



SCHOOL OF POLITICS,
INTERNATIONAL RELATIONS AND PHILOSOPHY

UNDERGRADUATE STUDENT HANDBOOK

2018/2019

Telephone +44 (0)1784 443680

School of Politics and International Relations & Philosophy
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 School* 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.

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1 Introduction to the School

1.1 About this document

This handbook contains information for new and continuing students on undergraduate programmes in the School of Politics, International Relations and Philosophy. This handbook has been produced for students on programmes involving politics and/or international relations. A separate handbook exists for students on programmes in philosophy.

This handbook gives you information that you will need throughout the academic year. It gives details of how to contact for advice, how we support you and communicate with you, our policies in relation to teaching attendance and assessment, and information on our facilities.

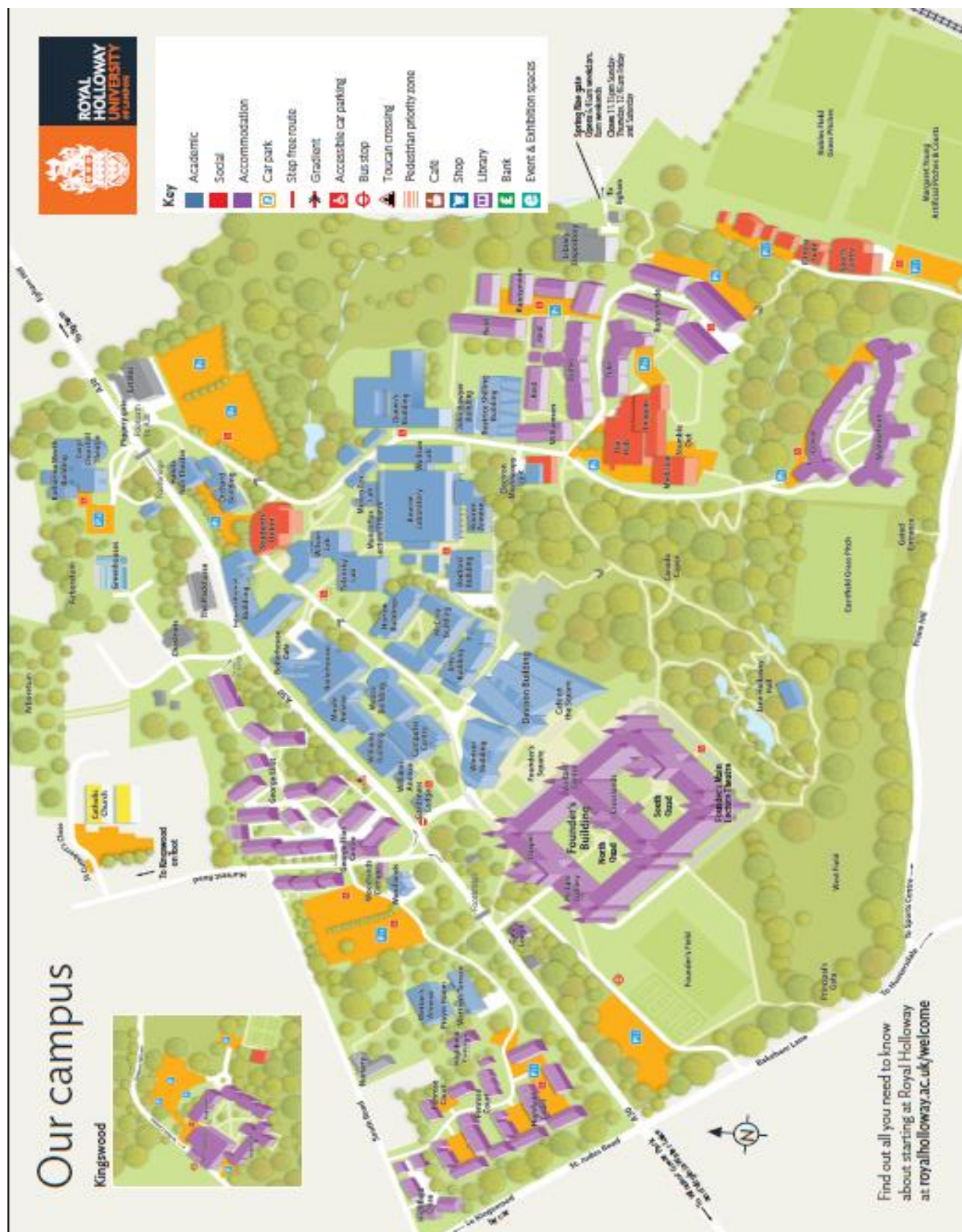
This handbook is not your only source of information. For queries about particular courses, you should contact the **course convenor**. For issues relating to your academic development, or personal circumstances, you should contact your **personal tutor**. For more information on the personal tutor system, see section 2.

1.2 How to find us: the School

The School is located on the west side of the College's historic main building, Founder's Building, on the first floor. The main office is located in room FW139. This can be found on the College campus map as Building 1.

1.3 Map of the Egham campus

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



1.4 How to find us: the staff

CONTACT DETAILS

Head of School:	Professor Chris Hanretty Chris.Hanretty@rhul.ac.uk	Telephone 01784 4414130	Room FW113
Department Manager:	Viviane Schroeder Viviane.Schroeder@rhul.ac.uk	01784 27 6315	FW137

ACADEMIC STAFF	TEL EXT	ROOM No.	EMAIL
ALLEN, Nicholas	(44) 3150	FW133	Nicholas.Allen@rhul.ac.uk
ARRONDELLE, Donna	TBC	FW147	Donna.Arrondelle@rhul.ac.uk
BACON, Michael	(44) 3465	FW111	Michael.Bacon@rhul.ac.uk
BENEDETTO, Giacomo	(44) 3686	FW112	Giacomo.Benedetto@rhul.ac.uk
BENTLEY, Michelle	(27) 6386	FW129	Michelle.Bentley@rhul.ac.uk
BRUNO, G. Anthony	TBC	FW036	G.Anthony.Bruno@rhul.ac.uk
CIANETTI, Licia	(44) 3965	FW034	Licia.Cianetti@rhul.ac.uk
COLLIGNON, Sofia	(41) 4403	FW115	Sofia.Collignon@rhul.ac.uk
DYSON, Tom	(41) 4157	FW134	Tom.Dyson@rhul.ac.uk
GALAI, Yoav	(44) 3961	FW116	Yoav.Galai@rhul.ac.uk
GASCOIGNE, Neil	(27) 6451	FW136	Neil.Gascoigne@rhul.ac.uk
GOLDTHAU, Andreas	(41) 4133	FW128	Andreas.Goldthau@rhul.ac.uk
HACKETT, Ursula	(44) 3369	FW118	Ursula.Hackett@rhul.ac.uk
HALAWI, Ibrahim	(41) 4255	FW120	Ibrahim.Halawi@rhul.ac.uk
HALPERIN, Sandra (SABB)	(44) 3148	FW119	Sandra.Halperin@rhul.ac.uk
HANRETTY, Chris	(41) 4130	FW113	Chris.Hanretty@rhul.ac.uk
HEATH, Oliver (SABB)	(27) 6407	FW126	Oliver.Heath@rhul.ac.uk
JOHNSTONE, Lyn	(27) 6372	FW127	Lyn.Johnstone@rhul.ac.uk
JONES, Will	(41) 4077	FW148	Will.Jones@rhul.ac.uk
KALANTARI, Mohammad	TBC	FW033	Mohammadreza.Kalantari@rhul.ac.uk
LAKER, Frederick	(44) 3292	FW110	TBC
MATTAUSCH, John	TBC	FW027	J.Mattausch@rhul.ac.uk
O'LOUGHLIN, Ben	(44) 3153	FW114	Ben.OLoughlin@rhul.ac.uk
PETRIKOVA, Ivica	(44) 3021	FW145	Ivica.Petrikova@rhul.ac.uk
PRESTON, Dave	(41) 4133	FW128	David.Preston.2012@rhul.ac.uk
ROACHE, Rebecca (SABB)	(27) 6372	FW127	Rebecca.Roache@rhul.ac.uk
RUTHERFORD, Nat	TBC	FW147	nathaniel.rutherford@rhul.ac.uk

SCHWARTZ, Cassilde	(44) 3380	FW107	Cassilde.Schwartz@rhul.ac.uk
SEGLOW, Jonathan (SABB)	(44) 3155	FW109	J.Seglow@rhul.ac.uk
SELLARS, John	TBC	FW029	John.Sellars@rhul.ac.uk
SLOAM, James	(41) 4987	FW117	James.Sloam@rhul.ac.uk
SMETS, Kaat	(41) 4255	FW120	Kaat.Smets@rhul.ac.uk
SMITH, Alison	TBC	FW034	Alison.Smith@rhul.ac.uk
SOMERS-HALL, Henry	(27) 6382	FW131	Henry.Somers-Hall@rhul.ac.uk
STUBBS, Thomas	(44) 3143	FW130	Thomas.Stubbs@rhul.ac.uk
THORNTON, Edward	(44) 3155	FW109	Edward.Thornton.2014@live.rhul.ac.uk
WATTS, Ellen	(27) 6407	FW126	Ellen.Watts.2012@live.rhul.ac.uk
WATTS, Tom	TBC	FW034	Thomas.Watts@rhul.ac.uk
WEARING, David	TBC	FW027	David.Wearing@rhul.ac.uk
WHISTLER, Dan	(27) 6238	FW135	Daniel.Whistler@rhul.ac.uk
WIDDER, Nathan	(41) 4127	FW132	N.E.Widder@rhul.ac.uk
ZENG, Jinghan	(27) 6217	FW125	Jinghan.Zeng@rhul.ac.uk

Please note that the following members of academic staff are on research sabbaticals during 2018/19, and will not be teaching:

- Sandra Halperin
- Jonathan Seglow
- Rebecca Roache
- Oliver Heath

ADMINISTRATIVE STAFF	TEL EXT	ROOM No.	EMAIL
Jayshree, Dave Faculty Administrator Undergraduate Philosophy	(44) 3149	FW139	Jayshree.Dave@rhul.ac.uk
James Heath Faculty Administrator Undergraduate PIR	(44) 3680	FW139	James.Heath@rhul.ac.uk
Charlotte Langston Faculty Administrator Postgraduate	(44) 3687	FW141	Charlotte.Langston@rhul.ac.uk
Laura Turner Faculty Administrator Undergraduate PIR	(44) 3242	FW139	Laura.Turner@rhul.ac.uk
Department Contact: PIR-Admin@rhul.ac.uk			

1.5 The School: Practical information

The School office will be open from 9am-5pm Monday to Friday. The office will not be open on Bank Holidays, or on days when the College is closed.

The noticeboards outside of the office will list the office hours of academic staff, and will also list the personal tutor assigned to each student. This information will also appear on the PIR Information for Current Students web page.

1.6 Staff research interests

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

Donna Arrondelle: International development policy, government communications campaigns.

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

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

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

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

Licia Cianetti: Comparative Politics, Minority Politics (including minorities and socio-economic inequality), Democratic Representation, Quality of Democracy, Post-communist Europe.

Sofia Collignon: The study of candidates, elections and parties; harassment and intimidation of candidates; the role of political communication in the formation and successful implementation of policies.

Tom Dyson: Neoclassical realist international relations theory, European defence and security, military alliances and cross-national defence capability in and the Euro-Atlantic security area.

Yoav Galai: Narrative politics, visual politics and Israel Palestine.

Neil Gascoigne: Pragmatism, Epistemology, Metaphilosophy. Philosophy and Literature.

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

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

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

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

Oliver Heath: Political choice and party system change in second wave democracies, turnout and political participation in Britain, quantitative methods.

Lyn Johnstone: The politics of Africa, postcolonial studies and normative international relations theory.

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

Mohammad Kalantari: International Relations of the Middle East with particular focus on interaction of regional doctrines, elite ideologies, and political Islam.

Freddie Laker: Internally displaced people, human security and conflict in Africa.

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

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

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

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

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

Nat Rutherford: Disagreement over values; Marx and Marxist thought.

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

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

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

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

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

Alison Smith: Parties and party systems, with particular reference to party system finance and party institutionalisation.

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

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

Ed Thornton: 20th century European philosophy, political philosophy, post-structuralism, psychoanalysis, and institutional psychotherapy.

Ellen Watts: Political communication, with particular reference to the power of celebrity and other informal ways of understanding politics.

Tom Watts: Counter-terrorism and security policy, with particular reference to the use of drones.

David Wearing: UK foreign policy in relation to the Global South, with particular reference to the geopolitics of oil and gas, trade and investment, arms sales and military cooperation.

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

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

1.7 Student Societies

PIRSoc

The Politics and International Relations Society, PIRsoc, is one of the most active student groups in the College. It organises a number of social events, debates, and guest speaker lectures. For several years, it has also fielded award winning student teams to attend the National Model United Nations Conference in New York in March/April. In spring of 2018, PIRsoc won the Society of the Year award from the UK Political Studies Association. Details of PIRsoc can be found on the Student Union website (<https://www.su.rhul.ac.uk/>) and at <https://intranet.royalholloway.ac.uk/politicsandir/informationforcurrentstudents/pirsociety.aspx>

DipSoc

PIR students also spearheaded the creation of a Diplomatic Society (DipSoc), which has been active in the College since early 2011. It organises debates, visiting speaker events, and trips to London embassies and other institutions such as NATO headquarters in Brussels. It has also sent teams to Model UN competitions in both the UK and Europe. Details of DipSoc can be found at: <https://intranet.royalholloway.ac.uk/politicsandir/informationforcurrentstudents/diplomaticsociety.aspx>

PhilSoc

PhilSoc aims to provide students with an outlet to pursue philosophical interests, whether political, social, ethical or epistemological, and is open to students across campus, not just those studying on philosophy degrees. Since its establishment in 2011 the society has been hosting weekly discussions on a variety of philosophical and practical topics, and has participated in events such as the British Undergraduate Philosophy Society annual conference in Leeds, and 'My Night with Philosophers' held at the Institut Français du Royaume-Uni in central London. Details of PhilSoc can be found at: <https://rhulphilsoc.wordpress.com/>

2 Support and advice

2.1 Student Charter

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

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

2.2 UG Degree Regulations

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

2.3 Support within your department

If you have issues which are affecting your academic performance, including issues in your personal life, or issues which you do not wish to raise with course convenors, then you should contact your personal tutor. A list of personal tutors will be posted outside the School office, and will be posted on the School website at the start of term.

If there are issues which you do not wish to raise with your personal tutor, then you should contact the Senior Tutor, Dr Michael Bacon.

Please note that sometimes, the best way for personal tutors to provide support will be to refer you on to other groups within the College.

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

Each year, students on different undergraduate programmes elect course representatives. These course representatives sit on the Student-Staff Committee, which meets at least once a term and plays an important role in the department as a forum for airing student views. For more information see the [Course Reps](#) page on the SURHUL website.

You can email your course representatives with any issues concerning the School and its teaching provision.

You'll be told about elections in the first weeks of the autumn term.

2.6 Student Services Centre

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

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

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

2.7 Support Advisory & Wellbeing

The College offers a high level of student wellbeing support which includes triage and support through Student Wellbeing, a BACP accredited Counselling Service, dedicated disability & dyslexia support, financial and budgeting advice and support for international students. There is also access to an NHS run Health Centre on campus.

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

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

2.8 Student Wellbeing

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

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

[Find out more about Student Wellbeing](#)

2.9 Disability & Dyslexia Services (DDS)

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

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

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

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

Your first point of contact for advice and guidance is your Disability & Dyslexia Services Network Member in your department:

Name: Dr Michael Bacon
Phone: (44) 3465
Email: Michael.Bacon@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](https://twitter.com/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, Sophos 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 vital that you keep in touch with us and we keep in touch with you. Staff will often need to contact you to tell you about changes to teaching arrangements, special preparations you may have to make for a class, or meetings you might be required to attend. You will need to contact members of the School if, for example, you are unable to attend a class, or you wish to arrange a meeting with your Personal Tutor.

3.1 Email

The College gives all students an email address. This address is stored in a College email directory (the Global Address List). You can access your account 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 staff member in the School during term time you should normally receive a reply within 2-3 working days. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

3.2 Post

Students should not use the College address for private mail. Administrative staff will alert you via email to any internal mail received.

3.3 Your Contact Information

There can be occasions when the Department needs to contact you urgently by telephone or send you a letter by post. It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date. Further information about maintaining your contact information is available [here](#).

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

3.4 Moodle

Moodle is Royal Holloway's Virtual Learning Environment (VLE) providing online learning resources. You can log into Moodle at moodle.rhul.ac.uk using your College username and password. Each course you take will have its own Moodle page. You will also have access to the PIR Student Information page on Moodle, which contains information which applies across the School.

3.5 Notice boards

Outside the School office you will find several notice boards. These notice boards will give useful information about the location of teaching events, the names and contact addresses for personal tutors, and the deadlines for courses.

All information posted on the notice boards will also be posted to the PIR Student Information Page on Moodle.

3.6 Personal Tutors

Each student will be assigned an academic member of staff as a Personal Tutor. Personal Tutors oversee the pastoral care of students and provide academic and welfare advice. Incoming students will meet their Tutors during Welcome Week and returning students should arrange to meet their supervisors early in the academic year. Personal Tutors can change in the first two years as a result of sabbaticals, etc. For final year students who are writing dissertations (in the case of joint honours students dissertations might be written in the partner department, and for Economics, Politics and International Relations students the dissertation is optional), your Personal Tutor will be your dissertation supervisor.

Students are encouraged to keep in touch with their personal Tutors. Students who are experiencing difficulties of an academic or non-academic nature should normally consider their personal Tutors to be their first point of contact, though course conveners, teaching assistants, and department admin staff should also be treated as contacts where appropriate.

3.7 Feedback from you

We welcome student feedback at any time during the academic year. The Staff/Student Committee (see section 2.5) provides an important forum for in-year feedback, but students should feel free also to contact course leaders, the School Manager, or the Head of School.

We also ask you to fill out course evaluation forms. These are distributed in the last week of each term, and are anonymous. We take this feedback seriously, and use it when we revise our courses at the end of the year.

The results from course evaluations are collated and monitored by the Department's Teaching Committee and by the Head of Department and the staff concerned.

4 Teaching

4.1 Dates of terms

Term dates for the year are as follows.

Autumn term: Monday 24 September to Friday 14 December 2018

Spring term: Monday 14 January to Friday 29 March 2019

Summer term: Monday 29 April to Friday 14 June 2019

4.2 Academic Timetable

Your individual student timetable will be available via the [Your Timetable](#) page on the Student Intranet. Log in with your College username and password and view your timetable via the system or download to a personal calendar. In September you will receive communications by email about exactly how to access and download your timetable, so keep any eye out for these.

Timetables are subject to change during the course of the academic year, so you should check yours regularly, (as a minimum every few days) to ensure you are using the most up to date timetable. Any changes to your timetable that occur within two working days will be notified by email to your RHUL account, so please also check your emails regularly.

All classes start on the hour. They end ten minutes before the hour to allow you to move between classes.

4.3 Study weeks

Week 7 (the week beginning the 5th November) and Week 22 (the week beginning the 18th February) are study weeks. These are weeks where you can catch up on reading you have not been able to complete in the first weeks of term. PIRP does not teach in these weeks.

5 Attending classes and engaging with your studies

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

Your regular attendance in class and consistent engagement with your studies are essential to your learning experience with the College. If you encounter difficulties with this, do please tell your tutor or another member of staff as soon as you can. The earlier you do so, the sooner we can provide the appropriate help. As such, failure to attend and/or absence without permission can result in serious consequences and may lead to disciplinary action, including the termination of your registration.

5.1 Attendance requirements

While you are expected to attend all the lectures and seminars related to your programme of study, the College understands that emergencies may occur at any time throughout the year. In light of this, the School has set a minimum attendance level at 80%. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements. You can find out more about attendance policy [here](#).

It is vital that you manage your time effectively, so that any paid employment, voluntary work, extracurricular activities or social commitments do not interfere with periods where you are required to attend classes. The [Undergraduate Regulations](#) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis must not exceed 20 hours per week during term time. You may not undertake paid work which may conflict with your responsibilities as a student of the College. International students must ensure that any working restrictions, as stated on their visa, are also adhered to.

5.2 Adjustments to attendance requirements

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

5.3 Monitoring attendance

It is your responsibility to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities at which your attendance is monitored may vary depending upon the discipline in which you are studying or the department in which you are taking courses in the case of electives, for example. It is your responsibility to make sure that your attendance has been recorded. It is also essential that you arrive at your classes in good time, as you will be marked absent if you turn up late without good reason.

We will contact you in the event that:

- i. you fail to attend for **two weeks** without providing notification of your absence;
- ii. you display a **pattern of absence** that the department feel is affecting or is likely to affect your work
- iii. you display a pattern of absence that causes **concern over your wellbeing or which may point to an undisclosed disability**

5.4 Formal Warnings

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, the 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 the course. In such cases it will be necessary to implement disciplinary procedures as detailed above.

5.5 Withdrawal of visa

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

5.6 Missing classes

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

You should know that submission of a Notification of Absence Form does not automatically mean that the absence is acceptable and that it is at the discretion of the School as to whether any absence is deemed acceptable or unacceptable. If the absence should be deemed as unacceptable it will be recorded as such and count against the minimum attendance level

If you are experiencing difficulties which affect your attendance on an ongoing basis, please contact your Personal Tutor. In addition, an extensive range of additional support, guidance and advice is available from the College's Student [Advisory & Wellbeing teams](#). As explained in section 2 above, the Students' Union also operate an [Advice and Support Centre](#).

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

Step 1

You must notify the Student Services Centre at the earliest possibility. Wherever possible, please e-mail them at studentservices@royalholloway.ac.uk before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email why you cannot attend the exam. The Student Services Centre will then forward this information to your department so that we are aware of your non-attendance.

Step 2

It is essential that you inform your department and Chair of the Sub-board of Examiners by completing the Extenuating Circumstances form. For further information, please refer to [section 8](#) below.

6 Degree Structure

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

6.1 Course registrations

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

6.2 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 courses and progression specified for each stage of the new programme up to the proposed point of entry;
- (c) the transfer must be approved by both the department(s) or school(s) responsible for teaching the new programme and that for which you are currently registered.

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

You are **only** permitted to change programmes up to a maximum of three weeks after the start of teaching (excluding Welcome Week). The deadline for this is **Friday 19th October**, with the following exceptions:

- if the change is only in degree pathway title, which does not affect the course units taken and you are still taking the correct course units (worth 120 credits in total) as detailed in the relevant programme specification;
- if the change does affect the course units taken and you have to pick up an extra half unit in the Spring term but you would be taking the correct course units as detailed in the relevant programme specification and would have no less than 120 credits.

The department is happy to consider changes of degree universally up until the end of the first year of study for any students. Students wishing to change degree programme must consult with their Personal Tutor to see if the change is right for them before notifying the Administration Office who will then help them complete the necessary paperwork.

Requests to change your degree programme after the end of the first year are considered on a case by case basis by the Department. Students must have their request approved by our Academic Co-ordinator Dr Michael Bacon (Michael.Bacon@rhul.ac.uk) or by our Head of Department, Professor Chris Hanretty (Chris.Hanretty@rhul.ac.uk) in order to change degree any time after the start of their second year of studies.

7 Facilities

7.1 The Library

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

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

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

The Information Consultant for Politics and International Relations is Emma Burnett, who can be contacted at Emma.Burnett@rhul.ac.uk.

7.2 Photocopying and Printing

The departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are located in the Library, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available [here](#):

If you require copying to be done for a seminar presentation, you need to give these materials to your tutor to copy on your behalf. Please make sure that you plan ahead and give the materials to your tutor in plenty of time. Many of the PC labs are open 24 hours a day, 7 days a week. Alternatively, there are computers available for your use in the Library, and Computer Centre.

7.3 Computing

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

8 Assessment Information

8.1 Anonymous marking

The School uses anonymous marking for most of its assessments. This means that when you submit a piece of work, you **must not** write your name on your essay, and you **must** include your candidate number.

You can view your candidate number by going to the "My studies" tab in Campus Connect and then "My exams info".

Your candidate number is normally allocated around mid-October. You'll receive a new candidate number each year.

When submitting work through Moodle all work remains anonymised until marks and comments are released back to students, to this end please do not put your name or student number within the essay. When submitting on Moodle please ensure you include your candidate number in the essay submission title.

8.2 Submission of written work

All coursework in the Politics and International Relations Department should be submitted through Moodle. You do not need to hand in hard copies of your essays unless your seminar leader explicitly states that they would like a copy. Marks and comments will be provided via Grademark, the Turnitin essay marking system.

8.3 Stepped Marking

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

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

8.4 Marking criteria

The School uses a marking rubric which sets out the characteristics of work in different categories. This rubric is set out below.

PIR UG MARKING CRITERIA

	86+ (First) Essays Marked on Step at: 88, 92, 95, 98	70-85 (First) Essays Marked on step at: 72, 75, 78, 982, 85	60-69 (Upper Second [2:1]) Essays Marked on step at: 62, 65, 68	50-59 (Lower Second [2:2]) Essays Marked on step at: 52, 55, 58	40-49 (Third [3]) Essays Marked on step at: 42, 45, 48	30-39 (Narrow Fail) Essays Marked on step at: 32, 35, 38	0-29 (Clear Fail) Essays Marked on step at: 28 and below
Knowledge and understanding	Exceptional knowledge and understanding of subject with expert grasp of material	Excellent knowledge and understanding of subject with no or only the most minor errors of fact and/or interpretation	Good knowledge and understanding of subject with only a few minor errors of fact and/or interpretation	Adequate knowledge and understanding of subject with some errors of fact and/or interpretation	Limited knowledge and understanding of subject with significant errors of fact and/or interpretation	Very poor knowledge and understanding of subject with many glaring errors of fact and/or interpretation	No knowledge or understanding of subject
Clarity and strength of answer	An extremely clear, focused and convincing response to the question	A very clear, focused and convincing response to the question	A clear and focused response that directly answers the question	A generally clear response but weakened by some inconsistencies and omissions	An unclear and unconvincing response to the question	A inadequate answer that fails to address the question	No recognisable answer to the question
Structure and organisation	Outstanding structure and organisation of material with successive sections sustaining an exceptionally clear argument	Excellent structure and organisation of material with successive sections sustaining a very clear argument	Good structure and organisation of material with the flow between sections sustaining a clear argument	Adequate structure and organisation with the clarity of argument weakened by some gaps, repetition, irrelevant material and/or the ordering of points	Weak structure and organisation with the argument greatly weakened by some significant gaps, repetition, irrelevant material and/or the ordering of points	Little discernible structure and organisation with no clear argument or order to the points being made	No discernible structure or organisation and barely recognisable content
Critical thinking and analysis	Exceptional independent critical thinking and analysis of relevant material	Excellent independent critical thinking and analysis of relevant material	Good independent critical thinking and analysis of relevant material	Some independent critical thinking and analysis of relevant material, but more descriptive	Little independent critical thinking and analysis of relevant material	Very patchy or misguided thinking and analysis of material	No critical thinking or analysis

Engagement with relevant literature	Exceptional breadth and depth of reading with complete mastery of the relevant and wider academic literature	Excellent breadth and depth of reading with very good knowledge of and insight into the relevant academic literature	Good breadth and depth of reading with clear knowledge of the relevant academic literature and only a few omissions and/or misunderstandings	Adequate discussion of the relevant academic literature but with some notable omissions in reading and/or misunderstandings	Little reading with significant gaps and limited understanding of the relevant academic literature	Very little reading on the topic and little understanding of the relevant academic literature	No reading on the topic and no understanding of the relevant academic literature
Use of evidence and/or methods	Exceptional awareness and use of evidence, and/or methodologically extremely sophisticated	Excellent awareness and use of evidence, and/or methodologically sophisticated	Good awareness and use of evidence, and/or a good grasp of methods with only minor gaps in understanding	Some awareness and use of evidence, and/or some grasp of appropriate methods but with some significant gaps in understanding	Limited awareness and use of evidence, and/or poor grasp of appropriate methods	Very limited awareness and use of evidence, and/or very poor grasp of appropriate methods	No awareness or use of evidence, and/or no grasp of appropriate methods
Quality of writing	Exceptionally fluent and authoritatively written in academic English with correct use of technical terms and stylistically outstanding	Fluent and convincingly written in academic English with correct use of technical terms and stylistically excellent	Clearly written with appropriate use of technical terms, but may contain a few minor grammatical errors, spelling mistakes and infelicities of expression	Adequate level of academic but undermined by a number of misunderstandings of technical terms and/or grammatical errors, spelling mistakes and infelicities of expression	Poorly expressed and unclear prose with significant misunderstandings of technical terms and/or grammatical errors, spelling mistakes and infelicities of expression	Very poorly expressed and unclear writing with many significant misunderstandings of technical terms and/or grammatical errors, spelling mistakes and infelicities of expression	Virtually unintelligible writing
Presentation and referencing	Faultless presentation and referencing consistent with professional standards	Excellent presentation and referencing with no or only the most minor errors	Good presentation and referencing with a few minor errors	Acceptable presentation and referencing but some errors	Poor presentation and barely adequate referencing	Very poor presentation and inadequate referencing	Unacceptably poor presentation and referencing

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

Forms of feedback¹

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

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

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

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

Feedback should be clear about academic performance

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

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

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

Feedback should be constructive

Feedback should carry a respectful tone, and contain a balance of both affirmative and developmental comments. Affirmative comments foster confidence and identify good practices that should be continued.

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

Developmental (feed-forward) comments should always be provided, and clearly identify attainable goals to improve performance in future assignments.

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

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

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

Feedback timing

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

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

Students' use of feedback

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

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

8.6 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

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

- 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;*
- 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;*
- for work which exceeds the upper limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.*

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

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.

8.10 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 which prevent you from doing so. In this case you should apply for a deadline extension using the College's online extension application system. You can read the policy and guidance on extensions on the College's webpage about [Applying for an Extension](#).

8.11 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.

Extenuating circumstances are defined as unforeseen *circumstances which are **outside a student's control** and which may **temporarily** prevent a student from undertaking an assessment or have a **marked/significant detrimental/adverse impact** on their ability to undertake assessment by coursework or examination to the standard normally expected.* You can read more about them [here](#).

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

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

It is these short-term (temporary) circumstances that the College normally regards as extenuating circumstances. The policy is explained in full in the [Extenuating circumstances – Guidance for students](#).

Absence from an examination

[Section 5](#) above explains what to do on the day you miss an examination. You should apply for extenuating circumstances if you miss an examination through unexpected illness or other acceptable cause; if you begin an examination and have to leave due to acute illness; or if you believe your performance on the day was seriously compromised by an unexpected and acute illness that you could not reasonably have been expected to have managed otherwise.

Applying for extenuating circumstances

If you apply for extenuating circumstances, you will need to supply a full explanation of your situation together with any supporting documentation. Before going ahead, you should check that your circumstances meet the criteria. These are explained in full in the [Extenuating circumstances – Guidance for students](#). You should also read the section **Illness & absences from an examination and departmental assessments and extenuating circumstances** in the [Instructions to Candidates](#) issued by Student Administration.

Ongoing circumstances

If you have ongoing circumstances that you believe are adversely affecting your performance during the year, these should be raised with your department and with the College's Student Advisory & Wellbeing teams as soon as possible. This will allow us to consider strategies that will help you manage the situation. Examples might be that you have an illness that does not constitute a disability, a close family member is ill and needs your support, or you have suffered an adverse life event.

It may be that the circumstances are severely affecting your ability to study by causing you to repeatedly miss scheduled teaching and/or affecting your ability to complete assessments. If this is the case and there is no reasonable way to help you to manage the situation, then you may need to consider, in consultation with your department and Student Advisory & Wellbeing, if it would be in your best interests to interrupt until the issues have been resolved and you are able to fully commit to and benefit from your academic studies.

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases may be preventable. As such, it is unlikely that the Sub-board will be able to take action to mitigate such circumstances. For further information, please read the [Extenuating circumstances – Guidance for students](#).

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

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

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Disability and Dyslexia Services Office (DDS) representative is James Heath. You must also contact the DDS (Founder’s West 143; Tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.ac.uk who will advise on appropriate sources of help. Further information is available on the College web on the DDS [Support, health and welfare page](#).

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 their department should they have any queries about what constitutes academic misconduct. The College treats academic misconduct very seriously and misunderstanding about what constitutes academic misconduct will not be accepted as an excuse. Similarly, extenuating circumstances cannot excuse academic misconduct.

What is Plagiarism?

'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet. Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.

Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student's work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student's work alone, without reference to further evidence.

9 Careers information

The College's **Careers & Employability Service** is based in the Davison Building. The careers service run a number of industry themed weeks and a range of standalone events during the academic year including a careers fair in October. Our events are open to all students. One to one appointments are available all through the year where you can talk over your career ideas or get your CV, cover letter or application checked. You can also book a practice, in person or video interview.

Our website and Careers Moodle has a wide range of help and information including interview skills, writing CVs and applications, assessment centres & psychometric tests.

For more information about all Careers events and appointments visit their website or come along and speak to their friendly and helpful staff.

Third year students can benefit from Politics in Action, an option third year course. Politics in Action students:

- work once a week at a politics-related placement during term time;
- attend a career development training course to get as much as possible out of their placement and plan for their future careers;
- conduct a piece of independent academic research on a topic related to their placement.

Placements can range from working for an MP, a national, or an international institutions, to working for an NGO, a think tank, or a media organisation. Once they get accepted into the course, Politics in Action students are supported by the PIR department and RHUL Careers Service to find a placement that suits their skills and aspirations.

As part of the course, students can meet with a Careers Consultant and discuss their applications strategy and get help with identifying and researching potential placements. Each student can also get feedback on their applications as well as practice before an interview.

10 Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Personal Tutor or with another member of staff in the Department. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the [College Complaints Procedures](#) for students. You should raise your complaint **as soon as possible**.

If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedure and permitted grounds for appeal can be found on the Academic Appeals [webpage](#).

11 Health and Safety Information

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

11.1 Code of practice on harassment for students

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

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

11.2 Lone working policy and procedures

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

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

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

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

11.3 Placements

Students participating in the third year course Politics in Action will have to undertake off-campus placements as part of their assessment. Full details of these placements can be found on the Moodle page for the Politics in Action course.

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.