



DEPARTMENT OF CLASSICS

POSTGRADUATE TAUGHT STUDENT HANDBOOK

2024/2025

Disclaimer

This document was published in September 2024 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 courses of study, to discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the University. 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 courses should check both departmental handbooks.

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1 Introduction to your department

1.1 Welcome

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

Teaching and research in the Classics Department covers the full variety of the Classical syllabus. Our staff are committed teachers and leading international researchers in their many and varied fields. The department has a track record of attracting significant research projects, and our students and staff enjoy access to the world-class research resources of the University of London Senate House Library and Institute of Classical Studies. We pride ourselves on our research-led teaching which combines our strong disciplinary research areas covering literature, history, archaeology, history, literature, and languages, and our commitment to an 'engaged Classics' that tackles current issues and works to strengthen the relevance and impact of Classics in today's world. We take Classics into the community, through talks, resources, and our online schools and outreach hub. The Centre for Oratory and Rhetoric, one of two research Centres housed in our department, hosts the Masters by Research (MRes) in Rhetoric, providing activities, expertise and enrichment masterclasses for our students.

This Handbook includes information on:

- details of the location of buildings and the facilities and support available to you;
- rules and regulations concerning assessment and attendance;
- and help and advice on writing essays and dissertations, avoiding plagiarism and exam technique.

You may be studying on an Intercollegiate programme (MA Classics, MA Ancient History, or MA Classical Art and Archaeology) or on the MRes in Rhetoric. Whatever your programme of study, it is essential that you read this handbook and refer to it regularly over the year. Not all the information provided here will necessarily apply to you, but it is very important that you make sure that you are aware of the ground rules on which the Classics Department operates. Intercollegiate programmes are run in conjunction with the other Colleges of the University of London, and students studying on such programmes must make themselves aware of the ground rules on which institutions offering modules operate.

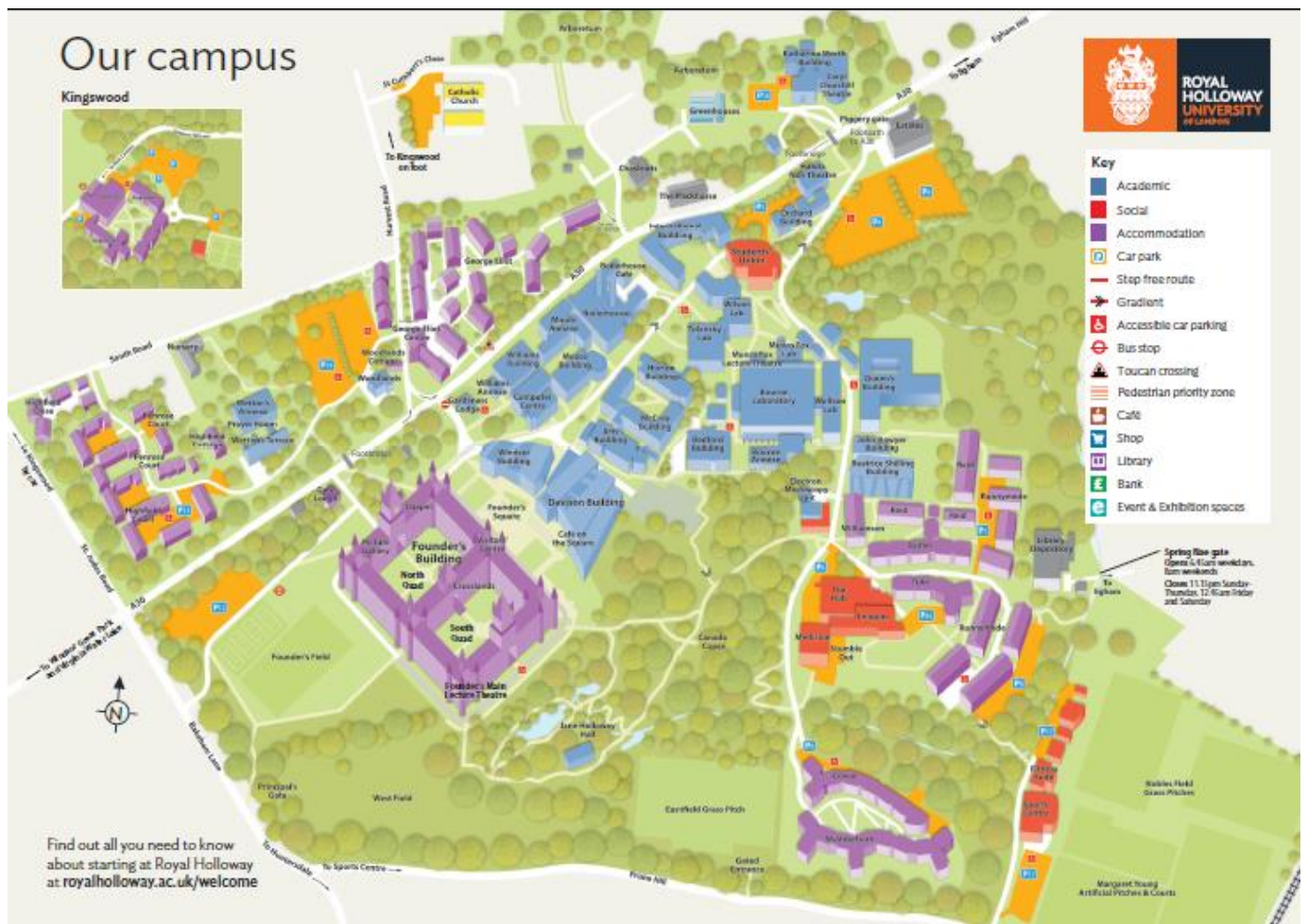
This Student Handbook is one way of providing information. The information in it is updated annually, and aims to provide accurate information about the programme and its rules and procedures. We will always inform you of any changes, normally via e-mail.

If there are issues on which you have questions which are not addressed here, you will have an opportunity to raise them either at the College briefing for PGT students at the beginning of the academic year or at your individual meeting with your Personal Tutor during induction week. You are also at liberty to raise questions at any time with your module tutors, Personal Tutor, PGT Lead or, by appointment, the Head of the Classics Department.

1.2 How to find us: the Department

The Department is located in the International Building This can be found on the College [campus map](#) as building 15.

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 the University. Find more information about the Parking Permit portal [here](#).

1.4 How to find us: the staff

Head of School:	Name: Prof Giuliana Pieri Email: g.pieri@rhul.ac.uk	443218	INTER146
Head of Department:	Name: Prof Christos Kremmydas Email: christos.kremmydas@rhul.ac.uk	443385	INTER154
PGT Lead:	Name: Dr Emilio Zucchetti Email: Emilio.zucchetti@rhul.ac.uk		INTER156
School Manager:	Name: Corrie Barker Email: corrie.barker@rhul.ac.uk		INTER147
Student & Programme Administration Manager:	Name: Penelope Mullens Email Penelope.Mullens@rhul.ac.uk	276371	INTER149
Senior Student & Programme Administration Officer:	Name: Paul Gomm Email Paul.Gomm@rhul.ac.uk		INTER149
School Office:	Email: Humanities-school@rhul.ac.uk	276882	INTER149
Disability & Neurodiversity Services Network Member:	Name: Dr Liz Gloyn Email: liz.gloyn@rhul.ac.uk		INTER161
Disability & Dyslexia Network:	Email: disability@rhul.ac.uk		FE153
Information Consultants:	Name: Emma Burnett Email: emma.burnett@rhul.ac.uk		Bedford LB2
	Name: Victoria Falconer Email: victoria.falconer@rhul.ac.uk		Bedford LB2

1.5 How to find us: the School office

The School Office is located to the right when entering the International Building, in IN149.

1.6 Staff research interests

Professor Richard Alston, BA (Leeds), PhD (Lond.), *Professor of Roman History*
Roman history, especially Later Roman Empire; economic history, urbanism in the ancient world. Reception of Roman History and political ideas.

Dr. Susie Ashton, BA (Birmingham), MPhil, PhD (Trinity College Dublin), *Teaching fellow in Classical Literature*.
Greek literature, especially Presocratic and Platonic philosophy; myth; intellectual history; anthropological and theoretical approaches to Classics.

Dr. Siobhan Chomse, MA (Glasgow), MA (Lond.), PhD (Cantab), *Lecturer in Latin Language and Literature*
Latin literature, especially poetry, historiography; the sublime.

Dr. Rhiannon Easterbrook, MA (Cantab), MA (Lond), PhD (Bristol) *Senior Teaching Fellow in Classical Literature and Latin Language* (maternity cover)

Classical literature and myth and their reception; theatre and performance; intellectual history, especially the relationship between gender, empire, class, and consumption from antiquity to the present.

Dr. Liz Gloyn BA, MPhil (Cantab), MPhil, PhD (Rutgers), *Reader in Latin Language and Literature*
Latin literature, with a focus on Seneca and writers of the Imperial period; gender and social history; Roman Stoicism; classical reception, particularly in popular culture.

Dr. Richard G. Hawley, MA, DPhil (Oxon.), *Senior Lecturer in Classics*
Greek literature, especially Greek drama; Greek social history; later Greek literature

Dr. Dimitra Kokkini, BA (Athens), MA, PhD (UCL) *Language Tutor in Greek and Latin*
Greek tragedy; gender; masculinities; cultural history.

Professor Christos Kremmydas, BA (Athens), MA, PhD (Lond.), *Professor in Greek History, Head of Department*
Athenian political and social history; Greek rhetoric and oratory; Greek law, Papyrology.

Dr. Nick J. Lowe, MA, PhD (Cantab.), *Reader in Classics*
Greek and Latin literature, especially comedy; Greek religion.

Professor Jari Pakkanen, MA, DPhil (Helsinki), FSA, *Professor in Classical Archaeology*
Greek archaeology, especially Greek architecture; archaeological reconstruction; quantitative methods in archaeology.

Dr. Erica Rowan, BHSc, BA (McMaster), MA, DPhil (Oxon), *Senior Lecturer in Classical Archaeology*
Roman archaeology, especially Greek and Roman food and diet; archaeobotany.

Professor Lene Rubinstein, MA (Copenhagen), PhD (Cantab.), *Professor of Ancient History*
Greek history, especially Greek law and constitutional history; Greek rhetoric and oratory; epigraphy; papyrology.

Dr. Efi Spentzou, BA (Thessaloniki), MSt, DPhil (Oxon.), *Reader in Latin Literature and Classical Reception*
Latin literature, especially epic and elegy; literary theory and criticism; gender; classical reception; myth.

Dr. Lucrezia Sperindio, BA (KCL), MPhil (Cantab), PhD (Warwick), *Language Tutor in Greek and Latin*.
Latin literature, especially Augustan poetry and Horace; Graeco-Roman Tragedy; intertextuality; genre theory.

Dr Joshua J. Thomas, MA, MSt, DPhil (Oxon.), *Lecturer in the Archaeology of the Ancient Mediterranean* (from December 2024) Greek and Roman art and archaeology, especially sculpture, mosaic and painting; animals in ancient art and society; ancient artists and makers; fieldwork in Greece and Türkiye.

Dr. Emilio Zucchetti, BA (Torino), MA (Rome), PhD (Newcastle), *Lecturer in Roman History*
Late Roman Republican politics and society; social conflict; historiography; Marxism; Antonio Gramsci; theoretical and methodological approaches to Classics.

2 Support and advice

2.1 Support within your School

The School Helpdesk is located in room 149 of the International Building and is available to answer any questions or concerns you might have about your studies.

The Humanities Office in IN149 will be open for walk-up queries between 9 am – 5 pm from September 2024. Alternatively, if you have a query and would like the admin team to assist you, please follow these steps:

- 1) Email. Our preferred method of contact is email so that we can triage work within our team and ensure the fastest and most accurate possible response for you. Please email the office at humanities-school@rhul.ac.uk. We are currently experiencing a very high volume of emails, so there may be a slight delay in our response, but we will prioritise queries that are particularly urgent and in all cases aim to get back to you as soon as possible.
- 2) If required, on reading your email, one of the admin team can arrange an individual appointment to discuss your query in more detail: this will take place via Microsoft Teams. You may also request to have a meeting on Teams, if this would be useful for you in solving your query, and we will arrange this as soon as we possibly can.
- 3) In some cases, it may be necessary to have a face-to-face appointment to resolve complex issues, in which case the Office will advise you further. If required, these meetings would be held online on Microsoft Teams.

The Classics Department offers students a range of different kinds of practical and personal support, including your Personal Tutor, College Wellbeing services, and the School of Humanities office staff. There are scheduled meetings with your Personal Tutor each term, but you are also welcome to meet them during their Consultation and Feedback office hours and at other times by prior arrangement if/when the need arises. These will be held online for the foreseeable future. Personal tutors will normally offer an in-person and an online office hour each week.

If you have any ongoing problems or concerns that you have already discussed with module tutors or with your Personal Tutor, you may also wish to meet the Head of Department, Dr Christos Kremmydas (christos.kremmydas@rhul.ac.uk), during his HoD's Open Office hour; the time for this will be announced during Welcome Week.

3 Communication

3.1 Post

All post addressed to you in the Classics department is delivered to the student pigeonholes (alphabetical by surname) in the International Building. At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed. Important information from Academic Services is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them regularly.

3.2 Personal Tutors

Each student is assigned to a Personal Tutor. Personal Tutors advertise on their office door the times when they are available to see students. Joint Honours students will be allocated a primary Personal Tutor (typically in their lead department) and an advisor in their second department.

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

Occasionally – when, for example, a Personal Tutor goes on research leave – changes will be made, but we try to maintain a link between you and the same Personal Tutor throughout your time in the Department. Your Personal Tutor will probably be the person best equipped to write you references for jobs during your university career, and (along with the people teaching you in your Final Year) to act as a referee for jobs or higher degree programmes after graduation. It is, therefore, very much in your interest to make sure that you keep in regular contact with your Personal Tutor. Before you name your Personal Tutor as a referee on an application, you should always ask them if this is all right. You should also make sure that you give them ample time to complete any references: while you only have one Personal Tutor, each Personal Tutor has

many – past and present – personal tutees.

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

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

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

You may also be asked to see your Personal Tutor if the Department is concerned about your academic progress. In such an event, you will be required to attend this meeting. In particular Personal Tutors hold meetings with individual students for this purpose in January, at the start of the Spring Term, and again in March, at the end of the Spring Term.

3.3 Questionnaires

Your views on all aspects of the educational service we provide are important to us and help us to provide you with the best student experience possible. You are welcome to express views informally at any time to your course tutors, your Student-Staff Committee, student representatives, your Personal Tutor, or the Head of Department. Your Student Representatives will collect feedback in advance of all three Students-Staff Action Meeting

Modules are evaluated every year. Towards the end of the teaching on a module, you will be asked by your tutor to fill in a questionnaire to evaluate the teaching you have received, the effectiveness of library provision, and the overall quality of the module. It is College policy that such module evaluations are completed by all students. These are anonymous, and your cooperation in making these evaluations is of great help to the Department. The results of the evaluations are considered by the School of Humanities Education Committee as well as the relevant Head of Department and form part of the Department's Annual Monitoring Report, which aims to improve modules, taking into account student feedback.

All degree programs and modules are reviewed periodically by the School and within the Department, taking into account the student evaluations as well as issues raised at the Student-Staff Committee.

4 Teaching

4.1 Study weeks

Term One Monday 30 September - Friday 13 December 2024
Term Two Monday 20 January – Friday 4 April 2025

For Intercollegiate MA students, please note that King's College will be the only one to start on 23rd September, while RHUL will have Welcome Week activities that week and start teaching on Monday, 30th September.

Study Weeks are weeks that do not normally have scheduled teaching (although they can be used as a space to make up any teaching lost earlier in the term due to staff illness). They are an opportunity for you to consolidate what you have learnt, work on your coursework assignments, and do the preparatory reading for the second half of the term. Study Weeks are, in Term 1, Monday 4 November – Friday 8 November 2024, and in Term 2, Monday 24 February – Friday 28 February 2025.

5 Degree structure

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

5.1 Department specific information about degree structure

Introduction to MA and MRes programmes in the Department of Classics

Royal Holloway's Department of Classics is a major centre for research-led postgraduate teaching in the field, both in-house and as part of the wider University of London intercollegiate network, and is the world centre for research in classical rhetoric. As well as contributing to the London Intercollegiate MA programmes, we host two research hubs with their own programmes of research events, projects, and associated taught postgraduate courses: the Centre for the Reception of Greece and Rome (CRGR) and the Centre for Oratory and Rhetoric (COR). We offer seven taught postgraduate courses: MA Classics, MA Ancient History, MA Classical Art and Archaeology (all part of the Intercollegiate programme, comprising modules taught not just from RHUL but from King's College London, University College London, and the Institute of Classical Studies), and the RHUL-based MRes in Classical Reception (not running in 2024/25) and MRes, PGDip and PGCert in Rhetoric. Royal Holloway is also the host for the MA in Late Antique and Byzantine Studies (LABS), which is also part of the Intercollegiate MA programme and is run from the Department of History; modules from that MA are also available as options for the other Intercollegiate MAs.

Students on the MA and MRes Rhetoric programmes should be aware that optional modules run by other Colleges (KCL, UCL, Birkbeck, ICS) may have slightly different rules (including deadlines and rules on the submission of essays), and if you are taking modules outside RHUL you will need to be aware of the rules governing those modules. If you have any queries or issues, the Royal Holloway team will be happy to advise.

Degree structures: MA

The MA in Classics, the MA in Ancient History, the MA in Classical Art and Archaeology, and the MA in Late Antique and Byzantine Studies are intercollegiate degree programmes of the University of London, taught by the Departments of Classics and History, Royal Holloway; Classics, King's College; Greek and Latin and History, University College London; and the Institute of Classical Studies. Teaching is shared between the individual colleges and ICS.

Within the MA, a diverse range of modules is offered, providing enhancement of both range and depth as compared with undergraduate modules in similar areas. There are ample opportunities to acquire or improve knowledge of the ancient languages and of technical disciplines such as papyrology, epigraphy, palaeography and textual criticism, or historical linguistics. Research skills are developed by the explicit research training elements, by means of work in individual modules, and above all by the independent study and research that is needed to complete a successful dissertation.

The programme is delivered over one year of full-time study or two years of part-time study. On successful completion of the programme, a student should have an understanding of the area at a level appropriate for a postgraduate qualification.

The MA programmes are taught on an intercollegiate basis; that is, all three London centres (Royal Holloway, UCL and King's) contribute modules, and a postgraduate student registered at any of the centres can attend any of the modules subject to the requirements of their MA programme.

MA students should complete a module registration form in September before joining the department. This form will be circulated via e-mail. These module choices will be confirmed in an individual meeting with the Programme Director on the RHUL induction day. The Programme Director is happy to advise on module choices over e-mail. Students are able to change their module choices until the end of the second week of the first term.

New MA students will also attend an Intercollegiate MA Induction on Wednesday 25 September in the Chancellor's Hall, Senate House from 2–5 p.m. which will explain how the individual Colleges work and provide a tour of the Institute of Classical Studies Library.

Each student taking a MA programme must take the equivalent of 180 credits comprised of 120 credits of taught modules and a 60-credit dissertation of 10,000 to 12,000 words. The taught modules will normally be completed by the end of the second term, with the dissertation occupying the summer. Each MA programme includes a mandatory 30-credit research training module which runs across both terms. The requirements for each programme is as follows:

MA in Classics

Students must take:

- CL5090 Research Training in Classics (30 credits)
- at least 30 credits which tests knowledge of Greek or Latin in the original language, or 30 credits of language acquisition
- 30 further credits chosen from the current list of available Classics (including Reception) MA modules
- further modules amounting to 30 credits

CL5000 Dissertation in the field of classical language, literature or thought, or classical tradition and reception (10,000–12,000 words, 60 credits)

MA in Ancient History

Students must take:

- CL5300 Sources and Methods in Ancient History (30 credits)
- 30 further credits from modules chosen from the current list of available MA Ancient History modules
- 60 further credits chosen from modules of any type from a list of available MA modules
- CL5000: Dissertation in the field of Ancient History (10,000–12,000 words, 60 credits)

MA in Classical Art and Archaeology

Students must take:

- **CL5091 Research Training in Classical Archaeology (30 credits)**
- **30 credits of modules on classical archaeological or art-historical subjects chosen from the current list of available MA modules**
- **60 credits of any type from the current list of available MA modules**
- **CL5000: Dissertation in the field of classical archaeology or art-history (10,000–12,000 words, 60 credits)**

Degree structures: MRes, PGDip and PGCert in Rhetoric

The MRes, PGDip and PGCert in Rhetoric are taught by the Department of Classics, Royal Holloway, University of London.

The Rhetoric course consists of the following components:

- Core module 'Problems and Methods in Oratory and Rhetoric' (40 credits)
- Optional module from the Master's level modules available in Classics or other departments to the value of 40 credits
- Two independent projects, including opportunity for creative work or oral presentation (20 credits each)
- Dissertation on chosen topic of research, ancient or modern (60 credits)

Students working towards an MRes qualification complete all the above elements. Students working towards a PGCert qualification complete all elements except the dissertation. Students working towards a PGDip complete the core module and one optional module or independent project. Module choices will be made during an individual meeting with the Programme Director during the induction day.

The programmes are delivered over one year of full-time study or two years of part-time study. On successful completion of the programme a student should have an understanding of the area at a level appropriate for a

postgraduate qualification. Part-time students on the MRes in Rhetoric take the core module and their projects in the first year, with their optional module and dissertation in the second.

All MRes students should attend the PGT induction day on Friday 27 September. The induction day will provide guidance on the systems of support available at RHUL and expectations of students at the PGT level.

Additional module for all PGT courses

To help you make good progress in your studies at RHUL, we have a simple online module, SS1001 in 'Academic Integrity,' which will guide you through preparing your assignments using the best academic standards. You will need to complete this short module successfully, and you can have as many attempts as you like before the deadline to pass it.

5.2 Change of course

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 [Undergraduate Regulations](#)

6 Facilities

5.1 The Library

The Library, which lies at the heart of a Classics student's learning experience, is housed in the **Emily Wilding Davison Building**. Online electronic resources are also available via the Library's website and via other library collections (e.g. Senate House). Details, including Library Search, dedicated subject guides and opening times can be found online on the [Library home page](#).

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

The Information Consultants for the School of Humanities are Emma Burnett and Victoria Falconer (HumanitiesLibrarians@rhul.ac.uk)

6.2 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](#).

6.3 Computing

[How to find an available PC](#)

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.

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, although please do bear in mind that capacity on campus is likely to be reduced for the foreseeable future.

7 Assessment information

7.1 Anonymous marking and cover sheets

All postgraduate essays and other forms of written coursework or exams are marked anonymously. Please remember to make sure that your name does not appear on the written work that you submit. Work should be submitted by CANDIDATE NUMBER ONLY. Your candidate number (which changes every year) will be circulated to you early in Autumn Term.

7.2 Submission of work

As noted above, all work for the final assessment of any course must be submitted anonymously via Turnitin, i.e. identified by CANDIDATE NUMBER, not name or student ID number. Formative work, i.e. essays which are done for practice only and do not contribute to the mark for the course, are also normally submitted anonymously online or directly to the module convenor. There may also be some exceptions (for example in-class language formative tests). If you are unsure whether an assessment is assessed or formative, please check with the course tutor. Please make sure that your name does not appear anywhere in your essay (including headers and footers).

All coursework and dissertations must be submitted electronically. The steps you have to take in order to submit an electronic copy of assessed assignments are described in detail on the Avoiding Plagiarism course, which can be accessed through the Moodle Home page on the Moodle site <http://moodle.royalholloway.ac.uk/>. Your work is sent to the Joint Information Services Committee (JISC) Plagiarism Detection Site (PDS) for comparison with the contents of that system's databank, and it is returned to the markers at Royal Holloway annotated to show matching text and its source(s). The purpose of this step is not to detect plagiarism – we do not expect this to occur and would be very disappointed to discover that it had – but to help the markers to check that you are referencing quoted material appropriately.

Coursework essays submitted during the year (whether or not they count for assessment) must be submitted by the advertised deadlines, which will be stated on the relevant course Moodle page.

Essays for end-of-course assessment (when a module has no final exam) must be submitted online by the advertised deadline at the beginning of the summer term.

7.3 Penalties for over-length work

Word limits are not set to make students' lives unnecessarily difficult! They exist because of the importance of Classics students developing the necessary skills to produce different kinds of writing under a range of circumstances and for various purposes. Word limits, therefore, need to be taken seriously, as any work exceeding them may not be marked (at the discretion of the marker). Short-weight work is unlikely to be able to meet the assessment criteria in full.

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

Section 13 (6)

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.

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

Please refer to the Extensions Policy and guidance on the University's webpage about [Applying for an Extension](#).

Please note: Not every assessment is eligible for an extension. Extensions are not available for in-person written exams or for in-class tests for Greek and Latin language modules, as well as potentially for some assessments on Intercollegiate modules taught by other Colleges. For further information consult the relevant module teacher, your Personal Tutor, and/or the PGT Lead.

7.5 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 our [Disability and Neurodiversity Team](#) (D&N) 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 Neurodiversity Team](#) for an assessment of your needs before any appropriate 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. More information about registering with the Disability and Neurodiversity team [is available here](#).

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.

7.6 Academic misconduct – Plagiarism

The College regulations on academic misconduct (also known as assessment offences) can be 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.

Avoiding Plagiarism

You will successfully avoid plagiarism if you always observe this simple rule:

Whenever you quote or summarise the words of a modern author, you should:

- use quotation marks to show the extent of your quotation, and
- name your source clearly each time.

You are strongly advised to participate in the on-line learning resource on Avoiding Plagiarism. Visit the Moodle site:

<https://moodle.royalholloway.ac.uk/enrol/index.php?id=1897>

and see **Avoiding Plagiarism** under **My Courses**.

You need to be careful to avoid plagiarising unintentionally. This can happen for example when a student:

- quotes from a source listed in the bibliography at the end of the essay without also referring to it in the appropriate places in the text or in footnotes;
- quotes directly from a source referred to in footnotes without making it clear, through the use of inverted commas or other devices, where the quotation begins and ends;
- relies on his or her own notes made from a book or article, and inadvertently uses words copied verbatim from a modern author without acknowledgement;
- duplicates his or her own work, for example by submitting almost exactly the same work for two different assignments.

An allegation of plagiarism does not necessarily imply an allegation of intent on the part of the student to cheat. Situations which may, however, imply cheating in this context include:

- the use of sources which would not normally be available to the student, such as work submitted by others in previous years;
- an attempt to dismiss the plagiarism when presented with material evidence;
- collusion with another person;
- a repeat offence.

All cases of alleged plagiarism will be initially referred to the Deputy Chair of the Department Assessment Board who will investigate the matter. If the case is proved, they may impose a penalty from among those set out in the regulations. The most usual penalty is a mark of zero. More serious cases, or repeat offences, may be

referred to the Vice-Principal and the offender may be excluded from further study in the College.

7.7 Academic misconduct – AI commissioning

Two sections of the College’s academic misconduct regulations speak specifically to the use of generative AI.

Commissioning

College regulations on academic misconduct:

Commissioning, which is requesting or engaging another person or **artificial intelligence tool** (whether paid or unpaid) to write or rewrite work in order to obtain an unfair advantage for oneself. This would include the use of **software designed to generate responses**, third parties such as family, friends, students, providers of essay writing services or providers of proofreading services not authorised by the institution.

College guidance:

Assignments are designed to assess high-level skills, such as critical thinking and application of knowledge. Using AI to complete an assignment could undermine your learning as you prepare the assignment. Therefore, unless generative AI use is specifically specified in the assignment instructions, the use of AI tools can amount to an assessment offense.

College regulations clearly state that using generative AI in assignments without permission is an assessment offence. No assignments in the Classics department are designed to be completed with generative AI. This means that any assessment where AI has been used is in breach of the regulations governing assessment and may, as such, be the subject of an Academic Misconduct Investigation.

The new and updated AI guidelines, both on a college and departmental level, will be released on Welcome Week.

8 Attendance and Engagement Requirements

It is important that you attend as many teaching activities as possible, both online and in person. We will contact any students whose overall attendance falls below 60% across all scheduled teaching activities or who miss three consecutive expected teaching activities for the same module. We may also contact you if we have other reasons to suspect that you are not fully engaging with your studies.

These interventions are designed to be supportive and to ensure that all students are able to participate in their learning: poor attendance may be an indicator of a wider well-being situation. We will approach absence in the first instance as an issue that requires support, and we are keen to help you with issues that prevent you from progressing with your studies. However, if your pattern of attendance continues to suggest that you are not engaging appropriately in your studies, then we may look to send you a first and then potentially a second formal warning, with the final possible outcome being the termination of your studies at Royal Holloway. Please refer to the central [Engagement web pages](#) and [Attendance and Engagement Policy](#) for full details.

9 Health and Safety Information

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

9.2 Code of practice on harassment for students

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

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

9.3 Lone working policy and procedures

The College has a 'Lone and Out of Hours Working' policy 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.

Any health and safety concerns should be brought to the attention of Penelope Mullens, 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.

10 Core Student Handbook

The [University's Core Student Handbook](#) has further information about the following: -

- Support and Advice
- Communication
- Teaching
- Attending Classes and Engaging with your Studies
- Degree Structure
- Facilities
- Assessment Information
- Careers information
- Complaints and academic appeals procedure
- Equal opportunities statement and University codes of practice