DEPARTMENT/SCHOOL OF MEDIA ARTS

POSTGRADUATE TAUGHT STUDENT HANDBOOK

MA SCREENWRITING FOR TV AND FILM (RETREAT)

2021/2022

Disclaimer

This document was published in September 2020 and was correct at that time. The department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term 'department' is used to refer to 'departments', 'Centres and 'Schools'. Students on joint or combined degree programmes will receive two departmental handbooks.

Contents

1   Introduction to your department

1.1 Welcome

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

Welcome to the Department of Media Arts.   We would like to extend a warm welcome to all our new students and to all students returning to us. To those new students, we hope that you will soon feel at home.

Media Arts continues to grow steadily, with more facilities and new staff as well as new students this year. Working as a team we will strive to develop a creative and supportive working environment. Within the framework of the Media Arts programme you will be able to develop your potential, but this will require commitment, determination and inspiration.

This Student Handbook is intended to help you understand the organisational structure of the Media Arts programme, and locate the various buildings and facilities which make up the Department of Media Arts.

The Student Handbook is one way of providing information, which we hope will be helpful. The information in it is updated for each New Year, and aims to provide accurate information about the programme and its rules and procedures. If you have any suggestions for ways in which we might improve this handbook or our other mechanisms for communicating with you, please tell your personal advisor, or any other member of staff.

A Message form the Course Director, Ivan Levene.

MASTFiR is an innovative programme, taught over four week-long residential retreats spread over one year in Egham, with specific sessions at our recently refurbished campus in Central London. Between retreats the programme is run as distance-learning with a website, chat room and e-tutorials.

This makes it possible for those living outside the UK, and those with busy working lives like freelancers and those in the film and TV industries, to take time out to attend. Previous students include established actors, playwrights, theatre directors, comedy writers, editors, producers, commercial directors, advertising copywriters, novelists and many others.
MASTFiR covers writing for Feature Film and Television as well as new developments such as web drama, and provides a creative atmosphere conducive to concentrated learning and group interaction. A core course of the programme is Development Lab, where students present their work in progress to the group for criticism and feedback, and experiment with co-writing.

Students develop a range of ideas, then go on to write film and television outlines, and several drafts of either a feature film screenplay, a TV single drama, or a TV series or serial bible and sample episodes.

They also meet and work with industry and independent producers, directors, agents, writers and actors to provide a production context. We have recently had guests including major feature film directors and screenwriters, as well as people from the BBC, the Casarotto Ramsay agency and many others.

1.2 How to find us: the Department

The Department of Media Arts is located on two sites. The academic offices are in the Arts Building. This can be found on the College campus map as building 16. The technical facilities can be found in the Media Arts Centre, which comprises the Williams Building and adjacent TV Studio. This can be found on the College campus map as building 11. The School of Performing Arts Administration Hub can be found in the Katherine Worth Building.

Central London Post Graduate Campus: Bedford Square & Senate/Stewart House, University of London:

The April and July retreats will be at 11 Bedford Square, Bloomsbury, London WC1B 3RF and Senate/Stewart House University of London, Malet Street, London WC1E 7HU. The Bedford Square building is located in North East Bedford Square, on the corner of Montague Place and Gower Street. The entrance is in Montague Place. The nearest underground stations are Russell Square, Goodge St and Tottenham Court Rd. Senate and Stewart House are 100 metres east of the Bedford Square base in the main University of London building.

There is a common room for students in Bedford Square and a kitchen. There are also photocopying facilities (by arrangement with the Course Director). There is a computer room where you may print out material. Should you need to use a room for casting or a meeting please contact the Bedford Square Administrator: BedfordSquare@royalholloway.ac.uk
Term Time - Monday to Friday 9am to 9pm, Saturday 10am to 6pm
Out of Term - Monday to Friday 9am to 7pm, Saturday CLOSED

1.3 Map of the Egham campus
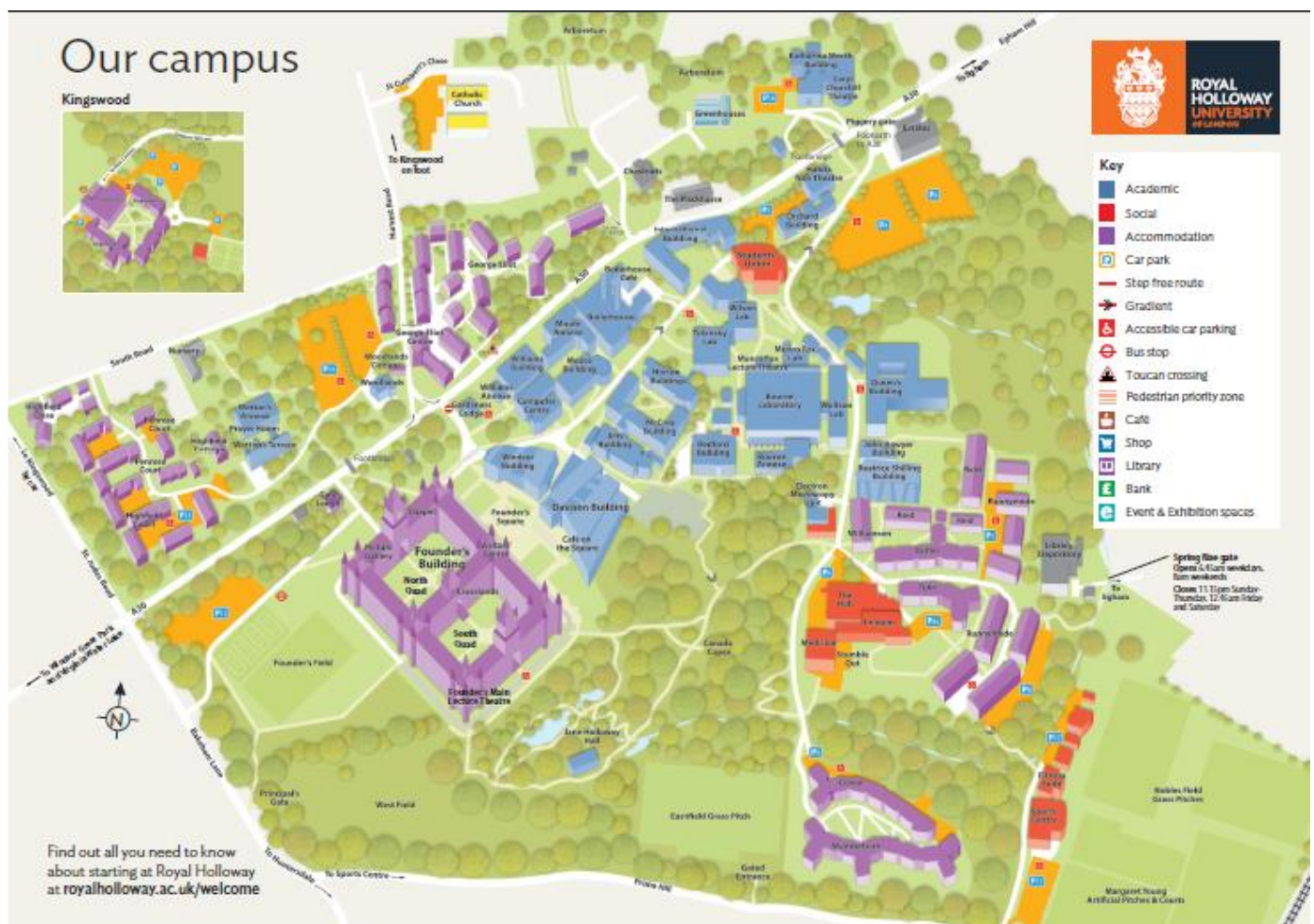
Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking

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:	Jen Parker-Starbuck Jen.Parker-Starbuck@rhul.ac.uk	+44 (0)1784 414106	KWB102
Head of Department:	Barry Langford B.Langford@rhul.ac.uk	+44 (0)1784 443833	ABG11

Academic Staff:
A full list of academic staff and their contact details can be found here:
https://www.royalholloway.ac.uk/research-and-teaching/departments-and-schools/media-arts/contact-us/?department=media+arts.

Technical Staff:	Dan Cayzer Head of Production Facility Dan.Cayzer@rhul.ac.uk	+44 (0)1784 443269	WS13
	Helen Adams Studio Manager (P/T)/ Art & Design Technician (P/T) Helen.Adams@rhul.ac.uk	+44 (0)1784 414461	WS18
	Dale Gent Desktop Support Coordinator Dale.Gent@rhul.ac.uk	+44 (0)1784 414671	WS**16**
	Christopher Maher Media Arts Technician Christopher.Maher@rhul.ac.uk	+44 (0)1784 443845	WS17
	Matt McGuinness Media Arts Technician Matthew.McGuinness@rhul.ac.uk	+44 (0)1784 443845	WS17
	Tonderai Ratisai StoryFutures Academy Technician Tonderai.Ratisai@rhul.ac.uk	+44 (0)1784 27 6082	SF Shilling Office
	Sarah Peacock Art & Design Technician (P/T) Sarah.Peacock@rhul.ac.uk	+44 (0)1784 414461	WS18
	Aleks Rydzkowska Production Resources Coordinator Aleksandra.Rydzkowska@rhul.ac.uk	+44 (0)1784 443733	Equipment store
	Neil Smith Interactive Media Technician N.Smith@rhul.ac.uk	+44 (0)1784 414462	SF Shilling Office
School Manager:	Louise Mackay Louise.Mackay@rhul.ac.uk	+44 (0)1784 443532	KWB103
Student & Programme Administration Manager:	Jackie Marty Jackie.Marty@rhul.ac.uk	+44 (0)1784 443916	KWB001

Helpdesk & DDS Network Member	Michael Masters PDA-school@rhul.ac.uk	+44 (0)1784 276885	KWB001
Information Consultant: Emily Davison Building	Rachel White Rachel.White@rhul.ac.uk	+44 (0)1784 414017	Lower Ground

1.5 How to find us: the School office

The School office is located in room KWB0-01 on the ground floor of the Katharine Worth Building. Opening hours are Mondays to Fridays between 09:00am and 5:00pm. The Helpdesk is your first point of contact for administrative queries.

If you have any issues relating to your ability to perform academically, please consult with your course tutor and/or your personal tutor. You can also contact Louise Mackay, School Manager or Jackie Marty, Student & Programme Administration Manager, if any academic or administrative issues arise for which you feel you would benefit from a private consultation. The college website provides much of the information that you will need, plus contact details, during your time with us: www.royalholloway.ac.uk/students.

1.6 Staff research interests

Details of all staff research interests can be found on the departmental website:
https://www.royalholloway.ac.uk/mediaarts/research/home.aspx

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 PGT Degree Regulations

The Postgraduate Taught Regulations set out the various standards that shape the regulatory framework of your Postgraduate Taught 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 school

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. It is situated in 0-01 of the Katharine Worth Building. Opening hours are 8:30am to 5:30pm in term time and 10:00am to 4:00pm during vacation. The Helpdesk is staffed throughout these opening hours. You can call in person during opening hours, ring +44 (0)1784 276885 or email pda-school@rhul.ac.uk. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can

help, or find out the answer and get back to you. If you wish, you may also talk to them in private and they will make sure you receive the support you require.

Your first point of reference for advice within the Department is your personal tutor or Head of Year. Inevitably, problems will sometimes arise that staff within the department are not qualified to deal with. The College offers a high level of student welfare support which includes a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of student wellbeing financial, career and other advice. There is also an NHS GP practice (the Health Centre) on campus located in Founder's East. Further details of each service can be found on the College web on the Student Welfare page: https://www.royalholloway.ac.uk/students/help-support/help-and-support.aspx.

Dr George Guo is the School Director of Postgraduate Studies Taught and can be contacted with questions or any problems george.guo@rhul.ac.uk

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Departmental Disability and Dyslexia Service (DDS) representative is

Name: Mike Dormer
Phone: 01784 443916
Email: mike.dormer@rhul.ac.uk

You must also contact the DDS (Founders West 143; tel: +44 (0)1784 276473; email: disabilitydyslexia@royalholloway.ac.uk) who advise on appropriate sources of help. Further information is available on the College web on the Support, health and welfare page: https://www.royalholloway.ac.uk/students/helpsupport/disabilities-and-dyslexia/home.aspx.

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

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

The SU Advice and Support Centre, situated on the first floor of the Students' Union, is a free service that offers you the opportunity to discuss any concerns you may have and receive impartial advice and information from the team of experienced and professional advisers. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment.

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

Find out more about the Students' Union

2.5 Student-staff committee

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

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

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

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

2.6 Student Services Centre

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

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

Find out more about the Student Services Centre

2.7 Support Advisory & Wellbeing

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

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

Find out more about Support Advisory & Wellbeing

2.8 Student Wellbeing

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

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

Find out more about Student Wellbeing

2.9 Disability & Dyslexia Services (DDS)

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

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

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

Find out more about Disability & Dyslexia Services

2.10 International Student Support Office (ISSO)

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

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

Find out more about the International Student Support Office

2.11 Academic Skills Support

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

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

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

2.12 IT Services Desk

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

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

Find out more about IT Services

3 Communication

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

3.1 Email

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

We will routinely email you at your College address and you should **therefore check your College email**

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

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

3.2 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.

3.3 Notice boards

There are no official student notice boards in Egham or Bedford Square for Postgraduate Taught student. Information on classes etc. will be posted on Moodle and emailed out to you well in advance, but occasionally changes have to be made at short notice so please check your emails regularly.

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

3.4 Personal Tutors

A personal advisor is assigned to every student and regular meetings are arranged by the advisors (at least once a term). These meetings will provide an opportunity for students to discuss any matters of concern, whether relating to their academic progress or to other aspects of their life and work in the department. Personal Advisors have a duty of confidentiality about issues raised by their advisees. Your Advisor will have regular office hours which are usually displayed on their office door. You should email them in the first instance and they will arrange a date and time they can see you.

3.5 Questionnaires

Questionnaires related to courses you are taking will be distributed to students at certain points in the course. These evaluations provide valuable feedback to the staff of the department and time you put into filling them out is much appreciated. Each year issues raised in the questionnaires are taken into account when planning the following year's courses.

4 Teaching

4.1 Dates of terms

Term dates for the year are as follows.

Autumn term: Monday 20 September to Friday 10 December 2021
Spring term: Monday 10 January to Friday 25 March 2022
Summer term: Monday 25 April to Friday 10 June 2022

You are expected to be in the UK and engaging with your studies during in-person teaching retreats. In the

case of an emergency which requires you to leave the country and/ or miss lectures/ seminars/ practicals etc., you are expected to inform your department and fill in a Notification of Absence Form (explained further below).

4.2 Study weeks

Study weeks are not applicable to all Postgraduate Taught Programmes in Media Arts, unless advised by your course convenor.

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. They will put you in contact with Disability and Dyslexia Services (D&DS) who will advise on what support can be offered. Failure to attend and/or absence without permission from the College can result in serious consequences and may lead to disciplinary action, including the termination of your registration.

5.1 Attendance requirements

Your classes are the learning activities deemed essential to your programme of study. These could include a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings with your Personal Tutor.

While you are expected to attend all the classes related to your programme of study, the College understands that emergencies may occur at any time throughout the year. In light of this, the Media Arts Department has set a minimum attendance level at 80%. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements. 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 Postgraduate Taught Programme 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 Monitoring attendance

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

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

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. You will be contacted 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 the department feel is a cause for **concern over your wellbeing or may point to a disability which you may not have disclosed**.

5.3 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 17 of the Postgraduate Taught 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.

5.4 Missing classes

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

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

If you are absent for a prolonged period it is essential that you keep in touch with the Department (e.g. through regular emails with your Personal Tutor). The Department will monitor the frequency of self-certified absences and the Head of Department may request a doctor's medical certificate from you in the event of multiple and/or sustained instances of self-certified illness. If you are sponsored by Royal Holloway on a Tier-4 (General) Student visa please be aware that if you do not follow the process to submit a notification of absence or have an acceptable reason for absence you are putting your Tier 4 visa at risk of withdrawal. Therefore, it is very important that you continue to communicate with the College through your Department and the Advisory & Wellbeing teams if you are struggling to attend.

5.5 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
Read the Extenuating Circumstances Guidance and, if your circumstances meet the criteria outlined in the guidance, complete and submit the Extenuating Circumstances application form with your supporting evidence. Section 8 below provides further details about Extenuating Circumstances.

6   Degree Structure

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

6.1 Department Specific information about degree structure

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

6.2 Course registrations

You should register for 180 credits' worth of courses. While you may have the option of changing course unit registrations within the first two weeks after the start of teaching (excluding Welcome Week) subject to agreement from the department, once you have submitted assessment for the course, you may not replace it with another either in that term or in a subsequent term (e.g. Spring term). Any courses that you wish to take on an extracurricular basis (that is, as extra and not counting towards your degree) must be identified at the start of the academic year or before any assessment has been completed for the course.

6.3 Change of course

Where provision is made for this in the programme specification, 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) responsible for teaching the new programme and that for which you are currently registered.
(d) if you are a student with Tier 4 sponsorship a transfer may not be permitted by Tier 4 Immigration rules.
(e) you may not attend a new programme of study until their transfer request has been approved.

Further information about changing programmes is available in Section 8 of the Postgraduate Taught Regulations. If you hold a Tier 4 (General) student visa, there may be further restrictions in line with UKVI regulations.

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 Postgraduate Taught 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 Media Arts is **Rachel White**, who can be contacted at Rachel.White@rhul.ac.uk.

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

Senate House Library:
This is the central library of the University of London, where you can borrow up to twelve books with a library ticket which you can obtain using your Royal Holloway College ID card.

Address: Malet Street, London, WC1E 7HU
Phone: 020 7862 8461

[Senate House Library website](#)

The British Library:
The British Library is the national collection and holds copies of all books published in the UK and Ireland, alongside an extensive collection from other countries. A Reader Pass will be issued subject to your need to see specific items in the collections. Royal Holloway theses are available via Ethos , the British Library's electronic theses service which contains approximately 400 000 records of UK theses including 160,000 available for immediate download of the full text.

Address: 96 Euston Road, London, NW1 2DB
Phone: 020 7412 7000

[British Library website](#)

SCONUL access scheme:
Royal Holloway participates in this national university access scheme which allows student to use other university libraries in the UK.

[SCONUL website](#)

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.

Students can copy at Senate House Library, but cannot use their RH Student cards, you will need to get a Senate House Library Card. You are able to copy using your RH cards at Bedford Square

7.3 Computing

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

How to find an available PC

8   Coursework Essays and Dissertation

8.1 Coursework essay

In written work of any kind, one of the criteria for assessment is clarity of expression and appropriate written style. If work is marred by poor spelling, punctuation, unclear expression, or does not conform to the Department's rules for presentation, it will be penalised.

Essays, dissertations, etc., should be typed and double-spaced, with margins of at least one inch on all sides. Each new paragraph should be indented from the margin. Titles of films, books, and television programmes or series should be *italicised* or underlined; articles and individual TV episodes should be placed in double quotation marks (" "). References to critical texts, etc., are made by giving the author's surname, followed by the year of publication, in parentheses following the reference, e.g. (McBride 1992), see below; this refers the reader to an entry in you bibliography. Should there be more than one text written by the same author in the same year in your bibliography, they should be differentiated as: Smith 1985a, 1985b, etc. If your reference includes a direct quotation, you should add a page reference, e.g. (Ray 1985: 215), see below. Quotations of less than three lines should be integrated into the text; extended quotations (to be used sparingly) should be single-spaced blocks; indented from the rest of the text (see below). Always remember to proofread your work carefully before submitting it. Beware of plagiarism, which will mean automatic disqualification from the assessment or examination. Academic plagiarism is defined as knowingly passing off the work of others as your own, whether by direct quotation *or* paraphrase. Material used in one essay should not be duplicated in another so be careful when choosing your essay topics that you will not be in danger of wanting to use the same material in two or more essays; any duplication will be given a mark of zero.

Frank Capra's *It's a Wonderful Life* (1946) is a salutary reminder of how slender is the thread which separates that Norman Rockwell vision from its *noir* Other, the infernal Potterville of George's nightmare vision: 'that almost everyone cried at the end suggested the audience's sense of how narrow the escape had been' (Ray 1985: 215). Yet that desperately fine balance of Utopia and dystopia - a problem rooted in the contradictions of Capra's own biography (see McBride 1992) - is itself key to that potent ideological and affective charge to which the audience's tears bear witness. The film's populism has, as Zinn (1980) shows, characterised American political discourse since the colonial era, serving to buttress the existing structure of social and power relations by playing off an inclusive if forever illusory embourgeoisement against the extremism of both ends of the economic scale, and recalling the class anxieties and resentments so presciently espied by Tocqueville amongst the American bourgeoisie of the mid-nineteenth century:

> men whose comfortable existence is equally far from wealth and poverty set immense
> value on their possessions. As they are still very close to poverty, they see its privations in

detail and are afraid of them; nothing but a scanty fortune, the cynosure of all their hopes and fears, keeps them from it. (Tocqueville 1969: 636)

It is an attitude moreover entirely characteristic of Hollywood in the studio era.

8.2 The dissertation supervisor

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

8.3 Footnotes

You may use either footnotes (at the bottom of the page) or endnotes (at the end of the essay/chapter/entire dissertation, before the bibliography and appendices, if any). For lengthier work, footnotes are usually easier for the reader to follow. Since straightforward references are contained within the main body of the paper, notes should be reserved for longer commentary on secondary materials or other observations that you feel are peripheral or for other reasons best omitted from the paper itself.

8.4 Bibliography

All production papers, dissertations, etc., should include a bibliography. Do not cite household reference works such as dictionaries, encyclopaedias, etc. The bibliography should be single-spaced and conform to the following style.

For books provide the author, title, place of publication, publisher, and year of publication. Be sure to include names of translators, editors of editions, etc., as applicable (words such as Ltd, Inc, Publishers, may be omitted; University Press may be shortened to UP):

Ray, Robert. A Certain Tendency of the Hollywood Cinema, 1930-80. Princeton: Princeton UP, 1985

Tocqueville, Alexis de. *Democracy in America.* Trans. George Lawrence. Ed. J.P. Mayer. Garden City: Anchor/Doubleday, 1969

Zinn, Howard. A People's History of the United States. New York: Harper 1980.

For articles, provide the author, title of article, name of journal, volume number and year of the journal, and page references:

Gordon, Andrew. "It's Not Such a *Wonderful* Life: The Neurotic George Bailey" *The American* Journal of Psychoanalysis 54 (1993): 219-233

Pells, Richard H. "Images of the Past: Popular Culture and Postwar America" *Prospects* 5 (1980): 439-455.

8.5 Referencing style

Please use the Harvard system. For books provide the author, date, title, place of publication, publisher. Be sure to include names of translators, editors of editions, etc., as applicable (words such as Ltd, Inc, Publishers, may be omitted; University Press may be shortened to UP):

Bellour, R. (1975) 'Le blocage symbolique', *Communications* 23: 235—350.
Rodowick, D. N. (1982) 'The difficulty of difference', *Wide Angle*, 5: 4—15.

Willemen, P. (1981) 'Anthony Mann: looking at the male', *Framework*, 15—17: 16—20.

For articles, provide the author, date, title of article, name of journal, volume and number of the journal, and page references, as above. :

When referencing a book, then provide author, date, title, place of publication and publisher, thus:
Ellis, J. (1982) *Visible Fictions*, London: Routledge

When referencing a chapter from an anthology, then provide author, date, editors of anthology, title of anthology, place of publication and publisher. You may wish to add page numbers as well:
Flinn, Caryl (1998) 'Containing fire: performance in *Paris is Burning*', in Barry Keith Grant and Jeanette Sloniowski (eds) *Documenting the Documentary: Close Readings in Documentary and Video*, Detroit: Wayne State University Publishing

If you use information from the Internet, cite the URL of the page, and give the date when you accessed the page. You should also state briefly what the website is:

 HYPERLINK "http://www.royalholloway.ac.uk" http://www.royalholloway.ac.uk/media-arts/, Media Arts Department website, accessed on 12 July 2001.

If you have done interviews, reference them with the name of the interviewee. The place where you did the interview and the date of the interview.
Interview with Tony Garnett World Productions London. 15th July 2005.

If the interviews are confidential and you cannot reference them in this form, supply full details of them in an envelope with your assessed work. This will be handed to the external examiner for verification.

8.6 Marking criteria

MA5800 Script Craft
Reflective essay and feedback portfolio
(30 credits)

MA5801 Story and Theme
Feature film screenplay or TV series/serial episode(s) and Bible.
90 credits)

MA5802 Development Lab
One film and one television project outline, character studies and sample scenes.
** (30 credits)**

MA5803 Industry Contexts
Visual portfolio, and budget and funding essay.
(30 credits)

8.6.1 MA5800

The following descriptions of the different degree classes are used by staff as a guideline when marking the reflective essays.

DISTINCTION – Work of an Outstanding Quality.
82 - 100%
Research and Planning: outstanding evidence of research revealing extensive planning and ability to move beyond description of production process. **Argument and Analysis:** A coherent and cogent argument, showing an outstanding analysis of the creative work's conceptual evolution in relationship to its critical

context. **Critique** offers an in-depth and cogent evaluation of the creative work's form and aesthetic style in terms of quality, creative aims and achievements (whether positive or negative) and narrative/conceptual progression. **Presentation and communication:** a professional standard, with fluent communication, grammar, punctuation, spelling and referencing/bibliography.

DISTINCTION
72 - 78%
Research and planning: excellent evidence of research, revealing significant planning, and ability to move beyond description of production process. **Argument and analysis:** A coherent and cogent argument, showing an excellent analysis of the creative work's conceptual evolution in relationship to its critical context. **Critique:** offers a clear and cogent evaluation of the creative work's form and aesthetic style in terms of quality, creative aims and achievements (whether positive or negative) and narrative /conceptual progression. **Presentation and communication:** a very high standard, with few errors in grammar, punctuation, spelling and referencing/bibliography.

MERIT
62 – 68%
Research and Planning: good evidence of research, revealing some detailed planning, and some ability to move beyond description of production process. **Argument and analysis:** A clear and considered argument, with some small weaknesses, showing a good analysis of the creative work's conceptual evolution in relationship to its critical context. **Critique** offers a good, but at times inconsistent, evaluation of the creative work's form and aesthetic style in terms of quality, creative aims and achievements (whether positive or negative) and narrative /conceptual progression. **Presentation and communication:** a high standard, with few errors in grammar, punctuation, spelling and referencing/bibliography.

PASS
52 – 58%
Research and planning: satisfactory evidence of research, showing some planning but largely descriptive of the production process. **Argument and analysis:** An attempt at argument, with significant weaknesses, showing some analysis of the creative work's conceptual evolution in relationship to its critical context, but may be descriptive rather than critical. **Critique:** a satisfactory, but often partial or inconsistent, evaluation of the creative work's form and aesthetic style, often failing to link key production decisions to final aesthetic form. **Presentation and communication**: contains errors in grammar, punctuation, spelling, and referencing/bibliography.

FAIL
42- 48%
Research and planning: weak evidence of research with little evidence of planning and an entirely descriptive account of the production process. **Argument and analysis:** No clear or consistent argument or analysis as to the creative works conceptual evolution, with little awareness of the creative work's critical context. **Critique:** very limited, with a weak account of the creative work's form and aesthetic style. **Presentation and communication:** are straightforward, but contain significant errors in grammar, punctuation, spelling and referencing/bibliography.

32- 38%
Research and planning: No or unsatisfactory research and planning. **Argument and analysis:** Little or no argument or analysis, with no or incoherent awareness of the creative work's relationship to critical context. **Critique:** An unsatisfactory critique of the creative work's form and aesthetic style, which may be defensive and descriptive. **Presentation and communication**: is inadequate with major errors.

12- 28%
The work contains all the features described in the 'marginal fail' category, but will either be significantly under length and/or exhibit these deficiencies to a much greater extent.

0- 8%
Work is so short that the candidate is not deemed to have made any attempt at the work.

The following descriptions of the different degree classes are used by staff as a guideline when marking the feedback portfolios.

<u>DISTINCTION – Work of an Outstanding Quality</u>
82 -100%
Outstanding work which would be acceptable at a professional level in either the film or television industry. Demonstrates a clear, lucid and comprehensive grasp of the subject matter of the given screenplay in its overarching themes and concepts. Shows an incisive ability to analyse the structure of a screenplay and break it down into its component parts with an advanced appreciation of tone, narrative and character. It will clearly analyse its strengths and weaknesses and exhibits a clear and creative ability to make constructive suggestions and comments on areas which might be improved. Writes a clear, readable and nuanced synopsis which reveals the story and captures the writer's voice. Demonstrates the ability to encapsulate the story crisply and write bold imaginative log lines. Flawlessly presented, written with clarity and fluency with comprehensively accurate language and grammar. Free of spelling or punctuation mistakes and adhering to the script report format.

<u>DISTINCTION</u>
72 - 78%
The script report should be excellent in most respects. It should summarize the script in an engaging and succinct manner achieving a sense of the tone and style as well as the content of the piece. It should demonstrate a clear grasp of the aims of the script, the subject matter, its themes and concepts and show an awareness of style/tone, characterisation, and dialogue and story structure. It will show an understanding of the strengths and weaknesses of the script and will make some clear recommendations for improvement. There will be good loglines and the script report format will be adhered to. The language will be clear and will be accurate in areas of punctuation and spelling.

<u>MERIT</u>
62 – 68%
This work will have many of the features of a Distinction class Script Report. It will provide a clear summary of the script story, noting the most important story points. The script comments overall will demonstrate that the candidate understands the principle of story structure; style/tone; genre; characterization and dialogue, and from these can make summary recommendations. There may be less depth in the critical comments than in work deemed First Class, and less consistent suggestions for improvement. However, overall a clear picture will emerge of the critical view of the script, and how it might be improved.The prose will be clear and the format reasonably neat.

<u>PASS</u>
52 – 58%
The Script Report may have a less clear summary of the story, possibly with some story elements missing or not well described. In the comments, some aspects of structure, tone, genre, character and dialogue may be well covered, but some areas may be either incomplete or absent. The recommendations may not give a totally clear sense of how the script could be best improved. Overall there will be an impression that while the candidate has taken on board much of the course teaching the implementation of that knowledge has been less than perfect.The prose may be less clear, and the format less tidy.

<u>FAIL</u>
42- 48%
The Script Report demonstrates a less that adequate understanding of the task or the ideas and principles explored in the course. The story summary may be unclear and less well-expressed, not highlighting the main narrative points. In the comments, some aspects of structure, tone, genre, character and dialogue may be covered, but vital areas will be either incomplete or absent. Critical comments will not much illuminate the script, and recommendations will not lead to a clear sense of how the script may be improved. Overall, a sense that the candidate may not have fully understood or been able to implement the teaching of the course. The prose may be unclear, and general presentation poor.

0 - 38%
The Script Report will demonstrate no real understanding of the brief or its purpose. There will also be no

evidence that the course work has been understood by the candidate. Presentation may be unacceptably poor.

8.6.2 MA 5801/ MA 5802

DISTINCTION – Work of an Outstanding Quality.
82 -100%
Outstanding work which would be suitable to be developed for film or television production. Exhibiting a writer's voice of striking originality at the level of both form and content. Deploys formal elements such as rhythm, tone, structure, viewpoint, characterisation, dialogue, with very considerable mastery, control and complexity. Contains insights of originality, or presents familiar insights in an arresting, fresh manner. Takes bold, innovative risks in form and/or content and succeeds. Engages its reader/view/listener at a complex, demanding and sophisticated level.

DISTINCTION
72 - 78%
Excellent work, suitable to be developed further for film and television production.   Meets all the criteria for the lower grades, but exhibits substantial levels of flair, originality and sophistication. The writer's voice is strongly present, in form and content. Takes bold risks, and succeeds to a significant degree. Form and content demonstrate a substantial engagement with the reader/potential film/TV audience.

MERIT
62 – 68%
Good work. Meets all the criteria for the lower grades, but exhibits a greater level of control and consistency. Content is of greater substance and complexity, demonstrating a noticeable level of originality and insight. The writer's voice is clearly discernible, though not consistent or developed. Takes some risks with form/content, which are not wholly successful, or are limited in scope. Would need revisions to be suitable for film or television production.

PASS
52 – 58%
Competent work. Where appropriate, accepted conventions of format and layout are correctly followed. Has a clearly discernible story and/or theme, which is articulated with some fluency and consistency. The forms of the genre/medium are understood and deployed with the beginnings of flair, but may contain hesitancy, uncertainty or inconsistency in deployment. May not be particularly original, perhaps tending towards the routine or derivative.. Would need substantial revisions to be suitable for film or television production.

FAIL
42- 48%
Reveals an inadequate understanding of the forms of the genre/medium and proves less than competent in deploying them. Story and/or theme and character are poorly developed, muddled or incoherent. Reveals an unsatisfactory command of the language, expressing ideas with clumsiness or lack of clarity, and evincing poor grasp of the rules of grammar, spelling and punctuation. Would not in its current state be suitable for film or television production.

0- 38%
Ranges from serious plagiarism to work seriously short in weight or work which displays the faults of the preceding category in still graver form. Has no clear potential for film or television production.

8.6.3 MA 5803

The following descriptions of the different degree classes are used by staff as a guideline when marking the budget and funding essays.

DISTINCTION- Work of an Outstanding Quality

82 -100%

The essay should be outstanding in every respect demonstrating a comprehensive understanding and familiarity with both the underlying creative principles and practical application of the production process. The portfolio must be an exemplary demonstration of how to schedule, budget, script, cast, shoot, post produce and cash flow an actual or example production. Where appropriate industry standard software or formats will have been used to present information. Both in presentation and written style it should be as near perfect as possible and capable of being used as a benchmark for the exercise.

DISTINCTION
72 - 78%

The essay should be outstanding in most respects. It must demonstrate a full understanding of the creative and practical production process and how it operates in practice. While a good theoretical knowledge should be apparent it is the ability to develop a comprehensive and practical plan of implementation that must be demonstrated. The portfolio will need to demonstrate a full knowledge and understanding of how to schedule, budget, script, cast, shoot, post produce and cash flow an actual or example production. Where appropriate industry standard software or formats should be used when presenting information. The portfolio should be of an industry acceptable standard and demonstrate that the candidate has fully understood the process of production.

MERIT
62 – 68%

The work will have many of the features of a Distinction Class essay. A clear demonstration that the candidate fully understands the production process, both in practice and theory, will compensate for some weaknesses in presentation and use of industry standard software and formats. Alternatively a well presented portfolio that enables effective production can compensate for some weakness of understanding of the underlying principles of the process. The work must be businesslike with no irrelevant, badly presented or ill thought out material.

PASS
52 – 58%

The essay will not demonstrate a complete understanding of what is required to successfully produce a piece of audio visual work. Some aspects will be well covered but vital areas will be either incomplete or absent. Relevant software and formats will not always have been used. Overall there will be an impression that while the candidate has taken on board much of the course teaching it has not been fully absorbed or implemented.

FAIL
42- 48%

The essay demonstrates a less that adequate understanding of the task or the ideas and principles explored in the course. Work is likely to be poorly presented and incomplete. Industry standard software and formats will not have been used making the submitted material difficult to assess.

0- 38%

The essay will demonstrate no real understanding of the brief or its purpose. There will also be little evidence that the course work has been understood by the candidate

9   Assessment Information

9.1   Anonymous marking and cover sheets

Do not put your name on any of your work. You should only use your candidate number which you can get from Campus Connect.

9.2   Submission of work

You must submit ALL work via Moodle/ Turnitin on the Date and at the Time indicated on the assessment paper. You will be required to submit an electronic cover sheet for your assignments. Any work submitted

after the deadline will be marked up as a late submission. It is a requirement of assessment that all submissions must be clearly labelled with your candidate number (instead of your name), the course code and course title and the title of your project.

Make sure that you check the date and time on the assessment paper. You must submit all components of the assessment for each unit (for example, where a practical course unit assessment is formed by a project mark and production paper both elements should be submitted. Failure to do so will result in a "0" mark unless medical or appropriate other evidence is produced).

9.3 Stepped Marking

Work submitted for assessment will be graded by using a set of marks with the pattern X2, X5 or X8. This means that a piece of work awarded Merit 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 Merit, while a 68% indicates a high Merit.

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.

9.4 Policy on the return of marked student work and feedback

The full policy on the return of marked student work and feedback is available here.

Return of marked student work and feedback

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

Forms of feedback[1]

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.

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[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

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.

Feedback should be constructive

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

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

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

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

Feedback timing

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

9.5 Progression and award requirements

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

9.6 Examination results

Please see the Examinations & Assessments website for details of how you will be issued with your results.

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

9.7 Penalties for late submission of work

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

Section 13 (5)

'In the absence of acceptable extenuating cause, late submission of work will be penalised as follows:

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

*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.

9.8 Marking of over-length work

Work which is longer than the stipulated length in the assessment brief will be marked in line with Section 13, paragraph (6) of the College's Postgraduate Taught Regulations:

Section 13 (5)

Any work (written, oral presentation, film, performance) may not be marked beyond the upper limit set.

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, films or performance. In the case of presentations, films or performance these may be stopped once they exceed the upper time limit.

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.

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

Please refer to the Extensions Policy and guidance on the College's webpage about Applying for an Extension.

Please note: Not every assessment is eligible for an extension.

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

If you are unable to submit coursework because of unforeseeable or unpreventable circumstances please refer to section 9.9 ' What to do if things go wrong – Extensions to Deadlines'. If an extension is not possible, you may be able to apply for extenuating circumstances.

The policy is explained in full in the Extenuating circumstances – Guidance for students.

What is an Extenuating Circumstance?

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.

Absence from an examination

Section 5 above explains what to do on the day you miss an examination if it was due to extenuating circumstances.

Applying for extenuating circumstances

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.

If you apply for extenuating circumstances, you will need to supply a full explanation of your situation together with any supporting documentation.

Deadlines for submission of extenuating circumstances

Extenuating circumstances applications should be submitted as close to the affected piece of assessment/exam as possible.

The deadlines for submitting extenuating circumstances are listed in the Instructions to Candidates and the College webpages for Exams, Assessments and Results

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

9.11   Support and exam access arrangements for students requiring support

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010) that is, "a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities". It is for such conditions and SpLDs that Disability and Dyslexia Services (DDS) 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.

9.12   What to do if you have difficulty writing legibly

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

9.13   Academic Misconduct

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

Academic misconduct includes, but is not limited to plagiarism (see obelow), 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.

10   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.

11   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.

12   Health and Safety Information

The Health and Safety webpage provides general information about our health and safety policies.

12.1   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.

12.2   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.

The Media Arts Health & Safety policy explains how the department implements the College policy at an operational level and you are required to read this in order to understand your responsibilities: http://www.rhul.ac.uk/mediaarts/documents/pdf/healthsafetypolicy.pdf.

Be advised you must observe the College smoking policy which, apart from specific exceptions, prohibits

smoking inside or within 5 metres of any College building. This effectively prohibits smoking in the passageway between the Williams, Computer Centre and Moore buildings.

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.

13 Equal Opportunities Statement and College Codes of Practice

13.1 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.

1.1.1.1. Media Arts Health & Safety Policy

See Media Arts website for up to date Health & Safety Policy –
http://www.royalholloway.ac.uk/mediaarts/documents/pdf/healthsafetypolicy.pdf

1.1.1.2. Media Arts Information for Students

See Media Arts website for important information for Students with regards to Technical Support -
https://www.royalholloway.ac.uk/mediaarts/informationforcurrentstudents/home.aspx