pre-sessional English language programme for international students who have been offered a place to study at either undergraduate or postgraduate level at Royal Holloway;
- the management and teaching of a pre-Masters programme for graduate students;
- the management of an international foundation programme for students wishing to apply for undergraduate study on completion;
- the teaching of English language support courses for international students;
- the teaching of tailor-made courses for visiting international students who need substantial English language support.

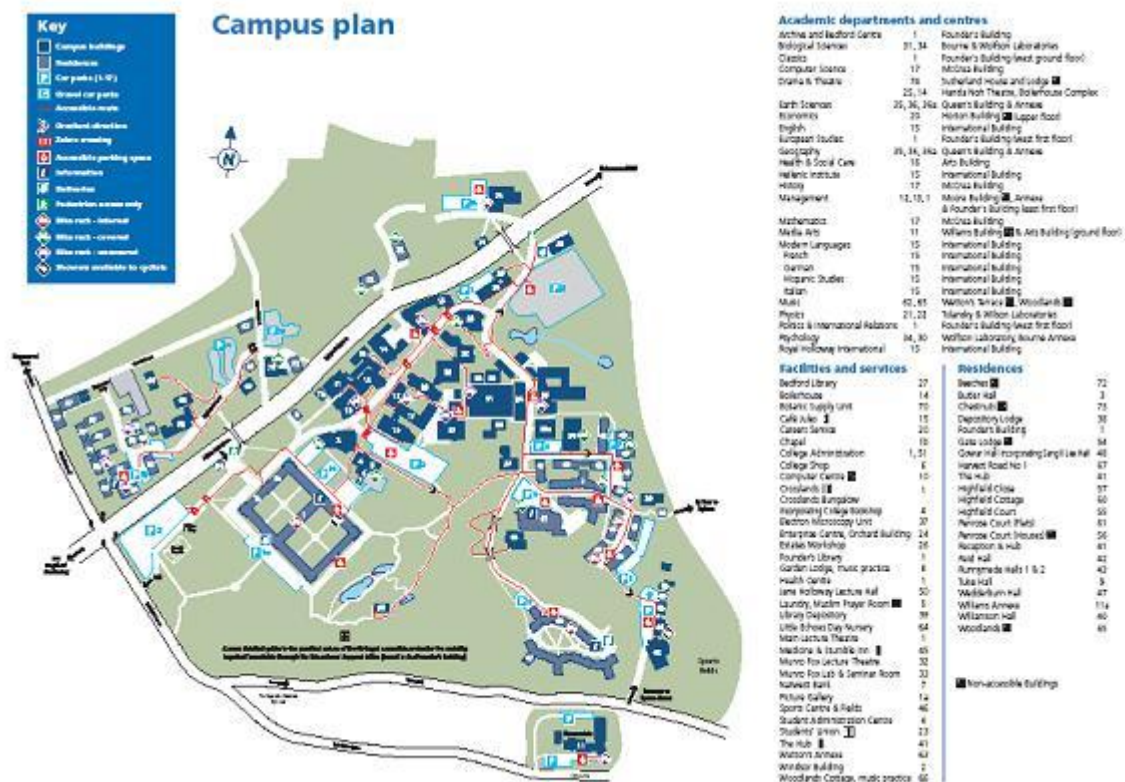
Some of you have joined us shortly after arriving in the UK for the first time, while others may have previous experience of studying in this country. Either way, we hope that enrolling as a student on a course taught by RHI provides a wonderful opportunity to learn and to develop the necessary language and study skills for success as a student in the UK.

We look forward to working with you and hope that you have an enjoyable and productive time whilst in RHI.

## 1.2 How to find us: the Department

Royal Holloway International is located on the ground floor of the International Building (no. 15 on [campus map](#)). The main departmental office is based in IN009 and open during core working hours from Monday to Friday.

## 1.3 Map of the Egham campus



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

## 1.4 How to find us: the staff

Name & email address	Job title	Extension	Office
<b>Sophie ACOMAT</b> <a href="mailto:sophie.acomat@rhul.ac.uk">sophie.acomat@rhul.ac.uk</a>	English Language Tutor	6434	IN002
<b>Gerard CLOUGH</b> <a href="mailto:g.clough@rhul.ac.uk">g.clough@rhul.ac.uk</a>	Academic Co-ordinator	3756	IN044
<b>Vicky COLLINS</b> <a href="mailto:vicky.collins@rhul.ac.uk">vicky.collins@rhul.ac.uk</a>	English Language Tutor	4324	IN037
<b>Norlene CONWAY</b> <a href="mailto:n.conway@rhul.ac.uk">n.conway@rhul.ac.uk</a>	Academic Co-ordinator	4111	IN043
<b>Gerald DAMPIER</b> <a href="mailto:gerald.dampier@rhul.ac.uk">gerald.dampier@rhul.ac.uk</a>	Senior English Language Tutor	4124	IN003
<b>Marion ENGRAND-O'HARA</b> <a href="mailto:m.e.ohara@rhul.ac.uk">m.e.ohara@rhul.ac.uk</a>	English Language Tutor	3898	IN037
<b>Alina GHIMPU-HAGUE</b> <a href="mailto:a.ghimpu-hague@rhul.ac.uk">a.ghimpu-hague@rhul.ac.uk</a>	English Language Tutor	4469	IN004
<b>Charlotte KEYS</b> <a href="mailto:charlotte.keys@rhul.ac.uk">charlotte.keys@rhul.ac.uk</a>	English Language Tutor	3240	IN035
<b>Zohreh MOGHIMI</b> <a href="mailto:zohreh.moghimi@rhul.ac.uk">zohreh.moghimi@rhul.ac.uk</a>	English Language Tutor	4319	IN035
<b>Silke PLACZECK</b> <a href="mailto:s.placzeck@rhul.ac.uk">s.placzeck@rhul.ac.uk</a>	Assistant Director	3110	IN033
<b>Katie SHAW</b> <a href="mailto:katie.shaw@rhul.ac.uk">katie.shaw@rhul.ac.uk</a>	English Language Tutor	3812	IN002
<b>Sheryl SIMON</b> <a href="mailto:s.simon@rhul.ac.uk">s.simon@rhul.ac.uk</a>	Director	3335	IN039
<b>Sophia STAVRAKAKIS-WHITE</b> <a href="mailto:sophia.stavarakakis@rhul.ac.uk">sophia.stavarakakis@rhul.ac.uk</a>	Senior English Language Tutor	4320	IN002
<b>Karin WHITESIDE</b> <a href="mailto:karin.whiteside@rhul.ac.uk">karin.whiteside@rhul.ac.uk</a>	English Language Tutor	6263	IN002
<b>Katy WRIGHT</b> <a href="mailto:katy.wright@rhul.ac.uk">katy.wright@rhul.ac.uk</a>	English Language Tutor	3556	IN035
<b>Stuart Wrigley</b> <a href="mailto:stuart.wrigley@rhul.ac.uk">stuart.wrigley@rhul.ac.uk</a>	English Language Tutor	4033	IN037
<b>Departmental office</b>	3829 or 6629		IN009

### Please Note:

If the telephone extension begins with '3'

the full telephone number will be 01784 44 plus the extension

If the telephone extension begins with '4'

the full telephone number will be 01784 41 plus the extension

If the telephone extension begins with '6'

the full telephone number will be 01784 27 plus the extension

## 2 Communication

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

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

### 2.1 Email

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

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

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



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

## **2.2 Telephone and postal address**

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

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

## **2.3 Notice boards**

The official student notice boards are located outside IN009 on the ground floor of the International Building. Every effort is made to keep thee up-to-date.

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

## 3 Teaching

### 3.1 Dates of terms

Autumn Term: 23 September 2013 – 13 December 2013

Spring Term: 13 January 2014 – 28 March 2014

Summer Term: 28 April 2014 – 13 June 2014

### 3.2 Reading weeks

Autumn Term: 4 November 2013 – 8 November 2013

Spring Term: 17 February 2014 – 21 February 2014

### 3.3 Attendance requirement

The Department monitors your attendance, academic engagement and progress in order to offer you appropriate academic and pastoral support and to identify where support from outside the Department may be necessary. Inadequate engagement on a course may lead to disciplinary action which can result in the termination of your registration (see section on **Disciplinary action**) or, on courses where the attendance requirements are stated in the course specification, the outcome of Attendance Fail (AF) (see the section on **Outcomes** of course assessment for further explanation of the AF outcome).

Students **must**

- attend all classes necessary for the pursuit of their studies,
- undertake all assessments and
- attend meetings and other activities as required by the Department.

A class is any learning and teaching activity and the term is used to encompass such things as lectures, seminars, tutorials, workshops, consultations, etc. This means not simply turning up – but arriving having undertaken whatever reading, thinking, or research was identified as necessary preparation. You are also expected to arrive punctually - teaching activities are timetabled to start at 5 minutes past the hour and finish 5 minutes before the hour. You may be marked absent if you turn up late without good reason.

The Department will monitor your attendance at all core learning activities, including lectures, seminars and consultations. **It is your responsibility** to complete any attendance register that is circulated and to make sure that your attendance has been noted.

It is important that you attend all the learning activities related to your programme of study. Whilst attendance is compulsory at all learning activities it is recognised that emergencies may occur at any time throughout the year and therefore a minimum attendance level of **80%** has been set. You should also be aware that there may be some courses which you study which have a specific course attendance requirement. If you face difficulty in attending any classes or undertaking an assessment it is your responsibility to inform the

Department and provide a satisfactory explanation. As long as you are meticulous in your honesty in reporting and explaining these exceptions, we aim to be understanding in our response.

You must manage your time so that any paid employment, voluntary or other activities fit into the times when you are not required to be in a class. You are reminded that **Undergraduate Regulations** (see <http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx>) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 20 hours per week during term time. No student may undertake paid work which may conflict with his/her responsibilities as a student of the College.

If you are having other problems that are causing you to miss classes, you should talk to your Personal Tutor or another member of staff, or visit the Student Advisory Service or Students' Union as needed (further information can be found on <http://www.rhul.ac.uk/ecampus/welfare/home.aspx> and <http://www.su.rhul.ac.uk/support/>).

In recognition of its legal responsibilities under the Equality Act 2010, the College may adjust the attendance requirement. It will only do this when such adjustment does not compromise competence standards or the ability of the student to reach the learning outcomes of the course. Any need to adjust attendance requirements will be treated case by case and discussed by the Department with the Educational Support Office and Academic Development.

### **3.4 Notification of absence**

**This guidance applies if you are absent from classes for any reason.**

You must

- a. advise your department(s) by sending an email to your course tutor and to your Personal Tutor
- b. complete the Notification of Absence Form available from eCampus (see <http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx>). Copies of the Notification of Absence Form – Self certification are also available from the Health Centre.
- c. submit the paperwork to your department(s) either before your absence or within FIVE working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level. This should be completed online and emailed to the departmental office at the following address: [RHI-Absence@rhul.ac.uk](mailto:RHI-Absence@rhul.ac.uk).
- d. ensure that you meet any departmental requirements concerning notification of absence or request for leave of absence as you may be required to meet formally with an academic tutor.

This table shows the documentation that is required should you be absent for any reason.

Reason for absence	Documentation required
Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed Notification of Absence Form – Self Certification
Illness for more than 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed Notification of Absence Form - Self Certification plus Formal Medical Certification signed by the Health Centre, your GP or hospital consultant
Unrelated to sickness	Notification of Absence Form plus supporting evidence (see <a href="http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx">http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx</a> for details of documentation required.)
Leave of absence request	Notification of Absence Form plus any departmental requirement must be met

Note:

- If you should be absent for a prolonged period it is important that you keep in touch with your department.
- The Department will monitor the frequency of self-certified absences and a Head of Department may request that you provide a doctor's medical certificate in multiple and sustained instances of self-certified illness.
- It is at the discretion of the Department as to whether any absence is deemed acceptable or unacceptable (see <http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx> for details of what constitutes 'acceptable' and 'unacceptable' circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against the minimum attendance level.

**If you are absent from an examination or assessment then you must follow the guidance in the [Essential Examinations Information](http://www.rhul.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx) (see <http://www.rhul.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx>) and also the section on **Assessment information**).**

For further details on the kinds of circumstances where absence may be deemed as 'acceptable' and 'unacceptable' and for the type of supporting evidence that you may be required to provide as justification of absence, please click on 'Studying' tab on the Student Home page. (<http://www.rhul.ac.uk/ecampus/academicsupport/attendance/home.aspx>).

### 3.5 Meetings to discuss attendance concerns

You are likely to be invited to meet with a member of academic staff in your department:

- if you fail to attend all learning activities in two consecutive weeks without providing an explanation;
- where your pattern of absence is:
  - considered to be having an effect your work or causing concern for your well being;
  - pointing to a possible disability that you may not have disclosed;
- where your attendance is approaching the minimum attendance level.

You should take any meeting invitation seriously. If you should have problems you are being offered an opportunity to seek advice and assistance. At the meeting the Department's expectation of you will be made clear and the formal disciplinary process will be outlined to you.

### 3.6 Disciplinary action

Should you choose not to pay attention to your studies then formal disciplinary action may be implemented. You could be issued with a formal warning which can escalate to the termination of your registration at the College. You are strongly advised to read the guidance on the formal warning process and the consequences of receiving such a warning on <http://www.rhul.ac.uk/ecampus/academicsupport/formalwarnings/formalwarnings.aspx> and in the relevant regulations (see <http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx>).

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

### 3.7 Withdrawal of visa

If you are in receipt of a **Tier-4 Student Visa** sponsored by Royal Holloway, it is a requirement of your visa that you attend classes and complete assessments. This is also a requirement of the College's academic regulations. The College has a legal responsibility **to report any student admitted to the College on a student visa who does not appear to be in attendance to the Home Office.** Therefore if you fail to meet Home Office visa requirements and/or fail to respond to informal and formal warnings from the College in this regard, you could have your sponsorship withdrawn, your visa cancelled and your registration with the College terminated. The termination of registration due to a breach in visa requirements is conducted independently of the College's formal warning process and the decision is not open to appeal.

## 4 Programme Structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through <http://www.rhul.ac.uk/coursecatalogue/home.aspx> or <http://www.rhul.ac.uk/studyhere/progspeccs/home.aspx>.

### 4.1 Aims

The Background to Modern Britain courses aim to introduce international students to a range of issues and concepts relevant to contemporary British society by examining important social, cultural and political themes in recent British history. At the same time students develop the language and academic study skills relevant to undergraduate work in either the Arts or in the Social Sciences.

### 4.2 Learning Outcomes

At the end of this half-unit, students should be able to:

- Develop a critical understanding of selected themes related to aspects of modern Britain;
- Locate, identify and understand the main and subsidiary meaning of texts taken from academic journals, newspapers, books; contemporary plays, films, poetry and fiction as well as critical commentaries and social history related to the above themes.
- Summarise, synthesise and critically evaluate ideas taken from these sources;
- Follow main lines of argument in lectures, and take effective notes in English;
- Develop and deliver a short presentation demonstrating critical understanding;
- Participate effectively in academic discussions;
- Plan and write academic essays;
- Reflect on their strategies and weaknesses as independent learners, and adopt appropriate strategies to make improvements.

### 4.3 Programme/Course structure

#### ***For the Social Sciences: Background to Modern Britain for the Social Sciences 1 and 2***

These two half-course units are intended for non-native speaking students taking courses in the Faculty of Arts & Social Sciences and the Faculty of Management & Economics and specifically designed to support students taking courses in Economics, History, Management, and Politics and International Relations. ***Background to Modern Britain for the Social Sciences 1*** (LC1701) is available in the Autumn Term only, and ***Background to Modern Britain for the Social Sciences 2***

(LC1702), is available in the Spring Term.

***For the Arts: Background to Modern Britain for the Arts 1 and 2***

These two half-course units are intended for non-native speaking students taking courses in the Arts & Social Sciences Faculty, and are particularly aimed at supporting students taking courses in Drama, English Literature and/or Media Arts.

***Background to Modern Britain for the Arts 1*** (LC1751) is available in the Autumn Term and ***Background to Modern Britain for the Arts 2*** (LC1752) is available in the Spring Term. Students will study a number of selected art forms such as film, fiction and poetry and these will be used to explore such themes as British identity with particular reference to class, gender and ethnicity in modern Britain.

The courses follow a topic based approach. Each theme is introduced through a 1 hour lecture and further explored in a 2 hour seminar. Students are expected to critically engage with diverse sources which include scholarly sources as well as film, documentary, and newspapers.

Students are expected to make a significant contribution in class and thus contribute to their own, as well as their fellow students' learning. Self-directed, and directed work done outside of class time, forms a central element of this course, and students should expect to do at least 10 hours of independent work per week.

## 5 On-campus facilities

### 5.1 Libraries

There are 2 libraries on campus:

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

Details, including further resources available, opening times and regulations, can be found on <http://www.rhul.ac.uk/library/home.aspx>.

If you cannot find the specific items that you require in the libraries, it is possible to order items from other libraries by inter-library loan or to gain access to the Senate House Library or other university libraries. You can obtain further information on this by asking at the library helpdesks.

The Library provides a range of training sessions designed to enhance your existing library and research skills. These are available in both class-based and self-study formats. For information on available sessions and to book a place, go to <http://www.rhul.ac.uk/library/helpandsupport/findinginformation.aspx>.

### 5.2 Photocopying, printing and computing

#### 5.2.1 Photocopying

The Department is unable to allow students to use departmental photocopying facilities. Instead you can use copier-printers (MFDs) located in the libraries, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available on <http://www.rhul.ac.uk/library/usingourlibraries/photocopyingandprinting.aspx>.

#### 5.2.2 Printing

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

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

#### 5.2.3 Computing

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



College IT Skills certificate. To participate in these sessions, go to <http://www.rhul.ac.uk/it/training/home.aspx>.

## 6 Assessment

### 6.1 Assessment structure

There are three elements of assessment for each half course unit: a 1500- word piece of written work, an assessed seminar discussion, and an in-class written task. All the assessments for each course are completed during the term in which it is taught.

#### Coursework essay

The title for the coursework essay is given to students at the beginning of each course. Course tutors will provide detailed feedback on the first draft submission of this essay. Students are expected to respond to this feedback in writing their final piece of work and this is reflected in the assessment criteria. Submission of the draft essay is in week 5 and the final essay is 3 weeks later.

#### Assessed Seminar

Towards the end of each course (weeks 8 and 9), students participate in an assessed seminar discussion. The format is an individual talk on a pre-selected topic followed by an academic discussion in small groups. Students receive detailed feedback on their performance with a percentage grade within 4 weeks of the assessment.

#### In-class assessment

The in-class assessment takes place on the Wednesday of the final week of the taught course. Students write one essay under timed conditions. Students are informed of the topic(s), but not the essay title, in advance to allow them to focus their revision.

The weighting of each assessment is:

- In class assessment (50%): a 2 hour written task completed in class
- Coursework essay: A 1500-word piece of written work (30%)
- Assessed seminar discussion (20%)

### 6.2 Key dates

Autumn Term registration/induction	Friday 27 <sup>th</sup> September 2013
Autumn term start of course	Week beginning 30 <sup>th</sup> September 2013
Autumn Term in class assessment	Wednesday 11 <sup>th</sup> December 2013
Spring term registration	Monday 13 <sup>th</sup> January 2014
Spring Term start of course	Week beginning 13 <sup>th</sup> January 2014
Spring Term In class assessment	Wednesday 26 <sup>th</sup> March 2014

### 6.3 Programme/Course results

The Examination Sub-Board is expected to meet in June, but the final results have to be confirmed by the College Board. Results, once confirmed, will be available from Royal Holloway International in the form of a transcript. This will be sent to the student's home institution.

Students taking 1701/1751 and leaving RHUL in December	Transcript sent to home institution in February.
Students taking 1701/1751 and leaving RHUL in June	Transcript sent to home institution in July.
Students taking 1702/1752 and leaving RHUL in June	Transcript sent to home institution in July.

Once marks have been confirmed and approved they will be released to all visiting students in the cohort through the Campus Connect Portal.

A generic e-mail will be sent by Student Administration to all students (both RHUL and personal e-mail addresses) notifying the students that the results are available and highlighting that if a student has failed a course they may be permitted a resit in the failed course.

### 6.4 Re-sit regulations

If you do not pass a course unit at a first attempt you may be given an opportunity to 're-sit' or 'repeat' the course unit.

Re-sit of a failed unit - Normally the opportunity to re-sit any failed parts of a course unit not passed will be during the following academic session.

Repeat - If you are given the opportunity to repeat a course unit you will need to register for the course unit for the next academic session and satisfy afresh the coursework and attendance requirements.

Students on the Background to Modern Britain courses who fail a course overall will be set an essay of 1,000 words for each failed written assessment i.e. the in-class paper and/or the coursework essay. However, the mark for the oral assessment will go forward and students will not be able to redeem a fail in this assessment through a resit.

### 6.5 Marking criteria

## Background to Modern Britain: Marking Criteria for the Essay

		<b>Task Fulfillment</b>	<b>Argument, Critical Thinking and Use of Sources</b>	<b>Fluency, Cohesion and Organisation</b>	<b>Language Accuracy, Range and Appropriateness</b>	<b>Writing Process Skills</b>
<b>Excellent</b>	<b>85-100%</b>	A very impressive answer that is in all respects relevant, comprehensive, incisive and sophisticated. The purpose of the task has been fully understood.	Argument is developed logically and skillfully, offering a response that is substantially critical, imaginative and insightful. The work shows an exceptional ability to bring together evidence in support of argument. For text-based answers, referencing is flawless.	The writing is highly fluent with exceptionally clear organisation throughout. Ideas are connected together expertly using an extensive range of linking techniques.	There are very few if any errors in grammar, vocabulary, spelling and punctuation. Complex language is used in a sophisticated way and demonstrates a very extensive range of appropriate vocabulary and structures.	The required drafts show very substantial work. The writer has responded fully to feedback and made all necessary improvements. S/he shows a very sophisticated insight of reading/writing strengths and weakness as well as strategies for improvement.
	<b>70-84%</b>	An excellent answer that is relevant, thorough and comprehensive. The purpose of the task has been fully understood.	Argument is developed logically and shows excellent critical insight. The work shows an impressive ability to bring together evidence in support of argument. For text-based answers, referencing is generally correct.	The writing is very fluent and shows very clear organisation throughout. Ideas are connected together successfully using an extensive range of linking techniques.	There are few errors in grammar, vocabulary, spelling and punctuation. Complex language is used successfully and demonstrates a wide range of appropriate vocabulary and structures.	The required drafts show considerable work. The writer has responded to all key feedback points and shows excellent awareness of reading/writing strengths and weakness as well as strategies for improvement.
<b>Very Good</b>	<b>60-69%</b>	A very competent answer that is relevant, thorough and complete. The purpose of the task has been fully understood.	Argument is developed logically and demonstrates a good level of critical thinking. The writer is able to bring together evidence in support of argument. For text-based answers, referencing contains few errors.	The writing appears quite fluent and clearly organised. Ideas are connected together quite successfully using a good range of linking techniques.	There are few noticeable errors in grammar, vocabulary, spelling and punctuation and these only occur when more complex language is attempted. The writing shows use of a good range of appropriate vocabulary and structures.	The required drafts show significant work. The writer has responded to most of the important feedback points and shows very good awareness of reading/writing strengths and weaknesses as well as strategies for improvement.
<b>Good</b>	<b>50-59%</b>	The task has been understood, addressed competently and completed although the answer may lack thoroughness and detail and contain some irrelevancy.	Argument sometimes lacks coherence. Some attempt at critical thinking is made but evaluative writing tasks may be too descriptive. The writer is not always successful at bringing together evidence in support of argument. For text-based answers, referencing may contain error.	The writing is mostly fluent, showing reasonably clear organisation. Linking techniques are used but not always successfully.	There are some noticeable errors in grammar, vocabulary, spelling and punctuation but these do not seriously impede comprehension. The writing shows use of a reasonable range of appropriate vocabulary and structures.	The required drafts show a good deal of work. The writer has responded to many feedback points and shows a good awareness of reading/writing strengths and weakness as well as some strategies for improvement.
<b>Fair</b>	<b>40-49%</b>	The question has been addressed simplistically and the purpose of the task may not have been fully understood. In addition, the answer may be incomplete and contain irrelevancy.	There is only limited evidence of logical argument or critical thinking. The writer is seldom able to bring together evidence in support of argument. For text-based answers, referencing may well contain significant error.	The writing is seldom fluent. Organisation is rather limited and although there is an attempt to link together ideas, this is only at a basic level.	There are frequent errors in grammar, vocabulary, spelling and punctuation which are noticeable and problematic. The writing shows use of only a limited range of appropriate vocabulary and structures.	The required drafts have been submitted but may be partly incomplete. The writer attempts to respond to feedback but may fail to address key points. S/He may show only partial awareness of reading/writing strengths and weakness and strategies for improvement.
<b>Fail</b>	<b>30-39%</b>	The answer given is poor and/or incomplete. The main purpose of the task may well be misunderstood and so the answer will lack relevance to the question.	Argument, critical thinking and research are largely limited or absent. For text-based answers, it is likely that any referencing conventions are applied incorrectly.	The work generally lacks fluency and organisation. This causes significant strain for the reader.	Inaccurate use of language seriously impedes comprehension in many places. Vocabulary and structures are very limited in range and often inappropriate in style.	One of the required drafts has not been submitted or the response to feedback is partial at best. S/he may show poor awareness of reading/writing strengths and weaknesses.
	<b>0-29%</b>	The answer given is definitely inadequate. The purpose of the task has not been understood and the answer is incomplete and/or irrelevant.	There is little if any evidence of argument, critical thinking or research. For text-based answers, referencing, if applied, is incorrect.	There is very little evidence of fluency or organisation. This means the reader is unable to follow the work.	Use of language is largely inaccurate and seriously impedes comprehension. Vocabulary and structures are extremely limited and may be inappropriate in style.	One of the drafts has not been submitted or there is no attempt to address feedback. The writer may show poor awareness of reading/writing strengths and weaknesses.

## Background to Modern Britain: Marking criteria for in class written assessment

		Task Fulfillment	Argument, Critical Thinking and Use of Evidence	Fluency, Cohesion and Organisation	Language Accuracy, Range and Appropriateness
Excellent	85-100%	A very impressive answer that is in all respects relevant, comprehensive, incisive and sophisticated. The purpose of the task has been fully understood.	Argument is developed logically and skillfully, offering a response that is substantially critical, imaginative and insightful. The work shows an exceptional ability to bring together evidence in support of argument. For text-based answers, referencing is faultless.	The writing is highly fluent with exceptionally clear organisation throughout. Ideas are connected together expertly using an extensive range of linking techniques.	There are very few if any errors in grammar, vocabulary, spelling and punctuation. Complex language is used in a sophisticated way and demonstrates a very extensive range of appropriate vocabulary and structures.
	70-84%	An excellent answer that is relevant, thorough and comprehensive. The purpose of the task has been fully understood.	Argument is developed logically and shows excellent critical insight. The work shows an impressive ability to bring together evidence in support of argument. For text-based answers, referencing is generally correct.	The writing is very fluent and shows very clear organisation throughout. Ideas are connected together successfully using an extensive range of linking techniques.	There are few errors in grammar, vocabulary, spelling and punctuation. Complex language is used successfully and demonstrates a wide range of appropriate vocabulary and structures.
Very	60-69%	A very competent answer that is relevant, thorough and complete. The purpose of the task has been fully understood.	Argument is developed logically and demonstrates a good level of critical thinking. The writer is able to bring together evidence in support of argument. For text-based answers, referencing contains few errors.	The writing appears quite fluent and clearly organised. Ideas are connected together quite successfully using a good range of linking techniques.	There are few noticeable errors in grammar, vocabulary, spelling and punctuation and these only occur when more complex language is attempted. The writing shows use of a good range of appropriate vocabulary and structures.
Good	50-59%	The task has been understood, addressed competently and completed although the answer may lack thoroughness and detail and contain some irrelevancy.	Argument sometimes lacks coherence. Some attempt at critical thinking is made but evaluative writing tasks may be too descriptive. The writer is not always successful at bringing together evidence in support of argument. For text-based answers, referencing may contain error.	The writing is mostly fluent, showing reasonably clear organisation. Linking techniques are used but not always successfully.	There are some noticeable errors in grammar, vocabulary, spelling and punctuation but these do not seriously impede comprehension. The writing shows use of a reasonable range of appropriate vocabulary and structures.
Fair	40-49%	The question has been addressed simplistically and the purpose of the task may not have been fully understood. In addition, the answer may be incomplete and contain irrelevancy.	There is only limited evidence of logical argument or critical thinking. The writer is seldom able to bring together evidence in support of argument. For text-based answers, referencing may well contain significant error.	The writing is seldom fluent. Organisation is rather limited and although there is an attempt to link together ideas, this is only at a basic level.	There are frequent errors in grammar, vocabulary, spelling and punctuation which are noticeable and problematic. The writing shows use of only a limited range of appropriate vocabulary and structures.
Fail	30-39%	The answer given is poor and/or incomplete. The main purpose of the task may well be misunderstood and so the answer will lack relevance to the question.	Argument, critical thinking and research are largely limited or absent. For text-based answers, it is likely that any referencing conventions are applied incorrectly.	The work generally lacks fluency and organisation. This causes significant strain for the reader.	Inaccurate use of language seriously impedes comprehension in many places. Vocabulary and structures are very limited in range and often inappropriate in style.
	0-29%	The answer given is definitely inadequate. The purpose of the task has not been understood and the answer is incomplete and/or irrelevant.	There is little if any evidence of argument, critical thinking or research. For text-based answers, referencing, if applied, is incorrect.	There is very little evidence of fluency or organisation. This means the reader is unable to follow the work.	Use of language is largely inaccurate and seriously impedes comprehension. Vocabulary and structures are extremely limited and may be inappropriate in style.

## Background to Modern Britain: Marking criteria for oral assessment

		<b>Critical Engagement</b> <ul style="list-style-type: none"> <li>• <b>Critical response to topic</b></li> <li>• <b>Effective use of evidence</b></li> <li>• <b>relevance</b></li> </ul>	<b>Short talk skills</b> <ul style="list-style-type: none"> <li>• <b>Structure</b></li> <li>• <b>Signposting</b></li> <li>• <b>Engagement</b></li> <li>• <b>Pace and delivery</b></li> </ul>	<b>Language and Pronunciation</b> <ul style="list-style-type: none"> <li>• <b>Range of language</b></li> <li>• <b>Accuracy of language</b></li> <li>• <b>Appropriateness</b></li> <li>• <b>Intelligibility</b></li> </ul>	<b>Discussion Skills</b> <ul style="list-style-type: none"> <li>• <b>Timely, fluent contributions</b></li> <li>• <b>Ability to initiate, maintain and develop conversation</b></li> <li>• <b>Ability to cope with spontaneous interaction</b></li> </ul>
<b>Excellent</b>	<b>85-100%</b>	The student demonstrates an extremely impressive critical grasp of the subject. A highly coherent argument is developed supported by an exceptional breadth of wide-ranging, relevant and in-depth research. Key ideas and evidence are summarized with exceptional skill and integrated seamlessly into the short talk and discussion.	A very clearly structured, logical and cohesive talk. Signposting is very natural and sophisticated. The delivery is extremely confident, natural and engaging. Extra-linguistic features (intonation, stress, eye contact, gesture, and body language) are varied and highly assured and assist communication greatly.  The student keeps to the set time.	A highly effective, assured and sophisticated use of language. There is very little, if any, inaccuracy and the student demonstrates an impressively wide range of vocabulary and complex structures. Register is entirely appropriate. Pronunciation is exceptionally clear and prosodic features are used effectively. Many features, including pausing and hesitation, are 'native-like'.	Contributions are impressively timely, fluent and expressive. The student is able to initiate exchanges, maintain and develop the conversation with exceptional skill and confidence. The student is able to cope extremely well with the demands of spontaneous spoken interaction in this setting.
	<b>70-84%</b>	The student demonstrates an excellent critical grasp of the subject. A coherent argument is developed and supported by wide-ranging, relevant and in-depth research. Key ideas and evidence are summarized very effectively and integrated successfully into the short talk and discussion	A very clearly structured, logical and cohesive talk. Signposting is natural and effective. The delivery is very confident, natural and engaging. Extra-linguistic features (intonation, stress, eye contact, gesture, and body language) assist communication greatly.  The student keeps to the set time.	A very effective and assured use of language. There is very little, if any, inaccuracy and the student demonstrates a wide range of vocabulary and complex structures. Register is entirely appropriate. Pronunciation is very clear. L1 accent may be evident but does not affect the clarity of the message.	Contributions are very timely, fluent and expressive. The student is able to initiate exchanges, maintain and develop the conversation with considerable skill and confidence. The student is able to cope very well with the demands of spontaneous spoken interaction in this setting.
<b>Very Good</b>	<b>60-69%</b>	The student offers a sound critical approach to the subject making effective use of a good range of relevant supporting research material. The argument is generally coherent. Key ideas and evidence from sources are summarized well and integrated successfully into the short talk and discussion.	A well-structured, logically organised talk in which points are clearly related to each other. The delivery appears reasonably confident, natural and engaging. Effective use of signposting although not always in a completely natural way. Extra-linguistic features of communication (intonation, stress, eye contact, gesture, and body language) are generally effective  The student keeps to the set time	There are few noticeable errors and these only occur when more complex language is attempted. The student uses a good range of vocabulary and structures. Register is mostly appropriate. Although L1 accent is evident, pronunciation difficulties seldom impede listener understanding.	Contributions are mostly timely and fluent. The student is able to initiate exchanges, maintain and develop the conversation with some skill and confidence. The student is able to cope well with the demands of spontaneous spoken interaction in this setting.
<b>Good</b>	<b>50-59%</b>	Although there is some evidence of a critical approach, the short talk/discussion is largely descriptive. Argument lacks coherence in one or two places. Research material used may be rather limited in scope or not wholly relevant. Some attempt is made to summarize key ideas and evidence.	The structure of the talk appears logical and clear enough. Signposting is used appropriately but may seem noticeably contrived at times. The delivery is satisfactory although lacking confidence at times and there may be some over-reliance on notes. An attempt is made to use extra linguistic features of communication (intonation, stress, eye contact, gesture, and body language) but it may be limited or not wholly successful  The talk may go slightly over or under the set time.	There are some noticeable errors but these are not frequent. The student uses a reasonable range of vocabulary and structures. Occasionally, register may be inappropriate. Pronunciation is generally intelligible, but L1 features may put a strain on the listener.	Contributions are reasonably timely and fluent although minor hesitation may occur. Efforts are made to initiate exchanges and maintain conversation but may lack confidence or skill at times. The student is able to cope satisfactorily with the demands of spoken interaction in this setting.

<b>Fail</b>	<b>40-49%</b>	The student's contributions are largely descriptive or generalized. Any attempt at a critical approach tends to be unsuccessful. Supporting research material is limited and often irrelevant. Key ideas and evidence are often read out verbatim or poorly summarized.	The structuring of the talk is barely satisfactory. An attempt is made to link together points but signposting may be inconsistent, limited or inappropriate. The delivery is noticeably under-confident at times and over-reliant on notes.  The talk may go noticeably over or under the set time.	There are frequent errors that are noticeable and problematic. The student uses a basic range of vocabulary and structures. Register may often be inappropriate. Pronunciation difficulties are frequent and impede listener understanding.	Contributions may be significantly hesitant in places. Some effort is made to initiate exchanges and maintain conversation but these are mostly unsuccessful. The student is barely able to cope with the demands of spontaneous interaction in this setting.
	<b>30-39%</b>	There is little evidence of a critical approach to the subject and very little or no research undertaken. The student's contributions are unacceptably descriptive and any attempt at an argument is incoherent.	The structuring of the talk is inadequate. Any attempt to link together points is poor. The delivery is poor and rarely engages the audience.  It is likely that the talk goes significantly over or under the set time.	The use of language is largely inaccurate and this often impedes communication. Vocabulary and structures are very limited in range and frequently inappropriate. Pronunciation difficulties seriously impede listener understanding.	Contributions are unacceptably hesitant. Little effort is made to initiate exchanges and maintain conversation. The student is unable to cope with the demands of spontaneous interaction in this setting.
<b>Fail</b>	<b>0-29%</b>	There is no evidence of a critical approach to the subject and any research undertaken is definitely inadequate.	A structure is not discernible. There is little or no attempt to link together points. The delivery is very poor indeed and fails to engage the audience  It is likely that the talk goes significantly over or under the set time.	The use of language is very poor indeed and this seriously impedes communication. Vocabulary and structures are extremely limited in range and inappropriate. Pronunciation difficulties cause serious strain for the listener much of the time.	The student is unable to participate in any meaningful way. There is no effort to initiate exchanges or maintain conversation. The student is unable to cope with the demands of spontaneous interaction in this setting.

## 7 General Assessment Information

### 7.1 Illness or other extenuating circumstances

If you are taken ill or there are other extenuating circumstances that you believe have adversely affected your performance in relation to any aspect of your course/programme (for example, your attendance, submission of work, or examination performance) at any point during the academic year, you must inform your department(s)/school(s) in writing, and provide the appropriate evidence. Please read the **Instructions to Candidates** issued by **Examinations** for full details on how and when to inform your department about such circumstances as well as the **deadline for submission of such information** (see <http://www.rhul.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx>).

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#### **Absence from an examination / failure to submit coursework**

Please see the section on progression and award requirements below for further details of the impact on course outcomes of failure to attend an examination or to submit required coursework.

If you miss an examination or fail to submit a piece of assessed coursework through illness, or other acceptable cause for which adequate documentation is provided in accordance with the section **Illness or other extenuating circumstances** in the **Instructions to Candidates** the Sub-board of Examiners may take this into account when considering your results.

#### **Exam access arrangements for disabled students and those in need of support**

For all such students there is a process to apply for special arrangements for your examinations and other forms of assessment. Such requests should be made to the Educational Support Office (ESO) which will carry out an assessment of your needs. Please see the section **Students in need of support** (including disabled students) for further guidance about registering with the Educational Support Office.

### 7.2 Extensions to deadlines

An extension to the deadline of assessed work can only be granted by one of two named individual members of staff in the Department and extensions will only be granted in special circumstances.

If a student wishes to apply for an extension, s/he must do so by submitting an Assessed Work Extension Form to the relevant named individual member of staff at least two working days before the submission deadline for consideration. A copy of this form can be found on (<https://www.rhul.ac.uk/international/documents/pdf/assessedworkextensionform.pdf>).

### 7.3 Penalties for late submission of work

The following College policy applies to all students (new, continuing, resitting and repeating) on taught programmes of study with effect from September 2012. Please ensure that you are aware of the deadlines set by your department(s) and also the requirements to meet this deadline, e.g. whether you need to submit electronic and/ or paper copies for your submission to be deemed complete (see submission of written work above).

In the absence of acceptable extenuating cause, late submission of work will be penalised



as follows:

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

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

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

#### **7.4 Anonymous marking and cover sheets**

All students taking examinations are issued with a candidate number which is to ensure that exams and, where appropriate, coursework are marked anonymously. All students are allocated a personal candidate number which can be found on the 'Study' tab of the **Student Portal**.

Because the purpose of the candidate number is to ensure that your work is marked anonymously, it is essential that you do not use your candidate number in conjunction with anything that identifies you, such as your name or Student Reference Number. All members of staff who are authorised to see your candidate number (and who will not be involved in the marking process) will already be able to look it up so you should never have to give it to anyone.

RHI requires all students to complete two copies of the **Assessed Work Submission Form** for each assessment done outside of class. It is the student's responsibility to supply these forms with each submission. A copy of this form can be found on <https://www.rhul.ac.uk/international/documents/pdf/assessedworksubmissionform.pdf>.

## 7.5 Penalties for over-length work

The following College policy applies to all students on taught programmes of study:

All over-length work submitted on undergraduate and taught postgraduate programmes will be penalised as follows:

- For work which exceeds the upper word limit by at least 10% and by less than 20%, the mark will be reduced by ten percentage marks\*, subject to a minimum mark of a minimum pass;
- For work which exceeds the upper word limit by 20% or more, the maximum mark will be zero.

\*e.g. an awarded mark of 65% would be reduced to 55%.

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.

## 7.6 Return of written coursework

The following College policy applies to the return of coursework:

Assessed work (other than formal examinations) should be returned within four weeks of the submission deadline, except in cases where it is not appropriate to do so for academic reasons. The deadline for the return of marked work should be made clear to students when they receive their assignments.

RHI regards the regular completion and submission of coursework as an essential element of learning. We undertake to mark and return all course and assessed work within two weeks of receipt, if at all possible. In the event that the intended deadline cannot be met, the revised deadline must be communicated to students as soon as possible.

## 7.7 Assessment offences

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

<http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx>

Assessment offences include, but are not limited to plagiarism (see below), duplication of work, that is, submitting work for assessment which has already been submitted for assessment in the same or another course, falsification, collusion, for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work, failure to comply with the rules governing assessment (including those set out in the 'Instructions to candidates'). The Regulations set out some of the types of assessment offences in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Advisors or other members of staff in their department should they have any queries about what constitutes an assessment offence. The College treats assessment offences very seriously and misunderstanding about what constitutes an assessment offence will not be accepted as an excuse. Similarly extenuating circumstances cannot excuse an assessment offence. Students with extenuating circumstances which

affect their ability to submit work should contact their departments about the possibility of an extension or other support.

### 7.7.1 Plagiarism

Plagiarism, that is the presentation of another person's thoughts or words as though they were your own, must be avoided. In your writing classes in RHI you will be taught how to avoid plagiarism. You are expected to use the Harvard Method of referencing and will be taught how to use this method in class.

#### **Definition of plagiarism**

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

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment. Group working would constitute plagiarism 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.

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.

Please note that RHI guidelines and College regulations will be applied when dealing with instances of plagiarism. Serious offences will be referred to the Head of Department. Students should refer to the [regulations on assessment offences](#) for information on plagiarism.

### 7.8 Marking of illegible scripts

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in handwriting scripts which would lead to your scripts being illegible you should contact the **Educational Support Office** (see <http://www.rhul.ac.uk/ecampus/welfare/disabledstudents/home.aspx>).

### 7.9 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Programme Specification (see <http://www.rhul.ac.uk/coursecatalogue/home.aspx>) and also more generally in the **Undergraduate Regulations** (see <http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx>). If you do not pass a course unit at a first attempt you may be given an opportunity to 're-sit' or 'repeat' the course unit.

**Re-sit of a failed course unit** - Normally the opportunity to re-sit any failed parts of a course unit not passed will be during the following academic session. Students do not have to attend any classes. Marks for work which has been passed will be carried forward. Students are required to register to re-sit course units. Unless students have been informed otherwise, the mark for such courses will be capped at 40%.

**Repeat of a failed course unit** – if you are given the opportunity to repeat a course unit in attendance you will need to register for the course unit for the following academic year and satisfy afresh all the assessment and attendance requirements, that is, you are expected to attend all classes and redo all required coursework and examinations for the course unit. No marks from the previous attempt at the course unit are carried forward and no work from completed as part of the first attempt at the course may be resubmitted for assessment. The mark for a course repeated in attendance is not capped.

Please note that it is **not** possible to re-sit or repeat a course unit which you have passed.

To qualify for summer resits the following criteria set out in the **Undergraduate Regulations** must be met (see also <http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx>):

- (a) the student must already have passed, been allowed, or been granted exemption from courses to a value of at least two units;
- (b) the student may only re-sit the assessment from courses in which s/he has achieved a mark of at least 30% on the first attempt, except where his/her performance was affected by documented extenuating circumstances deemed acceptable by the Sub-board of Examiners.

This opportunity will be offered **only** to students who would be in a position to satisfy all the criteria to progress onto the next stage prior to the start of the next academic year.

College Regulations permit Visiting Students who have failed to course to complete a resit in the same academic year as the original attempt:

*Where a Visiting Student gains an overall outcome of Fail in a course, the Sub-board of Examiners will normally offer the opportunity to resit or resubmit parts of the course assessment not passed on the first attempt. The Sub-board of Examiners may approve an alternative form of assessment for these students.*

## 7.10 Outcomes of course unit assessment

The Undergraduate Regulations require that for a student to qualify for final consideration in a course unit, the Sub-board of Examiners will take into consideration:

- (a) whether the candidate has satisfied the attendance requirements stated in the course specification;
- (b) whether the candidate has satisfied the assessment requirements stated in the course specification.

The Sub-board of Examiners will determine an outcome and a percentage mark recorded as an integer between 0% and 100% inclusive for each candidate, as follows:

- (i) an outcome of Pass (P) with a percentage mark will be returned where the candidate has gained a mark of 40% or above overall and in all elements of the assessment which carry an individual pass requirement;

(ii) an outcome of Fail (F) with a percentage mark will be returned where the candidate has gained a mark of 39% or below overall or in any element of the assessment which carries an individual pass requirement;

(iii) an outcome of Attendance Fail (AF) without a percentage mark will be returned where the candidate has not met the attendance requirements stated in the course specification. For the purposes of calculating the stage and final average, an AF will be treated as a zero unless a subsequent percentage mark is achieved through repeating the course in attendance.

Where a student's performance in the assessment was compromised by adequately documented extenuating circumstances, the Sub-Board of Examiners may return alternative course outcomes as set out in the Undergraduate Regulations. In some cases this will require the student to complete additional work or a re-sit of affected assessment. For further details please see **Undergraduate Regulations** (see <http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx>).

Students entered to resit an examination will normally not receive an overall percentage mark greater than 40% for that course unit.

For details on the requirements for degree classification please see the section on the **Consideration for the Award** in the Undergraduate Regulations (see <http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx>).

## 7.11 Examination results

Please see the **Examinations** website (<http://www.rhul.ac.uk/ecampus/academicsupport/examinations/home.aspx>) for details of how you will be issued with your **results** (see also <http://www.rhul.ac.uk/ecampus/academicsupport/examinations/results.aspx>).

The Examinations website is the place where you can access the "**Instructions to Candidates**" and details of the examinations **appeals** procedures (see <http://www.rhul.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx>).

## 8 Student Support

### 8.1 Students in need of support (including disabled students)

Your first point of reference for advice within the Department is Vicky Collins [email: [vicky.collins@rhul.ac.uk](mailto:vicky.collins@rhul.ac.uk)]. Inevitably, problems will sometimes arise that staff in the Department are not qualified to deal with. The College offers a high level of student welfare support which includes a comprehensive Health Centre, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of financial, career and other advice. Further details of each service can be found on the **Student Welfare** page (see <http://www.rhul.ac.uk/ecampus/welfare/home.aspx>).

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Departmental Educational Support Office (ESO) representative is Vicky Collins [email: [vicky.collins@rhul.ac.uk](mailto:vicky.collins@rhul.ac.uk)]. You must also contact the ESO (Founders West 151; tel: +44 (0)1784 443966; email: [educational-support@rhul.ac.uk](mailto:educational-support@rhul.ac.uk)) who will arrange for an assessment of needs to be carried out and will advise on appropriate sources of help. Further information is available on the ESO **Support, health and welfare** page (see <http://www.rhul.ac.uk/ecampus/welfare/disabledstudents/home.aspx>).

### 8.2 Student-Staff Committee

There is a student-staff committee on which all students taught by the Department are represented. The committee meets 2-3 times each year and plays an important role in the Department as a forum for airing student views. For details of the constitution see Section 7 of RHUL's Committees Handbook (available via this link: <http://www.rhul.ac.uk/iquad/collegepolicies/documents/pdf/compliance/committeeshandbookmarch2013.pdf>).

### 8.3 Students' Union

The Students' Union offers a wide range of services and support, from entertainment and clubs/societies to advice on welfare and academic issues. The Advice and Support Centre, situated on the first floor of the Students' Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm from Monday to Friday. It also operates an open-door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment. Full details can be found at [www.su.rhul.ac.uk/support](http://www.su.rhul.ac.uk/support).

### 8.4 Learning resources: library, IT, photocopying and printing

Founder's Library offers a range of language-learning resources for loan to students. These include books, CD-ROMS and DVDs. Items are subject to the usual lending conditions (see Library and Information Services leaflets on display in the Libraries or via their [website](#)). Multi-media items (DVDs and CD-ROMS) are normally shelved in the Short Loan sections, with accompanying books where relevant. These can only be borrowed for short periods (up to one week), but some material is restricted to use within the Library. Students may consult the **Library catalogue** for further information.

Viewing facilities are also available in Founder's Library:

- A group viewing room, which needs to be booked. The room houses a widescreen TV, video, PC and DVD player, and can seat 12 people;
- 9 individual viewing booths comprising monitor, DVD and video player, headphones. This facility does not need to be booked.

Through **LibrarySearch** students can access a range of electronic resources, including academic journals, newspapers and dictionaries (both monolingual and bilingual).

**Moodle** is the College's Virtual Learning Environment, in which students can access course materials and information about their programmes, engage in discussions in online forums and take advantage of a variety of other resources. All RHI programmes have resources on Moodle, which you will be informed about in class.

## 8.5 Careers information

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

## 8.6 Non-academic policies

Please see the **Codes and Regulations** webpage (<http://www.rhul.ac.uk/ecampus/onlinestudenthandbook.aspx>) which includes information on non-academic policies, regulations, and codes of practice as well as the **Student Charter** (see <http://www.rhul.ac.uk/aboutus/governancematters/studentcharter.aspx>).

## 8.7 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 (see <http://www.rhul.ac.uk/ecampus/academicsupport/complaints/complaints.aspx>). You should raise your complaint **as soon as possible**.

If the complaint concerns an academic decision, there is an **academic appeals process**. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the **appeals procedures** and permitted grounds for appeal can be found on the following webpage <http://www.rhul.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx>.

## 9 Health and Safety Information

### 9.1 Code of practice on harassment for students

This can be found on the student home pages under codes and regulations (see <http://www.rhul.ac.uk/ecampus/onlinestudenthandbook.aspx>).

### 9.2 Lone working policy and procedures

The College has a 'Lone Working Policy and Procedure' that can be found on the **Health and Safety Webpages** (see <http://www.rhul.ac.uk/health-and-safety/policies-and-procedures.html>).

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.

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

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



## 10 Equal Opportunities Statement and College Codes of Practice

### 10.1 Equal opportunities statement

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

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

The College is committed to ensure that:

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

