Integrated Foundation Year
SCHOOL OF PERFORMING & DIGITAL ARTS

UNDERGRADUATE 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 course should check both departmental handbooks.

Contents

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.

Welcome, also, to the beginning of a new adventure: your university journey, starting with the Foundation Year. During this year you will learn what it means to study as a university student, hone the skills you need to succeed, develop important new ways of thinking, and meet the challenges of transition from school to university.

Whether you are studying for a STEM (sciences, technology, engineering, maths) or SHAPE (social sciences, humanities, arts) degree, the Foundation Year Team are here for you. We'll work with you to make sure you make the most of this year and begin your degree with confidence.

1.2 How to find us: the Department

The Foundation Year academic team are based in the Founder's West within the Founder's Building. This can be found on the College campus map.

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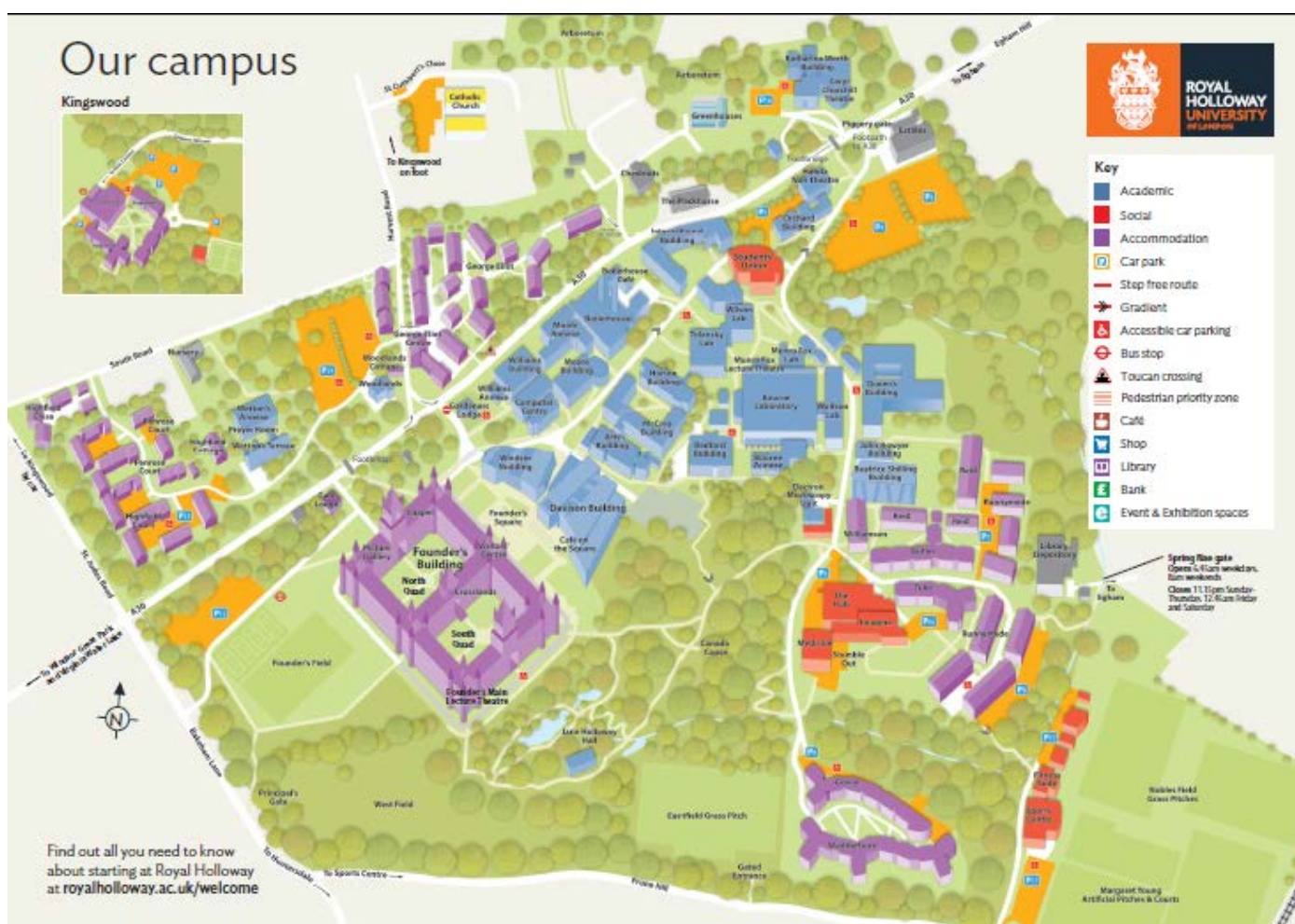
Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you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

1.4 How to find us: the staff

CONTACT DETAILS

Executive Dean:	Roberta Mock	KWB102
Head of Department:	Deborah Harvey Interim Head of FY Programmes & STEM Lead deborah.harvey@rhul.ac.uk	FW117
Academic Leads:	Rosie Kennedy FY Teaching Fellow & Student Experience Lead rosie.kennedy@rhul.ac.uk	FW116
	Isabelle Parkinson Strand Lead for SHAPE isabelle.parkinson@rhul.ac.uk	FW120
School Manager:	Louise Mackay Louise.Mackay@rhul.ac.uk	KWB109
Helpdesk:	Reem Rafat PDA-school@rhul.ac.uk	KWB001
Disability & Dyslexia Services Network Member:	Jackie Marty jackie.marty@rhul.ac.uk	KWB001
Information Consultant:	Rachel White Rachel.White@rhul.ac.uk	Davison Building

1.5 How to find us: the School office

The Foundation Year academic team are available in Founder's West in the Founder's Building on the first floor. The school administration office is located in room KWB0-01 on the ground floor of the Katharine Worth Building. Term-time opening hours are Mondays to Fridays between 10:00am and 4:00pm. 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 The Department: practical information

The administration team for the Department for Integrated Foundation Year is part of the School of Performing and Digital Arts. This is located primarily in the Katharine Worth building on the opposite side of Egham Hill to the main Royal Holloway campus. The Foundation Year academic team are based in Founder's West of the Founder's Building on the main campus. Access to the buildings is via swipe cards which are created by Student Services. All students are issued a new College Card at the start of their course at Royal Holloway.

1.7 Staff research interests

SHAPE staff

Rosie Kennedy is a historian of modern Britain. Her research focuses on the history of childhood with a particular interest in war, education, the family, games and play.

Isabelle Parkinson works on avant-garde cultural production, with a special interest in the experimental writing of Gertude Stein. She is currently researching representations of progressive education in modernist literature and visual art.

Stuart Wrigley's research interests include nineteenth-century German migration to Britain, rhetoric and composition studies, applied linguistics, and environmental humanities and ecocritical approaches to literature.

Ray Campbell's research interests are in stand-up comedy, the comedy of the African diaspora, popular culture, youth cultures, countercultures (cultures of resistance), media studies, and the politics and practices of everyday life.

Lucy Thomas is a medievalist. Her current research examines the significance of dream episodes in Middle English verse romances—how a poet's use of dream reflects historical views on mental health, identity, gender, and social power in late-medieval England.

Jon Mycroft's research interests are in the genre of dystopian fiction in film and literature, the role of the short story form in culture and in education, and the changing influence of digital technologies upon culture and identity.

Matthew Davis's research interests include international human rights law, international humanitarian law, international criminal law, and public international law. Of particular interest is the use of AI in an armed conflict, OSINT/human rights monitoring, and regional human rights bodies.

STEM staff

Deborah Harvey works on the chemo-ecology of saproxylic coleopterans. She also studies the ways in which engaging school children with the biodiversity in their school grounds can be of benefit to both humans and their environment.

Cameron Hart has been working on understanding the greater role that carotenoids have on both the nutritional content of food crops, specifically tomatoes, bell peppers, and leaf green vegetables, and their roles within plant photosynthetic and photoprotective efficiency. Future research will focus on the molecular, metabolic and photosynthetic effects of increased carotenoid accumulation within tomatoes/bell peppers fruit.

Robert Clemenson is a theoretical particle physicist, specialising in phase transitions that occur in the early Universe. He works with models of the Universe that include extra spatial dimensions and attempts to understand these through the AdS/CFT duality.

Khurshid Alam's research interests are in data science and machine learning, with a focus on the development of machine learning models for solving real-life problems.

Champi Alhakoon's research interests are in the processing of ceramic materials with a particular focus on their structure and functional properties. She has worked on synthesising doped and undoped zircon-based ceramics and using different characterisation techniques such as X-Ray diffraction, Scanning Electron Microscopy and Nuclear Magnetic Resonance to understand their structure and related properties.

2　Support and advice

2.1　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 room 0-01 of the Katharine Worth Building. Term-time opening hours are 10:00am to 4:00pm. The Helpdesk can also be contacted via +44 (0)1784 276885 or 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.

Your first point of reference for advice within the Department is your personal tutor, or if you have a specific question about your class please contact the module convener. 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://intranet.royalholloway.ac.uk/students/help-support/help-and-support.aspx.

3　Communication

3.1　Notice boards

The official student notice boards are on the walls of the Founder's Building on the main campus. Every effort is made to post notices relating to classes well in advance.

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

3.2　Personal Tutors

All Integrated Foundation Year students have a designated Personal Tutor, who is your first point of contact for any academic or pastoral questions or concerns. You will have regular meetings with your Personal Tutor throughout the year to support your studies.

3.3　Questionnaires

Towards the end of Term 1 and then in Term 2 you will be asked to fill out a course questionnaire for each course you take. This is completely anonymous and will ask for your thoughts and opinions on various aspects of the module.

3.4　Space

Please note that eating, drinking, and smoking are not permitted in any of the department's teaching spaces.

4　Teaching

4.1　Study weeks

As a general rule, scheduled classes will not take place in Study Week (the 6th week of term), but your tutor will confirm plans for each module. If classes are not scheduled, you will be set specific tasks, such as rehearsal or project work, or have supervision with your tutors, during Study Week. Students should not make plans to leave campus during Study Week.

5 Degree structure

Full details about your degree 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: The structure of the Foundation Year

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

<u>STEM (Sciences, Technology, Engineering, Maths) pathways</u>

Each module below is worth 15 credits: Students must pass 120 credits to pass the Foundation Year.

Foundation Year Life Sciences: Includes students studying Biology, Biomedical Sciences, Geology and Health Studies with an integrated Foundation Year

<u>Term 1:</u>
FY0012: Introduction to Foundation Life Sciences and the Environment
FY0013: Foundation Mathematics for Life Scientists
FY0021: Global and Planetary Health

<u>Term 2:</u>
FY0014: Foundation Statistics for the Life Sciences
FY0015 Environmental Science for Foundation Life Sciences
FY0017: Life Sciences II Organ Systems

<u>Term 3:</u> Two department-specific modules, depending on your degree course.

Foundation Year Mathematics or Physics with Integrated Foundation Year

<u>Term 1:</u>
FY0020: Foundation Physical Sciences I
FY0022: Foundation programming
FY0030: Foundation Mathematics I

<u>Term 2:</u>
FY0016: Foundation Physical Sciences II
FY0031: Foundation Mathematics II
FY0018: Engineering Society

<u>Term 3:</u> Two department-specific modules, depending on your degree course.

Foundation Year Computer Science, Computer Systems Engineering, or Electronic Engineering with Integrated Foundation Year

<u>Term1:</u>
FY0020: Foundation Physical Sciences I
FY0022: Foundation Programming
FY0030: Foundation Mathematics I

Term 2:
FY0019: Foundation Programming Group Project
FY0031: Foundation Mathematics II
FY0018: Engineering Society

Term 3: Two department-specific modules, depending on your degree course.

SHAPE (Social Sciences, Humanities, Arts) pathways

All modules are worth 15 credits, with the exception of FY0024 Cultures of Thinking, which is worth 30 credits. Students must pass 120 credits to pass the Foundation Year.

	Term 1	Term 2	Term 3
Humanities (English, Classics, History, LLC)	• FY0024 Cultures of Thinking • FY0028 Textual Cultures • FY0027 Society on Screen • Department tutorials	• FY0024 Cultures of Thinking • FY0023 Culture and Memory • **Option**: FY0029 Digital cultures **OR** FY0025 Data, society, and policy • Department tutorials	• Department module I • Department module II
Performing and Digital Arts (Drama, Media Arts, Music)	• FY0024 Cultures of Thinking • FY0028 Textual Cultures • FY0027 Society on Screen • Department tutorials	• FY0024 Cultures of Thinking • FY0029 Digital cultures • **Option**: FY0023 Culture and Memory **OR** FY0025 Data, society, and policy • Department tutorials	• Department module I • Department module II
Philosophy/ PIR	• FY0024 Cultures of Thinking • FY0028 Textual Cultures • FY0026 Ethics in Theory & Practice • Department tutorials	• FY0024 Cultures of Thinking • FY0023 Culture and Memory • **Option**: FY0029 Digital cultures **OR** FY0025 Data, society, and policy • Department tutorials	• Department module I • Department module II
Law	• FY0024 Cultures of Thinking • FY0028 Textual Cultures • FY0026 Ethics in Theory & Practice • Department tutorials	• FY0024 Cultures of Thinking • FY0025 Data, society, and policy • **Option**: FY0023 Culture and Memory **OR** FY0029 Digital cultures	• Department module I • Department module II

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. If you hold a Tier 4 (General) student visa, there may be further restrictions in line with UKVI regulations.

Any student who wishes to change degree at the end of first year (e.g., from a joint honours programme to single honours) to move directly into the second year must have achieved a 2.1 average for their first year.

6   Facilities

6.1   The Library

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

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

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

The Information Consultant for Foundation Year is Rachel White, who can be contacted at Rachel.White@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.

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.

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.

7   Assessment Information

7.1   Anonymous marking and cover sheets

All Foundation Year summative coursework assessments are marked anonymously.

SHAPE students are required to complete and attach a cover sheet to each piece of submitted work. Cover sheets are provided in the relevant sections of module Moodle pages alongside assignment briefs.

7.2   Submission of work

Work to be assessed is submitted electronically via Moodle and, on rare occasions if required by your tutor, in hard copy to the PDA admin office. The submission time for Moodle takes precedent over a hard copy. Assessments that are received after the required time for Moodle submission will be considered late.

The steps you have to take in order to submit an electronic copy of assessed assignments are described in detail on the Moodle page 'Avoiding Plagiarism' under 'My Courses'. 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 is returned to the markers at Royal Holloway annotated to show any matching text and its source(s). The purpose of this step is not to detect plagiarism – we do not expect it 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.

7.3 Penalties for over-length work

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (7) of the University's Academic Taught Regulations:

Section 13 (7)

Any work 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.

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 Disability and Neurodiversity Services (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 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 Neurodiversity 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 Neurodiversity 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.

7.6 Academic misconduct - 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.

8   Attendance and Engagement Requirements

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.

9.1 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 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 University's Code of Practice on personal harassment for students should be read in conjunction with the Student Disciplinary regulations and the Complaints procedure.

9.2 Lone working policy and procedures

The University 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

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

It is likely that most activities will take place on University 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